KY COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES

June 26, 2023 – 1:00 p.m. ET
Virtual Meeting - https://cpe-ky-gov.zoom.us/j/81461851613

Indicates action item

MEETING MINUTES

Draft for Approval by the Committee on Equal Opportunities, June 26, 2023

Who: Kentucky Council on Postsecondary Education
Meeting Type: Committee on Equal Opportunities
Date: June 26, 2023
Time: 1:00 p.m. ET
Location: Virtual Meeting via ZOOM Webinar

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities (CEO) met Monday, April 24, 2023, at 1:00 p.m., ET. The meeting occurred virtually via ZOOM webinar. Chair Elaine Walker presided.

ATTENDENCE

Committee Member attendance:
- Attended: Whitney Allen, Rochelle Brown, Robert Croft, Kellie Ellis, Luv'Tesha Robertson, Faith Kemper, Elaine Walker
- Did not attend: Maira Gomez, David Carpenter

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

APPROVAL OF THE MINUTES

The minutes of the January meeting were approved as distributed.

WELCOME & CPE UPDATES

Received an update on the developments at Kentucky State University from Travis Powell. Currently in month 6 of the management improvement plan and Kentucky State University has now selected a new University President.

Diversity Strategy Evaluation Process

Received presentation from 6 review teams comprised of CEO members and CPE staff. Only three institutions did not meet the minimum required score for immediate eligibility to apply for new degree programs. Those institutions are Big Sandy Community & Technical College, Henderson Community College, and Kentucky State University. These institutions will have until July 1st to submit a waiver to be eligible to apply for new degree programs with the inclusion of a performance improvement plan.

ADJOURNMENT

The Council adjourned at 3:13 p.m. ET.

Ashland Community and Technical

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2022–2023 reporting year below.

2022– 2023 OPPORTUNITY STRATEGIES
1. Provide a presentation/luncheon at specific high schools primarily for URM students to discuss opportunities and culture at ACTC. 2. ACTC Partnered with NAACP on the Senior Salute program held at ACTC to recognize URM graduating seniors.

2022 – 2023 SUCCESS STRATEGIES
1. The Director of Cultural Diversity will utilize a case management approach and communicate with URM students at least two to three times per semester to assist and respond to any concerns, including reminders of important dates, academic services, and upcoming activities. 2. Student Success and Enrollment Services (SSES) advisors will place more focus on utilizing Starfish to track URM students who are at risk and will reach out to them utilizing appreciative advising to help determine what the student is struggling with and make appropriate suggestions to help facilitate student success.   3. Implement a student recruitment program in which volunteers are sought from the current student body to assist in building relationships with prospective students.

2022– 2023 IMPACT STRATEGIES
1. Encourage faculty members to include culturally diverse themes in the existing curriculum. 2. Include Under Represented Minority (URM) employees on search committees. 3. Include cultural competency in search committee training.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2023 – 2024 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
N/A	1. Student Success Services and Trio staff will work with ACTC's first-generation, low-income, and students with accommodation needs to support them to increase their graduation rates, certifications, and successful transfers to other four-year universities. 2. The Ready to Work Program will work to make its program more available to low-income and URM citizens within the FIVCO region by collaborating with Marketing and the Office of Cultural Diversity to increase its enrollment and success.	The two strategies we are wanting to add and not take away from any of the opportunity strategies at this time.

6

Diversity, Equity, and Inclusion Strategy Revision Request for Academic Year 2023–2024

2023 – 2024 SUCCESS STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*

7

Diversity, Equity, and Inclusion Strategy Revision Request for Academic Year 2023–2024

2023 – 2024 IMPACT STRATEGY REVISIONS		
Current Strategy (old strategy, combined strategies, etc.)	**Proposed Strategy** (the proposed new strategy will go in this section)	**Justification for Revision** (the reasoning behind changing the strategy)
N/A	1. The Department of Cultural Diversity and the HR Department will implement an open house event for potential URM applicants from the FIVCO region to increase the applicant pool and create a list serv to send out job listings to URM community.	This strategy is an addition and we are not deleting the other strategies.

8

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2022–2023 reporting year below.

2022– 2023 OPPORTUNITY STRATEGIES
• Enhance recruitment communication for both internal and external stakeholders. • Enhance communication to increase credential completion. • Enhance marketing communication for both internal and external. • Develop a comprehensive outreach and community plan for the URM student populations to include high school visits, partnerships with high schools and community organizations, and campus visits programs.

2022 – 2023 SUCCESS STRATEGIES
• Strengthen academic and student services to support student engagement and completion. • Develop and implement a comprehensive array of academic, career, and support services for URM students. • Identify and cultivate partnerships with businesses and other community organizations and schools in the central KY region for targeted programs. • Develop a comprehensive plan of services aimed at engaging students for the first year to the start of the second year.

9

2022– 2023 IMPACT STRATEGIES
• Improve onboarding processes with a common set of activities and expectations in a new employee course, including content on the college philosophies around equity and inclusion. • Engage in the development of a supportive campus climate by creating and implementing a Cultural Competency Certification Program. • Improve position postings by expand content and placement for advertising including use of social media and other strategies for reaching diverse candidates. • Improve hiring processes by ensuring selection of inclusive search committee members and monitoring processes to use all tools for equitable assessment of candidates.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2023 – 2024 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
• Enhance recruitment communication for both internal and external stakeholders. • Enhance communication to increase credential completion. • Enhance marketing communication for both internal and external. • Develop a comprehensive outreach and community plan for the URM student populations to include high school visits, partnerships with high schools and community organizations, and campus visits programs.	• Enhance communication for both internal and external. • Develop a comprehensive outreach and community plan for the URM student populations to include high school visits, partnerships with high schools and community organizations, and campus visits programs. • Establish and implement early interventions to cultivate college readiness • Build enrollment through community partnerships.	By removing the word marketing from the third bullet, it becomes broader, allowing the strategy to encompass much more (marketing, recruitment, etc.), permitting combining strategies one and two to be folded into the new proposed strategy. Adding two new strategies centered around interventions to cultivate college readiness and community partners allows BCTC to report on the many new initiatives we have designed to increase the retention and success of our URM populations.

2023 – 2024 SUCCESS STRATEGY REVISIONS

Current Strategy (old strategy, combined strategies, etc.)	Proposed Strategy (the proposed new strategy will go in this section)	Justification for Revision (the reasoning behind changing the strategy)
• Strengthen academic and student services to support student engagement and completion. • Develop and implement a comprehensive array of academic, career, and support services for URM students. • Identify and cultivate partnerships with businesses and other community organizations and schools in the central KY region for targeted programs. • Develop a comprehensive plan of services aimed at engaging students for the first year to the start of the second year.	Old • Develop a comprehensive plan of services aimed at engaging students for the first year to the start of the second year. New • Develop services and initiatives to improve completion and retention rates for underrepresented minority students.	The new proposed strategy broadens the scope of the old strategy and allows BCTC to report on the great work we are doing to improve the completion and retention of URM students.

2023 – 2024 IMPACT STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
• Improve onboarding processes with a common set of activities and expectations in a new employee course, including content on the college philosophies around equity and inclusion. • Engage in the development of a supportive campus climate by creating and implementing a Cultural Competency Certification Program. • Improve position postings by expand content and placement for advertising including use of social media and other strategies for reaching diverse candidates. • Improve hiring processes by ensuring selection of inclusive search committee members and monitoring processes to use all tools for equitable assessment of candidates.	Old • Engage in the development of a supportive campus climate by creating and implementing a Cultural Competency Certification Program.. New • Expand strategies to increase recruitment and college visibility emphasizing diversity, equity, inclusion, and belonging.	The college's QEP emphasis will shift to Civility and Conflict Resolution and move away from Cultural Competence, as other areas now cover this. The new strategy will expand a greater holistic approach to measuring DEIB work at BCTC in developing a supportive campus climate.

Henderson Community College

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2022–2023 reporting year below.

2022– 2023 OPPORTUNITY STRATEGIES
1) To market HCC as an open and diverse learning community.   2) To enhance our presence in local URM neighborhoods.   3) To eliminate enrollment disparities for diverse students regarding their enrollment completion rates

2022 – 2023 SUCCESS STRATEGIES
1) That student and academic services will promote best practices for retention.   2) Student and academic services will implement best practices for degree completion, transfer, and employment.

2022– 2023 IMPACT STRATEGIES
1) To broaden the scope of our recruitment for faculty and staff, particularly reaching out to the Hispanic community. 2) To create academic and extracurricular opportunities for students to be broaden their understanding of diversity, equity, and inclusion.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2023 – 2024 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
2) To enhance our presence in local URM neighborhoods.	2) To participate in community organizations and events which promote diversity, equity, and inclusion.	2) The new strategy will allow the institution to better document and measure its outreach efforts which focus on URM and low-income populations through community-level partnerships.
	4) To cultivate external funding opportunities which support low income and URM students.	4) The institution has developed and continues to pursue multiple philanthropic efforts to support URM and low-income students.

16

2023 – 2024 SUCCESS STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
1) That student and academic services will promote best practices for retention	1) To implement retention services including tutoring, mentoring, and case-management advising	The new strategy clarifies the three areas/activities which encompass the institution's retention efforts.

2023 – 2024 IMPACT STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
1) To broaden the scope of our recruitment for faculty and staff, particularly reaching out to the Hispanic community	1) To broaden the scope of our recruitment for faculty and staff from diverse backgrounds	1) The institution's strategy clarifies it seeks to recruit diverse candidates and not limit its efforts to Hispanic/Latino staff members.
2) To create academic and extracurricular opportunities for students to be broaden their understanding of diversity, equity, and inclusion.	2) To create extracurricular opportunities for students to be broaden their understanding of diversity, equity, and inclusion.	2)The strategy will allow the institution to report on its extra-curricular programming efforts such as clubs and student events which promote DEI concepts.
3) To monitor the campus environment.	3) To collect and utilize feedback from community, staff, students, and faculty on college's diversity, equity, and inclusion efforts.	3) Clarifies feedback loop.
	4) To provide academic opportunities for students to broaden their understanding of diversity, equity, and inclusion.	4) The strategy will allow the institution to report on its efforts to expose students to DEI concepts within their coursework.

Madisonville Community College

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2022–2023 reporting year below.

2022– 2023 OPPORTUNITY STRATEGIES
1. Increase the number of diversity recruitment events on Madisonville Community College's (MCC) campuses. 2. Identify new diversity recruitment opportunities. 3. Promote academic programs and opportunities with area school districts.

2022 – 2023 SUCCESS STRATEGIES
1. Improve the delivery of the academic advising program across the college. 2. Promote campus support offices early and frequently to entering students to ensure awareness of college programming. 3. Expand campus understanding of the barriers and challenges for students in poverty.

2022– 2023 IMPACT STRATEGIES
1. Promote diversity among the faculty and staff.   2. Encourage the development of cultural competence in our student body.   3. Encourage the cultural competence of faculty and staff.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2023 – 2024 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
1. Increase the number of diversity recruitment events on Madisonville Community College's (MCC) campuses. 2. Identify new diversity recruitment opportunities. 3. Promote academic programs and opportunities with area school districts.	1. Promote the college in our service area to a diverse population of students – conduct effective outreach campaigns in the community. 2. Effectively promote and administer financial aid programs to support low-income and underrepresented students. 3. Implement programs that foster the development of relationships with the underrepresented students in our service area high schools.	1. This revision better captures the sum of the work planned and underway to connect the college, through outreach and recruitment campaigns, to the under-served populations in our region. 2. A key component of expanding opportunity is providing effective financial aid support to students. This strategy addresses the work of our advancement and financial aid offices. 3. This revision also better captures the scope of the tactics planned and underway to recruit under-served students from our area high schools.

2023 – 2024 SUCCESS STRATEGY REVISIONS

Current Strategy (old strategy, combined strategies, etc.)	Proposed Strategy (the proposed new strategy will go in this section)	Justification for Revision (the reasoning behind changing the strategy)
1. Improve the delivery of the academic advising program across the college. 2. Promote campus support offices early and frequently to entering students to ensure awareness of college programming. 3. Expand campus understanding of the barriers and challenges for students in poverty.	1. Implement programs that build a strong connection between the college and low-income and underrepresented students. 2. Effectively administer early alert, academic support, academic advising, and other programs to increase persistence and successful course completion. 3. Provide support programs to assist low-income students.	1. This strategy revision expands upon the previous plan to specifically address those programs that connect to underrepresented and low income students - a function of the advising process but not solely through academic advising. 2. This revision more narrowly identifies the offices and programs intended to provide early interventions to help students be successful when barriers arise for them. 3. The previous plan's strategy to support low-income students was more focused on campus learning and building comprehension within faculty and staff on the challenges of poverty. The revised strategy more directly addresses what actions the college will

2023 – 2024 IMPACT STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
1. Promote diversity among the faculty and staff. 2. Encourage the development of cultural competence in our student body. 3. Encourage the cultural competence of faculty and staff.	1. Implement effective employee recruitment and retention practices to ensure a diverse faculty and staff. 2. Ensure that the college's academic programs address diversity and encourage the development of cultural competence. 3. Provide professional learning opportunities for the college community that expand the understanding of diverse cultures and experiences. 4. Develop and implement programs designed to improve campus climate.	1. The revised strategy is more focused on specific actions that the college has planned and will conduct to increase the diversity of faculty and staff through the hiring and recruitment process. 2. This revision is essentially an edit to clarify the work that the college is doing through specific classroom learning activities and the subsequent reporting process through our academic assessment and institutional effectiveness process. 3. This revision is also an edit of the previous strategy to more directly identify actions planned and underway to build campus understanding. 4. This is an expansion of the previous strategy (3) to be more specific about what the college will do to improve

Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion

Best Practices & Lessons Learned from the Annual Reporting Process

Dr. Dawn Offutt

Executive Director of Initiatives,

Diversity, Equity, & Inclusion

Kentucky Council on Postsecondary Education

Project Overview

- 2016-2021 Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion

  - Annual strategies and reports

- Campus DEI "Scorecards"

  - Metric progress over the duration of the policy

- DEI Strategy Best Practices

  - Opportunity, Success, and Impact

  - Strategy vs. action/tactic

Best Practices - Opportunity

Opportunity - Recruitment and Enrollment of Diverse Students

- Minimize financial barriers for enrollment (tuition, application fees, etc.)

- Expanded/targeted outreach to underrepresented populations

- Create pipelines

Campus Highlight - Opportunity

Owensboro Community & Technical College

Metrics & Annual Targets	2015-2016 (Baseline)	2016-2017 Target	Actual	2017-2018 Target	Actual	2018-2019 Target	Actual	2019-2020 Target	Actual	*2020-2021 Final Target	Actual	Met Target?
Enrollment: African American Undergraduate (%)	2.76	2.95	3.17	3.3	2.96	3.5	2.69	3.6	2.76	3.7	3.05	No
Enrollment: Hispanic Undergraduate (%)	1.76	2.01	1.9	2.2	2.27	2.5	2.86	2.8	2.84	3	3.13	Yes
Enrollment: URM Undergraduate (%)	7.23	7.55	7.82	8.1	8.34	8.3	8.66	8.5	8.94	8.8	9.56	Yes
Retention: Low Income (%)	50.9	51.06	52.4	45.6	50.45	47.7	54.35	49.7	54.64	51.7	55.18	Yes
Retention: URM (%)	45.1	45.78	45.6	45.6	51.92	47	44.44	47.7	54.1	48.5	53.23	Yes
Credentials: Low Income	981	1002.6	1060	1018	1148	1043	1243	1066	1328	1089	1250	Yes
Credentials: URM	71	73	87	75	104	77	138	79	195	81	156	Yes
Graduation Rate: Low Income (%)	24.1	25.74	29	29.3	30.7	30.3	32.96	31.3	33.58	32.3	37.8	Yes
Graduation Rate: URM (%)	19.2	22.56	26.7	33	17.5	34	15.56	35	29.55	36	27.91	No
FTE Instructional Staff (%)	7.2	7.4	6.6	7.3	6.8	7.6	6.4	7.9	7.1	8.2	7.9	No
Management Occupations (%)	4.2	5.26	4.8	6.32	0	7.1	4.5	8.3	4	9.5	3.6	No

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

Campus Highlight - Opportunity

- Best Practice: Create Pipelines

  – Action: Dual Credit Programs

  - Owensboro Community and Technical College collaborates with regional high schools to provide dual credit programs. OCTC was one of forty-four colleges nationwide who participated in the Dual Enrollment Experiment under the Department of Education's Experimental Sites Initiative.

  – Action: Academic Career Exploration (ACE) Program

  - OCTC's Office for Diversity collaborated with the Owensboro Black Expo (OBE) and Owensboro High School to increase the supports that are in place for African American students. The program length is an academic year, concluding with a banquet for students and families. The primary goal of ACE is to develop the necessary skills for students to stay on-track to graduate. ACE will provide a greater understanding of many career opportunities and the additional requirements beyond academic that are needed for different professions.

Best Practices - Success

Success - Student Success

- Minimize non-academic barriers (basic needs, unmet financial need/account balances)

- Integrated First-Year Experience

- Intrusive advising/early intervention

Campus Highlight - Success

University of Kentucky

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

Legend:
- Met or exceeded target (green)
- Did not meet target but finished above baseline (yellow)
- Finished at or below baseline (red)

Campus Highlight - Success

- Best Practice: Integrated First-Year Experience

  – Action: UK 101: Academic Orientation is the university's centralized first-year experience course. UK 101 serves first-year students while UK 201: Academic Orientation for Transfers serves transfer and veteran students. Both are one-credit hour, part-of-term courses held over 10 weeks. Approximately 115 sections of UK 101 are offered each fall semester.)

    - UK's President and the Office for Institutional Diversity identified UK101/201 as a key part of the institutional-wide diversity, equity and inclusion efforts. UK's institution-wide Diversity, Equity and Inclusion (DEI) Implementation Plan established Project #6: Redesign UK 101 Module. In AY2020-21, all sections of UK 101/201 implemented updated Unconscious Bias (UB) content. This content introduced the following terms/concepts, among others: unconscious/conscious bias, microaggressions, land acknowledgements, ally, accomplice, co-conspirator

    - Data shows that students who successfully complete UK 101 are retained to their second year at a higher rate and have a higher first-term GPA than those that did not complete the course.

Best Practices - Impact

Impact - Campus Climate, Inclusiveness, and Cultural Competency

- Cultural competency professional development/training for faculty and staff

- Culturally competent hiring policies and procedures

Campus Highlight - Impact

Northern Kentucky University

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

Legend:
- (Green) Met or exceeded target
- (Yellow) Did not meet target but finished above baseline
- (Red) Finished at or below baseline

Campus Highlight - Impact

- Best Practice: Culturally competent hiring policies and procedures

    - Action: In partnership with the Chief Diversity Officer and the Office of Inclusive Excellence (CDO-OIE), colleges and departments are updating policies where equity gaps are identified and implementing new strategies for recruitment and retention of URM employees.

        - The CDO mandated that every division and department pursuing a search process: (1) complete implicit bias training, and (2) post positions with at least 2 diverse professional networks to intentionally recruit racially diverse applicants with the goal of increasing the diversity of NKU's candidate pools.

    - Action: The Office of Planning and Institutional Research partnered with the CDO to create an Equity Assessment.

        - The Equity Assessment was created via a dashboard that captured faculty, staff and student data and provided a crosstab analysis of staff, faculty and students by race, gender, academic rank and tenure status. The dashboard enables NKU to collect data relevant to faculty and staff recruitment, promotion, tenure and student retention with specific focus on URM populations. The Equity Assessment examined the retention of faculty and staff in their third and fifth years, and by race, college and unit.

Next Steps and Lessons Learned

Next Steps:

–   Complete campus highlights/visits

–   Publish complete report on findings

Lessons Learned:

–   Conduct trainings on report writing

•   Goal, strategy, action step(s)

–   Prepare for the next iteration of the policy

NKU

Office of Inclusive Excellence & Title IX

Impact Strategy#11:
Presentation to the Committee on Equal Opportunity
June 26/2023

DR. DARRYL ALAN PEAL
CHIEF DIVERSITY, EQUITY, AND
INCLUSION OFFICER & COORDINATOR OF TITLE IX

DR. BRUCE E. MITCHELL II
DIRECTOR FOR DIVERSITY, EQUITY, AND
INCLUSION

OVERVIEW

Introduction

➢ "Best Practices in Diversity, Equity & Inclusion: A Review of Progress Made by Kentucky Public Postsecondary Institutions Since 2015-16."

➢ Annual CPE Diversity Report – Impact on campus program development

NKU Impact Diversity Strategy #11:

➢ "Increase the diversity of faculty, management, and staff by ensuring search processes are equitable and consistently applied."

➢ NKU defines diversity broadly. Our definition includes race, age, class, gender, sexual orientation, country of origin, physical or cognitive abilities, cultural, Veterans status and or religious affiliation.

➢ The symbiotic relationship between Talent Management and DEI Impact strategies

- **Today's presentation outcomes includes but is not limited to describing how NKU:**

➢ Develops and implements hiring policies and procedures that assist in increasing the size, quality and diversity of our candidate pools and new hires.

➢ Ensures that university policies and practices are equitable and inclusive

TALENT MANAGEMENT

ADDRESSING, REVIEWING AND CHANGING POLICY IS A PROCESS AND NOT A REACTION AND REQUIRES PREPARATION!

TALENT MANAGEMENT PREPARATION

NKU

PREPARATION

MANDATORY SEARCH COMMITTEE UNCONSCIOUS BIAS TRAINING

IDENTIFY AND PRIORITIZE YOUR DEI GOALS.
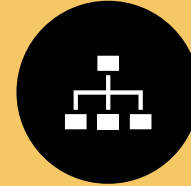
IDENTIFY THE KEY TALENT IMPLICATIONS REQUIRED TO ACHIEVE THE ORGANIZATION'S GOALS

CREATE A TALENT STRATEGY (UNDERSTAND YOUR TALENT FUNNEL AND RECRUITMENT FUNNEL)

IDENTIFY HISTORICALLY UNDERREPRESENTED EMPLOYEE POPULATIONS & CREATE A PIPELINE BEFORE POSTING JOB AD

INTERVIEW MORE THAN ONE MEMBER OF UNDERREPRESENTED GROUP (HEILMAN, 1980)

UTILIZE DIRECTORIES AND LIST SERVES

REMEMBER – CANDIDATES ARE ALSO INTERVIEWING YOU/NKU

INTENTIONAL AND DESCRIPTIVE JOB DESCRIPTION

PROVIDE OPPORTUNITIES FOR CANDIDATES TO MEET WITH FACULTY WHO HAVE SIMILAR SCHOLARLY AND PROFESSIONAL INTERESTS AND OPPORTUNITIES FOR CANDIDATES TO CONNECT WITH AFFINITY GROUPS

TALENT MANAGEMENT IMPLEMENTATION

Implementation of recruitment (search)

Measure and Monitor institutional progress at every stage of your recruitment, interview and hiring process.

Be adaptable and make equity minded changes to your hiring process as you implement.

Use strategies that facilitate unbiased processes (Blind resume/Vita review)

Utilizing interdisciplinary cluster hires (Best Practices/Guidelines plan to assist divisions in initiating a cluster hire: specific language in the call expressing interest in DEI focused research.

Provide opportunities for candidates to meet with faculty who have similar scholarly and professional interests and opportunities for candidates to connect with affinity groups

40

IMPACT STRATEGIES

Through assessment, analyses, policy change and initiatives, we are aggressively pursuing more equitable hiring and search processes.

In partnership with the Chief Diversity Officer and the Office of Inclusive Excellence (CDO-OIE), colleges and departments are updating policies where equity gaps are identified we are implementing new strategies for recruitment and retention of URM employees.

IMPACT STRATEGIES

The CDO-OIE developed and implemented guidelines to increase the equity in hiring practices. The CDO also mandated that every division and department pursuing a search process:

(1) complete implicit bias training, and

(2) post positions with at least 2 diverse professional networks to intentionally recruit racially diverse applicants with the goal of increasing the diversity of our candidate pools.

This was achieved through the CDO, who independently facilitated 17 unique implicit bias trainings for 31 hiring committees across the institution. "Quarterly trainings"

IMPACT STRATEGIES

- NKU continues to make efforts to improve the collection of diversity metrics (i.e., demographic data) so that we may better monitor the effectiveness of our strategy inputs and implementation.

- The Office of Planning and Institutional Research partnered with the CDO to create an Equity Assessment. The Equity Assessment was created via a dashboard that captured faculty, staff and student data and provided a crosstab analysis of staff, faculty and students by race, gender, academic rank and tenure status.

- The dashboard enables us to collect data relevant to faculty and staff recruitment, promotion, tenure and student retention with specific focus on URM. The Equity Assessment examined the retention of faculty and staff in their third and fifth years, and by race, college and unit. This provides critical baseline data, as it was the first comprehensive equity analysis at NKU.

IMPACT STRATEGIES (CONTINUED)

- IN 2018, NKU created its most historically diverse presidential cabinet. NKU appointed four African Americans (3 men and 1 woman) to the presidential cabinet.

- In 2021-2022, the cabinet experienced leadership transitions and hired its first Latina and first woman to serve on the cabinet and as the university's Athletic Director.

- It should be noted, in 2021-2022, the university's CFO left the institution, and the university appointed a Latino man as the interim CFO which represented another historical first for NKU.

IMPACT STRATEGIES (CONTINUED)

- The Dean of the College of Arts and Sciences worked with human resources to track whether the faculty recommendations for interviews represented the diversity of the pools.

- Additionally, they also evaluated the rubrics/criteria and ensured that the position post(s) included language expressing a clear interest in diverse applicants, particularly those with a demonstrated investment in creating a diverse, equitable, and inclusive environment via their teaching, research, and/or service experiences.

- Similar changes to hiring policies and practices were implemented in the College of Health and Human Services, the College of Informatics, Chase College of Law, University Housing, and the University Police Department.

INITIATIVES THAT HAVE INCREASED REPRESENTATION

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- The College of Health and Human Services (CHHS) hired 3 non-tenure track URM faculty members, increasing their total from 7 in 2019-2020, to 10 in 2020-2021. Additionally, the DEI post-doctoral fellow for CHHS was retained and renewed in August 2021.

- The College of Informatics has created a COI Diversity Fellow faculty position. The position and the initiative will be launched next year with the goal of bringing a diverse ABD faculty into one (and possibly two) year positions in the college to support them as they finish their Ph.D. and give them exposure/experience to teaching at a regional institution such as NKU.

INITIATIVES THAT HAVE INCREASED REPRESENTATION

- The College of Arts and Sciences (CAS) posted one tenure-track position, and hired two faculty (Sociology), one man and one woman, both of whom have research that focuses on DEI issues. CAS conducted three searches to fill lecturer positions in STEM, all three positions were filled with women (anatomy/physiology, STEM outreach, geology). Of the five total renewable lecturers hired, all five were women, two are international, and one identifies as LGBTQA+.

- Tenure track faculty diversity held steady from last year at 10.1% (17 out of 169) URM for 2020-21. This is an increase from past years; 2018-19 the average percentage of URM faculty was 8% (14 out of 174).
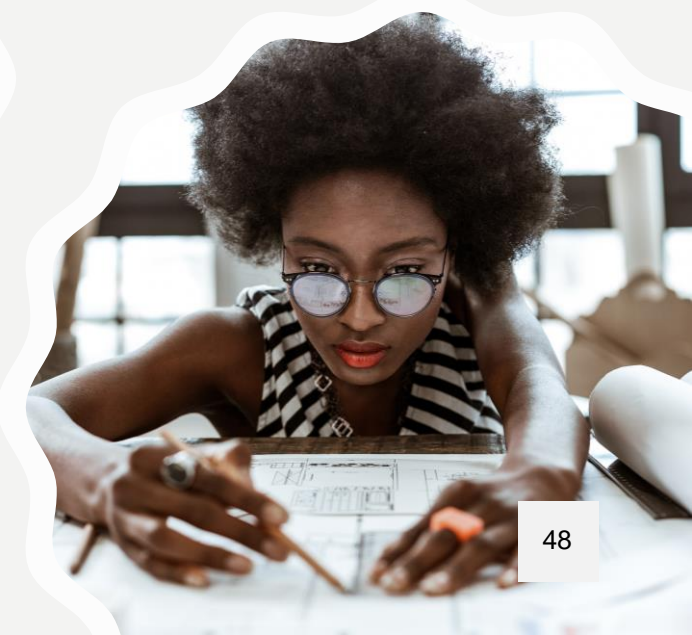
EFFECTIVENESS OF STRATEGY

NKU HAS WORKED DILIGENTLY TO IMPROVE THE SEARCH AND RECRUITMENT PROCESS AND HAVE ACCUMULATED SUBSTANTIAL EVIDENCE TO SUPPORT THE EFFECTIVENESS OF THESE EFFORTS.

EFFECTIVENESS OF STRATEGY

- NKU has dramatically increased the representation of URM senior management. In Fall of 2015, only 10.5% of management were from underrepresented groups; in 2021, we exceeded our goal of 12.5%, reaching a new milestone of 17.5% URM senior management. Although we have not reached all of our goals due to the continued impact of Covid-19, the hiring process framework that was initiated in 2017 has yielded significant results across campus.

- The NKU police department (UPD) currently employs 14 officers, 4 African American male officers, 4 female officers and 3 women administrators. Additionally, NKU police employ 8 dispatchers ! African American male, 1 white male and 6 women. This is double the national average for percentage of women police officers within a police department.

EFFECTIVENESS OF STRATEGY

Chase College of Law did not have any open tenure-track positions, but were able to hire a Visiting Professor, an African American woman, who covered four courses during the academic year, and two additional African American male adjunct faculty members.

University Housing has significantly diversified their staff over the course of the past academic year. This effort has been very successful; currently, 7/15 of the professional staff in the department are non-white and 8/15 are female, which is representative of the university student population.

IMPACT HIRING PRACTICES

IMPACT HIRING PRACTICES

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53

IMPACT HIRING PRACTICES

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54

LESSONS LEARNED

THE RESULTS OF OUR STRATEGY ANALYSIS HIGHLIGHTS EVIDENCE OF SUBSTANTIAL PROGRESS TOWARDS OUR GOALS.

UPON REVIEWING THE PATTERNS OF FINDINGS, WE IDENTIFIED SEVERAL IMPORTANT LESSONS, ALTERNATIVE APPROACHES, AND ADDITIONAL STRATEGIC INSIGHT.

WE EXPECT THAT INCORPORATING THE ITEMS DESCRIBED BELOW WILL IMPROVE OUR METHODS IN THE YEAR TO COME.
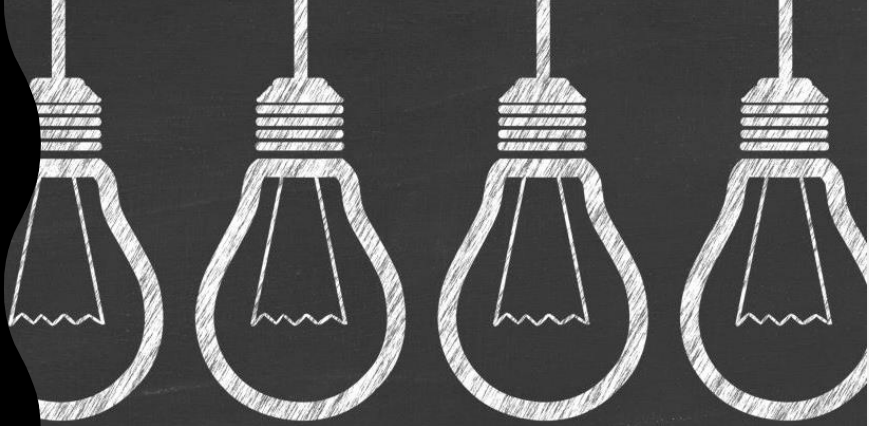
LESSONS LEARNED

The college-wide equity, diversity, and inclusion and implicit bias trainings have been instrumental in providing a strong foundation for this Impact strategy. This is evidenced by the second year of receiving unanimous support from the divisions that hired throughout the duration of the year. The DEI and implicit bias trainings will be continued, with additional programming expansions as resources allow. Expansions of this kind will, overtime, positively change the culture and norms through the infusion of equity into processes and procedures across the campus community.

LESSONS LEARNED

- Institutional Research and the CDO were able to leverage the interactive faculty and staff retention dashboard tool to assist with the creation of several initiatives on campus. The Retention, Promotion, and Tenure Bias Course was created to examine the impact of implicit bias on teaching, research, service and evaluations.

- Faculty leads of the mentor program utilized data from the retention dashboard to inform the provost office of the need for a faculty retention program, especially for URM faculty. Because of the data from this tool, the faculty retention program was approved. Data from the tool was also used to support the CDO's Equity Assessment project.

- Cluster hires have proven to be an effective strategy for CAS and increase diversity in the hiring process. CAS used specific language in the call expressing interest in DEI focused research and reported having greater success, dismantling silos and surpassing traditional hiring practices.

- In addition to the explicit interest and investment in DEI infused into the job posting, research shows that there is strength in the added social support for new faculty coming in as a cohort.

57

LESSONS LEARNED (CONTINUED)

- Institutional Research and the faculty diversity fellow leveraged the interactive faculty and staff retention dashboard tool to co-create several initiatives. The Retention, Promotion, and Tenure Bias Course was created to examine the impact of implicit bias on teaching, research, service and evaluations. Faculty leads of the mentor program utilized data from the retention dashboard to inform the provost office of the need for a faculty retention program, especially for URM faculty.

- The dashboard data was a major impetus for the formulation and creation of the faculty retention program. Data from the tool was also used to support the CDO's Equity Assessment project. The data was shared with key stakeholders on campus such as the President's Cabinet and Deans Council. We will continue to leverage this data as a gap analysis tool.

QUESTIONS

# UNIVERSITY OF KENTUCKY STUDENT SUCCESS – CPE CEO

OUR PRINCIPLES FOR STUDENT SUCCESS

University of Kentucky

Four key elements to student success

- Academic success
- Financial stability
- Belonging and engagement
- Emotional and physical wellness

- Create a culture of evidence with models and analytics

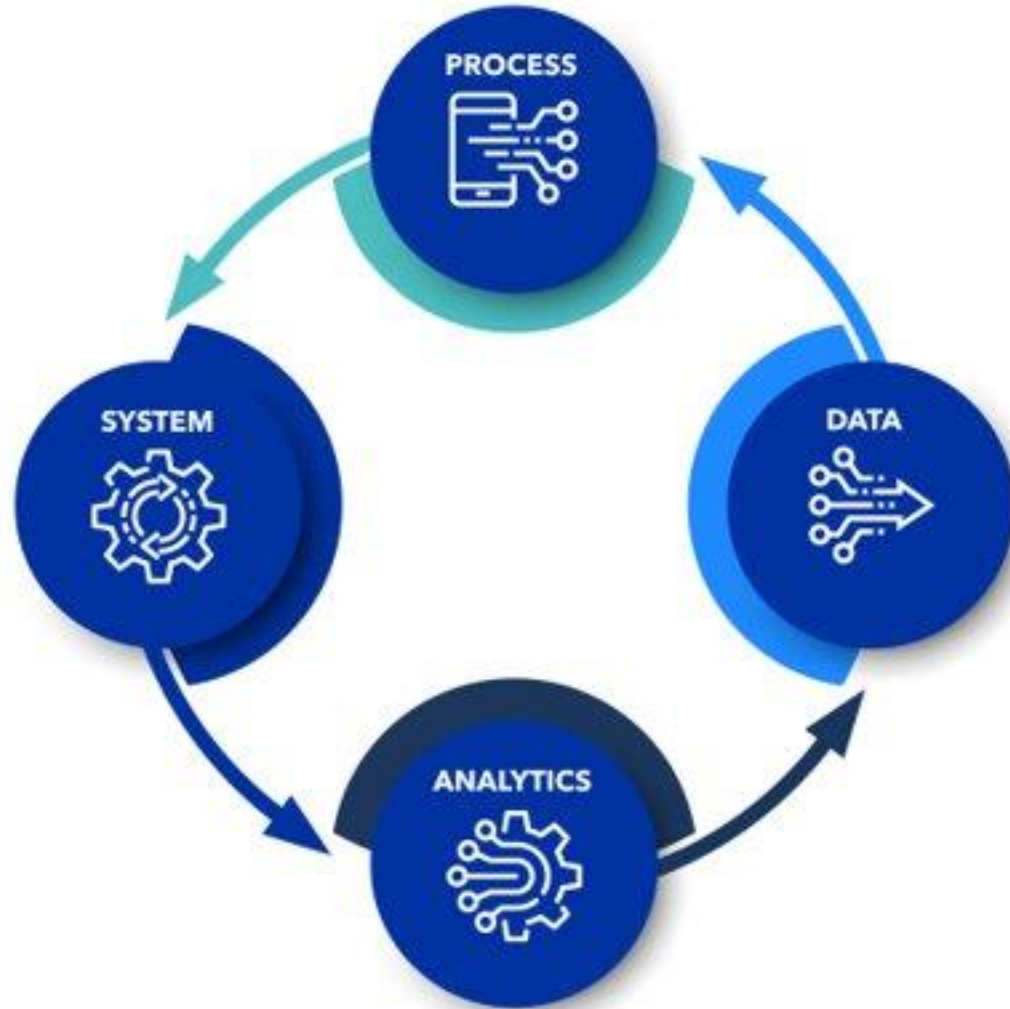- Align data with strategic communications, outreach and individual intervention
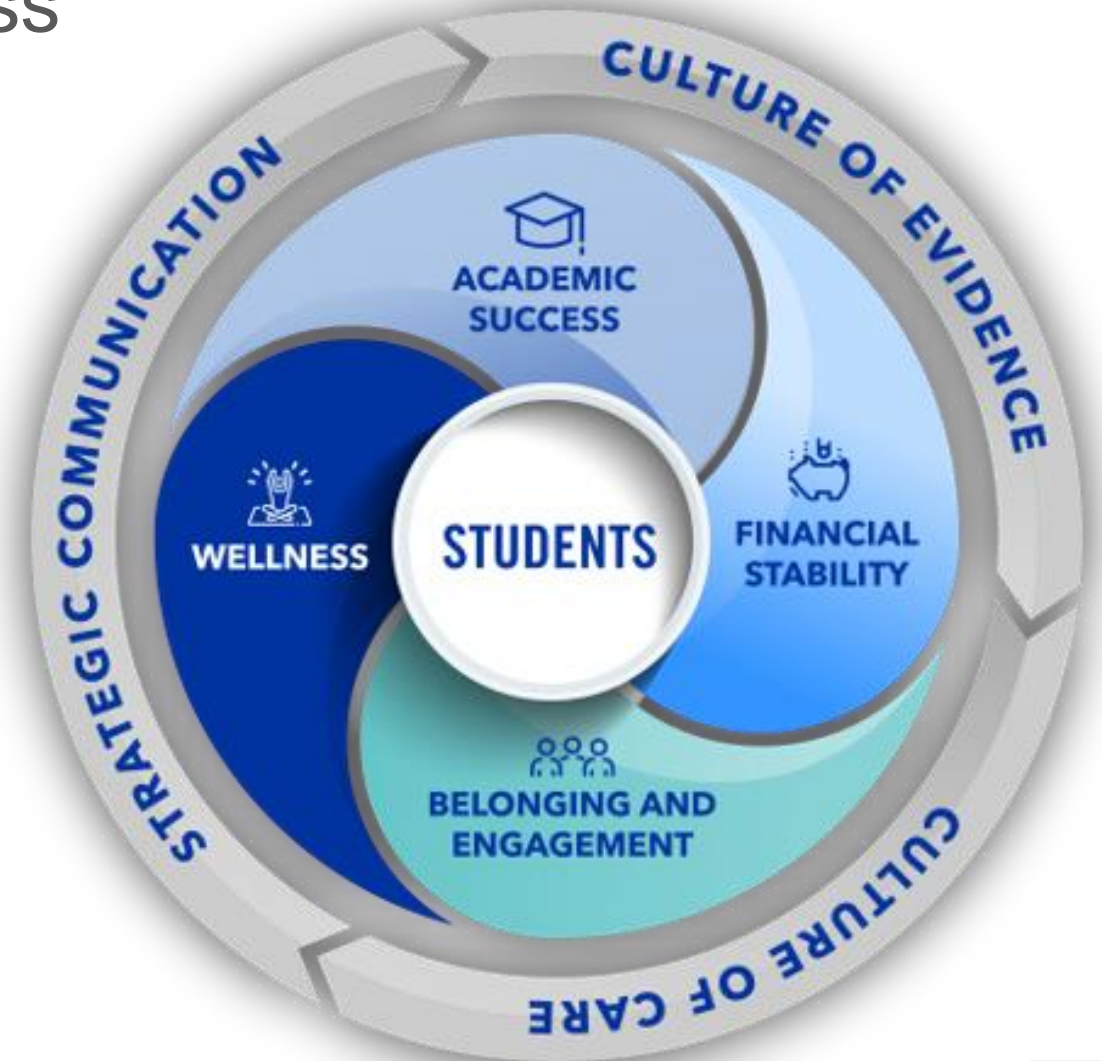
PERPETUAL ASSESSMENT CYCLE

PROCESS
Recruitment
Admissions
Enrollment
Retention
Graduation

SYSTEM
Salesforce CRM
SAP SLcM
ProSAM
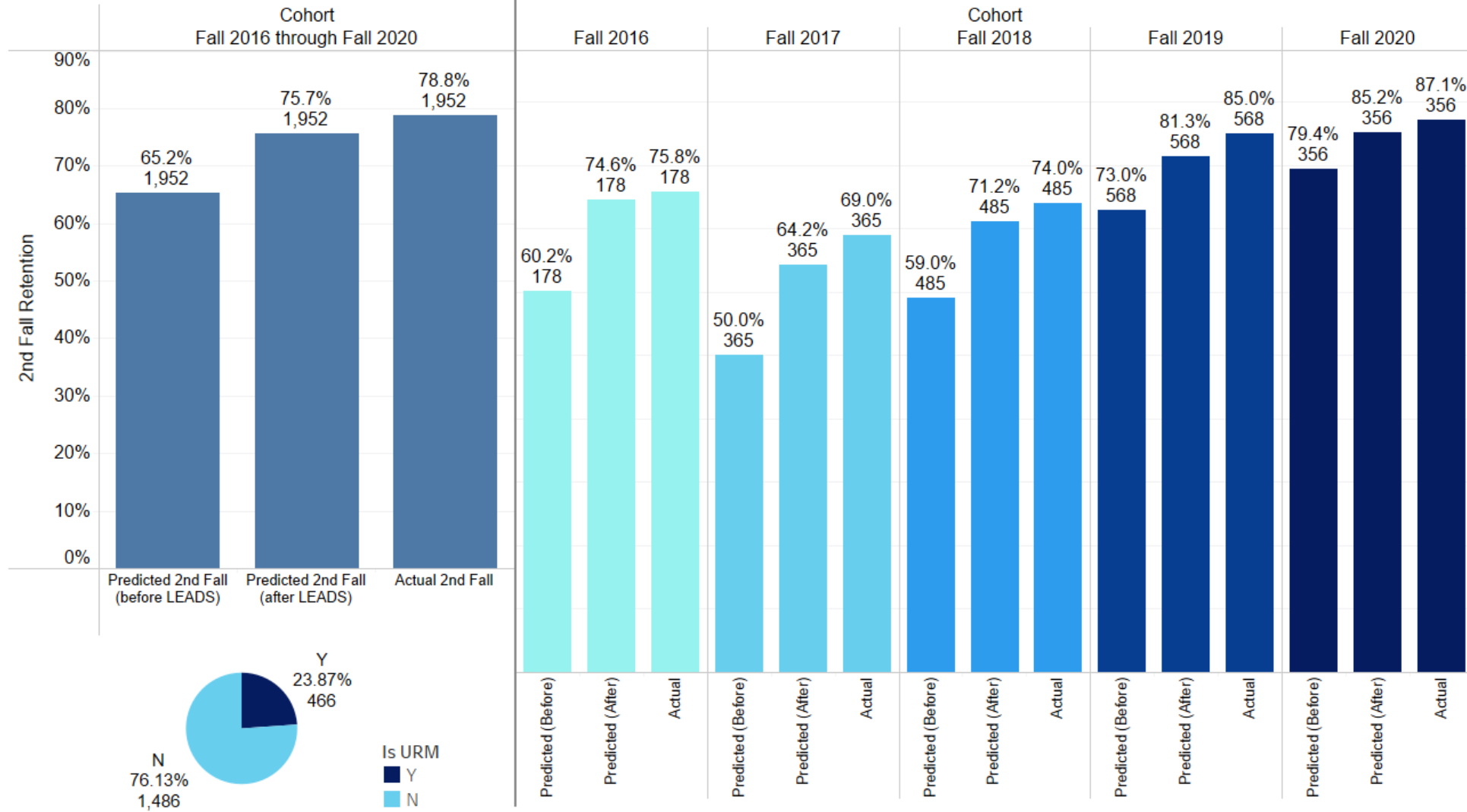BBNvolved
Handshake
Slate

ANALYTICS
Trend Analysis
Periodic Assessment
ROI
Predictive Models
Internal and External Surveys
Regulatory Submissions

DATA
SAP HANA
Operational data
Regulatory data
(CPE, IPEDS)

University of Kentucky

LEADS - One-Time Grants
Predicted vs. Actual
2nd Fall Retention

UK101: ACADEMIC ORIENTATION

University of Kentucky

- UK101: Academic Orientation is the university's first-year experience class for first-year students

- It is a one-credit hour, part-of-term courses held over 10 weeks

- In the fall 2022 semester, there were over 100 sections of UK101 with nearly 3,000 students enrolled

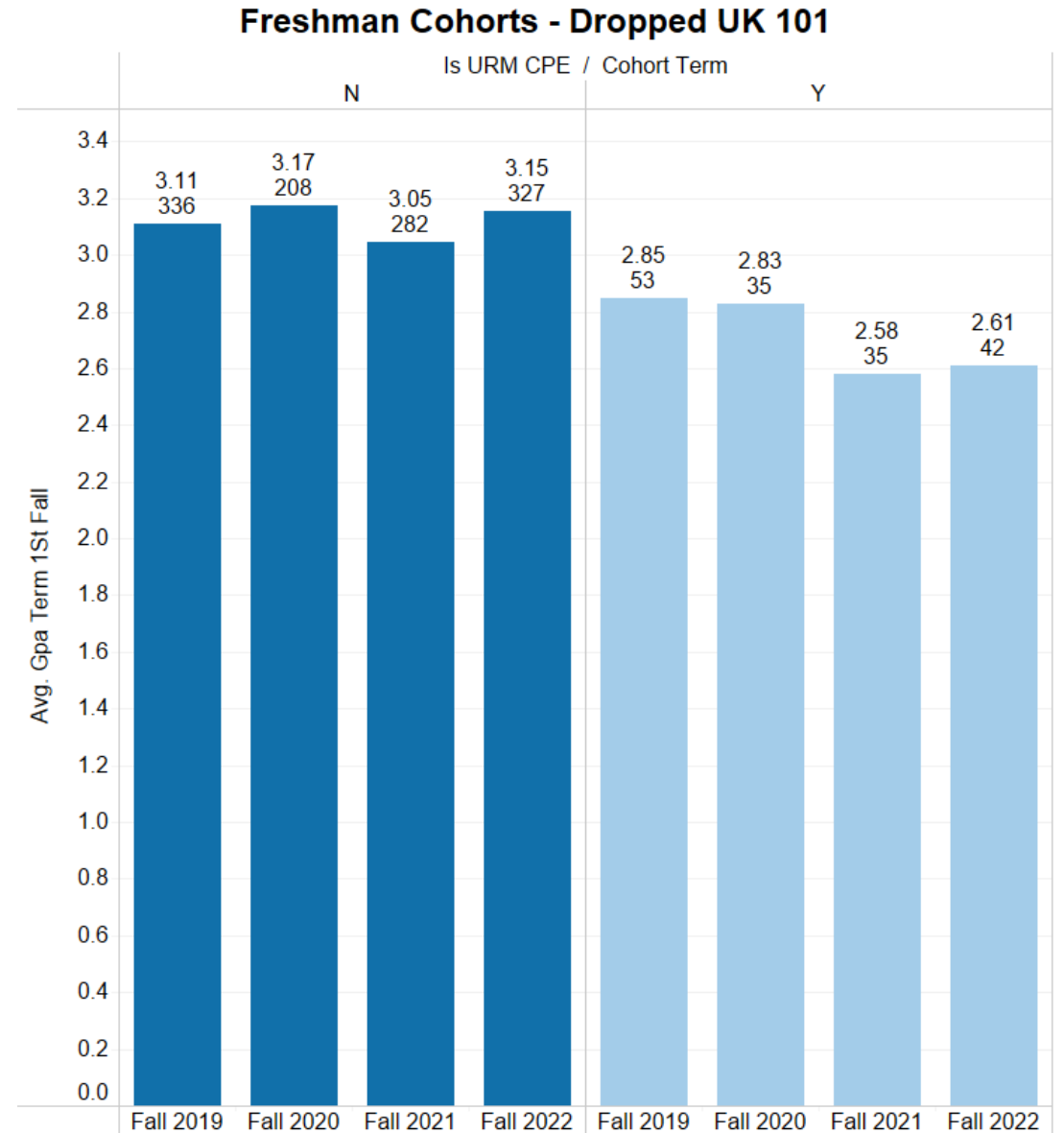**Success Metrics Underrepresented Minority Students in UK101**

Academic Term		Completed UK 101	Did Not Complete UK 101	Total of All URM Students
Fall 2019	Number of Students	617	373	990
	Second Fall Retention	83.1%	80.7%	82.2%
	Average GPA (Fall term)	3.04	2.87	2.98
Fall 2020	Number of Students	543	318	861
	Second Fall Retention	82.3%	75.5%	79.8%
	Average GPA (Fall term)	3.09	2.68	2.94
Fall 2021	Number of Students	446	418	864
	Second Fall Retention	83.9%	72.5%	78.4%
	Average GPA (Fall term)	2.82	2.47	2.65

Success Metrics First Generation College Students in UK101

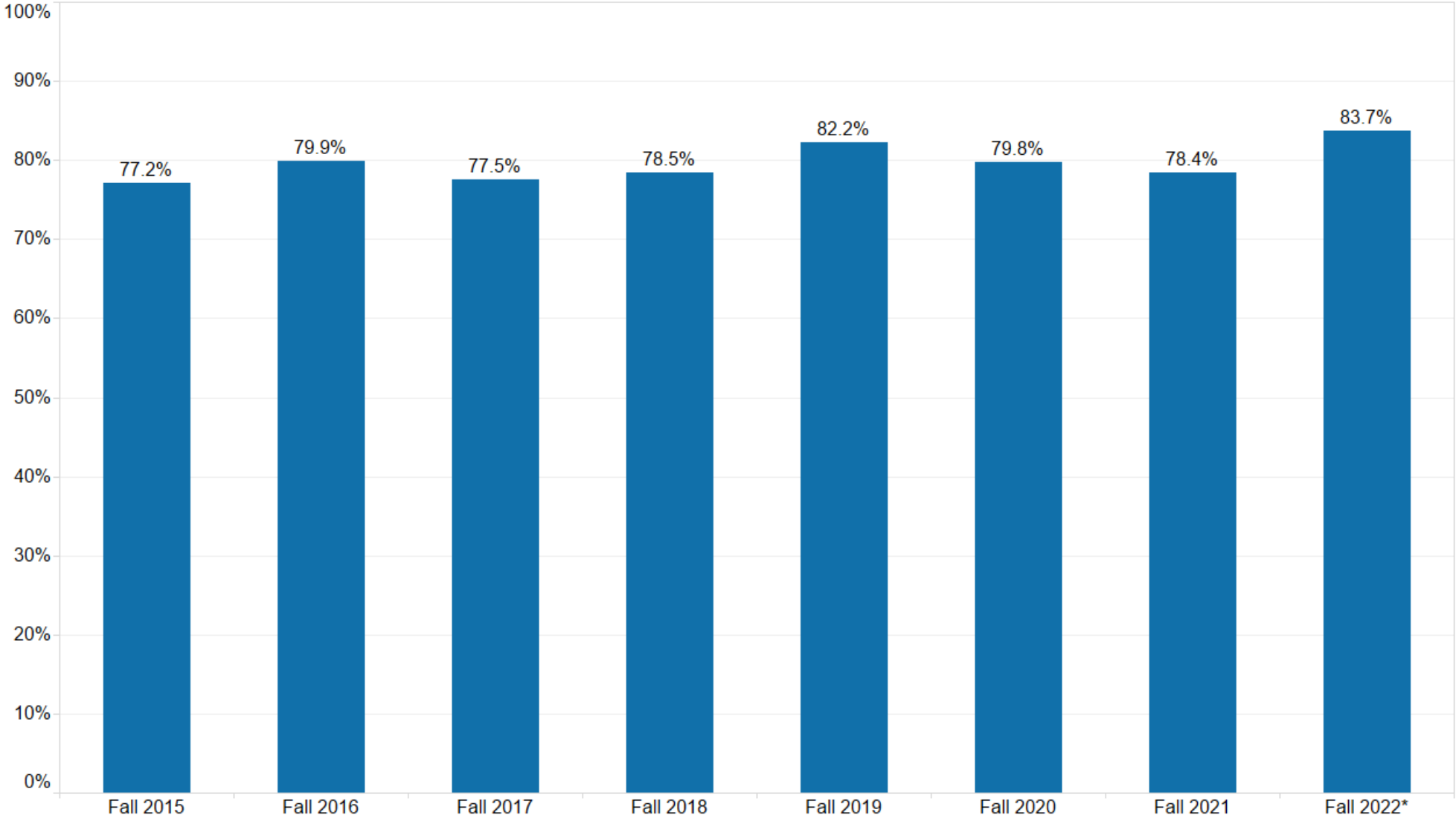| Academic Term		Completed UK 101	Did Not Complete UK 101	Total of All First Gen Students
Fall 2019	Number of Students	774	619	1,393
	Second Fall Retention	83.5%	77.7%	80.9%
	Average GPA (Fall term)	2.99	2.80	2.90
Fall 2020	Number of Students	577	590	1,167
	Second Fall Retention	83.2%	73.2%	78.1%
	Average GPA (Fall term)	3.10	2.67	2.88
Fall 2021	Number of Students	501	641	1,142
	Second Fall Retention	80.8%	76.0%	78.1%
	Average GPA (Fall term)	2.84	2.67	2.74

University Kentucky.

- UK101 is not a mandatory course but we work with our advisors to target our opportunity students for enrollment

- Currently working with advising leadership to surface and intervene as appropriate with students who enroll and then drop UK 101

- While there are a relatively small number of these students, data shows that URM students who add and then drop UK 101 are more at risk academically than their counterparts

Freshman Cohorts - Dropped UK 101

Is URM CPE / Cohort Term

Second Fall Retention - Underrepresented Minority Students
Cohort Term

*Preliminary

QUESTIONS