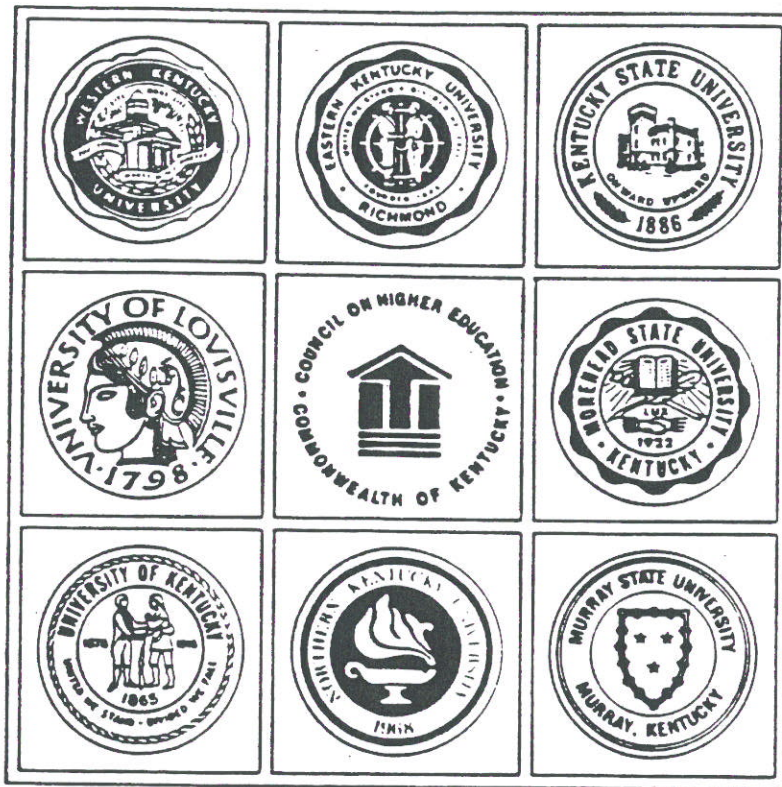


KENTUCKY PLAN FOR EQUAL OPPORTUNITIES IN HIGHER EDUCATION

VOLUME 1 — THE PLAN



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with
Council-approved changes

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EXECUTIVE SUMMARY
THE KENTUCKY PLAN FOR EQUAL OPPORTUNITIES
IN HIGHER EDUCATION

The Kentucky Plan for Equal Opportunities in Higher Education (The Kentucky Plan) evolved from the state's commitment to continue efforts begun during the five-year federally mandated desegregation plan. The major objectives that are to be supported by this plan are: 1) to provide equal educational opportunities for all Kentuckians by striving to increase African-American student enrollments; 2) to increase the number of African-Americans employed at all levels at the institutions; and 3) to continue to enhance the current status of the Commonwealth's traditionally Black institution in its important role on the higher education system. The state supported institutions of higher education have formally agreed to the commitments, objectives, and action plans in The Kentucky Plan.

The commitments made in The Kentucky Plan are:

1. to increase the proportion of Kentucky resident African-American undergraduate students enrolled in higher education;
2. to increase the retention of Kentucky resident African-American undergraduate students and the proportion of Kentucky resident African-Americans who graduate to the proportion of White undergraduate students who are retained and who graduate;
3. to increase the proportion of Kentucky resident African-American graduate students enrolled in higher education to the same level as the proportion of total students who receive undergraduate degrees that are Kentucky resident African-American;
4. to increase the number and proportion of African-American faculty and staff employed by the institutions of higher education;
5. to increase the number of Kentucky resident African-American applicants to, enrollments in, and graduation from first professional programs in dentistry, law, and medicine; and

6. to ensure African-American representation on the Council on Higher Education and on each Board of Trustees or Regents.

Each of the six commitments is followed by specific objectives and action plans for each institution. In Volume I (The Plan), institutional action plans are presented in shortened versions. The detailed action plans that were submitted by the institutions are included in Volume II (Appendices) as Appendix 2.

Throughout the life of The Kentucky Plan, appropriate coordinating activities will require review, advice, and recommendations from various concerned organizations, institutions, and individuals. The Kentucky Plan highlights the coordinating activities expected from the Council on Higher Education and its two committees -- The Task Force on Minority Students and the Committee on Equal Opportunities.

Annual monitoring and assessment of action plans and other equal opportunity activities are anticipated. Major emphasis will be given to the attainment of objectives. Appropriate data - budgetary, programmatic, enrollment, faculty and staff, and graduation changes as they relate to equal opportunities for African-Americans - will be collected, analyzed, and assessed. An annual schedule of assessment and monitoring activities has been established as part of The Plan to ensure that the progress of The Kentucky Plan is evaluated.

The Kentucky Plan for Equal Opportunities In Higher Education will extend over a period of five academic years (1990-1995).

Kentucky Plan for Equal Opportunities in Higher Education in Kentucky

I. Background

As the coordinating agency for higher education in the Commonwealth, the Council on Higher Education was given primary responsibility by the governor's office for developing and implementing the Higher Education Desegregation Plan as recommended by the U.S. Office for Civil Rights (OCR). That Plan was implemented over a five-year period that ended in June, 1987. (A summary and a chronology of desegregation activities under that Plan are included in Volume II as Appendices 1 and 6.)

Although a final evaluation of the earlier Plan has not been completed by OCR, the Council has gone forward with its commitments to equal opportunities. These commitments are derived from the following conclusions: 1) overall expectations with respect to the enhancement of Kentucky State University have been met by the Commonwealth; and 2) the traditionally white institutions did not attain the agreed to objectives in the areas of recruitment, retention and graduation of African-American students and the recruitment of African-American employees, especially faculty.

The new goal in the Strategic Plan, designed to build on and strengthen the initiatives begun as part of the former Desegregation Plan, calls for the Council and the institutions to join together:

To provide equal educational opportunities for all Kentuckians, regardless of race, by striving to increase minority student enrollment at the traditionally White institutions; to increase the number of minorities employed at the traditionally White institutions, especially in administrative and faculty positions, and to continue to enhance the current status of the Commonwealth's traditionally African-American institution in its important role in the higher education system.

II. COMMITMENTS, OBJECTIVES AND ACTION PLANS

To reach the expectations of the Strategic Plan, the Council and the institutions have reviewed previous efforts over the past six years and together agree to pursue vigorously the commitments and objectives indicated in this document. Institutional letters of commitment are included in The Kentucky Plan in Section V. The commitments, objectives and plans included in The Kentucky Plan (except for faculty and staff) refer to Kentucky residents. All data and objectives, except for faculty and staff, are therefore based on Kentucky resident population or students.

COMMITMENT 1

The Council on Higher Education and the institutions are committed to increasing the proportion of Kentucky resident African-American undergraduate students enrolled in higher education.

Objective 1

The following institutional objectives are established to meet Commitment #1 by fall 1995.

Table 1. Kentucky resident African-American Undergraduate Enrollment 1987 and 1995

Institution	1987 Actual		Objectives*
	<u>No.</u>	<u>%</u>	<u>1995</u> ✓
EKU	598	5.9%	4.6%
KSU	486	29.9	41.5
MoSU	103	2.5	1.7
MuSU	211	4.6	6.2
NKU	60	0.9	1.0
UK	501	3.4	6.2
UL	1317	9.1	11.3
WKU	614	6.1	7.0

(*These objectives are based on a 1990 market analysis of the areas of the state that contribute 90% of the entering undergraduate enrollments at each institution.)

ACTION PLANS

The institutions have initiated or plan to initiate the following activities in support of Commitment #1 and Objective #1:

Eastern Kentucky University agrees to:

1. emphasize efforts at high schools with a high percentage of African-American students and advertise in periodicals with a high percentage of African-American readership;
2. increase recruitment efforts at Lexington Community College and Jefferson

- Community College and continue relationships with high school counselors; and
3. establish a comprehensive financial aid package and use Educational Testing Service (ETS) and American College Test (ACT) services to better identify minorities who have taken respective tests.

Kentucky State University agrees to:

1. develop a promotional market plan and employ recent graduates as admissions recruiters;
2. increase recruitment activities in Jefferson County and allocate additional resources to scholarships; and
3. increase ties with minority professional groups, focus additional efforts on high school sophomores, and provide opportunities for KSU personnel to speak at various high schools.

Morehead State University agrees to:

1. create a campus wide atmosphere conducive to recruitment, retention and graduation through leadership, workshops, and national/state speakers;
2. increase the utilization of minority faculty/staff in recruitment efforts and on the Minority Students Recruitment Team; and
3. expand minority networks, enhance scholarships programs, and use alumni association in recruitment.

Murray State University agrees to:

1. continue activities at Ft. Campbell and elsewhere that provide career counseling and financial assistance for qualified African-Americans;
2. expand recruitment efforts at high schools with a large minority enrollment and at area community colleges; and
3. target additional academic disciplines or departments for aggressive minority recruitment programs, increase the utilization of minority faculty/staff in recruitment efforts, expand minority networks, and enhance scholarship programs.

Northern Kentucky University agrees to:

1. organize a minority recruitment committee;
2. improve efforts to identify prospective African-American students such as career days, college fairs, and recruitment receptions;
3. continue to solicit the assistance of African-American alumni and currently enrolled African-American students in recruitment programs and follow-up efforts with prospective students;
4. continue to increase faculty outreach efforts in local high schools with significant African-American enrollments and maintain open lines of communication with high school counselors; and
5. reorganize the Office of Minority Affairs to provide better services. The coordinator position will be upgraded to assistant Dean for African-American Students and full-time clerical support will be provided.

University of Kentucky agrees to:

1. increase African-American student enrollment to 1,000;
2. provide 100 minority recruitment scholarships annually;
3. reduce overall racial incidents; and
4. establish recurring minority scholarship and grant fund of \$600,000.

University of Louisville agrees to:

1. continue/enhance early outreach efforts and work cooperatively with school personnel to train teachers about admissions and financial aid process;
2. update slideshow/videotape to reflect minority concerns and an up-to-date picture of the university; and
3. improve transfer recruiting strategies and continue to provide various scholarship opportunities.

Western Kentucky University agrees to:

1. intensify recruitment at high schools with a large population of African-Americans; expand recruitment to other geographic regions; and implement a African-American student program of recruitment activities in African-American churches, civic groups, and fraternal organizations;
2. expand African-American alumni contact file and ask African-American alumni to assist in recruiting; and
3. increase recruitment of African-American students at community colleges in service region; devise/implement departmental recruitment strategies, and increase university's commitment to middle schools in Governor's Minority Program.

COMMITMENT 2

The Council and the institutions are committed to increasing the retention of Kentucky resident African-American undergraduate students and the proportion of graduates to the same level as that of White undergraduate students.

Objective 2a

The following institutional objectives are established to meet the retention rates of Commitment #2 by fall 1995.

Table 2a. Kentucky Resident Undergraduate African-American Retention Rates

Institution	First-Year Students		Undergraduate Totals	
	Actual S/F 1987	Objectives* S/F 1995	Actual S/F 1987	Objectives* S/F 1995
EKU	57.3%	63.0%	68.9%	74.5%
KSU	50.9	63.0	61.3	67.0
MoSU	70.8	68.3	74.6	74.0
MuSU	40.3	63.3	61.8	76.3
NKU	58.8	64.6	63.8	72.5
UK	66.2	78.3	77.2	81.4
UL	57.5	66.6	65.6	76.0
WKU	62.1	64.9	70.7	74.6

(*These objectives for undergraduate African-American students are the actual institutional retention rates for first year and total undergraduate White students from spring to fall 1987 for each institution. The objectives are designed to improve the retention rates of African-American students during two critical stages--during the first year of matriculation and the year of anticipated graduation.)

ACTION PLANS

The institutions have initiated or plan to initiate the following activities in support of Commitment #2 and Objective #2a:

Eastern Kentucky University agrees to:

1. establish a Mentor Program for minority freshmen and involve parents in retention process;

2. develop seminars for students to interact with minority community and corporate role models;
3. conduct workshops with residence hall professionals and student services staff to promote better understanding of minority concerns;
4. continue the "Minority Career Day" and encourage participation of minority students throughout all classifications; and
5. continue to provide tutorial services for minority students through the "Minority Student Study Room".

Kentucky State University agrees to:

1. provide an enriched environment of extracurricular activities, organizations and cultural opportunities, pursue prejudice reduction activities to improve on-campus quality of life, and identify and correct reasons for attrition of minority students;
2. establish means through which mentors/academic advisors can become more involved in addressing attrition concerns and increase the number and proportion of minority faculty/staff;
3. develop a university learning center to assist in educational improvements and employment workshops aimed at multicultural differences, learning styles, and teaching techniques; and
4. implement a freshman orientation course designed to address educational, cultural and academic factors impacting upon student retention in particular African-American students.

Morehead State University agrees to:

1. allocate a percentage of institutional work-study funds for African-American student retention efforts;
2. strengthen cross cultural programming; and
3. establish a faculty/staff mentoring program and expand the Peer Advising Program.

Murray State University agrees to:

1. expand and improve the Mentor Program for minority freshmen, involve more faculty/staff in retention process, and increase minority student awareness of

- institutional work-study positions;
2. strengthen cross-cultural programming, conduct workshops with residence hall professionals and student service staff to better understand minority concerns, expand the efforts of the Learning Center to serve minorities with educational deficiencies, and develop plans for group study sessions; and
 3. develop communications with advisors of minorities, improve the "early warning system," and assist in the expansion of the role of African-American organizations on campus.

Northern Kentucky University agrees to:

1. encourage high risk African-American students to utilize the Learning Assistance Center and make personal contacts through the Office of Minority Affairs with all new African-American students;
2. expand the efforts of the Learning Assistance Center and the Math Assistance Program. The Advising, Counseling and Testing Center has been reorganized to provide better services to African-American students and to encourage African-American students to register for University 101;
3. expose African-American students to appropriate mentors and role models and implement programs to enhance the knowledge, understanding, and skills for personal development; and
4. expand role of African-American organizations on campus by getting students more involved in student activities, provide opportunities to develop leadership and other socially relevant skills, and seek to establish a African-American sorority on campus.

University of Kentucky agrees to:

1. increase African-American student retention to 80 percent;
2. increase minority affairs staff and budget to support enrollment and retention gains;
3. co-sponsor multi-cultural student retreats on prejudice reduction and value clarification and develop minority student leadership workshops and retreats; and
4. increase funding of Learning Services Center for additional staff and expansion of the Minority Freshman Summer Program.

University of Louisville agrees to:

1. continue programmatic efforts of the Center for Academic Achievement and of the university's Preparatory Division;
2. continue/enhance strategies to create an environment that is warm, welcoming and supportive;
3. review strategies for lowering attrition rates, continue the faculty/student mentor program, and implement workshops/seminars on race relations and cultural diversity; and
4. monitor minority students to ensure that financial aid needs are being accommodated.

Western Kentucky University agrees to:

1. encourage African-American students/parents to participate in early orientation, advisement, and registration program;
2. heighten university employees' understanding of African-American students through cultural awareness activities, and establish closer working relationships with African-American student organizations;
3. survey non-persisting students to determine why they do not return to university; and
4. develop a resource guide to aid students while attending the university. The guide will include campus support programs, minority community services, and success strategies for students attending predominantly white universities.

Objective 2b

The following institutional objectives are established to meet Commitment #2 to increase the proportion of Kentucky resident African-Americans receiving baccalaureate degrees by June, 1995:

Table 2b. Kentucky resident African-Americans as % of Baccalaureate Graduates

Institution	1986-87 <u>Actual</u>	1994-95 <u>Objectives</u>
EKU	3.8%	3.4%
KSU	47.5	47.5
MoSU	1.8	1.3
MuSU	2.8	4.7
NKU	1.1	0.7
UK	2.3	5.2
UL	6.0	8.6
WKU	6.1	5.2

(The 1994-95 objectives for each institution were determined by multiplying the African-American Undergraduate Enrollment objectives (Table 1) by the Undergraduate African-American Retention Rate objectives (Table 2a). KSU will maintain its 1986-87 African-American baccalaureate graduation rate.)

ACTION PLANS

The institutions have initiated or plan to initiate the following activities in support of Commitment #2 and Objective #2b:

Eastern Kentucky University agrees to:

1. develop communications with advisors for junior and senior level students to better assess their academic status;
2. establish an "early warning system" to interact with potential non-persisters;
3. continue monthly meetings with the leadership of minority organizations to maximize their potentials;
4. conduct workshops which enhance the development of cross cultural communication; and
5. establish a program which provides the opportunity for informal discussions amongst minority students to address the issue and concerns which arise as a result of enrollment in a traditionally white institution.

Kentucky State University agrees to:

1. examine how quality of life and worthy use of leisure time can be improved;
2. revitalize an effective "Writing Across the Curriculum" program and establish means for more involvement of faculty/mentors in addressing the causes of attrition; and
3. survey students who withdraw from the university as a means of identifying reasons for attrition.

Morehead State University agrees to:

1. allocate a percentage of institutional work-study funds for African-American student retention efforts;
2. strengthen cross cultural programming; and
3. establish a faculty/staff mentoring program and expand the Peer Advising Program.

Murray State University agrees to:

1. expand and improve the Mentor Program for minority freshmen, involve more faculty/staff in retention process, and increase minority student awareness of institutional work-study positions;
2. strengthen cross-cultural programming, conduct workshops with residence hall professionals and student service staff to better understand minority concerns, expand the efforts of the Learning Center to serve minorities with educational deficiencies, and develop plans for group study sessions; and
3. develop communications with advisors of minorities, improve the "early warning system," and assist in the expansion of the role of African-American organizations on campus.

Northern Kentucky University agrees to:

1. continue Martin Luther King, Jr. Dinner, Black History Month, Black Lecture Series, Black Film Series and Panel Discussions, and Black Awards Banquet;
2. continue Afro-American Studies Program which allows students to substitute Afro-American courses for non-western history courses and to receive a minor in Afro-American Studies; and

3. continue the Mentor Program that provides social contact, limited guidance and counseling to African-American freshmen by upper-division African-American students.

University of Kentucky agrees to:

1. improve the African-American undergraduate graduation rate by 25 percent through activities of the Office of Minority Affairs.

University of Louisville agrees to:

1. continue programmatic efforts of Center for Academic Achievement and of the university's Preparatory Division;
2. continue/enhance strategies to create an environment that is warm, welcoming and supportive;
3. review strategies for lowering attrition rates, continue the faculty/student mentor program, and implement workshops/seminars on race relations and cultural diversity; and
4. monitor minority students to ensure that financial aid needs are being accommodated.

Western Kentucky University agrees to:

1. Place higher priority on leadership training for African-American student population and develop a program of retention intervention;
2. Increase funding for academic scholarships and increase participation of African-American students in key student service agencies; and
3. sponsor joint workshops by academic advising and career placement offices for African-American students. Various departments will sponsor informational programs for students to answer questions about majors, career opportunities, intern programs, etc.

COMMITMENT 3

The Council and the institutions are committed to increasing the proportion of Kentucky resident African-American graduate students enrolled in higher education to the same level as the proportion of total students who receive undergraduate degrees that are Kentucky resident African-American.

Objective 3

The following institutional objectives are established to meet Commitment #3 by fall 1995.

Table 3. Kentucky resident African-Americans as % of Graduate Enrollments

Institution	Fall 1987	Actual	1995 Objective
	<u>No.</u>	<u>%</u>	<u>%</u>
EKU	41	2.4	3.4
MoSU	5	0.4	1.3
MuSU	50	4.6	4.7
NKU	2	0.5	0.7
UK	69	3.0	5.3
UL	156	5.5	8.6
WKU	83	4.5	5.2

(*The objectives in this table are based on the expected 1995 African-American baccalaureate graduation rates in Table 2b; KSU not included because of only one graduate program at the university.)

ACTION PLANS

The institutions have initiated or plan to initiate the following activities in support of Commitment #3 and Objective #3:

Eastern Kentucky University agrees to:

1. continue to offer Minority Scholarships for Kentucky resident graduate students and provide information to potential graduate students regarding assistantships and fellowships;
2. recruit from on-campus undergraduates; increase participation in workshops and

- conferences related to minority student recruitment, retention and success; and
3. continue to provide for a Graduate Assistantship in the Office of Minority Affairs for a student of the Minority.
 4. increase participation in individual graduate school recruiting activities at schools with substantial minority undergraduate enrollments; and
 5. pursue continued participation in the AFGRAD program.

Morehead State University agrees to:

1. allocate a percentage of graduate assistantships to African-American students and increase support for assistantships;
2. develop a formal network of faculty to encourage minority students and increase support for recruiting and advising off-campus graduate students; and
3. graduate committee will examine ways in which the university can recruit more resident African-American graduate students. Responsibility to monitor implementation of appropriate suggestions will be given to Dean of Graduate and Extended Campus Programs.

Murray State University agrees to:

1. continue to recruit African-American graduate students for speech therapist program and for other graduate programs, and explore additional opportunities for outside funding;
2. continue to offer Minority Scholarships for eight to ten Kentucky resident graduate students, to participate in the minority Graduate Record Exam Locator Service, and utilize new student information system for tracking and follow-up of prospective applicants;
3. increase support for recruiting and advising off-campus graduate students and develop a formal network of faculty to encourage undergraduate minority students to consider graduate school; and

4. current and new African-American faculty in Special Education will serve as role models and mentors. They, plus African-American faculty in Elementary and Secondary Education, Journalism, Radio-TV and Chemistry will be involved in activities designed to attract and support qualified African-American graduate students.

Northern Kentucky University agrees to:

1. increase the number of educational programs targeted at the African-American community;
2. utilize new student information system for tracking and follow-up of prospective applicants and develop a campus video for recruitment of African-American students;
3. solicit the assistance of African-American alumni and currently enrolled students in recruitment programs and follow-up efforts with prospective students; and
4. contact African-American professional organization members in the local area with information regarding the graduate program options available to Northern.

University of Kentucky agrees to:

1. increase the number of minority graduate students by 50 percent;
2. increase the percentage of minority graduate students to 7 percent of the graduate student body;
3. double the current level of external funding for graduate students, particularly minority and underrepresented student constituencies;
4. intensify efforts to recruit, support and retain minority and female students in all graduate programs, particularly in those fields where they have been traditionally underrepresented;
5. direct focused activity on the development of competitive proposals for external support of minority graduate students and post-doctoral fellows; and
6. increase the number of fellowships targeted for minorities, including establishing the UK-UL Interinstitutional Cooperative Fellowship Program that will provide tuition and stipend support for minority graduate students admitted to UK or UL.

University of Louisville agrees to:

1. develop summer research opportunities for African-American graduate students, continue the Pat Roberts Harris Fellowship Program, and review institution-wide minority student recruitment strategies;
2. develop a plan to orient faculty at the departmental level on the impact of their attitudes/behavior on recruitment and admissions;
3. continue to work with faculty on affirmative action initiatives and their sensitivity to the needs of African-American students;
4. establish a Graduate School Preparation Project that would identify minority and first generation college students with aptitudes for graduate study and provide assessment, summer research experience and support to prepare these students for graduate school; and
5. establish the UK-UL Interinstitutional Cooperative Fellowship Program that will provide tuition and stipend support for minority graduate students admitted to UK or UL.

Western Kentucky University agrees to:

1. continue participation in statewide career fairs; provide mass mailings to African-American undergraduates and conduct an assessment of the Minority Assistantship Program;
2. emphasize internal recruitment; provide information on minority grant/scholarship support; and sponsor special minority and university events and alumni meetings; and
3. increase the assistant stipend for all graduate students, if budget resources permit.

COMMITMENT 4

The Council and the institutions are committed to increasing the number and proportion of African-American faculty and staff employed by institutions of higher education.

Objective 4

The following institutional objectives, derived from existing Affirmative Action Plans as approved by the Office of Federal Contract Compliance Programs, (U.S. Department of Labor) or the Office for Civil Rights (U.S. Department of Education), are established to meet Commitment #4 by fall 1994.

Table 4. African-American Employment
1987-88 Actual and 1994 Objectives by EEO-6 Categories

Institution	Executive, Administrative and Managerial			Faculty		
	1987-88		1994 <u>Objective</u>	1987-88		1994 <u>Objective</u>
	<u>#</u>	<u>%</u>		<u>#</u>	<u>%</u>	
EKU	2	1.8%	4.1%	7	1.1%	3.9%
KSU	22	62.9	62.9	32	31.4	40.0
MoSU	1	2.3	3.9	4	1.4	3.9
MuSU	2	3.1	4.7	9	2.4	3.9
NKU	2	3.1	4.7	6	2.0	4.2
UK	15	4.1	7.6	22	1.5	2.8
UL	16	7.8	10.0	28	2.8	5.0
WKU	2	2.1	5.2	10	1.9	2.8

Institution	Professional Non-Faculty			Secretarial/Clerical		
	1987-88		1994 <u>Objective</u>	1987-88		1994 <u>Objective</u>
	<u>#</u>	<u>%</u>		<u>#</u>	<u>%</u>	
EKU	5	3.3%	4.3%	10	2.9%	6.4%
KSU	35	53.0	53.0	36	43.4	43.4
MoSU	3	1.9	3.3	2	1.2	1.3
MuSU	10	7.9	8.6	2	1.0	3.1
NKU	4	3.2	7.4	3	2.2	0.8
UK	41	2.0	4.3	183	10.0	N/A
UL	60	8.4	12.9	163	19.4	22.0
WKU	12	5.4	8.0	17	5.6	8.2

Institution	Technical-Professional			Skilled Craft		
	1987-88		1994	1987-88		1994
	#	%	<u>Objective</u>	#	%	<u>Objective</u>
EKU	3	5.4%	4.9%	1	3.8%	8.1%
KSU	38	42.7	42.7	15	51.7	51.7
MoSU	0	0.0	1.3	0	0.0	1.3
MuSU	1	2.4	5.6	1	1.3	2.7
NKU	0	0.0	0.8	1	3.0	0.8
UK	105	11.6	N/A	35	13.5	N/A
UL	55	19.7	23.2	6	5.0	9.4
WKU	0	0.0	6.3	3	3.1	4.1

Institution	Service and Maintenance		
	1987-88		1994
	#	%	<u>Objective</u>
EKU	41	9.6%	6.4%
KSU	43	70.5	70.5
MoSU	3	1.6	1.3
MuSU	13	6.0	7.8
NKU	10	8.5	0.8
UK	659	46.6	N/A
UL	168	60.0	53.6
WKU	48	18.6	20.2

(These objectives are the benchmarks or approximations established for fall 1985 in the 1982 Desegregation Plan Appendix 27.)

ACTION PLANS

The institutions have initiated or plan to initiate the following activities in support of Commitment #4 and Objective #4:

Eastern Kentucky University agrees to:

1. continue home-grown program of encouraging seniors and graduate students to seek employment at EKU;
2. participate in recruitment and placement services during professional meetings and

conventions; and

3. continue to provide financial assistance for travel to professional and developmental workshops for minority faculty and staff.

Kentucky State University agrees to:

1. develop graduate program ties with other Kentucky universities and use their graduate students to teach part time at KSU while working on their dissertations;
2. identify potential faculty from the KSU undergraduate population and support them through their graduate programs; and
3. provide salaries/benefits that are more competitive and assign faculty mentors to all new incoming faculty to ease transitions and to acquaint them with the KSU faculty family.

Morehead State University agrees to:

1. advertise in a wider range of minority media and ensure minority representation on university search committees;
2. encourage administration and faculty to actively recruit minority employers at professional conferences and workshops;
3. establish a formal mentoring program for minority faculty and staff and develop programs on recruiting, hiring and advancing minority faculty and staff; and
4. new initiatives are being outlined by Vice President for Academic Affairs which would establish objectives for hiring African-American faculty in each college, add new positions for departments to hire African-American faculty, and lead to faculty exchange programs.

Murray State University agrees to:

1. continue to advertise positions in minority publications, participate in recruitment/placement services at national conferences, and utilize direct mailing to minority organizations and traditionally African-American institutions; and

2. emphasize the importance of following established guidelines, continue to ensure minority representation on university search committees, and provide minority faculty/staff with financial assistance for travel to professional and developmental workshops.

Northern Kentucky University agrees to:

1. continue to advertise positions in major publications and at national conferences and use direct mailing to minority organizations and traditionally African-American institutions;
2. develop "grow your own" program in 1989;
3. conduct training sessions for proper search procedures, use networking to identify potential candidates, initiate necessary remedial job training and work-study programs, and groom currently employed minorities for promotion; and
4. upgrade the affirmative action coordinator position to Special Assistant to the President. The new position's responsibilities will be devoted fully to programming issues and enhancing the recruitment of minority faculty and staff. The Office of Personnel Services will work with the Special Assistant to the President to develop a program to reach minority groups and to disseminate employment information.
5. implement a new program - Educational Support Program - in Academic Affairs that will promote educational assistance to African-American Ph.D. candidates in exchange for work commitments at the university.

University of Kentucky agrees to:

1. establish a visiting professorship for minority faculty; contact potential faculty directly to determine their interest; maintain regular contact with minority organizations; routinely advertise positions with minority and women's organizations and encourage their application;
2. evaluate promotion/hiring decisions to assure the absence of bias; maintain complaint procedures for prompt/fair redress of complaints and conduct special training programs for staff involved in selection of new employees; and
3. continue an employee education assistance program; continue to utilize the availability of local services to recruit minorities; and continue to post at

conspicuous places all required notices and a statement of equal employment policy.

University of Louisville agrees that the:

1. provost will use criteria of recruitment and retention of African-American faculty as one of the most important criteria in the annual performance review of deans;
2. president will continue to make available a fund which can be used to assist in the recruitment of minority faculty;
3. provost will explore the development of a junior faculty development/leave program to assist in the retention of African-American faculty;
4. president, provost and executive cabinet will be expected to demonstrate strong commitment to a pluralistic community;
5. the president will establish an initiative to increase the number of African-American faculty. The initiative will include an incentive fund for hiring and retaining African-American faculty in under utilized areas; and
6. establish new procedural requirements to make affirmative action more productive in under utilized disciplines.

Western Kentucky University agrees to:

1. continue to develop Junior African-American Faculty Program and expand minority vita bank;
2. send position announcements to traditionally African-American institutions and to current African-American faculty/staff;
3. continue to develop the minority graduate student program; and
4. create a full-time position of Affirmative Action Officer who will have the responsibility for establishing training programs for supervisory personnel. The programs will be designed to make such personnel more aware of their responsibilities in enhancing a multi-cultural environment. The Affirmative Action Officer will be a part of the President's staff.

In addition, the higher education funding formula has been revised for FY 1990-92 to provide incentives to increase the number of minority faculty at institutions. The revision is tied to net changes in minority faculty and will provide a \$10,000 annual increase (or decrease) for each net addition (or decrease) in the number of minority faculty at each institution.

COMMITMENT 5

The Council and the institutions are committed to increasing the number of African-American applicants to, enrollments in, and graduation from first-professional programs in dentistry, law, and medicine.

Objectives 5a - c

The following institutional objectives (5a, 5b, and 5c) are established to meet Commitment #5.

- 5a. To increase, by 1994, the size of the Kentucky resident African-American applicant pool by 50% over the average for the two year period of 1986-87 and 1987-88 .
- 5b. To increase, by 1994, first-year enrollments of Kentucky resident African-Americans by 33% over the average for the two year period of 1986-87 and 1987-88.
- 5c. To increase, by 1995, the number of degrees awarded to Kentucky resident African-Americans by 33% over the average for the two year period of 1986-87 and 1987-88.

Table 5. Professional Schools Data
(Kentucky Residents: African-American/Total)

	Dentistry	Law	Medicine	Total
Applications*				
Fall 87	4/99	36/751	7/337	47
Fall 88	3/107	35/839	18/361	56
*includes duplicate applications				
1994 Objective	6	54	20	80
First Year Enrollments				
Fall 87	5/79	9/362	5/206	19
Fall 88	1/84	10/386	7/213	18
1994 Objective	5	13	8	26
Degrees Awarded				
1986-87	3/82	5/305	2/196	10
1987-88	3/78	5/346	3/195	11
1995 Objective	4	6	4	14

ACTION PLANS

The institutions have initiated or plan to initiate the following activities in support of Commitment #5 and Objectives #5a, 5b, and 5c:

Murray State University agrees to:

1. continue to urge faculty to seek out talented minority students and encourage them to enter pre-medical or pre-law programs; and
2. continue to attend minority career fairs.

Northern Kentucky University agrees to:

1. continue to attend minority career fairs at ECU, UK and Indiana University; continue to reserve up to 3 percent of entering class seats for students who successfully complete KSU cooperative Law Admissions program; target students from Black Graduates of Kentucky and send letters to them advising them of

NKU's law programs;

2. draw upon resources of the Alumni Office to attract minority students including a phone-a-thon at which African-American law students and alumni will call prospective applicants to discuss NKU's law program;
3. continue to offer two minority Educational Opportunity Grants per year and seek external funds to buttress these sources and inform prospective applicants of other existing scholarships that are available to them; and
4. sponsor Law School Aptitude Test (LSAT) preparation classes, provide tutorial assistance to African-American students (especially during their first term), and pair new students with "veteran" students as mentors.

University of Kentucky agrees to:

1. continue to participate in the Cooperative Admission Agreement for Medicine, Dentistry, and Law with Kentucky State University;
2. continue and increase the efforts of the College of Law to attract minority students and, within five years, increase the representation of women and minorities in its student body;
3. allow African-Americans/minorities regardless of geographic location to enroll in PEPP program associated with the College of Medicine; and annually develop financial arrangements to assist African-American students with tuition including scholarships and loans; and
4. continue the efforts of the College of Dentistry to increase minority enrollment through participation in the Health Careers Opportunity Program, participation in the leadership programs sponsored by the Vice Chancellor for Minority Affairs, continue presentations and programs for the Lexington Black Achievers Program, and sponsorship of a Chapter of the Student National Dental Association and its activities.

University of Louisville agrees to:

1. continue to work with KSU and other institutions to identify potential applicants to professional programs;
2. continue to utilize minority locator service and to offer attractive scholarship

packages to minority students; and

3. continue the Medical Education Development Program, to offer the pre-matriculation program for minorities, and (for law) offer an admissions by summer performance to minority students.

COMMITMENT 6

The Governor is committed to ensuring the appointment to and representation of African-Americans on The Council on Higher Education and on each board of trustees or regents.

ACTION PLAN

All boards of trustees or regents and the Council on Higher Education currently have at least one African-American member; the CHE has two African-American members and several of the boards have more than one African-American member. For future years, the Council will recommend continuation of African-American representation on the Council and all boards. The Governor is committed to this plan.

In 1992 Kentucky revised its procedures for appointments to Boards of Trustees and Regents. The new law requires that all boards have minority representatives and established a nominating committee whose membership includes minorities and representatives of the two major parties. The committee nominates three persons for each board slot and the Governor must select one of three nominees.

III. COORDINATION OF ACTIVITIES

The Kentucky Plan will directly involve the following group in the planning, implementation, and assessment of equal educational initiatives: The Council on Higher Education; Committee on Equal Opportunities; Task Force on Minority Students; Institutional Equal Opportunities Coordinators; and the leaders of the institutions of higher education.

A. Council on Higher Education

The Council will continue its primary responsibility of oversight and coordination of activities through its Strategic Plan for Higher Education in Kentucky. The Council will be assisted by the various committees, institutions, and institutional representatives.

B. Committee on Equal Opportunities (CEO)

The CEO serves in an advisory capacity to the Council in implementing the equal opportunities goal. The committee is expected to meet three to four times annually, review proposed and planned equal educational activities, review the annual institutional reports on progress toward objectives, and advise the Council as it implements the equal educational opportunities plan.

C. Task Force on Minority Students

The Council established a Task Force on Minority Student Recruitment, Retention and Mobility during an early phase of the Desegregation Plan. The committee was composed of institutional representatives who work closely with students in admissions, advising, financial aid and minority affairs areas. The committee has been expanded and renamed the Task

Force on Minority Students. Its responsibilities continue to be to address minority recruitment, retention and mobility issues. The committee meets periodically and is expected to continue to provide advice, workshops, and training sessions that influence educational attainment and access of minority students. A members of the Task Force serves on the Committee on Equal Opportunities.

D. Institutional Equal Opportunities Coordinators

Equal Opportunities Coordinators have been designated by the institutional presidents to serve as campus contacts for reporting and other equal opportunities-related activities. Their responsibilities will include providing institutional information, plans, and assessments of equal opportunities on their campuses. Close coordination is expected between the institutions' equal opportunities coordinators and Strategic Plan representatives in reporting to and working with the CHE on equal opportunities efforts.

IV. MONITORING AND ASSESSMENT OF STATEWIDE PLAN

The Council will continue to monitor and assess, through The Kentucky Plan, two of the major areas included in the now-completed Desegregation Plan: African-American student enrollment and retention and African-American faculty/staff employment at the institutions of higher education. The monitoring and assessment process of The Kentucky Plan will use various statistical and programmatic data, initially required for reporting to the Office for Civil Rights, that have been streamlined to better reflect current reporting needs.

The annual schedule of monitoring/assessment activities and data collection dates is reproduced below:

Schedule of Assessment/Monitoring Activities Kentucky Plan for Equal Opportunities In Higher Education

An annual series of monitoring and assessment activities will include analysis of data, institutional action plans, and movement toward objectives and commitments.

The following schedule is to be implemented for the various activities:

Schedule of annual due dates for data:

Fall enrollments	November 15
Financial aid information	January 15
Equal Employment Opportunities	November 15
Degrees awarded (all levels)	August 15
Retention rates	November 15
Professional school applications	November 15
Professional school enrollments	November 15
Equal Employment Opportunity Funds	October 15

Schedule of assessment and monitoring activities:

Staff evaluation of data	March - June
- analysis of individual institutional data	
- analysis of statewide activities	

- analysis of movement toward objectives in action plans

CEO campus visitations

- discussions of individual institutional data
- review of movement toward objectives and action plans
- discussion of changes in institutional action plans

March - April

CEO annual report

July - August

CHE action on annual report

September - October

A. Student Enrollment, Retention and Graduation

Monitoring and assessment of progress in increasing African-American student enrollment and retention rates will be accomplished through analyses of: 1) institutional data annually reported to the Council as part of its comprehensive data base, 2) high school graduation data as reported to the Kentucky Department of Education, and 3) annual narrative reports of institutional equal opportunities activities/programs related to African-American student enrollments.

The Council's comprehensive data base will provide data to use in the monitoring and assessment of the following elements for African-American and non-minority students:

- o resident enrollment;
- o first-time freshmen and first-time transfer students;
- o degrees conferred;
- o retention rates;
- o financial aid statistics ; and
- o completion of the Pre-College Curriculum by graduating high school seniors.

Annual narrative reports on other equal opportunities activities/programs for students will continue to be collected to assess progress in the enrollment and retention of African-American students. The narrative reports should include the status of existing programs as well as the initiation of new programs that have an impact on these students. Information from these reports will be included in biennial progress reports on the Strategic Plan.

B. Faculty and Staff Employment

Monitoring and assessment of African-American faculty/staff employment will be accomplished through analyses of: 1) institutional data annually reported to the Council as part of its comprehensive data base and 2) annual narrative reports of other institutional equal opportunities activities/programs related to faculty/staff employment.

The comprehensive data base has been upgraded and now includes annual submissions by the institutions of the Equal Employment Opportunity Commission's Higher Education Staff Information Survey (EEO-6). In addition, annual narrative reports will continue to be collected to assess progress in the employment of African-American faculty/staff. These narrative reports should include information about real or perceived barriers to hiring and retaining African-Americans. The institutions are expected to provide information from faculty/staff exit interviews which will be included in the biennial progress reports on the Strategic Plan.

C. Funding of Equal Opportunities Activities

Monitoring and assessment of the utilization of funds dedicated to equal opportunities will be accomplished through analyses of: 1) institutional data annually reported to the Council as part of its comprehensive data base, 2) narrative and other reports on use of desegregation funds or special funding requests, 3) biennial budget requests in support of existing and proposed

new equal educational opportunities activities, and 4) results of incentive funding items that may be added to the formula for funding of higher education.

**COUNCIL ON HIGHER EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES
APPOINTED NOVEMBER 9, 1992**

1/20/93

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August 30, 1995

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13 KAR 2:060. Degree program approval; equal opportunity goals.

RELATES TO KRS 164.020(8)

STATUTORY AUTHORITY: KRS 164.020(8)

NECESSITY AND FUNCTION: The Council on Higher Education approves the offering of all degree programs at the state-supported institutions of higher education. Unless a temporary waiver is granted by the Council on Higher Education, approval of any new degree program is contingent upon an institution's having met its equal opportunities goals. As required by KRS 164.020(8), this administrative regulation sets forth the terms for determining compliance with an institution's equal opportunity goals and for the granting of temporary waivers to the state-supported institutions of higher education which have not met their goals.

Section 1. Institutional Objectives. (1) The objective for the enrollment of African-American students at a state-supported institution of higher education shall be equal to the percentage of African-American high school graduates within the institution's market area. The market area shall be the geographic area of Kentucky contributing ninety (90) percent of the entering Kentucky-resident undergraduates enrollment at the state-supported institution of higher education during the fall semester, 1990.

(2) Each institution's objective for the retention of first-year undergraduate Kentucky resident African-American students shall be equal to the institution's 1987 retention rate for first-year undergraduate Kentucky-resident white students.

(3) Each institution's objective for the retention of all undergraduate Kentucky-resident African-American undergraduate students shall be equal to the institution's 1987 retention rate for all Kentucky resident white undergraduate students.

(4) Each institution's objective for the awarding of baccalaureate degrees to Kentucky-resident African-American students shall be calculated by multiplying the institution's enrollment objective by the institution's retention objective for all undergraduates. However, the objective for Kentucky State University shall be to maintain the level achieved in the 1986-87 school year.

(5) Each institution's objective for the enrollment of Kentucky-resident African-American graduate students shall be equal to the institution's objective for the awarding of baccalaureate degrees to Kentucky-resident African-American students. However, Kentucky State University and the community colleges shall be exempt from this objective.

(6) Each institution's objective for the employment of African-Americans in executive, administrative, and managerial positions shall be those established through existing affirmative action plan agreements between the institution and the U.S. Department of Labor or the U.S. Department of

Education.

(7) Each institution's objective for the employment of African-American faculty shall be those established through existing affirmative action plan agreements between the institution and the U.S. Department of Labor or the U.S. Department of Education.

(8) Each institution's objective for the employment of African-Americans in the category of professional nonfaculty not within subsections (6) and (7) of this section shall be those established through existing affirmative action plan agreements between the institution and the U.S. Department of Labor or the U.S. Department of Education.

Section 2. Annual Progress. (1) Incremental progress toward achievement of all objectives by school year 1994-95 shall be measured annually. Data from 1987 shall be used as a baseline for measurement.

(2) For each objective, annual progress shall be calculated using one (1) of the following two (2) methods:

(a) When the level of achievement for a particular objective exceeds that of the 1987 baseline, the following equation shall be applied:

1. 100, multiplied by the difference between the percentage attained in the year being measured and the percentage attained in 1987, divided by the difference between the percentage expected by 1994-95 and the percentage attained in 1987.

2. Example of the use of the equation identified in subparagraph 1 of this paragraph:

1987	1991-92	1994-95
5.0%	6.0%	8.0%

$$\begin{aligned}\text{annual progress} &= 100 ((6.0 - 5.0)/(8.0 - 5.0)) \\ &= 100 (1.0/3.0) \\ &= 100 (0.333) \\ &= 33.3\%\end{aligned}$$

(b) When the level of achievement for a particular objective falls below that of the 1987 baseline, the following equation shall be applied:

1. 100, multiplied by the difference between the percentage attained in the year being measured divided by the percentage attained in 1987 and one (1).

2. Example of the use of the equation identified in subparagraph 1 of this paragraph:

1987	1991-92	1994-95
5.0%	4.0%	8.0%

$$\begin{aligned}\text{annual progress} &= 100 ((4.0/5.0) - 1) \\ &= 100 (0.8 - 1) \\ &= 100 (-0.2) \\ &= -20\%\end{aligned}$$

Section 3. Average Annual Progress. An overall level of annual achievement for an institution shall be established by calculating a simple average of annual progress toward all of the objectives.

Section 4. Automatic Eligibility. (1) Automatic eligibility for the consideration of new degree programs shall exist when:

(a) An institution exhibits progress in six (6) of the eight (8) objectives established in Section 1 of this administrative regulation except for:

1. Kentucky State University which shall exhibit progress in five (5) of the seven (7) objectives; and

2. Community colleges which shall exhibit progress in three (3) of the four (4) objectives; and

(b) Average annual progress meets or exceeds forty (40) percent for fiscal year 1991-92; sixty (60) percent for fiscal year 1992-93; eighty (80) percent for fiscal year 1993-94; and, 100 percent for fiscal year 1994-95.

(2) Qualifying for automatic eligibility based on the analysis of fiscal year 1991-92 data shall mean that an institution may submit degree programs for approval in calendar year 1993.

(3) Qualifying for automatic eligibility based on the analysis of fiscal year 1992-93 data shall mean that an institution may submit degree programs for approval in calendar year 1994.

(4) Qualifying for automatic eligibility based on the analysis of fiscal year 1993-94 data shall mean that an institution may submit degree programs for approval in calendar year 1995

(5) Qualifying for automatic eligibility based on the analysis of fiscal year 1994-95 data shall mean that an institution may submit degree programs for approval in calendar year 1996.

Section 5. Waivers. (1) If an institution is not automatically eligible under Section 4 of this administrative regulation and intends to submit degree programs to the Council on Higher Education for approval, the institution may request a one (1) year waiver.

(2) A waiver request shall include a resolution submitted to the Council on Higher Education by the institution's governing board and shall be based upon either a quantitative or qualitative assessment of the institution's efforts.

(a) Quantitative basis. A waiver may be granted based upon:

1. Progress in five (5) of the eight (8) objectives established in Section 1 of this administrative regulation except for:

a. Kentucky State University which shall exhibit progress in four (4) of the seven (7) objectives, and

b. Community colleges which shall exhibit progress in two (2) of the four (4) objectives, and

2. Average annual progress which meets or exceeds thirty (30) percent for fiscal year 1991-92.

forty-five (45) percent for fiscal 1992-93, sixty (60) percent for fiscal year 1993-94, and eighty (80) percent for fiscal year 1994-95.

(b) Qualitative basis.

1. A waiver may be granted based upon the submission of information in support of outstanding efforts that were attempted which have not yet proven to be successful or extraordinary circumstances that precluded success.

2. The submission shall indicate how the institution's revised plans for recruitment and retention of African-American students or employees show promise of future success.

3. The submission shall also include specific and quantifiable aspects of the institution's efforts to meet the equal opportunity objectives.

4. Student-related data or plans may include:

a. Commitment of funds to equal opportunity related activities;

b. Financial aid distribution;

c. Student services activities;

d. High school visitations and results; and

e. Academic support services.

5. Employee-related data or plans may include:

a. Number of interviews;

b. Offers made that are accepted or rejected;

c. Utilization of funds to stimulate units to improve their employment data;

d. Special actions for units within the institutions where additional efforts are required; and

e. An evaluation of long-range data trends for those objectives that fell below expectations.

(3) Receiving a waiver based on the analysis of fiscal year 1991-92 data shall mean that an institution may submit degree programs for approval in calendar year 1993.

(4) Receiving a waiver based on the analysis of fiscal year 1992-93 data shall mean that an institution may submit degree programs for approval in calendar year 1994.

(5) Receiving a waiver based on the analysis of fiscal year 1993-94 data shall mean that an institution may submit degree programs for approval in calendar year 1995.

(6) Receiving a waiver based on the analysis of fiscal year 1994-95 data shall mean that an institution may submit degree programs for approval in calendar year 1996.

(7) A waiver shall not be granted in consecutive years (19 Ky. R. 1989, Am. 2024; off. 3-4-93.)

