

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



January 25, 2021 – 1:00PM ET

ZOOM teleconferencing for Committee members

Livestream video for public: <https://youtu.be/iMRT0w0LTDg>

I. Call to Order

Dr. Robert Staat, Chair of CEO, Presiding

II. Roll Call

Dr. Dawn Offutt, CPE's Director of Initiatives for Diversity, Equity & Inclusion

III. Comments from CPE President, Aaron Thompson

IV. Update from Ashland Community & Technical College

A. Welcome and State of Diversity, Equity and Inclusion

Dr. Larry Ferguson, President

B. Diversity Initiatives Presentation

Alvin Baker, Director of Cultural Diversity

Dr. Samuel Brand, Academic Dean

Steve Woodburn, Dean of Student Success and Enrollment Services

V. Approval of the Minutes (October 26, 2020)

VI. Review of the Evaluation Process

Dr. Deverin Muff, CPE Associate for Diversity, Equity & Inclusion

VII. Update from Diversity, Equity & Inclusion

Dr. Dawn Offutt, CPE's Director of Initiatives for Diversity, Equity & Inclusion

VIII. Adjournment

Next Committee meeting: April 26, 2021



STRONGER

by degrees



Ashland

Community & Technical College

- Dr. Larry Ferguson – President/CEO
- Steve Woodburn – Chief Student Affairs Officer
- Al Baker – Director of Cultural Diversity
- Kellie Allen – Director of Human Resources
- Dr. Todd Brand – Chief Academic Officer

Presented January 25, 2021

- Welcome
- Challenging Times
- Our Commitment to Diversity
- Fulfilling our Mission

Population Demographics for Areas of Geographic Responsibility

County	AA/Black	Hispanic	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	White
Boyd	2.8%	1.4%	1.4%	0.2%	0%	94.7%
Carter	0.5%	1.2%	0.9%	0.2%	0%	97.8%
Elliott	3.4%	0.8%	0.5%	0.1%	0.1%	95.6%
Greenup	0.7%	0.8%	1.0%	0.3%	0%	97.3%
Lawrence	0.2%	0.5%	0.8%	0.1%	0%	98.5%
FIVCO	1.51%	1.06%	1.07%	0.21%	0.01%	97.47%

US Census Bureau,
Quickfacts, April 2010 Census



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Carter	0.5%	1.2%	0.9%	0.2%	0%	97.8%
Elliott	3.4%	0.8%	0.5%	0.1%	0.1%	95.6%
Greenup	0.7%	0.8%	1.0%	0.3%	0%	97.3%
Lawrence	0.2%	0.5%	0.8%	0.1%	0%	98.5%
FIVCO	1.51%	1.06%	1.07%	0.21%	0.01%	97.47%

INSTITUTIONAL PROFILE

ACTC Fall 2020

- Total Enrollment = 2,400
- Part-time – 1,271 (53.0%) Full-time – 1,129 (47.0%)
- Female – 1,461 (60.9%) Male – 922 (38.4%)
- 2,119 In-state 88.1%
- 281 Out-of-state 11.9%
- 69 Instructional Staff (151 IPEDS data, including PT)
- 13 Management Occupations Staff



Community & Technical College

Trend Data-Enrollment

Undergraduate Enrollment for Fall

Race/ Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020	2015-16 (Baseline)
African American/ Black	40 1.5%	32 1.3%	29 1.1%	29 1.2%	37 1.40%
Hispanic	30 1.2%	29 1.1%	32 1.2%	38 1.6%	25 0.90%
URM	117 4.5%	113 4.4%	122 4.7%	120 5.0%	116 4.30%



Community & Technical College

Trend Data-Success

Performance Metric	2016-17	2017-18	2018-19	2019-20	Baseline 2015-16
3-Year Grad. Rate					
Low-income		34.5%	41.5%	29.3%	25.9%
URM	33.3%	23.1%	46.2%	23.1%	13.3%
1st to 2nd-Year Retention					
Low-income	58.1%	55.8%	57.9%	56.7%	44.9%
URM	65.0%	36.8%	71.4%	53.6%	47.10%



Al Baker

Director of Cultural Diversity

- Highlighted Strategies
 - NAACP Senior Salute
- Relationship with Community
- Case Management Approach
- Use of students



Community & Technical College

Kellie Allen

Director of Human Resources

Performance Metric: URM Workforce Diversity	Baseline 2015-16	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Target Fall 2020
Instructional Faculty	1 0.90%	1 1.0%	1 1.3%	2 2.4%	2 2.4%	3 3.00%
Management Occupations	1 7.70%	2 13.3%	2 14.3%	2 15.4%	2 15.4%	2 12.50%

H.R. Strategies

- Discuss HR initiatives
 - All Positions Posted on the following external sites:
 - HigherEdJobs.com
 - Indeed.com
 - Higher Education Regional Consortium (HERC)
 - Search committees review and discuss unconscious bias

- Diversity Strategies – Student Side
 - Classroom Discussion
 - Assignments
 - Next Step – Assess
- Diversity Strategies – Instructional Side
- Grow Your Own

Questions?

DRAFT MINUTES
Council on Postsecondary Education

Type: Committee on Equal Opportunities
Date: October 26, 2020
Time: 1:00 p.m. ET
Location: Virtual Meeting – Committee member by ZOOM teleconference. Public viewing at: <https://youtu.be/PGyclJ8DYfU>

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities met Monday, October 26, 2020, at 1:00 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the Committee met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: <https://youtu.be/PGyclJ8DYfU>. Committee Chair Robert H. Staat presided.

ATTENDANCE

Members attended: Whitney Allen, Deborah Aparicio, David Carpenter, Alfonso De Torres Nuñez, Ling-Yuh Pattie, Luv'Tesha Robertson, and Robert Staat.

Members not in attendance: Colby Birkes, Robert Croft, Kim Halbauer, and Shawn Reynolds.

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

INTRODUCTIONS

Dr. Staat welcomed Colby Birkes as the Council's new student member on the committee. Mr. Birkes is a law student at the University of Louisville.

WELCOME & UPDATES

Travis Powell, CPE Vice President and General Counsel, provided the Council updates, which included how Dr. Aaron Thompson, CPE President, has become a

local and national voice regarding COVID-19 response and social justice issues as it pertains to higher education. In regards to campus reopening plans, the Council provided guidance and flexibility to Kentucky's institutions in how students returned to campus for the fall semester, whether it be in-person, online, and/or hybrid instruction. Mr. Powell also reported that enrollment remained steady for the fall 2020 semester.

APPROVAL OF THE MINUTES

The minutes of the June 22, 2020 meeting were approved as presented.

ACTION ITEMS

Approval of Institutional Improvement Plan

Mr. Deverin Muff presented Eastern Kentucky University's Institutional Improvement Plan for approval, which identified specific strategies and resources dedicated to addressing the deficiencies identified in its annual review. The strategies included a new leadership structure to lead the process, redirect the proper level of supports to ensure satisfactory engagement on a continual basis, and implement a better data collection and reporting system.

Approval of Institutional Strategy Revisions

Mr. Muff also presented qualitative strategy revisions for Ashland Community & Technical College, Big Sandy Community & Technical College, Eastern Kentucky University, Somerset Community College, and West Kentucky Community & Technical College.

MOTION: Ms. Pattie motioned to approve both Eastern Kentucky University's improvement plan as well as each of the institutions' strategy revisions as presented. Dr. Robinson seconded the motion.

VOTE: The motion passed.

OTHER BUSINESS

Committee Chair Staat presented a new scoring template to be considered for future use in the evaluation process. The Committee discussed the elements of the template and decided to review it further at a future meeting.

Dr. Offutt presented a preview of what to expect at the virtual 2020 Higher EDquity symposium, to be held on November 9-10, 2020 in partnership with the University of

Louisville. She stated the event titled, The Urgency of N.O.W (No Opportunity Wasted), would highlight strategies for providing equitable services to students from enrollment to degree completion, particularly for underrepresented minorities and low-income students. Sessions will also focus on creating and maintaining support for students amid the effects of social injustices and the global pandemic.

Finally, the Committee thanked Ling-Yuh Pattie for her service as a member of the Committee on Equal Opportunities. She served a full four-year term from 2017 through 2020 and was a valued member.

ADJOURNMENT

The Committee adjourned at 2:21 P.M. ET

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____



Overview of the Scoring Process

Deverin Muff

Associate, Diversity, Equity, & Inclusion

Diversity, Equity, and Inclusion Plan Report Evaluation

- Annual Report (2020)
 - Qualitative Report Submitted
 - 2019-2020 Data Analyzed.
- Evaluated based on a Rubric; divided into 2 sections
 - Quantitative
 - 18 possible points for Universities
 - 16 possible points for KCTCS Institutions
 - Qualitative
 - 18 possible points
 - Minimum Score for Eligibility to Offer New Programs
 - 24 for Universities
 - 22 for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Quantitative

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

Diversity, Equity, and Inclusion Plan Report Evaluation – Enrollment

- “Diversity” is defined as “people with varied human characteristics, ideas, world views, and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.”
- Enrollment Evaluation Standard
 - The institution shall demonstrate that the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy. This may be substantiated by providing evidence that goals outlined in an institution’s plan were generally attained or significant progress was made toward those goals, that students have been provided the opportunity to interact with diverse peers both inside and outside the classroom, and through other means identified by the institution as supported by valid research. Progress toward any one goal shall not determine whether or not expectations have been met; an institution shall be evaluated based on the entirety of its report in this area.

Diversity, Equity, and Inclusion Plan Report Evaluation – Enrollment

- Annual targets were set in the following areas:
 - African American Undergraduate Enrollment
 - Hispanic Undergraduate Enrollment
 - URM Undergraduate Enrollment
 - URM Graduate Enrollment (universities)
- A narrative was provided by each campus to describe how the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy.
- All elements were considered in the evaluation and a score of pass (2) or fail (0) was provided.
 - Universities were provided a score for both graduate and undergraduate diversity.

Diversity, Equity, and Inclusion Plan Report Evaluation – Qualitative

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

Timeline



- Diversity Reporting Tool opens for submission- January 25
- Reports due- 5:00 PM, March 1
- Calibration Meeting- March 1
- Scores due- April 16
- Scores presented to CPE- June 25



Cultural Competence Certification Framework

Kentucky Public Postsecondary Education Policy for Diversity, Equity & Inclusion



- The Policy states that in order to live and thrive on a diverse campus and in an increasingly diverse world, students, faculty, and staff must become culturally competent.
- Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments.
- As part of their plans for diversity, equity, and inclusion, institutions must implement initiatives designed to increase the cultural competence of students, faculty, and staff.

Cultural Competence Certification Framework



Mission – that students, faculty, staff, administrators, and Kentucky’s public post-secondary institutions and communities will recognize their own responsibility to lead in a global society that promotes equity and justice.

Cultural Competence Certification Framework



Based on the A4 Model of Cultural Competence, the certification has four categories:

1. ***Awareness (A1)** – Goal: Through on-going self-reflection, individuals will develop a better understanding of who they are, become more aware of human diversity and demonstrate a respect for the dignity of others.

- Learning Outcomes:
 - To define and differentiate key terms related to diversity
 - To increase self-awareness by defining one's own identity and comparing/contrasting one's identity with others
- ****–The “Awareness” competency represents the minimum requirements in the Cultural Competence Certification Framework in order to receive credentialing.***

Cultural Competence Certification Framework



Based on the A4 Model of Cultural Competence, the certification has four categories:

2. Acknowledgement (A2) – Goal: Through on-going self-reflection, individuals will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they may have or have not been affected by those dynamics.

- Learning Outcomes:
 - To discuss how our identities impact those with whom we interact
 - To define intersectionality and explore how our identities are influenced by several cultural categories
 - To explore the concept of privilege and acknowledge our individual privileges

Cultural Competence Certification Framework



Based on the A4 Model of Cultural Competence, the certification has four categories:

3. Acceptance (A3) – Goal: Through on-going self-reflection, individuals will demonstrate a continual openness to ideas, beliefs, and practices that challenge their own worldview and moves them to embrace a broader perspective.

- Learning Outcomes:
 - To identify one's personal biases and how they shape one's worldview
 - To explore the concept of microaggressions and how they can impact members of different cultural groups
 - To explore opposing views that challenge one's assumptions and beliefs (e.g., demographics, religion, politics)

Cultural Competence Certification Framework



Based on the A4 Model of Cultural Competence, the certification has four categories:

4. Action (A4) – Goal: Through on-going self-reflection, individuals will be able to communicate in ways that indicate an acceptance of and appreciation for individuals different from themselves and recognize their own responsibility in leading and promoting equity and justice in a global society.

- Learning Outcomes:
 - To authentically express one's individual experiences that honors self without condemning others
 - To effectively communicate within and across cultures to foster and sustain open dialogue and navigate difficult conversations
 - To develop a plan that integrates awareness, acknowledgment and acceptance into a model of action that identifies next steps for leading and promoting justice in a global society.

Types of Credentials



Microcredential 1

- a. Awareness is the minimum category. Can be offered to all incoming freshmen. Students can opt to receive the other 3 microcredentials that could be offered each subsequent year. This makes for a smooth transition from KCTCS to four-year institutions. Would be designated as receiving a credential in A1 (minimum is A1 and completing requirements in sequential order is known as Stacking).
- b. Participants can also opt to cluster credentials choosing which categories they want to receive. (Ex. Choosing which microcredentials received after A1, e.g., A3, A4 known as Clustering).

Types of Credentials



Microcredential = 6 hours

- a. Awareness and Acknowledgement would be coupled to provide enough content to receive credit (6 hours). This could occur at either KCTCS or 4-year institutions. Would be the minimum for a microcredential and would be a prerequisite for Acceptance and Action.
- b. Acceptance and Action would be coupled to provide enough content to receive 6 hours of credit. This would occur at 4-year institutions only.

Next Steps



- Finalize the Cultural Competence Certification Proposal Process for institutions
- Develop Rubric for Proposal Assessment
- Flesh out professional development/certification for faculty and staff

Questions?

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