

2017-2022
University of Kentucky
Diversity Plan



Submitted to the
Kentucky Council on Postsecondary Education
Committee on Equal Opportunities

July 12, 2017

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Executive Summary

The University of Kentucky submits this UK Diversity Plan (2017-2022) in accordance with the Kentucky Council on Post-Secondary Education (CPE) Diversity Policy. We have put forward an ambitious plan that narrows our focus onto eight goals and seventeen strategies that we believe will have the best chance of getting University of Kentucky to our goals in the areas of Opportunity, Success, and Impact. The goals we have articulated are as follows:

Opportunity

The University of Kentucky will:

- Increase its percentage enrollment of undergraduate African American, Hispanic/Latino, and underrepresented minority students.
- Increase its percentage enrollment of graduate underrepresented minority students.

Success

The University of Kentucky will:

- Raise the first year retention rate of underrepresented minority and low-income students.
- Raise the six-year graduation rate of underrepresented minority and low-income students.
- Increase the number of undergraduate degrees awarded to underrepresented minority and low-income students.

Impact

The University of Kentucky will:

- Increase the racial and ethnic diversity of its faculty and staff.
- Promote equity and inclusion.
- Produce culturally competent students, faculty, and staff.

Each goal has associated metrics and strategies. Each strategy has an identified responsible office and an assessment plan. The University of Kentucky is committed to diversity and inclusion as a core value and will pursue each of these enumerated strategies to the best of our ability. We are also committed to reviewing the impact our strategies are having on our desired outcomes, and adjusting our course if necessary. The success of this plan rests on the achievement of those outcomes.

Introduction

The University of Kentucky's Diversity Plan, prepared in accordance with the Kentucky Council on Post-Secondary Education's (CPE) Diversity Policy, is a direct outgrowth of our overall 2015-2020 strategic plan, *Transforming Tomorrow*. Strategic Objective 3 of *Transforming Tomorrow* focuses on promoting diversity and inclusion¹. The goals and initiatives in this Diversity Plan are either taken directly from, or expand upon the commitments set forth in *Transforming Tomorrow*.

As such, this Diversity Plan represents a narrow, yet impactful, slice of the diversity and inclusion activities underway at the University of Kentucky. In addition to being a core value of our institution that guides our everyday decisions, there are hundreds of people working on specific programs and initiatives designed to promote inclusive excellence. Not all of this work could be included in this document. Instead, we have chosen to select a small number of strategies that we feel will have the best chance of providing the greatest impact on the goals set forth in CPE's Diversity Policy.

Our focus will be on implementing each strategy with high fidelity to our purpose and by regularly assessing its impact on the goal of inclusive excellence. Some of the strategies described here will be applied to all students. One example is our new financial aid strategy, *UK LEADS*. The *UK LEADS* Initiative is designed to align institutional scholarship and financial aid awards to minimize students' unmet financial need and improve financial health. An internal analysis revealed that UK students experience a steep decline in success when his or her unmet financial need exceeds \$5,000. We have also found that students who come from underrepresented or low-income backgrounds have higher levels of unmet need than their peers. Therefore, we expect that this strategy will be especially supportive of these students and will lead to higher levels of first-year retention among these two groups. The assessment plan included in this document for the *UK LEADS* strategy will focus on how the program is impacting these students and we will use the lessons we learn from our assessment to make improvements to the program over time. This approach to planning and assessment is carried throughout this document.

It is a straightforward and important fact of life that diversity and inclusion are among the strengths of American society. Participation in diverse families, workplaces, schools, and communities is the norm and not the exception. From such participation emanates a realization of both similar and distinct approaches to dealing with human situations and solving problems and a better understanding of human concerns and interactions. This better understanding leads to more sound decisions about ways to improve the quality of human engagement and what people do and experience. The University of Kentucky will prepare students for meaningful and responsible engagement within and across diverse communities. Through its own example and engagement, the University will improve the climate for diversity and inclusion throughout Kentucky, a commitment given special importance and emphasis by our shared history. The composite effect of work with students in classrooms, residence halls, offices, laboratories, clinics, libraries, and public places should enable them to develop a more enlightened worldview; attain a deeper understanding of and commitment to authentic democratic values and social justice; embrace a greater commitment to service and leadership for the common good; exhibit greater cultural knowledge and competence; and play a personal role in Kentucky's success in the global economy.

¹ See Appendix A

Embracing and nurturing diversity and inclusion is the responsibility of every member of the University community. It must be clear and convincingly evident that diversity and inclusion are essential values that inform every area and aspect of the University community. A genuine commitment to diversity and inclusion as core values establishes and sustains an inclusive and celebratory view of inclusive excellence as a systemic influence on the conduct of students, faculty, and staff and as members of society. As such, the goals of diversity and inclusion are inherent in all of the University's strategic goals.

Diversity Planning Process

Interim Vice President for Institutional Diversity Terry Allen created and charged a Diversity Policy Task Force to develop this Diversity Plan. The groups met from December of 2016 to February of 2017 to develop the framework. The meetings were coordinated by Assistant Provost for Strategic Planning, Annie Davis Weber, and data and analytics support were provided by Executive Director of Institutional Research, Craig Rudick, and Analytics Team Leader, Mary Kathryn Starkey.

Committee Structure and Membership:

Opportunity

Don Witt, Enrollment Management
Kirsten Turner, Academic Excellence
Michelle Nordin, Enrollment Management
Cleo Price, Graduate School
Todd Brann, Academic Excellence

Impact

Tukea Talbert, UK Health Care
Catie Lasley, Human Resources
Lori Suthon, Institutional Diversity
Heather Roop, Institutional Equity & Equal Opportunity
Sonja Feist-Price, Faculty Advancement

Success

Kirsten Turner, Academic Excellence
Sonja Feist-Price, Faculty Advancement
Val Rister, Student Support Services
Catie Lasley, Human Resources
Chassity Holliman Douglas, Graduate & Professional Diversity Initiatives

Support Staff

Annie Davis Weber, Strategic Planning & Institutional Effectiveness
Craig Rudick, Institutional Research
Mary Kathryn Starkey, Advanced Analytic

Opportunity

Background and Rationale:

The University of Kentucky, as stated in our strategic plan, works to “enhance the diversity and inclusion of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.”

The first step in creating a diverse and inclusive community that we value is by ensuring that all students have the opportunity to become a part of our community. Table 1 identifies examples of the programs and events that are currently in place at the University that ensure that all students have the opportunity to become part of our community.

Table 1. Current Programming: Opportunity

| Program Name | Description | Office |
|--|--|--------|
| Freshman Summer Program (FSP) | One of the University’s transition/bridge programs is the UK Freshman Summer Program (FSP). The FSP is a six-week program designed by the staff of the Center for Academic Resources and Enrichment Services (CARES) to help students transition from high school to college and to prepare them for the academic rigor of UK. The overall goal of the program is to improve the persistence and graduation of African American, Hispanic, American Indian, first generation, Multi-Racial and low income students admitted for the upcoming Fall Semester. The 2009 and 2010 cohorts, the most recent graduating cohorts, have graduation rates of 51% and 58% respectively. Graduation rates among the FSP cohorts tend to fluctuate, and have been as high as 75% (2006 cohort). | CARES |
| First Year Focus Orientation Meetings for Parents | Parent buy-in to our goal of assisting their student in being successful at UK is a valuable asset. First Year Focus Orientation Meetings for Parents are held on Freshman Move-in Day. Four sessions are held throughout the day, two each on North and South campus. Parents are able to choose the meeting location that is most convenient for them. They are introduced to CARES staff who work with their student throughout the year, learn about the services and programs offered by CARES, receive specific information regarding the requirements necessary to maintain the William C. Parker Scholarship and receive tips and strategies on how to assist students in managing the responsibilities of being a college student. Parents are also encouraged to sign up for the Parent Listserv, managed by the CARES Freshman Counselor, in order to continue the conversation and receive updates about events/activities/programs, deadlines, and general information about what’s going on in the life of their student. The ultimate | CARES |

goal is to form partnerships with parents that result in helping students to be successful at UK.

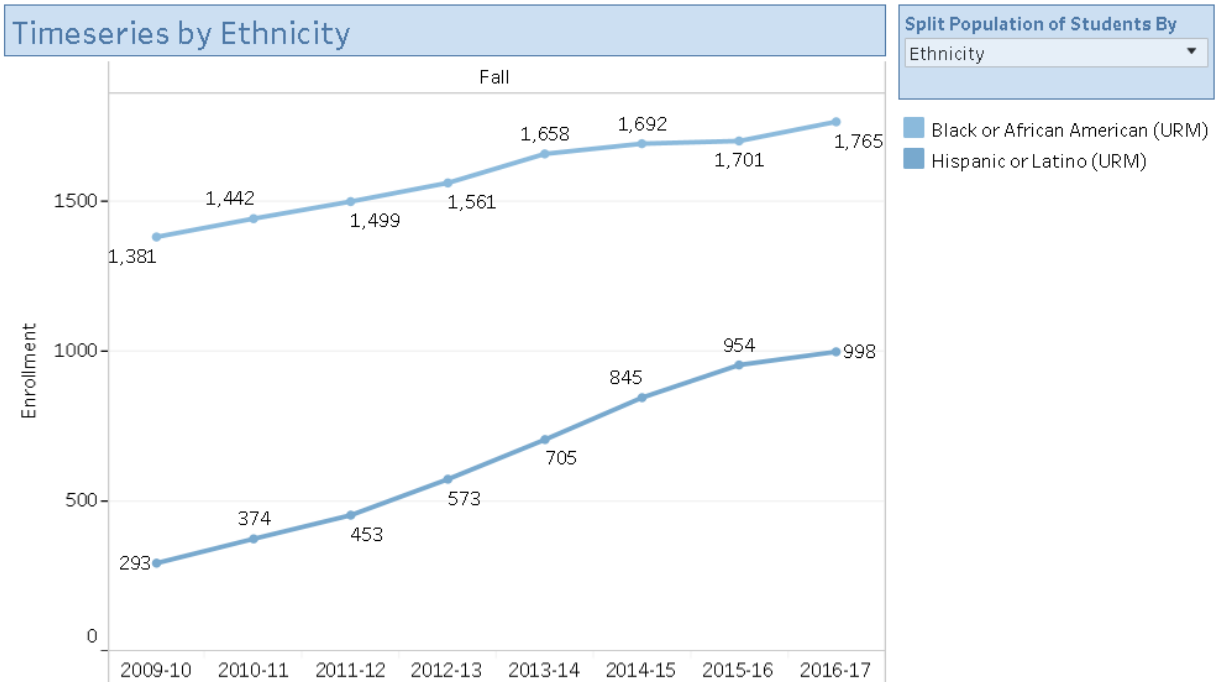
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|--|---|-------|
| Graduate and Professional School Showcase | CARES, under the auspices of the Office for Institutional Diversity, has a long tradition of supporting students from UK's traditionally underrepresented populations from first year to graduation and beyond. The Graduate and Professional School Showcase (GPSS) is co-sponsored by the Office for Institutional Diversity (CARES, Student Support Services, The Martin Luther King Center and the Center for Graduate and Professional Diversity Initiatives), James W. Stuckert Career Center, UK Athletics, Office of First Generation Initiatives and the UK Graduate School. The GPSS is held during the fall semester. This event is an excellent example of a collaborative effort where graduate and professional programs from Kentucky, as well as other states are represented. Students have an opportunity to gain knowledge about a variety of graduate and professional school programs. Students receive door prizes, free t-shirts, and have an opportunity to win an iPad. Some graduate and professional programs offer application fee waivers. | CARES |
| Life After UK Conference | The goal of the Life After UK Conference is to provide students with workshops and activities that assist them in preparing for life after they graduate from the University of Kentucky. Students have an opportunity to develop and/or enhance the skills needed to aid them in making a successful transition from college into the workforce or graduate or professional school. This is done by providing a wide-range of information through workshops, speakers and panels. Topics presented include negotiating offers, preparing an elevator speech, working across generations, budgeting and finances, graduate school, transitioning to a new city, dining etiquette, professionalism, as well as additional topics. This event is sponsored by the Office for Institutional Diversity, UK Stuckert Career Center, First Generation Initiatives and the Center | CARES |

for Graduate and Professional Diversity Initiatives. Participants receive gift bags and participate in door prize drawings.

The simplest measure of success in this area is the enrollment of students from a variety of racial and ethnic backgrounds. In developing this plan, we examined trends in enrollment of African American, Hispanic/Latino, and all underrepresented minority students at both the undergraduate and graduate levels. The data used in this analysis is included in Charts 1, 2, and 3 below.

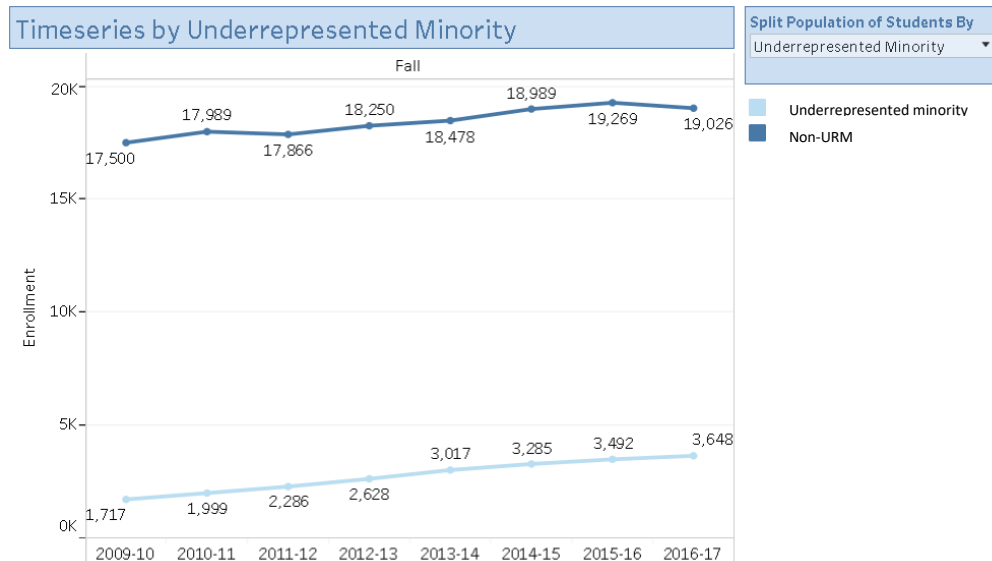
7 Trends in Undergraduate Student Enrollment

African American and Hispanic/Latino Students, 2009-10 to 2016-17



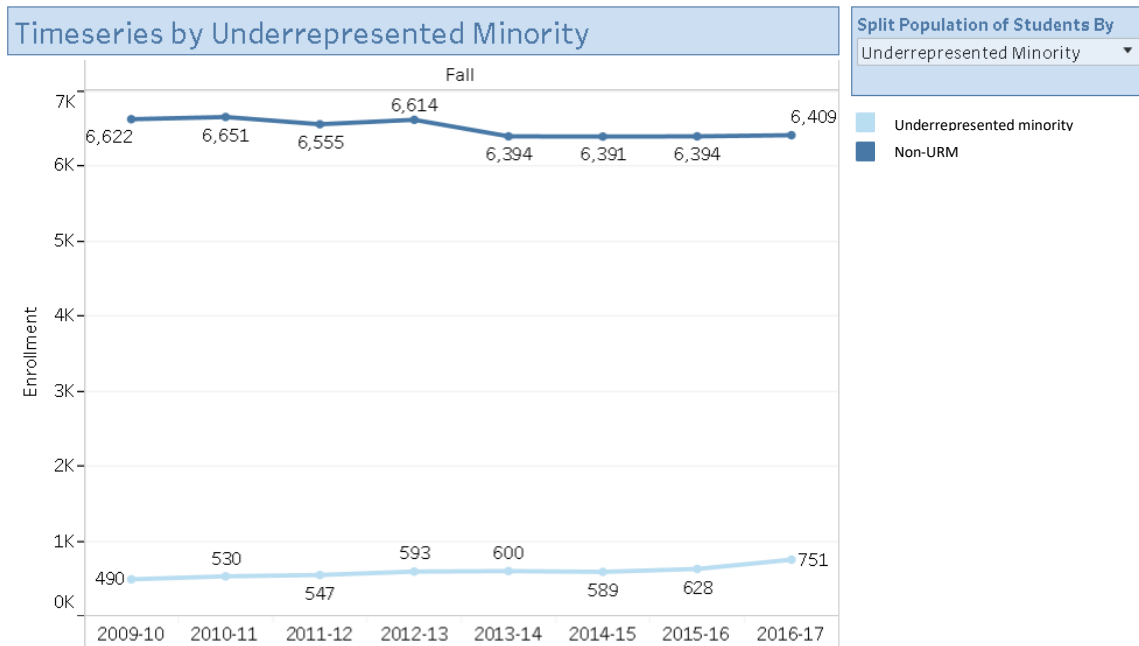
Source: University of Kentucky Institutional Research & Advanced Analytics [Interactive Fact Book](#)

1. Trends in Undergraduate Student Enrollment Underrepresented Minority Students, 2009-10 to 2016-17



Source: University of Kentucky Institutional Research & Advanced Analytics [Interactive Fact Book](#)

2. Trends in Graduate Student Enrollment Underrepresented Minority Students, 2009-10 to 2016-17



Source: University of Kentucky Institutional Research & Advanced Analytics [Interactive Fact Book](#)

We are proud of the fact that our efforts to recruit these students have been rewarded with substantial increases in both the number and percentage of students who come from traditionally marginalized populations, but there is more work to be done to reach the targets we set for ourselves.

To reach our enrollment goals set forth in this plan, we will focus on using the tools of recruitment and financial support to attract and enroll these students. In an effort to create an inclusive campus community, from the moment students first make contact with the University of Kentucky, we will work collaboratively to create an environment of openness and acceptance in which people of all backgrounds, identities, and perspectives can feel secure, and a sense of belonging.

Opportunity Goal 1: The University of Kentucky will increase its percentage enrollment of undergraduate African American, Hispanic/Latino, and underrepresented minority students.

| Metric | Definition | Baseline | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 |
|--------------------------|--|-------------------|-------------------|----------|----------|----------|----------|
| | | AY 15-16 | AY 16-17 | AY 17-18 | AY 18-19 | AY 19-20 | AY 20-21 |
| Undergraduate Enrollment | African American ² | 7.5% N= 1,701 | 7.8% N= 1,765 | 7.8% | 8.0% | 8.2% | 8.3% |
| | Hispanic/Latino ³ | 4.2% N = 954 | 4.4% N= 998 | 4.5% | 4.6% | 4.7% | 4.9% |
| | Underrepresented Minority (URM) ⁴ | 15.3% N= 3,492 | 16.1% N= 3,648 | 16.2% | 16.7% | 17.2% | 17.7% |

Strategies:

- 1.1) Engage in targeted recruitment efforts for African American and Hispanic/Latino undergraduate students.
- 1.2) Utilize financial aid supports such as the Parker Scholarship to recruit underrepresented minority students.

Opportunity Goal 2: The University of Kentucky will increase its percentage enrollment of graduate underrepresented minority students.

| Metric | Definition | Baseline | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 |
|------------------------------------|--|-----------------|-----------------|----------|----------|----------|----------|
| | | AY 15-16 | AY 16-17 | AY 17-18 | AY 18-19 | AY 19-20 | AY 20-21 |
| Graduate & Professional Enrollment | Underrepresented Minority (URM) ⁵ | 8.5% N = 628 | 8.8% N = 751 | 9.0% | 9.3% | 9.6% | 9.9% |

Strategies:

- 1.3) Engage in targeted recruitment efforts for African American and Hispanic/Latino graduate students.

² Assumes average annual growth rate of 2.1%, which is the average of the last three years (AY 2014 through AY 2016)

³ Assumes average annual growth rate of 3.0%.

⁴ Assumes average annual growth rate of 3.0%.

⁵ Assumes average annual growth rate of 3.0%.

- 1.4) Utilize financial aid supports such as the Lyman T. Johnson award to recruit underrepresented minority graduate students.

Success

Background and Rationale:

The University of Kentucky organizes its student success efforts around four pillars of academic excellence: academic success, financial stability, belonging and engagement, and wellness. To fulfill our commitment to promoting diversity and inclusion, the University of Kentucky will also pursue strategies aligned with the four pillars, but targeting our efforts toward marginalized students such as underrepresented minorities, low-income, and first generation students. We also recognize that these four pillars are crucial to the success of other populations, such as veterans, non-traditional aged students, students with disabilities, and people with varying sexual orientations or gender identities.

The UK Strategic Objective identified as *Undergraduate Student Success* calls for UK to be “the University of choice for aspiring undergraduate students within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.” This objective goes on to state that “We will make strategic investments in faculty recruitment, retention, and development, and in approaches that support innovative teaching and learning. In addition, we will advance student success through programs that provide high-quality curricular and co-curricular opportunities. UK will consistently produce outstanding graduates who complete their degrees in a timely manner, think creatively, communicate effectively, and are able to contribute as leaders in a diverse, global society.”

Already, the University has made great strides in developing initiatives and programs that lead to student success. Examples of these efforts are summarized in Table 2.

Table 2. Current Programming: Success

| Program Name | Description | Office |
|---|--|--------|
| Black and Latino Male Initiative | <p>The dialogue model enacted by the Black and Latino Male Initiative (BLMI) is guided by three related objectives. The first objective is to identify the meanings Black and Latino males articulate through dialogue of the value of a college education. The second objective is to identify the educational outcomes and dialogues that engage Black and Latino men attending the university, and to build community and sense of belonging for these underrepresented students. Lastly, the dialogues question and critique the BLMI participants’ views of what it means to be a Black or Latino man and if this outlook affects their educational perceptions</p> <p>Dialogues around masculinity and education are important because many Black and Latino males have pressures from peers who believe that being a high achiever and being intelligent are not masculine and may conflict with cultural requirements of Black and Latino communities.</p> | MLK |

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| <p>UK 101 Diversity Module design and instruction</p> | <p>The Martin Luther King Center has been a key collaborator for the development of the UK 101 Diversity module for several years. The King Center staff has been called upon to create modules that, in one or two class sessions, explore issues of diversity and prepare first-year students for the diverse UK community that they have entered.</p> <p>Most recently, the UK 101 Diversity module was expanded to two class sessions at the request of top administrators, and developing this module consisted of a rigorous peer review with consultation and feedback from faculty and staff across the campus over a period of several months. What emerged from this process was a deep and interactive two-session experience that encouraged students to think critically about their contributions to diversity at UK, unconscious biases and implicit associations that they carry, how those associations impact how we treat others, what we can do to reduce those biases, and what resources are available on campus.</p> <p>Over 120 instructors for UK 101 were trained on how to deliver these modules, but for those who were uncomfortable delivering these modules of for whom their expertise was in other areas, the King Center’s trained team taught the lessons in over 60 class sections.</p> <p>As a strategy from top administration, thoroughly vetted through an intensive peer-review process with faculty and staff experts, this module will reach over 120 UK 101 instructors and a majority of the first-year students at UK, helping to grow their cultural competence and understanding of unconscious bias.</p> | <p>MLK</p> |
| <p>Bowman's Bash Diversity Program</p> | <p>Held during K-Week, this program is a multi-identity photo art project. Between four and five hundred students are asked to reflect and share about their identities. Their pictures are taken and posted along with their reflections. Students have the opportunity of being one of the one hundred photos that are displayed during the semester. All students receive a long-sleeve King Center t-shirt with a message of diversity. The t-shirts are an incentive to participate, but they are also a strategy to utilize the students to promote positive messages about diversity.</p> | <p>MLK Center</p> |
| <p>Majestic Unity</p> | <p>This women's support group is dedicated to providing support, encouragement and empowerment to women of color while enhancing leadership, social and cultural development throughout their college careers. The group meets, at least, once a month to discuss pertinent topics and issues while encouraging its members to reflect, share and listen as they learn how to improve their own lives.</p> | <p>MLK Center</p> |

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| LGBTQ* Resources | <p>LGBTQ* Resources actively engages with Enrollment Management for their “See Blue U” annual orientation events for incoming students. During these events we table with information about identity related supports for students joining our community and are available to answer questions and connect students to additional resources. We believe this event is very important as a way to reach out to students as they matriculate into the University.</p> <p>The office also hosts multiple K Week events leading up to the first week of fall classes. The biggest of these annual events is UK’s LGBTQ* Welcome Back. This outdoor festival usually draws several hundred new students who are interested in LGBTQ* life at UK/in Lexington and connects them with over 40 different student, University, and community groups that provide unique support/community building spaces/services.</p> <p>Our policy advocacy directly impacts first year students in many ways. The most significant of these policy advocacy updates in the past year was the addition of preferred name, gender marker, and pronoun fields on our University applications for admission. Through their central student records, these additions provide incoming students a way to designate the name they use for official purposes and the pronouns they want others to use when referring to them. National studies show that these options positively impact campus experiences by facilitating new ways for students to be respected and, as a result, feel as though they belong and are valued in classrooms and co-curricular spaces.</p> | LGBTQ* Resources |
| UK LGBTQ* Resources Endowed Scholarship | <p>UK LGBTQ* Resources Endowed Scholarship are a key way that we work with currently enrolled full-time students to help them overcome unique identity-related barriers and accomplish their goal of graduation from the institution. Our scholarship committee focuses a great deal of attention on the way a student articulates an understand of unique identity related barriers they face at UK and specific financial needs they have that are often identity based and can make graduation harder to reach. The first annual scholarship cycle awarded two scholarships (one to a junior and one to a senior undergraduate) and our second annual scholarship cycle will award eight scholarships to students in similar situations.</p> <p>We are also engaged in an ongoing way to connect undergraduate students to one of our four LGBTQ* focused undergraduate groups. These groups provide spaces to build community, engage in important conversations, and find a place to belong at the University.</p> | LGBTQ* Resources |

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| | <p>We provide individual advocacy that is tailored to unique students’ needs. Our most common advocacy situations include working with students who are seeking culturally competent mental health or healthcare providers and students who are seeking gender affirming on or off-campus living arrangements. Helping students in each of these situations allows them to feel more closely connected to and valued by the University and removes barriers to allow them to focus on their academic goals/graduation.</p> | |
| <p>Center for G&P Diversity Initiatives Meaningful Interaction meetings</p> | <p>Drop-in office hours for students to connect with CGPDI staff and resources. During the check-in, students and CGPDI staff members can discuss UK academic and social experiences, personal and professional experiences, and any other salient news, updates, or concerns. Dates and times will be posted in the CGPDI office and on the website.</p> | <p>CGPDI</p> |
| <p>Graduate Students of Color Welcome Back Social and Resource Fair</p> | <p>Provides an opportunity for students to become acclimated to the CGD team, campus resources, student organizations, and to current faculty, staff and students of color.</p> | <p>CGPDI</p> |
| <p>Learning Resource Centers located on the main and medical campuses</p> | <p>Students have access to computers with internet access and DVD/thumb drive capability to work on class assignments and a resource library with access to exam preparation materials and other textbooks. In fact, many of our students donate their textbooks upon graduation.</p> | <p>CGPDI</p> |
| <p>Mentoring Moments</p> | <p>Group sessions designed to connect students to faculty and alumni for academic support, encouragement, and lifelong professional development. Students network and begin to build professional relationships and mentors share their expertise, guidance, and wisdom with students.</p> | <p>CGPDI</p> |
| <p>Sister Circle/My Brother’s Keeper Support groups</p> | <p>Gives undergraduate, graduate, and professional men and women of color an outlet to authentically express themselves in a safe space. Through workshops, presentations, and activities, Sister Circle/My Brothers Keeper encourages students to engage in critical conversations surrounding people of color.</p> | <p>CGPDI</p> |
| <p>Graduate Students of Color Professional Development Colloquium</p> | <p>Engages students in workshops, seminars, and panels that aim to strengthen their professional development and academic enhancement</p> | <p>CGPDI</p> |
| <p>Feast Before Finals:</p> | <p>Feast before Finals is a time for students, faculty and staff to gather in community to de-stress before the end of the semester</p> | <p>CGPDI</p> |
| <p>Diversity Think Tank Focus Groups</p> | <p>Centered on the graduate student experience at UK. The responses received will help strengthen diversity & inclusion efforts at UK and new CGD services and resources.</p> | <p>CGPDI</p> |

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| Diversity Dialogues | Engage students in critical conversations around social justice issues to enhance cultural competency development | CGPDI |
| Cultural Excursions | Encourage students to engage in positive interaction, meaningful dialogue, learning, and reflection with other students, faculty, and staff. Students enhance their understanding of how various historical experiences, monuments, and landmarks impact people of color today. | CGPDI |
| TGIF – Thank Goodness is Friday Informal socials | The 2nd and 4th Friday of each month are reserved for faculty, staff and students to gather, relax, chat, and enjoy refreshments on an informal basis in the CGD offices. TGIFs are created to provide space for greater student support. | CGPDI |
| Academic Enhancement Workshops | Covering learning styles, graduate writing and research | CGPDI |
| Graduate Diversity Organizations Collective | Established to promote a stronger sense of shared community amongst graduate student organizations representing and/or working explicitly around diversity initiatives. Organizations apart of the Collective will have access to recurring funds each semester to support their collaborative research, programming, and scholarship activities. | CGPDI |
| PD Awards | This fund is intended to encourage student professional development and networking through attendance or active participation at academic or professional meetings or conferences and study abroad opportunities by helping students defray the costs associated with these activities. | CGPDI |
| CGD Retention Committee | The purpose of this committee is to provide a network of support resources and services that assist students of color in enhancing their academic potential. Through collaborative partnerships with Student Affairs professionals from each college, we share vital information regarding students concerns, academic interventions, and program initiatives that directly enhance efforts to increase retention of URM students. | CGPDI |
| Academic Progression Meetings | CGD staff are frequently asked to serve on academic progression committees for various colleges. In this capacity, we assist by helping the colleges to develop student persistence plans that help get the students back on track. | CGPDI |
| Faculty consultations with CGD Staff | Faculty from various colleges seek the expertise of CGD staff in developing strategies to promote success for students of color. These consultations are ongoing and at the request of faculty. | CGPDI |
| Graduate Students of Color Welcome Back Social and Resource Fair: | Provides an opportunity for students to become acclimated to the CGD team, campus resources, student organizations, and to current faculty, staff and students of color. | CGPDI |

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| Academic Progress Sessions | <p>(All students participate in this component of the CARES Program)</p> <p>CARES Counselors meet with students individually and in group sessions for Academic Progress Sessions. Students are required to attend 1-2 one-on-one sessions and 1- 2 group meetings based on their classification, GPA, and/or deficiencies received at midterm (see requirements by classification below). Topics discussed during the sessions include:</p> <p>classroom performance, i.e. quiz and test grades, homework, projects, class schedules, strategies to improve grades if necessary</p> <p>major and career options internship, research and education abroad opportunities, graduation plan, plan after graduation employment opportunities and graduate school short and long-term goals for the semester, year and beyond personal matters if requested and referral information if necessary</p> <p>Academic Progress Session Requirements by Classification:</p> <p>Freshmen - 2 individual and 2 group meetings, student may be exempt from the second individual meeting if they do not have any deficiencies at the midterm of the semester.</p> <p>Sophomores - 2 individual and 1 group meeting, student may be exempt from the second individual meeting if they do not have any deficiencies at the midterm of the semester.</p> <p>Juniors – Students with a cumulative GPA of 3.0 or higher attend 1 group meeting and 1 individual meeting. If their cumulative GPA is 2.9 or lower, they attend 1 group meeting and 2 individual meetings.</p> <p>Seniors - If their cumulative GPA is 3.0 or higher, they attend 1 group meeting and 1 individual meeting. If their cumulative GPA is 2.9 or lower. They attend 1 group meeting and 2 individual meetings.</p> | CARES |
| Study Groups and Individual Tutoring | <p>Study groups are established to assist first year students in math and science courses. Study groups meet weekly for one hour. Our College Reading and Learning Association (CRLA) certified tutors work with students to review material, work problems, facilitate discussion, answer questions, and cover study skills. Study groups are also created for upper division courses (i.e. accounting, economics, organic chemistry, etc.) at the request of the students. Individual tutoring is available</p> | CARES |

upon request for all students. For the Fall Semester, there were 139 individual tutoring requests and for Spring Semester there 82 individual tutoring requests.

CARES data continues to show that those students in the target population who participate in CARES weekly study groups have higher grades in the class for which they are being tutored than those who do not participate in study groups (see information below). Study groups and individual tutoring continue to be effective tools in helping students to be successful at the University of Kentucky.

Recent academic performance for first year study group participants was as follows:

2015 Fall Semester:

- Chemistry 105: Students who attended at least 12 sessions had an avg. GPA of 2.85 vs. 2.25 for those students who attended less than 12 sessions
- MA 109: Students who attended at least 12 sessions had an avg. GPA of 2.82 vs. 1.52 for those students who attended less than 12 sessions
- BIO 103: Students who attended at least 12 sessions had an avg. GPA of 3.24 vs. 2.40 for those students who attended less than 12 sessions

135 math and science study groups were established for first year students

2016 Spring Semester

- Chemistry 107: Students who attended at least 12 sessions had an avg. GPA of 2.70 vs. 1.77 for those students who attended less than 12 sessions
- MA 109: Students who attended at least 12 sessions had an avg. GPA of 2.58 vs. 1.71 for those students who attended less than 12 sessions
- BIO 103: Students who attended at least 12 sessions had an avg. GPA of 3.05 vs. 2.40 for those students who attended less than 12 sessions

103 math and science study groups were established for first year students.

Freshman Summer Program (FSP)

One of the University's transition/bridge programs is the UK Freshman Summer Program (FSP). The FSP is a six-week program designed by the staff of the Center for Academic Resources and Enrichment Services (CARES) to help students transition from high school to college and to prepare them for the academic rigor of UK. The overall goal of the program is to improve the persistence and graduation of African American, Hispanic, American Indian, first generation, Multi-Racial and low income students admitted for the upcoming Fall Semester. The 2009 and 2010 cohorts, the most recent graduating cohorts, have graduation rates of 51% and 58% respectively.

CARES

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| | <p>Graduation rates among the FSP cohorts tend to fluctuate, and have been as high as 75% (2006 cohort).</p> | |
| CARES Connect | <p>CARES Connect is designed specifically for students in our target population (African American, Latino/Hispanic, American Indian, Multi-Racial, Low Income and First Generation) who are not connected to other UK support programs on campus, i.e. specialized academic , scholarship, or living learning programs. Our data continues to show that students in this target population have lower GPAs on average than the students who utilize our services. The goal of the orientation is to guide the transition of these new students so that they are better prepared to deal with their new environment and learn the behavior necessary to be successful college students. The orientation includes activities that introduce and connect students to CARES and other campus resources, involving them in discussions with faculty on what it means to be in a college class, interacting with connect leaders who serve as peer mentors and other continuing students, teaching them UK history, discussing issues of concern to first year and transfer college students, and learning how to physically navigate campus. Participants are allowed to move into their residence hall prior to the main campus move-in day, meals are free, t-shirts are distributed and door prize give-a-ways range from UK paraphernalia to iPads</p> | CARES |
| Freshman Group Meetings | <p>CARES Freshman Counselors, along with the Learning Skills Specialist, conduct two Freshman Group Meetings to inform students of programs and services, explain the CARES Academic Student Contract for First Year Students, review William C. Parker Scholarship academic support requirements, give instructions for signing up for study groups and individual tutoring and making Academic Progress Session appointments. These meetings are held to ensure that students understand what is expected of them as participants in the CARES program and as William C. Parker Scholarship recipients.</p> | CARES |
| Freshman Focus Workshop Series | <p>CARES staff facilitates connecting students to campus resources by partnering with a wide variety of offices and programs across campus. First year student participate in a series of developmental workshops designed to equip them with strategies to deal with situations and concerns that may arise as they navigate through their first year of college. These workshops are planned in partnership with campus and community programs/organizations.</p> <p>Workshops topics have included the following: First Year in a Flash Professor Communication Off-Campus Housing Financial Aid</p> | CARES |

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| | <p>Lessons Learned</p> <p>Maximizing Your Summer Break</p> <p>Education Abroad and National Student Exchange</p> <p>Financial Literacy</p> | |
| Peer Academic Coaching (PAC) | <p>First year students who experienced academic difficulties during their first semester of college are invited to participate in PAC. They are teamed with a successful upperclassman who has a Grade Point Average (GPA) of 3.0 or higher and proven leadership experience. The teams meet on a weekly basis. Students have an opportunity to learn strategies and skills that will aid in addressing their academic weakness (es), enhance their ability to navigate the university system, and build their confidence as they make conscious and informed decisions about their education and life plans. Specifically, the program’s goals are to assist participants who have a GPA less than 2.24 to improve their academic standing and for students on probation to reach good academic standing (minimum 2.0 GPA). The Additionally, these students and their coach develop a relationship that provides a peer resource for the student as he/she works to enhance their academic standing and adjustment to college life.</p> | CARES |
| Math/Science Exam Reviews | <p>Exam reviews are held in the fall and spring semesters on the Monday prior to the common-hour exam for MA 109, CHE 105, and CHE 107. The reviews give students the opportunity to have a final review of material to be covered on the upcoming exam and an opportunity to get questions answered. The reviews are led by a peer tutor.</p> | CARES |
| Final Stretch Tutoring Sessions | <p>CARES sponsors the “Final Stretch” tutoring session, held the Sunday prior to the start of finals week in the fall and spring semesters. Tutors are available to meet with students to answer questions and review material in preparation for final exams. Food is available to the students.</p> | CARES |
| Sophomore Success Dinner | <p>CARES celebrates sophomore students who earn a place on the Deans’ list with a Sophomore Success Dinner. This program is intended to recognize students for their academic achievements and to encourage them to forge ahead in pursuing their educational goals. Participants enjoy dinner and give-a-ways. Through a short discussion/sharing session, participants provide valuable information to the staff about how they were successful during their freshman year. We then use some of the information and strategies as we work to enhance the freshman year experience.</p> | CARES |
| Take the Lead Leadership Conference | <p>This leadership conference, planned for sophomores by sophomores, focuses on personal skill development, diversity, and preparing for real life issues. Workshops include topics such as developing networking and leadership skills, cultural competency, preparing for graduate school, managing finances,</p> | CARES |

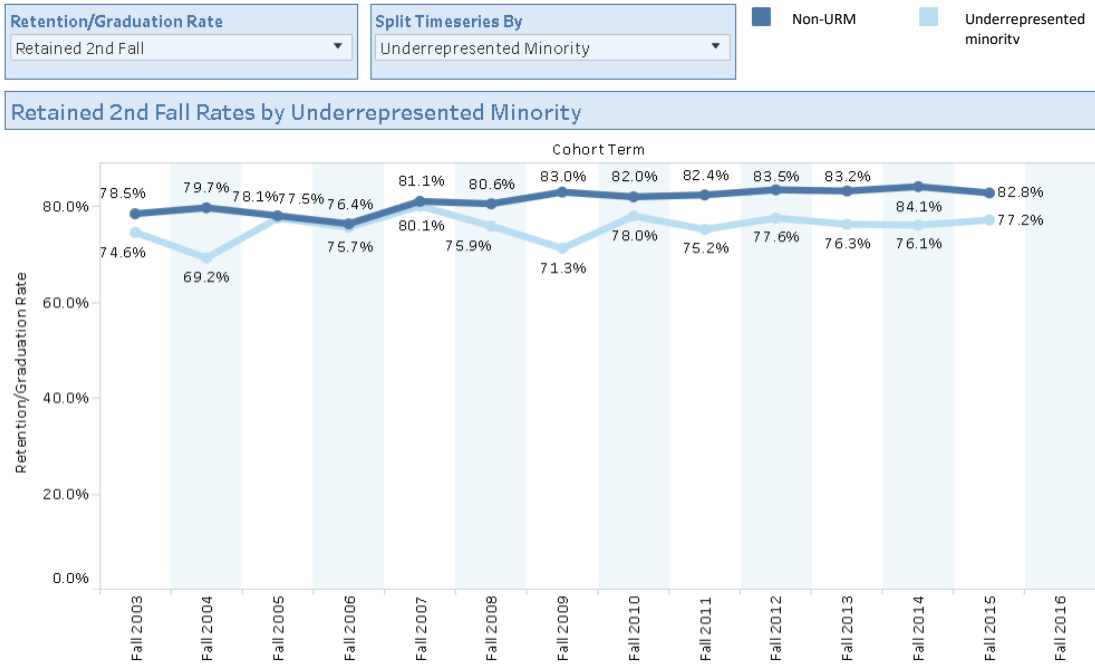
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| | and dining etiquette. Program partners include the Stuckert Career Center, UK Counseling Center, and other campus and Lexington community representatives. | |
| Harambee Celebration | Kentucky. This program recognizes students who graduate in the summer, fall or spring semesters. Students from CARES, Student Support Services (SSS) and the Center for Graduate and Professional Diversity Initiatives participate in the Harambee Celebration. Featured keynote speakers are selected, one being a student that is nominated and selected to share their message during the celebration. UK faculty, staff and administrators also serve in the role of featured speaker. A reception is held for students and their families immediately following the program. Each student receives a unique Harambee graduation cord or stole and UK portfolio. The program also includes a rose ceremony for students to express their appreciation to those who supported them throughout their academic journey. Our ultimate goal is to have students leave the University feeling good about their alma mater and what they've accomplished during the time they spent here. | CARES |
| Understanding Self and Others (USO) Groups | USO Groups are designed to help you learn about yourself and how you interact with others. Group members often have a variety of initial concerns, but share a desire to feel better about themselves and their relationships with others. It can be a powerful experience to realize others struggle with the same things as you do. USO groups meet for 1.5 hours each week for the duration of the Fall and Spring semester. | Counseling Center |
| Anxiety ACTION Group | The Anxiety ACTION group addresses struggles with anxiety and other emotional concerns using Acceptance and Commitment Therapy (ACT). The group includes incorporating mindfulness practice and stress management strategies for coping with anxiety while learning new ways to understand anxiety and your personal relationship with your struggles. The group emphasizes mindful awareness of both struggles and personal goals and values, while pursuing a personally meaningful life through goal-directed actions that help to manage anxiety symptoms and create positive experiences. | Counseling Center |
| Cognitive Behavioral Therapy | The CBT group includes 4 sessions and is a structured, interactive, psycho-educational group that meets once per week. The focus is on changing behaviors and thoughts to combat anxiety and/or depression. | Counseling Center |
| Cultural Coffee Hour | As an international student, it may be exciting to leave your home country to come study in the United States. However, you may also face the challenge of addressing academic and personal concerns as you are exposed to a new culture. You may have some of the same academic and personal concerns as other UK students; however, you may also experience a number of unique challenges that can complicate the process | Counseling Center |

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| | <p>of adjusting to university life and achieving academic goals. Cultural Coffee Hour provides a place for international students to meet other international students who have similar concerns. This space provides an opportunity to learn from one another about adjusting to a new culture and educational system, dealing with different customs, and practice speaking English.</p> | |
| Graduate and Professional Student Support Group | <p>The Graduate Student Support Group is a place where graduate students can seek support around any number of issues that are interfering with or an outgrowth of their graduate study. Common discussions include the stress of graduate school; lack of progress or productivity; procrastination; deciding whether or not to stay in a program; problems with advisors or committees; and financial strain, often due to funding issues. Some concerns, such as family or health issues, arise that are not specific to graduate school but impact performance and progress. Many students seek out the group prior to major milestone events such as qualifying exams, dissertation or thesis defenses, and searching for jobs for post-graduation employment. The group is fairly unstructured and the topics can vary from meeting to meeting depending on the needs of the students present.</p> | Counseling Center |
| Present and Aware Mindfulness Group | <p>This group meets for eight sessions, once a week for an hour and a half. The group includes instruction in mindfulness practices (e.g., sitting meditation and self-observation of thoughts). Discussions explore applications of mindfulness in common problems such as stress, depression, chronic pain, anxiety, and emotional reactivity. In general, there is an emphasis on becoming more aware, developing focus, living in the moment, and being non-judgmental. The ultimate goal is to embrace the present, be more compassionate, and experience a sense of inner peace and calm in your daily life. The group is particularly good for those who often find themselves distracted by multiple activities, are obsessive/ruminative, experience anxiety about the future, or feel stuck in the past. Expectations include developing a daily mindful meditation practice and engaging in weekly assignments to integrate concepts into daily life.</p> | Counseling Center |
| OCD Group | <p>This group is specifically for students with a diagnosis of Obsessive Compulsive Disorder (OCD). The group will teach students to understand OCD tendencies better and learn strategies for managing intrusive thoughts and/or compulsive actions. The group will use research-based behavioral strategies of exposure and response prevention to learn new ways of thinking and acting that are consistent with healthy functioning and personal goals</p> | Counseling Center |
| Plain Talk Tuesdays/People of | <p>This group is for undergraduate, graduate, and professional students of color who would like to get and give support with</p> | Counseling Center |

| | | |
|---|---|-------------------|
| Color Support Group | other people of color. Topics include relationships, academics, family, oppression, health, and others. | |
| Trans* and Gender Non-Conforming Support Group | This group is open to any UK student needing support around gender identity and gender expression. | Counseling Center |
| Unique Perspectives Group | This group is for students who are socially anxious or otherwise feel awkward or uncertain of how to interact with others. The group combines skill-building and support to help you better manages social relationships. | Counseling Center |
| Wise Minds Group | This group uses DBT skills to help students who are feeling overwhelmed with their lives and emotions. Students will learn coping skills in a supportive environment. | Counseling Center |

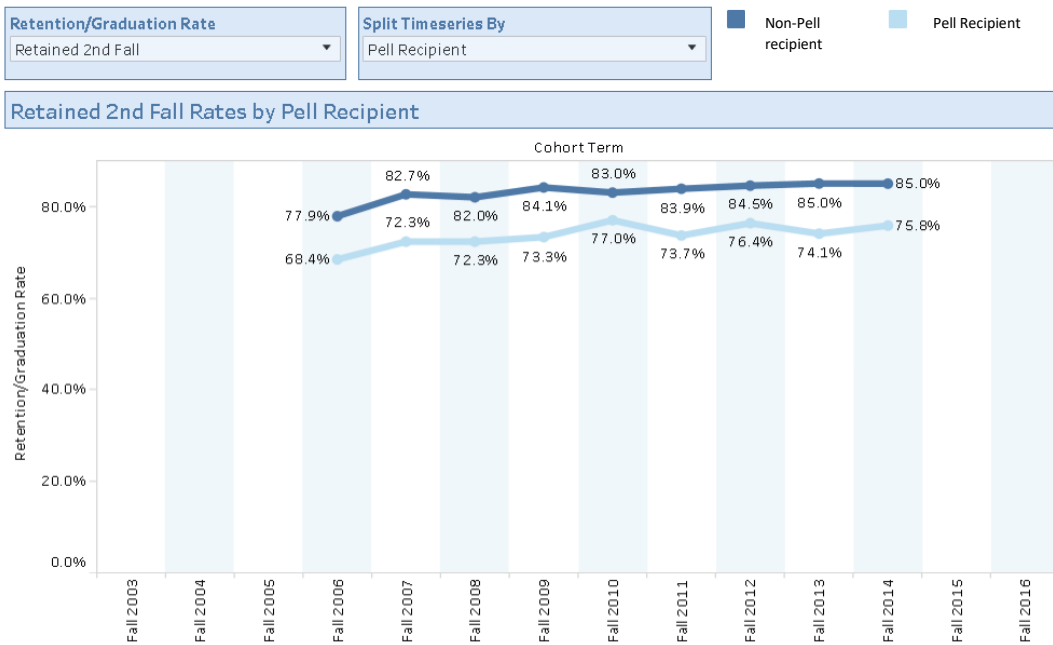
In order to develop this plan, we analyzed institutional data related to the success of two primary groups, underrepresented minorities and low-income students. The results of this analysis are included in Charts 4, 5, 6, and 7.

3. Trends in First Year Retention Underrepresented Minority Students, 2009-10 to 2016-17



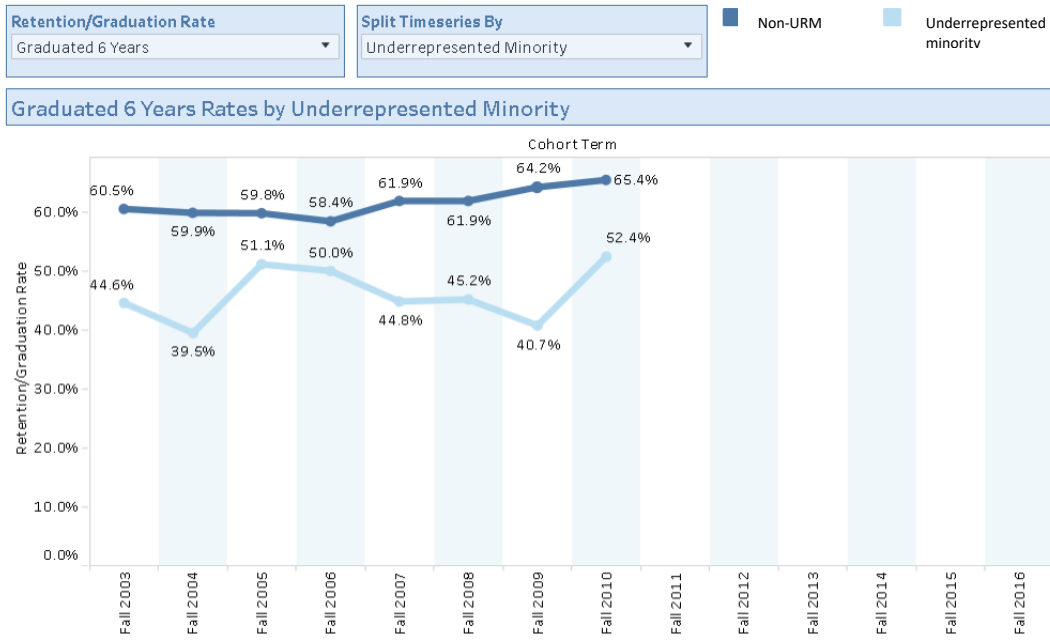
Source: University of Kentucky Institutional Research & Advanced Analytics [Interactive Fact Book](#)

4. Trends in First Year Retention Low Income Students, 2009-10 to 2016-17



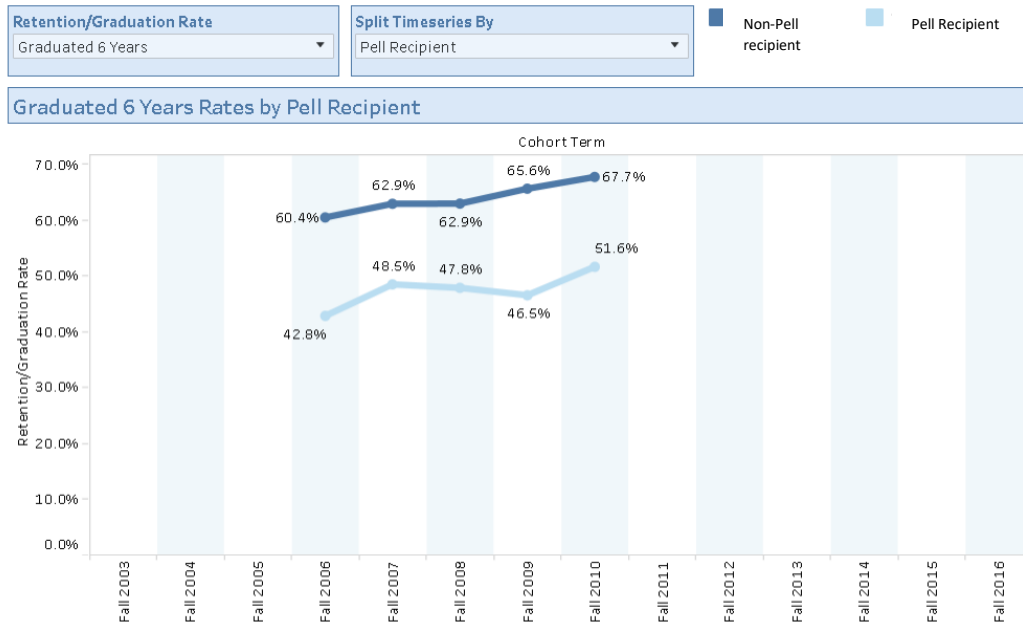
Source: University of Kentucky Institutional Research & Advanced Analytics [Interactive Fact Book](#)

5. Trends in Six Year Graduation Underrepresented Minority Students, 2009-10 to 2016-17



Source: University of Kentucky Institutional Research & Advanced Analytics [Interactive Fact Book](#)

6. Trends in Six Year Graduation Low Income Students, 2009-10 to 2016-17



Source: University of Kentucky Institutional Research & Advanced Analytics [Interactive Fact Book](#)

We are encouraged by recent upward trends in the success of underrepresented and low-income undergraduate students, but we are not satisfied with our current performance. The goals and targets set forth below are designed to work on closing the success gap wherever possible. Our strategies utilize the four pillars described above. We will promote academic success with innovative teaching and comprehensive support services. We will increase financial stability through need-based aid programs, such as *UK LEADS*. We will foster belonging and engagement with high impact best practices.

Success Goal 1: The University of Kentucky will raise the first year retention rate of underrepresented minority and low-income students.

| Metrics | Baseline | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 |
|--|-----------|----------|----------|----------|----------|----------|
| | AY 15-16 | AY 16-17 | AY 17-18 | AY 18-19 | AY 19-20 | AY 20-21 |
| 1 st to 2 nd Year Retention (URM) | 77.2% | 77.8% | 78.3% | 78.9% | 79.4% | 80.0% |
| | N = 4,221 | | | | | |
| 1 st to 2 nd Year Retention (Pell) | 74.8% | 75.8% | 76.9% | 77.9% | 79.0% | 80.0% |
| | N = 995 | | | | | |

Strategies:

- 2.1) Promote financial stability by using institutional scholarships to minimize students' unmet need.
- 2.2) Use the high impact practice of a first year experience course, UK 101, to promote a successful transition to college.

Success Goal 2: The University of Kentucky will raise the six-year graduation rate of underrepresented minority and low-income students.

| Metric | Baseline | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 |
|---|-----------|----------|----------|----------|----------|----------|
| | AY 15-16 | AY 16-17 | AY 17-18 | AY 18-19 | AY 19-20 | AY 20-21 |
| 6 Year Graduation Rate (URM) ⁶ | 52.4% | 53.1% | 53.8% | 54.6% | 55.3% | 56.0% |
| | N = 2,686 | | | | | |
| 6 Year Graduation Rate (Pell) | 51.5% | 52.2% | 52.9% | 53.6% | 54.3% | 55.0% |
| | N = 552 | | | | | |

⁶ 2015-16 is a historically high baseline, and thus maintaining this value would be a significant achievement. In addition, the cohort that will be reported as six-year graduates in 2020 has already been enrolled at UK for three academic years (starting in 2014). However, we expect that will be able to make gains in the success rate for low income and URM students.

Strategies:

- 2.3) Integrate high-impact practices such as undergraduate research, education abroad, service learning, and experiential learning programs throughout academic curricula and majors.
- 2.4) Provide comprehensive academic support services, including tutoring and supplemental instruction, to support academic success.

Success Goal 3: The University of Kentucky will increase the number of undergraduate degrees awarded to underrepresented minority and low-income students.

| Metric | Baseline | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 |
|---------------------------------------|----------|----------|----------|----------|----------|----------|
| | AY 15-16 | AY 16-17 | AY 17-18 | AY 18-19 | AY 19-20 | AY 20-21 |
| Degrees Conferred (URM) ⁷ | 536 | 552 | 569 | 586 | 603 | 621 |
| Degrees Conferred (Pell) ⁸ | 1,423 | 1,466 | 1,510 | 1,555 | 1,602 | 1,650 |

Strategies:

- 2.5) Provide integrated advising for both degree completion and career planning to maximize students' success, both during their college experience and in beginning their career.
- 2.6) Support transfer students with enhanced orientation, advising, and academic support services to ensure a successful transition to UK and degree completion

⁷ Assumes average annual growth rate of 3.0%.

⁸ Assumes average annual growth rate of 3.0%.

Impact

Background and Rationale:

The University of Kentucky works to enhance diversity and inclusion within our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.

We will achieve this objective by working collaboratively to create an environment where all of our students, faculty, and staff live and work in an environment of openness and acceptance, and in which people of all backgrounds, identities, and perspectives can feel secure and welcome. Our future work will expand on the impact we are already making at the University. Current programs in this area are described in Table 3.

Table 3. Current Programming: Impact

| Program Name | Description | Office |
|---|---|--------|
| Diversity Organization Council | The Diversity Organization’s Council (DOC) is designed to support organizations representing and/or working explicitly around diversity. The focus is to encourage intergroup collaborative programming efforts, share individual organizational information, and provide resources to student organizational diversity programming. All student organizations stand to benefit from increased diversity in membership, initiative, and perspective. The Martin Luther King Center hopes to foster unique and creative relationships between organizations. This will ultimately benefit the entire University of Kentucky community as we strive to understand and appreciate our complexity and depth, and enhance the sense of belonging for all students. We believe that all members of our community stand to grow from the exposure and exploration of diversity, inclusion and collaboration. | MLK |
| UK 101 Diversity Module design and instruction | <p>The Martin Luther King Center has been a key collaborator for the development of the UK 101 Diversity module for several years. The King Center staff has been called upon to create modules that, in one or two class sessions, explore issues of diversity and prepare first-year students for the diverse UK community that they have entered.</p> <p>Most recently, the UK 101 Diversity module was expanded to two class sessions at the request of top administrators, and developing this module consisted of a rigorous peer review with consultation and feedback from faculty and staff across the campus over a period of several months. What emerged from this process was a deep and interactive two-session experience that encouraged students to think critically about their</p> | MLK |

contributions to diversity at UK, unconscious biases and implicit associations that they carry, how those associations impact how we treat others, what we can do to reduce those biases, and what resources are available on campus.

Over 120 instructors for UK 101 were trained on how to deliver these modules, but for those who were uncomfortable delivering these modules or for whom their expertise was in other areas, the King Center's trained team taught the lessons in over 60 class sections.

As a strategy from top administration, thoroughly vetted through an intensive peer-review process with faculty and staff experts, this module will reach over 120 UK 101 instructors and a majority of the first-year students at UK, helping to grow their cultural competence and understanding of unconscious bias.

King Café Storytellers

The King Center has emulated the concert series VH1 Storytellers which have hosted concerts by Kanye West, Alicia Keys, Taylor Swift, Pink and many more. King Café showcases the talent of some amazing UK students, staff and faculty. There are dance teams, acoustic music, poets, rappers, choirs and many more. It also includes an open mic opportunity, where anyone can share their story through dance, poetry, and/or song. The Café allows for students to celebrate their cultures and engage in those of others as an effort to create bridges across and within identities. A White UK 101 student who attended the last King Café reflected: "Upon my arrival at the King Café Story Tellers, the workers there were very friendly and even asked me if I wanted to perform. The students performing at the event were very well prepared and they seemed to have a lot of fun. The other attendees were very welcoming and open to all the ideas that were going on at the show. Many people, if not all, were very supportive and welcoming of everyone that was there. While I was sitting I had many people join me at the table and just talk to me and ask me why I decided to come and a lot of everything else. People were very friendly and made me feel as if I was welcome within their community. The performances were very intriguing and kept me very well entertained. It surprised me that there were so many things that college students thought about outside of just the average, everyday stuff. The performances meant something to the performers and had a lot to do with the social aspects of society today. The performances were sometimes very emotional and would bring the audience to thought. This was a very good way to learn about the

MLK Center

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| | <p>differences in communities and amongst different lifestyles. I thoroughly enjoyed myself at this event.”</p> | |
| <p>Soup and Substance</p> | <p>Soup and Substance puts forth current topics, often from the media headlines, and creates space for dialogues that relate to race, gender, class, and a variety of identities. The S&S series centers around issues of difference, diversity, identity, and inclusion.</p> <p>These discussions are meant to be an open forum for expression and serve to situate broader ideas and understandings of multiculturalism and identity perspectives. Besides the King Center Interns that facilitate these discussions, faculty, staff and community professionals who connect with the topics through professional/teaching experience, research or personal interests help lead these dialogues. Besides the importance of the adding substance to the dialogues, the purpose is to provide an opportunity for students to engage with faculty, staff and community persons outside of the normal classroom setting. As well, in considering retention of faculty and staff of color, the King Center sees this as an opportunity to engage with and increase knowledge of diversity issues and goals in a way that enhances UK experience.</p> | <p>MLK Center</p> |
| <p>Lunch and Learn</p> | <p>Lunch and Learn is a monthly informal talk that is led by faculty, staff and administrators. The goal of this series is to provide space for students of color to engage with employees that they may not normally have the opportunity to engage with or even be aware of. Topics have included individual’s life experiences, professional development, stereotype threat and many others.</p> | <p>MLK Center</p> |
| <p>The Convo Series</p> | <p>The Convo Series is a lecture/dialogue series created to inspire campus dialogue, community engagement and civic education and learning about the national narrative on diversity and inclusion, professional development, social justice, and a host of other topics. The Convo (short for conversation) includes two distinguished guest speakers who hold a fishbowl conversation, which is followed by audience participation through questions to the guest speakers. The strategy of this series is to balance provision of a substantive program and the difficulty of getting students to attend speaker programs.</p> | <p>MLK Center</p> |

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| Bias Incident Support Services Workshops | <ul style="list-style-type: none"> • <i>University of Kentucky Bias Incident Response System</i> <ul style="list-style-type: none"> ○ <i>Overview of Bias Incident Support Services and Bias Incident Response Team</i> • <i>Belonging in LLPS</i> <ul style="list-style-type: none"> ○ <i>How to create and nurture a culture of belonging in living learning programs</i> • <i>Did They Just Say That?</i> <ul style="list-style-type: none"> ○ <i>How to respond to biased comments and behaviors</i> • <i>The Haves and The Have Nots</i> <ul style="list-style-type: none"> ○ <i>Exploration of privilege and its impact on belonging</i> • <i>Navigating Intersectionality in Healthcare</i> <ul style="list-style-type: none"> ○ <i>Importance and impact of intersecting identities on healthcare</i> • <i>Inclusive Leadership</i> <ul style="list-style-type: none"> ○ <i>Exploring the impact of inclusive leadership on student organizations and the campus community</i> • <i>Supporting Students Impact By Race and Bias</i> <ul style="list-style-type: none"> ○ <i>Helping resident advisors recognize racial trauma and how to support residents impacted by hate and bias</i> • <i>Inclusive Excellence in Healthcare</i> <ul style="list-style-type: none"> ○ <i>Importance of leading and working through a lens of inclusive excellence while serving communities</i> | BISS |
| BIAS Incident Support Services Talk Backs | <p>(one hour conversations about current events and social commentaries)</p> <ul style="list-style-type: none"> • <i>Tone Policing</i> <ul style="list-style-type: none"> ○ <i>Impact of tone policing on marginalized communities</i> • <i>Myth of the Magical Black Woman</i> <ul style="list-style-type: none"> ○ <i>Exploring the dynamics of living at the intersection of Blackness and womanhood</i> • <i>Black Masculinity</i> <ul style="list-style-type: none"> ○ <i>Examining what Black masculinity is and how it impacts others</i> | BISS |
| BIAS Incident Support Services Campus Events | <ul style="list-style-type: none"> • <i>#WeAreUK</i> <ul style="list-style-type: none"> ○ <i>Solidarity event in response to the mass shooting at Pulse Nightclub in Orlando</i> • <i>#WeBelongUK: Racial Healing</i> <ul style="list-style-type: none"> ○ <i>Healing event in response to ongoing police violence experienced by the Black community</i> • <i>#WeBelongUK: Recognizing Racial Trauma</i> | BISS |

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| | <ul style="list-style-type: none"> ○ <i>Centered on understanding racial trauma and its impact on marginalized students, staff, and faculty</i> ● <i>Diversity Organization Showcase</i> <ul style="list-style-type: none"> ○ <i>Resource fair for student organizations centered on marginalized and minoritized identities</i> | |
| BIAS Incident Support Services Campus Resources | <ul style="list-style-type: none"> ● <i>Foundations of Belonging posters and cards</i> ● <i>Agreements for Courageous Conversations posters and cards</i> ● <i>Language to include on syllabi regarding Bias Incident Response Team</i> | BISS |
| UK SafeZone Program | <p>The most significant LGBTQ* Resources mechanism for producing culturally competent students, faculty, and staff at UK is our ongoing UK SafeZone Program. The program is comprised of a 90 minute workshop related to building LGBTQ* specific cultural competencies, cultivating allies for campus change, and making individuals aware of the campus and community resources that are available to continue growth and support students/colleagues in crisis moments. Since we started this program in late 2015, we have trained over 2,000 Wildcats.</p> <p>Next, we seek to produce culturally competent faculty and staff through hosting annual conferences and grand rounds (UK HealthCare). These regularly offered experiences delve deeper into important LGBTQ* experiences/inclusivity conversations. Examples of these recurring events include:</p> <ol style="list-style-type: none"> 1. The annual LGBTQ* Resources/College of Social Work Out in the Open conference that focuses on providing ongoing education for individuals in helping professions; offered each spring since 2016) 2. The annual Come Together Kentucky conference focused on cultivating student leadership and creating networking opportunities for budding scholars and advocates; offered each November through a collaboration between the University of Kentucky, University of Louisville, and Northern Kentucky University since 2015 3. UK HealthCare LGBTQ* Grand Rounds offered to all UK HealthCare provider's each May by UK's LGBTQ* Resources and Transform Health Clinic; funded through the national Ryan White Foundation and facilitated since May 2016 in Chandler Hospital's Pav-A 4. Our annual Trans Week of Awareness (November) and Pride Week (April) provide multiple educational opportunities for students, faculty, and staff to learn from local and national experts as well as one another | LGBTQ* Resources |

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| Student Panel: Race and Cultural Competencies – A Student Perspective | This panel invited undergraduate and graduate speakers to share their perspectives on classroom climate and how culturally responsive instructional practices can have a positive effect on academic achievement. | CELT |
| Faculty Panel: Creating an Inclusive Learning Environment | Inclusive teaching grounds itself in a commitment to diversifying instruction and reaching students of all backgrounds. This workshop asked a panel of faculty from across campus to discuss how they use inclusive teaching practices in their courses and answer questions from the audience about creating an inclusive classroom environment. | CELT |
| Workshop: Critical Conversations about Race and Teaching – Navigating Conflict and Building Bridges | This workshop prepared instructors to facilitate constructive conversations between students with multiple or differing perspectives in the classroom. Participants learned strategies for stimulating productive discussion while maintaining an inclusive learning environment. | CELT |
| Workshop: Critical Conversations About Race and Teaching – Managing Microaggressions | This workshop emerged from theories developed by psychologist Derald W. Sue and his research team to explore the effects of microaggressions. Participants of the workshop were led through exercises to assist in better identifying and responding to microaggressions that occurred in the classroom. | CELT |
| Podcast: <i>Higher Justice</i> (April 2017) | In each episode, faculty from across the country are invited to discuss ways to facilitate cross-racial and cross-cultural interactions in the classroom. Episodes are thematically driven and conversations will cover a range of topics including systemic racism and curriculum development, microaggressions, reflexive teaching, subjective positioning, and racial healing. | CELT |
| Consultations | CELT offers ongoing consultations with individual instructors and academic units to help develop and incorporate inclusive teaching strategies. These collaborations take on a variety of forms including: expanding course curriculum; creating activities and assignments to encourage discussion and self-reflexivity; developing discipline-specific workshops and orientations for instructors and teaching assistants; and, working one-on-one to address student feedback on teaching and assessment. | CELT |
| Unconscious Bias Initiative | The Unconscious Bias Initiative, which began in January 2014, serves as a catalyst to broaden collaborations among all members of the UK organization and the larger community. Every member of the UK community – administrators, Board members, faculty, staff, students – have had or soon will receive | OID |

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| | <p>training in how the unconscious mind works in order to mitigate the effects of our unconscious thoughts and behaviors so that every individual is treated with respect and value. As of September 2017, approximately 8,000 faculty and staff have been exposed to at least one of the six available UB workshops, and every member who serves on Faculty Search Committee has received mandatory UB training. Extensive student trainings began October 2017.</p> | |
| <p>The Humanity Academy</p> | <p>The Humanity Academy is an innovative program that is open to staff, faculty and students which supports the Unconscious Bias and serves as a catalyst to further identify and prepare a pipeline of change agents for the University who act as advisers, trainers and facilitators for diversity-related interventions. Upon selection, participants spend one week identifying and learning about specific dimensions of diversity through videos, interactive activities and real-life scenarios. As a result of the week’s focus on these dimensions, graduates must be willing and able to act as change agents throughout the UK community and to champion the University’s diversity goals.</p> | <p>OID</p> |
| <p>“I Am...” Diversity Project</p> | <p>The “I Am...” Diversity Project had its genesis in the <u>Humanity Academy</u>, which was sponsored for several years by the UK Human Resources Training & Development unit. A handful of UK staff and faculty capitalized on the fact that everyone defines diversity differently and that virtually everyone can find some form of diversity in their lives – whether it is the color of their skin, their religion, or the region they call home – these Humanity Academy volunteers arranged a way for anyone to videotape their own personal interpretation of diversity and upload their videos to a website that went throughout the Commonwealth of Kentucky on the “I Am...” website. The Project is now an authorized UK Student Organization that continues to grow. Students appreciate the opportunity to represent themselves as a member of a community that values their contribution at such a personal level.</p> | <p>OID</p> |

We are committed to providing an enriching UK experience for all students, faculty, and staff by actively exploring and adopting new initiatives that will expand both the diversity and inclusion of our campus community.

Impact Goal One: The University of Kentucky will increase the racial and ethnic diversity of its faculty and staff.

| Metric | Definition | Baseline | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 |
|---|---|----------------|----------|----------|----------|----------|----------|
| | | AY 15-16 | AY 16-17 | AY 17-18 | AY 18-19 | AY 19-20 | AY 20-21 |
| Employment of Faculty (Tenured/Tenure Track) | Underrepresented Minority (URM) ⁹ | 6.4% N = 94 | 6.9% | 7.4% | 7.9% | 8.4% | 8.9% |
| Employment of Executives (Management Occupations) | Underrepresented Minority (URM) ¹⁰ | 5.2% N = 18 | 5.7% | 6.2% | 6.7% | 7.2% | 7.7% |

Strategies:

- 3.1) Educate search committees on implicit biases and their impact on hiring decisions.
- 3.2) Ensure that tenure and promotion policies support diverse faculty

Impact Goal 2: The University of Kentucky will promote equity and inclusion.

Strategies:

- 3.3) Conduct regular campus climate surveys
- 3.4) Utilize the Bias Incident Response Team (BIRT) to actively respond to bias incidents by supporting individuals through times of crisis.

Impact Goal 3: The University of Kentucky will produce culturally competent students, faculty, and staff.

Strategies:

- 3.5) Infuse diversity and inclusion into the undergraduate curriculum through the UK Core.
- 3.6) Support inclusion and diversity at the University by providing tools to increase cultural competency within the classroom, as well as promote civil dialogue across cultural, social and political differences.
- 3.7) Train staff members in issue of diversity and inclusion through a variety of Human Resource training topics.

⁹ Includes only Tenured and Tenure-Track Faculty, including College of Medicine. Matches IPEDS definitions.

¹⁰ Includes College of Medicine, but excludes UKHC. Matches IPEDS definitions.

Plan for Assessment

The University of Kentucky is committed to an annual assessment of institutional progress on each goal and strategy. We will use our recently purchased assessment database, the Accountability Management System (AMS) by Taskstream, in order to collaborate with the people and offices responsible for implementation, and to record our progress. Each assessment cycle will include an analysis of lessons learned and may result in adjustments to our strategies or assessment methods.

In the table below, each strategy is listed along with the office responsible for implementation and our initial methods of assessments. We define a method of assessment as a piece of evidence that we will collect that will tell us how well we are doing. That evidence may be an action achieved, a metric surpassed, or a qualitative analysis of the situation. Please note that these assessment plans are preliminary and are subject to adjustment.

| Strategy | Responsible Party | Plans for Assessing Implementation Fidelity |
|--|-------------------------|--|
| <p>Opportunity Strategy 1.1</p> <p>Engage in targeted recruitment efforts for African American and Hispanic/Latino undergraduate students.</p> | Enrollment Management | <p>Number of participants in recruitment events who are African American or Hispanic/Latino.</p> <p>Number of applications from African American and Hispanic/Latino students.</p> |
| <p>Opportunity Strategy 1.2</p> <p>Utilize financial aid supports such as the Parker Scholarship to recruit underrepresented minority students.</p> | Financial Aid | <p>Number of URM students receiving financial aid awards</p> <p>Average amount of financial aid awarded to URM students</p> |
| <p>Opportunity Strategy 1.3</p> <p>Engage in targeted recruitment efforts for African American and Hispanic/Latino graduate students.</p> | Graduate School | <p>Number of applications from African American and Hispanic/Latino students.</p> |
| <p>Opportunity Strategy 1.4</p> <p>Utilize financial aid supports such as the Lyman T. Johnson award to recruit underrepresented minority graduate students.</p> | Graduate School | <p>Number of URM students receiving fellowships</p> <p>Average amount of financial aid packages awarded to URM students</p> |
| <p>Success Strategy 2.1:</p> <p>Promote financial stability by using institutional scholarships to minimize students' unmet need.</p> | Academic Excellence | <p>Percentage of institutional aid used for need-based scholarships.</p> <p>Average unmet need of incoming cohorts of FTFT students who are URM or low-income.</p> |
| <p>Success Strategy 2.2:</p> <p>Use the high impact practice of a first year experience course, UK 101, to promote a successful transition to college.</p> | Student & Academic Life | <p>Percentage of first year students completing UK 101 within first year who are URM or low-income.</p> |

| | | |
|--|---|---|
| Success Strategy 2.3: | | |
| Integrate high-impact practices such as undergraduate research, education abroad, service learning, and experiential learning programs throughout academic curricula and majors. | Student & Academic Life | Development of a course-tagging system to systematically identify courses that include HIPs. Percentage of students enrolled in tagged courses who are URM or low-income. |
| Success Strategy 2.4: | | |
| Provide comprehensive academic support services, including tutoring and supplemental instruction, to support academic success. | Student & Academic Life, college academic support units | Number of URM and low-income students using academic support services. Satisfaction of URM and low-income students with academic support services. |
| Success Strategy 2.5: | | |
| Provide integrated advising for both degree completion and career planning to maximize students' success, both during their college experience and in beginning their career. | Student & Academic Life, college advising support units | Number of URM and low-income students using academic and career advising services. Satisfaction of URM and low-income students with academic and career advising services. |
| Success Strategy 2.6: | | |
| Support transfer students with enhanced orientation, advising, and academic support services to ensure a successful transition to UK and degree completion | Student & Academic Life | Development of an enhanced suite of support services for transfer students. Satisfaction of transfer students with those services. |
| Impact Strategy 3.1 | | |
| Educate search committees on implicit biases and their impact on hiring decisions. | Human Resources | Number of search committee members trained Participant feedback on training |
| Impact Strategy 3.2 | | |
| Ensure that tenure and promotion policies support diverse faculty | Faculty Advancement | Number of diverse faculty promoted and/or tenured |

| | | |
|---|---|--|
| Impact Strategy 3.3 | | |
| Conduct regular campus climate surveys | Human Resources | Response rate to climate survey Use of the survey results for policy |
| Impact Strategy 3.4 | | |
| Utilize the Bias Incident Response Team (BIRT) to actively respond to bias incidents by supporting individuals through times of crisis. | Bias Incident Response Team (BIRT) | Number of incidents referred to BIRT Participant feedback on process |
| Impact Strategy 3.5 | | |
| Infuse diversity and inclusion into the undergraduate curriculum through the UK Core. | UK Core Committee, Institutional Effectiveness | Assessment of UK Core learning outcomes Number of courses offered within D&I learning outcome |
| Impact Strategy 3.6 | | |
| Support inclusion and diversity at the University by providing tools to increase cultural competency within the classroom, as well as promote civil dialogue across cultural, social and political differences. | Center for Excellence in Learning and Teaching (CELT) | Number of events Post-workshop self-efficacy reports for attendees Annual self-efficacy report for attendees |
| Impact Strategy 3.7 | | |
| Train staff members in issue of diversity and inclusion through a variety of Human Resource training topics. | Human Resources | Number of staff members trained Participant feedback on training |

Conclusion/Next Steps

The University of Kentucky hereby submits this Diversity Plan to the Kentucky Council on Postsecondary Education Committee on Equal Opportunities. The content of this plan represents a focused selection of goals and strategies that the University of Kentucky will pursue from 2017 to 2022 in order to promote the goals of Opportunity, Success, and Impact.

We are dedicated to this effort, and yet we acknowledge some potential barriers to our success. The increasingly challenging fiscal environment for higher education nationally and within the state of Kentucky will put a strain on our ability to simultaneously keep tuition low, provide more financial support, and create new programs to support vulnerable students. We also see a demographic challenge ahead of us, as the population of traditional college-aged students is expected to decline over the next decade. And finally, the University of Kentucky is pursuing several, new major initiatives related to admission, enrollment, and financial aid that make target setting for the future uncertain. We have set performance targets that reflect our intentions and our best ability to predict the future, but we believe that there will be a high degree of variability in our metrics over the next five years as our new strategies take effect.

Our next steps will be to arrange for an annual assessment of institutional progress on each goal and strategy, as outlined above. We will use our recently purchased assessment database, the Accountability Management System (AMS) by Taskstream, in order to collaborate with the people and offices responsible for implementation, and to record our progress. Each assessment cycle will include an analysis of lessons learned and may result in adjustments to our strategies or assessment methods.

Overall, the data and narrative indicate the University of Kentucky's commitment to the provision of equal opportunity to all members of the University community, and demonstrate the institution's commitment to the compelling interest in the educational benefit of diversity and inclusion.

Appendix A:

STRATEGIC OBJECTIVE 3: DIVERSITY AND INCLUSIVITY

Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world.

We will achieve this objective by working collaboratively to create an environment where all of our students, faculty, and staff live and work in an environment of openness and acceptance, and in which people of all backgrounds, identities, and perspectives can feel secure and welcome.

We are committed to providing an enriching UK experience for all students, faculty, and staff by actively exploring and adopting new initiatives that will expand both the diversity and inclusivity of our campus community.

Strategic Initiatives and Action Steps

Strategic Initiative 1: Foster a diverse community of engaged students.

Action Step 1: Recruit, retain, and graduate an increasingly diverse student population, and create an inclusive environment that supports these objectives.

Action Step 2: Implement formal and informal curricular and co-curricular programs that promote discussions and activities about diversity and inclusivity, thus empowering all our students.

Action Step 3: Integrate cross-unit services to support, retain, and promote degree completion for students from diverse backgrounds.

Action Step 4: Implement an equity dashboard at UK to help campus leaders encourage and monitor diversity and inclusion progress.

Strategic Initiative 2: Improve workforce diversity and inclusion.

Action Step 1: Provide formal inclusiveness and diversity professional development for all faculty, staff, managers, and supervisors, including training on explicit (conscious) and implicit (unconscious) bias and training on how to structurally create inclusive working and learning environments.

Action Step 2: Increase diversity in number, proportion and retention in all workforce position categories including faculty, where representation is less than proportionate, to create a more inclusive work environment.

Strategic Initiative 3: Engage diverse worldviews and perspectives by increasing awareness of diversity and by communications across campus that address these issues.

Action Step 1: Increase the number of campus/community engagement and service activities that involve our community partners to strengthen cultural awareness and competence.

Action Step 2: Ensure that faculty, staff, and students attend to multiple methods of communication (e.g., languages other than English, sign language) in interacting with campus/community partners.

Action Step 3: Promote global opportunities and ensure strong support systems for students, faculty, and staff studying and serving outside their home countries.

Action Step 4: Increase student opportunities to explore international perspectives across the curriculum and the co-curriculum.

Action Step 5: Promote sustainability of diversity and inclusivity efforts through aligning and integrating diversity and inclusion education, training, and communication with the Office for Institutional Diversity, to track initiatives and outcomes.