Kentucky Council on Postsecondary Education

STRONGER by DEGREES

MEETING AGENDA

Committee on Equal Opportunities

Tuesday, October 20, 2015

Conference Room A

Members of the Committee

W. Bruce Ayers
Kim Barber
JoAnne Bland
Jerome Bowles
Juan Castro
Dennis Jackson (*chair*)
John Johnson

Arthur Lucas
Elizabeth Ruwe (*student member*)
Robert Staat (*faculty member*)
Wendell C. Thomas
David Welch
Glenn D. Denton (*ex officio, nonvoting*)

AGENDA
Committee on Equal Opportunities

Council on Postsecondary Education
Tuesday, October 20, 2015
9:00 AM
Conference Room A

Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
May 18, 2015

The Committee on Equal Opportunities met May 18, 2015, at the Council office in Frankfort, Kentucky. Chair Dennis Jackson presided over the meeting.

ROLL CALL

Members present: Kim Barber, JoAnne Bland, Jerome Bowles, Dennis Jackson, John Johnson, Wendell Thomas, Dr. Robert Staat, Arnold Taylor, Wendell Thomas, and David Welch.

Members absent: Juan Castro , Arthur Lucas and Josh Tunning did not attend the May meeting.

CEO Chair, Mr. Dennis Jackson, provided opening remarks.

CPE President Robert and CPE Vice President Dr. Aaron Thompson also provided remarks. President King highlighted the GMSCPP Conference at Murray State University, with a focus on STEM-H activities for middle and junior high school students during the day and a half conference, June 15-16, 2015. He also encouraged the CEO members and EEO representatives to support the Academically Proficient High School Jr/Sr Diversity Conference that would be held at the University of Louisville, June 19-20, 2015. Additionally, President King also introduced two major projects taking place at the Council, for example, the development of the 5-year Strategic Plan. He mentioned that CEO member Kim Barber participated in most of the focus groups. He stated that the first effort was to synthesize the information collected, and noted that the diversity forum had the largest turnout- 50 individuals. Council staff will take the information collected from the forums out across the state in the next couple of months. President

King believes the challenge will be the metrics; he hopes that the end product will be something the CEO is comfortable with, and proud of.

The second item presented is an effort to transform pre-K to the 4-year postsecondary institutions - a task that has proven enormously complicated. Commissioner Holiday, Robert Brown (Chief Executive of EPSB), and President King have been engaged in this effort for several months.

President King also discussed the Common Core Standards, as well as SB1.

APPROVAL OF MINUTES

The minutes from the March 2015 meeting were reviewed. Mr. Welch asked that the March meeting minutes be revised to reflect his comments. Ms. Bland asked Council staff to correct page 6, as well as the date of the subsequent CEO meeting.

Council staff agreed to make the revisions.

A motion was made by Mr. David Welch to accept the minutes. Ms. JoAnne Bland seconded the motion.

VOTE: The motion passed and was approved.

COMMENTS BY VICE PRESIDENT DR. AARON THOMPSON

Vice President Aaron Thompson recently testified in Washington, DC with a focus on GEAR UP, campus initiatives and cultural competency in postsecondary education. Dr. Thompson offered a brief account of his testimony that included a discussion of Kentucky's campuses commitment to diversity and cultural competency.

CEO member Mr. Wendell Thomas asked Dr. Thompson for a definition of cultural competency, as it relates to the campus climate. Dr. Thompson provided a definition and Mr.

Thomas responded that there is a need for campus visits and he believes that the CEO is not welcome on campuses.

Mr. John Johnson responded that the CEO has been discussing campus visits for some time. Dr. Thompson indicated that Council staff was putting together a schedule and would like to have a better idea of what the focus should be during the campus visits.

Mr. Thomas expressed his view regarding cultural competency and stated that it does not work in Kentucky.

Dr. Thompson stated that Council staff conducted several forums to collect information for educational leaders and constituents He indicated that CEO member, Ms. Kim Barber, attended the majority of the forums. Ms. Barber provided an update on the topics covered and suggestions made at the various forums:

- Commitment to diversity must be front/center in the strategic agenda
- Education advertisements should be culturally competent
- Close achievement gaps
- Reach diverse students and families where they are
- Issues of transgender in higher education was a topic of discussion

Chair Jackson stated that the CPE and CEO should consider the closing of the achievement gap as an emergency—we should place emphasis on closing the gap,and declare an emergency across the state. Dr. Thompson agreed with Mr. Jackson.

Mr. Welch and other CEO members commended Ms. Barber for attending the forums.

CEO/LEGISLATIVE MEMBER

Mr. Johnson indicated that the State Commission on Human Rights was interested in holding forums across Kentucky to hear about the achievement gaps in K-12. He also asked President King if it would be practical to integrate the Strategic Agenda forums with the ones he proposed. President King and Dr. Thompson agreed that it was necessary to discuss both areas together.

Mr. Johnson also discussed the idea of developing a gubernatorial forum or report card highlighting the various representatives running for office, their position on education, and core values.

President King indicated that CPE was unable to participate at that level; he stated that Council staff is committed to encouraging all state leaders to focus on education. Mr. Johnson asked President King if he could assist in collecting data. President King indicated that he could.

Dr. Thompson stated that CPE will be encouraged to do more with less. He indicated that the Strategic Agenda, as well as the Degree Program Eligibility areas, are doing well and CPE was starting to build a coalition around what is good for Kentucky. His hope is that the CEO feels engaged in the process.

POSTSECONDARY EDUCATION:
STUDENT PERSPECTIVE

Ms. Nisa Jones, a 2014 graduate of the University of Louisville, attended the May 18 CEO meeting to share her perspective regarding high school and university studies in Kentucky. She stated that K-12 did not challenge her. Additionally, while she received a quality education at the University of Louisville, she was disappointed by the absence of African Americans, and faculty of color in the School of Business.

Mr. Johnson indicated that he was concerned about the lack of diversity in the business school at UofL. Mr. Taylor inquired about the information shared with Ms. Jones when she was determining where to enroll during her junior and senior year in high school.

Ms. Jones responded that she received information regarding the Porter's Scholarship and Uof L counselors were helpful; information was offered to Ms. Jones that highlighted the Porters Scholars and the Cardinal Covenant. The focus seemed to be on funding, however, she indicated that she did not learn about resources outside of funding. Ms. Bland asked if Ms. Jones noticed any gaps. Ms. Jones indicated that there were behavioral problems at Louisville Male Traditional High School that translated to the academic gap. At the University level, discipline problems were not present. Ms. Jones stated that the gap did not appear to be addressed at the high school level; however, UofL did a good job in their attempt to close gaps.

President King, Mr. Johnson, and Mr. Thomas commended Ms. Jones on her recent graduation and her continued success. Mr. Thomas indicated that we should not use Ms. Jones to represent all students. Dr. Johnson responded that all institutions were encouraged to identify students to participate in the May CEO meeting. The majority of the institutions indicated that a limited number of students would be on campus in the summer and it would be challenging to identify students and have them participate in the meeting. Mr. Thomas stated that the CEO needs more contact with students, faculty, and staff. Mr. Welch supported Mr. Thompson and believed that he made a good point. Mr. Welch also stated that the CEO needs a student representative on the committee- the most recent student appointed was not attending the CEO meetings. President King stated that the

student representative is appointed by the Governor, and the current student representative graduated.

Mr. Welch indicated that there is a need for representation on the CEO from a legislature, as well as a student. Dr. Thompson assured Mr. Welch that the legislature and student members' participation was a priority. Mr. Bowles suggested that the student representative should have an interest in the goals and objectives of the CEO.

Dr. Thompson thanked Ms. Jones for attending the CEO meeting. Additionally, Dr. Thompson stated that CPE is planning to have the CEO visit the campuses; Council staff has a goal to make students successful - student voices represented at the forums. Mr. Welch was very complimentary of the student voice and asked that the CEO hear the student voice on a regular basis. He indicated that the CEO also asked to have a retreat with the Council. Ms. Bland stated that the CEO has discussed campus visits for years, and that the CEO would like to hear different opinions from different individuals. Dr. Thompson indicated that CPE was in the process of discussing campus visits. Mr. Bowles stated that he would like to see a timeline. Dr. Thompson stated that campus visits would take place all the time. Ms. Bland stated that the CEO would like to hear real stories from real students.

EEO representative Mr. Terry Allen stated that the topic that the CEO members were describing are disparities, and they exist. Several CEO members stated that they would like to talk to students that are no longer enrolled. Mr. Johnson asked if the institutions have assessments to determine if patterns exist.

Dr. Mordean Taylor-Archer suggested that Council staff invite students from a variety of campuses to participate in a Student Success

Summit Discussion: what prevented them from graduating. Their responses would translate to strategies for improving student success at our public postsecondary education institutions.

Dr. Richard Miller suggested that Council staff ask institutions to include the information in their institutional diversity plan reports - why students dropped out, why they were not retained.

Mr. David Welch made a motion asking Council staff to implement the suggestion made by Dr. Miller—that EEO representatives furnish information that highlights why students are not retained, and why they do not graduate - as part of their institutional diversity plan report. The motion was seconded by Mr. John Johnson. The motion passed.

Dr. Kathleen Roberts stated that NKU held an Inclusive Excellence Town Hall Meeting in April 2015, with the purpose of gathering data to facilitate success and barriers to education.

INSTITUTIONAL DIVERSITY PLAN REPORTS

Two universities presented the results of their 2014 Institutional Diversity Plan Reports. Equal Educational Opportunity representatives shared the results of their reports in the areas of student enrollment, retention, degrees/credentials earned, and faculty diversity. Reports were presented by the following:

- Dr. Mordean Taylor-Archer
  University of Louisville
- Mr. Charles Holloway
  Morehead State University

Several CEO members asked follow up questions regarding the reported results.

DIVERSITY POLICY UPDATE

CPE legal counsel, Mr. Travis Powell, provided an update on the status of the degree program

eligibility and the discussions that took place during the meeting of the workgroup. He also suggested that the campus visits include 1 CEO member attending the campuses with EEO representatives. Several CEO members objected and stated that it would be a conflict of interest to have EEO representatives to evaluate their peer institutions. Dr. Thompson stated that was an example and assured the CEO members that EEO representatives would not be participating in campus visits.

Dr. Taylor-Archer inquired about the make-up of the workgroup and asked whether other EEO representatives' would have an opportunity to respond to the revisions before they are approved/finalized. Dr. Thompson responded that the institutions' colleagues should be working collaboratively and sharing/collecting information.

Mr. Johnson inquired about the revised degree program eligibility and asked it the institutions would be required to comply and why the Council was changing it.

Mr. Powell stated that Council staff was improving it and making it better, similar to the Madisonville experience. Dr. Thompson stated that CPE found out that there was a disconnect in the Strategic Agenda - it was broken.

Mr. Bowles suggested that Council staff contact Madisonville because the perception they have is that they have achieved their goals; he recommended making contact to determine if progress is still being made.

DIVERSIFICATION OF BOARDS	Mr. Powell provided an update on the diversification of the institutional boards of regents and trustees. A draft letter was developed and distributed to the members of the CEO for review. The letter will be sent from the chair of the Council supporting the

appointment of diverse individuals to each public postsecondary institution across the state; the letter will be forwarded to the board of commissions, with a copy to the governor.

WAIVERS OF KRS 164.020(19) OTHER BUSINESS	No waivers were requested.

DIVERSITY PLANNING SUPPORT PROGRAMS	Dr. Johnson offered an update on several CPE funded support programs:

- The GMSCPP Statewide Conference will take place June 15-16, 2015 at Murray State.
- The 2015 Academically Proficient High School Jr/Sr Diversity Conference will be held at the University of Louisville, June 19-20, 2015.
- The 2015 Institute on Teaching and Mentoring will be held in Arlington, Virginia October 29-November 1, 2015.

OTHER BUSINESS	Mr. Powell stated that he was working with Council staff to collect and distribute the Minger Reports. Mr. Johnson asked if the report only included incidents that occurred and not convictions. Dr. Thompson responded yes. Mr. Johnson stated that the CEO would like to receive information that shows that discrimination is not taking place at the public postsecondary education institutions. Mr. Bowles requested that CPE staff forward a letter to the EKU Police Academy and Training Center asking that more diversity training be included in sessions for new recruits.

Mr. Johnson suggested that the letter regarding the board appointments reference the University of Louisville board, specifically. A motion was made by Mr. David Welch and seconded by Ms. JoAnne Bland. The motion passed.

Several CEO members inquired about institutional budgets and EEO initiatives. One

member asked if the recent budget cuts translated to African Americans losing their jobs at various institutions. Dr. Miller stated that WKU had internal cuts, but no one has lost their job.

Dr. Thompson stated that the CEO would have a retreat to discuss the Strategic Agenda, along with the Diversity Policy.

NEXT MEETING   The next regularly scheduled meeting will take place Monday, October 19, 2015, 9:00 am (ET) in Frankfort, KY.

ADJOURNMENT   The meeting adjourned at 12:15 pm.

Committee on Equal Opportunities Meeting Calendar

> ACTION: The staff recommends that the Committee on Equal Opportunities approve the 2016 meeting calendar.

The 2016 proposed meeting dates for the CEO are listed below. The meetings are scheduled in the month preceding the meetings of the Council on Postsecondary Education. CEO meetings are typically scheduled on the third Monday of the month, except when the Monday falls on a major holiday or conflicts with a CPE meeting.

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 2016 CEO meeting dates are:

> January 25, 2016
> March 21, 2016
> May 16, 2016
> October 17, 2016

The 2016 CPE meeting dates are: February 12, April 15, June 3, September 22, and November 18.

Staff preparation by Rana Johnson

Committee on Equal Opportunities
Council on Postsecondary Education
October 20, 2015

Focus on Diversity: Partnerships and Special Initiatives, Programs, and Collaborations with K–12 to Promote Higher Education

The 2015 CEO meetings featured special groups, organizations, or services offered by Kentucky's public postsecondary institutions that introduced best practices highlighting diversity, equity, and inclusion across the public postsecondary education system.

The October 2015 meeting will introduce collaborations and partnerships developed to promote higher education for the K-12 educational communities. The presentations support equal access and opportunity for underserved groups, low-income, or 1ST generation students. Several program beneficiaries will highlight the Council sponsored Governor's Minority Student College Preparation Program (GMSCPP). CEO Members will hear from the program director, a current student, the father of a program graduate/college graduate, and the principal investigator.

➢ **University of Kentucky:** Governor's Minority College Awareness Program
   o Ms. Mildred Bailey- Program Director
   o GMSCPP Participant: Ms. Jordan Leggin-Bryan Station High School
   o GMSCPP Parent: Mr. Marshall Holman, father of Matthew Holman, Graduate of Transylvania University and Employee at Wells Fargo
   o Principal Investigator: Dr. Quentin Tyler, Assistant Dean and Director for Diversity, College of Agriculture, Food, and Environment

 The UK GMSCPP participants will also respond to questions the CEO members may have.

Staff preparation by Rana Johnson

Kentucky Public Postsecondary Education Diversity Policy Performance Presentations: Institutional Diversity Plan Assessments

The Committee on Equal Opportunities will receive an update by two institutional EEO representatives regarding their efforts to implement the objectives of their institutional diversity plans. The plans were developed in response to the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.

The institutional presentations parallel to the Student Success focus area identified in the Council's Strategic Agenda, Stronger by Degrees. The Statewide Diversity Policy advances one of the main policy objectives that guide the work of the postsecondary system in the area of Student Success.

The presentations will introduce 2012-13 data, in comparison to 2013-14, and identify areas where progress was made, as well as areas that will require improvement to reach their 2015 goals. Four focus areas will be highlighted:

- Student Body Diversity
- Student Success/Closing the Achievement Gap
- Workforce Diversity
- Campus Climate

The following EEO representatives are scheduled to present:

- Kentucky Community and Technical College System: Mrs. Natalie Gibson
- Northern Kentucky University: Dr. Kathleen Roberts

Eastern Kentucky University and Kentucky State University will share the results of their report at the January CEO meeting.

Staff preparation by Rana Johnson

Status: Statewide Diversity Policy
Status Update

Council on Postsecondary Education legal counsel, Mr. Travis Powell, will provide an update on the status of the revised Statewide Diversity Policy.

Staff preparation by Rana Johnson

Kentucky Public Postsecondary Education Diversity Policy And Framework for Institution Diversity Plan Development

Adopted by CPE: DATE
Adopted by CEO: DATE

Background:

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history in the promotion of diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Office of Education Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education." This plan was reconstituted and revised for almost three decades until December 2008 when OCR released Kentucky from the remedial planning process.

During that 25 plus years, the Desegregation Plan generally focused around increasing the enrollment and success of African American students, increasing the number of African Americans employed at all levels, and continued enhancement of Kentucky State University with later versions also focusing on improving campus climate. To provide oversight on plan implementation and help ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, CPE created the Committee on Equal Opportunities (CEO).

Following the release by OCR, the CPE directed CEO, in collaboration with the public institutions, to ensure that the significant progress made in diversity was preserved and further enhanced throughout public postsecondary education. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities as well. Originally enacted in through Senate Bill 398 of the 1992 Regular Session, KRS 164.020(19) requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution, unless the institution has met its equal educational opportunity goals as established by CPE.

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion in postsecondary education, CEO and CPE revised its administrative regulation 13 KAR 2:060, which sets forth the new academic degree program approval process and institutional equal opportunity goals. Incorporated by reference into that regulation was the first Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development adopted by the CEO and CPE in August and September of 2010, respectively. Under this policy, CPE set forth a very broad definition of diversity and institutions were required to create diversity plans that addressed, at a minimum, four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was set for five (5) years with review commencing during the fifth year.

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the

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statewide diversity policy into one seamless framework upon which equal educational opportunity goals can be set, strategies to obtain those goals can be developed, adopted, and implemented, and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE's Strategic Agenda are completely integrated with common metrics, strategies, and appropriate references and acknowledgments.

Diversity Policy:

It is the policy of the CPE that to truly prepare students for life and work in an increasingly diverse society the public postsecondary institutions within the Commonwealth shall embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive environment on its public institution campuses, and produce culturally competent graduates.

Definitions:

Diversity - An inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, gender identity, gender presentation, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-mindedness - A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California).[1]

Vision and Guiding Principles:

The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in HB 1 (1997 Special Session), and address the needs of and support the success of all students, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities and will guide decisions for the Commonwealth's vision of diversity.

- Recognize diversity as a vital component in the state's educational and economic development.
- Affirm the long-standing commitment that Kentucky's African American students are represented at the public colleges and universities.

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[1] https://www.aacu.org/programs-partnerships/making-excellence-inclusive (October 1, 2015).

- Challenge stereotypes and promote awareness and inclusion.
- Support community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increase the success of all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- Nurture, train, and produce students with the ability to interact effectively with people of different cultures, i.e., cultural competence.[2]
- Prepare for Kentucky's businesses a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- Create an inclusive culture and environment on our campuses.

Focus Areas:
In congruence with CPE's Strategic Agenda, this Policy identifies three (3) focus areas with the identical headings: (1) Opportunity, (2) Success, and (3) Impact. These are further described below with goals and strategies for each.

<u>"Opportunity" - Recruitment and Enrollment of Diverse Students</u>

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky's postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

As discussed in the *Grutter v. Bollinger*, 539 U.S. 306 (2003), student body diversity "helps to break down racial stereotypes" and "diminishing the force of such stereotypes is both a crucial part of [a university's] mission, and one that it cannot accomplish with only token numbers of minority students. *Id*. at 333. The Court further noted that "'ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.' And, '[n]owhere is the importance of such openness more acute than in the context of higher education.'" *Id*. at 332.

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective.

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting crossracial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student's diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood for retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and

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[2] K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.

- Today's U.S. minority populations are tomorrow's majorities and, if our minorities continue educational attainment at the same rate, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' … [and] in maintaining the fabric of society." *Id.*
- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

As such, it is apparent that the educational benefits of diversity are such that if overlooked or ignored, would result in the failure by an institution to provide its students with an essential component of his or her education.

Institutions shall embrace the full definition of diversity as outlined in this policy when setting goals in this area. CPE understands that certain data in this area may be less reliable than others, but institutions shall use its best efforts to capture the full extent of the diversity of its student body in reports provided to CPE.

CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area will either change or be further clarified upon the issuance of the U.S. Supreme Court's decision in the pending *Fisher v. University of Texas* case. However, regardless of the legal landscape, CPE is committed to the belief that Kentucky's students benefit from a diverse learning environment and therefore its public institutions shall implement strategies in accordance with the current law in order to reap those rewards on behalf of their students. Concurrently, the Council shall consider these limitations when approving institutional "Opportunity" goals and related strategies to meet them, as well as when it evaluates institutional progress.

Goals:

Institutions shall set goals for the recruitment and enrollment of diverse students in its Diversity Plan. These goals shall include the following:
- Enrollment of historically underrepresented minorities. These should include the following IPEDS racial and ethnic categories:
  o Hispanics of any race
  o Black of African American
  o Native Hawaiian or Other Pacific Islander
  o American Indian or Alaska Native
  o Two or more races
- Enrollment of other diverse student populations not listed above that are also identified in the definition of diversity set forth in this Policy.

Additional goals may include, but not be limited to, the following:

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- Increasing the participation of certain historically underrepresented populations in certain academic disciplines.
- OTHER DISCRETIONARY GOALS TBD

Strategies:

In order to meeting the goals established as outlined above, institutions shall identify and implement strategies for the recruitment and enrollment of diverse students. These strategies shall include:
- Race and ethnicity neutral recruitment policies designed to increase diversity in the student body.
    - http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf
- Institutions may use race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.
- OTHER DISCRETIONARY STRATEGIES TBD

"Success" - Student Success

While maintaining a diverse student body is an essential educational experience of Kentucky's postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities (African-American, Latino, American Indian and Hawaiian/Pacific Islander), underprepared, and low income students.

INSERT GRAPHS HERE

In order to improve the success of these students, institutions must implement strategies designed to address the issues research has shown to be linked to these gaps. As part of the Association of American Colleges & Universities' (AAC&U), Liberal Education and America's Promise (LEAP) initiative, reports have been issued that spotlight and verify a set of "effective educational practices" that, according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.[3] These "High Impact Practices," are listed below.

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning (i.e. study abroad)
- Service Learning, Community-Based Learning
- Internships/Co-ops

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[3] Kuh, AAC&U High Impact Practices, 2008.

- Capstone Courses and Projects

Goals:

Numeric goals will be identical to those agreed to as part of the Strategic Agenda. These include:
- TBD

Additional numeric goals may include, but not be limited to, the following:
- TBD

Strategies:

- High Impact Practices
    - https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf
    - Mandatory
        - First year experiences for all students
        - Collaborative Assignments and Projects
    - Other High Impact Strategies identified above are optional
- Other practices, including but not limited to:
    - Mandatory
        - Enhanced Academic Advising
    - Optional
        - Summer bridge programs
        - Faculty mentoring programs
        - Early alert systems
        - OTHERS TBD
- Institutions shall track the strategies implemented by student in order to better evaluate strategy effectiveness.

"Impact" - Campus Climate, Inclusiveness, and Cultural Competency

To fully realize the positive impacts of diversity, Kentucky's public institutions must be communities that provide an inclusive and supportive environment for its diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.[4] In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people.

For example, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom. In addition, students should have the opportunity to interact with diverse faculty and staff.

Furthermore, in order to live and thrive on a diverse campus as well as in an increasingly diverse world, students must become more culturally competent. Culture is broadly defined as distinctive pattern of beliefs and values that develop amongst a group of people who share the

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[4] http://campusclimate.ucop.edu/what-is-campus-climate/ (9/30/2015)

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same social heritage and traditions. Cultural competence is an ability to interact effectively with people of different cultures[5]. A culturally competent individual:

- Has an awareness of one's own cultural worldview;
- Exhibits positive attitudes toward cultural differences;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

Cultural competency provides individuals with the knowledge, skills and attitudes to increase their effectiveness in relating across cultural differences and prepare them for life in increasingly diverse domestic and international environments.

As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others. Students develop an appreciation for their own cultural identities and become critically self-reflective in their orientation toward differences in the cultural identities of others as defined by, for example, race, ethnicity, gender, class, and sexual orientation.

Students who become more cultural competent receive:
- A greater appreciation of cultural difference;
- Greater awareness of the viewpoints of other cultures;
- The ability to assess one's own culture-related privilege/ disprivilege;
- A greater concern for issues of power, privilege, and social justice; and
- A greater ability to interact with individuals from diverse backgrounds in professional settings

If students are expected to be more culturally competent, faculty and staff must possess that ability as well. All the benefits listed above can also be imparted to faculty and staff so that they can set an example for students and help them to be more successful. Faculty and staff must also become more equity-minded in order to help level the playing field for students who may arrive on campus with certain characteristics that could make it more difficult to be successful.

Goals:

Produce culturally competent students, faculty, and staff which shall be evaluated through the administration of a cultural competency assessment.
- Ex. Intercultural Effectiveness Scale and Intercultural Development Inventory
- Which students and faculty should receive it?
  - Ex. All students who take courses that have inclusiveness related themes and faculty who deliver them will be given an assessment pre and post to gauge the impact on a student's cultural competence.
    - Idea is that this would be expanded to all students
  - Ex. Limit to certain disciplines, like health professions.
- Implicit/unconscious bias reduction

Increasing/Advancing Diverse Faculty and Executive Staff
- Faculty diversity mirrors that of your student body

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[5] http://clas.uiowa.edu/socialwork/undergraduate-program/certificate-critical-cultural-competence (9/30/2015)

7

- International faculty recruitment or faculty with international experience
- Faculty exchange programs
- Promotion and tenure process that support diverse faculty
- Resources committed to professional development
- Educating search committees on implicit bias

Institutions shall embed cultural competency, equity mindedness, and inclusion into curriculum.
- At what level and in what programs, if not all?

Provide faculty and staff development around cultural competency and equity-mindedness

Increase community engagement by students and faculty/staff

Additional goals may include, but not be limited to, the following:
- Implementation of campus climate survey
- Create cultural competency certificate program
- Co-curricular activities

Strategies:

- Cultural audit of current curriculum
- Diversity/Global Learning High Impact Practice
- Other strategies identified by institutions designed to meet its goals as described above.

Institutional Diversity Plan Submission and Approval:
To implement this policy, each public institution shall create a campus-based diversity plan which addresses the goals and strategies in the three focus areas described above. A draft plan shall be submitted for review and comment no later than DATE. A review team consisting of CPE staff, CEO members, and institutional faculty or staff shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution's draft plan. Institutions may engage its review team after initial comments and suggestions are provided in order to better ensure Policy compliance and ultimate approval. Final plans shall be approved by an institution's board of trustees or regents and then submitted to the CPE president. CPE staff shall review the plan and submit to CEO for review. Plans shall then be submitted to CPE for final adoption. Final plans shall be adopted in the first quarter of calendar year 2017.

Institutional Diversity Plan Reporting and Evaluation:
In order for an institution to meet its equal educational opportunity goals and be eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive satisfactory on its Diversity Plan report evaluations as described below.

- Initial Diversity Plan Report Due DATE (1 year after plan approved). Initial reports should use the attached rubrics as a guide for the information to be included, but reports will not be scored.
- Subsequent Diversity Plan Reports will be due annually and will be scored using the rubric developed for each policy area. A composite score of XX will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19).

8

If after the first substantive review and any subsequent annual reviews, an institution scores below XX, the institution shall be ineligible to offer new academic programs.

- Ineligible institutions shall enter into a CPE approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance deficiencies. At its discretion, CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.
- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if it can provide sufficient assurance that the offering of the new program will not divert resources from the improvement efforts. The request for waiver shall be submitted to CEO for review then on to CPE for approval. Approval must be granted before the institution can begin the program approval process.

Policy Oversight:

Pursuant to the direction of the CPE, the CEO shall provide oversight of the Policy and the implementation of institutional diversity plans. This may include, but is not limited to, requiring institutional presentations at CEO meetings on any or all aspects of its diversity plan and diversity plan reports, institutional site visits, and hosting workshops or sessions for institutions on diversity and equity related issues and strategies for improved success in these areas.

9

DRAFT RUBRIC
Impact (Campus Climate, Inclusiveness, and Cultural Competency)

Outcomes

5	4
Institution meets 5 out of 5 goals listed below.	Institution meets 4 out of 5 goals listed below.
(1) Institution shows that the overall cultural competency of its students and faculty has been increased or is sustained at a high level.	(1) Institution shows that the overall cultural competency of its students and faculty has been increased or is sustained at a high level.
(2) Diversity goals for faculty and staff have been met or exceeded.	(2) Diversity goals for faculty and staff have been met or exceeded.
(3) Cultural competency, equity mindedness, and inclusion have been embedded into the curriculum at a substantive level.	(3) Cultural competency, equity mindedness, and inclusion have been embedded into the curriculum at a substantive level.
(4) Institution creates a campus climate that is supportive and respectful of all people.	(4) Institution creates a campus climate that is supportive and respectful of all people.
(5) Institution specific goals were met.	(5) Institution specific goals were met.

Implementation of Strategies

Clear evidence is provided that all strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.	Evidence is provided that all strategies were implemented at some level and the required strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.

Analysis of Strategy Effectiveness

The institution has provided a thorough, detailed and thoughtful analysis of the effectiveness of each strategy. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur and are provided.	The institution has provided an analysis of the effectiveness of each strategy with a sufficient level of detail. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur and are provided.

Lessons Learned and Changes Moving Forward

The institution has identified several takeaways from the annual review process and has provided a thorough and thoughtful analysis of each. Institution describes in depth and detail how it will incorporate these takeaways into the following year to address deficiencies and either improve or continue its success rate.

The institution identifies a number of takeaways from the annual review process and provides an reasonable analysis of each. Institution describes with sufficient detail how it will incorporate these into the following year to address deficiencies to either improve or continue its success rate.

3	**2**
Institution meets 3 out of 5 goals listed below.	Institution meets 2 out of 5 goals listed below.

(1) Institution shows that the overall cultural competency of its students and faculty has been increased or is sustained at a high level.

(1) Institution shows that the overall cultural competency of its students and faculty has been increased or is sustained at a high level.

(2) Diversity goals for faculty and staff have been met or exceeded.

(2) Diversity goals for faculty and staff have been met or exceeded.

(3) Cultural competency, equity mindedness, and inclusion have been embedded into the curriculum at a substantive level.

(3) Cultural competency, equity mindedness, and inclusion have been embedded into the curriculum at a substantive level.

(4) Institution creates a campus climate that is supportive and respectful of all people.

(4) Institution creates a campus climate that is supportive and respectful of all people.

(5) Institution specific goals were met.

(5) Institution specific goals were met.

Evidence is provided that the core required strategies were all fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support. Other strategies were implemented at some level.

Evidence is provided that some of the required strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support. Other strategies were implemented at some level.

The instituion has provided an analysis of the effectiveness of each strategy at a basic level. If a strategy was not fully implemented or implemented at all, it is addressed at a basic level.

The institution has provided a mediocre analysis of the effectiveness of each strategy. If a strategy was not fully implemented or implemented at all, it is not addressed fully.

The institution identifies a few takeaways from the annual review process and provides minimal analysis of each. Institiuion describes with some detail how it will incorporate these into the following year to address deficiencies to either improve or continue its success rate.

The institution identifies takeaways from the annual review process and provides little analysis of each. These takeaways are minimally translated into next steps to be implemented in the next year in order to improve or continue success.

1

Institution meets 1 or none of the 5 goals listed below.

(1) Institution shows that the overall cultural competency of its students and faculty has been increased or is sustained at a high level.

(2) Diversity goals for faculty and staff have been met or exceeded.

(3) Cultural competency, equity mindedness, and inclusion have been embedded into the curriculum at a substantive level.

(4) Institution creates a campus climate that is supportive and respectful of all people.

(5) Institution specific goals were met.

Instituion is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.

The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies not fully implemented or not implemented at all are addressed minimally or not at all.

The institution identifies little or no takeaways from the annual review process with little to no analysis. These takeaways, to the extent they are provided at all, are not translated into next steps to be implemented in the next year.

DRAFT RUBRIC
Opportunity (Enrollment and Recruitment of Diverse Students)

Outcomes

	5	**4**
	Any specific numerical goals were exceeded. Progress towards increasing diversity is shown in areas where no specific goals were set.	Any specific numerial goals were met. Progress towards increasing diversity is shown in areas where no specific goals were set.

Implementation of Strategies

5	**4**
Clear evidence is provided that all strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.	Evidence is provided that all strategies were implemented at some level and the required strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.

Analysis of Strategy Effectiveness

5	**4**
The institution has provided a thorough, detailed and thoughtful analysis of the effectiveness of each strategy. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur and are provided.	The institution has provided an analysis of the effectiveness of each strategy with a sufficient level of detail. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur and are provided.

Lessons Learned and Changes Moving Forward

5	**4**
The institution has identified several takeaways from the annual review process and has provided a thorough and thoughtful analysis of each. Institution describes in depth and detail how it will incorporate these takeaways into the following year to address deficiencies and either improve or continue its success rate.	The institution identifies a number of takeaways from the annual review process and provides an reasonable analysis of each. Institution describes with sufficient detail how it will incorporate these into the following year to address deficiencies to either improve or continue its success rate.

3	**2**
Specific numerical goals were not met, but institution succesfully articulates that the diversity of its student body provides its students with the educational benefits of diversity described in the Policy.	Specific numerical goals were not met and instituiton cannot substantiate that its students are receiving the benefits of diversity
Evidence is provided that the core required strategies were all fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support. Other strategies were implemented at some level.	Evidence is provided that some of the required strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support. Other strategies were implemented at some level.
The instituion has provided an analysis of the effectiveness of each strategy at a basic level. If a strategy was not fully implemented or implemented at all, it is addressed at a basic level.	The institution has provided a mediocre analysis of the effectiveness of each strategy. If a strategy was not fully implemented or implemented at all, it is not addressed fully.
The institution identifies a few takeaways from the annual review process and provides minimal analysis of each. Instituiion describes with some detail how it will incorporate these into the following year to address deficiencies to either improve or continue its success rate.	The institution identifies takeaways from the annual review process and provides little analysis of each. These takeaways are minimally translated into next steps to be implemented in the next year in order to improve or continue success.

1

Specific numerical goals are not met and instituion does not articulate how its students receive the benefits of diversity.

Instituion is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.

The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies not fully implemented or not implemented at all are addressed minimally or not at all.

The institution identifies little or no takeaways from the annual review process with little to no analysis. These takeaways, to the extent they are provided at all, are not translated into next steps to be implemented in the next year.

DRAFT RUBRIC
Impact (Campus Climate, Inclusiveness, and Cultural Competency)

Outcomes

5	4
All specific numerical goals were exceeded.	Any specific numerial goals were met or exceeded.

Implementation of Strategies

5	4
Clear evidence is provided that all strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.	Evidence is provided that all strategies were implemented at some level and the required strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.

Analysis of Strategy Effectiveness

5	4
The institution has provided a thorough, detailed and thoughtful analysis of the effectiveness of each strategy. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur and are provided.	The institution has provided an analysis of the effectiveness of each strategy with a sufficient level of detail. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur and are provided.

Lessons Learned and Changes Moving Forward

5	4
The institution has identified several takeaways from the annual review process and has provided a thorough and thoughtful analysis of each. Institution describes in depth and detail how it will incorporate these takeaways into the following year to address deficiencies and either improve or continue its success rate.	The institution identifies a number of takeaways from the annual review process and provides an reasonable analysis of each. Institution describes with sufficient detail how it will incorporate these into the following year to address deficiencies to either improve or continue its success rate.

3	2
At least half of numerical goals were met or exceeded.	Less than half of the numerical goals were met or exceeded.
Evidence is provided that the core required strategies were all fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support. Other strategies were implemented at some level.	Evidence is provided that some of the required strategies were fully implemented with fidelity. Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support. Other strategies were implemented at some level.
The instituion has provided an analysis of the effectiveness of each strategy at a basic level. If a strategy was not fully implemented or implemented at all, it is addressed at a basic level.	The institution has provided a mediocre analysis of the effectiveness of each strategy. If a strategy was not fully implemented or implemented at all, it is not addressed fully.
The institution identifies a few takeaways from the annual review process and provides minimal analysis of each. Institiuion describes with some detail how it will incorporate these into the following year to address deficiencies to either improve or continue its success rate.	The institution identifies takeaways from the annual review process and provides little analysis of each. These takeaways are minimally translated into next steps to be implemented in the next year in order to improve or continue success.

1

No numerical goals were met.

Instituion is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.

The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies not fully implemented or not implemented at all are addressed minimally or not at all.

The institution identifies little or no takeaways from the annual review process with little to no analysis. These takeaways, to the extent they are provided at all, are not translated into next steps to be implemented in the next year.

2014-15 Governor's Minority Student College Preparation Program Systemwide Assessment

Governor's Minority Student College Preparation Program
2014-15 Annual Report

Committee on Equal Opportunities

Council on Postsecondary Education

Committee on Equal Opportunities
October 20, 2015

Governor's Minority Student
College Preparation Program
2014-15 Annual Report

The annual Governor's Minority Student College Preparation Program report highlights academic enrichment programs originally developed for African American middle and junior high school students at the eight public universities and several Kentucky Community and Technical College System institutions. In 1998, the program was expanded to include students from varied ethnic and racial backgrounds.

The program was created by the General Assembly in 1986 to address the under-representation of African American students in postsecondary education. The expanded GMSCPP encourages students in grades 6-8 to enroll in rigorous coursework to enable them to successfully transition to high school, to prepare for a successful academic career in postsecondary education. The program complements the work of K-12 schools by building relationships among middle and junior high schools and public postsecondary education institutions by encouraging students to identify and address possible academic challenges prior to enrollment in postsecondary education.

The 2014-15 evaluation revolves around the Council on Postsecondary Education's Strategic Agenda for Kentucky Postsecondary and Adult Education: Stronger by Degrees, as well as the Statewide Diversity Policy and its four focus areas, which were modified to reflect student participation in the program. The four areas include:

1. **Student Body Diversity**: Are GMSCPP participants consistently enrolling in the program, and does the number increase from year to year?

2. **Student Success:** Are GMSCPP participants exposed to challenging activities/classes when they participate in the program? Do they enroll in rigorous courses while in middle school? Are they prepared to advance through the educational system with the skills/ability to be college and career-ready? Are they well-informed and able to enroll in credit-bearing courses when they enter colleges and universities across the Commonwealth?

3. **Workforce Diversity**: Are GMSCPP participants acquainted with administrators, faculty, and professional staff at the institution? Are there opportunities for the institutions' workforce to share knowledge/research that introduces varied disciplines including high-demand degrees; do the administrators/faculty explain the enrollment and financial aid process, and encourage enrollment in graduate/professional schools?

4. **Campus Environment**: Is the environment supportive and welcoming to the GMSCPP students? Do the students feel comfortable on the campus? Are they valued, respected, and appreciated?

Summary of 2014-15 Programs

The GMSCPP has experienced great success for more than 26 years. The programs promote access and opportunity through academic enrichment activities, and introduce a variety of careers and disciplines to the participants. As a result, students become acquainted with the institutional campus, administrators, faculty, staff, and a diverse mix of college and university students.

The 2014-15 university programs consisted of three residential programs (Morehead State University, Murray State University, and the University of Louisville); five of the programs operated year round, and four in the summer. All institutions developed positive collaborations that provided numerous resources to the program participants and their families. For example, institutional administrators, churches, community and local organizations, and institutional fraternities and sororities used a "collective impact" approach to improve the success of the participants' transition from middle to high school: shared vision, shared agendas and goals, and identification of educational stakeholders to sustain efforts long-term.

The 2014-15 Kentucky Community and Technical College (KCTCS) programs consisted of two institutional programs (Henderson CC, Hopkinsville CC). Both KCTCS programs offered a one-week non-residential summer camp experience. The number of KCTCS institutions participating in the GMSCPP has decreased significantly, as a result of budget cuts.
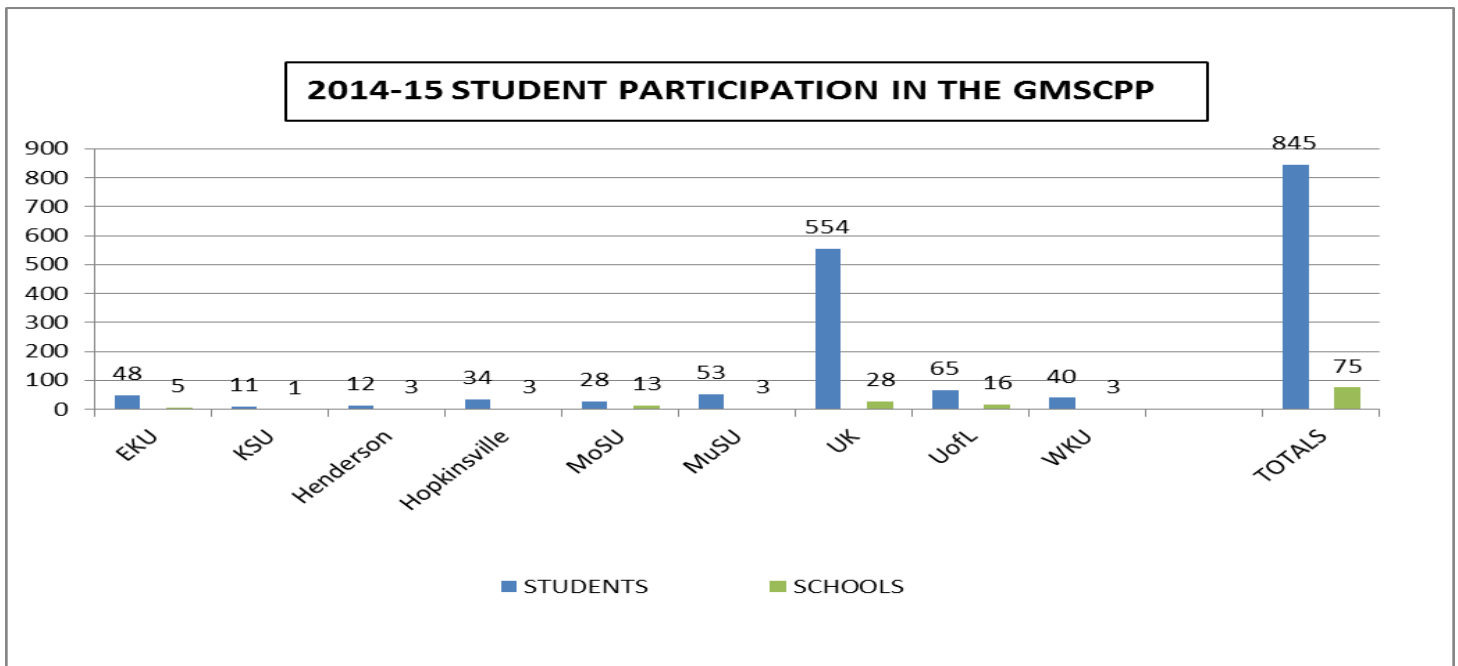
Although the Commonwealth has endured budget cuts over the past few years, the GMSCPP continues to succeed with the support of institutional administrators, program directors, assistants, parents, guardians, and numerous volunteers that are committed to assisting the state with closing the achievement gap and increasing enrollment, retention, and graduation rates.
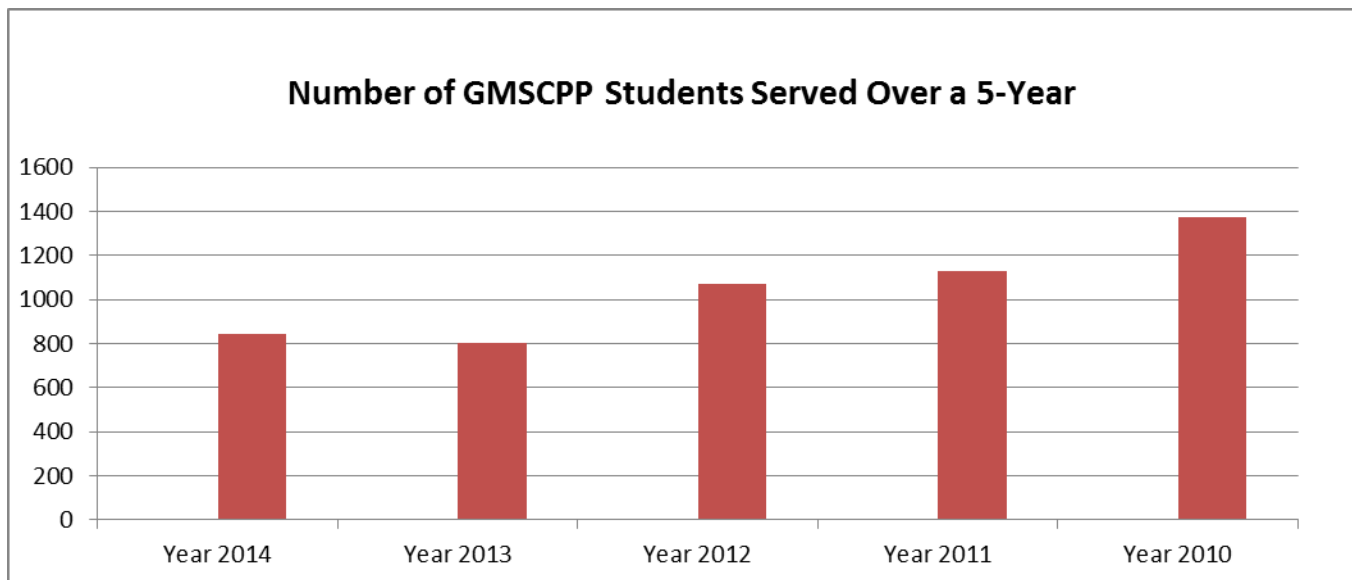
STUDENT BODY DIVERSITY

A total of 845 students from 75 schools participated in the 2014-15 GMSCPP. A slight increase from the previous year was noted (42 more students). The universities served 799 students (94.5 percent). A total of 46 GMSCPP scholars (5.4 percent) were served by the two KCTCS programs.

A total of 803 students from 86 schools participated in the 2013-14 GMSCPP, a significant decrease from the previous year (267 fewer students), as a result of the budget. The universities served 766 students (95.3 percent). A total of 37 GMSCPP scholars (4.7 percent) were served by the two KCTCS programs. Kentucky State University did not have an operational program in 2013-14.

Participants of the 2012-13 GMSCPP included 1,070 middle and junior high school students: 829 students (77.5 percent) enrolled in the six university programs (Eastern Kentucky University did not have a program in 2012-13, nor did Northern Kentucky University). A total of 241 students (22.5 percent) enrolled in six KCTCS programs.

2014-15 STUDENT PARTICIPATION IN THE GMSCPP

Number of GMSCPP Students Served Over a 5-Year

	Year 2014	Year 2013	Year 2012	Year 2011	Year 2010
Students Served	~840	~800	~1070	~1130	~1375

The number of participants served by the GMSCPP has declined over a 4-year period, but appeared to show a slight increase in 2014.

Student Success ⬆ The GMSCPP enables more students to advance through the education system, with the goal of increasing the number of participants that enroll college and career ready, which translates to a decrease in developmental education course enrollment, and an increase in college/university retention rates and degree completers.

Academic enrichment activities are selected by program directors to prepare students to successfully complete the middle school curriculum, identify and address academic deficiencies, and enroll in rigorous courses at the high school level to prepare them to enroll in college-bearing courses as they transition into postsecondary education. All programs in 2014-15 included a focus on STEM-H or some component of science, technology, engineering, mathematics, and health. The programs also incorporated reading, journaling, art, culture, foreign language, study skills, tutoring, creative writing, business and economics, leadership building initiatives, sign language, and information on self-esteem, geology, and ACT preparation, in addition to many other areas.

All institutions incorporated pre- and post-testing to determine the skill level of the participants, and to inform students and parents of areas that require additional attention. Examples of tests administered include TABE, WRAT3, Explore, and subject specific tests. The majority of the programs also served as academic and social support networks to the students and their families during their participation in the GMSCPP. Several provided tutoring services to students to assist with homework during the academic year. The goal of the directors is to make GMSCPP participants' college and career ready, and familiar with the

testing designation specified by the Kentucky Department of Education (KDE), in relation to the Kentucky Performance Rating for Educational Progress (K-PREP): Distinguished, Proficient, Apprentice, or Novice- to prepare them to meet their academic goals.

A total of 5 institutions offer year-round programs. Summer only programs include Kentucky State University, Morehead State University and both KCTCS institutions (Henderson and Hopkinsville). Three universities offered a summer residential component to their programs: MoSU, MuSU, and UofL. Additionally, the University of Kentucky offers Engineering Day, or E-Day, each spring to students of all ages. All GMSCPP students are encouraged to participate. Students from three GMSCPP institutions participated in the UK Engineering Day in January 2015.

All GMSCPP participants were engaged in and exposed to STEM+H initiatives as well as other high demand careers. Program directors indicated that they also continue to advance social, artistic, cultural, and environmental activities, including liberal arts. The University of Kentucky served 554 students in 2015—an increase from the previous year. The majority of the UK participants enroll at Winburn Middle School (UK adopts the entire school each year). A total of 412 students were on the honor roll. Several programs also included a homework assistance component to their year-round programs.

As a complement to the campus based program activities, the Council organizes a statewide conference each year with one of the participating institutions. GMSCPP participants from across the Commonwealth visit both rural and urban institutions to gain a greater appreciation for all of the public institutions. The conference includes a STEM+H agenda that introduces leadership, advocacy, and collaboration in high demand careers. The day-and-a-half residential experience was implemented to increase the student's comfort level with the campus environment and ultimately lead to increased participation in postsecondary education. Since 2001, the statewide conference has been hosted by the following institutions:

- 2001   University of Kentucky
- 2002   Murray State University
- 2003   Eastern Kentucky University
- 2004   Northern Kentucky University
- 2005   Western Kentucky University
- 2006   University of Louisville
- 2007   Morehead State University
- 2008   University of Kentucky
- 2009   Murray State University
- 2010   Northern Kentucky University
- 2011   Western Kentucky University

- 2012   University of Louisville
- 2013   Morehead State University
- 2014   Eastern Kentucky University
- 2015   Murray State University

The June 2015 conference was organized by Mr. Michael Young at Murray State University. A total of nine (9) institutions participated: five universities and four KCTCS institutions. The day-and-a-half event included students, chaperones, and program directors. On the first day of the conference, the students toured the MuSU arboretum, as well as the university farm where they were able to get "up close and personal" with horses. Ms. Tara Hawthorne, Associate Director of African American Recruitment addressed the students during dinner, along with the student panel that consisted of sophomores, juniors, and seniors.

Day two of the conference included concurrent workshops; all were well received by both directors and students. They included:

- The UV Light Demonstration
- Rocks and Minerals
- Two Engineering Events
- Math Activity
- Birthing Simulation
- Campus Tour

The MuSU GMSCPP Statewide Conference was the second largest participation, to date. Council staff began discussions to select the 2016 location with institutional representatives. The host institution will be identified and confirmed at the January CEO meeting.

Parent/Guardian Participation
All of the institutions, with the exception of one, included a combination of mandatory parent/guardian meetings and orientations to introduce the GMSCPP. Parents/guardians were also encouraged to participate in campus tours, luncheons, dinners, field trips, award ceremonies, and institutional activities that promote parental involvement. Overall, the parents were very complimentary of the GMSCPP. The programs have successfully transitioned thousands of students from middle and junior high school to high school and the postsecondary education system- across the state, and across the nation.

Workforce Diversity ↑

All program directors are encouraged to introduce both students, as well as their parents/guardians, to academic and educational resources to assist them with supporting their students' successful transition through middle school into high school. Each of the 2014-15 reports identified administrators, faculty, and staff from their respective campuses that participated in the program. The reports showed that programs introduced students to financial aid and other resources available through KHEAA, as well as their individual financial aid office. Program directors also discussed the tuition and fees and various resources available to help fund postsecondary education, including need-based financial aid and the KEES program. Information highlighting planning (saving) for postsecondary education was also presented to the students. Exposure to this information reduces the anxiety students may have regarding financing postsecondary education and identifies resources early to assist families with funding their students' education. The GMSCPP also helps to close achievement gaps between majority students and low-income, diverse, and underprepared students. Each institution included their workforce, as well as student volunteers, to promote student engagement, improve the college experience, and promote a safe, supportive, and welcoming environment for all participants.

Kentucky Council on Postsecondary Education

YOUR INSTITUTION

BUSINESS & INDUSTRY

KHEAA

K-12
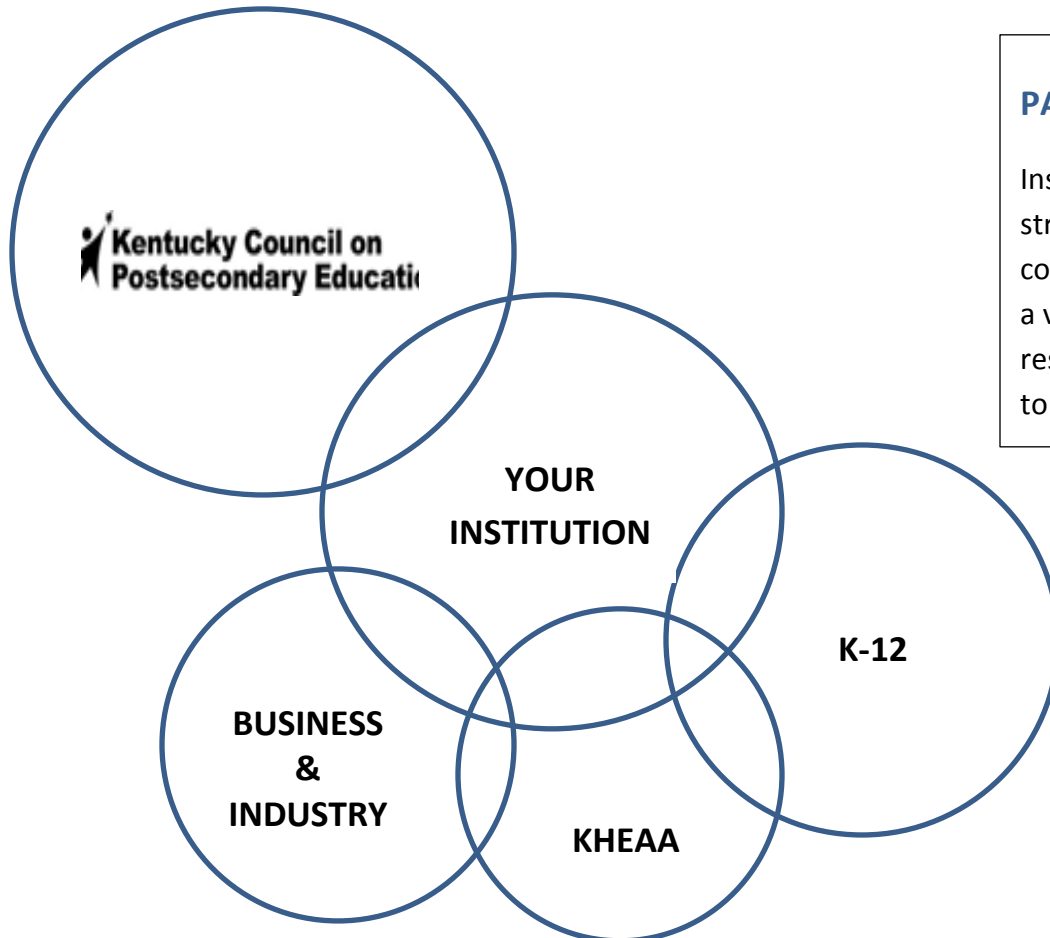
PARTNERSHIPS ↑

Institutional directors are strongly encouraged to develop collaborations/partnerships with a variety of entities to offer resources and support systems to students and parents.

The Statewide Diversity Policy also highlights student success and encourages the public institutions to focus activities and strategies on significantly increasing the representation of students from diverse backgrounds. The goals and objectives are highlighted in each institution's diversity plan. With the implementation of the plans, each of the public institutions will continue to build pipelines that include middle, junior high, and high school students that may translate to increased student enrollment, retention, graduation rates, and more credentials and degrees awarded in the coming years.

Campus Climate

Council staff works collaboratively with institutions across the state to develop a friendly and welcoming campus environment for the GMSCPP participants, as well as all students. The Statewide Diversity Policy encourages and supports a climate conducive to learning, as well as an atmosphere that is respectful of differences. Each of the institutional diversity plans also commits to promoting a campus climate that moves beyond tolerance, to acceptance of differences. The reports indicated that many activities, ceremonies, and programs, include the GMSCPP participants as well as their parents/guardians. Students are also invited to participate in institutional programs throughout the academic year, at several institutions.

Reports indicated that the majority of the participants complete the year-round or summer only programs. Extracurricular activities, scheduling conflicts, and transportation are often barriers to students completing the program. Because of the gap between participation in the GMSCPP (grades 6-8) and completing high school (grades 9-12), many institutions are unable to collect reliable and comparable information to allow CPE to follow the participants' progress from middle school to high school to postsecondary education. Several program directors collected the KDE student identification numbers. The numbers are required to maintain longitudinal data that will support the success of the GMSCPP. Council staff will continue to collaborate with GMSCPP directors to collect comparable data, which will support a review of longitudinal data to report the achievements of the program.

For more than 26 years, the GMSCPP has been a fundamental source in promoting student access, family and community involvement, and increased awareness of the process for admission and enrollment in Kentucky's postsecondary education system. Overall, given the limited financial support for the program, the GMSCPP has been invaluable in serving thousands of middle and junior high school students across the Commonwealth. With increased support, Kentucky may be able to close the achievement gaps and enroll a greater number of students in credit-bearing courses—based on the success of the GMSCPP.

Staff preparation by Rana Johnson

Governor's Minority Student College Preparation Program
2014-15

Institution	Number of Students Served	Number of Schools Served	Parent Involvement	Academic Enrichment Activities	STEM–H	Pre/Post Testing	Partners	Type of Programs
EKU	48	5	YES	STEM-H, Math, English, science, culture, reading, parent involvement After-School Enhancement	YES	YES	EKU Regional Extension Program, Upward Bound Program, Educational Talent Search, and Southeastern Kentucky Migrant Education Program.	Year Round and Summer Institute NON RESIDENTIAL
KSU	11	1	YES	STEM	YES	YES	Elkhorn Middle, KSU School of Education, Department of Math, Department of Biology	Summer- 1 WEEK NON RESIDENTIAL
MoSU	28	13	YES	STEM-H, Leadership Building, College Readiness, parent meetings	YES	YES	MoSU Housing, Off of Enrollment Mgt, 1ST Year Experience, Academic Serv., Academic Adv/Retention, Univ. Mkt, Churches, BMW, YMCA Black Achvrs,	Summer- 1 WEEK RESIDENTIAL
MuSU	53	3	YES	History, Math, reading, writing, wellness class, ACT Prep, STEM, Resume, Public Speaking, mandatory parent meetings	YES Social Media, Computers	YES	Upward Bound Math and Science, BMW, Talent Search	Year Round and Summer Institute 2 WEEK RESIDENTIAL
UK	554	28	YES	STEM-H, Math, English, science, culture, reading, penmanship, journaling, mandatory parent meetings	YES	YES	KYC3, Gear UP, UK Engineering, BCTC, Fayette Co Public Schools, Winburn Middle, MLK Breakfast, Consolidated Baptist, Fayette Youth Services, LIFT, YMCA Black Achievers, Youth Science	Year Round and Summer Institute NON-RESIDENTIAL
UofL	65	16	YES	Tutoring, ACT workshop, college tours, science workshops, technology workshops, National Black Family Conf., journal writing, foreign languages, mandatory parent meetings	YES	YES	Bates Memorial, UK SSS, UL Community Engmt, Black Achievers, JCPS, Council on Ed, Lincoln Fnd, Go College, NERD SQD, Gear Up, GMSCPP, Huntington Ctr, KHEAA, UL Athletics , UL Admissions, St Stephen's, TRIO, Upward Bd, West Lou Per Arts, West Louis AHEC	Year round and Summer Institute RESIDENTIAL
WKU	40	3	YES	STEM-H, English, Math, Reading, Spanish,	YES	YES	NAACP, Deltas, AKA, National Pan-Hellenic Council, Alphas, Order of Eastern Star, BMW, Black Student Alliance, Sons of Solomon, S2S, Amazing Tones Joy	Year Round and Summer Institute NON-RESIDENTIAL
ALL UNIV	799	69	7- ALL UNIV	Various Academic Enrichment Activities	7- ALL UNIV	7- ALL UNIV	Various Partnerships at ALL UNIV	3 RESIDENTIAL 4 NON-RESIDENTIAL 5-YEAR ROUND 2-SUMMER ONLY

Governor's Minority Student College Preparation Program
2014-15

Institution	Number of Students Served	Number of Schools Served	Parent Involvement	Academic Enrichment Activities	Computer Technology	Pre/Post Testing	Partners	Type of Programs
Henderson CC	12	3	NO	Science, math, chemistry, engineering, literature, reading	YES	YES	Middle school counselors, North Baptist Church	Summer-1week NON-RESIDENTIAL
Hopkinsville CC	34	3	YES	Tutoring, science, math, reading, careers, earth day, ACT prep	YES	YES	Christian Co. Superintendent Madisonville CC	Summer-1week NON-RESIDENTIAL
ALL KCTCS	**46**	**6**	**1-YES**	**STEM-H and other areas**	**YES**	**YES**	**Various Partnerships**	**2 -SUMMER ONLY 2 NON-RESIDENTIAL**
ALL TOTALS	**845**	**75**	**8–YES**	**Various Academic Enrichment Activities**	**9–ALL**	**9–ALL**	**Various Partnerships at ALL GMSCPP**	**3 RESIDENTIAL 6 NON– RESIDENTIAL 5–YEAR ROUND 4–SUMMER ONLY**

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Status: Statewide Diversity Planning and Support Programs

The following information focuses on diversity activities and initiatives since the Committee on Equal Opportunities met May, 2015.

Diversity Summit: The Council's Committee on Equal Opportunities will host a Diversity Summit at the Kentucky Community and Technical College System Central Office, in Versailles, Kentucky, November 9, 2015. Educational administrators and staff from across the state are invited to participate. Sessions include: Closing the achievement gap, best practices for the recruitment, retention, and graduation of diverse students, and the significance of campus diversity at colleges/universities in KY. The summit will also include a student panel consisting of high school students to college/university graduates.
Dr. Robert Belle, Associate Director of the SREB Doctoral Scholars Program, will serve as the keynote speaker.

Governor's Minority Student College Preparation Program: The Annual GMSCPP Statewide Conference will be hosted by the University of Kentucky, June 2016; middle and junior high school students from across the Commonwealth are expected to participate in STEM-H activities and laboratory experiments during the day and a half event.

Conference planning is underway to recruit students to attend the 29TH Annual Academically Proficient High School Junior and Senior Diversity Conference, June 2016. Students, parents, and college representatives from across the Commonwealth are expected to participate.

SREB Doctoral Scholars Program: The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville reviewed applications for the SREB Doctoral Scholars Program Fellowship for fall 2015.   In 2015-16, a total of seven students applied (3 at the University of Kentucky and 4 at the University of Louisville).

As a result of state agency budget cuts, the Commonwealth will support only two of the seven scholars that applied, compared to five in previous years.

As of October 2015, 27 students are currently matriculating at Kentucky institutions, 32 percent of these students are in the STEM-H areas, and there are 81 graduates. Eleven of the graduates have earned tenure. Kentucky employs 22 of the SREB Doctoral Scholar graduates.

The Compact for Faculty Diversity Teaching and Mentoring Institute: The Institute will be held October 29 – November 1, 2015, in Arlington, Virginia. The institute is designed for scholars currently supported by the Kentucky Doctoral Scholars Program. The Kentucky program is implemented collaboratively by the Council, the University of Kentucky, and the University of Louisville to help students complete the doctorate more quickly and to encourage them to transition into the professoriate. All scholars are expected to participate. Kentucky's public institutions have also been invited to participate in the recruitment fair to assist them with increasing the number of diverse faculty members at their respective institutions.

Staff preparation by Rana Johnson

Committee on Equal Opportunities
Council on Postsecondary Education
October 20, 2015

Waivers of KRS 164.020(19)

The CEO asked for regular reports regarding institutions that choose to adopt a waiver of the standards of KRS 164.020(19) in order to implement new degree programs. The statutes establish the Council's responsibility to approve the offering of new degree programs (KRS 164.020(14)) and also limit an institution's eligibility for new degree programs (KRS 164.020(19)) by the requirement that an institution meet its equal opportunity objectives.

The Council has authority to grant a temporary waiver of the requirements of KRS 164.020(19). Administrative Regulation 13 KAR 2:060 establishes criteria for determining an institution's compliance with equal opportunity objectives and for the granting of a temporary waiver to a state-supported postsecondary education institution that has not met its objectives.

No institutions requested a waiver as of October 2015.

Staff preparation by Rana Johnson

What's an LGBTQ College Student Center, Anyway?

October 8, 2015
by Chelsea Fullerton

Chelsea Fullerton

I would like to beg you dear Sir, as well as I can, to have patience with everything unresolved in your heart and to try to love the questions themselves as if they were locked rooms or books written in a very foreign language. Don't search for the answers, which could not be given to you now, because you would not be able to live them. And the point is to live everything. Live the questions now. Perhaps then, someday far in the future, you will gradually, without even noticing it, live your way into the answer. — Rainer Maria Rilke, 1903

Autumn has always been my favorite time of year. When I was a child, September represented a reprieve from hot Southern summer days, as pool parties gave way to pumpkin patches and apple picking and corn mazes.

Today, I still relish the simple pleasures of breathing in a rush of cool air, unpacking scarves and jackets from forgotten corners of closets, and witnessing the vibrant transformation of landscapes from green to gold, red, and amber. For me, autumn rests in the space between endings and beginnings; it is a reminder of the beauty of transition, of process, of becoming.

My affinity for the season contrasts sharply with my propensity to seek certainty. Comfort with ambiguity, with the in-betweens, has never been my particular strength.

As I have come to discover on my journey thus far, I'm not alone in my dependence on answers when the inevitable questions of life arise; unknowns fill many of us with a sense of anxiety, dread, even fear. For those of us who experience the world in this way, our most profound

lessons often follow the periods where our only option is to—reluctantly—embrace the discomfort that surrounds us.

My work with college students has gradually brought my inner struggle between clarity and uncertainty to a sort of tenuous truce. I find that I use some version of Rilke's idea of "living the questions" daily as I witness and take part in their processes of becoming.

Nowhere is process more inevitable, more necessary, and more painful than in the development of identity. Pieces of who we are that we had never questioned suddenly crumble; aspects of our being that we never knew existed slowly rise to saliency; our foundation of personhood is deconstructed and rebuilt so drastically that we begin to become unrecognizable to others and even to ourselves.

Identity development does not begin nor end in college, though it can often be most sweeping—and therefore most disconcerting—in those times in which we are thrust into unfamiliar environments, when we begin asking questions we never thought to ask, when the noise of tradition and routine is reduced enough for our inner voices to rise to the surface.

For many students, autumn is a metaphor for college itself. It signals an end to what has been—and who they have been. It is a beginning of discovery, of disenchantment, of doubt, of decisions. As winds change, landscapes shift, and nature takes a deep breath before the silent stillness of winter, students engage in the profound internal work of asking questions that do not yet have answers.

Who am I? Why am I here? What will I do, and what impact will I have on the world around me?

As September brings the beginning of the school year, students and parents alike are also asking these questions of offices like mine.

Who are you? Why are you here? What do you do, and what impact will you have on this campus?

Part of the beauty of working in higher education means that, with each new cycle of students, I and my colleagues get to ask ourselves these questions as well.

This year, as I engage in this process of self-reflection, I look back on the history of organized offices dedicated to the support and development of lesbian, gay, bisexual, transgender, and queer (LGBTQ) students. This history formally begins in 1971 (though the groundwork began long before) at the University of Michigan, where student advocacy eventually resulted in the formation of the first such office, now called the Spectrum Center.

Today, the legacy of those who spearheaded this early work lives on through offices like the Center for Social Justice Education and LGBT Communities at Rutgers, the Stonewall Center at the University of Massachusetts in Amherst, the Queer Resource Center at Portland State University. My own office owes its existence to those who pioneered these efforts.

In the dynamic work of college student affairs, our purposes and missions, though grounded in history, have necessarily responded and shifted to the needs of our students. Many of us engage in advocacy, leading changes in policy and practice to promote greater inclusion at our campuses. Some of us educate our communities of students, faculty, and administrators on gender and sexuality. Often, we are most visible when we work to raise the profile of LGBTQ communities on our campuses through programs, initiatives, and awareness campaigns.

But ultimately, I have found that our work is most impactful in the moments that we become a part of our students' journeys of development. Some are questioning their own genders or sexualities; some question what gender or sexuality is altogether. Some are in the process of learning what it means to act in solidarity for a community to which they do not belong. Some are beginning to imagine what inclusion looks like, and some are wrestling with how to operationalize their inner values with friends and family members with whom they disagree.

In all these cases, students dwell in the space between endings and beginnings. They are demonstrably different from when they started, and, at the same time, the versions of themselves that they will someday become are distant, hazy, uncertain.

My students, regardless of their identities, are in the beautiful and terrifying process that is becoming. I have the great honor of intersecting with their journeys, sometimes in small and nearly imperceptible ways, in the work that I do each day. And as I do this, I myself am reminded of the journey still ahead of me.

I feel Rilke's call to "live everything" deep within as I facilitate discussions with fraternity & sorority members about inclusion within their chapters. I let the gentle reminder to "have patience with what is unresolved" sink in as I counsel students seeking to make known their inner identity to their friends and family members. I practice "loving the questions" as I advise student leaders on managing conflict within their organizations.

This is the work of LGBTQ college student centers, work that is all at once exhausting, profound, challenging, ongoing. It is the work of holding the tension of beginnings and endings, questions and answers, growth and loss. It is the work of witnessing and taking part in the small moments that form our self-concepts and shape our sense of purpose and meaning.

As autumn is upon us, I breathe in the rush of new energy that the beginning of the school year brings. I unpack the tools that I stowed away in preparation for this season. And I let out a swell of gratitude for the vibrant change I will be privileged to witness.

Chelsea Fullerton is a bisexual educator and student affairs practitioner who works as the Director of the Pride Center for Sexual Orientation and Gender Diversity at Lehigh University. She also facilitates workshops across the country for educators, higher education administrators, and college students on LGBTQ communities and building inclusive campus and organizational climates.

Semantic Tags: Chelsea Fullerton • Lehigh University • LGBTQ • Sexual Orientation
http://diverseeducation.com/article/78271/

Category: |

Colleges, Corporations Work Together on Inclusion

October 4, 2015

by Cassandra West
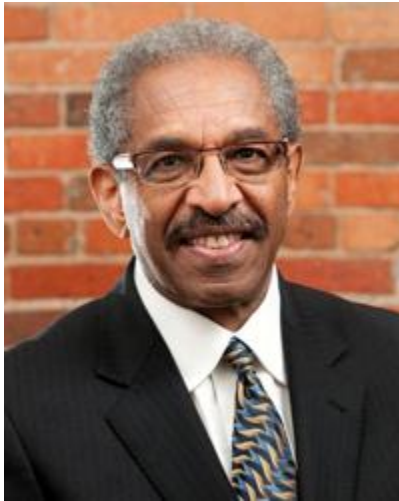
Dr. Benjamin Reese is president of the National Association of Diversity Officers in Higher Education.

EVANSTON, Ill. — To make it clear that corporations have put muscle behind their diversity and inclusion initiatives, leading executives at the first ever Chief Diversity Officer Summit shared some of the practices and models that have been applied within their organizations with various measures of success.

One strategy embraced by Deloitte LLP, for instance, involves building relationships within the growing "open-talent economy," or that pool of individuals who prefer taking on discreet assignments rather than being full-time employees. They are "non-balance sheet individuals who provide service in exchange for payment," explained Carolyn O'Boyle during a spotlight session called "A Garden of Talent. O'Boyle leads Deloitte's Talent Strategic Initiatives team.

Open talent can be identified within a number of sources, a talent community, alumni networks or LinkedIn. For Deloitte, those sources have helped it develop a new model of inclusion. Through that and other efforts, the professional services firm has a leadership that is 65 percent women and minority, according to Deborah DeHaas, vice chair, chief inclusion officer for Deloitte, who moderated the session.

In a keynote address, Tony Byers, director, Global Diversity & Inclusion, Starbucks Coffee Co., urged people to transform organizational thinking and look for ways "to push people to move beyond understanding [company] values and actually living them."

The three-day summit, Sept. 30- Oct. 2, hosted by Northwestern University's Kellogg Executive Leadership Institute, brought together more than 140 leading chief diversity officers (CDOs) from higher education, corporate, government, non-profit and the military to discuss the latest academic research, trends and leading practices in the area of diversity and inclusion. The National Association of Diversity Officers in Higher Education (NADOHE) co-sponsored the summit, which grew out of a conversation last year between Benjamin Reese, president of NADOHE, and Diana I. Cordova, clinical professor of Executive Education and Academic Director at the Kellogg School of Management.

In bringing together the various sectors, two themes cut across them all, said Reese, who is also vice president for institutional equity at Duke University and the Duke University Health System. Those themes relate to creating diverse leadership and environments that bring together people with lots of different skills, competencies, on behalf of increasing profits, in the case of corporations.

"The corollary in higher education is bringing together students and administrators and paying attention to an environment that encourages employees to exchange different ideas, that encourage students to learn from each other," Reese said.

Many organizations in recent years have begun to combine the work of diversity and corporate social responsibility, noted Connie Lindsey, executive vice president and head of Corporate Social Responsibility and Global Diversity and Inclusion for Northern Trust in Chicago. "When you talk about resources, sustainability, ethics and governance, it's important that diversity and inclusion are a part of that work as well," said Lindsey, a panelist for a session that explored top trends of CSR leaders.

Jeanne Arnold, Chief Diversity Officer, Diversity & Inclusion for Gettysburg College, was thrilled for the opportunity that brought together CDOs from higher education and corporate. She came hoping each could borrow from the other, but more important, she saw the time as a way to "strengthen the pipeline of who's coming into the workforce because that's what business needs, but we also need that in higher ed."

Semantic Tags: Chief Diversity Officer Summit • Diversity • Dr. Benjamin Reese • LinkedIn • National Association of Diversity Officers in Higher Education

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