

Kentucky Council on Postsecondary Education



MEETING AGENDA

Committee on Equal Opportunities

Monday, October 22, 2018

Bluegrass Community and Technical College-Leestown Campus, C Building,
Conference Center, Room 136

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AGENDA

Committee on Equal Opportunities

Council on Postsecondary Education

Monday, October 22, 2018

1:00 PM

Bluegrass Community and Technical College-Leestown Campus, C Building, Conference Center, Room 136

1. Committee Introductions and Roll Call
2. Welcome and Overview: Dr. Augusta A. Julian, President
3. Diversity Initiatives Update: Dr. Palisa Williams Rushin, Vice President of Student Development and Enrollment Management
4. Initiatives for Opportunity
 - a. Recruitment Success Strategies, ASPIRE, and A Few Good Men Student Support Services: Shelbie Huggle, Associate Dean of Admissions and Director of Diversity Task Force for Recruiting and Retention
 - b. Latino Outreach and Community Empowerment Initiatives, Latino and Leadership and College Experience Camp and Festival de Futuros: Erin Howard, Director of Latino Outreach and Student Support, Global Learning Task Force
5. Initiatives for Student Success
 - a. Blinks Scholar: Charlene Walker, Vice President of Multiculturalism and Inclusion
 - b. LSAMP Scholar: Charlene Walker, Vice President of Multiculturalism and Inclusion
 - c. First Year Experience for Special Populations: Tania Crawford Gross, Associate Vice President of Retention and Student Success and Project Director Title III
 - d. LIFT Program: Beth Healander, Professor and LIFT Coordinator
6. Initiatives for Impact
 - a. Hiring and Recruiting, Onboarding Process, and Cultural Competency: Deb Catlett, Associate Vice President of Institutional Development; Jane Goatley, Director for Human Resources
7. Approval of Minutes
 - a. Minutes - April 30, 2018 4
 - b. Minutes - July 23, 2018 8
8. Report from the September Council Meeting: Travis Powell
9. Action Items

STAY CONNECTED TO THE CPE!



- a. Approval of Diversity Plan Changes: SKCTC, JCTC, Morehead State University 10
- b. Approval of 2019 CEO Meeting Dates 22
- 10. Other Business
 - a. Report from the KentuckyWorks and the Human Development Institute and Early Childhood, Special Education and Rehabilitation Counseling Center at the University of Kentucky 23
- 11. Adjourn
Next Meeting, January 28, 2019, KCTCS - Location TBD

STAY CONNECTED TO THE CPE!



Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
April 30, 2018

The Committee on Equal Opportunities met April 30, 2018 in the Curris Center on the campus of Murray State University in Murray, Kentucky. Chair Shawn Reynolds presided over the meeting.

WELCOME: President Robert O. Davies greeted the group and welcomed them to the campus. President Davies outlined campus efforts related to diversity and inclusion, such as the creation of diversity advocates and revised policies related to search committees. He stressed that MSU is committed to inclusive excellence through all campus aspects. He has been working closely with Dr. Damon Williams, a consultant on inclusive excellence.

ROLL CALL: Council staff called the roll.

Members present: Robert Croft, Dr. Brian Dunican, Corey Bellamy, Shawn Reynolds, Silas Session.

Members absent: David Carpenter, Sebastian Torres, Keitha Henderson, Vidya Ravichandran, Ann Morgan, Ling-Yuh Pattie, Robert Staat, and John Johnson.

Council staff and institutional representatives present: Dr. Aaron Thompson, Dr. Caroline Atkins, Travis Powell, Dr. Kathleen Roberts, Dr. Mordean Taylor Archer, Dr. Sonja Feist-Price, Natalie Gibson, Camisha Duffy and Dr. Timothy Forde.

CAMPUS Camisha Duffy, Executive Director and Title IX Coordinator of Institutional Diversity, Equity and Access at Murray State University welcomed the group and introduced various campus representatives.

Dr. David Eaton and Dr. Barbara Washington, co-facilitators of the President's Commission on Diversity and Inclusion shared that commission members had reviewed the campus diversity plan submitted to the Council and were working with individual campus units to create related goals and rubrics to provide feedback on how and when to focus efforts.

Dr. Crystal Rae Coel shared campus efforts related to diversifying the professorate through the Diversity Faculty Fellowship Initiative. The program involves recruitment, mentoring and creating teaching excellence in future faculty as they complete their dissertations. Dr. Ruth Daniel and Dr. Sonya Noruwa, AY 2017-18 faculty fellows shared their experiences with the initiative and expressed their gratitude for the opportunity and mentorship. A total of six fellows have completed the program since it was initiated.

Fred Dietz, Roslyn White and Kendrick Quisenberry shared information related to enrollment and recruitment. A location based recruiter, admitting students on self-reported grades and test scores, expanding their market base and scholarships targeting low-income and underrepresented minority students have all contributed to an increase in freshmen enrollment. Students are recruited to participate in programs such as Rising Stars and alumni involved summits which develop their leadership skills.

Members of the President's Commission on Student Success shared details on efforts related to retention and graduation rates. Dr. Don Robertson discussed the revised student success/transitions seminar, which includes topics such as study skills, time management and how to be successful on campus. The seminar has resulted in great success in first to second year retention (2015-16 cohort). The campus is also exploring the purchase of an early alert software program that will include more predictive analytics. They are currently using Mapworks. Dr. Mark Arant shared campus efforts related to academic advising and its critical role in persistence. The campus has initiated a number of efforts to strengthen advising, including listening forums, enhanced training for advisors, and reviewing schedule selection software. They have also begun a partnership with WKCTC for students who do not meet the entrance requirements at Murray. This program, titled Accelerate U, provides an immersive environment with prerequisite courses. Dr. S.G. Carthell shared that the Office of Multicultural Affairs works to enhance retention success and graduation rates for multicultural students. A leadership component is also included in all programming through this office. Peggy Whaley provided details on the campuses recapture campaign. A combination of robo calls and personal phone calls are made to those who have not registered. This is a collaborative effort of faculty, staff and different offices/units across the campus. The campus also promotes a mentoring program to provide students with connections that lead to lifelong friendships and support systems. This program is in support of student retention.

APPROVAL OF
MINUTES:

The minutes from January 22, 2018 were reviewed. Attendance was amended to include Natalie Gibson and Cami Duffy. Motion to accept the minutes was made by Robert Croft with second by Corey Bellamy.

REPORT FROM
COUNCIL
MEETING:

Travis Powell and Aaron Thompson shared updates from the April 26-27 Council meeting held on the campus of the University of Louisville. Mr. Powell detailed the proposal to amend the minimum guidelines for admission to state-supported colleges and universities. For public four-year universities, the proposal would require a minimum high school GPA of 2.5 on a 4.0 scale for traditional high school graduates. However, students with a 2.0 to 2.49 could enroll after signing a learning contract with the institution. The contract would specify the advising, mentoring, tutoring and support services expectations for both the student and the institution, as well as student learning goals and expectations, student participation requirements in a financial literacy program, the process by which student progress will be monitored, and the specified length of the learning contract.

The amendment would also mandate the implementation of the corequisite model for students needing remediation in core content areas. A corequisite course is a credit-bearing course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring or advising. Moving toward the corequisite model of remediation will assist students in progressing to a degree more quickly outside the traditional developmental model, which is often more costly and ineffective in progressing students toward degree completion. Dr. Thompson initiated both of these models during his time as President at Kentucky State University with great success for students.

The Council also adopted a new administrative regulation, 13 KAR 3:060, which sets the criteria and conditions for the issuance of Kentucky high school equivalency diplomas upon successful completion of three credit hours from eligible courses at KCTCS in each of the four core academic content areas. The academic content areas and corresponding eligible courses align with the content areas and related competencies outlined in the College and Career Readiness Standards for Adult Education and assessed in the GED exam. This program will allow adults without a high school diploma to begin earning college credit while simultaneously

working toward obtaining a high school diploma outside the traditional single test environment.

Dr. Thompson added that the campus and the Council on Postsecondary Education would receive a 6.25% budget cut. \$31 million has been added to performance funding. The KERS required contribution for the campuses has been rolled back slightly.

DIVERSITY PLAN TIMELINE: Dr. Caroline Atkins reviewed the updated plan timeline. Upcoming highlights are as follows:

- Preliminary annual quantitative report (not scored) July 24, 2018
- Optional draft report to CPE December 14, 2018
- CPE Feedback to campuses January 10, 2019
- First year final reports due March 1, 2019
- Campus reports distributed to review teams March 15, 2019
- Review teams meet and develop composite scores April 29, 2019

PROFESSIONAL DEVELOPMENT: Annazette Houston provided a workshop on Equity, Equality and Leveraging Campus Partnerships. Ms. Houston serves as the Executive Director of Equity and Compliance in the Office of the President at Pellissippi State Community College. The college provides associates degrees, certificates, and continuing education opportunities to the local communities and boasts nearly 11,000 students on its five campuses throughout east Tennessee.

NEXT MEETING: The next regularly scheduled meeting will be hosted by Western Kentucky University on July 22-23, 2018. A reception and guest speaker will be held on July 22nd at 5:30 p.m. The meeting will start at 9:00 a.m. on July 23rd.

Robert Croft made a motion to adjourn the meeting. Brian Dunican seconded.

Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
July 23, 2018

The Committee on Equal Opportunities met July 23, 2018 in the Downing Student Union on the campus of Western Kentucky University in Bowling Green, Kentucky. Chair Shawn Reynolds presided over the meeting.

CALL TO ORDER: The meeting was called to order by CEO Chair Shawn Reynolds at 9:00AM.

ROLL CALL: Council staff called the roll.

Members present: Shawn Reynolds, David Carpenter, John Johnson and Dr. Robert Staat.

Members absent: Corey Bellamy, Sebastian Torres, Keitha Henderson, Vidya Ravichandran, Dr. Brian Dunican, Ann Morgan, Ling-Yuh Pattie, Robert Croft, and Silas Session

Council staff and institutional representatives present: Dr. Aaron Thompson, Dr. Dawn Offutt, Travis Powell, Dr. Mordean Taylor Archer, Dr. Sonja Feist-Price, Dr. Lynne Holland, Natalie Gibson, (On line) Dr. Caroline Atkins, Dr. Kathleen Roberts, and Timothy Forde.

WELCOME: Mr. Brian Kuster, Vice President of Enrollment and Student Experience welcomed attendees to the campus and spoke highly of the efforts that the staff of WKU around diversity, equity and inclusion.

CAMPUS SPOTLIGHT: Staff and students shared information on WKU's diversity, equity and inclusion efforts as they relate to opportunity, success and impact for not only low-income and underrepresented minority students, but also other diverse student populations. Programs and departments highlighted included: Student Accessibility Resource Center, Social Justice Working Group, Young Male Leadership Academy, MakerSpaces, Intercultural Student Engagement Center and Marketing for DEI.

APPROVAL OF MINUTES: There was not a quorum present. The approval of the minutes from the April 30, 2018 meeting was tabled until the October 22, 2018 meeting.

REPORT FROM COUNCIL: Dr. Aaron Thompson provided updates from CPE and a summary from the June Council meeting held at the CPE in Frankfort, KY. The discussion included 1) the Council's vote to amend the administrative regulation 13 KAR 2:020 which sets the minimum requirements for admission and course placement at state-supported colleges and universities; 2) the Council approved the campus proposals for 2018-19 tuition and mandatory fees; 3) CPE President Bob King is retiring and CPE is in the search process for a new president; 4) the Work Ready Kentucky Scholarship has been expanded to include associate degrees and dual credit courses.

FUTURE MEETINGS: Dr. Taylor Archer proposed the group reconsider the July meeting due to the low number of attendees.

DIVERSITY PLAN Mr. Travis Powell updated the process of approval for proposed changes to strategies: 1) minor changes to a strategy can be approved by CPE staff 2) changes of strategies must be approved by CEO, but does not have to go before the CPE Board 3) changes to metrics will go to CEO for adoption, then to CPE Board for approval. Dr. Offutt demoed the Diversity Plan Dashboard that houses the diversity, equity and inclusion plan metrics and targets. The dashboard will be ready to go public in a couple of weeks. Each institution will receive a copy of the Diversity Plan Rubric, an updated timeline and the link to their report this week.

NEXT MEETING: The next regularly scheduled meeting will be hosted by Bluegrass Community and Technical College, Leestown Campus. The time is TBD.

Dr. Robert Staat made a motion to adjourn the meeting. David Carpenter seconded. The meeting was adjourned at 12:35pm.

We have reduced the Strategies for the Southeast KCTC Diversity Plan for Opportunity and Impact. All strategies are used but are now listed as tactics. The strategies for Success has been increased to include more data on student retention and URM (Under Represented Minorities).

| SOUTHEAST KENTUCKY COMMUNITY AND TECHNICAL COLLEGE DIVERSITY PLAN STRATEGIES | |
|---|--|
| Diversity Action Plan Page | STRATEGIES FOR OPPORTUNITY - Combined to 4 |
| <p>Page 10</p> <ol style="list-style-type: none"> 1. Strategic use of faculty in recruiting efforts. 2. Establish community partnerships for recruiting non-traditional students 3. Redesign Orientation to include more student resources for tutoring and campus tours. 4. Develop targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from underrepresented groups. 5. Increase diversity competency of Office of Admissions staff. 6. Increase financial aid resources to support the under-represented minority. 7. Develop a strategic response team and response plans for bias-related incidents. 8. Include a focus on diversity when building and strengthening university partnerships—alumni, business, community and government—to enhance diversity initiatives. 9. Conduct research and identify relevant best practices that facilitate equitable student success. | <ol style="list-style-type: none"> 1. Develop targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from underrepresented groups. Original Strategies #1, #2, #3 are now tactics of New Strategy # 1 and it was the original #4. 2. Include a focus on diversity when building and strengthening university partnerships—alumni, business, community and government—to enhance diversity initiatives. Original Strategy #8 is now the New Strategy #2. 3. Promote, and support a culture of higher education in the College’s service area through outreach and recruiting activities. Original Strategies #5, #6, #7 are now tactics of New Strategy #3. 4. Marketing and Public Relations Office is designed to support the mission by enhancing public awareness and participation in college programs, services, and activities. Original Strategy #9 are now tactics of New Strategy #4. |
| <p>Page 11</p> <ol style="list-style-type: none"> 10. Utilize Starfish retention Software and report student retention rates supporting student success rates. | <p style="text-align: center;">STRATEGIES FOR SUCCESS - Increased to 4 SUCCESS</p> <ol style="list-style-type: none"> 5. Improve faculty-student engagement and feedback regarding classroom progress is to utilize Starfish software. Original Strategies #10 are now tactics of New Strategy #5. |
| STRATEGIES FOR SUCCESS - Increased to 4 SUCCESS | |

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|-----------------------|--|---|
| | <p>11. Have faculty build a sense of community in and out of the classroom (Expanding these 2 strategies to 4 strategies, would allow me to include the data I submitted in my Diversity Plan under SUCCESS, because I did not identify specific strategies which addressed this information).</p> | <p>6. Provide support, assistance, guidance, and resources for potential students to meet their higher education needs. This would include tables and charts for URM (underrepresented minorities and plans to be aggressive to increase our URM enrollment, graduation and retention rates). Original Strategies #10 are now tactics of New Strategy #6.</p> <p>7. Develop a campus environment where students can successfully complete their academic, transfer, and career goals that lead to successful completion of their academic program/certificate/diploma or transfer to another institution. Original Strategies #11 are now tactics of New Strategy #7.</p> <p>8. Faculty build a sense of community in and out of the classroom. Original Strategies #11 are now tactics of New Strategy #3.</p> |
| <p>Page 19</p> | <p>STRATEGIES FOR IMPACT - Original 20 in Diversity Plan IMPACT</p> <p>12. Select a diverse search committee, or a committee which includes at least one individual who would be at least an institutional peer to the position to be filled to serve as a diversity advocate empowered to promote and keep diversity goals active during the search</p> <p>13. Consider Diversity training and unconscious bias awareness support for every search committee</p> <p>14. Develop position descriptions and qualifying criteria that highlight a commitment to diversity, and interview questions and assessment instruments that evaluate candidates' commitment to and experience with diversity and inclusion</p> <p>15. Network to build a deep and viable diverse pool of applicants- Networking must happen!</p> | <p>STRATEGIES FOR IMPACT- Combined to 7 IMPACT</p> <p>9. Increase the representation of minorities on campus and to remove barriers to their participation. Original Strategies #12. #13 are now tactics of New Strategy #9.</p> <p>10. Develop position descriptions and qualifying criteria that highlight a commitment to diversity, and interview questions and assessment instruments that evaluate candidates' commitment to and experience with diversity and inclusion. Original Strategies #14, #15, #16 are now tactics of New Strategy #10.</p> |

- 16. Contact existing professional and personal networks or seek assistance from AEO.
- 17. Examine campus customs which appear diversity neutral but might have the effect of limiting access to diverse candidates, including.
- 18. Grow your own minority faculty and staff.
- 19. Encourage everyone in the community to take responsibility for making the community welcome to all.
- 20. Establish networking and support groups for new faculty members. This is different than providing mentors for faculty of color exclusively, which might unintentionally lead to feelings of marginalization or a sense of being less qualified or need greater support.
- 21. Provide cross-cultural coaching and awareness for in faculty development workshops and employee orientation and professional development programs to increase retention by developing a diversity-friendly culture
- 22. Establish and strengthen cultural competency and multicultural respect.
- 23. Exit Interviews should be required for faculty and staff who leave the college— especially those considered diverse, and including tenure-track faculty who do not receive promotion and tenure, to gather information on potential climate issues
- 24. Make attendance at annual diversity professional development seminars and workshops part of annual staff performance reviews.
- 25. Intentionally include historically, numerically, or culturally marginalized groups in planning, resource allocation, or decision-making teams to be inclusive.
- 26. Ask what appeals or is important to multicultural groups.
- 27. Encourage and support the participation and creation of academic, professional, cultural, and social activities that connect potentially marginalized individuals to the institution at large.

- 11. Promote equity and inclusion and monitor the campus and community environment.
Original Strategies #17, #18, #19 are now tactics of New Strategy #11.
- 12. Train faculty to infuse culture the curriculum
Original Strategies #20, #28, #31 are now tactics of New Strategy #12.
- 13. Provide cross-cultural coaching and awareness in faculty development workshops, employee orientation and professional development programs to increase retention by developing a diversity-friendly culture.
Original Strategies #21 is now New Strategy #13 and Original #22, #26 are now tactics of New Strategy #13.
- 14. Make attendance at annual diversity professional development seminars and workshops part of annual staff performance reviews.
Original Strategies #24 is now New Strategy #14 and Original #26 are now tactics of New Strategy #14.

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| | <p>28. Commit human and budgetary resources to infusing culture into the curriculum</p> <p>29. Offer incentives for faculty to infuse culture into the curriculum</p> <p>30. Help faculty to evaluate their own consciousness and awareness about race in order to remove barriers.</p> <p>31. Create a Cultural Competency Professional Development and Implementation Committee, consisting of students, staff, faculty, and administrators who will bring a vital cross section of interests, experience, and expertise.</p> | <p>15. Conduct climate surveys and exit interviews for faculty and staff. Original Strategies #23, #27, #30 are now tactics of New Strategy #15.</p> |
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**Jefferson Community and Technical College
CPE/CEO Diversity Plan Submissions**

For questions, please contact:

Dr. Laura Smith, Vice President of Student Affairs/Dean of Students

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SUCCESS:

Strategy: Continue to enhance “front door” experience for students.

Tactics: Expand on “welcome” plan currently used for first weeks of the semester.

Requests:

- **DELETE Step 1** – Increase “welcoming” procedures during first two weeks of semester, particularly by assisting with parking and classroom directions on the DT campus. (Pg.53)

Rationale: The Office of Academic Affairs routinely coordinates volunteers and Campus Safety has all hands on deck assisting students with parking those first weeks. The staff in Student Affairs and Enrollment areas are committed to assisting students with advising, registration, and payment needs during this period and do not have the person power to deploy staff to general traffic areas for assistance. This need is being met and the college does not have the Human Resource capacity to expand this effort further. Achieving the Dream (AtD) Front Door Team is no longer actively meeting. The initial focus of that team was completed during early AtD years and that work has been institutionalized.

- **DELETE Step 3** – Create friendly, clear, and eye-catching materials that describe moves of services during JEC renovation. (Pg. 54)

Rationale: This natural and obvious need will be met when the time comes. This renovation project continues to be delayed and with no college control over the timing. It is best to remove this from the plan and simply know that it will be done when a renovation begins.

SUCCESS:

- **REMOVE Strategy:** Utilize financial aid SAP and Probation 1 data for academic advisors and program coordinators to intervene and assist student with appeals and coaching for future success. (pg.59)

Rationale: This strategy was developed by a small work group convened during the creation of the college Strategic Enrollment Management Plan. The buy in from Program Coordinators and Division Chairs was not garnered on the front end and the practical application is more than program coordinators can manage. The first two of the four steps have been occurring regularly but the intervention is not happening. The academic programs have been focused on student success, which should reduce the number of students ending up with a

SAP warning status or academic probation. The faculty are focusing on helping students succeed academically and devoting time to coaching students on SAP appeals is not how their time has been prioritized.

SUCCESS:

Strategy: Foster an environment that provides students the opportunity for extracurricular student engagement that promotes social, cultural, and civic responsibility.

Delete Step 6 – Establish baseline data for student involvement. (Pg.62)

- **Rationale:** This tactic was developed in 2015-16 when the Director of New Student Orientation was going to add first-year programming to her responsibilities. In the meantime, the college had a complete turnover in recruitment and the positions to lead recruitment and new student orientation were merged which then overshadowed the plans to begin first year programming. Since then approval for a new position to oversee student engagement has been created and there is no need for this tactic as written.

Revise Step 5: Develop Special Topics FYE 105 classes: Black Male Experience and Zones of Hope (Pg.61)

- **Rationale:** For Fall 2017, two special topics FYE 105 sections were offered. One for Black Males and one for Zones of Hope to support the 15K-Jefferson Rise Together Initiative. In the Black Males section, there were 16 students enrolled in the class. Only seven out of the 16 were successful in completing the class. Five withdrew and four failed. Of the nine who were unsuccessful, eight failed or withdrew from every class attempted. On a positive note, nine out of the 16 have returned for the Spring 2018 semester. In contrast, the Zones of Hope section had 23 students enrolled. 19 out of the 23 successfully completed the class and 18 have returned for the Spring 2018 semester.

For the Spring 2018 semester, there was also one section of FYE for Black Males. There were 14 students enrolled. Only two successfully completed the class. The Zones of Hope section students from fall were enrolled into a Black Student Leadership class for Spring.

Moving forward for Fall 2018, only the Zones of Hope sections will be offered. The primary reason is that this student cohort still includes the black males

but will have the support and coordination of the efforts of the Office of Diversity, Inclusion and Community Engagement to better support student success. The plan is to have three sections of FYE 105 (75 students) for Fall 2018.

Morehead State University

2018-2019 Academic Year Strategies

Opportunity

| Originally Submitted to CPE | Proposed New Strategies |
|--|---|
| Increase First-time freshmen enrollment of diversity population. | Develop and implement an array of marketing and recruitment actions that will result in an increase in the enrollment of diverse student populations. |
| Create a more diverse campus, meaning more diversity among faculty and staff, more diversity among student groups, and a campus environment that is more “friendly” to diversity, so that it becomes easier to recruit and retain a more diverse student body. | Implement an international student recruitment plan. |

Success

| Originally Submitted to CPE | Proposed New Strategies |
|---|--|
| The plan utilizes high impact strategies to create strategies designed to support increased student success for Black/African American, Hispanic, low-income, and underrepresented minority students. | Utilize high impact practices and other evidence-based strategies to support student success and retention for African American, Hispanic, LI, and URM students. Examples include: first year seminars, corequisite education, intrusive advising for first year students, undergraduate research, and the completion of 30 hours per academic year for scholarship renewal. |
| Identify annual goals for underrepresented minority students and low income for the student success metric of 1 st to 2 nd year retention. | Utilize the Dedicated to Retention, Education and Academic Success (DREAMS) program to support the attainment of educational goals and academic success of participating students through mentorship and encouraging retention efforts through intentional programming and campus involvement. |
| Identify annual goals for underrepresented minority and low income students for the student success metric of graduation rates (6 year for four year institutions). | Conduct a reenrollment campaign and expand the use the needs-based aid to reduce the gap in graduation rates between LI and non-LI student populations and URM and non-URM student populations. |
| Identify annual goals for underrepresented minority and low-income students and for the student success metric of degrees conferred. | |

Morehead State University

2018-2019 Academic Year Strategies

Impact

| Originally Submitted to CPE | Proposed New Strategies |
|--|--|
| <p>Establish a baseline of community members' perceptions of diversity, equity, inclusion, and cultural competence at Morehead State University and determine how the institution may advance its goals for diversity and inclusion.</p> <p>Create and support an emphasis that would serve as a cross-divisional, interdisciplinary organization to facilitate advocacy, education, and research related to social justice, diversity, inclusion, equality, and equity.</p> <p>Increase representation of diverse faculty, professional staff and administrators through strategic recruitment and retention efforts.</p> | <p>Utilize the 2018 National Survey of Student Engagement data related to campus environment as well as the student comments section to establish a baseline of campus perceptions of inclusion, equity, diversity and cultural competence at Morehead State University and use this information to guide the creation of a campus climate survey (survey to be administered in Spring 2020).</p> <p>Create a bias response incident reporting mechanism for students, staff and faculty to manage timely and appropriate responses to bias incidents.</p> <p>Continue the use of strategic recruitment and retention strategies to increase the representation of diverse faculty, professional staff and administrators through strategic recruitment and retention efforts.</p> |
| <p>Identify various settings (integrating artwork and signage in common areas) that reflect the diversity of the campus community. Develop communication in venues that promote diversity, inclusion, cultural competence, and Diversity Plan action steps in ways that motivate the community to engage the community to engage in implementing the actions (e.g., the website, social media, on-and off-campus community forums, blogs, printed publications, exhibits, TV and radio interviews, presentations at conferences.</p> | <p>Create displays in various campus settings that promote inclusion, diversity, cultural competence, and the diversity plan action steps in ways that motivate the community to engage in implementing the actions.</p> |
| | <p>Explore and create a marketing and implementation plan for the development of a summer camp (2020) for rising URM and LI high school students that will support engagement in the areas of inclusion and social justice in their communities and can be used as a recruiting tool.</p> <p>Explore contracting with an agency specializing in multicultural work to conduct a training of trainers which will result in a team of faculty, staff, and students who are prepared to facilitate</p> |

Morehead State University 2018-2019 Academic Year Strategies

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| | discussions related to cultural competence and inclusive excellence throughout MSU's campus. |
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**Council on Postsecondary Education
Committee on Equal Opportunities
October 22, 2018**

Committee on Equal Opportunities Meeting Calendar

ACTION: The staff recommends that the Committee on Equal Opportunities approve the 2019 meeting calendar.

The 2019 proposed meeting dates for the CEO are listed below.

Should conflicts arise, Council staff will work with the CEO chair to reschedule meetings. Details will be provided prior to each meeting and will be posted on the Council's website. The proposed 2019 CEO meeting dates are:

| <u>Date</u> | <u>Location</u> |
|--------------------|--|
| January 28 | KCTCS (to be confirmed) |
| April 29 | Morehead State University (to be confirmed) |
| June 24 | Council on Postsecondary Education |
| October 28 | Northern Kentucky University (to be confirmed) |

Staff preparation by Dawn Offutt

Preliminary review KY's Higher Education institutions' diversity statements for disability representation

Introduction and Purpose

"Diversity is commonly defined as the representation of individuals from different racial, socio-economic, religious, national backgrounds and of varying gender, sexual, or ability identities (Wilson, Myer and McNeal, 2012, p. 127)." Diversity statements are vital messages that communicate an institution's commitment to diversity to internal and external stakeholder groups. While diversity statements by themselves are not enough to address recruitment and retention disparities faced by underrepresented groups, they are often the first step in addressing these disparities. The purpose of the review was to assess the state of consideration for and inclusion of students with disabilities in university diversity statements statewide. In July of 2018, the Human Development Institute (HDI) conducted an exploratory review of the Diversity Statements at the major public universities and community colleges in Kentucky.

Methodology: A list of public universities and community colleges were created. Table 1 includes the complete list of institutions that were included in the analysis. Using the search feature within each higher education institution website, the online links to the institution's diversity statement were identified. Two search words were used to review the diversity statement- 'disability' and 'disabilities'. The results of the search feature were organized in an Excel database. The method allowed for the preliminary exploration of institution's diversity statement to find and log contextual mentions of disability. There are two limitations of this methodology---1) it did not include private institutions; 2) it did not include diversity statements of colleges and centers within institutions.

Table1. List of institutions

| Universities | |
|--|------------------------------|
| 1. | University of Kentucky |
| 2. | University of Louisville |
| 3. | Western KY University |
| 4. | Eastern KY University |
| 5. | Kentucky State University |
| 6. | Morehead State University |
| 7. | Murray State University |
| 8. | Northern Kentucky University |
| Ky Community College and Technical System | |
| i. | Ashland |
| ii. | Big Sandy |
| iii. | Bluegrass |
| iv. | Elizabethtown |
| v. | Gateway |
| vi. | Hazard |
| vii. | Henderson |
| viii. | Hopkinsville |
| ix. | Jefferson |
| x. | Madisonville |

| | |
|-------|---------------|
| xi. | Maysville |
| xii. | Owensboro |
| xiii. | Somerset |
| xiv. | South Central |
| xv. | South East |
| xvi. | West Kentucky |

Results:

Of the major universities 75% (6 of 8) included at least one mention of the search terms. 25% (2 of 8) mentioned one of the search terms twice. Two institutions mentioned the search term with a single word “disability” but not “students with disabilities”.

Of the community colleges 38% (6 of 16) included at least one mention of the search terms. 19% (3 of 16) mentioned one of the search terms at least twice. The majority (10 of 16) of the community college branches included no mention of the search terms disability or disabilities at all.

Where they are present in Diversity Statements, the search terms were often limited to a single sentence as in the University of Kentucky’s diversity statement “We also recognize that these four pillars are crucial to the success of other populations, such as veterans, non-traditional aged students, students with disabilities, and people with varying sexual orientations or gender identities.” A few provided information on programs and services as in the University of Louisville’s diversity statement “The Disability Resource Center supports students with disabilities by promoting equal access to all programs and services. UofL also: provides an equal opportunity to work and to receive reasonable accommodations, and/or auxiliary aids and services; appropriate confidentiality of all information regarding a disability; and information reasonably available in accessible formats.”

None of the diversity statements included goals for demographic representation of students with disabilities or action plans to increase the representation of students with disabilities. West Kentucky Community and Technical College included specific strategies, programs or initiatives to ensure student access. And many instances of students with disabilities being mentioned were limited to anti-discrimination statements. Tables 2 and 3 provide a detailed description of instances where disability was referenced in diversity statements.

Table 2- Universities—Results of the review

| University | Are students with disabilities mentioned | If yes, how many times | Where |
|------------------------|--|------------------------|--|
| University of Kentucky | Yes | once | To fulfill our commitment to promoting diversity and inclusion, the University of Kentucky will also pursue strategies aligned with the four pillars, but targeting our efforts toward marginalized students such as underrepresented minorities, low-income, and first generation students. We also recognize that these four pillars are crucial to the success of other populations, such as veterans, non-traditional aged students, |

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| | | | students with disabilities, and people with varying sexual orientations or gender identities. |
| University of Louisville | Yes | twice | 1.The Disability Resource Center supports students with disabilities by promoting equal access to all programs and services. UofL also: provides an equal opportunity to work and to receive reasonable accommodations, and/or auxiliary aids and services; appropriate confidentiality of all information regarding a disability; and information reasonably available in accessible formats. 2. TRIO Program - TRIO Student Support Services (SSS) is funded by the U.S. Department of Education and the University of Louisville. SSS is committed to helping low-income, first-generation college students and students with disabilities achieve a bachelor’s degree. The program’s mission is to increase retention and graduation rates by offering academic, financial, and personal support. |
| Western KY University | Yes | once | Differences may be represented through areas such as race, gender, gender expression, ethnicity, language, religion, sexual orientation, geographic location, abilities or disabilities and socioeconomic status. |
| Eastern KY University | Yes | once | Eastern Kentucky University is an Equal Opportunity/Affirmative Action employer and educational institution and does not discriminate on the basis of age (40 and over), race, color, religion, sex, sexual orientation, gender identity, gender expression, pregnancy, ethnicity, disability, national origin, veteran status, or genetic information in the admission to, or participation in, any educational program or activity (e.g., athletics, academics and housing) which it conducts, or in any employment policy or practice. |
| Kentucky State University | Not mentioned in the campus diversity plan but mentioned on the webpage | once. | Diversity programming at the university includes but is not limited to outreach to the following groups: Hispanic/Latinos; Women/Girls in STEM; African Americans; Persons with Disabilities; Veterans; Persons with Limited English Proficiency (LEP); LGBTQQ. |
| Morehead State University | No | No. | No. |

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| Murray State University | Yes. | Twice. | <p>1. Continue collaboration with the Office of Multicultural Affairs, LGBT Programming, and Office of Student Disability Services to promote career workshops to increase participation of underrepresented students.</p> <p>2. The Office of Student Disability Services (OSDS) is designed to coordinate and administer services and accommodations for students with documented disabilities. In doing so, OSDS will review disability documentation, meet with students to determine appropriate reasonable accommodations, and work with other areas on campus to implement services.</p> |
| Northern Kentucky University | No. | None. | None. |

Table 3- Community Colleges

| Name | Are students with disabilities mentioned | If yes, how many times? | Where? |
|---------------|--|-------------------------|--|
| Ashland | Yes | Twice | HERC will help ACTC “reach the most talented and diverse candidates through HERC’s job board, diversity outreach and partnerships with organizations serving women, racial and ethnic minorities, military personnel and veterans, and individuals with disabilities ”. Approximately 80 students receive disability services and 80 students are veterans. |
| Bluegrass | Yes | Twice | The U.S. Department of Education has approved Bluegrass Community and Technical College (BCTC) as one of a hand full of post-secondary institutions offering a Comprehensive Transition Program (CTP) for students with intellectual disabilities . BCTC already was working with the University of Kentucky’s Supported Higher Education Project (SHEP) to support students with intellectual disabilities as they enroll in courses at BCTC. |
| Owensboro | Yes | Once | An estimated 2% of students at OCTC utilize disability services available to them on campus. These services are coordinated through the OCTC Counseling Center. Although OCTC has continued to offer disability services since 2001, the collection of data goes back to only 2008. OCTC continues to promote the availability of disability student services to the student body. |
| South Central | Yes | Once | SKYCTC is an equal opportunity employer and educational institution. Employment decisions are based on merit and business needs, and not on race, color, national origin, ethnic origin, gender, sexual orientation, age, religion, creed, physical or mental disability , veteran status, political affiliation, or any other factor protected by law. |
| South East | Yes | Once | Workshops and activities provided by faculty, counselors, advisors, and student educators will cover a range of diversity |

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|---------------|-----|-------|---|
| | | | topics, including gender identity and inequalities, race, ethnicity, color, nationality, religion, disabilities , sexual orientation, inclusion, privilege, intercultural communication. |
| West Kentucky | Yes | Seven | <ul style="list-style-type: none"> • Disability – As defined by the Americans with Disabilities Act- a person who has a physical or mental impairment that substantially limits one or more major activities • The college recognizes that diversity and inclusion is not to be limited to ethnicity considerations but may also include disability, LGBTQ, Veterans, religion, non-traditional, international, and other perspectives. • WKCTC is dedicated to the principles of equal employment and diversity and does not discriminate on the basis of race, religion, color, sex, national origin, age, disability, medical history, sexual orientation, or any other non-merit based factor • Current Strategies for Supporting Students with Disabilities <ul style="list-style-type: none"> ○ Change name of Disability Services to Accessibility Services to focus on access and ability ○ Relocate Accessibility Services Office to larger facility to accommodate increase in number being served • Future Strategies for Supporting Students with Disabilities <ul style="list-style-type: none"> ○ Navigate complicated bureaucracy, advocate on students behalf for campus and community services ○ Develop/maintain Accessibility Services Handbook to serve as a guide to disability related issues ○ Provide workshop strategies for working with students with disabilities ○ American with Disabilities (ADA) workshop to educate faculty/staff. Disability law and ADA requirements. • Goal of Assessment and Diverse Workforce-Inclusion <ul style="list-style-type: none"> ○ How many job openings advertised in diverse publications Diverse Jobs.com, Hispanic Professional Network, Disability Jobs.net based on job opening |

Recommendations:

An opportunity exists to recommend changes to diversity statements issued by the major universities and community colleges. These institutions should:

- Adopt consistent people first language
- Include students with disabilities in their diversity statements
- Include specific strategies, programs, and initiatives to promote access for students with disabilities in their diversity statements
- Set goals for demographic representation of students with disabilities
- Evaluate the progress toward goals of demographic representation

References:

Wilson, J.L., Meyer, K.A. & McNeal, L. (2012). Mission and Diversity Statements: What They Do and Do Not Say. *Innovative Higher Education*, 37, 125-139. <https://doi.org/10.1007/s10755-011-9194-8>