

DIVERSITY ISSUES IN THE COLLEGE OF AGRICULTURE

**Diversity Review and Planning Task Force
College of Agriculture
University of Kentucky**

April, 2003

EXECUTIVE SUMMARY

Background The Diversity Review and Planning Task Force for the University of Kentucky's College of Agriculture was formed by Dean M. Scott Smith with the charge to review the College's recent progress and current status of diversity initiatives and to provide recommendations for enhancing these efforts. The scope of the Task Force included all facets of College programs including its instruction, research, extension and service missions. The Task Force began its work with the mutual understanding that diversity in all forms and at all levels must be seen as a vital component of ensuring the vitality of intellectual life within the institution and ensuring the responsiveness of our College to all communities in the Commonwealth. In pursuing its charge, the Task Force assessed a wide array of issues including current diversity efforts, civil rights reviews, statistics related to students and employees, and issues facing members of our community.

State of Diversity in the College As a recipient of Federal funds, civil rights and provision of equal opportunities are overseen for the University of Kentucky by the U.S. Department of Education, and the U.S. Department of Labor. The College of Agriculture is additionally overseen by the U.S. Department of Agriculture. In 1981, the Department of Education issued a finding that vestiges of a former system of legal segregation remained in the Kentucky public higher education system. One of the primary findings from the 1992 USDA civil rights review related to the low number of African-American county extension agents. Since then, specific steps within the College have occurred to improve diversity, including the creation of this Task Force. Within their mandates, these efforts have experienced moderate success. Recommendations by this Task Force seek to enhance these efforts and foster change of some existing practices and procedures within the College to further diversity efforts.

Data Collection Data on employees and students provided by UK Equal Opportunity Office, UK Cooperative Extension Service, College of Agriculture Legal Affairs, and College of Agriculture Student Services were examined. For employees who are African American, more often than not we have failed to meet our employment goals in nearly every employment category and there has been very little change in employment numbers since 1993. For employees who are women, despite the increase in total numbers, the College remains under its employment goals in many employment categories, including faculty. For students, while the number of undergraduates who are African American has increased, the number of students from other minority groups has not. Graduate enrollment of African Americans remains low in the College, sometimes nonexistent, especially at the doctoral level. Since 1993, the number of undergraduate and graduate students who are women increased consistently.

Issue Identification As a result of its work, the Diversity Task Force identified over 30 "key issues." Among these, 5 common themes emerged: organizational structure, recruitment and hiring, retention, reward structure, and environment. Overall, the Task Force found a need to increase diversity actions, outreach, and accountability targeting diversity in all forms and at all levels within the College of Agriculture. Some of the specific recommendations include the need for an institutional support unit reporting directly to the Dean which would coordinate efforts and provide broad-based support for all diversity related efforts throughout the College. Other issues addressed include enhancing existing diversity efforts; providing adequate staffing, resources and clear lines of authority; instituting dedicated actions directed at visibility, recruitment and hiring; and increasing accountability to College administrators for diversity efforts.

Ongoing Process Each of the issues and recommendations raised in this report are integrated and inter-related. No single section, just as no single action, can stand alone. Moreover, this report cannot be seen as an end in itself but as a **living document**; one that is intended to change College practices and be part of an ongoing dialogue. Just as administrative leadership is critical and essential, so too is the commitment and specific actions of all of us in the University of Kentucky's College of Agriculture. It is the hope of this Diversity Task Force that the work we have done and present in this report will add to our ability as a College community to meet that commitment.

GUIDING PRINCIPLES

As the College of Agriculture seeks to fulfill its ongoing mission of serving all citizens in the Commonwealth of Kentucky, the Diversity Review and Planning Task Force begins with the understanding that at the forefront of this effort are *key guiding principles*.

These principles are stated at the outset as fundamental and foundational in the support of increasing diversity within our institution.

- First and foremost in this is the acknowledgement that discrimination exists and there is an ongoing need for greater acceptance and appreciation.

To do this, it is critical to

- foster an environment that leads to an increased understanding of the value of differences;
- seek unequivocally the elimination of discrimination on any basis be it race, religion, ethnicity, gender, age, disability, sexual orientation, or any other difference;
- be accountable for both our successes and failures and
- ensure that diversity is both a fundamental and visible part of everything we do.

These are global issues. They reflect a larger philosophical commitment to a dynamic and inclusive institution that is responsive to the needs of all citizens. However, for diversity to be an integrated part of the vitality of our institution, these must also be followed up with targeted actions and specific interventions.

The sections to follow in this report address the specific areas of Institutional Structure, Organization, and Accountability; Recruitment and Hiring; Retention; Incentives and Rewards; Climate and Internal Environment; and External Image and External Communications.

Finally, this report is considered to be a *living document* and our intent is that it should be revisited and re-examined over time. Some of the recommendations included here were also recommended by previous diversity related efforts in our College and University. As a result, it must be part of an ongoing dialogue and conscientious process to acknowledge the need for, and increase the responsiveness around, the diversity of our College.

ABOUT THIS REPORT

A few words are needed about the organization of this report. This report seeks to document the work of the College of Agriculture's Diversity Review and Planning Task Force and to put forth ideas and recommendations for action.

Section Order

It is important for any reader of this report to be aware that we did not seek to prioritize or rank one issue or area over another. Instead, this Task Force sees all areas and issues as having important contributions to make to the overall College philosophy and goals of being a dynamic, inclusive, diverse, and welcoming institution.

As a result, our Task Force conscientiously sought to construct a report which reflects this. For example, the order of the sections and subsections contained within this report do not imply any order of priority. Furthermore, we were intentional in our use of bullets instead of numbered lists.

Interconnectivity

We also recognize the interconnectivity of the report sections. For example, we recognize that faculty diversity affects the environment for students, that the quality of the institutional commitment and climate enhances retention at all levels, and the visibility of efforts and successes enhances the institutional climate for all.

The Beginning, Not The End

We have taken stock of previous accomplishments, discussed efforts left undone, and identified areas for work and improvement. We have tried to assess what could and should be done differently and have sought advice and input from a broad array of individuals and groups. Despite our best intentions and efforts, this report will not cover all possible topics. It does reflect our sincere effort to think broadly.

Consequently, this document should not be seen as an end in itself. We have called this a living document, one that is intended to change and be part of an ongoing process. It is critical that this document be part of a larger ongoing process of introspection. The University of Kentucky College of Agriculture's commitment to nurturing this critical dialog and acting on insightful changes that flow from it is essential.

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SUMMARY OF RECOMMENDATIONS

With this report, the Diversity Review and Planning Task Force has endeavored to assess a wide array of issues surrounding diversity within the College of Agriculture. We have reviewed previous accomplishments and discussed efforts left undone. We worked to identify specific areas for improvement. In doing this, we have sought advice and input from a broad array of individuals and groups.

In developing recommendations, we wanted to be both specific and broad. Some of the recommendations included here were also recommended by previous diversity related efforts in our College and University.

Each of the recommendations raised in this report are also seen as parts of an integrated whole. For example, obtaining a critical mass of minority/women faculty, staff, and students means that there would be multiple voices within departments and multiple role models to further recruitment efforts.

Consequently, no single recommendation, just as no single action, stands alone. All areas and issues have important contributions to make to the overall College goals of being a dynamic, inclusive, diverse, and welcoming institution. As a result, just as administrative leadership is critical and essential, we all share in this responsibility.

Implementing these recommendations means that diversity must not be just an administrative requirement. Rather, it must be part of a broader philosophy, one that articulates and understands that we as an institution cannot achieve our goals of serving all people and achieving excellence in education and scholarship without diversity.

While the full list of recommendations is expanded on throughout sections of this report with a complete listing in the Appendix, recommendations can be organized into three broad themes: **Action, Outreach, and Accountability**. Some examples of each include the following:

Action

- Increase actions targeting diversity in all forms and at all levels;
- Increase the number of African American and other minorities in all job categories and the number of women in administrative and faculty positions;
- Establish an institutional support unit that reports directly to the Dean of the College of Agriculture. This office will assist in all efforts related to diversity and inclusivity within the College and be a clearinghouse for needed resources and support;
- Create a standing diversity advisory committee that reports to the Dean of the College of Agriculture until the above institutional support unit is established. Once this unit is established, this advisory committee should assess progress towards achieving College diversity goals;
- Ensure adequate and dedicated staffing, support, financial resources, and clear lines of authority for diversity related efforts;

- Strengthen existing diversity efforts in student recruitment and retention and in Cooperative Extension by replacing the current single position with dual responsibilities with two separate positions, one dedicated to student recruitment and one dedicated to Cooperative Extension and other College of Agriculture employee efforts;
- Establish mandatory diversity and retention training programs for all department chairs and supervisors;
- More fully utilize the University of Kentucky's resources for targeted minority faculty hiring;
- Streamline the hiring process for extension agents and ensure that the interviewing committee includes a diversity of members;
- Establish a procedure within the College for search committees to follow for advertising positions to ensure a diverse candidate pool, (e.g. University of Florida process described in the Appendix). Department chairs and search committees should be accountable to the Dean for implementing this process;
- Examine College efforts regarding spousal placement assistance, family friendly policies, and assistance in family moving issues such as children, aging parents, and other families members;
- Develop a "Diversity Support Award" for specialized diversity-related research, discipline specific diversity scholarship, and/or curriculum development;
- Similar to that originally recommended in 1990 by the Office of Minority Affairs, develop incentives for hiring minority and women graduate assistants (such as partial College funding of assistantships);

Outreach

- Increase visibility of the importance of diversity within the College by providing visible leadership at all levels and showcasing success in the media and public venues;
- Establish a website devoted to all aspects of diversity in the College of Agriculture which is clearly accessible from the College home page;
- Ensure that the Minority Recruitment and Retention position is on the College organizational chart and web pages so that it is a clear and visible point of contact;
- Develop and fund a Diversity in Agriculture lecture series that both highlights work in the College, includes outside invited speakers, and is advertised University-wide;
- Expand recruitment efforts to work more closely with county offices in hiring of local staff. Work with county offices and councils to increase diversity by exploring linkages with local groups and organizations;

- Continue to support and increase the resources for, and visibility of the College's chapter of MANRRS (The National Society for Minorities in Agriculture, Natural Resources and Related Sciences: <http://www.ca.uky.edu/manrrs>);
- Increase the support for, and visibility of, the Kentucky Diversity Network in Cooperative Extension;
- Consider establishment of a Minority Staff Network group, similar to the Kentucky Diversity Network;

Accountability

- Establish mechanisms to assess the effectiveness of diversity efforts at all levels;
- Provide information regarding contacts and resources available if difficult circumstances arise – department chairs, College administrators, UK Academic Ombud, UK Women's Studies program, UK Office of Minority Affairs, UK President's Commission on Women, UK President's Commission on Diversity, UK Office of Equal Opportunity.
- Develop accountability procedures for documenting all hiring processes and decisions to ensure that the processes are inclusive in both intent and effect;
- Develop a process to hold department chairs and search committees accountable to meet diversity goals;
- Develop an internal database and tracking system to assess retention and graduation rates of students within our College;
- Conduct a survey on the current climate within our College, including perceptions and attitudes towards diversity, and provide mechanisms for follow-up based on the results;
- Conduct an ongoing assessment of salary administration for women and minorities to ensure equality and develop a plan to address inequities, if they exist;
- Construct standards for expectations regarding service and develop a reward system when these standards are met or exceeded;

While we have sought to provide specific recommendations, this summary list and this document cannot be considered an end in itself. It must be part of an ongoing dialogue and conscientious process to increase our responsiveness around the diversity of our institution.

Success and sustainability mean that we must continually work to identify barriers and provide visible support for activities that contribute to ensuring an environment within which everyone can study, work, and learn. We must work to ensure that our institutional structure reflects our level of commitment.

Diversity in all forms and at all levels must be seen as a vital component of ensuring the vitality of intellectual life within the institution and ensuring the responsiveness of our College to all communities in the Commonwealth.

How we go about achieving this is up to the commitment and actions of all of us in the University of Kentucky's College of Agriculture.

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A) Auditing Equal Opportunity—A *Brief* Overview

B) Responses

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- Diversity Awards in Extension
- Instruction
- Research

C) What do the Numbers Say?

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SITUATION ANALYSIS

We begin this report as we began our process as a Task Force; taking stock of the procedures, changes, and current numbers within our College of Agriculture. Often times, figures such as these reflect primarily women and African Americans since these are the numbers for which organizations are held accountable. However, at times we do have more detailed data. Even when we do not have more detailed data for specific groups, is not to discount those who are not counted. Rather, it is critical to remember that our Task Force has not limited its vision to these categories. To help us understand better where we are and where we have come from, in this section, we provide a very brief overview of auditing procedures and history, and an overview of what the numbers say.

Auditing Equal Opportunity—A *Brief Overview*

As a recipient of Federal funds, civil rights and provision of equal opportunities are overseen at the University of Kentucky by Federal agencies. The U.S. Department of Education and U.S. Department of Labor are two (2) of those agencies that review University of Kentucky regulatory compliance, while the U.S. Department of Agriculture focuses solely on the College of Agriculture.

Beginning in 1979, the U.S. Department of Education, Office for Civil Rights conducted a Title VI review of the state of Kentucky's public higher education system. In 1981, the Department of Education issued a finding that vestiges of a former system of legal segregation remained in the Kentucky public higher education system.

Kentucky is now approaching the end of the third statewide plan to provide equal opportunities in higher education. The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education (preceded by 1982-1987 and 1990-1995 plans) contains five (5) objectives for Kentucky resident African American students in enrollment, retention and graduation. The Kentucky Plan also sets forth three (3) African American employment objectives in administrative, faculty and professional position categories. The Kentucky Plan is administered by the Kentucky Council on Postsecondary Education, Committee on Equal Opportunities. A ruling by the U.S. Department of Education on Kentucky's efforts to provide equal opportunities to historically underrepresented populations is expected in Spring 2003.

In accordance to Federal Executive Order 11246, qualifying employers must take affirmative action in employment for women and all minorities. The University of Kentucky is subject to provisions of Executive Order 11246 which is monitored by the U.S. Department of Labor, Office of Federal Contract Compliance Programs. The University is required to maintain a written Affirmative Action Plan that includes the establishment of annual employment goals for women and minorities in all job groups. An analysis of available populations in the labor market possessing the requisite qualifications to occupy positions is used to establish employment goals. The Office of Federal Contract Compliance Programs examines the efforts, initiatives and progress an employer makes toward attainment of employment goals in each job group.

Due to significant funding from the U. S Department of Agriculture, the College of Agriculture is subject to periodic civil rights reviews by the Cooperative State Research, Education and Extension Service (USDA – CSREES). CSREES conducted reviews in 1992, 1994 and 2001. While the reviews in 1992 and 1994 primarily focused on Cooperative

Extension, the 2001 review also included the Kentucky Agricultural Experiment Station. Copies of these reviews and the responses of the College of Agriculture are on file in each department. Interested individuals can also receive copies by contacting the Office of the Dean.

Responses

Extension

One of the primary findings from the 1992 review related to the low number of African-American county extension agents. Specifically, of the 348 agents at that time, only 6 were African-American. As a direct result of this finding, county agents have been the focal point of diversity efforts. Since the 1992 review, steps taken to improve diversity included the creation of the College of Agriculture Extension Diversification Civil Rights Committee, coordinated statewide diversity training for all Extension staff, improved record keeping relating to applicant pools and more focus on the summer internship program for minorities.

The overriding theme for county extension hires was to institute all reasonable efforts to improve diversity. In 1996, the College of Agriculture hired first minority recruitment and retention coordinator. Duties of the position were split with half time devoted to minority student recruitment and half time devoted to minority Cooperative Extension recruitment. In 1997, the minority recruitment and retention coordinator created the Kentucky Diversity Network to address the specific needs of multi-ethnic minority Extension professional staff who serve the Cooperative Extension Service. The overall goal of the network is to promote inclusiveness of ethnic minority agents in our Extension organization. Group members consist of ethnic minority agents from both the UK College of Agriculture and Kentucky State University.

Diversity Awards in Extension

Diversity awards include the creation of the Kentucky Extension Diversity Award in 1995. It is an award to recognize Extension professionals who make special efforts to reach groups not previously served by Extension or underrepresented groups. Since the award's inception, over 100 nominations have been received. This is a joint award for UK and Kentucky State University Extension employees. The top team entry receives \$1,000 and the top individual receives \$500 to use in their county to continue diversity efforts.

Instruction

The Minority Recruitment and Retention Coordinator also established (1998) and serves as the advisor for the University of Kentucky chapter of Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS; <http://www.ca.uky.edu/manrrs>). MANRRS is a national society which fosters and promotes the agricultural sciences and related fields among ethnic minorities. The society initiates and participates in activities and programs that ensure that ethnic minorities will also be involved in and associated with the agricultural sciences and related fields and provides networks to support professional development of minorities (<http://www.manrrs.org>). Current national membership is made up of over 1,500 undergraduate students, graduate students, and professionals in 45 chapters. The UK chapter consisted of about 30 members in 2002.

In 2000, the University of Kentucky and Kentucky State University co-hosted the national conference for Minorities in Agriculture, Natural Resources, and Related Sciences. This

conference brought together college students and employers from nearly 40 states, more than 90 exhibitors representing both government and non-government agencies and businesses and more than 900 participants representing 67 MANRRS chapters nationwide. At the conference, Cinnamon L. Butler, a sophomore in animal sciences from the University of Kentucky, won the public speaking contest and presented her speech at the national awards banquet. Additionally, in 2000, the University of Kentucky chapter of MANRRS was named Outstanding New Chapter.

In both 1999 and 2002, the Minority Recruitment and Retention Coordinator secured a grant from the UK Ag Alumni Association for visual materials and travel costs of students representing our College in Atlanta at the 2003 National MANRRS Training Conference and Career Fair. In 2002, the Minority Recruitment and Retention Coordinator also secured a grant with the Lexington/Fayette Urban County Government “Partners for Youth” program to conduct a Junior MANRRS project for 130 elementary students.

In 2002, the Minority Recruitment and Retention Coordinator was awarded the Kentucky Office of Minority Affairs 2002 Evelyn Black Award. This award honors the memory of Dr. Evelyn Black, one of the first female African-American professors at the University of Kentucky. The award is presented annually to a UK faculty or staff member who has demonstrated outstanding support for minority students.

Research

For the first time, the 2001 CSREES civil rights review of the College of Agriculture included evaluation of the UK Agricultural Experiment Station (UKAES). Key CSREES recommendations for the UKAES focused on developing strategies to increase the diversity of graduate students and faculty--including recruitment and retention strategies, and members of College advisory committees; increasing the visibility of civil rights programs, including our accomplishments; developing periodic civil rights compliance reviews; and developing and implementing programs targeted at diffusing the “good old boy” perception that continues to exist in some departments.

Response to these CSREES recommendations included many College-wide efforts, both existing and in development, including the creation of this Diversity Task Force and our charge from Dean Smith to create a road map of recommendations. The Draft Roadmap to Diversity--Appendix A--was included in the College’s December 2001 response to CSREES.

Existing College activities identified in the response to CSREES include meetings with College search committees and the Dean of the College of Agriculture to encourage identification and pursuit of minority and women candidates for faculty positions; identifying best practices for recruiting and retaining minority and women students so that department chairs can share successful strategies; ensuring all faculty and staff are aware of our civil rights policy; and having departments regularly include diversity issues on the agenda for faculty meetings.

Future activities identified included the development of departmental and College goals for minority and women faculty that will become part of the overall College strategic plan as well as one basis for department chair evaluation. An additional activity included the periodic assessment of College civil rights compliance beginning in calendar year 2002, at the time of annual reviews.

What do the Numbers Say?

This section provides highlights of some of the demographics of the employees and students in the University of Kentucky, College of Agriculture. Full tables are available at the end of this section.

Employees in the College of Agriculture

The numbers and distribution of women and African American employees vary greatly from one employment category to another. Table 1 shows the demographic distribution of the College of Agriculture's employees by job category, gender, and race. There are 7 major employment categories: (1) Executive/Administrative/Managerial, (2) Faculty, (3) Professional, (4) Office and Clerical, (5) Technical and Paraprofessional, (6) Skilled Crafts, and (7) Service and Maintenance. Three of these major categories have subcategories: Executive/Administrative/Managerial, Professional, and Office and Clerical.

Additionally, information Table 1 identifies our affirmative action employment goals specified in the plans discussed earlier and whether or not we are meeting these goals. If we are "under the goal," (signified by a 'Y' for Yes), then we have not achieved our employment goal at this point in time. Affirmative action goals are based on national analyses of labor market trends -- in part using data from U.S. Department of Education, the Chronicle of Higher Education, and the U.S. Census Bureau. Goals for the College of Agriculture, therefore, reflect trends such as the number women and minority Ph.D. graduates specifically in agriculture. A job group is considered underutilized by the U.S. Department of Labor if the percentage of underrepresented employees is less than their availability in the labor market.

Overall, we fail to meet our goals more often than we meet them. This is especially true for African Americans and all minorities. For African Americans, except for Executive/Administrative/Managerial and 2 job groups, in all other employment categories, the affirmative action goals were not met. There is a similar pattern for all minorities. Except for Executive/Administrative/Managerial and 3 additional job groups, in all other employment categories, the affirmative action goals were not met.

For employees who are women, the opposite pattern emerges when all job groups are considered—major employment categories and their subgroups. In this case, more often than not affirmative action goals have been met. However, the College remains under our goal in 4 of the 7 major employment categories: Executive/Administrative/Managerial, Faculty, Skilled Crafts, and Service and Maintenance.

To provide some perspective on the demographics of our College as well as achieving affirmative action goals, we can make some comparisons with our University as a whole based on data from the UK Equal Opportunity Office. Both the University and College follow a similar pattern for women, having met their goals more often than not. In both cases, the goals for Skilled Crafts and Service and Maintenance remain unmet. And, while both the University and College have unmet goals in job groups under Executive/Administrative/Managerial, the largest contrast is in relation to faculty. While the University has met its goals, the percent of faculty in the College of Agriculture who are women (14.9%) remains below our affirmative action goal (22.3%).

The patterns for African American and all minorities stand in stark contrast to that found for women employees. In this case, while the University has met many of its employment goals for

African Americans and all minorities, these groups remain severely under-represented among employees in the College of Agriculture. For African Americans at the University level, goals have not been met for the Executive/Administrative/Managerial, Faculty, and Professional position categories. At the College level, virtually all goals are unmet for African Americans.

Employee Trends since 1993

Overall, the number of employees in the College of Agriculture who are women has increased from 753 in 1993 to 864 in 2001, an increase of 14.7% (see Tables 2 and 3). This means that our College went from having 51.0% of all employees being women to 54.3%. The greatest numeric gain was an increase of 75 women in the Professional employment category. The largest rate of change was in Service and Maintenance where the addition of 25 women translated into a 75.7% increase. The next largest rate of change was in the number of Faculty who are women, moving from 22 to 34 with a 54.5% increase. However, even with this increase, women comprised only 14.9% of total College of Agriculture faculty in 2001. In terms of the distribution of women within each category, the Office and Clerical category is overwhelming comprised of women at 96.8%. And, over the past 8 years, the College has never hired a woman in the Skilled Crafts employment category (there are 5 women employed in this category for the University as a whole).

By comparison, the number of employees in the College of Agriculture who are African American has seen very little change (see Tables 4 and 5). The total numbers have increased by only 3 individuals from 47 in 1993 to 50 in 2001. Since the overall number of employees has grown some during this time, this means that our College went from having 3.2% of all employees being African American to 3.1%. The greatest numeric gain was an increase of 6 individuals in the Professional employment category. The remaining employment categories have either seen no change or a loss of individuals. For instance, there have only been 3 faculty who are African American since 1993. And, the number of African Americans who are employed in the Technical and Paraprofessional category has fluctuated from a high of 17 to its current low of 11 individuals.

In regards to recent faculty hires within the College, Dean Smith should be commended for his inclusiveness efforts. Of the 18 faculty hires for 2002-2003, 8 were white males; 4 were females of whom 2 hold a joint appointment with the Medical Center—1 Hispanic female and 1 African American female, respectively; 1 additional African American (male); 4 Asians—3 male and 1 female; and 1 international male. Of these new hires, the Agronomy Department hired the greatest number of new faculty (5)--4 white males and 1 Asian female.

Employment Trends in Cooperative Extension

Similar to the College overall, within Cooperative Extension (a subset of all employees) the number of employees who are African American is very small (see Tables 6, 7 and 8). As of October 21, 2002, of the 904 employees in Extension, 24 are African American, constituting only 2.7% of all Extension employees. The majority of these (9) are county agents, with the next largest number being 5 county secretaries and 5 Paraprofessionals (discussed below). Indeed, while the numbers have fluctuated, today there are fewer African Americans in Cooperative Extension than 8 years ago (Table 7).

Since 1993, the total number of Cooperative Extension employees who are African American has ranged from a high of 30 (3.4% of all employees) in June 1999 to a low of 22 (2.5% of all

employees) in June 2001. Today (October 2002), the total number of Cooperative Extension employees who are African American equals 24 (2.7% of all employees). Within this trend, the number of African American county agents has varied from a high of 13 in 1998-99 to a low of 6 in 1993. Presently (October 2002), there are 9 county agents who are African American. The number of Extension Faculty, Specialists and Associates who are African American totals 4.

The Paraprofessional employment category has realized the greatest loss of African Americans employees. This category includes county program assistants that work under the direction of county agents such as 4-H assistants and Expanded Foods and Nutrition Education Program (EFNEP) assistants. In 1993, this was the most diverse employment category with 13 African American employees. As of October 2002, there are 5 Paraprofessionals employees who are African American. However, much of this difference can be attributed to which counties have EFNEP assistants. In the last 10 years, EFNEP assistant positions (which are Federally funded) have gradually moved to counties that have higher poverty rates. That has shifted the positions to rural counties, many in Eastern Kentucky where the percent minority population is extremely low.

As the number of African Americans employed in Extension remains small, there has been some increase in the number of county agents who are other minorities. This has increased from only 1 to 5 county agents between the years 1993 and 2002 (Table 7). This may be important as the population of Kentucky becomes increasingly diverse.

In regards to retention, there is a more significant turnover rate among new agents. Of the new agents hired in the last 10 years, 22% left Extension before they had worked 3 years. During this same time period, minorities represented 9% of the total number of new agents hired and 11.6% of the agents who left before 3 years. Since the ratio of minorities leaving is somewhat higher than the ratio of minorities being hired, retention is a major concern given the low numbers of minority agents overall.

Student Trends

Undergraduate Students

The number of undergraduate students who are African American has increased dramatically in the College of Agriculture (see Table 9). In 1993, there were only 9 students who were African American (1.0% of all undergraduates). But by 2001, this number jumped to 42 students (a 367% increase or 3.7% of all undergraduates). The numbers saw a slight increase in 1997, then held consistently around 30 students for the next three years, with the largest increase in 2001 to 42 students. Between August 2001 and May 2002, 6 African American undergraduate students graduated within the College of Agriculture—Clyde Pickett, Jeremy Bowie, Quentin Tyler, Frederick Haun, Jennylynn Brown, and Cinnamon Butler. Four of these 6 students majored in agricultural economics, 1 in food science and 1 in animal science.

The number of undergraduates who are women has seen consistent increases since 1993 (see Table 9). In 1993 there were 356 undergraduates who were women (38.0% of all students). By 2001, this number had grown to 527 undergraduates (46.2% of all students). This is a 48.0% increase compared to the 21.8% increase for undergraduates overall. For fall 2002, the College of Agriculture undergraduate enrollment totaled 1,155 students with 45% female, 55% male and 35 African American students (3.0%).

Graduate Students—Masters and Doctorate

While the number of undergraduates who are African American has increased, the number of African American graduate students is small. In 2001, there were 6 masters students in the College who are African American (see Tables 10 and 11). While small, this does comprise 3.7% of all masters students. And, since 1993, this number has increased from only 1 individual to a more consistent trend of around 6 since 1996. On the other hand, there are only 2 doctoral students who are African American in 2001 (1.4% of all doctoral students). This number has fluctuated only slightly from a high of 3 in 1998 to a low of 0 the next year.

By contrast, the number of women who are graduate students has seen steady increases since 1993 (see Tables 10 and 11). Of masters students, the number who are women has increased from 45 (39.1% of all masters students) to 81 in 2001 (50.0% of all masters students). This is an 80.0% increase. This number is actually down from a high of 101 women masters students in 1999 and the largest share of women masters students at 55.7% in 2000. Similar trends are evident among doctoral students. The number of women who are doctoral students has increased from 37 in 1993 (27.0% of all doctoral students) to 55 in 2001 (37.9% of all doctoral students). This is a 48.6% increase, while the total number of doctoral students grew by only 5.8%.

Undergraduate Retention

In addition to diversity in student enrollment, the issue of student retention is also important. The University tracks student retention both for the institution as a whole and within colleges. Retention within colleges is defined by the University as those students who both began as freshmen within a college and remained in that college through graduation.

Overall, the retention rates of students in our College of Agriculture are similar to that for the University as a whole (see Table 12). And, our College has better 6-year graduation rates than the University. However, the total numbers reported here are small because many undergraduates enter our College as transfers rather than entering as freshmen. The same is the case for students who are African American. Consequently, these numbers are even smaller and difficult to assess.

Because of the large number of transfer students to our College, the definition of retention within colleges may not adequately reflect the experiences of undergraduates in agriculture and new measures may need to be considered. However, this is the process used by the University to track retention.

One year on Table 12 stands out and should be mentioned. In stark contrast to most years, in the fall of 1998, 11 African American students entered the College of Agriculture as freshman. The reason for this can be traced in part to important events surrounding that year. While minority student recruitment often encounters strong negative images and perceptions concerning agriculture and African Americans, there was greater visibility and recognition that year as the University was preparing to celebrate Lyman T. Johnson, the first African American student admitted to the University of Kentucky in 1948.

Undergraduate Job Placements

Because of the difficulties in defining student retention within colleges, one alternative is to examine the post-graduate placements of minority students who graduated from our College. The coordinator for minority student recruitment and retention has maintained this student information since 1998. Of the 27 students tracked, 9 went on to graduate school, 1 to veterinary school, 2 went on to teach at a university, 6 were employed by major corporations such as Dow AgroSciences, Eli Lilly, Excel Beef, and Monsanto and 2 joined the Cooperative Extension Service.

Students have similarly been successful in obtaining internships. In 2002, all but 2 of the students obtained their internships through MANRRS (the Kentucky chapter of Minorities in Agriculture, Natural Resources and Related Sciences). A full list of job placements internships are in Table 13.

Distribution by Major

The distribution of all students (graduate and undergraduate) by major varies greatly across our College (see Table 14). In fall 2001, the Food Science major had the largest share of all students who are African American (22.2% or 4 of the 18 Food Science majors are African American). The largest number of students who are African American were in Agricultural Economics (13 of 212 students). Next were Agricultural Education and Animal Science with 9 and 8 students respectively. Seven of the 17 majors in our College had no students (graduate or undergraduate) who are African American (Natural Resources Conservation, Plant Pathology, Plant Physiology, Plant and Soil Science, Soil Science, Veterinary Science, and Vocational Education).

In fall 2001, the largest number of students who are women were in Animal Science (216 of the 387 students). The majors with the largest share of total students who are women was Food Science (72.2% of all Food Science majors are women). There are no majors that do not have any women as students. The two majors with the lowest distribution of students who are women were Plant and Soil Science—Crop Science with women constituting 25.4% of its majors and Agricultural Economics with 25.9% of its majors.

Conclusions

We said in our Guiding Principles of this Diversity Task Force, that as an organization, we must be accountable for both our successes and our failures. This section has described the civil rights and affirmative action auditing procedures, the results, and some of the subsequent changes that occurred as well as the numbers of women and African American students and employees.

Some of the good news is that after the civil rights audits, changes were put in place. These included diversity training in Cooperative Extension, creating and hiring a minority recruitment and retention coordinator with an appointment split between students and extension, creating the Extension Diversification Committee, establishing the Kentucky Diversity Network and the Diversity award for extension programming.

In terms of numbers, the good news is that for students, the total number of undergraduates who are African American has dramatically increased, and job placements for African American

undergraduates are impressive. For employees who are women, the good news is that there have been consistent increases in the total number of women employees in the College of Agriculture and that the College has been meeting its employment goals more often than not when all job groups are considered—major employment categories and their subgroups.

However, any good news must be balanced by the bad news contained in these numbers. For employees who are African American, more often than not we have failed to meet our employment goals in nearly every employment category and there has been very little change in the employment numbers since 1993. The number of employees in the College who are African American remains low. Indeed, more often the number of African Americans at any employee level has either decreased or not changed at all in nearly a decade.

For employees who are women, despite the increase in total numbers, the College remains under its goal in 4 of the 7 major employment categories: Executive/Administrative/Managerial, Faculty, Skilled Crafts, and Service and Maintenance. For faculty who are women, while the number (and %) has increased, the College of Agriculture is still below its employment goal (22.3%), where women comprised only 14.9% of total College of Agriculture faculty in 2001.

While only 5 women are employed in Skilled Crafts in the entire University, none of these have been in our College of Agriculture. Likewise, of the 32 men in the College who are employed in Skilled Crafts, none are African American.

For students, while the number of undergraduates who are African American has increased, the number of students from other minority groups has not. Graduate enrollment of African Americans is extremely low, sometimes nonexistent, especially at the doctoral level.

Responding to the civil rights audits, in the recent past, our College has taken some steps to increase the diversity of our organization. These have been primarily targeted at Extension with a half time appointment for student recruitment. Within their mandates, these efforts have shown successful effects. However, the numbers indicate that these steps by themselves have been insufficient to dramatically affect the totality of our institution.

Now is the time for the work of these efforts to be reinforced and strengthened. These efforts can no longer operate on their own, but instead they must be part of a larger, integrated approach and commitment to being a dynamic institution that is both diverse and inclusive, to enhance the rich potential of all our citizens, and to provide an environment within which everyone can truly thrive and succeed. It is the hope of this Diversity Task Force that the work we have done and present in this report will add to our ability as a College community to meet that commitment.

Table 1. NUMBER OF EMPLOYEES in the University of Kentucky, College of Agriculture and EMPLOYMENT GOALS: 2001-2002

All Employees		Female				African-American				All Minorities			
Employment Category	Total	#	%	Goal %	Under the Goal?	#	%	Goal %	Under the Goal?	#	%	Goal %	Under the Goal?
1. EXECUTIVE/ ADMIN./MANAG.	29	9	31.0%	41.0%	Y	1	3.4%	5.0%	N	1	3.4%	5.0%	N
Executive	1	0	0.0%	28.0%	N	0	0.0%	3.0%	N	0	0.0%	3.0%	N
Administrative	25	9	36.0%	40.0%	Y	1	4.0%	4.0%	N	1	4.0%	4.0%	N
Managerial	3	0	0.0%	42.0%	Y	0	0.0%	5.0%	N	0	0.0%	5.0%	N
2. FACULTY	228	34	14.9%	22.3%	Y	3	1.3%	3.0%	Y	9	3.9%	10.8%	Y
3. PROFESSIONAL	622	317	51.0%	50.0%	N	15	2.4%	5.0%	Y	27	4.3%	5.0%	Y
Health	3	2	66.7%	50.0%	N	1	33.3%	3.7%	N	1	33.3%	4.3%	N
Administrative Support	555	294	53.0%	48.8%	N	13	2.3%	4.1%	Y	19	3.4%	4.5%	Y
Student Support	0	0	0.0%	50.0%	N	0	0.0%	7.9%	N	0	0.0%	8.6%	N
Technical Support	64	21	32.8%	29.2%	N	1	1.6%	3.4%	Y	7	10.9%	5.7%	N
4. OFFICE & CLERICAL	313	303	96.8%	50.0%	N	14	4.5%	10.0%	Y	15	4.8%	10.7%	Y
Grades 0031-0040	291	281	96.6%	50.0%	N	13	4.5%	10.0%	Y	14	4.8%	10.9%	Y
Grades 0041 and above	22	22	100.0%	50.0%	N	1	4.5%	9.1%	Y	1	4.5%	9.7%	Y
5. TECHNICAL & PARAPROFESSIONAL	228	143	62.7%	50.0%	N	11	4.8%	8.8%	Y	22	9.6%	11.8%	Y
6. SKILLED CRAFTS	32	0	0.0%	5.5%	Y	0	0.0%	9.6%	Y	0	0.0%	10.3%	Y
7. SERVICE AND MAINTENANCE	139	58	41.7%	50.0%	Y	6	4.3%	23.5%	Y	7	5.0%	25.2%	Y
TOTAL	1,591	864	54.3%			50	3.1%			81	5.1%		

Source: UK Equal Opportunity Office, Terry Allen, Assistant Vice President, Affirmative Action.

Table 2. NUMBER of Employees who are WOMEN by Employment Category at the University of Kentucky, College of Agriculture: 1993-2001

Employment Category	1993	1994	1995	1996	1997	1998	1999	2000	2001
Faculty	22	24	23	27	29	28	31	32	34
Executive/Administrative/Managerial	6	6	8	8	8	8	8	8	9
Professional	242	238	281	286	287	299	307	318	317
Office & Clerical	295	296	301	307	309	310	306	310	303
Technical & Paraprofessional	155	157	174	156	184	174	152	150	143
Skilled Crafts	0	0	0	0	0	0	0	0	0
Service & Maintenance	33	35	42	41	34	33	36	48	58
TOTAL	753	756	829	825	851	852	840	866	864

Source: UK Equal Opportunity Office, Terry Allen, Assistant Vice President, Affirmative Action.

Table 3. PERCENT of Employees who are WOMEN by Employment Category at the University of Kentucky, College of Agriculture: 1993-2001

Employment Category	1993	1994	1995	1996	1997	1998	1999	2000	2001
Faculty	10.2%	10.9%	10.5%	12.0%	12.9%	12.3%	13.1%	13.9%	14.9%
Executive/Administrative/Managerial	16.2%	17.1%	25.0%	24.2%	26.7%	26.7%	25.8%	25.8%	31.0%
Professional	45.7%	45.8%	48.5%	48.6%	49.5%	49.8%	49.8%	50.8%	51.0%
Office & Clerical	98.0%	97.4%	97.1%	96.8%	97.5%	96.6%	96.5%	96.9%	96.8%
Technical & Paraprofessional	65.1%	64.6%	65.9%	63.7%	66.4%	67.2%	62.8%	62.2%	62.7%
Skilled Crafts	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Service & Maintenance	26.8%	29.7%	30.9%	31.1%	28.3%	28.2%	31.3%	38.1%	41.7%
TOTAL	51.0%	51.4%	52.6%	52.3%	53.6%	53.3%	52.5%	53.8%	54.3%

Source: UK Equal Opportunity Office, Terry Allen, Assistant Vice President, Affirmative Action.

Table 4. NUMBER of Employees who are AFRICAN AMERICAN by Employment Category at the University of Kentucky, College of Agriculture: 1993-2001

Employment Category	1993	1994	1995	1996	1997	1998	1999	2000	2001
Faculty	3	3	3	3	3	3	3	3	3
Executive/Administrative/Managerial	0	0	1	1	1	1	1	1	1
Professional	9	9	13	14	14	16	15	17	15
Office & Clerical	14	14	14	14	12	12	13	12	14
Technical & Paraprofessional	14	17	16	15	18	16	13	12	11
Skilled Crafts	1	1	1	1	1	0	0	0	0
Service & Maintenance	6	5	6	6	4	5	5	6	6
TOTAL	47	49	54	54	53	53	50	51	50

Source: UK Equal Opportunity Office, Terry Allen, Assistant Vice President, Affirmative Action.

Table 5. PERCENT of Employees who are AFRICAN AMERICAN by Employment Category at the University of Kentucky, College of Agriculture: 1993-2001

Employment Category	1993	1994	1995	1996	1997	1998	1999	2000	2001
Faculty	1.4%	1.4%	1.4%	1.3%	1.3%	1.3%	1.3%	1.3%	1.3%
Executive/Administrative/Managerial	0.0%	0.0%	3.1%	3.0%	3.3%	3.3%	3.2%	3.2%	3.4%
Professional	1.7%	1.7%	2.2%	2.4%	2.4%	2.7%	2.4%	2.7%	2.4%
Office & Clerical	4.7%	4.6%	4.5%	4.4%	3.8%	3.7%	4.1%	3.8%	4.5%
Technical & Paraprofessional	5.9%	7.0%	6.1%	6.1%	6.5%	6.2%	5.4%	5.0%	4.8%
Skilled Crafts	3.0%	3.3%	2.9%	2.7%	2.6%	0.0%	0.0%	0.0%	0.0%
Service & Maintenance	4.9%	4.2%	4.4%	4.5%	3.3%	4.3%	4.3%	4.8%	4.3%
TOTAL	3.2%	3.3%	3.4%	3.4%	3.3%	3.3%	3.1%	3.2%	3.1%

Source: UK Equal Opportunity Office, Terry Allen, Assistant Vice President, Affirmative Action.

Table 6. Kentucky COOPERATIVE EXTENSION SERVICE STAFFING SUMMARY: October 21, 2002

Employment Category	Total	White	African-Am.	Other	% Minority
1. Administrative	24	23	1	0	4.17%
2. Faculty	86	84	2	0	2.33%
3. Specialists	79	77	2	0	2.53%
4. Agents	391	377	9	5	3.58%
Subtotal – Professional	580	561	14	5	3.10%
5. County Secretaries	203	198	5	0	4.13%
6. Paraprofessionals	121	116	5	0	4.13%
Subtotal – Hourly	324	314	10	0	3.09%
TOTAL	904	875	24	5	3.20%

1. Director, Associate Director, Assistant Directors, Department Chairs, Area Program Directors

2. Extension Tenure-Track Faculty Specialists

3. State and Area Specialists (non-faculty), Extension Associates

4. County, Area, and At-Large Agents

5. Secretaries in county extension offices (regular, full-time)

6. 4-H and EFNEP Assistants (regular, full-time)

Source: Martha Thompson, Cooperative Extension Service, Personnel Officer

Table 7. NUMBER of Employees in COOPERATIVE EXTENSION who are AFRICAN AMERICAN or other MINORITIES: 1993-2001.

Employment Category	Feb. 1, 1993	April 30, 1994	April, 1995	Aug. 1996	Nov. 1997	June 30, 1998	June 8, 1999	Sept. 20, 2000	June 25, 2001	Oct 21, 2002	Feb. 1, 1993	Oct 21, 2002
	African Americans										Other Minorities	
Administrative ¹	0	0	0 ⁷	1	1	1	1	1	1	1	0	0
Faculty ²	--	--	1	1	1	1	1	1	1	2	--	0
Specialists ³	1	1	1	1	3	4	4	4	3	2	1	0
Extension Agents ⁴	6	10	11	11	11	13	13	12	11	9	1	5
County Extension Clerks/Secretaries ⁵	4	3	4	3	3	3	4	4	3	5	0	0
Paraprofessional ⁶	13	9	11	9	10	7	7	2	3	5	0	0
Total African American	24	23	28	26	29	29	30	24	22	24	2	5
Total Employees	776	761	843	860	858	873	888	888	883	904	776	904
% of Total Employees	3.1%	3.0%	3.3%	3.0%	3.4%	3.3%	3.4%	2.7%	2.5%	2.7%	.26%	.55%

¹ Director, Associate Director, Assistant Directors, Department Chairs, Area Program Directors

² Extension Tenure Track Faculty Specialists. In 1993 and 1994, this number was included under Specialists

³ State and Area Specialists (non-faculty), Extension Associates

⁴ County, Area, and At-Large Agents

⁵ Secretaries in county extension offices. In 1996, this category was renamed County Secretaries.

⁶ 4-H and EFNEP Assistants (regular, full time)

⁷ This became 1 with a new hire, start date June 1, 1995

Source: Jim Lawson, Assistant Director, Legal Affairs

Table 8. PERCENT of Employees in COOPERATIVE EXTENSION who are AFRICAN AMERICAN by Employment Category: 1993-2001.

Employment Category	February 1, 1993	April 30, 1994	April, 1995	August, 1996	November, 1997	June 30, 1998	June 8, 1999	September 20, 2000	June 25, 2001	Oct 21, 2002
Administrative ¹	0.0%	0.0%	0.0%	3.8%	4.2%	4.0%	3.8%	3.4%	3.8%	4.2%
Faculty ²	--	--	1.3%	1.2%	1.1%	1.1%	1.1%	1.2%	1.2%	2.3%
Specialists ³	0.8%	0.7%	1.7%	1.4%	4.4%	5.6%	5.5%	4.9%	3.7%	2.5%
Extension Agents ⁴	1.7%	2.9%	2.9%	2.8%	2.9%	3.4%	3.3%	3.1%	2.8%	2.3%
County Extension Clerks/Secretaries ⁵	2.3%	1.7%	2.2%	1.6%	1.6%	1.6%	2.1%	2.0%	1.6%	2.5%
Paraprofessional ⁶	14.4%	11.3%	9.5%	8.7%	9.5%	6.3%	6.4%	2.0%	2.9%	4.1%
% of Total Employees	3.1%	3.0%	3.3%	3.3%	3.3%	3.3%	3.4%	2.7%	2.5%	2.7%

¹ Director, Associate Director, Assistant Directors, Department Chairs, Area Program Directors

² Extension Tenure Track Faculty Specialists. In 1993 and 1994, this number was included under Specialists

³ State and Area Specialists (non-faculty), Extension Associates

⁴ County, Area, and At-Large Agents

⁵ Secretaries in county extension offices. In 1996, this category was renamed County Secretaries.

⁶ 4-H and EFNEP Assistants (regular, full time)

Source: Jim Lawson, Assistant Director, Legal Affairs

Table 9. BACHELOR STUDENTS in the University of Kentucky, College of Agriculture: 1993-2001

	1993	1994	1995	1996	1997	1998	1999	2000	2001
African-American	9	9	6	9	11	30	29	27	42
American Indian	2	2	0	2	4	1	3	3	3
Asian	8	6	4	3	5	6	7	8	13
Hispanic	3	4	2	4	5	4	3	2	5
Nonresident Alien	16	14	16	17	16	13	13	11	12
White	897	911	957	964	1,011	1,007	984	1,027	1,061
Missing	2	5	5	7	8	15	13	13	5
TOTAL	937	951	990	1,006	1,060	1,076	1,052	1,091	1,141
Women	356	380	406	439	465	486	499	524	527
% Total	38.0%	40.0%	41.0%	43.6%	43.9%	45.2%	47.4%	48.0%	46.2%

Source: Jeffrey Bewley, Director of Student Relations

Table 10. MASTERS STUDENTS in the University of Kentucky, College of Agriculture: 1993-2001

	1993	1994	1995	1996	1997	1998	1999	2000	2001
African-American	1	1	2	6	5	5	6	4	6
American Indian	0	0	0	1	0	0	0	0	1
Asian	1	0	0	0	1	1	1	1	1
Hispanic	3	2	4	3	1	1	2	0	0
Nonresident Alien	13	22	32	26	31	29	30	17	21
White	93	99	115	107	138	142	147	144	128
Missing	4	1	1	1	2	5	9	10	5
TOTAL	115	125	154	144	178	183	195	176	162
Women	45	52	69	66	76	93	101	98	81
% Total	39.1%	41.6%	44.8%	45.8%	42.7%	50.8%	51.8%	55.7%	50.0%

Source: Jeffrey Bewley, Director of Student Relations

Table 11. DOCTORATE STUDENTS in the University of Kentucky, College of Agriculture: 1993-2001

	1993	1994	1995	1996	1997	1998	1999	2000	2001
African-American	1	1	1	1	2	3	0	1	2
American Indian	2	2	2	0	1	0	0	0	0
Asian	1	2	2	2	1	0	0	1	1
Hispanic	0	0	0	0	0	0	0	0	0
Nonresident Alien	71	70	72	55	69	64	64	76	70
White	53	57	62	66	64	63	52	60	62
Missing	9	10	10	6	6	4	8	10	10
TOTAL	137	142	149	130	143	134	124	148	145
Women	37	34	40	43	54	53	45	58	55
% Total	27.0%	23.9%	26.8%	33.1%	37.8%	39.6%	36.3%	39.2%	37.9%

Source: Jeffrey Bewley, Director of Student Relations

Table 12. RETENTION RATES for All Students and students who are AFRICAN AMERICAN who Began as Freshmen in the University of Kentucky, College of Agriculture and Remained in the College until graduation, compared to the Retention Rates of the University as a whole.

College of Agriculture							University of Kentucky					
All Students				Students who are African American			All Students			Students who are African American		
Date	Number of Students	1st Year Retention Rate	6 Year Graduation Rate	Number of Students	1st Year Retention Rate	6 Year Graduation Rate	Number of Students	1st Year Retention Rate	6 Year Graduation Rate	Number of Students	1st Year Retention Rate	6 Year Graduation Rate
Fall 1991	150	73.3	46.7	5	60	40	2855	76.2	48.5	192	69.3	34.4
Fall 1992	150	78.7	54	1	100	0	2596	77.2	51.1	158	69	36.1
Fall 1993	142	73.9	50.7	1	100	0	2694	79	53.2	197	72.6	33
Fall 1994	153	73.2	58.8	1	0	0	2626	78	55.7	161	71.4	35.4
Fall 1995	149	75.2	63.1	1	100	100	2611	78.7	57.2	169	72.8	38.5
Fall 1996	147	74.8		3	66.7		2640	77.9		183	73.8	
Fall 1997	148	85.1		3	100		2686	79.7		198	79.8	
Fall 1998	142	79.6		11	72.7		2916	78.9		188	80.9	
Fall 1999	127	83.5		3	33.3		2727	80.3		168	76.8	
Fall 2000	186	75.3		4	100		2960	77.7		211	77.7	
Fall 2001	183			4			3116			151		

(All Students in Data Set are First Time Full Time Students)

Source: Jeffrey Bewley, Director of Student Relations

Table 13. JOB PLACEMENTS and INTERNSHIPS of Graduate and Undergraduate MINORITY STUDENTS: 1998-2002.

Placement	Major
Employment Placement:	
Instructor at Florida A&M University, College of Agriculture	Biosystems & Ag. Engineering
Dow AgroSciences	Agriculture Education
Financial Institution Counselor	Agriculture Economics
UK College of Agriculture Graduate School	Biosystems & Ag. Engineering
Veterinary School, Tuskegee University	Animal Science
Lexington/Urban County Government; Engineering Division	Biosystems & Ag. Engineering
Graduate School	Biosystems & Ag. Engineering
Excel Beef	Agriculture Economics
Instructor, College of Agriculture, Florida A & M University	Biosystems & Ag. Engineering
Dow AgroSciences	Agriculture Education
Extension Agent, Kentucky State University (KSU), Small Farms and Outreach Programs	Agriculture Education
Kentucky State Government	Agriculture Economics
Eli Lilly	Agriculture Economics
UK College of Agriculture Graduate School	Biosystems & Ag. Engineering
Canadian Football League	Agriculture Economics
Pike Nurseries, Atlanta, GA	Agriculture Economics
Graduate School	Food Science
Self Employed Forestry Business, Cincinnati, OH	Forestry
Eli Lilly or Purdue Farms	Animal Science
UK Graduate School	Agriculture Economics
UK College of Ag. Graduate School	Food Science
UK College of Ag. Graduate School	Agriculture Biotechnology
Monsanto	Agriculture Economics
UK College of Ag. Graduate School	Agriculture Economics
Undecided	Agriculture Economics
Job offer undecided	Animal Science
KSU Land Grant Programs	Entomology
UK College of Engineering Graduate School	Biosystems & Ag. Engineering
Internships	
UKCES/ Jefferson County	Agriculture Education
NRCS/Iowa	Horticulture
NRCS/Iowa	Biosystems & Ag. Engineering
DowAgrosciences/Indiana	International Business
KY Department of Agriculture	Food Science
ConAgra/Nebraska	Agriculture Economics
Offer from Cargill	Animal Science
Area Farm Analysis	Agriculture Economics

Source: Dr. Zelia Holloway, Minority Recruitment and Retention Coordinator

Table 14. NUMBER OF STUDENTS by MAJOR, RACE, and GENDER: Fall 2001.

Major	Race	Gender	1. Baccalaureate	2. Masters	3. Doctorate	6. Post-Docs & House Staff	All
Agri. Ed., Communications and Leadership	African American	Female	3	No Program	No Program	-	3
		Male	6	No Program	No Program	-	6
	White	Female	48	No Program	No Program	-	48
		Male	57	No Program	No Program	-	57
Agricultural Economics	African American	Female	4	1	-	-	5
		Male	7	-	1	-	8
	Asian	Female					
		Male	-	1	-	1	2
	Missing	Female	-	-	1	-	1
		Male	1	-	2	-	3
	Nonresident Alien	Female	-	2	5	-	7
		Male	1	3	15	-	19
White	Female	36	6	-	-	42	
	Male	119	6	-	-	125	
Agricultural Engineering	African American	Female	2	-	1	-	3
		Male	-	1	-	-	1
	Asian	Female	3	-	-	-	3
		Male					
	Hispanic	Female	1	-	-	-	1
		Male					
	Missing	Female	-	1	-	-	1
		Male					
Nonresident Alien	Female	1	-	-	-	1	
	Male	2	1	-	1	4	
White	Female	19	5	1	-	25	
	Male	35	5	1	-	41	
Ag.—Individualized Programs	White	Female	1	No Program	No Program	-	1
		Male	1	No Program	No Program	-	1
Agriculture--Biotech	African American	Female	2	No Program	No Program	-	2
		Male	1	No Program	No Program	-	1
	Asian	Female	4	No Program	No Program	-	4
		Male	2	No Program	No Program	-	4
	Hispanic	Female	1	No Program	No Program	-	1
		Male		No Program	No Program	-	
White	Female	83	No Program	No Program	-	83	
	Male	68	No Program	No Program	-	68	
Animal Sciences	African American	Female	7	1	-	-	8
		Male					
	American Indian	Female					
		Male	1	-	-	-	1
	Asian	Female	2	-	-	-	2
		Male					
	Hispanic	Female	1	-	1	-	2
		Male					
	Missing	Female	1	2	-	-	3
		Male	-	1	2	-	3
Nonresident Alien	Female	1	2	4	1	8	
	Male	3	2	6	1	12	
White	Female	173	12	8	-	193	
	Male	64	13	8	-	85	

Missing = No designation by the student

Table 14 (continued). NUMBER OF STUDENTS by MAJOR, RACE, and GENDER: Fall 2001.

Major	Race	Gender	1. Baccalaureate	2. Masters	3. Doctorate	6. Post-Docs & House Staff	All
Entomology	African American	Female	No Program	1	-	-	1
		Male	No Program	2	-	-	2
	Missing	Female	No Program	-	1	-	1
		Male	No Program	-	1	-	1
	Nonresident Alien	Female	No Program	-	2	-	2
		Male	No Program	2	2	2	6
	White	Female	No Program	9	3	-	12
		Male	No Program	4	8	-	12
Food Science	African American	Female	4	Listed in	Listed in	-	4
		Male		the Animal	the Animal		
	Nonresident Alien	Female	1	Science	Science	-	1
		Male		Graduate	Graduate		
	White	Female	8	Degree	Degree	-	8
		Male	5	Program	Program	-	5
Forestry	African American	Female			No Program		
		Male	1	-	No Program	-	1
	American Indian	Female			No Program		
		Male	1-	-	No Program	-	1
	Nonresident Alien	Female	-	1	No Program	-	1
		Male	0	1	No Program	-	1
	White	Female	15	3	No Program	-	18
		Male	35	8	No Program	1	44
Landscape Architecture	African American	Female		No Program	No Program		
		Male	2	No Program	No Program	-	2
	Asian	Female			No Program	No Program	
		Male	1	No Program	No Program	-	1
	Hispanic	Female			No Program	No Program	
		Male	1	No Program	No Program	-	1
	Missing	Female			No Program	No Program	
		Male	2	No Program	No Program	-	2
White	Female	20	No Program	No Program	-	20	
	Male	51	No Program	No Program	-	57	
Natural Resources Conservation and Management	American Indian	Female		No Program	No Program		
		Male	1	No Program	No Program	-	1
	Nonresident Alien	Female	2	No Program	No Program	-	2
		Male		No Program	No Program		
	White	Female	39	No Program	No Program	-	39
		Male	45	No Program	No Program	-	45
Plant Pathology	African American	Female	No Program	1	-	-	1
		Male	No Program				
	Missing	Female	No Program				
		Male	No Program	-	1	-	1
	Nonresident Alien	Female	No Program	1	4	4	9
		Male	No Program	-	3	3	6
	White	Female	No Program	1	-	-	1
		Male	No Program	-	3	-	3
Plant Physiology	Nonresident Alien	Female	No Program	No Program	6	4	10
		Male	No Program	No Program	6	6	12
	White	Female	No Program	No Program	1	-	1
		Male	No Program	No Program	5	-	5

Table 14 (continued). NUMBER OF STUDENTS by MAJOR, RACE, and Gender: Fall 2001.

Major	Race	Gender	1. Baccalaureate	2. Masters	3. Doctorate	6. Post-Docs & House Staff	All
Plant and Soil Science	Nonresident Alien	Female	-	2	No Program	-	2
		Male	-	2	No Program	1	3
	White	Female	-	12	No Program	-	12
		Male	-	8	No Program	-	8
Plant and Soil Science, Crop Science	African American	Female	1	-	-	-	1
		Male	1	-	-	-	1
	Missing	Female					
		Male	1	-	-	-	1
	Nonresident Alien	Female	-	-	5	-	5
		Male	1	-	2	3	6
	White	Female	24	-	2	3	6
		Male	72	2	6	-	80
Soil Science	Nonresident Alien	Female	No Program	No Program	1	-	1
		Male	No Program	No Program	3	-	3
	White	Female	No Program	No Program	1	1	2
		Male	No Program	No Program	2	-	2
Veterinary Science	Missing	Female	No Program	-	1	-	1
		Male	No Program	1	-	-	1
	Nonresident Alien	Female	No Program	2	1	-	3
		Male	No Program	-	5	2	7
	White	Female	No Program	2	6	-	8
		Male	No Program	-	3	1	4
Vocational Education	Missing	Female	See Ag. Ed.				
		Male	See Ag. Ed	-	1	-	1
	White	Female	See Ag. Ed	14	2	-	16
		Male	See Ag. Ed	18	4	-	22
Undecided, 60000	African American	Female					
		Male	1	-	-	-	1
	White	Female	2	-	-	-	2
		Male	5	-	-	-	5
Undecided, 0	Asian	Female	1	-	-	-	1
		Male					
	Hispanic	Female					
		Male	1	-	-	-	1
	White	Female	17	-	-	-	17
		Male	19	-	-	-19	
Total College			1,141	162	145	32	1,480

Source: Dr. Zelia Holloway, Minority Recruitment and Retention Coordinator

REPORT SECTIONS

For the remainder of this report, we focus on our 6 themes:

1. Institutional Structure, Organization, and Accountability;
2. Recruitment and Hiring;
3. Retention;
4. Incentives and Rewards;
5. Climate and Internal Environment; and
6. External Image and External Communications.

For each theme, we ask two key questions: (1) Where are we now? and (2) How do we get where we want to be?

INSTITUTIONAL STRUCTURE, ORGANIZATION, AND ACCOUNTABILITY

We begin this part of our report sections by examining issues associated with institutional structure, organization, and accountability. An approach commonly used by organizations to increase diversity is to decentralize planning where individual units develop, implement, and are held accountable for accomplishing their own diversity plans. But any decentralized effort must be complemented by a wider institutional commitment and resonate in its collective actions. Otherwise we run the risk of delegating responsibility rather than reflecting a larger institutional commitment.

An institution that is committed to increasing diversity and being an inclusive community reflects this commitment throughout its structure, and in its actions, policies, and practices. It provides institutional mechanisms for both support and designates accountability. It moves beyond legal mandates and reflects this commitment in both providing the tools for success as well as visible and vested responsibility. It provides a clear articulation of expectations and an infrastructure that supports the College philosophy that excellence cannot be achieved without diversity at all levels.

Where Are We Now?

This Task Force has reviewed the College of Agriculture's structure, organization, and accountability related to diversity issues. The Task Force agrees with the UK Top 20 Task Force in that "diversity of thought, culture, and ethnicity creates communities of learning and tolerance at the university and beyond" (Top 20 Task Force Report, <http://www.uky.edu/Top20/>).

The College of Agriculture, primarily Cooperative Extension, has been reviewed by USDA-CSREES, Civil Rights Compliance Group several times over the years with the most recent in 2001. In its 2001 response, the College clearly indicated that it will continue to expand its efforts related to diversity issues with particular emphasis on recruitment and retention of faculty, graduate students, and undergraduate students.

While some efforts have been implemented concerning diversity in our College, currently these efforts exist with little visibility. The Minority Recruitment and Retention Coordinator is a split position between students and Cooperative Extension and it is not a position that is evident on our organizational chart. And, while there are awards for diversity related to county programming, rarely do those on Lexington campus learn of innovative efforts at the county level.

How Do We Get Where We Want To Be?

- Increase the overall visibility of diversity efforts in our College
- Increase the number of African American and other minorities in all job categories and the number of women in administrative and faculty positions;
- Ensure that diversity related efforts and awards are widely publicized
- Continue issuing statements on the College's policy towards diversity

- Beyond a written policy on diversity, administrators' and faculty commitment to diversity are reflected through daily actions
- Streamline the hiring process for personnel at all levels of hiring in the College
- Ensure that the Minority Recruitment and Retention positions are on the College organizational chart and web pages so that it is a clear and visible point of contact
- Establish an institutional support unit that reports directly to the Dean of the College of Agriculture. This office will assist in all efforts related to diversity and inclusivity within the College and be a clearinghouse for needed resources
- Create a standing diversity advisory committee that reports to the Dean of the College of Agriculture until an institutional support unit is established. Once this unit is established, this advisory committee should assess progress towards achieving College diversity goals
- Ensure adequate and dedicated staffing, support, financial resources, and clear lines of authority for diversity related efforts
- Create separate, full time Minority Recruitment and Retention positions—one focusing on the College's employees and the other focusing on students
- Establish mandatory diversity and retention training programs for all Department Chairs and supervisors
- Develop a plan for on-going diversity training for all College employees
- Establish a procedure within the College for search committees to follow to ensure a diverse candidate pool, (e.g. University of Florida process described in the Appendix). Develop a process to hold department chairs and search committees accountable for following diversity policies and procedures
- Establish mechanisms to assess the effectiveness of recruitment efforts at all levels
- Increase diversity on extension advisory councils and programs to encourage representation of minorities
- Examine ways to develop a structure for addressing diversity issues in research and instruction segments
- Conduct an accessibility audit of College programs and facilities. Ensure accessibility of all facilities and College events
- Conduct an ongoing assessment of salary administration for women and minorities to ensure equality and develop a plan to address inequities, if they exist

RECRUITMENT AND HIRING

Dedicated attention in recruitment and hiring is often a first step in working towards increasing and enhancing diversity. Among public institutions of higher education in Kentucky, being a land grant university means that we also hold a unique role and responsibility in the state. Among the colleges at our University, the College of Agriculture has both a statewide role and presence, and a unique mission to truly serve all people and communities in the Commonwealth of Kentucky.

Bringing in and welcoming a diverse population is a critical component in building a diverse college community. It is one that moves beyond token representation. Be it national applicant pools or local labor markets, an institution committed to broadening its boundaries begins by facilitating and identifying a strong pool of candidates. In this, being strong means accessing a diverse pool of candidates. The institution also works to ensure that processes are inclusive in both intent and effect; be it centralized recruitment efforts or department-based approaches.

But, recruitment alone is insufficient. Critical to this is being an attractive and supportive institution for a diverse college community where students, faculty, staff, and administration all work towards and find a welcoming and supportive environment. There is a general feeling that a critical mass of minority/women students, staff, and faculty is needed in each department. Obtaining a critical mass means that there would be multiple voices within departments and multiple role models to further recruitment.

Student Recruitment

As with any issue, recruitment of students is a multivariable equation. First, while undergraduate recruitment is centralized, graduate student recruitment is department-based. Also, many undergraduates in the College of Agriculture are transfers from other colleges within the University. Typically, over the last 10 years only 3-5 minority students have enrolled in our College as freshmen each year.

Where Are We Now?

While we have made progress in this area, there is still much room for growth. It should also be noted that although the University of Kentucky has emphasis on the recruitment of African Americans, the UK College of Agriculture does emphasize the importance of recruiting other ethnic groups (e.g., Hispanic/Latino, Asian/Pacific Islander, and Native Americans).

In 1996, dedicated attention was brought to minority student recruitment with the creation of a split position in minority recruitment which is dedicated half-time to student issues. Since that time, progress has been made in minority undergraduate student recruitment. While in 1995, 6 of the 990 students enrolled in the College (0.60%) were African American, in 2001 this increased to 42 of 1,137 student (3.7%).

Between August 2001 and May 2002, 6 African American undergraduate students graduated from the College of Agriculture—Clyde Pickett, Jeremy Bowie, Quentin Tyler, Frederick Haun, Jennylynn Brown, and Cinnamon Butler. Four of these 6 students majored in agricultural economics, 1 in food science and 1 in animal science. For fall 2002, College of Agriculture undergraduate enrollment totaled 1,155 students with 45% female, 55% male and 35 African American students (3.0%).

Despite this progress at the undergraduate level, in terms of graduate students, the numbers remain very low. (See discussion and tables in the “Situation Analysis” section.)

How Do We Get Where We Want To Be?

- Ensure that diversity related efforts and awards are widely publicized
- Build upon current efforts to increase the number of African American and other minority undergraduate and graduate students
- Continue to support and increase the resources for, and visibility of the College’s chapter of MANRRS (The National Society for Minorities in Agriculture, Natural Resources and Related Sciences: www.ca.uky.edu/manrrs)
- Ensure that the website for the Kentucky Chapter of MANRRS (www.ca.uky.edu/manrrs) is linked to the College of Agriculture website, the UK Student Organization website, and the national MANRRS website (www.manrrs.org)
- Provide competitive scholarships targeted to minority graduate and undergraduate students. Consider working with the College Development Office to achieve this recommendation
- Examine ways in which College alumni as well as community groups and organizations can be involved in student recruitment
- Ensure that recruitment products (brochures, College website, departmental and College displays) reflect diversity
- Develop an internal database and tracking system to assess retention and graduation rates of minority students within our College
- Similar to that originally recommended in 1990 by the Office of Minority Affairs, develop incentives for hiring minority and women graduate assistants (such as partial College funding of assistantships)
- Increase the resources (time and programming) committed to undergraduate minority recruitment
- Strengthen existing diversity efforts in student recruitment and retention by replacing the current single position with dual responsibilities with two separate positions, including one focusing on students
- Develop an on-campus summer recruitment program for minorities and women in underrepresented departments interested in agriculture-related fields such as an honorary science program
- Examine ways in which tuition or other scholarships could help make UK more competitive for graduate students

Faculty Recruitment and Hiring

Diversity of thought, culture, and ethnicity that creates communities of learning and understanding is important to the University and the College of Agriculture as we move towards “Top 20 Status.” Faculty recruitment relies on department-based national searches. In this, processes to ensure broad-based applicant pools and designated accountability are critical. So too are competitive resources for candidates facing family responsibilities and spousal hiring decisions which can affect their willingness to consider joining the applicant pool. Even still, hiring decisions cannot be focused solely at the assistant professor level. Attracting and supporting talented junior faculty is important but cannot be limited to this strategy.

Where Are We Now?

Within the College of Agriculture, statistics covering the past (1993-2001) reveal that the number of African-American faculty has remained at 3 for nearly a decade, and while the number of faculty who are women has increased to 14.9% of total College faculty, we remain below our employment goals for women faculty (22.3%).

In regards to recent faculty hires within the College, Dean Smith should be commended for his inclusiveness efforts. Of the 18 faculty hires for 2002-2003, 8 were white males; 4 were females of which 2 hold a joint appointment with the Medical Center—1 Hispanic female and 1 African American female, respectively; 1 additional African American (male); 4 Asians—3 male and 1 female; and 1 international male. Of these new hires, the Agronomy Department hired the greatest number of new faculty (5)--4 white males and 1 white female.

How Do We Get Where We Want To Be?

- Increase the number of faculty who are women, African American and other minorities
- Ensure position announcements appear in the proper channels with plenty of lead time (e.g., newsletters/web pages of professional associations by discipline) and are also sent to women/minority subcommittees within the discipline. Contact key women and minority faculty currently in the discipline and obtain their assistance in identifying women/minority candidates. Have the department chair as well as the search committee chair document their efforts to include women/minorities in the applicant pool (see the University of Florida plan in the Appendix). Department chairs and search committee chairs should be accountable to the Dean for implementing this process.
- Improve faculty salaries to comparative levels to compete with benchmark institutions
- Use all available outlets to convey the University and College’s commitment to be a diverse faculty
- Conduct an ACTIVE national recruitment effort including interviewing candidates at the national meetings of the discipline which has the opening within our College
- Include the recruitment of women/minorities in the merit evaluations of all appropriate administrators
- Examine College efforts regarding spousal placement assistance, family friendly policies, and assistance in family moving issues such as children, aging parents, and other families members

- Similar to that originally recommended in 1990 by the Office of Minority Affairs, develop College-based incentives for minority faculty hires
- Explore visiting professorships to help more faculty become acquainted with our College
- More fully utilize the University of Kentucky resources for targeted minority faculty hiring

Staff Recruitment and Hiring

The staff are the backbone of our College and hiring qualified and diverse personnel is an important step in improving diversity. However, unlike other categories considered in this report, the staff are recruited through a centralized University hiring process. Consequently, we do not control the application process. When a staff position is open within our College, the central hiring office will send the applications of those seen as best qualified to the hiring unit. However, once the pool of applicants arrives, selection criteria and process are internal to the College.

Where Are We Now?

Recruitment of minority staff is an ongoing issue facing the College of Agriculture. The hourly staff are divided into four job categories: Office and Clerical, Technical and Paraprofessional, Skilled Crafts, and Service and Maintenance. For employees who are African American, the numbers have been consistently low and we have failed to meet our employment goals in every category (see Table 1 in the “Situation Analysis” section). For women, while the numbers have shown consistent increases over time, we remain below our goals for the Skilled Crafts and the Service and Maintenance job categories.

For example, currently the Office and Clerical job category consists of 313 staff where the goal for women is 50% and for all minorities, 10.7%. In this group, females comprise 96.8% and minorities comprise 4.8%. Of the 228 Technical and Paraprofessional employees, our goal is 50% female and 11.8% for all minorities. We currently have 62.7% females and 9.6% for all minorities. Also looking at the 139 Service and Maintenance staff, our goal is 50% women, of which we have a 41.7% employment status. However we have a 25.2% goal for all minorities and only 5% filling this area. For the Skilled Crafts job category, of the 32 employees in this area, there are no females or minorities employed in this field. Equal opportunity goals for minorities and women should be met or exceeded at all staff levels. Salaries of some positions are too low and inhibit recruitment of highly qualified individuals.

How Do We Get Where We Want To Be?

- Increase the number of African American and other minorities in all job categories and the number of women in nontraditional job categories
- Assure salaries are at a competitive level of our benchmark institutions. Salaries should be sufficient so as to not be a barrier to recruitment of highly qualified individuals
- Ensure benefit levels are addressed, especially for staff with families
- Provide a good working environment
- Increase the visibility of the diversity of our College and the goals we are trying to attain

- Similar to that recommended in 1995 by the Office of Minority Affairs, conduct a survey on College perceptions/attitudes towards diversity, but specifically for College staff
- Ensure that diversity related efforts and awards are widely publicized
- Consider establishment of a Minority Staff Network group, similar to the Kentucky Diversity Network
- Develop a plan for on-going diversity training for all College employees
- Conduct an analysis of past staff hiring trends

Extension Recruitment and Hiring

In contrast to staff, hiring in Cooperative Extension either occurs entirely within the College or within county Extension offices, often relying on local labor markets for candidate pools. Here, more than any other category, the spatial distribution of minorities across the State does play a role. For example, focusing on a statewide level, 55.2% of all African Americans in Kentucky who are working age (18-64) are located in just two counties, Jefferson (42.9%) and Fayette (12.3%). And 75% of Kentucky's working age African Americans are located in just 10 out of Kentucky's 120 counties—Christian (5.6%), Hardin (3.8%), Warren (2.8%), McCracken (2.3%), Kenton (1.9%), Franklin (1.85), Daviess (1.3%), and Madison (1.2%), in addition to Jefferson and Fayette (See maps in Appendix for demographics by county).

Where Are We Now?

Responding to past Civil Rights audits of our College, in 1993 the Extension Diversification and Civil Rights Committee was formed. This committee assists in setting employment goals for Extension and monitoring progress toward reaching those goals. Also, in 1996, the Minority Recruitment and Retention position was created, split half time with responsibilities in Cooperative Extension and half time with responsibilities for student recruitment.

The employment of county agents has been the focal point of efforts to diversify the workforce. In looking at the agents hired in the last 10 years, minorities accounted for 9% of total new hires. The share of total applicants who are minorities was highest in fiscal year 1993-94, comprising 10% of all applications. Over the past 10 years, minority applications have accounted for an average of 7% of the total number of applications received.

The focus of current recruitment efforts has included sending announcements to historically black institutions and conducting recruitment College visits to select historically black universities each year. In addition, as most county extension agents are from Kentucky or have attended college in Kentucky, recruitment is also done within the State through career fairs, classroom visits and interview days. In the last four years, 75% of all agent applicants had at least one degree from a Kentucky college; while 80% of the total number of agents hired and 55% of the minority agents hired had at least one degree from a Kentucky college or university.

Other programs that focus on recruitment include a 12-week summer intern program for College students, in place since 1970. It allows students to explore an Extension career as they work in a county Extension office. In 1991, additional funding allowed this program to designate additional internships specifically for minority students. Since 1991, 89 minority students, most of whom were African American, have been interns. Three of the current county

Extension agents who are African American were former interns. In addition to agent positions, when county support staff are hired, counties are required to publicize the vacancy broadly and to review the applicant pool with the College before an offer is made.

How Do We Get Where We Want To Be?

- Ensure that diversity related efforts and awards are widely publicized
- Increase the number of African American and other minorities in all job categories and the distribution of women in nontraditional job categories
- Streamline the hiring process for extension agents
- Review the process for hiring county agents and explore ways to increase the diversity among members of interview committees
- Increase focus on recruiting minority Extension applicants from in-state candidates who are, or have attended colleges and universities in Kentucky
- Develop a mechanism to assess the effectiveness of current Extension recruitment efforts
- Ensure competitive salaries for Extension agents and county staff which are commensurate with the workload and professional expectations
- Strengthen existing diversity efforts in Cooperative Extension recruitment and retention by replacing the current single position with dual responsibilities with two separate positions, including one dedicated to Cooperative Extension and other College of Agriculture employee efforts
- In addition to targeting educational institutions, recruitment efforts for all positions should also work with local community groups and organizations
- Ensure candidate identification and hiring processes are broadened
- Expand recruitment efforts to include both strategies for recruiting new graduates as well as adults seeking a second career
- Increase follow-up with participants in the Extension intern program, encouraging them to apply for agent positions
- Continue to send job announcements to historically black colleges and universities, but provide information about anticipated salary
- Expand recruitment efforts to work more closely with county offices in hiring of local staff. Work with county offices and councils to increase diversity by exploring linkages with local groups and organizations

RETENTION

Recruitment and hiring alone are insufficient if there is not a reason to stay. Hand in hand with building a diverse community is ensuring its sustainability over time. For this reason, directed action targeting not only recruitment efforts, but retention is crucial. Central in this is visible leadership at all levels to ensure a supportive work environment and inclusive classroom climate.

Constructing an environment where everyone can succeed means addressing unique issues confronted by those we have recruited. For instance, those who are traditionally under-represented are often asked and expected to take on more institutional involvement and service activities than typically asked of others. An environment where these expectations are valued and rewarded can help create a climate where everyone feels welcome and their contributions valued.

Student Retention

As with recruitment, undergraduate student retention efforts are more centralized within our College. By contrast, graduate student retention is department-based.

Where Are We Now?

Because of the large number of transferring undergraduate majors into the College of Agriculture, the current tracking system for undergraduate retention is difficult to analyze. Still, the Minority Student Recruitment and Retention Coordinator has personal contact with most African American undergraduates in our College.

Central to any broader retention focus is the issue of what type of support and environment students find in our College, whether they entered as freshmen or transferred from another college. The MANRRS (The National Society for Minorities in Agriculture, Natural Resources and Related Sciences) chapter at UK was established to help provide a welcoming environment for minorities in our College of Agriculture (www.ca.uky.edu/MANRRS). As example, the UK College of Agriculture supports the UK MANRRS Chapter to participate in regional and national conferences and competitions.

Our College also has at least one student organization focusing on undergraduates who are women. CERES is an international women's fraternity, named after the Roman goddess of agriculture. The UK chapter of CERES was formed in 1997 (www.uky.edu/StudentOrgs/Ceres).

How Do We Get Where We Want To Be?

- Increase the visibility of the UK chapter of MANRRS (The National Society for Minorities in Agriculture, Natural Resources and Related Sciences) within the College
- Ensure that diversity related efforts and awards are widely publicized
- Encourage faculty to nominate minority students for the College's Agricultural Ambassador program
- Ensure visibility of women and minority role models (faculty, administrators) in all student-related issues

- Provide competitive scholarships targeted to minority graduate and undergraduate students. Consider working with the College Development Office to achieve this recommendation
- Recognize faculty and staff contributions to mentoring for minorities and women students
- Encourage the UK chapter of MANRRS (The National Society for Minorities in Agriculture, Natural Resources and Related Sciences) to do more collaborative efforts with other student organizations
- Increase the financial commitment for MANRRS for activities such as attending the national conference
- Examine what other MANRRS chapters across the country are doing to improve retention
- Strengthen existing diversity efforts in student recruitment and retention by replacing the current single position with dual responsibilities with two separate positions, including one focusing on students
- Expand assistance for departments seeking to recruit minority graduate students
- Ensure graduate student assistantship salaries are competitive with benchmark institutions
- Ensure that graduate students are aware of the opportunities with MANRRS including participation at the national conference and awards such as the graduate poster contest
- Establish a mentoring network for incoming students (both freshmen and transfers)
- Provide information to new students regarding contacts and resources available to them if difficult circumstances arise – department chairs, College administrators, UK Academic Ombud, UK Women’s Studies program, UK Office of Minority Affairs, UK President’s Commission on Women, UK President’s Commission on Diversity, UK Office of Equal Opportunity

Faculty Retention

Successful faculty recruitment is an important first step in improving diversity within our College. However, faculty retention is equally important. Just as most faculty searches for faculty positions are department based, so too are many faculty retention efforts such as mentoring programs.

Where Are We Now?

Beyond efforts in individual departments, the Ag Faculty Council has held events focusing on the tenure and promotion process. These have increased College-wide understanding of this process. Also, the UK chapter of *Gamma Sigma Delta—the Honor Society for Agriculture* (www.ca.uky.edu/GammaSigmaDelta) now hosts an orientation for new College of Agriculture faculty held every two years. Other efforts to assist current faculty include research and grant related programs sponsored by the Ag. Faculty Council and the Associate Dean for Research.

How Do We Get Where We Want To Be?

- Continue to sponsor promotion and tenure workshops so that faculty know the process, their rights, and responsibilities
- Raise faculty salaries to the level of benchmark institutions
- Require all department chairs to attend diversity training
- Establish an effective mentoring committee for all incoming faculty. For new faculty who are women and minorities, if no other women/minority faculty are present within their department, then tenured women/minority faculty from other departments should be included
- Provide a pleasant, supportive work environment
- Provide assistance for new faculty hires in developing initial contacts with campus and community organizations
- Provide information to new faculty regarding the extension of one's tenure clock due to special circumstances such as the birth of a child or death of a spouse
- Provide information to new faculty regarding contacts and resources available to them if difficult circumstances arise – department chair, College administrators, UK Academic Ombud, UK Women's Studies program, UK Office of Minority Affairs, UK President's Commission on Women, UK President's Commission on Diversity, UK Office of Equal Opportunity
- Involve women/minorities in the decision-making process. This could be reflected in the types of committee assignments at the University, College, and department levels
- Beyond a written policy on diversity, administrators' and faculty commitment to diversity are reflected through daily actions
- Facilitate changing the climate of our College. Similar to the steps taken by Purdue's School of Agriculture, provide diversity training to all College employees
- Realize that the market for minorities versus non-minorities varies by discipline. The College and departments must be willing to recognize and respond to those differences

Staff Retention

Retention is an issue for College of Agriculture staff. Current actions to help retention of staff include the College of Agriculture Staff Liaison Committee (CASLC), Agricultural Staff Appreciation Day during Ag RoundUp, the recent creation of the University of Kentucky Staff Senate, as well as the University's Staff Leadership Program, *UKAdvance*.

Where Are We Now?

The College of Agriculture Staff Liaison Committee was formed in July 1997 to act as an advisory group to the Dean regarding staff issues. Members of CASLC are selected by their departments or departmental units for a two-year term to provide representation for all staff within our College. One of CASLC's goals is to improve communication on all levels--not just

among staff, but also between staff and faculty, administrators, and students. CASLC also keeps unit heads informed of policy matters and other issues affecting staff. CASLC has been a means for organizing projects of special interest and benefit to College staff, such as the annual College of Agriculture Staff Appreciation Day held in September in conjunction with Ag Round-Up. Additionally, members of CASLC have served on University committees such as the UK Staff Senate Development Task Force and the UK Staff Senate.

Staff Appreciation Day for the College of Agriculture is held in September in conjunction with Ag Round-Up. It is a day where all College of Agriculture staff members have the opportunity to come to the Lexington campus and be recognized by the College administration. This day is the College of Agriculture's way of saying thanks to its many outstanding staff that work so hard and give so much during the year. Approximately 700 staff attend this event.

Activities include a meal for all staff that is cooked and served by College administrators and faculty. Additionally, many door prizes are given away. Other activities include recognition of the nominees for Outstanding Staff Awards. Typically 35 nominees are recognized at both a reception held prior to the luncheon as well as at the luncheon, where the 6 award recipients are announced. Major sponsors of this event include the Dean's office, *Gamma Sigma Delta—The Honor Society of Agriculture*, and the Ag Alumni Office and their supporters.

At the University level, President Lee Todd formed the University of Kentucky Staff Senate in July 2002 as the official representative body of UK staff. Key goals include increased communication between staff and administrators, faculty and students of the University. The Staff Senate also acts as a mechanism to disseminate information to University staff and other UK employees. Factors affecting staff retention include University, College, department, and other program unit levels.

How Do We Get Where We Want To Be?

- Continue to support programs that enhance retention—the College of Agriculture Staff Liaison Committee (CASLC), the College of Agriculture's Staff Appreciation Day, the UK Staff Senate as well as the University's Staff Leadership Program, *UKAdvance*
- Ensure benefit levels are addressed, especially for staff with families
- Increase salaries so that they are competitive with benchmark institutions
- Improve working environments (some, not all)
- Similar to that recommended in 1995 by the Office of Minority Affairs, conduct a survey on College perceptions/attitudes towards diversity, but specifically for College staff
- Similar to the Kentucky Diversity Network, consider establishment of a Minority Staff Network group
- Ensure accessibility of all facilities and College events
- Ensure that diversity related efforts and awards are widely publicized
- Develop a plan for on-going diversity training for all College employees
- Continue issuing statements on the College's policy towards diversity

Extension Retention

Where Are We Now?

Responding to prior civil rights audits, the College has taken some steps to increase the diversity of our organization. These efforts have been primarily targeted at Extension with a half time position for employee recruitment and retention. Other efforts include the creation of the College of Agriculture Extension Diversification and Civil Rights Committee in 1993 to set and monitor employment goals, diversity training for extension staff, record keeping on the Extension applicant pool, the creation of the summer internship program for minorities, and the establishment of the Kentucky Diversity Network.

As of October 21, 2002, of the 904 employees in Extension, 24 are African American, constituting only 2.7% of all Extension employees (Table 6). The majority of these (9) are county agents, with the next largest number being 5 county secretaries and 5 Paraprofessionals (discussed below). Indeed, while the numbers have fluctuated, today there are fewer African Americans in Cooperative Extension than 8 years ago (Table 7). As the numbers of African Americans employed in Extension remain small, there has been some increase in the number of county agents who are other minorities. This has increased from only 1 to 5 county agents between the years 1993 and 2002 (Table 7).

In a comprehensive study by Dr. John Mowbray examining the factors affecting turnover of county Extension agents, he found that the three major reasons for leaving the University of Kentucky Cooperative Extension Service were (1) impact of the job on the agent's family life, (2) time commitment to the job, and (3) compensation, enlight of the heavy time commitment for the job. African Americans in this study identified the amount of work expected and insufficient pay as factors contributing to their decision to leave. This study surveyed all 70 county Extension agents who voluntarily left the University of Kentucky Extension Service between July 1997 and April 2001, with two-thirds of the agents responding.

How Do We Get Where We Want To Be?

- Raise the salary level of Extension agents to those of benchmark universities, making the salary more commensurate with work and level of professionalism expected
- Ensure that new agents have an active relationship with a mentor in the Extension service. Expand mentoring for new Extension agents
- Interview minority staff, including Extension agents. Why are minority staff staying? What would improve the work climate for minority staff? Build on their reasons for staying to encourage other minority staff to stay in Extension
- Expand the visibility of the Kentucky Diversity Network
- Increase financial support for the Kentucky Diversity Network.
- Institute a process for comparing salaries to ensure that differences do not exist based on race, color, national origin, gender, religion, age or disability
- Strengthen existing diversity efforts in Cooperative Extension recruitment and retention by replacing the current single position with dual responsibilities with two separate positions, including one dedicated to Cooperative Extension and other College of Agriculture employee efforts
- Provide an honest, upfront discussion with potential employees about the salary structure and the anticipated workload. Newly hired agents need to understand the work commitment so there will be no surprise

INCENTIVES AND REWARDS

How our organization structures its reward system reflects our collective values. It provides concrete evidence of both an institutional and administrative commitment by indicating our level of support. In this, incentives help to produce dedicated action and reward success. It ensures visibility of programs and practices that support and enhance diversity. Having dedicated rewards and incentives provides recognition that individual and group efforts are valued. It expresses our level of commitment at all levels. It also reminds us of the importance of developing strategies for success.

Where Are We Now?

Our College currently has one award for recognizing efforts related to diversity. The Cooperative Extension Diversity Award recognizes programs that go beyond affirmative action efforts to develop a culture and environment in which diversity is valued and pluralism is achieved. Except for the Diversity Award in Extension, there are currently no targeted incentives in curriculum development or College-based incentives for research or hiring. And, while there is a small University incentive for minority faculty hires, there are none specific to our College.

In the early 1990's, minority and women applicants were not tracked during the hiring process. After the Civil Rights reviews, procedures were developed to track applicants from the time they applied until the position was filled, much of which is conducted by our College and University personnel offices. Additional accountability can be placed on search committees and departmental chairs for meeting diversity goals. It is important for each search committee to ensure that all candidates have been identified and encouraged to apply for open positions.

Unfortunately, the tracking of applicants has not increased the diversity in our College. Should departments be recognized and rewarded for increased diversity in students, staff, and faculty as described in the report by the President's Commission on Diversity? There is a general feeling that a critical mass of minority/women students, staff, and faculty is needed in each department. Obtaining a critical mass means that there would be multiple voices within departments and multiple role models which would also further student recruitment.

How Do We Get Where We Want To Be?

- Ensure that diversity related efforts and awards are widely publicized
- Develop a system of recognition for rewarding units' supervisory staff for success in diversity issues
- Construct standards for expectations regarding service and develop a reward system when these standards are met or exceeded
- Recognize faculty and staff contributions to mentoring for minorities and women students
- Provide support for developing courses, research, and outreach activities that reflect the history and culture of our fast growing communities in agriculture. This could be done in collaboration with existing University programs, e.g., the UK Women's Studies program and the UK Diversity program
- Provide a College-level travel fund to provide support for presenting diversity-related research at professional conferences
- Develop a "Diversity Support Award" for specialized diversity-related research, discipline specific diversity scholarship, and/or curriculum development

CLIMATE AND INTERNAL ENVIRONMENT

There is truth to the adage that actions speak louder than words, and nowhere is this more evident than when we talk about institutional climate. Actions reflect the personal commitment of College leadership at all levels, but also the larger commitment of everyone in the organization. **There is a fundamental difference between pursuing diversity because it is a legal or administrative requirement and pursuing diversity because it reflects a larger philosophy.**

Pursuing a commitment to diversity does not come from increasing population numbers alone. Rather, it recognizes that climate reflects the collective attitudes of all. Consequently, it includes an embedded institutional culture that works to ensure an environment within which everyone can thrive and succeed as well as one that celebrates and visibly recognizes people's efforts and contributions. We must ensure both a welcoming work environment and inclusive classroom climate. We must endeavor to enrich the depth of understanding for everyone and allow room for dissent and disagreement. And, we must have clear sanctions and avenues for redress should the unthinkable occur.

Where Are We Now?

The topic of diversity is not new to the College or the University. The Ad Hoc Committee on the Status of Women Report was developed in 1990 focusing on the status of women faculty and staff at the University of Kentucky. About this same time a parallel report was issued by the Ad Hoc Committee on the Status of Minorities focusing on the status of minority faculty and staff. Throughout the 1990's, USDA-CSREES Civil Rights reviews took place in the College of Agriculture. During each review, progress was made in developing guidelines for hiring practices as well as in the education of the College's employees about civil rights.

More recently, a changeover in the University and College administration has led to more emphasis on diversity issues. These include the development of the UK President's Commission on Women and the UK President's Commission on Diversity. At the College level, this Diversity Task Force was developed. As recommendations are developed, it is important for all of these groups to examine our history and revisit recommendations from previous efforts.

It is important for our diversity efforts to have a visible presence in the College. Visibility enhances climate that enhances retention, whereby members of our College feel welcome and feel they are recognized as a valued and critical part of our College community. We need to maintain a high level of communication of our efforts as evidenced in recent web pages, brochures, and awards. All groups should feel represented in a College that exhibits a climate of equality. These groups include but are not limited to race, religion, ethnicity, gender, age, disability, sexual orientation, or any other difference. The development of equality can begin with full access for disabled students in all of our facilities. Mentoring programs may be an effective way of increasing communication for new employees and making them feel part of our College team.

How Do We Get Where We Want To Be?

- Showcase diversity success at public venues such as Ag RoundUp and in the Magazine
- Continue issuing statements on our College of Agriculture's policy and approach towards diversity
- Conduct an assessment of our College website ensuring that the Minority Recruitment and Retention position is listed as a resource under the diversity web pages on the Cooperative Extension website
- Develop a website specifically devoted to diversity issues in agriculture and in the College
- Develop and fund a Diversity in Agriculture lecture series that both highlights work in the College, includes outside invited speakers and is advertised University-wide
- Develop a workshop on enhancing an inclusive classroom climate
- Provide seed grants for research and curriculum development and enhancement
- Have visible EEO/ADA statements on all College websites
- Ensure physical accessibility of all facilities and events, both on campus and in county extension offices, not because it is a legal requirement, but because it reflects a philosophy of open access for all
- As recommended in 1995 by the Office of Minority Affairs, conduct a survey on College perceptions/attitudes towards diversity
- As recommended in 1995 by the Office of Minority Affairs, provide mandatory training to inform managers of their responsibilities in eliminating racism and sexism in the workplace
- As recommended in 1995 by the Office of Minority Affairs, ensure that policies, committee structure, and actions reflect cultural diversity in their member composition

EXTERNAL IMAGE AND EXTERNAL COMMUNICATIONS

It is not enough to work towards being an inclusive community if no one knows about it. Reputation and external images communicate an institution's commitment to being an attractive and supportive environment for all. It can affect people's willingness to consider joining the College as a student, staff member, faculty, or in Cooperative Extension. Likewise, issues of external communications are linked with internal efforts. If we visibly say we are committed to diversity, people will expect to find that commitment when they get here. It also affects our level of institutional credibility beyond the boundaries of our organization. Our commitment must be acted upon and it must be reflected in all of our actions both large and small.

Where Are We Now?

Of major concern to the University of Kentucky College of Agriculture is the image our College portrays within the University community and throughout the state of Kentucky. This image affects perceptions and individual's willingness to join our community. For example, minority student recruitment often encounters strong negative images and perceptions concerning agriculture and African Americans, which in turn affects student recruitment efforts.

In our current structure there is a lack of visibility of the diversity efforts underway in our College. In essence, there is a need to improve communication of the College's teaching, research and public service mission to make diversity more inclusive and to raise the awareness.

The Kentucky Cooperative Extension Service is also seeking ways to make minority groups aware of both Extension educational programs and employment opportunities. This awareness can be fostered by increasing diversity on Extension advisory councils and with greater minority participation in Extension programs.

As a college community, we also often fail to stop and recognize the accomplishments by members of the College of Agriculture. There is a need to explore alternative means such as more inclusive web page design and content, to create and circulate informative brochures, and to offer incentive awards to individuals and groups that best exemplify the visible presence of the University of Kentucky College of Agriculture's commitment to diversity.

How Do We Get Where We Want To Be?

- Increase efforts around diversity at all levels. To do this, establish an institutional support unit which reports directly to the Dean of the College of Agriculture
- Ensure adequate and dedicated staffing, support, financial resources, and clear lines of authority for diversity related efforts
- Ensure that the Minority Recruitment and Retention Positions are on the College organizational chart so that it is a clear and visible point of contact
- Expand the Extension Civil Rights and Diversification Committee webpage to include a description of its mission, vision, and achievements
- Conduct an assessment of the College website ensuring that photos and other media represent diversity

- Construct a website devoted to diversity which is clearly accessible from the College home page
- Ensure that the Minority Student Recruitment Position contact information is available on all webpages with information for students
- Have visible Equal Opportunity and Americans with Disabilities Act statements on all websites and promotional materials
- Ensure that diversity related efforts and awards are widely publicized
- Continue issuing statements on the College's policy towards diversity

CONCLUSIONS

This Diversity Task Force began this report with our guiding principles. First and foremost was the acknowledgement that discrimination exists and there is an ongoing need for greater acceptance and appreciation. To do this, it is critical to

- foster an environment that leads to an increased understanding of the value of differences;
- seek unequivocally the elimination of discrimination on any basis;
- be accountable for both our successes and failures, and;
- ensure that diversity is both a fundamental and visible part of everything we do.

Following these principles means that diversity must not be just an administrative requirement but part of a broader philosophy, one that articulates and understands that we as an institution cannot achieve our goals of serving all people and achieving excellence in education and scholarship without diversity. Having a diverse community of faculty, staff, and students enhances the educational, research climate and outreach of our institution. Likewise, students' educational experiences are enhanced when ample opportunities exist to interact with a diverse community of faculty, staff, and students; thus providing a base for job success given today's global marketplace.

Being a diverse and welcoming organization means that everyone is included and everyone is valued--be it race, religion, ethnicity, gender, age, disability, sexual orientation, or any other difference. We must speak out loudly, clearly, and repeatedly. We must continually work to identify barriers and provide visible support for activities that contribute to ensuring an environment within which everyone can study, work, and learn.

Success and sustainability require dedicated attention. Diversity must remain a top priority, not just today or this year, but for the long haul. Efforts must be made visible and kept visible both within and beyond our College. They must reflect an ongoing commitment to the rich potential of all our citizens. And, they must be seen as a vital component of ensuring the vitality of intellectual life within our University and ensuring the responsiveness of our College to all communities in the Commonwealth of Kentucky.

Change can be difficult. To have real change means that we have lasting and meaningful change. There is a saying: if you continue doing what you have always done, you will continue to get what you have always gotten. This is our opportunity to both celebrate our successes and acknowledge and take responsibility for our shortcomings; always with an eye towards working to do better.

Each of the issues raised in this report are integrated and inter-related. No single section, just as no single action, can stand alone. While administrative leadership is critical and essential, we all share in the responsibility. We can choose to be problem driven or we can choose to be solution driven. We can limit ourselves to focusing only on what gets "counted," or we can think more broadly and with a long term vision. Valuing diversity within our community does not come from numbers alone, rather, we will achieve diversity only if our College has truly achieved inclusivity.

APPENDICES

- A) Diversity Task Force Members
- B) Dean Smith's Charge to the Diversity Task Force
- C) Process of the Diversity Task Force
- D) Draft—A Roadmap to Diversity for the UK College of Agriculture, November, 2001
- E) Maps of Kentucky
 - o Percent of COLLEGE AGE (17-23) Population that is AFRICAN AMERICAN Alone in Kentucky's Counties, 2000
 - o Percent of COLLEGE AGE (17-23) Population that is HISPANIC OR LATINO in Kentucky's Counties, 2000
 - o Percent of WORKING AGE (18-64) Population that is AFRICAN AMERICAN Alone in Kentucky's Counties, 2000
 - o Percent of WORKING AGE (18-64) Population that is HISPANIC OR LATINO in Kentucky's Counties, 2000
- F) University of Florida Diversity Plan
 - o "Recruiting and Retention: What Works at the University of Florida's Institute for Food and Agricultural Sciences," Lawrence W. Libby
 - o University of Florida Affirmative Action Compliance Report
 - o University of Florida Example Letter to Identify Women and Minority Faculty Candidates
- G) Full List of Recommendations
- H) References

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**DEAN SMITH'S CHARGE
TO THE DIVERSITY TASK FORCE**

On December 24, 2001, Dean M. Scott Smith announced the formation of the Diversity Review and Planning Task Force for the University of Kentucky, College of Agriculture. Comprised of 16 members (4 ex officio). Members include county agents, faculty, staff, administrators, and those involved in student recruitment. Many members are currently involved in diversity related efforts in our College, are members of University efforts such as the Top 20 Task Force and the President's Commission on Diversity, or have been a part of previous College and University diversity efforts.

Our Task Force was charged with reviewing current diversity related efforts and statistics in the College, as well as developing a comprehensive set of recommendations.

The following e-mail announcing the Task Force was sent to all employees in the College of Agriculture:

To: College of Agriculture Faculty and Staff
From: Scott Smith
Subject: Diversity Task Force

Promoting diversity of ethnicity, gender and culture remains a paramount objective of the College of Agriculture. As documented during our recent, thorough federal civil rights audit we have made significant strides, with some examples of progress. However, our current efforts must be sustained and enhanced. In several areas much remains to be done and new ideas, approaches and greater efforts are essential. I have asked the individuals listed below to serve on a Diversity Review and Planning Task Force for the College of Agriculture.

Mary Marchant, Chair	
Carl Harper	Steve Workman
Sheila Fawbush	Lionel Williamson
Julie Zimmerman	Zelia Holloway
James Jackson	Jeffrey Bewley
Martha Thompson	Charles May
Bill Witt	
Ex officio: Nancy Cox, Linus Walton, Jim Lawson, Terry Allen	

Their charge will be to review recent progress and current status of diversity initiatives in the college. I have also requested that they submit comprehensive recommendations for enhancing our efforts. The scope of their analysis will include all facets of college programs including: the status of women and minority students, staff and faculty; recruitment and retention; and diversity issues for instruction, research, extension and service missions.

I know we will all work to provide this group with thoughtful input and all possible assistance. This effort has the full support of the college administration and we will do everything possible to assist their analysis and implement their recommendations.

cc: Provost Nietzel

PROCESS OF THE DIVERSITY TASK FORCE

In order to implement Dean Smith's charge, following our initial organizational meeting, our Task Force decided to pursue a two-pronged approach. First, we would listen and learn about a wide range of issues and topics facing the College of Agriculture. This ranged from understanding the history of civil rights in our College, becoming knowledgeable about the statistics related to students and employees, and learning about issues facing members of our community. We then turned to the second aspect of our approach which was to take stock of what we had learned and assess our next directions. Below is our process in more detail.

Our first meeting was on February 13, 2002 with Dean Smith and focused on his charge to the Task Force. It included 3 components: (1) assessment, (2) a road map and recommendations and (3) implementation and (see below). Additionally, a draft handout entitled "Road Map to Diversity" provided additional vision for our efforts (see Appendix A).

College of Agriculture Diversity Review and Planning Task Force

I. Assessment

Where do we stand? How do we compare in both outcome and processes to others? Are we improving or getting worse? In what ways? What has worked and what has not?

A. Analysis

- Statistics on enrollment, retention, employment, etc.
- Trend analysis, what is our history?
- Comparative: to other Land Grants, to the institution as a whole

B. Evaluation of current efforts, programs, processes

II. Road Map and Recommendations

What needs to be done to move forward? What guidance and assistance should be given to those responsible for recruitment and retention? For example, should your work-product include *guides* for faculty search committees, or those recruiting grad students? Extension employment probably has dealt with diversity issues longer and in more depth than other program areas; can some of this experience be a model for research, grad education and experiment station? What innovative ideas or plans are available from other institutions or colleges?

A. Recruitment: faculty, staff including agents, students

B. Retention: faculty, staff including agents, students

C. college culture and environment

- Diversity education
- Mentoring, advising
- Professional development
- Leadership; chairs and administrators
- Perception and communication issues

C. Our changing mission/constituents as related to college diversity issues.

III. Implementation

How do we go forward? Do we need to modify our organization structure, processes, or allocation of resources for a sustained commitment to progress?

During spring semester of 2002, our Task Force was in an information gathering stage and we met biweekly. Below is a list of the presentation topics and presenters.

- “UK Affirmative Action Plans, Goals and Demographics of UK and the College of Agriculture” ... Terry Allen, Assistant Vice President, Affirmative Action
- “College’s Civil Rights Audits and Responses” ... Jim Lawson, Assistant Director, Legal Affairs
- “Extension’s Diversification Committee and Hiring Processes” ... Martha Thompson, CES Personnel Officer
- “Student Recruitment” ... Jeffrey Bewley, Director of Student Relations
- “Women Faculty and Staff” ... Carolyn Bratt, former Chair, UK President’s Commission on Women
- “Minority Recruitment and Retention” ... Zelia Holloway, Recruitment and Retention Coordinator
- “Re-envisioning Extension” ... Larry Turner, Associate Dean for Extension

Since many Task Force members were rich in knowledge and experience in diversity issues from a variety of perspectives, by individual role—students; staff, including extension agents; and faculty—as well as by function of the land grant mission—instruction, extension, research and service, initial presentations were made by individual Task Force members.

Additionally, prior to the end of the academic year, we invited Carolyn Bratt, former Chair of President Todd’s Commission on Women to meet with us. During the summer, the Task Force invited Associate Dean Larry Turner to meet with the group to discuss extension’s re-envisioning efforts and impact on diversity.

During summer months, the Task Force moved from an information gathering stage to an internal assimilation and prioritization stage. We felt this was a necessary part of our process in order to capture our group synergy up to this point and to help us better communicate our “shared vision” before reaching out to the rest of the College for input. As such, meetings held during the late summer and fall focused on identifying key issues and potential recommendations.

Task Force members were first asked to review information from the above presentations and to identify key issues along with draft recommendations. Over 30 “key issues” were identified. Five common themes emerged: organizational structure, recruitment and hiring, retention, reward structure, and environment. These key issues formed the basis for this report. Each theme is elaborated upon in this document. Specifically, for each theme we asked (1) Where are we now? and (2) How do we get where we want to be?

The final step in our process will be to gather feedback from our larger College of Agriculture community on this report. College-wide input and this report will be presented to Dean Smith for his implementation.

-- DRAFT --
A Roadmap to Diversity for the
UK College of Agriculture
November 16, 2001

- I. Attainment of diversity goals requires a strong commitment from the top down--starting with President Todd, Dean Smith, the department chairs with buy-in by the faculty, staff and students.
- II. Development of a diversity action plan should use existing groups and individuals currently involved with attaining diversity. Examples include university groups – women’s studies, minority affairs, President Todd’s newly formed Commission on Women – and individuals within the college – Zelia Holloway, Martha Thompson, Lionel Williamson, James Jackson, Roz Harris along with staff and students.
- III. A diversity action plan should be
 - multi-faceted–targeted at students (both undergraduate and graduate), faculty and staff.
 - viewed in a positive light by employees. “Policies that are good for women and minorities are good for everyone.” Attaining diversity will help UK achieve its “top 20” goal by attracting and retaining the best faculty, students and staff.
 - based on the facts. Current data on women and minority faculty, staff, and students should be included and up-front in the report.
 - implemented; if not it will do more harm than good by raising expectations with unmet needs. This may require additional funds.
- IV. Examples of Recommendations

Student Recruitment:

- At the undergraduate level, expand recruitment of African Americans via Zelia Holloway’s efforts–the MANNRS program, outreach to nontraditional agricultural groups, e.g., Louisville.
- At the graduate level, develop partnerships with 1890 schools to recruit students, e.g., Kentucky State University, North Carolina A&T, Southern University. Also, tap into existing programs at UK and at other universities, e.g., minority summer school and internships. Apply for NSF and grants for funding of underrepresented students by discipline. Provide funding for student recruitment visits. Encourage current graduate students to be part of the recruitment process. Tap into national graduate student organizations to identify student recruits.

Faculty Recruitment:

- Make sure jobs announcements appear in the proper channels with plenty of lead time, e.g., newsletters/webpages of professional associations by discipline and also sent to women/minority sub-committees w/in the discipline
- Conduct an ACTIVE national recruitment effort, including interviewing at the discipline's national meeting. Also, seek women/minority candidates by contacting key women & minority faculty currently in the discipline and asking them to identify women/minority faculty candidates. The department chair or search committee chair should send prospective candidates a letter of invitation inviting their application with follow-up phone calls. Prior to interview, faculty should be educated on legal aspects of an interview, i.e., what is a legal vs. illegal question.
- Have a policy on dual career couples and be willing to provide funding for spousal hire.

Faculty Retention:

- Create, develop and use faculty mentoring committees so that new faculty get accurate feedback on their progress towards promotion and tenure. These committees should be viewed as the candidate's advocate, providing guidance to the candidate while also promoting the candidate's achievements to other faculty in the department. Mentoring committees should be active, with periodic meetings with the new faculty member, e.g., every 6 months, and should also buffer the candidate from getting mixed signals from other faculty and the chair in order to avoid "trying to please everyone and ending up pleasing no one." There should be no surprises when the candidate goes up for tenure and/or promotion.

Prepared by:
Dr. Mary Marchant
Associate Professor
Agricultural Economics

**“Recruiting and Retention:
What Works at the University of Florida’s
Institute for Food and Agricultural Sciences (IFAS)”
by Lawrence W. Libby***

I begin with an underlying assertion – that the “rules of the game” do affect the performance of a decision-making system. That is, if our purpose is to change the performance of a faculty hiring system at a public university, then we have to adjust the rules from those that have produced the less favored result. As faculty and administrators, we do respond to incentives, just as people do in all political or economic settings. Those incentives may be positive inducements to perform in a certain way or negative sanctions if you don’t. The former leaves discretion to the actor, with uncertain results. The latter imposes requirements, with need for enforcement, but with greater certainty of results.

In both cases, we go beyond stated good intentions to seek more directed change in behavior. Good intentions are generally nice to have, a good place to start. But experience shows they can be compromised when the price is too high – like when resistance builds. And the fact remains that while good intentions are nice, they’re not necessary when we change the rules to accomplish change.

Now back to faculty hiring and the University of Florida. Florida is the state that invented the term “micro-management.” In 1992, our state Senator from Gainesville sponsored a bill to establish a mandatory affirmative action procedure for all faculty and administrative hiring in the 10 public universities. Good intentions plus the old set of rules were not enough. The Senator had not previously shown any progressive inclinations, but few are better than he at sniffing out an issue that has appeal. We had a new President and Provost who were tuned to such matters. Beginning late in 1992, we have a new procedure designed to improve the public university hiring record for females and minorities – a badly needed change in performance.

I will now quickly walk you through the procedure and reporting requirements that we have used in IFAS and then comment on results as well as my personal observations on how it works (see attachment).

Results: There is an annual compliance report. Performance of each vice president’s area of responsibility is identified and compared to the other areas of concentration and under-representation of minorities are identified. Some EEO discipline codes still have no black, Hispanic or women faculty. Surprisingly, agriculture has done comparatively well; the Business College less so, but it is hard to infer much from the numbers. Overall, there is measured improvement in our percentage employment of women and ethnic minorities, but there is a long way to go. Across the university, faculty are $\frac{3}{4}$ male, $\frac{1}{4}$ female, and $\frac{2}{3}$ white male. Administrators are even more dominated by white males. In agriculture, an early target for the provost, there was an increase of 40 faculty from 1993 to 1994 (presumably including county extension faculty and regional research centers); including an increase of 23 women and 17 men for an overall breakdown of 77% male and 23% female. Of the 17 men hired, 11 were white, 3 were black, one Hispanic, and 2 Asian. Of the 23 women hired, 20 were white, 3 black, one Asian woman was hired and one Hispanic woman left.

* Remarks prepared for the University of Kentucky conference “Successful Strategies for Recruitment and Retention: How to Build an Inclusive University,” May 2, 1996, Lexington, KY. Dr. Libby served as a former Department Chair within the University of Florida’s Institute for Food and Agricultural Sciences.

After about three years under the new hiring procedures results are noticeable, but hardly dramatic yet. In my judgment, the change in rules has affected performance in several more subtle ways.

1. Attention to finding highly qualified women and minority candidates for all faculty, administrative, and professional vacancies is front and center in the hiring process. We have always tried to attract such applicants, by now we are trying even harder and it comes ahead of all other considerations. Search committees and department chairs are highly sensitized to this objective.
2. The required contact with 5 women and 5 minority hiring consultant has in fact surfaced candidates that would likely not have been there otherwise. Again, we have always contacted our network to find good people, but now the emphasis is on women and minority contacts and full documentation of effort and result. I know that highly qualified individuals who were not really in the market came forward after being contacted as a result of this process.
3. The commitment to succeed in this area is broadly articulated by Deans, the Provost, and the President. As chair, I made it clear to the search committee that I wanted to see women and minorities on the list recommended for interview. I could not mandate it because good people cannot be forced to apply, but the message was clear. Personally, the new rules gave me additional leverage to accomplish what really needed to be done at the unit level where all personnel matters ultimately rest. So the conversation about hiring, change, and the future of the university centrally involves increasing ethnic and gender diversity. That is a positive change in collective attitude.
4. Finally, and perhaps most importantly, the overall quality of the faculty and academic environment of the department and university are enhanced by such efforts. A diverse student body and client base are best served by a diverse faculty. The Florida system has created the environment within which that will happen.

**UNIVERSITY OF FLORIDA
AFFIRMATIVE ACTION COMPLIANCE REPORT**

Section 1: Department Chair Position: _____ Department: _____

Provide the Search Committee the Following:

- | | |
|--|--|
| _____ Statement of duties and responsibilities or position description | _____ “List of Five” for Female Candidates |
| _____ “List of External Experts” for both Female and Minority Candidates | _____ “List of Five” for Minority Candidates |
| _____ Position Vacancy Announcement with Position Number assigned | _____ Copy of outside announcement |
| _____ University Search and Screening Guidelines | _____ Selection Criteria to be used |
| _____ Applicant Data Cards to be sent to all applicants | _____ Copy of this form and all attachments |

Search Committee Members:	Sex	Race	Chairperson
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Outside Announcements:

Advertising is required in at least two outside publications that reach potential female and minority candidates. All advertisements must contain the following elements: A- Proposed University title, B- Minimum degree and experience requirements, C- Anticipated start date, D- Application deadline date, E- Brief statement of duties and responsibilities, F- Name and address of search committee chair, G- “Equal Employment Opportunity / Affirmative Action Employer,” and H- Minimum salary or “negotiable.”

The attached advertisement will appear in the following publications:

1. _____
2. _____

Certifications:

I certify that the Search Committee has been supplied with all items listed above and have instructed the committee to conduct the search and screening according to University guidelines.

Signed: _____ Date _____

Department Chair

I have reviewed the composition of the Search Committee, the “Lists of Five,” and the outside publications and found them satisfactory.

Signed: _____ Date _____

College EEO Officer

I have reviewed (1) the statement of duties and responsibilities and found it to contain only bona fide requirements and (2) the “Lists of Five.” I will provide whatever assistance the Search Committee deems necessary to encourage individuals to apply.

Signed: _____ Date _____

College Dean

SECTION II: Responsibility of the Search Committee Chair

A: Attach the following documentation: 1) Documentation of advertisement; 2) Statement of duties and responsibilities or position description; 3) "List of External Experts"; 4) "List of Five"; 5) Copies of resumes of all final candidates interviewed; 6) Listing of rejected applicants interviewed including race, sex, and reason of rejection.

B: Posting period in the SUS Position Vacancy Listing:

C: List of 3 - 5 applicants in rank order:

D: Please indicate the following:
Total Number of Qualified Applicants: _____

	Name	Offer (Y/N)*	Race	Males	Females
1.	_____	_____	African-American	_____	_____
			Asian-American	_____	_____
2.	_____	_____	Caucasian	_____	_____
			Hispanic-American	_____	_____
3.	_____	_____	Native-American	_____	_____
			Other	_____	_____
4.	_____	_____	No information Provided	_____	_____
5.	_____	_____			

*If applicant declines offer, attach explanation including salary offered and reason for the declination.

Total Number of Qualified Applicants: _____

E. Justification for Selected Applicant:

	Males	Females
African-American	_____	_____
Asian-American	_____	_____
Caucasian	_____	_____
Hispanic-American	_____	_____
Native-American	_____	_____
Other	_____	_____

F: This compliance report must be reviewed and approved by the following persons before any job offer is tendered.

Approved _____	Date _____	_____	Date _____
Search Committee Chairperson		College EEO Officer	
Approved _____	Date _____	_____	Date _____
Department Chair		College Dean	

SECTION III: Responsibilities of the Department Chair

A: After approval, the Dean designates authority to the Department Chair to offer the position to the recommended applicant and to initiate the appointment.

B: There must be no discrepancy between the information indicated below and the information contained in the advertisements.

Appointment Salary: _____ Date of Acceptance: _____

Appointment Title: _____ Effective Date of Employment: _____

A: List below "External Experts" chosen to identify minority candidates:

	Name	Title	Institution
1.	_____		
2.	_____		
3.	_____		
4.	_____		
5.	_____		

B: List below "External Experts" chosen to identify female candidates:

	Name	Title	Institution
1.	_____		
2.	_____		
3.	_____		
4.	_____		
5.	_____		

C: List below "List of Five" identified minority candidates:

	Name	Title	Reference
1.	_____		
2.	_____		
3.	_____		
4.	_____		
5.	_____		

D: List below "List of Five" identified female candidates:

	Name	Title	Reference
1.	_____		
2.	_____		
3.	_____		
4.	_____		
5.	_____		

“LIST OF ALUMNI”

A: List below alumni that could be potential minority candidates:

	Name	Title	Institution
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

B: List below alumni that could be potential female candidates:

	Name	Title	Institution
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Position: _____.

Department: _____.

Department Chair

Date

UNIVERSITY OF FLORIDA EXAMPLE LETTER
TO IDENTIFY WOMEN AND MINORITY FACULTY CANDIDATES



UNIVERSITY OF
FLORIDA

Institute of Food and Agricultural Sciences
Food and Resource Economics Department

McCarty Hall
PO Box 110240
Gainesville FL 32611-0240
Fax (352) 846-0988

March 14, 2003

Mary Marchant
Univ of Kentucky
Dept of Ag Econ
314 C.E. Barnhart Bldg
Lexington, KY 40546-0276

Dear Dr. Marchant:

The Institute of Food and Agricultural Sciences, University of Florida has established a proactive program for the recruitment of qualified females and minorities to the faculty. A major component of this effort is to ask key individuals around the country to identify females and minorities believed to fit the qualifications for positions being advertised. We then directly contact these individuals and encourage them to apply.

I would like to ask you to serve as a resource for identifying possible minority and/or female candidates for two positions in Food and Resource Economics. Detailed position announcements are enclosed.

Please list names and addresses (or work locations) of minorities and/or females whom you believe would meet the requirements for the position. Minorities in our system are defined as African-Americans, Hispanic-Americans, Native-Americans, and Asian-Americans. If you are unaware of any minorities or females whom you feel would meet the position qualifications, please let us know that.

Thank you in advance for your help. A response within the next couple of weeks would be greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Burl F. Long".

Burl F. Long
Professor/Undergraduate Coordinator
Committee Chair.

FULL LIST OF RECOMMENDATIONS

Institutional Structure, Organization, and Accountability

- Increase the overall visibility of diversity efforts in our College
- Increase the number of African American and other minorities in all job categories and the number of women in administrative and faculty positions;
- Ensure that diversity related efforts and awards are widely publicized
- Continue issuing statements on the College's policy towards diversity
- Beyond a written policy on diversity, administrators' and faculty commitment to diversity are reflected through daily actions
- Streamline the hiring process for personnel at all levels of hiring in the College
- Ensure that the Minority Recruitment and Retention positions are on the College organizational chart and web pages so that it is a clear and visible point of contact
- Establish an institutional support unit that reports directly to the Dean of the College of Agriculture. This office will assist in all efforts related to diversity and inclusivity within the College and be a clearinghouse for needed resources
- Create a standing diversity advisory committee that reports to the Dean of the College of Agriculture until an institutional support unit is established. Once this unit is established, this advisory committee should assess progress towards achieving College diversity goals
- Ensure adequate and dedicated staffing, support, financial resources, and clear lines of authority for diversity related efforts
- Create separate, full time Minority Recruitment and Retention positions—one focusing on the College's employees and the other focusing on students
- Establish mandatory diversity and retention training programs for all Department Chairs and supervisors
- Develop a plan for on-going diversity training for all College employees
- Establish a procedure within the College for search committees to follow to ensure a diverse candidate pool, (e.g. University of Florida process described in the Appendix). Develop a process to hold department chairs and search committees accountable in following diversity policies and procedures
- Establish mechanisms to assess the effectiveness of recruitment efforts at all levels
- Increase diversity on extension advisory councils and programs to encourage representation of minorities
- Examine ways to develop a structure for addressing diversity issues in research and instruction segments
- Conduct an accessibility audit of College programs and facilities. Ensure accessibility of all facilities and College events
- Conduct an ongoing assessment of salary administration for women and minorities to ensure equality and develop a plan to address inequities, if they exist

Recruitment and Hiring

Student Recruitment

- Ensure that diversity related efforts and awards are widely publicized
- Build upon current efforts to increase the number of African American and other minority undergraduate and graduate students
- Continue to support and increase the resources for, and visibility of the College's chapter of MANRRS (The National Society for Minorities in Agriculture, Natural Resources and Related Sciences: www.ca.uky.edu/manrrs)
- Ensure that the website for the Kentucky Chapter of MANRRS (www.ca.uky.edu/manrrs) is linked to the College of Agriculture website, the UK Student Organization website, and the national MANRRS website (www.manrrs.org)
- Provide competitive scholarships targeted to minority graduate and undergraduate students. Consider working with the College Development Office to achieve this recommendation
- Examine ways in which College alumni as well as community groups and organizations can be involved in student recruitment
- Ensure that recruitment products (brochures, College website, departmental and College displays) reflect diversity
- Develop an internal database and tracking system to assess retention and graduation rates of minority students within our College
- Similar to that originally recommended in 1990 by the Office of Minority Affairs, develop incentives for hiring minority and women graduate assistants (such as partial College funding of assistantships)
- Increase the resources (time and programming) committed to undergraduate minority recruitment
- Strengthen existing diversity efforts in student recruitment and retention by replacing the current single position with dual responsibilities with two separate positions, including one focusing on students
- Develop an on-campus summer recruitment program for minorities and women in underrepresented departments interested in agriculture-related fields such as an honorary science program
- Examine ways in which tuition or other scholarships could help make UK more competitive for graduate students

Faculty Recruitment and Hiring

- Increase the number of faculty who are women, African American and other minorities
- Ensure position announcements appear in the proper channels with plenty of lead time (e.g., newsletters/web pages of professional associations by discipline) and are also sent to women/minority subcommittees within the discipline. Contact key women and minority faculty currently in the discipline and obtain their assistance in identifying women/minority candidates. Have the department chair as well as the search committee chair document their efforts to include women/minorities in the applicant pool (see the University of Florida plan in the Appendix). Department chairs and search committee chairs should be accountable to the Dean for implementing this process.

- Improve faculty salaries to comparative levels to compete with benchmark institutions
- Use all available outlets to convey the University and College's commitment to be a diverse faculty
- Conduct an ACTIVE national recruitment effort including interviewing candidates at the national meetings of the discipline which has the opening within our College
- Include the recruitment of women/minorities in the merit evaluations of all appropriate administrators
- Examine College efforts regarding spousal placement assistance, family friendly policies, and assistance in family moving issues such as children, aging parents, and other families members
- Similar to that originally recommended in 1990 by the Office of Minority Affairs, develop College-based incentives for minority faculty hires
- Explore visiting professorships to help more faculty become acquainted with our College
- More fully utilize the University of Kentucky resources for targeted minority faculty hiring

Staff Recruitment and Hiring

- Increase the number of African American and other minorities in all job categories and the number of women in nontraditional job categories
- Assure salaries are at a competitive level of our benchmark institutions. Salaries should be sufficient so as to not be a barrier to recruitment of highly qualified individuals
- Ensure benefit levels are addressed, especially for staff with families
- Provide a good working environment
- Increase the visibility of the diversity of our College and the goals we are trying to attain
- Similar to that recommended in 1995 by the Office of Minority Affairs, conduct a survey on College perceptions/attitudes towards diversity, but specifically for College staff
- Ensure that diversity related efforts and awards are widely publicized
- Consider establishment of a Minority Staff Network group, similar to the Kentucky Diversity Network
- Develop a plan for on-going diversity training for all College employees
- Conduct an analysis of past staff hiring trends

Extension Recruitment and Hiring

- Ensure that diversity related efforts and awards are widely publicized
- Increase the number of African American and other minorities in all job categories and the distribution of women in nontraditional job categories
- Streamline the hiring process for extension agents
- Review the process for hiring county agents and explore ways to increase the diversity among members of interview committees

- Increase focus on recruiting minority Extension applicants from in-state candidates who are, or have attended colleges and universities in Kentucky
- Develop a mechanism to assess the effectiveness of current Extension recruitment efforts
- Ensure competitive salaries for Extension agents and county staff which are commensurate with the workload and professional expectations
- Strengthen existing diversity efforts in Cooperative Extension recruitment and retention by replacing the current single position with dual responsibilities with two separate positions, including one dedicated to Cooperative Extension and other College of Agriculture employee efforts
- In addition to targeting educational institutions, recruitment efforts for all positions should also work with local community groups and organizations
- Ensure candidate identification and hiring processes are broadened
- Expand recruitment efforts to include both strategies for recruiting new graduates as well as adults seeking a second career
- Increase follow-up with participants in the Extension intern program, encouraging them to apply for agent positions
- Continue to send job announcements to historically black colleges and universities, but provide information about anticipated salary
- Expand recruitment efforts to work more closely with county offices in hiring of local staff. Work with county offices and councils to increase diversity by exploring linkages with local groups and organizations

Retention

Student Retention

- Increase the visibility of the UK chapter of MANRRS (The National Society for Minorities in Agriculture, Natural Resources and Related Sciences) within the College
- Ensure that diversity related efforts and awards are widely publicized
- Encourage faculty to nominate minority students for the College's Agricultural Ambassador program
- Ensure visibility of women and minority role models (faculty, administrators) in all student-related issues
- Provide competitive scholarships targeted to minority graduate and undergraduate students. Consider working with the College Development Office to achieve this recommendation
- Recognize faculty and staff contributions to mentoring for minorities and women students
- Encourage the UK chapter of MANRRS (The National Society for Minorities in Agriculture, Natural Resources and Related Sciences) to do more collaborative efforts with other student organizations
- Increase the financial commitment for MANRRS for activities such as attending the national conference

- Examine what other MANRRS chapters across the country are doing to improve retention
- Strengthen existing diversity efforts in student recruitment and retention by replacing the current single position with dual responsibilities with two separate positions, including one focusing on students
- Expand assistance for departments seeking to recruit minority graduate students
- Ensure graduate student assistantship salaries are competitive with benchmark institutions
- Ensure that graduate students are aware of the opportunities with MANRRS including participation at the national conference and awards such as the graduate poster contest
- Establish a mentoring network for incoming students (both freshmen and transfers)
- Provide information to new students regarding contacts and resources available to them if difficult circumstances arise – department chairs, College administrators, UK Academic Ombud, UK Women’s Studies program, UK Office of Minority Affairs, UK President’s Commission on Women, UK President’s Commission on Diversity, UK Office of Equal Opportunity

Faculty Retention

- Continue to sponsor promotion and tenure workshops so that faculty know the process, their rights, and responsibilities
- Raise faculty salaries to the level of benchmark institutions
- Require all department chairs to attend diversity training
- Establish an effective mentoring committee for all incoming faculty. For new faculty who are women and minorities, if no other women/minority faculty are present within their department, then tenured women/minority faculty from other departments should be included
- Provide a pleasant, supportive work environment
- Provide assistance for new faculty hires in developing initial contacts with campus and community organizations
- Provide information to new faculty regarding the extension of one’s tenure clock due to special circumstances such as the birth of a child or death of a spouse
- Provide information to new faculty regarding contacts and resources available to them if difficult circumstances arise – department chair, College administrators, UK Academic Ombud, UK Women’s Studies program, UK Office of Minority Affairs, UK President’s Commission on Women, UK President’s Commission on Diversity, UK Office of Equal Opportunity
- Involve women/minorities in the decision-making process. This could be reflected in the types of committee assignments at the University, College, and department levels
- Beyond a written policy on diversity, administrators’ and faculty commitment to diversity are reflected through daily actions

- Facilitate changing the climate of our College. Similar to the steps taken by Purdue's School of Agriculture, provide diversity training to all College employees
- Realize that the market for minorities versus non-minorities varies by discipline. The College and departments must be willing to recognize and respond to those differences

Staff Retention

- Continue to support programs that enhance retention—the College of Agriculture Staff Liaison Committee (CASLC), the College of Agriculture's Staff Appreciation Day, the UK Staff Senate as well as the University's Staff Leadership Program, *UKAdvance*
- Ensure benefit levels are addressed, especially for staff with families
- Increase salaries so that they are competitive with benchmark institutions
- Improve working environments (some, not all)
- Similar to that recommended in 1995 by the Office of Minority Affairs, conduct a survey on College perceptions/attitudes towards diversity, but specifically for College staff
- Similar to the Kentucky Diversity Network, consider establishment of a Minority Staff Network group
- Ensure accessibility of all facilities and College events
- Ensure that diversity related efforts and awards are widely publicized
- Develop a plan for on-going diversity training for all College employees
- Continue issuing statements on the College's policy towards diversity

Extension Retention

- Raise the salary level of Extension agents to those of benchmark universities, making the salary more commensurate with work and level of professionalism expected
- Ensure that new agents have an active relationship with a mentor in the Extension service. Expand mentoring for new Extension agents
- Interview minority staff, including Extension agents. Why are minority staff staying? What would improve the work climate for minority staff? Build on their reasons for staying to encourage other minority staff to stay in Extension
- Expand the visibility of the Kentucky Diversity Network
- Increase financial support for the Kentucky Diversity Network.
- Institute a process for comparing salaries to ensure that differences do not exist based on race, color, national origin, gender, religion, age or disability
- Strengthen existing diversity efforts in Cooperative Extension recruitment and retention by replacing the current single position with dual responsibilities with two separate positions, including one dedicated to Cooperative Extension and other College of Agriculture employee efforts
- Provide an honest, upfront discussion with potential employees about the salary structure and the anticipated workload. Newly hired agents need to understand the work commitment so there will be no surprises

Incentives and Rewards

- Ensure that diversity related efforts and awards are widely publicized
- Develop a system of recognition for rewarding units' supervisory staff for success in diversity issues
- Construct standards for expectations regarding service and develop a reward system when these standards are met or exceeded
- Recognize faculty and staff contributions to mentoring for minorities and women students
- Provide support for developing courses, research, and outreach activities that reflect the history and culture of our fast growing communities in agriculture. This could be done in collaboration with existing University programs, e.g., the UK Women's Studies program and the UK Diversity program
- Provide a College-level travel fund to provide support for presenting diversity-related research at professional conferences
- Develop a "Diversity Support Award" for specialized diversity-related research, discipline specific diversity scholarship, and/or curriculum development

Climate and Internal Environment

- Continue issuing statements on our College of Agriculture's policy and approach towards diversity
- Conduct an assessment of our College website ensuring that the Minority Recruitment and Retention position is listed as a resource under the diversity web pages on the Cooperative Extension website
- Develop a website specifically devoted to diversity issues in agriculture and in the College
- Develop and fund a Diversity in Agriculture lecture series that both highlights work in the College, includes outside invited speakers and is advertised University-wide
- Develop a workshop on enhancing an inclusive classroom climate
- Provide seed grants for research and curriculum development and enhancement
- Showcase diversity success at public venues such as Ag RoundUp and in the Magazine
- Have visible Equal Opportunity and Americans with Disabilities Act (EO/ADA) statements on all websites and promotional materials
- Ensure physical accessibility of all facilities and events, both on campus and in county extension offices, not because it is a legal requirement, but because it reflects a philosophy of open access for all
- As recommended in 1995 by the Office of Minority Affairs, conduct a survey on College perceptions/attitudes towards diversity
- As recommended in 1995 by the Office of Minority Affairs, provide mandatory training to inform managers of their responsibilities in eliminating racism and sexism in the workplace
- As recommended in 1995 by the Office of Minority Affairs, ensure that policies, committee structure, and actions reflect cultural diversity in their member composition

External Image and External Communications

- Increase efforts around diversity at all levels. To do this, establish an institutional support unit which reports directly to the Dean of the College of Agriculture
- Ensure adequate and dedicated staffing, support, financial resources, and clear lines of authority for diversity related efforts
- Ensure that the Minority Recruitment and Retention Positions are on the College organizational chart so that it is a clear and visible point of contact
- Expand the Extension Civil Rights and Diversification Committee webpage to include a description of its mission, vision, and achievements
- Conduct an assessment of the College website ensuring that photos and other media represent diversity
- Construct a website devoted to diversity which is clearly accessible from the College home page
- Ensure that the Minority Student Recruitment Position contact information is available on all webpages with information for students
- Have visible EO/ADA statements on all websites and promotional materials
- Ensure that diversity related efforts and awards are widely publicized
- Continue issuing statements on the College's policy towards diversity

REFERENCES, RESOURCES AND LINKS

College of Agriculture, www.ca.uky.edu

College of Agriculture Cooperative Extension Service, www.ca.uky.edu/ces

College of Agriculture Staff Liaison Committee, www.ca.uky.edu/caslc

Kentucky Chapter of CERES, www.uky.edu/StudentOrgs/Ceres

Kentucky Chapter of Gamma Sigma Delta—The Honor Society of Agriculture, www.ca.uky.edu/GammaSigmaDelta

Kentucky Chapter of MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences), www.ca.uky.edu/MANRRS

Kentucky State University, www.kysu.edu

Mowbray, John. “Factors Affecting Turnover of County Extension Agents in the University of Kentucky Cooperative Extension Service.” Ed.D. thesis, University of Kentucky, College of Education, Department of Administration and Supervision, May 2002.

The National Society for MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences), www.manrrs.org

University of Kentucky (UK) Academic Ombud, www.uky.edu/Ombud

UK Engaging Differences Project—A Website with Answers to Disability Questions, www.uky.edu/TLC/grants/uk_edu

UK Faculty Senate, www.uky.edu/Senate

UK Inclusive Learning Community, www.uky.edu/ILC

UK Office of Equal Opportunity, www.uky.edu/VPAdmin/EEO

UK Office of Institutional Research, Planning and Effectiveness, www.uky.edu/IR

UK Office of International Affairs, www.uky.edu/IntlAffairs

UK Office of Minority Affairs, www.uky.edu/MinorityAffairs

UK President's Commission on Diversity, www.uky.edu/PCD

UK President's Commission on Women, www.uky.edu/PCW

UK Staff Senate, www.uky.edu/Staff/Senate

UK Top 20 Task Force, www.uky.edu/Top20

UK Women Studies Program, www.uky.edu/AS/WomenStudies