

**KY COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES**



January 23, 2023 – 1:00 p.m. ET

Virtual meeting via ZOOM Webinar: <https://cpe-ky-gov.zoom.us/j/81461851613>

**Indicates agenda items that require voting*

- I. Call to Order**
Elaine Walker, Chair of CEO, Presiding
- II. Roll Call**
Dr. Dawn Offutt, CPE Executive Director of Initiatives for Diversity Equity & Inclusion
- III. Adoption of Agenda**
- IV. Approval of the Minutes (October 24, 2022)*2**
- V. Update from CPE President, Aaron Thompson**
- VI. Comments from CPE Vice President & General Counsel, Travis Powell**
- VII. CPE Strategic Agenda Focus Areas.....5**
*Dr. Rick Smith, CPE Executive Vice President for
External Relations & External Partnerships*
- VIII. Review of Evaluation Process33**
Mr. Gaines Brown III, CPE Associate for Diversity, Equity & Inclusion
- IX. Statewide Diversity Strategy Brief: Lessons Learned from First
iteration of Diversity Policy42**
Ms. Jessica Romious, CPE Senior Associate for Diversity, Equity & Inclusion
- X. Recommendations for Revisions to Statewide Diversity Policy.....54**
*Dr. Dawn Offutt, CPE Executive Director of Initiatives for Diversity
Equity & Inclusion*
- XI. Adjournment***
Next Committee Meeting: April 24th, 2023

DRAFT MINUTES
Council on Postsecondary Education

Type: Committee on Equal Opportunities
Date: October 24, 2022
Time: 1:00 p.m. ET
Location: Virtual meeting via ZOOM Webinar

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities (CEO) met Monday, October 24, 2022, at 1:00 p.m., ET. The CEO met utilizing ZOOM webinar and members of the public were provided the link to view the meeting. Chair Elaine Walker presided.

ATTENDANCE

Members who attended in person: Whitney Allen, Rochelle Brown, David Carpenter, Robert Croft, Kellie Ellis, Maira Gomez, Faith Kemper, Elaine Walker

Members not in attendance: Luv'Tesha Robertson

Jessica Romious, CPE's Senior Associate for Diversity, Equity & Inclusion, served as recorder of the meeting minutes.

ADOPTION OF THE AGENDA

Staff proposed changes to the originally posted agenda.

MOTION: Kellie Ellis moved that the Council approve the amended agenda. Whitney Allen seconded the motion.

VOTE: The motion passed.

APPROVAL OF THE MINUTES

The minutes of the June 2022 meeting were approved as distributed.

MOTION: David Carpenter moved that the Council approve the June 2022 meeting minutes. Whitney Allen seconded the motion.

VOTE: The motion passed.

UPDATE FROM CPE PRESIDENT, AARON THOMPSON

Dr. Aaron Thompson, CPE's President, presented updates on the developments of higher education within the Commonwealth. Dr. Thompson provided data metrics describing the successes and areas of improvement for higher education institutions post-covid.

Travis Powell, CPE Vice President and General Counsel, presented updates on the Kentucky State University and their management improvement plan. This plan has been presented to their Board of Regents. KSU is not mandated to adopt the management improvement plan; however, they have committed to the collaboration and process of this endeavor.

APPROVAL FOR PERFORMANCE IMPROVEMENT PLANS

Four institutions presented performance improvement plans for approval. These were Henderson Community College, Hopkinsville Community College, Murray State University, and Southeast Community & Technical College. Committee members did not note any needed changes to the proposed plans.

MOTION: David Carpenter moved that the Committee on Equal Opportunities approve the performance improvement plans. Kellie Ellis seconded the motion.

VOTE: The motion passed.

APPROVAL FOR INSTITUTIONAL DIVERSITY PLAN STRATEGY REVISIONS 2021-22

Northern Kentucky University presented for approval the revisions to its diversity plan strategy for 2021-22 academic year. There were no requested changes from the committee.

MOTION: David Carpenter moved that the Committee on Equal Opportunities approve the 2021-2022 institutional diversity plan strategy revision for Northern Kentucky University. Whitney Allen seconded the motion.

VOTE: The motion passed.

APPROVAL FOR INSTITUTIONAL DIVERSITY PLAN STRATEGY REVISIONS 2022-23

The following eight institutions presented for approval the revisions to its diversity plan strategy for 2022-23 academic year:

- Elizabethtown Community & Technical College
- Hazard Community & Technical College
- Henderson Community College
- Jefferson Community & Technical College
- Owensboro Community & Technical College
- Southcentral Community & Technical College
- Somerset Community College
- University of Louisville

There were no requested changes from the committee.

MOTION: Whitney Allen moved that the Council approve the institutional diversity plan strategy revisions for the academic year 2022-2023. Faith Kemper seconded the motion.

VOTE: The motion passed.

STRATEGIC AGENDA FOCUS AREA OVERVIEW

Dr. Amanda Ellis, CPE Vice President for K-12 Policies and Programs, discussed how the work on the strategic priority of Transitions from K-12 to postsecondary education is incorporating equity into its work. She also discussed ensuring college-readiness through partnerships with K-12 schools and postsecondary education institutions.

EFFORTS TO SUPPORT DIFFERENTLY ABLED STUDENTS

Committee member Dr. Kellie Ellis provided data for differently-abled people on college campuses. Additionally, Dr. Ellis delineated potential strategies for higher-education institutions to develop resolutions that would ask CPE to explore this focus area as an area for growth.

ADJOURNMENT

The Council adjourned at 2:10 p.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____



Committee on Equal
Opportunities—Strategic
Agenda—Talent
Dr. Rick W. Smith Sr.
January 23, 2023

**Kentucky Council on Postsecondary
Education: Department of External
Relations and Economic Partnerships**

CPE Department of External Relations and Economic Partnerships

Meet the Team



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2022-30 Strategic Agenda

Priorities



TALENT matters – that’s why we’re here today

Affordability **Success** **Equity** **Transitions** **Talent** **Value**

HIGHER EDUCATION Matters

A Statewide Strategic Agenda for Kentucky Postsecondary Education
2022-2030

CPE

TALENT A Strategic Priority

Statewide Challenges

A primary purpose of postsecondary education is to produce adaptive, highly skilled workers to fuel the economy. In the recent past, a high school education was sufficient to secure gainful employment to support a family. However, automation and outsourcing are rendering these jobs nearly obsolete. As noted by the Georgetown Center on Education and the Workforce, two out of three high-wage jobs created in the U.S. since 2008 demand postsecondary experience.

A 2021 report by the Kentucky Chamber of Commerce estimates that the state has 90,000 to 100,000 job openings in any given month, and 65% to 85% of these vacancies require training, credentialing or degrees beyond high school. Data from the Chamber's Talent Pipeline Management (TPM) program show that only 30% of the state's jobs require a high school diploma or less, corroborating this finding.

At 56.3%, Kentucky currently has one of the lowest workforce participation rates in the nation. Poor health, substance use disorders and childcare shortages are partly to blame, but the lack of requisite skills and credentials is a large and growing part of the problem. The lack of active, skilled workers limits Kentucky's economic growth and expansion, increases spending on entitlement programs and reduces state tax revenues.

Systemwide Responses

Kentucky must expand postsecondary access to undereducated, working-age adults to fill critical work shortages in healthcare, STEM fields, early childhood development and other high-demand areas. Work-based education opportunities, tuition

assistance and public-private partnerships like UPS's Metropolitan College can put adults to work while they gain valuable credentials that move them up the career ladder.

Endless debates pitting technical training or liberal arts education miss the larger point: graduates need both. We must ensure that arts graduates gain technical and vocational proficiencies, just as students pursuing technical and vocational credentials gain exposure to the humanities and liberal arts.

CPE's recent partnership with the Assurance Commons to develop employability skills for Kentucky Graduates is a career-focused program that equips each graduate with the skills and knowledge needed to succeed in the workforce. The program includes which from each assess the programs equi employability st as needed.

Besides talent production, higher education institutions drive economic development through basic and applied research and business innovations originating in laboratories and to the marketplace, spawning new products and processes that create jobs and improve lives. This agenda will focus on strategic efforts that are aligned with the state's existing industries.

Finally, Kentucky's postsecondary system will continue its mission of regional stewardship by working with community partners to exchange knowledge and expertise for the mutual benefit of the Commonwealth.

65% to 85% of Kentucky job openings require training beyond high school.

Kentucky Council on Postsecondary Education | 25

65% to 85% of Kentucky job openings require training beyond high school.

2022-30 Strategic Agenda

Our Focus: Talent

Working to instill access and equity



Talent

Our Objective: Improve the career outcomes of postsecondary graduates.

Our Strategies:

- a. Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.
- b. Strengthen campus-based career advising and development.
- c. Facilitate meaningful partnerships between employers, community partners and education providers to improve the career outcomes of postsecondary programs.
- d. Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas.
- e. Encourage targeted research, the development of signature academic programs and expanded community engagement supporting Kentucky's high-need, priority areas.



CPE's strategic agenda focus: JOBS

- **Improve the career outcomes of postsecondary graduates.**
 - Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.
 - Strengthen campus-based career advising and development.
 - Facilitate meaningful partnerships between employers, community partners and education providers to improve the career outcomes of postsecondary programs.

CPE's strategic agenda focus: JOBS



- **Increase research and service to support strong communities and economies.**
 - Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas.
 - Encourage targeted research, the development of signature academic programs and expanded community engagement supporting Kentucky's high-need, priority areas.

Our Work



Encourage college enrollment by both high school and adult students.



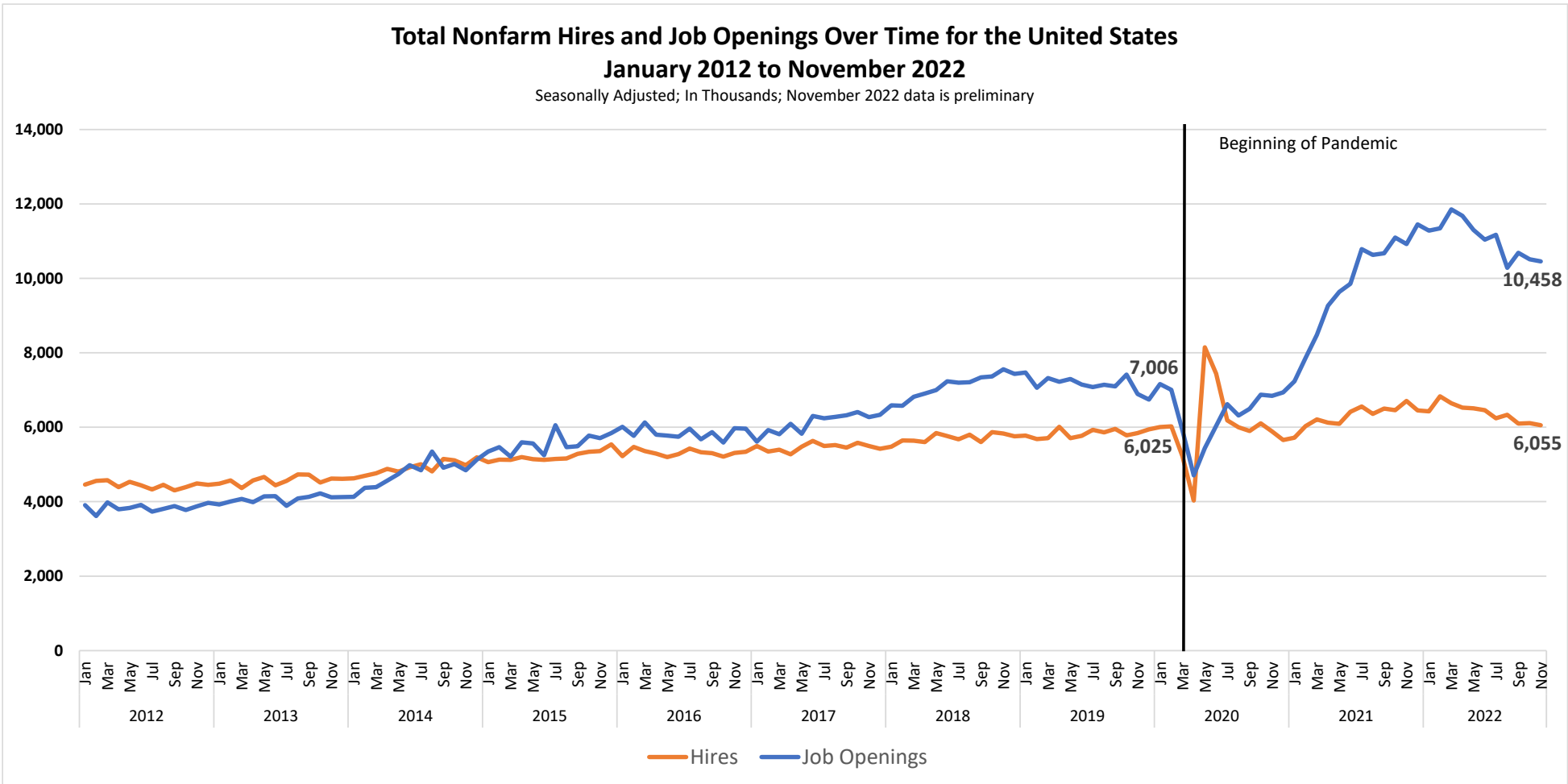
Provide job-shadowing opportunities for high school or college students.



Advocate for public higher education funding, especially financial aid.

The Challenge

A Shortage of Qualified Workers



For the U.S. ...

In November 2022, there were:

- ~10.5 million job openings at the end of the month
- ~6.0 million hires made in the month

Source: Bureau of Labor Statistics, Job Openings and Labor Turnover Survey.

Unemployed Persons Per 100 Job Openings

Kentucky



There are approximately 55 unemployed persons for every 100 job openings in Kentucky

Source: Bureau of Labor Statistics, Job Openings and Labor Turnover Survey & Local Area Unemployment Statistics, October 2022

Healthcare Workforce Collaborative

Overview

The Healthcare Workforce Collaborative (HWC) is a strategic and comprehensive approach to building and sustaining a robust and diverse healthcare workforce for Kentucky.

The Council is working to grow the workforce pipeline for:

- nurses
- primary care providers
- allied health professionals

The HWC's objective is to improve career outcomes of postsecondary graduates within the healthcare sector, effectively supporting strong communities and economies.

This ensures that Kentuckians have access to quality medical care and that graduates enjoy meaningful and financially sustaining careers.



Healthcare Workforce Collaborative

Our Work

Grants to Campuses

The 2022-24 biennial budget includes \$10 million to help institutions:

- build and expand programs and clinical experiences
- provide student supports for wrap around services
- increase access to underrepresented minority groups,
- expand K-12 and KCTCS partnerships

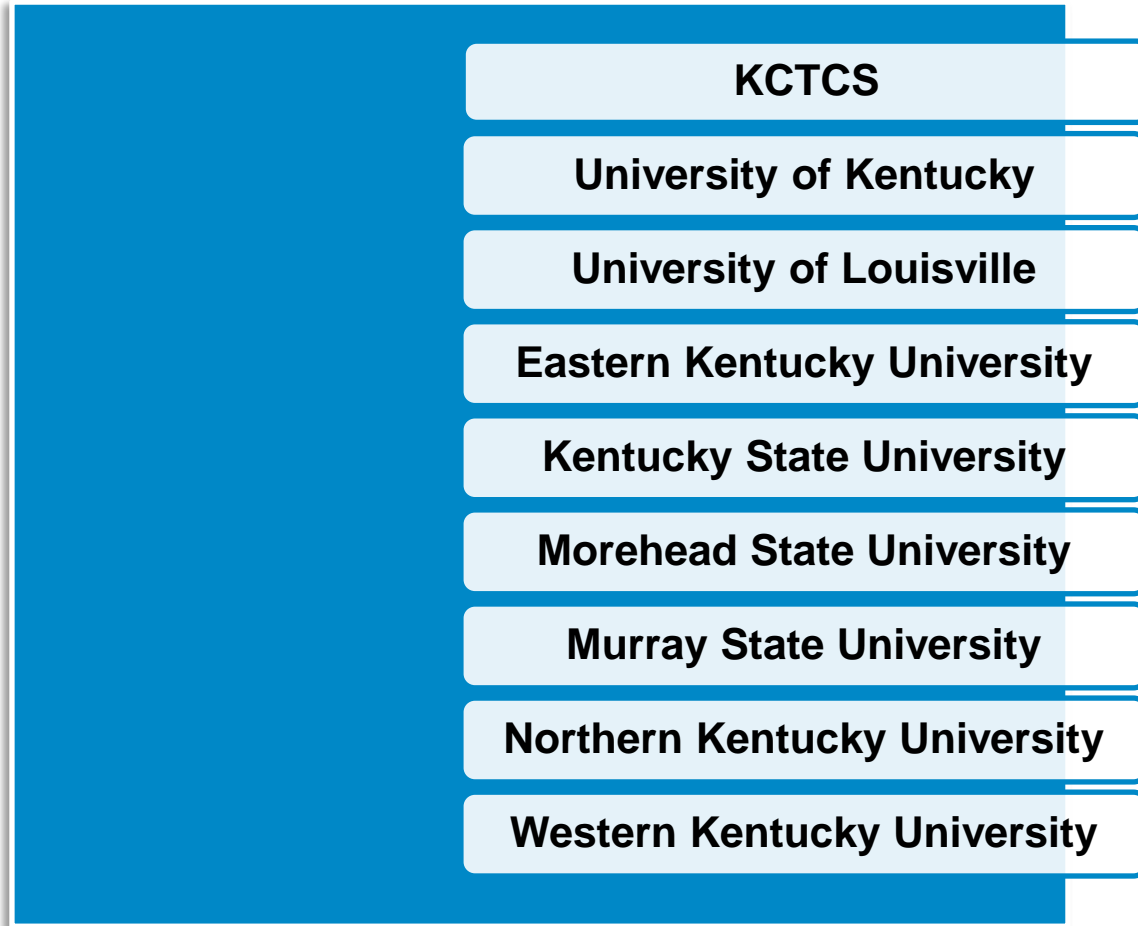
HWC Advisory Group

CPE will work as a **convener** of Kentucky healthcare employers to inform and develop sustainable strategies that better align postsecondary programs and policies with the needs of healthcare employers.

The group is composed of:

- healthcare employers
- colleges and universities
- state leaders
- CPE staff

Healthcare Workforce Collaborative *Grant Program Participation*



There was **100% participation among our public colleges and universities**. Each institution submitted a full plan for use and each plan was approved or approved with revision.

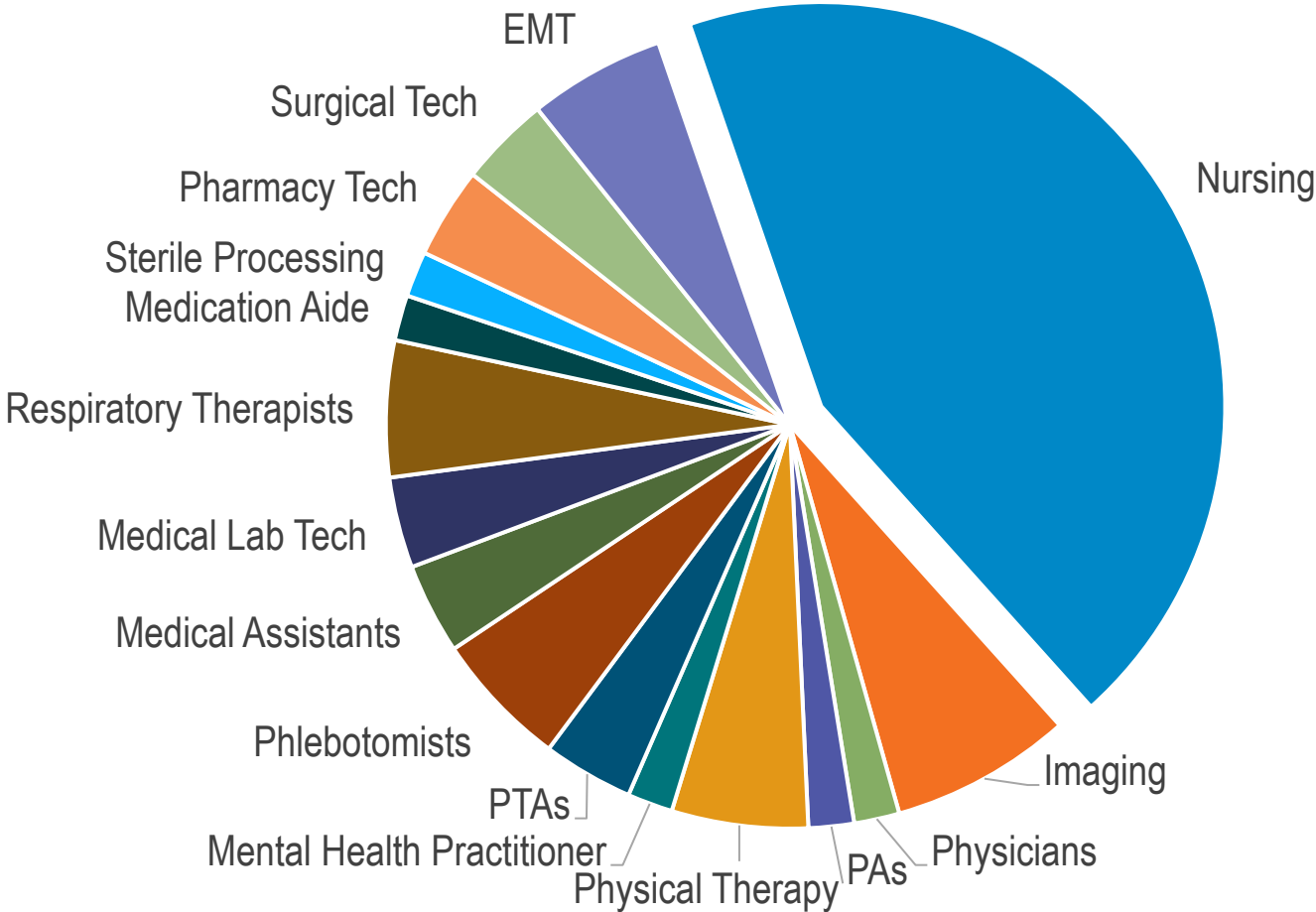
Our hope is to expand future programs to include AIKCU institutions.

Health Care Workforce Collaborative

Grant Program Areas of Focus



Program Focus Occupations

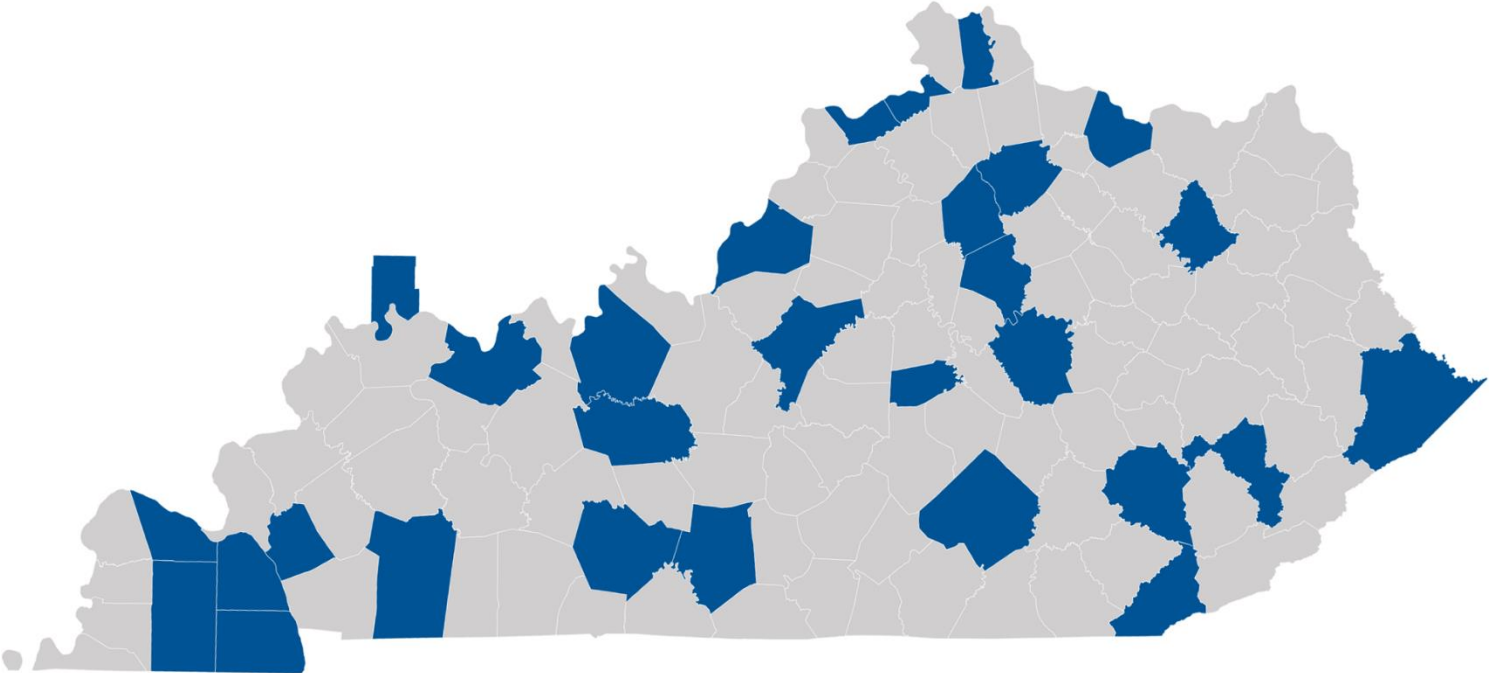


Healthcare Workforce Collaborative

Institution Partners



Kentucky and Indiana Counties with Participating Healthcare Partners



Each institution named healthcare employer partners who provided skin in the game

48 healthcare organizations across Kentucky who contributed:

- money
- staff
- time
- equipment

Wrap Around Services

Transportation and food vouchers/gift cards

Supplemental Learning Opportunities

Tutoring and Peer Support/Mentoring

Test Preparation Support

Living Learning Opportunity Peer support

Wrap Around Services

Summer Research Stipends

Nurse faculty mentor/Specific Case Management

Grad Student assignment

FirstGenRN/NaviGo Coaching

Mental Health Supports

Underrepresented Minority Groups



Target wrap around supports



Focus on decreasing barriers related to low socioeconomic standing for rural students



Equitable placement opportunities

Underrepresented Minority Groups



Increased support for more URM students to enter the school of medicine



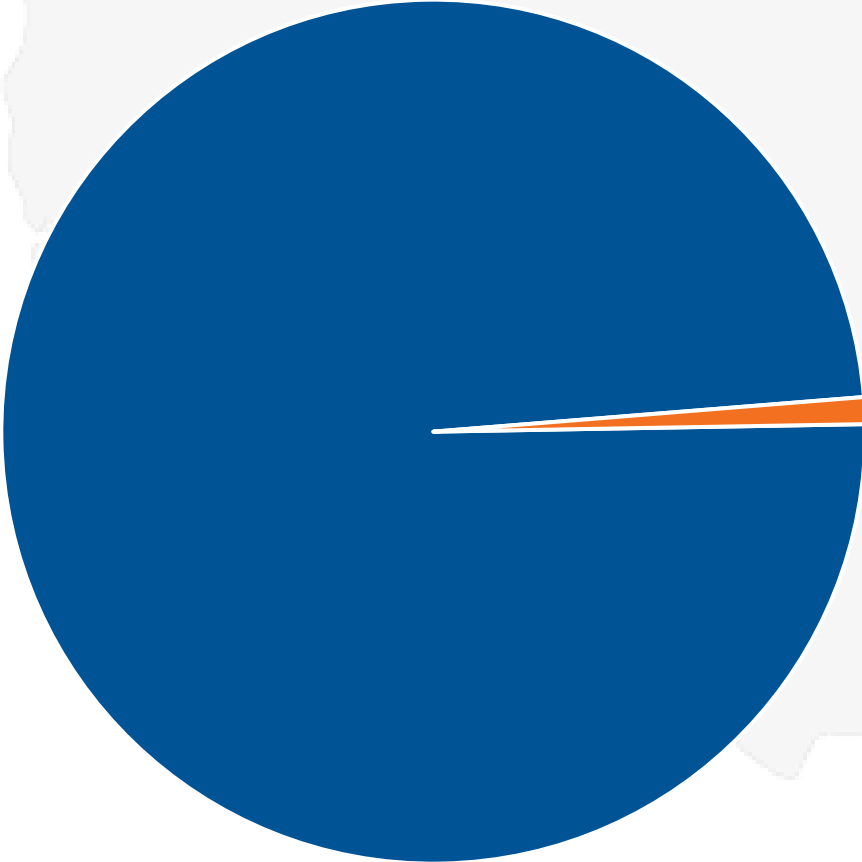
Expanded health pathway programs for URM students



Meaningful stipend support so that barriers are decreased

Most jobs require a college education

Jobs Created Since the Recession



99%

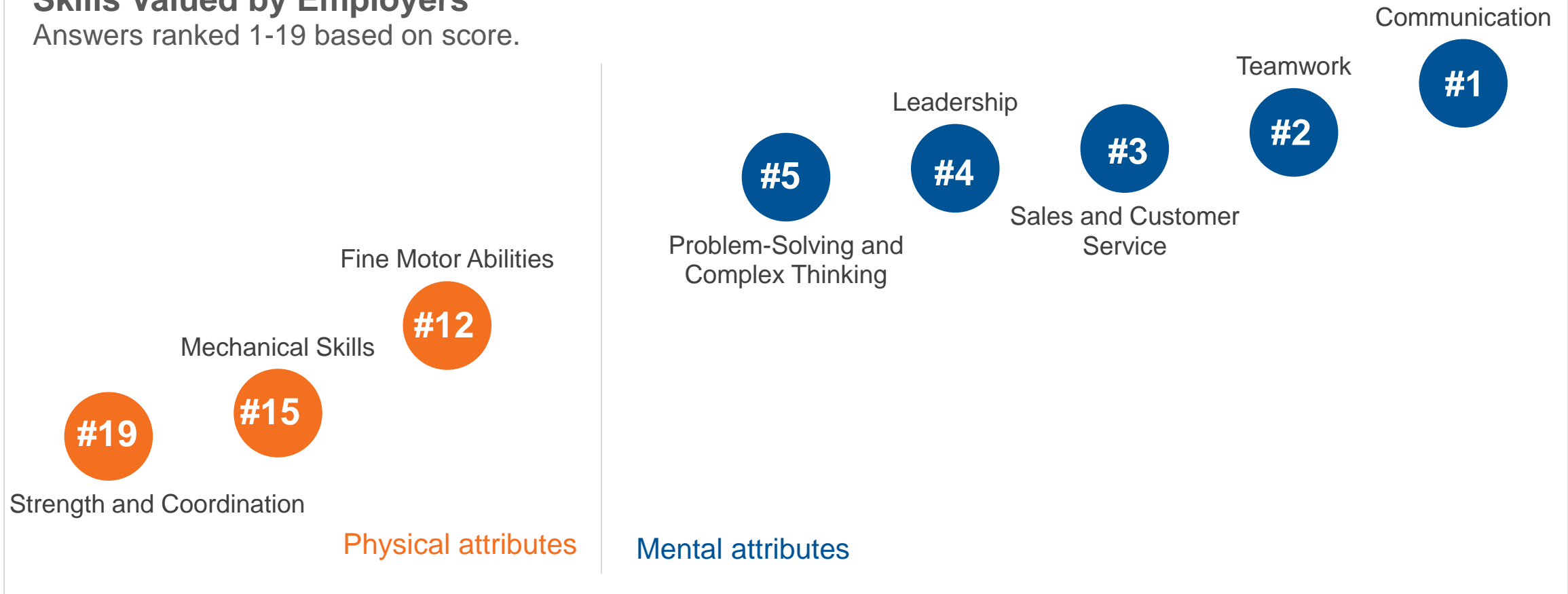
of new jobs (11.5 million)

went to workers with at least some college education

Technology is replacing the need for manual skills

Skills Valued by Employers

Answers ranked 1-19 based on score.



Especially hit hard are the country's minorities

Black and Hispanic workers are overrepresented in jobs with a high risk of being eliminated or altered by automation.

- Black workers are overrepresented in 11 of the 30 jobs that employ the most Americans and are at high risk of being automated.
- Hispanic workers are overrepresented in 13 occupations at high risk of being automated.



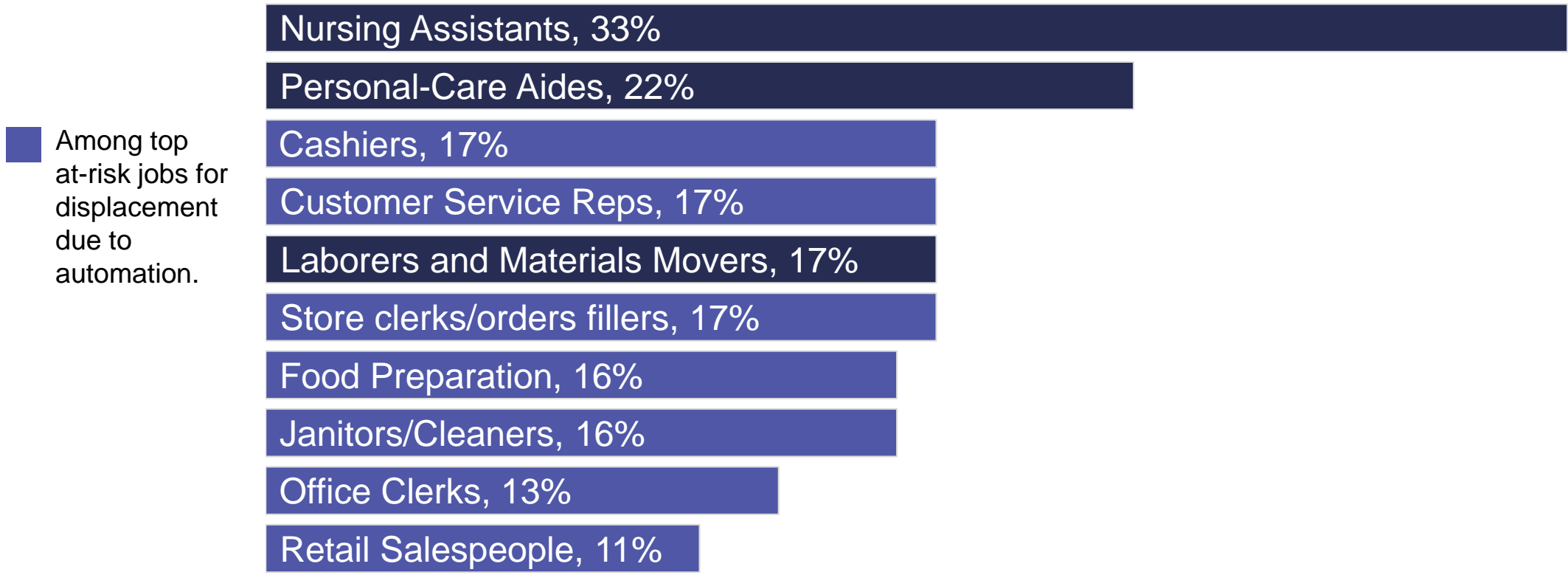
“As technology changes the economy, some Black workers will remain in lower-paying jobs with few benefits, and some will transition into ‘good jobs’ with higher pay and benefits.

Increasingly, good jobs require skills acquired through effective training or education beyond a high school diploma— such as a high-quality certificate, credential, associate’s degree, or bachelor’s degree.”

Example: African American employment

African American employment is concentrated in low-paying jobs

Top 10 occupations for African Americans based on share of total workforce



Systemic Racism

- Institutional racism, also known as systemic racism, is a term that refers to a form of racism that is embedded in the laws and regulations of a society or an organization. It manifests as discrimination in areas such as criminal justice, employment, housing, health care, education, and political representation. The term institutional racism was first coined in 1967 by Stokely Carmichael and [Charles V. Hamilton](#) in [Black Power: The Politics of Liberation](#).^[2]

TALENT FOCUS

External Relations and Economic Partnerships

- Developing a cultural competency mindset:
 - ✓ Recognize personal cultural values, beliefs, unconscious biases
 - ✓ Examine what it means to be culturally aware and knowledgeable about human differences
 - ✓ Assess emotional intelligence
 - ✓ Identify inclusive behavior
 - ✓ Commit to advance racial equity policies and practices

Questions



Twitter: CPENews and CPEPres



Websites: <http://cpe.ky.gov> and <http://kyhigheredmatters.org>



Facebook: KYCPE





Diversity, Equity & Inclusion Policy Implementation

Gaines Brown III

Associate for Diversity, Equity & Inclusion

January 24th, 2022

Diversity Policy



- The Desegregation Plan (1982)
- The Committee on Equal Opportunities (2008)
 - KRS 164.020(19)
 - 13 KAR 2:060(19) – Kentucky Public Postsecondary Education Diversity Policy (2010)
- Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion (2016)



Diversity Policy: Focus Areas

Opportunity: Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky's postsecondary students. (Diversity)

Success: While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. (Equity)

Impact: To fully realize the positive effects of diversity, Kentucky's public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. (Inclusion)

Diversity Policy: Institutional Plans



Plans must:

- Identify strategies in the three focus areas: Opportunity, Success and Impact
- Outline an appropriate plan for assessment
- Must demonstrate institution-wide responsibility
- The Committee on Equal Opportunity provides policy oversight and plan implementation.

Diversity, Equity, and Inclusion Plan Report Evaluation



- Annual Report (2021)
 - Qualitative Report Submitted in March.
 - 2020 - 2021 Data Analyzed.
- Evaluated based on a Rubric Divided into 2 Sections.

Quantitative

Universities - 18 possible points
KCTCS - 16 possible points

Qualitative

18 possible points

Minimum Score for Eligibility to Offer New Programs

24 for Universities

22 for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Quantitative



- Evaluation of progress toward targets set in the following areas:
 - Undergraduate and Graduate Enrollment*
 - 1st to 2nd Year Retention (URM and Low Income)
 - Graduation Rate (URM and Low Income)
 - Degrees Conferred/Credentials Awarded (URM and Low Income)
 - Workforce Diversity
- 9 areas for Universities and 8 areas for KCTCS Institutions*
- Scoring
 - 2 – Annual target met or exceeded.
 - 1 – Annual target not met, but value is greater than the 2015-2016 baseline.
 - 0 – Annual target not met and value is less than the 2015-2016 baseline.
- Maximum of 18 Points for Universities and 16 Points for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Qualitative



- 3 focus areas: Opportunity, Success, and Impact
- Each institution's plan identifies strategies designed to meet the goals set forth in each of these focus areas.
- For each focus area, reports are evaluated on the following criteria: Implementation of Strategies with Fidelity, Analysis of Strategy Effectiveness, Lessons Learned and Next Steps
- The 3 evaluation areas are each scored in the following manner:
 - 2- Meets or Exceeds Expectations
 - 1- Making Progress Toward Meeting Expectations
 - 0 – Does Not Meet Expectations
- Maximum of 18 Points
- 3 policy areas, each with 3 evaluation areas and a maximum of 2 points in each category



Evaluation Process Timeline

January 2022 Strategies verified in the new reporting tool

February 2022 Review Teams Calibration Meeting

March 1, 2022 Diversity Plan Reports Due

March 7, 2022 Reports Disseminated to Review Teams

April 25, 2022 Scores reported to CEO

June 2022 Final scores reported to CPE Board

July 1, 2022 Improvement plan instructions given to institutions not meeting the minimum required score

Questions?

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Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion

Best Practices & Lessons Learned from the Annual Reporting Process

Jessica Romious
Senior Associate

Kentucky Council on Postsecondary Education



Project Overview (Preliminary)

- 2016-2021 Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion
 - Annual strategies and reports
- Campus DEI “Scorecards”
 - Metric progress over the duration of the policy
- DEI Strategy Best Practices
 - Opportunity, Success, and Impact
 - Strategy vs. action/tactic

Best Practices - Opportunity

Opportunity - Recruitment and Enrollment of Diverse Students

- Minimize financial barriers for enrollment (tuition, application fees, etc.)
- Expanded/targeted outreach to underrepresented populations
- Create transfer pipelines

Campus Highlight - Opportunity

Northern Kentucky University												
Metrics & Annual Targets	2015-2016	2016-2017		2017-2018		2018-2019		2019-2020		*2020-2021		Met Target?
	(Baseline)	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Final Target	Actual	
Enrollment: African American, Undergraduate (%)	6.62	6.72	6.72	6.81	6.73	6.91	6.47	7	6.38	7.1	6.47	No
Enrollment: Hispanic, Undergraduate (%)	2.94	3.13	3.11	3.32	3.22	3.51	3.27	3.71	3.6	3.9	4.04	Yes
Enrollment: URM, Undergraduate (%)	12.34	12.67	12.6	13	12.89	13.34	13	13.67	13.38	14	13.98	No
Enrollment: URM, Graduate (%)	9.98	10.98	12.22	11.99	12.84	12.99	13.35	14	15.35	15	16.72	Yes
Retention: Low Income (%)	64.4	65.72	64.2	67.04	61.18	68.36	65.57	69.68	69.07	71	61.6	No
Retention: URM (%)	69.5	70.6	72.4	71.7	63.05	72.8	69.08	73.9	69.03	75	60.19	No
Degrees: Low Income, Bachelor	1038	1040.4	1040	1042.8	1005	1045.2	954	1047.6	947	1050	986	No
Degrees: URM, Bachelor	209	213.2	246	217.4	237	221.6	256	225.8	253	230	304	Yes
Grad Rate: Low Income (%)	30.3	32.04	28	33.78	32.68	35.52	36.7	37.26	36.45	39	36.86	No
Grad Rate: URM (%)	23	26.2	27.4	29.4	34.82	32.6	37.99	35.8	39.85	39	41.08	Yes
Tenured/Tenure-Track Faculty (%)	9.7	10.16	9.1	10.62	9.5	11.08	8.9	11.54	10.7	12	10.2	No
Management Occupations (%)	10.5	10.9	10	11.3	9	11.7	12	12.1	13.6	12.5	17.5	Yes

	Met or exceeded target
	Did not meet target but finished above baseline
	Finished at or below baseline

Campus Highlight - Opportunity

- Strategy: Expanded/targeted outreach to underrepresented populations
 - Action: Initiatives were designed to introduce prospective students to the campus and campus culture; many were redesigned to virtual formats.
 - The Outreach Recruitment team completed numerous virtual and limited in person (when possible) high school visits, college fairs, and community college/transfer visits. The team also hosted 15 on campus programs, nine off campus community events, and hosted eight URM-focused events.
 - This office also has three dedicated staff members, one of whom is bilingual and aids in communicating with Spanish-speaking students and families to execute diversity related recruitment and engagement initiatives.
 - A digital advertising campaign in Spanish on local radio stations was launched.
 - NKU also worked to create partnerships with local agencies that could assist with recruitment and outreach to diverse student populations and invested in numerous billboards/posters throughout the Cincinnati area.

Best Practices - Success

Success - Student Success

- Minimize non-academic barriers (basic needs, unmet financial need/account balances)
- First Year Experience courses/programs
- Living Learning Communities
- Intrusive advising/early intervention
- Campus support offices and activities

Campus Highlight - Success

Gateway Community & Technical College

Metrics & Annual Targets	2015-2016	2016-2017		2017-2018		2018-2019		2019-2020		*2020-2021		Met Target?
	(Baseline)	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Final Target	Actual	
Enrollment: African American Undergraduate (%)	7.86	8.26	7.42	5.25	6.85	8.7	6.03	9.3	5.5	9.9	6.42	No
Enrollment: Hispanic Undergraduate (%)	2.6	2.82	3.51	3.76	4.12	3.6	4.35	3.6	4.64	3.7	5.14	Yes
Enrollment: URM Undergraduate (%)	13.14	13.39	13.6	11.1	13.66	14	13.85	14.2	14	14.4	16.35	Yes
Retention: Low Income (%)	54.3	54.52	58.3	53.4	54.22	53.4	62.81	54.4	65.41	55.4	55.6	Yes
Retention: URM (%)	43.1	45.26	47.2	50.9	47	51.9	69.57	52.9	63.28	53.9	58.97	Yes
Credentials: Low Income	1014	1019.8	1194	989	1227	1007	1619	1025	1350	1043	1318	Yes
Credentials: URM	223	227.2	268	225	238	231	362	237	310	244	427	Yes
Graduation Rate: Low Income (%)	26	26.8	33.1	27	34.48	28	43.79	29	43.33	30	51.41	Yes
Graduation Rate: URM (%)	33.3	33.7	22.2	25.5	25	28.7	42.42	32	35.42	35.3	57.63	Yes
FTE Instructional Staff (%)	7.4	NULL	6.9	7	6.1	8	5.9	9	6.8	10	5.4	No
Management Occupations (%)	15.2	NULL	17.9	16.8	17.9	18.2	17.2	19.6	17.2	21	15.6	No

	Met or exceeded target
	Did not meet target but finished above baseline
	Finished at or below baseline

Campus Highlight - Success

- Strategy: Minimize non-academic barriers for retention
 - Action: The Student Resources Program
 - Focuses on community referrals for some of the following services: food, childcare, housing, health insurance and transportation. The Food for Thought Pantry also operates under the Student Resources program.
 - Action: The Peer Mentor Program
 - Serves students with non-academic barriers and other peer support as needed. These students are identified in various ways from completing the non-academic barriers survey at advising appointments to communicating interest and need to staff and faculty.

Best Practices - Impact

Impact - Campus Climate, Inclusiveness, and Cultural Competency

- Campus climate surveys
- Implicit bias training for search committees
- Inclusive/diverse language in job announcements
- Post job announcements in DEI networks/journals
- Professional development opportunities for faculty, staff, and students (cultural competence training, mentoring/coaching)

Campus Highlight - Impact

University of Kentucky												
Metrics & Annual Targets	2015-2016	2016-2017		2017-2018		2018-2019		2019-2020		*2020-2021		Met Target?
	(Baseline)	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Final Target	Actual	
Enrollment: African American, Undergraduate (%)	7.47	7.64	7.78	7.8	7.74	7.97	7.42	8.13	7.12	8.3	7.1	No
Enrollment: Hispanic, Undergraduate (%)	4.19	4.33	4.4	4.47	4.8	4.62	4.92	4.76	5.18	4.9	5.58	Yes
Enrollment: URM, Undergraduate (%)	15.34	15.81	16.09	16.29	16.57	16.76	16.47	17.23	16.53	17.7	16.87	No
Enrollment: URM, Graduate (%)	8.47	8.75	9.84	9.04	8.88	9.33	9.68	9.61	10.39	9.9	11.78	Yes
Retention: Low Income (%)	74.8	75.84	76.1	76.88	76.44	77.92	77.68	78.96	81.24	80	78.3	No
Retention: URM (%)	77.2	77.76	79.9	78.32	77.53	78.88	78.48	79.44	82.22	80	79.98	No
Degrees: Low Income, Bachelor	1422	1467.6	1494	1513.2	1457	1558.8	1501	1604.4	1499	1650	1452	No
Degrees: URM, Bachelor	536	553	594	570	661	587	740	604	777	621	734	Yes
Grad Rate: Low Income (%)	51.5	52.4	50	53.3	53.03	54.2	54.48	55.1	52.91	56	55.18	No
Grad Rate: URM (%)	52.4	53.62	51.9	54.84	54.17	56.06	55.97	57.28	52.97	58.5	58.24	No
Tenured/Tenure-Track Faculty (%)	6.4	6.9	6.5	7.4	8.1	7.9	8	8.4	8.6	8.9	9.2	Yes
Management Occupations (%)	5.2	6.02	5.9	6.84	6.4	7.66	7.6	8.48	8.1	9.3	8.3	No

	Met or exceeded target
	Did not meet target but finished above baseline
	Finished at or below baseline

Campus Highlight - Impact

- Strategy: Provide professional development opportunities for faculty, staff, and students
 - Action: The university offers three diversity and inclusion focused training methods: diversity, equity, and inclusion (DEI) Human Resources (HR) trainings; training on the Unconscious Bias Initiative; and anti-racism trainings.
 - DEI HR Training and Development - Staff members can participate in DEI-related HR training through nine distinct topics; new supervisors are required to complete three of the DEI trainings within 180 days of hire.
 - Unconscious Bias Initiative - The office for Inclusive Excellence and Diversity Education (IEDE) engages anti-bias and anti-discrimination trainings around the university's educational mission. UK hired a director with content expertise to update the training material and hired full-time content developers and trainers to deliver it.
 - Anti-Racism Trainings - A faculty expert in anti-racism was appointed for one-year (2021) to conduct anti-racism trainings with senior leaders and stakeholders. They conducted a four-hour "Cultivating an Anti-Racist Mindset for University Leaders" workshop and a 2-hour "Taking Anti-Racist Action" workshop for the 100 highest ranked administrators at UK. These trainings included engaged and collaborative professional development, as well as time for action planning and assessment.

Next Steps and Lessons Learned

Next Steps:

- Complete campus highlights/visits
- Publish complete report on findings

Lessons Learned:

- Conduct trainings on report writing
 - Goal, strategy, action step(s)
- Prepare for the next iteration of the policy



Policy Review: Process and Updates

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DEI Policy Revision Considerations - Terms

- Revisions
 - Underrepresented Minority (URM) → Individuals from Underrepresented/Underserved Populations (URS)
 - Low Income (LI) → Students from Underresourced Families (URF)
 - *Students with Disabilities → Students who are differently abled
 - Equity → definition is expanded to include the revised definitions for student populations
- Additions
 - Belonging
 - First-Generation

DEI Policy Revision Considerations - Alignment

- Updated language to reflect current Strategic Agenda
- Removed terms “Opportunity”, “Success”, and “Impact”
- Campus Climate Focus Area Expansion
 - Added sample strategies under the Campus Climate Focus Area to reflect newly added term of “belonging”.
 - Added a goal under the Campus Climate Focus Area related to “the promotion of free expression on campuses”.

DEI Policy Revision Considerations – Report Evaluation Process

- Enrollment Narrative
 - Clarification on content expected in enrollment narrative
- Strategies
 - Indicating the number of strategies required per focus area
 - Requiring target population be identified in the strategy
- Reporting Timeline
 - Moving to a biennial submission →
 - Year 1 - Full report submission with quantitative and qualitative data reported and scored
 - Year 2 – Partial report submission with quantitative data reviewed and scored

Reactions?