



# Kentucky Council on Postsecondary Education



## MEETING AGENDA

### Committee on Equal Opportunities

Thursday, October 13, 2016

James C. and Rachel M. Votruba Student Union, Room 302, Northern Kentucky  
University, Highland Heights, Kentucky

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## AGENDA

Committee on Equal Opportunities

Council on Postsecondary Education

Thursday, October 13, 2016

2:00 PM

James C. and Rachel M. Votruba Student Union, Room 302, Northern Kentucky University,  
Highland Heights, Kentucky

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The Committee on Equal Opportunities met May 16, 2016, at the Council office in Frankfort, Kentucky. Chair Dennis Jackson presided over the meeting.

WELCOME                      CEO Chair, Mr. Dennis Jackson, provided opening remarks, followed by CPE Vice President Dr. Aaron Thompson, and Vice President of Academic Affairs, Dr. Jay Morgan.

CEO Chair Jackson asked Council staff to call roll. Council staff called the roll.

ROLL CALL                      Members present: JoAnne Bland, Jerome Bowles, Dennis Jackson, Juan Castro, John Johnson, Elizabeth Rowe and David Welch.

Members absent: Kim Barber and Arthur Lucas did not attend the May meeting.

APPROVAL OF MINUTES                      The minutes from the May 2016 meeting were reviewed. A motion was made by Mr. Juan Castro to accept the minutes. Mr. Jerome Bowles seconded the motion.

VOTE: The motion passed and was approved.

ACTION: APPROVAL OF STATEWIDE DIVERSITY POLICY                      CPE Legal Counsel, Mr. Travis Powell, introduced the action item: Approval of the Statewide Diversity Policy. Mr. Powell stated that Council staff and the various stakeholders reviewed both qualitative and quantitative data during discussions to revise the second iteration of the Statewide Diversity Policy. Discussions included: Presidents, Chief Academic Officers, subcommittees, CEO members, EEO representatives, as well as others. The new policy was developed to align with the Strategic Agenda.

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Institutions will develop Diversity Plans and will identify strategies to assist them in achieving their goals and objectives. Institutions are also expected to include cultural competency and inclusive excellence in their plans. Institutions will increase diverse faculty and staff under the section titled: IMPACT. There will not be numerical goals- progress will be captured through strategies to address goals.

Mr. Powell indicated that the evaluation process has been modified. The name has been revised to introduce Equity and Inclusion in the plans. Each institutional plan will address three focus areas and will describe assessment of plans, both qualitative and quantitative. According to Mr. Powell, institutional members from other institutions will serve on the review team because of the resources on campus. This will create a buy-in with the resources on campus. CEO member Mr. Jerome Bowles stated that it would be a conflict of interest to allow institutions to evaluate each other's plans. Dr. Aaron Thompson stated that Mr. Powell's comments were an example.

Mr. Powell stated that the first evaluation would take place in 2018; however, a review will be conducted in 2017. The first review for degree program eligibility would occur in January 2019. Institutions that do not meet their goals would enter into an improvement plan to request a waiver. Mr. Powell indicated that the Diversity Policy is educationally sound and the policy will provide more autonomy to the campuses by improving best practices.

CEO member Ms. JoAnne Bland indicated that she was pleased with the policy and considered it a living document that could be changed anytime. Mr. John Johnson raised questions regarding equal employment goals and objectives and asked if that area would be eliminated under the new policy.

Mr. Powell indicated that the faculty goals will appear in the campus climate area in terms of goals. He stated that campus

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climate is connected to equity.

Mr. Johnson stated that a few years ago the concern of workforce diversity was at the forefront and the process was clear and simple. He wondered if the new policy would enable the institutions to work less to promote diversity, equity and inclusion. Dr. Thompson stated that the new policy would encourage the institutions to work harder to close the achievement gaps by offering campuses an opportunity to add a qualitative element to their plans. He believes that institutions can take full advantage of their best practice strategies.

Mr. Bowles stated that it appears that the language has been made soft in the revised policy, the soft language makes it appealing for institutions resistant to diversity; the revised policy does not have strong enough language. He also asked if oversight of the diversity policy would shift from the CEO to the CPE. Campuses are receiving a great deal of flexibility with the new diversity policy, he would like to ensure that the CEO still has oversight.

Dr. Thompson indicated that the CEO would go more in-depth and the CEO would be included in the process. Mr. David Welch asked Council staff to explain the term Fidelity highlighted in the policy. Dr. Thompson explained that the term is used as a strategy to highlight steps the institutions will take to place them at the level they need to be to meet their goals.

Mr. Powell stated that the Council recommends to the CEO to accept and approve the Statewide Diversity Policy.

A motion was made by Mr. David Welch to approve the Diversity Policy with options. Ms. JoAnne Bland seconded the motion. The chair asked for a roll call vote. Each member voted yes to approve the Diversity Policy. Mr. Bowles stated that he would vote to approve the policy, however, he would like to hold the institutions to a higher standard to go beyond the minimum to meet their

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goals and objectives.

Dr. Caroline Atkins was requested to offer a brief summary regarding the timeline for the development of the Institutional Plans.

Mr. Powell stated that the Diversity Policy would transition to the board at the June 3 meeting. Changes would be made to the regulation that CEO agreed upon. He also indicated that minor changes may need to be made to have the document adopted. If major changes are suggested, Mr. Powell will notify the CEO.

One of the CEO members indicated that it would be nice to include a statement from the CEO to integrate degree program eligibility. They indicated that a cover letter should be sent from CEO Chair Dennis Jackson that highlighted the importance of Gap Closing, alignment with the Strategic Agenda, performance funding, and metric discussions.

Several institutional representatives also offered commentary:

Mr. Terry Allen (UK) stated that they had considerable input from UK administrators and that the new policy moves us into a new arena—we don't know or understand what that is. We have not progressed as much as we need.

Dr. Mordean Taylor-Archer (UofL) stated that the positive is that the Diversity Policy is related to the Strategic Agenda; as we look at budget cuts, the concern will be how to keep pace with what we are doing. How do we develop and implement the plan.

Ms. Natalie Gibson (KCTCS) stated that the KCTCS was pleased with what they see in terms of fidelity.

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SPECIAL  
PRESENTATION

Dr. Rose Skepple, Eastern Kentucky University, and Mr. Tony Sweatt, Southeast Kentucky Community and Technical College delivered a special presentation to the CEO highlighting diversity, equity, and inclusion.

Diversity on a College Campus: All Inclusive

KENTUCKY PUBLIC  
POSTSECONDARY  
EDUCATION  
INSTITUTIONAL  
ASSESSMENT  
REPORTS

Three institutions delivered presentations highlighting the progress of their Diversity Plan Reports: University of Kentucky, Morehead State University, and Murray State University. The diversity plan assessment reports included a discussion of progress made between 2013 and 2014, with a focus on four areas:

- Student Body Diversity
- Student Success
- Workforce Diversity
- Campus Climate

Mr. Terry Allen, University of Kentucky, highlighted events, progress made over the past year, and identified areas that require improvement. Several meetings were held at UK with undergraduates, graduate, and professional students. A total of 18 issues were reviewed, and recommendations were addressed at a February 29 forum. The students also discussed the mural on class, race and diversity. Additionally, a town hall meeting was held to discuss unconscious bias; board members, deans and faculty attended.

- The William C. Parker Scholarship will increase to \$600 million
- UK held College Readiness Workshops
- ACT Prep Workshops.

Undergraduate enrollment has held steady. Overall reduction in graduate student enrollment during the past year.

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Mr. Allen also discussed student retention, degrees and credentials conferred, STEM-H enrollment and degrees conferred, transfer from 2-year KCTCS institutions to 4-year universities, best practices, workforce diversity, and minority representation on the boards.

Mr. Charles Holloway highlighted diverse student enrollment and stated that MoSU had the best year of student success in terms of student retention. CEO Member Mr. Welch stated that he believes it is a problem assessing the community if you don't live there.

Mr. Holloway stated that workforce diversity numbers were steady. Diversity will be under VP of Student success, all will be in one area. The black faculty and staff association was successful.

CEO members raised relevant questions at the conclusion of the presentation to the three institutional representatives.

Ms. Cammie Duffy represented Murray State University. She highlighted the results from the MuSU report in the areas of student enrollment, retention, degrees/credentials earned, and faculty diversity. African American student enrollment was 3.4%, while International student enrollment was 7%; enrollment is up and MuSU is on target to meet their goal. Minorities make up 11.1% of faculty. Graduate student enrollments: African American noted a decrease, Hispanic fluctuated, American Indian decreased, and Native Hawaiian steady. Murray State made special accommodations for Mid- Continent Students. Transfers are up, overall. And finally, MuSU reported that workforce diversity is up, overall. The university must continue to work on bringing in minorities and keeping them there.

WAIVERS OF KRS  
164.020(19)

No waiver requests were made.

STATEWIDE

Dr. Johnson provided an update on the Governor's Minority



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DIVERSITY  
PLANNING AND  
SUPPORT  
PROGRAMS

Student College Preparation Program:

Kentucky State University will host the 2016 Academically Proficient High School Jr/Sr Diversity Conference, June 24-25, 2016, in Frankfort, KY. Approximately 150-200 students and parents are expected to participate.

The University of Kentucky will host the GMSCPP Annual Conference, June 27-28, 2016, at the Lexington Campus. Approximately 200 middle and junior high school students, from across the state, will participate in the day and a half event.

The 2016 SREB Institute for Teaching and Mentoring will be held October 27- October 30, 2016, in Tampa, Florida. Kentucky's public postsecondary institutions are scheduled to participate in the faculty recruitment fair.

OTHER BUSINESS

Mr. Jackson highlighted several news articles. Mr. John Johnson stated that he would like to go on record commending Dr. Rana Johnson for her outstanding service and commitment to promote diversity, equity and inclusion across the commonwealth, particularly as the state confronts budget cuts. He also stressed that he would like the CEO members to continue diversity and inclusion conversations with CPE Senior Leadership.

NEXT MEETING

The next regularly scheduled meeting will be held Monday, October 18, 2016, 9:00 a.m. (ET) in Frankfort, KY.

ADJOURNMENT

The meeting adjourned at approximately 12:20 p.m.

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## Committee on Equal Opportunities Meeting Calendar

**ACTION:** The staff recommends that the Committee on Equal Opportunities approve the 2017 meeting calendar.

The 2017 proposed meeting dates for the CEO are listed below. The meetings are scheduled as part of the Diversity Planning Timeline.

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 2017 CEO meeting dates are:

January 23, 2017  
April 10, 2017  
July 20-21, 2017  
October 16, 2017

Staff preparation by Rana Johnson

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## Statewide Diversity Policy

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

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3 13 KAR 2:060. Degree program approval; equal opportunity goals.

4 RELATES TO: KRS 164.001, 164.020.

5 STATUTORY AUTHORITY: KRS 164.020(19)

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(19) requires the  
7 Council on Postsecondary Education to promulgate administrative regulations establishing  
8 equal opportunity goals which institutions are required to meet in order to obtain approval of  
9 new academic programs. It~~postpone the approval of new academic programs for those in-~~  
10 ~~stitutions who fail to meet equal opportunity goals established by the council, and] further~~  
11 requires the council to promulgate administrative regulations establishing requirements for  
12 securing ~~[that institutions be able to secure]~~ a temporary waiver, if an institution has made  
13 substantial progress toward meeting the goals. This administrative regulation establishes  
14 the process for goal setting, measurement of progress, and how to secure a temporary  
15 waiver.

16 Section 1. Definitions. (1) ~~["Continuous progress" means that an institution shows an~~  
17 ~~increase in the number of students or employees over the previous year for a category.~~

18 (2) "Council" is defined by KRS 164.001(8).

19 (2) [(3)] "Diversity Policy" means the Kentucky Public Postsecondary Education Poli-  
20 cy for Diversity, Equity, and Inclusion~~[Diversity Policy and Framework for Institution Diversi-~~  
21 ~~ty].~~

1           (3) [(4)] "Institution" means a state-supported postsecondary education institution  
2 listed in KRS 164.001(17).

3           (4) [(5)] "Institution Diversity Plan" means a plan developed by an institution, in con-  
4 junction with the Council on Postsecondary Education, which addresses the goals and  
5 strategies outlined in the Diversity Policy and outlines an appropriate plan for assessment  
6 [to achieve diversity in student enrollment, to eliminate gaps in retention and graduation  
7 rates, and to achieve workforce diversity].

8           (5) "Rubric" means the Diversity, Equity, and Inclusion Plan Report Evaluation Rubric  
9 for a Kentucky Community and Technical College or 4-year institution, as applicable.

10           Section 2. Creation of Institution Diversity Plan. (1) The Kentucky Public Postsec-  
11 ondary Education Policy for Diversity, Equity, and Inclusion[Diversity Policy and Framework  
12 for Institution Diversity Plan Development] shall provide the[a] framework and guidelines  
13 for [to assist an institution in] developing an institution diversity plan to be submitted to the  
14 Council for approval.

15           (2) As described in the policy, institution diversity plans shall include annual[Except  
16 as provided in subsection (3) of this section, an institution shall develop an institution diver-  
17 sity plan that is consistent with the definition of diversity contained in the diversity policy and  
18 as represented by the institution's area of geographic responsibility and includes] goals for  
19 the following[these] areas of interest:

20           (a) Student enrollment:

21           1. Undergraduate students; and

22           2. Graduate students at the four (4) year institution;

23           (b) Student success [including]:

- 1 1. First year to second year retention of undergraduate students;
- 2 2. ~~[Second year to third year retention of undergraduate students;~~
- 3 ~~3.] Associate and baccalaureate degrees and credentials conferred; and~~
- 4 3. [4.] Graduation rates for undergraduate students; and
- 5 (c) The increase and advancement of diverse faculty and staff. [Retention for un-
- 6 dergraduate students including:
- 7 ~~1. First year to second year retention rate;~~
- 8 ~~2. Second year to third year retention rate; and~~
- 9 ~~3. Graduation rate;~~
- 10 ~~(d) A workforce diversity component that:~~
- 11 ~~1. Shall include these employment categories:~~
- 12 ~~a. Executive administrative/managerial;~~
- 13 ~~b. Faculty; and~~
- 14 ~~c. Other professional; and~~
- 15 ~~2. May include these employment categories:~~
- 16 ~~a. Secretarial/clerical;~~
- 17 ~~b. Technical/paraprofessional;~~
- 18 ~~c. Skilled crafts; and~~
- 19 ~~d. Service/maintenance; and~~
- 20 ~~(e) A campus climate component including:~~
- 21 ~~1. Creation of a campus environment team;~~
- 22 ~~2. A comprehensive assessment on strategies and best practices implemented; and~~
- 23 ~~3. A review of the effectiveness of employment, retention, and promotion policies.]~~

1 (3) Institution diversity plans shall also be designed to address the following goals:

2 (a) Promoting equity and inclusion on campus in order to create a positive campus  
3 climate that embraces diversity; and

4 (b) Working toward producing culturally competent students, faculty, and staff.[A  
5 ~~community college shall not be required to include in its institution diversity plan the areas~~  
6 ~~of interest established in subsections (2)(a)2., (2)(b)2., (2)(b)4., and (2)(c)2. of this sec-~~  
7 ~~tion.]~~

8 (4) As described in the policy, institution diversity plans shall identify strategies and  
9 initiatives designed to meet the goals set and provide an appropriate plan for assessment.

10 ~~[An institution, in developing an institution diversity plan, shall consider the institution's ser-~~  
11 ~~vice region or statewide demographic data.~~

12 (5) ~~An institution, in developing goals for areas of interest in subsection (2) of this~~  
13 ~~section, shall reference the racial and ethnic groups listed in the U. S. Census, on its Web~~  
14 ~~site at~~

15 ~~<http://www.census.gov/population/www/socdemo/race/Ombdir15.html>, and the U. S. De-~~  
16 ~~partment of Education's Integrated Postsecondary Education Database System (IPEDS);~~  
17 ~~on its Web site at <http://nces.ed.gov/ipeds/reic/resource.asp>.]~~

18 Section 3. Measurement of an Institution's Performance in Demonstrating Continu-  
19 ous Progress, and Automatic Eligibility for New Academic Programs. (1) As described in the  
20 policy, [(a) ~~A four (4) year institution shall demonstrate continuous progress or meet the~~  
21 ~~goals established for the eight (8) areas of interest described in Section 2(2)(a)1. and 2.,~~  
22 ~~(b)1., 2., and 3., and (d)1. of this administrative regulation.~~

23 (b) ~~The Kentucky Community and Technical College System (KCTCS) shall demon-~~

1 ~~strate continuous progress or meet the goals established for the seven (7) areas of interest~~  
2 ~~described in Section 2(2)(a)1., (b)1., 2., and 3., and (d)1. of this administrative regulation.~~

3 (2) an institution shall submit a written report annually to the Council or its designee  
4 describing the institution's progress in meeting the goals set forth in the institution diversity  
5 plan, providing evidence that identified strategies are being implemented, analyzing the ef-  
6 fectiveness of the implemented strategies, and identifying lessons learned from that analy-  
7 sis and any related next steps. Reports shall be evaluated in accordance with the applica-  
8 ble rubric.

9 (2) ~~[and describing whether the institution has demonstrated continuous progress in the~~  
10 ~~areas of interest described in Section 2(2) of this administrative regulation.~~

11 (3) To be automatically eligible for new academic programs:

12 (a) A four (4) year institution shall score 24 out of a maximum of 36 as outlined in its  
13 rubric. ~~[meet the goal or demonstrate continuous progress in six (6) of the eight (8) areas~~  
14 ~~of interest or meet the goal listed in Section 2 of this administrative regulation; or]~~

15 (b) A community college shall score 22 out of a maximum of 36 as outlined in its ru-  
16 bric. ~~[meet the goal or demonstrate continuous progress in five (5) of the seven (7) areas~~  
17 ~~of interest listed in Section 2 of this administrative regulation and selected by the Kentucky~~  
18 ~~Community and Technical College System.~~

19 (4) ~~An institution shall demonstrate continuous progress in campus climate by com-~~  
20 ~~pleting a report as required by Section 2(2)(e)2. and 3. of this administrative regulation.]~~

21 Section 4. Waivers. (1) As described in the policy, if an institution is not automatically  
22 eligible under Section 3 of this administrative regulation, the institution shall submit to the  
23 Council for approval a performance improvement plan that identifies specific strategies and



1 resources dedicated to addressing its performance deficiencies. [may request a one (1)  
2 year waiver.]

3 (2) An [A waiver request by an institution shall include a resolution submitted to the  
4 Council on Postsecondary Education approved by the institution's governing board describ-  
5 ing the institution's efforts to achieve the institution's diversity goals.

6 (3) A four (4) year] institution may request[shall be eligible to receive] a waiver to of-  
7 fer a new academic program if the Council has approved the institution's performance im-  
8 provement plan.

9 (3) The Council shall approve a waiver request if the institution can provide the  
10 Council with sufficient assurance that offering the new program will not divert resources  
11 from its improvement efforts.[if:

12 (a) The institution demonstrates continuous progress or meets the goals in five (5) of  
13 the eight (8) areas of interest listed in Section 2(2) of this administrative regulation; or

14 (b) The institution demonstrates continuous progress or meets the goals in less than  
15 five (5) of the areas of interest and shows in a written report that:

16 1.a. Outstanding efforts to achieve diversity were attempted which have not yet  
17 proven to be successful; or

18 b. Extraordinary circumstances precluded success; and

19 2. Explains how the institution's revised plans for recruitment and retention of a di-  
20 verse student body, and workforce diversity show promise of future success.

21 (4) A community college shall be eligible for a waiver if:

22 (a) The community college demonstrates continuous progress or meets the goals in  
23 four (4) of the seven (7) areas of interest listed in Section 2(2) of this administra-

1 tion; or

2 ~~(b) The community college has achieved continuous progress or meets the goals in~~  
3 ~~less than four (4) of the areas of interest, and the community college shows in a written re-~~  
4 ~~port that:~~

5 ~~1.a. Outstanding efforts to achieve diversity were attempted which have not yet~~  
6 ~~proven to be successful; or~~

7 ~~b. Extraordinary circumstances precluded success; and~~

8 ~~2. Explains how the institution's revised plans for recruitment and retention of a di-~~  
9 ~~verse student body, and workforce diversity show promise of future success.~~

10 ~~(5) An institution's written request for a waiver shall be reviewed by the Council on~~  
11 ~~Postsecondary Education's Committee on Equal Opportunity which shall make a recom-~~  
12 ~~mendation to the council on whether to grant a waiver.~~

13 ~~(6) An institution shall not be eligible for a waiver in consecutive years.~~

14 ~~Section 5. Action Following Receipt of Institution Report. The council, or its design-~~  
15 ~~ee shall upon receipt of an institution's annual report described in Section 3(2) of this ad-~~  
16 ~~ministrative regulation:~~

17 ~~(1) Review the report in public session; and~~

18 ~~(2)(a) Accept the report as submitted;~~

19 ~~(b) Recommend, as appropriate, that an institution modify its diversity plan goals; or~~

20 ~~(c) Recommend, as appropriate, that an institution modify strategies and activities to~~  
21 ~~better ensure success in meeting goals.]~~

22 ~~Section 5.[6.] Incorporation by Reference. (1) The following material is incorporated~~  
23 ~~by reference:~~

1           (a) The “Kentucky Public Postsecondary Education Policy for Diversity, Equity, and  
2 Inclusion”, June 3, 2016;

3           (b)The “Kentucky Council on Postsecondary Education Diversity Plan Rubric –  
4 KCTCS”, June 3, 2016; and

5           (c) The “Kentucky Council on Postsecondary Education Diversity Plan Rubric – Uni-  
6 versities”, June 3, 2016.[The Kentucky Public Postsecondary Education Diversity Policy and  
7 Framework for Institution Diversity Plan Development, September 12, 2010, is incorporated  
8 by reference.]

9           (2) This material may be inspected, copied, or obtained, subject to applicable copy-  
10 right law, at the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive,  
11 Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Glenn Denton, Chair  
Council on Postsecondary Education

APPROVED AS TO FORM:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Travis Powell, General Counsel  
Council on Postsecondary Education

**PUBLIC HEARING AND PUBLIC COMMENT PERIOD:** A public hearing on this administrative regulation shall be held on November 22, 2016 at 10:00 a.m EST at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until November 30, 2016.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

**CONTACT PERSON:**

Travis Powell  
General Counsel and Associate Vice President  
Council on Postsecondary Education  
1024 Capital Center Dr.  
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REGULATORY IMPACT ANALYSIS  
AND TIERING STATEMENT

Administrative Regulation 13 KAR 2:060. *Degree program approval; equal opportunity goals*

Contact person: Travis Powell  
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502.573.1555 ext. 142  
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- (1) Provide a brief summary of:
  - (a) What this administrative regulation does: Sets out the requirements for institutions in regard to equal opportunity goals, and establishes the basis for compliance with KRS 164.020(19).
  - (b) The necessity of this administrative regulation: KRS 164.020(19) requires that the Council on Postsecondary Education postpone the approval of new academic programs for institutions that fail to meet equal opportunity goals. The statute requires implementation to be through an administrative regulation.
  - (c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.
  - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation provides public postsecondary institutions with the process by which the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval to offer new academic programs.
- (2) If this is an amendment to an existing administrative regulation, provide a brief summary of:
  - (a) How the amendment will change this existing administrative regulation: This amendment changes the process by which institutions will be evaluated on progress toward meeting equal educational opportunity goals for purposes of remaining eligible to offer new academic degree programs. Numerical goals in

the areas of enrollment, employment, and student success will remain, but institutions will also be measured on their implementation and analysis of strategies they identify in order to meet those goals.

- (b) The necessity of the amendment to this administrative regulation: Since the implementation of the current regulation and Statewide Diversity Policy, the statewide rates of student success for both underrepresented populations and low income students have stayed relatively flat and in some instances have slightly decreased. This new approach seeks to not only set more ambitious targets in these areas, but also highlights the qualitative elements of diversity, equity, and inclusion, such as maintaining a positive and inclusive campus climate and students, faculty, and staff becoming more culturally competent. These are equally important and progress in these areas can help to maximize the educational benefits of diversity and increase student success.
  - (c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms with the requirements of KRS 164.020(19) by continuing to provide the mechanism by which equal educational opportunity goals are set and progress toward meeting those goals is evaluated.
  - (d) How the amendment will assist in the effective administration of the statutes: The amendment provides a more comprehensive and robust mechanism by which equal educational opportunity goals are set and progress toward meeting those goals is evaluated.
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Eight state-supported postsecondary education institutions and the institutions that are part of the Kentucky Community and Technical College System (KCTCS) are affected.
- (4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, including:
- (a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions will be required to develop a plan to address the goals and strategies

outlined in the Policy and the regulation. The Plan must be adopted by the institutional boards and the Council before the end of August 2017. A preliminary diversity plan report will be due January 15, 2018 and on the 15<sup>th</sup> of January of each subsequent year, full reports will be due.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): A specific cost is unknown, but the planning and implementation of these initiatives will require the expending of resources, mostly in the form of dedicated faculty and staff. However, it would likely not require additional faculty or staff as individuals currently serving in these roles will either continue working toward accomplishing existing or similar initiatives that would fit into an institutional plan or a portion of individuals' time might be dedicated toward these efforts where it might not have been previously. Also, note that the Policy clarifies that economic feasibility will be considering when approving institutional plans.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Compliance is designed to result in greater campus diversity, increased rates of success for all students and particularly underrepresented minority and low income students, a more positive campus climate through the promotion of equity and inclusion, and more culturally competent graduates, faculty, and staff. Furthermore, these initiatives will undoubtedly provide a financial return as well considering that increasing diverse student enrollments and retaining more students will result in increased tuition revenue for institutions.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: Implementation cost will vary amongst institutions. See 4(b) above.

(b) On a continuing basis: Implementation cost will vary amongst institutions. See 4(b) above.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Any available sources of funding, including but not limited to, federal, state, and revenue from tuition.



- (7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: N/A. This regulation does not assess fees.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: N/A. This regulation does not assess fees.
- (9) TIERING: Is tiering applied? Yes. The community college rubric does not include a metric for graduate students because those colleges do not offer graduate programs. However, rubrics are identical in all other aspects.

## FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:060. Degree program approval; equal opportunity goals.

Contact person: Travis Powell  
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1. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? CPE and all public colleges and universities in Kentucky.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.020(19)

3. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? No additional revenue will be generated in the first year as institutions will be in the plan development phase.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? While difficult to estimate with any certainty, the initiatives implemented through the Policy should result in a significant financial return as increasing diverse student enrollments and retaining more students will result in increased tuition revenue for institutions.

(c) How much will it cost to administer this program for the first year? Three to four full time staff with varying degrees of additional duties and responsibilities will be assigned to manage various aspects of this program with others providing leadership throughout.

(d) How much will it cost to administer this program for subsequent years? See 3(c).

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain

the fiscal impact of the administrative regulation.

Revenues (+/-):

Expenditures (+/-):

Other Explanation: N/A

## **Summary of Material Incorporated by Reference**

1. The “Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion,” June 3, 2016, is an 11 page document that provides the background and guiding principles behind the adoption of the Policy and includes three focus areas: Opportunity, Success, and Impact. Each focus area contains a set of goals and suggested strategies serving as a basis for individual institutional plan development. The policy outlines the process by which these plans will be developed and approved, how institutions will report on plan progress, how those reports will be evaluated for purposes of new degree program eligibility, and how institutions not automatically eligible to offer new degree programs can seek a waiver.
2. The “Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - KCTCS,” June 3, 2016, is a one page document that provides the method for evaluating the progress of community colleges toward meeting their equal educational opportunity goals as outlined in their plans.
3. The “Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - Universities,” June 3, 2016, is a one page document that provides the method for evaluating the progress of public universities toward meeting their equal educational opportunity goals as outlined in their plans.

# **Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion**

Adopted by CPE: September 23, 2016

Adopted by CEO: May 16, 2016

## **Background:**

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education (CHE) developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Department of Education's 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."

For the next 25 plus years, CHE and CPE focused the Desegregation Plan and its subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African- American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, the CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the remedial planning process, but CPE sought to continue its diversity efforts and initiatives. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities through KRS 164.020(19) which requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE. As such, the CPE directed the CEO, in collaboration with the public institutions, to develop a process that would help to ensure that the significant progress made in promoting diversity was preserved and further enhanced throughout public postsecondary education.

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion, the 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 mirrors the diversity of the Commonwealth or the institution's service area, (2) the closing of achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was 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

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 aligned, with common metrics, strategies, and appropriate references and acknowledgments.

### **Policy for Diversity, Equity, and Inclusion:**

This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

### **Definitions<sup>1</sup>:**

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

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

Diversity - 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.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Fidelity – Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.
- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.

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<sup>1</sup> Definitions were developed from AAC&U's "Making Excellence Inclusive" project, "Diversity and the College Experience" by Thompson and Cuseo (2009), and prior CPE documents.

- Narrative descriptions of the implementation process.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) 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.

Low-Income – Pell recipients at entry or during specific semesters (varies depending on the specific metric)

Underrepresented Minority (URM) – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races.

### **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 *The Postsecondary Education Improvement Act* (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 that guide decisions about the Commonwealth’s promotion of diversity, equity, and inclusion:

- The recognition of diversity as a vital component of the state’s educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky’s African- American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- The nurturing, training, and production of students with the ability to interact effectively with people of different cultures (i.e., cultural competence.<sup>2</sup>)
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive 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.

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

## “Opportunity” - Recruitment and Enrollment of Diverse Students

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

As discussed in *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 cross-racial 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 of 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 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 minority populations continue at the same rate of educational attainment and achievement, 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.

It is apparent that the educational benefits of diversity are such that if overlooked or ignored, an institution would fail to provide its students with an essential component of his or her education.



CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area may change or be further clarified upon the issuance of future U.S. Supreme Court decisions. 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, CPE shall consider these limitations when approving institutional "Opportunity" goals and related strategies to meet them, as well as when it evaluates institutional progress toward meeting those goals.

### Goals:

In order to help students receive the educational benefits of diversity, institutions shall set annual goals for the following:

- Enrollment of racial and ethnic minorities represented through a percentage range of the overall student population. Percentage range goals shall be set for the following IPEDS racial and ethnic categories:
  - Hispanic (regardless of race)

Black or African-American

Percentage range goals **may** include the following IPEDS racial categories:

- Two or more races
- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Asian

Percentage range goals **may** also be set for the enrollment of international students.

- Providing opportunities and support for other diverse students.
  - This **shall** be described through narrative or numerical form, or a combination of the two, and **may** include, but would not be limited to, the identification of various student groups with a presence on campus and information about student participation in those groups (e.g., LGBTQ, political, and religious organizations), as well as data on low-income and first-generation college students, students from historically impoverished regions of the state, and students with disabilities.

### Strategies:

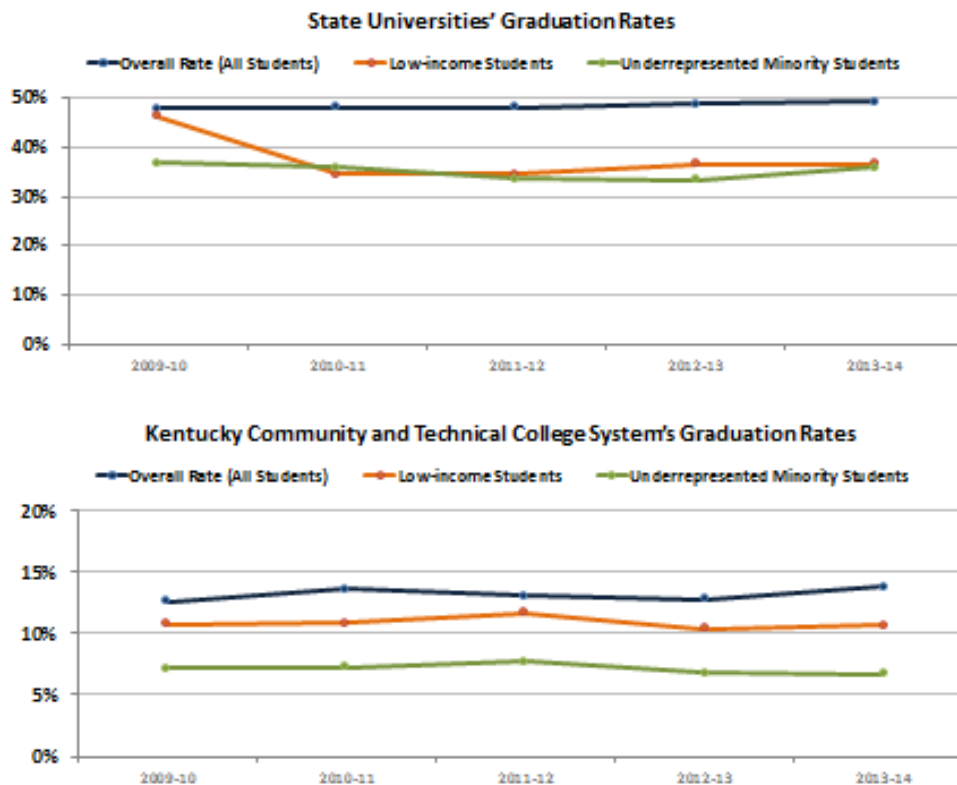
In order to meet the goals outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:

- Race and ethnicity-neutral policies designed to increase diversity in the student body.
  - Examples are included in the following:
    - <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf>

- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

### “Success” - Student Success

While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain student populations historically have exhibited lower rates of retention and graduation than the overall student population. The following charts show the graduation rate gaps between the overall population of Kentucky postsecondary students and underrepresented minorities and low-income students.



In order to improve the success of these students, institutions can implement strategies designed to address the issues research has shown to be linked to these opportunity gaps. As part of the Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise (LEAP) initiative, as well as initiatives conducted by the Center for Community College Student Engagement (CCCSE), effective educational practices have been identified that, according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.<sup>3</sup> Several of these “high impact practices” are listed below:

<sup>3</sup> Kuh, AAC&U High Impact Practices, 2008; and Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning (e.g., study abroad)
- Service learning, community-based learning
- Internships/co-ops
- Capstone courses and projects

Goals:

Institutions shall set annual goals for underrepresented minority and low-income students for the following student success metrics:

- 1<sup>st</sup> to 2<sup>nd</sup> year retention
- 3-year graduation rate (for KCTCS institutions)
- 6-year graduation rate (for 4-year institutions)
- Degrees conferred

Strategies:

To meet the goals outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline implementation plans. Strategies may include:

- High impact practices (described above).
- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early alert systems.
- Corequisite models of developmental education.

“Impact” - Campus Climate, Inclusiveness, and Cultural Competency

To fully realize the positive effects of diversity, Kentucky’s public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. 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.<sup>4</sup> 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.

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<sup>4</sup> <http://campusclimate.ucop.edu/what-is-campus-climate/> (9/30/2015)

For example, students should have the opportunity to interact with diverse faculty and staff. In addition, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom, both on and off campus. Community and institutional partnerships can provide opportunities for those off-campus interactions and help improve the quality of life and personal safety of individuals involved by promoting cultural, social, educational, and recreational opportunities that emphasize citizenship and campus/community engagement.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If “diversity” refers to the variation in populations as defined in this policy, then “competency” refers to the ability to understand and appropriately address these variations. 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 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 who become more culturally competent receive:

- A greater appreciation of cultural differences;
- Greater awareness of the viewpoints of other cultures; 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 should also possess that ability. All the benefits listed above can also be imparted to faculty and staff. Faculty and staff should also become more aware of issues of cultural norms, equity, and inclusion in order to help level the playing field for students who may arrive on campus with certain characteristics that may make it more difficult for them to be successful.

#### Goals:

Institutions shall set annual goals for the following:

- Increasing the racial and ethnic diversity of faculty and staff.

Institutions shall promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity.

Institutions shall work toward producing culturally competent students, faculty, and staff.

#### Strategies:

Institutions shall implement initiatives designed to increase the cultural competency of its students, faculty and staff. These initiatives may include:

- Administering a cultural competency assessment (e.g., Intercultural Effectiveness Scale and Intercultural Development Inventory).
- Offering courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curricula.
- Offering faculty development in cultural competency.
- Creating a cultural competency certificate program.

Institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or recruitment of faculty with international experience.
- Faculty exchange programs.
- Promotion and tenure processes that support diverse faculty.
- Resources committed to professional development around cultural competency.
- Educating search committees on implicit biases.
- Supporting diverse interview panels for candidates.

Institutions shall identify and implement strategies to promote equity and inclusion on their campuses and monitor the campus and community environment in order to resolve equity and inclusion issues. These strategies may include:

- Conducting regular campus climate surveys.
- Creating a campus environment team.
- Increasing community engagement by students, faculty and staff.
- Providing faculty and staff development around equity and inclusion.
- Providing opportunities to participate in co-curricular activities.

**Institutional Diversity Plan Submission and Approval:**

To implement this Policy, each public institution shall create a campus-based plan for diversity, equity, and inclusion (Plan), which addresses the goals and strategies in the three focus areas and outlines an appropriate plan for assessment. Approved Plans must demonstrate that these goals and strategies are the responsibility of the entire institution, across multiple departments and levels of administration. Those tasked with development and implementation should work with the appropriate individuals on their respective campuses to create a holistic and comprehensive Plan meeting all the requirements of this Policy and aligned with 2016-21 Strategic Agenda for Postsecondary and Adult Education.

A draft Plan shall be submitted for review and comment. A review team 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 to better ensure Policy compliance and ultimate approval. In reviewing the goals and strategies outlined in institutional Plans, teams shall consider a multitude of factors, including but not limited to, the following:

For enrollment percentage range goals:

- Statewide or local geographic area population, U.S. census data, and current population trends;
- Historic institutional data;

For student success goals:

- Rate of past and current performance;
- Gaps in achievement for identified groups;
- Achievement rates of students at peer institutions; and
- Institutional mission.

For strategies:

- Research supporting the potential effectiveness of any strategies or practices to be implemented;
- Evidence of past effectiveness of strategies previously or currently implemented at the institution;
- Financial feasibility; and
- Institutional mission.

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 each Plan and submit it to the CEO for review. Plans then shall be submitted to CPE for final adoption.

### **Institutional Diversity Plan Reporting and Evaluation:**

For an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable Diversity Plan Report Evaluation Rubric (Rubric) as described below. Institutions' Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates: (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

- The initial Diversity Plan Report is due in early 2018. The specific date will be determined after a review of data availability. Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.
- Subsequent Diversity Plan Reports will be annually and will be scored using the Rubric. A composite score at or above 22 out of a maximum of 34 for community colleges and at or above 24 out of a maximum of 36 for universities will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below 22 or 24, as applicable, the institution shall be ineligible to offer new academic programs.
- Drafts of all Diversity Plan Reports shall be submitted at least thirty (30) days prior to their due date for preliminary review, feedback, and confirmation of data validity.
- Ineligible institutions shall enter into a CPE-approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance

deficiencies. At its discretion, the 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 the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver shall be submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate 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.

## Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - Universities

<b>“Opportunity” - Recruitment and Enrollment of Diverse Students</b>	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 residents have the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.
<b>“Success” - Student Success</b>	While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations historically have exhibited lower graduation and retention rates than the overall student population.
<b>“Impact” - Campus Climate, Inclusiveness, and Cultural Competency</b>	To fully realize the positive impacts of diversity, Kentucky’s public institutions must provide an inclusive and supportive environment for its diverse group of students. In order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. Faculty and staff should also become more culturally competent in order to help the diverse student population thrive and succeed.

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score
	2	1	0	
<b>Goals</b>	Target was met or exceeded.*	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations.*	
Undergraduate Enrollment				0
Graduate Enrollment				0
1st - 2nd Year Retention (URM)				0
1st - 2nd Year Retention (low-income)				0
6-year Graduation Rate (URM)				0
6-year Graduation Rate (low-income)				0
Degrees Conferred (URM)				0
Degrees Conferred (low-income)				0
Workforce Diversity				0
<b>Total: GOAL Score</b>				<b>0</b>

\*For enrollment, 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.

*CPE Reviewer Comments:*

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Implementation of Strategies with Fidelity</b> <i>Fidelity is defined as faithfulness in implementing programs and strategies as they were designed.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the identified strategies were implemented with fidelity.	Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.				0

*CPE Reviewer Comments:*

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Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Analysis of Strategy Effectiveness</b>	The institution has provided a full and thorough analysis of the effectiveness of each strategy in accordance with the assessment plan outlined in its Plan. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. Strategies that were not fully implemented or not implemented at all are addressed at a basic level.	The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.				0
<i>CPE Reviewer Comments:</i>							
Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Lessons Learned and Next Steps</b>	The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process at any substantive level and fails to fully describe how deficiencies will be addressed or performance will be improved or continued.				0
<i>CPE Reviewer Comments:</i>							
<b>TOTAL: Criteria Score</b>				0	0	0	0

Maximum Composite Score = 36

Minimum Composite Score Required for New Degree Program Eligibility = 24

<b>Total Composite Score for Unit Reviewed</b>	<b>0</b>
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Met target to offer new academic programs (circle one)    Yes    No

Performance improvement plan required (circle one)    Yes    No

Site visit and report recommended (circle one)    Yes    No

<b>OVERALL CPE Reviewer Comments:</b>	
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## Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - KCTCS

<b>“Opportunity” - Recruitment and Enrollment of Diverse Students</b>	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 residents have the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.
<b>“Success” - Student Success</b>	While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations historically have exhibited lower graduation and retention rates than the overall student population.
<b>“Impact” - Campus Climate, Inclusiveness, and Cultural Competency</b>	To fully realize the positive impacts of diversity, Kentucky’s public institutions must provide an inclusive and supportive environment for its diverse group of students. In order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. Faculty and staff should also become more culturally competent in order to help the diverse student population thrive and succeed.

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score
	2	1	0	
	Target was met or exceeded.*	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations.*	
<b>Goals</b>				
Undergraduate Enrollment				0
1st - 2nd Year Retention (URM)				0
1st - 2nd Year Retention (low-income)				0
3-year Graduation Rate (URM)				0
3-year Graduation Rate (low-income)				0
Degrees Conferred (URM)				0
Degrees Conferred (low-income)				0
Workforce Diversity				0
<b>Total: GOAL Score</b>				<b>0</b>

\*For enrollment, 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.

*CPE Reviewer Comments:*

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Implementation of Strategies with Fidelity</b> <i>Fidelity is defined as faithfulness in implementing programs and strategies as they were designed.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the identified strategies were implemented with fidelity.	Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.				0
<i>CPE Reviewer Comments:</i>							

42

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Analysis of Strategy Effectiveness</b>	The institution has provided a full and thorough analysis of the effectiveness of each strategy in accordance with the assessment plan outlined in its Plan. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. Strategies that were not fully implemented or not implemented at all are addressed at a basic level.	The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.				0
<i>CPE Reviewer Comments:</i>							
Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Lessons Learned and Next Steps</b>	The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process at any substantive level and fails to fully describe how deficiencies will be addressed or performance will be improved or continued.				0
<i>CPE Reviewer Comments:</i>							
<b>TOTAL: Criteria Score</b>				0	0	0	0

Maximum Composite Score = 34

Minimum Composite Score Required for New Degree Program Eligibility = 22

<b>Total Composite Score for Unit Reviewed</b>	<b>0</b>
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Met target to offer new academic programs (circle one)      Yes    No

Performance improvement plan required (circle one)      Yes    No

Site visit and report recommended (circle one)      Yes    No

<b>OVERALL CPE Reviewer Comments:</b>	
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**Council on Postsecondary Education  
Committee on Equal Opportunities  
October 13, 2016**

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

The Committee on Equal Opportunities will receive an update by four 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 2013-14 data, in comparison to 2014-15, and identify areas where progress was made, as well as areas that will require improvement to reach their 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:

- Northern Kentucky University: Dr. Kathleen Roberts
- Eastern Kentucky University: Dr. Timothy Forde
- Kentucky Community and Technical College System: Ms. Natalie Gibson
- Western Kentucky University: Dr. Lynn Holland

All administrators will respond to questions at the conclusion of their presentation.

Staff preparation by Rana Johnson

# 2015-16 Governor's Minority Student College Preparation Program Systemwide Assessment



**Governor's Minority Student College Preparation Program  
2015-16 Annual Report**

Committee on Equal Opportunities  
October 13, 2016



## **Council on Postsecondary Education**

### **Committee on Equal Opportunities**

**October 13, 2016**

Governor's Minority Student  
College Preparation Program  
2015-16 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 and 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 2015-16 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 2015-16 Programs

The GMSCPP has experienced great success for more than 27 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 2015-16 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**

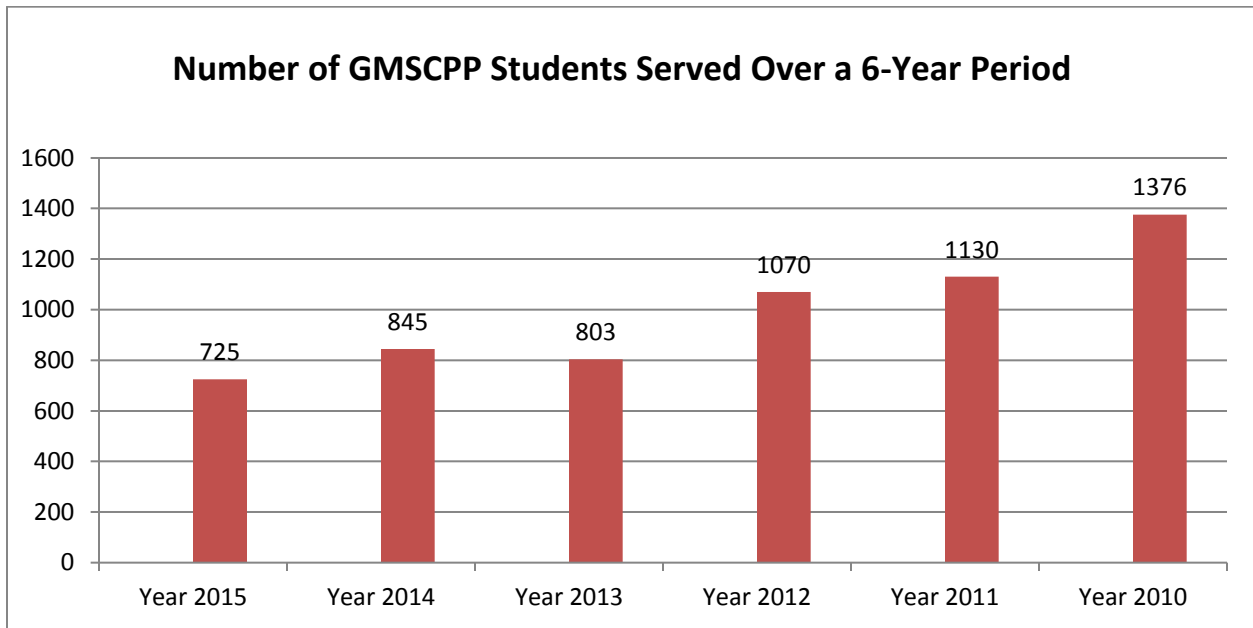
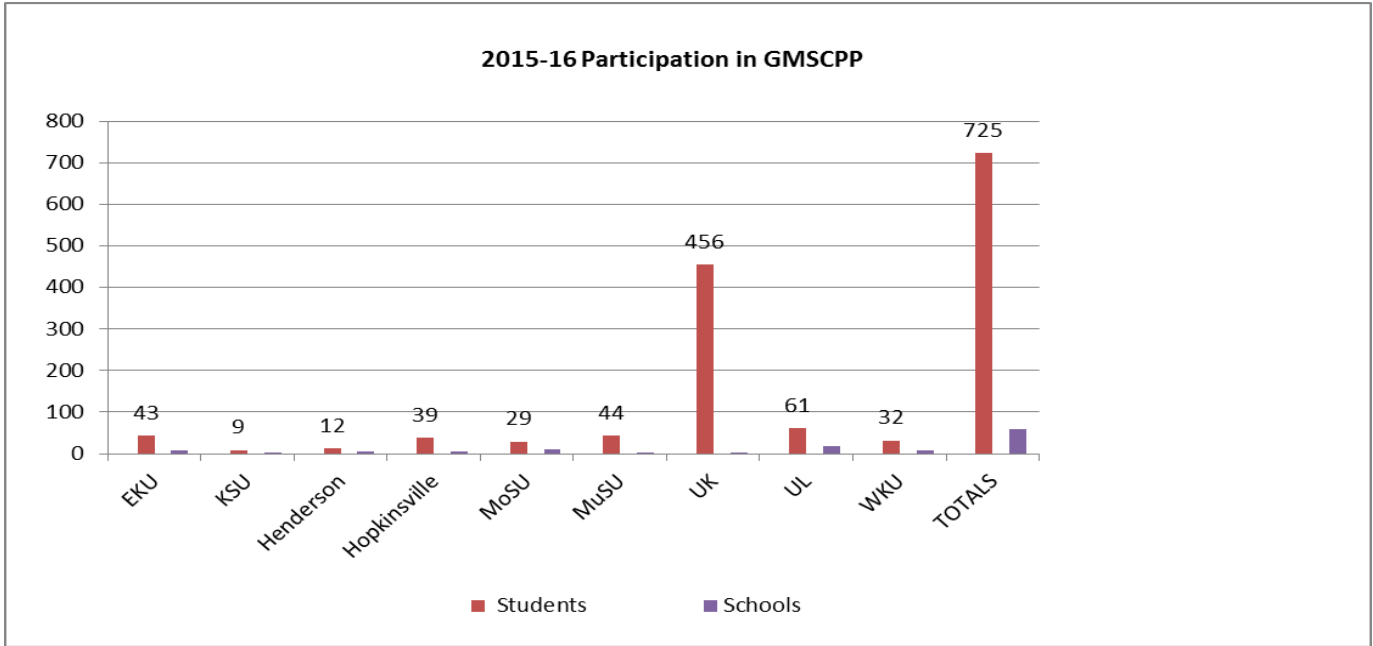
A total of 725 students from 58 schools participated in the 2015-16 GMSCPP. A slight decrease from the previous year was noted (120 fewer students). The universities served 674 students (93 percent). A total of 49 GMSCPP scholars (7 percent) were served by the two KCTCS programs (an increase of 3 from the previous year).

During the 2014-15 program year, a total of 845 students from 75 schools participated in the GMSCPP. A slight increase from the previous year (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.





**Overall, the number of participants served by the GMSCPP has declined over a 6-year period.**

**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 2015-16 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 2016.

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 456 students in 2016—a decrease from the previous year. The majority of the UK participants are enrolled at Winburn Middle School (UK adopts the entire school each year). Most of the students are 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 each 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
- 2016 University of Kentucky



The June 2016 conference was organized by Ms. Mildred Bailey and the University of Kentucky College of Agriculture. A total of eight (8) institutions participated: five universities and three KCTCS institutions. The day-and-a-half event included students, chaperones, and program directors. On the first day of the conference, the students participated in hands on activities at the UK College of Agriculture, arboretum, as well as the laboratory. Representatives from the UK Diversity Department, the Governor's Office, and the Council on Postsecondary Education greeted the students. Dr. Quentin Tyler, Assistant Dean for Diversity and Director of the College's Office for Diversity, welcomed the students to the University of Kentucky during dinner.

Students participated in concurrent workshops; all were well received by both directors and students. They included:

- Tree Detectives Workshop
- Volcano Eruption Workshop
- Wood Magic Presentation
- Meat Science Laboratory
- Keys to Success

- Tour of UK Arboretum

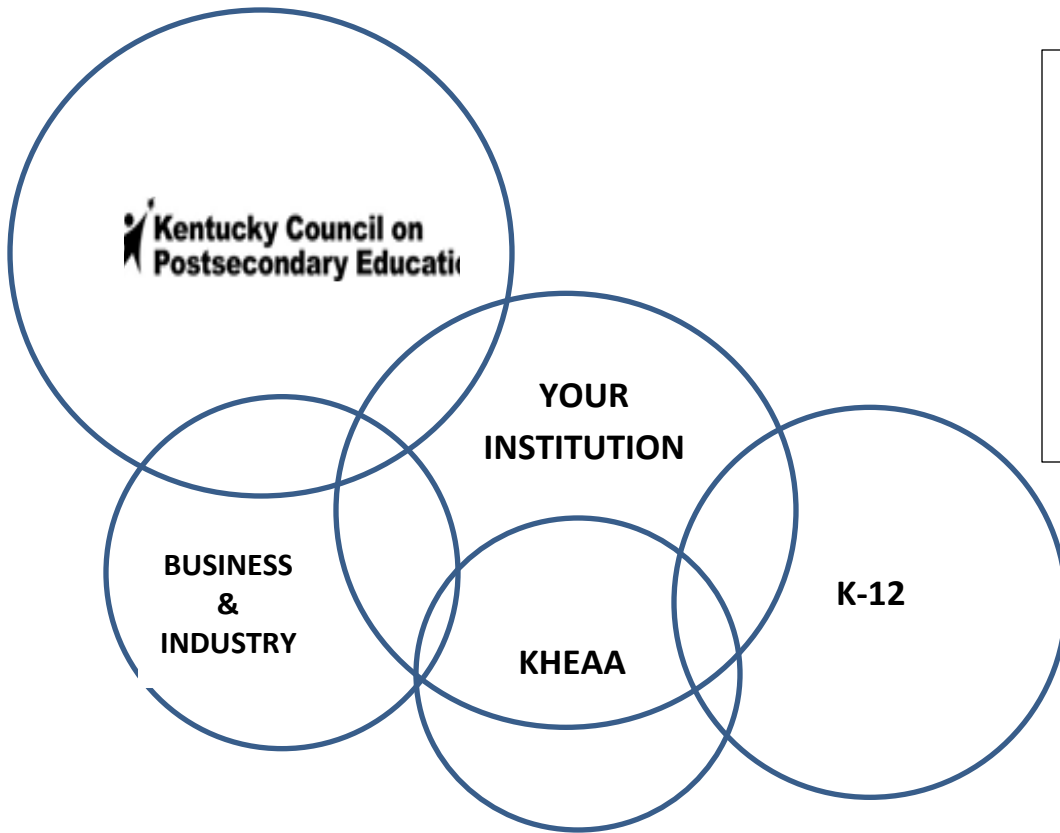
Council staff began discussions to select the 2017 location with institutional representatives. The host institution will be identified and confirmed at the January/February CEO meeting.

### **Parent/Guardian Participation**

All institutions 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 2015-16 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.



**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 27 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  
2015-16

Institution	Number of Students Served	Number of Schools Served	Parent Involvement	Academic Enrichment Activities	STEM-H	Pre/Post Testing	Partners	Type of Programs
EKU	43	7	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	9	2	YES	STEM	YES	YES	Elkhorn Middle, KSU School of Education, Department of Math, Department of Biology	Summer-1 WEEK NON RESIDENTIAL
MoSU	29	11	YES	STEM-H, Leadership Building, College Readiness, parent meetings	YES	YES	MoSU Housing, Off of Enrollment Mgt, 1 <sup>ST</sup> Year Experience, Academic Serv., Churches, BMW, YMCA Black Achvrs,	Summer-1 WEEK RESIDENTIAL
MuSU	44	2	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	456	3	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	61	17	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	32	7	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
<b>ALL UNIV</b>	<b>674</b>	<b>49</b>	<b>ALL UNIV</b>	<b>Various Academic Enrichment Activities</b>	<b>ALL UNIV</b>	<b>ALL UNIV</b>	<b>Various Partnerships at ALL UNIV</b>	<b>3 RESIDENTIAL 4 NON-RESIDENTIAL 5-YEAR ROUND 2-SUMMER ONLY</b>

55

Governor's Minority Student College Preparation Program  
2015-16

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	4	NO	Science, math, chemistry, engineering, literature, reading	YES	YES	Middle school counselors, North Baptist Church	Summer-1week NON-RESIDENTIAL
Hopkinsville CC	39	5	YES	Tutoring, science, math, reading, careers, earth day, ACT prep	YES	YES	Christian Co. Superintendent Madisonville CC	Summer-1week NON-RESIDENTIAL
<b>ALL KCTCS</b>	<b>51</b>	<b>9</b>	<b>1-YES</b>	<b>STEM-H and other areas</b>	<b>YES</b>	<b>YES</b>	<b>Various Partnerships</b>	<b>2 -SUMMER ONLY</b> <b>2 NON-RESIDENTIAL</b>
<b>ALL TOTALS</b>	<b>725</b>	<b>58</b>	<b>YES All Univ 1 KCTCS</b>	<b>Various Academic Enrichment Activities</b>	<b>ALL</b>	<b>ALL</b>	<b>Various Partnerships at ALL GMSCPP</b>	<b>3 RESIDENTIAL</b> <b>6 NON- RESIDENTIAL</b> <b>5-YEAR ROUND</b> <b>4-SUMMER ONLY</b>



Committee on Equal Opportunities  
Council on Postsecondary Education  
October 13, 2016

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.

Staff preparation by Rana Johnson

## Status: Statewide Diversity Planning and Support Programs

*The following information focuses on diversity activities and initiatives since the Committee on Equal Opportunities met May, 2016.*

**Academically Proficient High School Junior and Senior Diversity Conference:**

Conference planning is underway to recruit students to attend the 30<sup>TH</sup> Annual Academically Proficient High School Junior and Senior Diversity Conference, June, 2017. Approximately 200 students, parents, and college representatives from across the Commonwealth are expected to participate. The location has not been finalized.

**Governor's Minority Student College Preparation Program:** The Annual GMSCPP Statewide Conference will be held June 2017; 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. A planning meeting between CPE and the host institution will take place this fall.

**SREB Doctoral Scholars Program:** The SREB Doctoral Scholars Program Teaching and Mentoring Institute will be held at the Tampa Marriott Waterside Hotel and Marina, October 26 – 30, 2016. Kentucky's public institutions will also be invited to participate in the recruitment fair to assist with increasing the number of diverse faculty members at their respective institutions.

Staff preparation by Rana Johnson

STUDENTS

# When Racism Reappears, How Can a Campus Show It Has Made Any Gains?

By Sarah Brown | OCTOBER 06, 2016 ✓ PREMIUM



Rudi Keller, Columbia Daily Tribune

Students leave an emergency town-hall meeting last week at the U. of Missouri after reports that white fraternity members hurled racial slurs at black students. The reappearance of racial tension after months of work by university administrators to respond to protesters' concerns has many asking whether the campus climate for black students has improved at all.

For many black students at the University of Missouri at Columbia, last week felt like déjà vu. Another racially charged remark. Another demonstration. Another statement from university leaders expressing their outrage and stressing their commitment to "fostering an inclusive campus environment."

Two black female students had told the campus police that some of their white peers had hurled racial slurs at them on campus late Tuesday.

Frustrations poured out on Twitter. "Racism is still alive at Mizzou," wrote one. "Living while black is a disability on Mizzou's campus," added another.

The incident was a sharp reminder of the simmering tensions over race relations at Mizzou. Last fall, the campus was rocked by protests that toppled two university leaders and inspired similar demonstrations across the country.

Since then, the University of Missouri system has hired a chief diversity officer, started a diversity audit, and created a group of faculty, administrators, and a student to review diversity efforts across the four campuses, recommend changes, and figure out how to measure any such changes. The flagship campus has set aside more money to increase faculty diversity and begun requiring diversity training for all faculty, staff, and incoming students.

But students, who are on campus for only a few years, want to see quick cultural change. Last week's incident suggests to some students that, despite all of the things university leaders say they're doing, the campus racial climate hasn't improved since last fall. They wonder whether Missouri officials are all talk and no action.

Experts stress that one year isn't nearly enough to undo decades of racial problems and that an incident like this one doesn't necessarily indicate that race relations aren't

improving. After all, college officials can't prevent every racist remark from being uttered on their campuses.

But they say that Missouri and other institutions can create an environment where such behavior is unacceptable. What the fraternity-house incident suggests, they add, is that there is not yet a critical mass of white students, faculty, and staff at Missouri who are serving as allies in combating racism.

How can Missouri measure whether those efforts to spur institutional change are proving successful? Seeing how the campus community responds to incidents like the one last week is one way of gauging whether race relations have improved.

The day after the slurs were reported, Missouri's leaders put out a statement explaining the steps they had taken in response — which contrasted with what many students saw as a sluggish response last year to racial unrest. A spokesman for Missouri did not respond to a request for additional comment this week.

For students, it's often a question of personal experience, said Kimberly A. Griffin, an associate professor of higher education at the University of Maryland at College Park who studies the experiences of underrepresented students on campuses. While structural changes might be starting to improve campus inclusion in a broad sense, Ms. Griffin says, students tend to care most about what they're seeing and feeling on an individual level.

### **A Call for Intervention**

Reuben Faloughi, a doctoral student in psychology at Missouri, said that as far as he knows, white students at the fraternity house didn't step in last week and tell their peers to stop insulting the black students. While he stressed that most members of predominantly white fraternities don't engage in such offensive behavior, he said the lack of bystander intervention needs to change.

For the past year, university leaders have been laser-focused on addressing the issues raised by Concerned Student 1950, the group that led last fall's protests, said Mr. Faloughi, who was one of its founding members. But he hasn't seen officials engage many white students in their efforts.

That means, he said, that many of them have never had to grapple with the significance of the protests — or understand the implicit biases they might have against minority students.

Shaun R. Harper, executive director of the Center for the Study of Race and Equity in Education at the University of Pennsylvania, said he sees similar gaps at many campuses where students protested last fall.

"So many of these efforts are just about trying to meet the list of demands that were issued by students," he said, "without understanding that there's this larger explanation

for why students of color have these experiences that they were protesting to begin with."

At Missouri, 78 percent of students are white, Mr. Harper noted. "No corrective diversity effort will succeed there or at any other place that's demographically similar if there's no attention paid to the 78 percent."

The burden of educating those students shouldn't be placed primarily on black students, said Calvin L. Warren, an assistant professor of American studies at George Washington University. "It's unfair for some students to have to bear this very heavy and dense weight of trying to solve anti-blackness on a campus," Mr. Warren said. "That's not their job."

### Turmoil at Mizzou



Last fall student protests over race relations rocked the University of Missouri's flagship campus, in Columbia, and spawned a wave of similar unrest at colleges across the country. Read more *Chronicle* coverage of the turmoil in Missouri and its aftermath.

- [Inside How Missouri's Leadership Scrambled to Quell a Campus Crisis](#)
- [Being Melissa Click](#)
- [What It's Like to Be Black at the U. of Missouri](#)
- [When Does a Student-Affairs Official Cross the Line?](#)

The university has started requiring all incoming students to go through diversity training. But Walter M. Kimbrough, president of Dillard University and a scholar who researches historically black colleges and black men in college, said he's skeptical that a required training is the best way to reach white students. Such a mandate could provoke a backlash, he said.

Mr. Kimbrough said faculty and staff should take the lead in embracing roles as anti-racist allies. That means regularly attending events held by multicultural student organizations, he said. That means listening to minority students — and believing them — when they talk about difficulties and challenges they experience on campus.

Those faculty and staff could then serve as an example to white students and build bridges across cultural lines, he said. For instance, the faculty adviser to a predominantly white student group might suggest to members that they collaborate with a multicultural group on an event or service project.

"I don't see a lot of faculty, staff, and administrators getting out of their comfort zones," he said.

### Shift in Culture Needed

When racist incidents occur on a campus, it's not just about the administrative response,

said Beverly C. Daniel Tatum, a former president of Spelman College, the private historically black institution for women in Atlanta. "You can't create a culture from the president's office," she said. Where, she asks, are the voices of white student leaders?

Ms. Tatum cited a statement made by the student-body president at Texas A&M University earlier this year as a sign of progress on that campus. Tensions had surfaced after a group of black and Latino high-school students visiting the university were insulted by white university students and told to "go back where they came from."

Joseph Benigno, the student leader at the time, who is white, uploaded a three-and-a-half minute YouTube video asking students to reflect on "how an individual on our campus became so emboldened in their racism that they were able to openly yell slurs at a group of black students on campus." He addressed students who had openly wondered whether the slurs had been fabricated: "My message to you is simple: Stop."

The statement released the day after the recent Missouri incident by the university's Panhellenic Association, the umbrella organization for predominantly white sororities, was perhaps the most strongly worded of any made by Missouri students last week.

"The hateful speech of our friends is crippling, the deafening silence of our community is deadly," the association wrote. That's a group the university should look to as a partner in improving the racial climate, said Mr. Kimbrough, of Dillard.

Other signs of progress on race relations — such as the results of campus-climate surveys — won't be measurable right away. Missouri opened one such survey to students, faculty, and staff this week, and many of the questions ask about racism and offensive or hostile conduct. The survey does not ask participants to verify that they are a Missouri student or employee.

Institutions like Missouri should also try to integrate efforts to promote inclusion into all aspects of campus life, said Ms. Griffin, of Maryland. It's often not the first experience with diversity education that really changes a student, she said; it might take two or three lessons for them to start sinking in.

Colleges could make that happen by revamping their residence-hall experience, encouraging students to interact with peers who don't share their background during programs or meals, she said. And the university could offer more service-learning opportunities that bring together diverse groups of students.

"Just as much learning can take place over dinner having a conversation or with a roommate as it can in the classroom," Ms. Griffin said. "How are we creating environments that allow that to happen?"

*Sarah Brown writes about a range of higher-education topics, including sexual assault, race on campus, and Greek life. Follow her on Twitter @Brown\_e\_Points, or email her at [sarah.brown@chronicle.com](mailto:sarah.brown@chronicle.com).*

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## Taking a Knee 'Will Not Be Tolerated'

East Carolina U bars band members from protest during national anthem. Stance differs from that of other public colleges and universities.

By [Scott Jaschik](#) // October 5, 2016

[63 COMMENTS \(/NEWS/2016/10/05/EAST-CAROLINA-U-SAYS-BAND-WILL-NOT-PERMIT-TAKING-KNEE-DURING-NATIONAL-ANTHEM#DISQUS\\_THREAD\)](#)



Since athletes and others have been taking a knee during the national anthem, the leaders of public colleges and universities have offered a variety of views on whether the protests are wise. Even so, they have [defended the protests as a form of speech protected by the First Amendment](https://www.insidehighered.com/news/2016/09/12/debate-grows-over-national-anthem-college-events) and traditions of free expression in higher education.

But East Carolina University is taking a different approach. In the wake of a controversy over a move by some band members to take a knee while playing the national anthem at a football game, the university has said that such demonstrations will no longer be tolerated.

"College is about learning, and it is our expectation that the members of the Marching Pirates will learn from this experience and fulfill their responsibilities. While we affirm the right of all our students to express their opinions, protests of this nature by the Marching Pirates will not be tolerated moving forward," said a letter released by the university. It was signed by William Staub, director of athletic bands; Christopher Uffers, director of the School of Music; and Christopher Buddo, dean of the College of Fine Arts and Communication.

The letter also said that the officials "regret" the actions of the band members, which they said "felt hurtful to many in our Pirate family and disrespectful to our country."

The letter appears to differ from the message of Chancellor Cecil Staton immediately after the game. In a statement he issued then, Staton said that the university "respects the rights of our students, staff and faculty to express their personal views." (University officials did not respond to email messages asking about the apparent shift in message.)

The language the chancellor used is typical of what other university leaders have argued amid public (and political) criticism of athletes and others who have taken a knee to protest police violence against black people.

For example, many Nebraska politicians criticized football players at the University of Nebraska at Lincoln for taking a knee. Hank Bounds, president of the university, responded by saying that [the players had the right to express themselves and wouldn't be punished](https://www.insidehighered.com/quicktakes/2016/09/29/nebraska-presidents-statement-free-speech). "I have served in the military. I understand love of country and love of the flag and I know that freedom is not free. I recognize that some are upset by what they saw on Saturday night. But let me be clear. The University of Nebraska will not restrict the First Amendment rights of any student or employee," Bounds said.

The latest letter from East Carolina seeks to frame the issue in a different way. "We have met with the band and the members have collectively reaffirmed their commitment to the unique privilege and responsibility that comes with wearing the uniform of the Marching Pirates," the letter says.

Robert L. Shibley, executive director of the Foundation for Individual Rights in Education, which opposes limits on the speech of students and faculty members, said via

The same principles would apply to athletes, he said. "Yes, a public university can likely tell football players that they are not allowed to take a knee during the anthem, as the athletes (and band) do, to some extent, represent the university," he said. "Though again, the discipline would be limited to internal team discipline -- not the student conduct code. Of course, none of this means it's a good idea to do so."

Asked if it was a good idea to limit these protests, Shibley suggested that officials consider a 1943 Supreme Court ruling, *West Virginia State Board of Education v. Barnette*, which found that states could not require schoolchildren to salute the U.S. flag and pledge allegiance to it. The decision said, "If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion or other matters of opinion or force citizens to confess by word or act their faith therein. If there are any circumstances which permit an exception, they do not now occur to us."

#### Anger in East Carolina

Many of the instances in which athletes and others have taken a knee have resulted in criticism in the days that followed -- especially on social media. But the East Carolina protest was noticed immediately. When the band returned to the field at halftime, it was met with boos.

And a radio station announced (<https://www.facebook.com/1538403896489111/photos/pcb.1660042197658613/1660042107658622/?type=3&theater>), Tuesday that it would not broadcast this weekend's East Carolina football game because of the band's "shameful" disrespect of the national anthem.

Band members have defended their protest and said that they are joining a movement to create discussion about race in the United States, not showing disrespect.

---


I'm glad I'm a part of ECU Band and I'm glad I was able to make some people uncomfortable. That's where the change starts.

Read more by [Scott Jaschik](#)

— Leah H (@TrebledGirl97) October 1, 2016 (<https://twitter.com/TrebledGirl97/status/782327118017470465>)

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## Experts: Math, Science Underemphasized in College Prep for Minorities

October 5, 2016 | :

by Jamaal Abdul-Alim

BALTIMORE — Some of the most cherished ideas about what it takes to get more low-income and minority students on the path to college were shattered Wednesday at a conference meant to celebrate and build upon the 50-year-old legacy of a groundbreaking report about inequality in America's public education.

Among the ideas that were overturned is the notion that mere exposure to "college knowledge" will make a meaningful difference in closing racial gaps in college enrollment.

Guan Saw, an assistant professor of educational psychology at the University of Texas at San Antonio, argued that many of the "college exposure" interventions that populate the education landscape



Guan Saw says that "college exposure" interventions won't get more low-income and minority students on the path to college.

today won't do the job. Instead, he said, it's going to take teachers who are able to teach more advanced courses in math and science, which he said are more predictive of college enrollment than simply meeting with school counselors and admission officers or sending college guides and the like to students and their families.

"We argue in this paper that policy has been failing to focus on core preparation that is crucial for college-going," Saw said.

While minority and low-income students have high college aspirations, they are being shortchanged when it comes to the advanced-level math and science instruction that makes a difference, Saw's paper states.

"We have found that in many low-income and minority schools, there are fewer teachers who are able to teach the more advanced courses in subjects such as math and science," states the paper (<http://www.rsjournal.org/doi/full/10.7758/RSF.2016.2.5.04>), titled "Racial and Ethnic Gaps in Postsecondary Aspirations, Preparation and Enrollment."

**Related: [The Benefits of Campus Activism](http://diverseeducation.com/article/82675/)**  
(<http://diverseeducation.com/article/82675/>)

"Moreover, teachers in these schools are more likely to be inexperienced and to leave after one or two years, creating an unstable school environment," the paper states.

Saw presented the paper at "The Coleman Report at 50," a conference meant to celebrate and build upon the legacy of the Equality of Educational Opportunity report, more commonly known in academic circles as the Coleman Report after the lead

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investigator of the research team, James S. Coleman.

James McPartland, a co-author of the report and a professor of sociology and director of the Center for Social Organization of Schools at Johns Hopkins, expounded on the legacy of the report — commissioned by Congress in the Civil Rights Act of 1964. The purpose of the report to the president and Congress was to focus on the “lack of availability of equal educational opportunity for individuals by reason of race, color, religion or national origin in public institutions at all levels in the United States.”

“The Coleman Report was not only used in public policy thinking as is often acknowledged, but it also was useful for developing practical reforms in school organization and classroom instruction, which is often not appreciated,” McPartland said. “Indeed, soon after the report’s publication, Coleman won a federal grant to start a Research and Development Center here at Johns Hopkins.”

He was referring to the center he directs and that he said is “still going strong today.”

One of the aims of the conference was to build upon the findings of the Coleman Report and to take the research in new directions that could not have been foreseen at the time.

**Related: [Study Finds Minimal Impact of Selectivity on Degree Completion](http://diverseeducation.com/article/66233/)**  
(<http://diverseeducation.com/article/66233/>)

While Coleman was right to examine the importance of “college knowledge” in explaining disparities in college enrollment, he “overlooked the possibility that the curriculum would become so diversified by race and social class,” Saw’s paper states.

“What Coleman did not foresee was that variation in school quality, especially on issues of college preparation, would continue to remain so stratified among schools serving predominantly low-income black students and those serving mostly middle- and upper-class Whites,” the paper states.

Despite having high aspirations for college, only about one-third of the Black population between 18 and 24 were enrolled in college in 2012, whereas for Whites and Asians, the figure stood at 42.1 and 59.8 percent, respectively, the paper notes.

Angel L. Harris, a sociology professor at Duke University, presented research that contradicts the widely embraced notion that simply increasing parental involvement will make a positive impact on educational outcomes.

Quite the contrary, Harris said, the punitive measures favored by African-American parents over Whites — at 62 percent versus 29 percent, respectively — have been shown to have a negative effect on reading.

“Punitive responses hurt,” Harris said in presenting a paper (<http://www.rsjournal.org/dol/full/10.7758/RSF.2016.2.5.09>) titled “A New Framework for Understanding Parental Involvement: Setting the Stage for Academic Success.”

“Non-punitive helps.”

But Many Black parents are doing more of what hurts, inadvertently, and less of what helps, Harris said.

“Black parents say, ‘Oh, I’m gonna fix it,’” Harris said, referring to punitive disciplinary measures. But when Black parents are contacted by educators to deal with their children’s poor performance, Harris said, “Chances are the parent is pulling in the opposite direction because they’re ‘fixing’ the problem in their minds.”

**Related: [New Study Examines Diversity in STEM Fields](#)**



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Council on Postsecondary Education  
Committee on Equal Opportunities  
October 13, 2016

## Other Business

Attached are letters from Mr. John Johnson to President King regarding terminations at KCTCS and their response.

Staff preparation by Rana Johnson



# KENTUCKY COMMISSION ON HUMAN RIGHTS

**Matthew G. Bevin**  
Governor

332 West Broadway, 14<sup>th</sup> Floor  
Louisville, Kentucky 40202  
(502) 595-4024  
(800) 292-5566  
(502) 595-4801 - Fax  
<http://kchr.ky.gov>

**John J. Johnson**  
Executive Director

September 12, 2016

Robert L. King  
President Kentucky Council on Post-Secondary Education  
1024 Capital Center Drive, Suite 320  
Frankfort, Kentucky 40601

Dear Bob,

It has come to my attention that several staff members from the Kentucky Community and Technical College System (KCTCS) institutions have been terminated. It is my understanding that many of the individuals served on the KCTCS Diversity Peer Team, and were responsible for diversity, equity, and inclusion activities at their institutions. I am mindful that you may not have control of hiring at the institutions, however, I am sure you share the grievous concern about the message this may send to the population we seek to serve.

Will these terminations negatively impact enrollment, retention and graduation rates for first generation, low-income and underserved students? I believe many families depend on the staff to serve as a support system as they strive to navigate the admissions, financial aid and enrollment process.

At our CEO meetings we are often led to believe that many students and parents look to the staff for direction and guidance as mentors, to assist them in understanding social and cultural norms at the KCTCS institutions.

It might be helpful if the CEO received updates from the KCTCS at the October CEO meeting which would include how the institutions plan to promote diversity, equity, and inclusion without the leadership at the institutions; and how this will impact the development of the individual diversity plans at the institutions. As you know, the CEO relies on the university and KCTCS diversity officers to keep us informed of successful activities and best practices, as well as concerns and issues we need to address. The CEO is charged with assisting the CPE with diversity, equity, and inclusion initiatives, as well as the Diversity Policy.

I know you take our role and these issues very seriously, and welcome the opportunity for us to offer assistance when we can.

I look forward to hearing from you as well as the KCTCS administrators. Thank you for reviewing these concerns. If the Kentucky Commission on Human Rights can provide any assistance, please let me know.

Respectfully yours,

John J. Johnson  
Cc: CEO members  
Jay Morgan

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## Weakly, Debbie (CPE)

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**From:** Johnson, John (KCHR)  
**Sent:** Tuesday, October 04, 2016 4:24 PM  
**To:** Powell, Travis (CPE)  
**Subject:** FW: Regarding your letter to Robert King dated September 12, 2016  
**Attachments:** KCTCS Diversity Peer Team Members.docx

Travis,  
Thanks for your help.

John J. Johnson, Executive Director  
Kentucky Commission on Human Rights  
332 West Broadway, Suite 1605  
Louisville, Kentucky 40202  
Phone: 502-566-9964  
Fax: 502.595.4801  
Email: [John.Johnson@ky.gov](mailto:John.Johnson@ky.gov)  
Website: [KCHR.ky.gov](http://KCHR.ky.gov)

---

**From:** KCTCS President [mailto:president@kctcs.edu]  
**Sent:** Friday, September 30, 2016 2:54 PM  
**To:** Johnson, John (KCHR)  
**Cc:** McCall, Gloria S (KCTCS); Duncan, Pamela M (KCTCS); Gibson, Natalie (KCTCS); King, Robert L (CPE)  
**Subject:** Regarding your letter to Robert King dated September 12, 2016

### Answers to the Questions in KCHR Letter, 9-16-2016

1. **Will these terminations negatively impact enrollment, retention, and graduation rates for first generation, low-income, and underserved students?**
2. **How will the institution plan to promote diversity, equity, and inclusion without leadership at the institution?**
3. **How will this impact the development of individual plans at the institutions?**

Dear Mr. Johnson:

I have received a copy of your letter addressed to CPE President, Robert King and dated September 12, 2016. In your letter you expressed concern about the termination of several staff members from the Kentucky Community and Technical College System. More specifically, you stated "that many of the individuals served on the KCTCS Diversity Peer Team...." I appreciate the opportunity to respond to this claim and answer the questions posed in your letter.

Let me first affirm with you that KCTCS is, and has always been, dedicated to promoting diversity in our student body as well as within our staff and faculty. As an open admission institution, diversity is key to reaching and teaching students of all academic levels and backgrounds. This is why the KCTCS Board of Regents, my Cabinet, all of our college Presidents, and I consistently dedicate our efforts and those of our workforce to promoting and living the values inherent in a diverse educational atmosphere. Second, like other higher educational institutions in the state, KCTCS faces a myriad of forces beyond our control such as: 1) reduction in state appropriations for eight of the last 10 years; 2) declining enrollments which result in tuition shortfalls; and 3) increasing costs, especially in escalating pension funds contributions and in ever-increasing insurance costs. All of these have required us to eliminate vacant positions, to let go some employees, and to reorganize college and system office employment structures to become more efficient with our limited resources.

When the tough decisions had to be made, each college leadership team as well as my Cabinet submitted plans that ensured our ability to maintain our core mission of educating and training Kentucky's citizens for tomorrow's

workforce. KCTCS worked hard to minimize the impact of employment actions across the system by first identifying vacant positions that could be eliminated. That approach resulted in 336 vacant positions being completely removed. Unfortunately, there were an additional 170 people who lost their job. Only eight percent of the 170 individuals were Black. Nevertheless, three of those individuals were members of the Diversity Peer Team. But as you can see, losses to the Diversity Peer Team represent 1.8% of the 170 employees affected and .6 % of the 506 total positions eliminated. Moreover, each college immediately backfilled the Diversity Peer Team vacancies with an administrator who has an equal or higher level of decision making authority and accountability.

In response to your concerns about the impact of these employee separations on our ability to recruit, retain and graduate students who are first generation, low income and underserved, we believe the net effect will be minimal to zero. This expectation is based on the following organizational factors of which you may not be aware.

- At the June 2016 meeting, the KCTCS Board of Regents adopted the *2016-22 KCTCS Strategic Plan*. This plan includes a goal to “increase access and success for all KCTCS students, **particularly among traditionally underserved populations.**” As an open access institution, KCTCS has a rich history of diversity and inclusion efforts. This is the third time that the KCTCS Board has adopted a strategic plan that includes a diversity goal. (Operationally, each of the 16 colleges aligns its strategic plan with the System’s strategic plan by adopting a similar strategic plan goal.) Furthermore, The KCTCS Board has established performance measures for this goal that monitors the first-to-second year retention rates and the graduation rates for under-represented minority students.
- In addition to the measures above, the KCTCS President’s Leadership Team (PLT) will also monitor performance metrics for the enrollment, retention, and graduation of all students—disaggregated by race, gender, and age—as well as the students socioeconomic and first generation status. Achievement of the strategic goal and related performance measures will close achievement gaps and accelerate improvements in the success of underserved students. Monitoring these measures at the Board and PLT levels creates a culture of accountability for the success of all students, particularly those students who have been and unfortunately have continued to be underserved. This accountability is shared among system and college personnel.
- Congruent with national community college trends, KCTCS has experienced tremendous turnover among executive leadership. Since 2010, eight college presidents and the founding KCTCS President have retired. In January 2015, I assumed the role of KCTCS President. Under my executive leadership, the colleges have recruited and hired the following presidents:

College	President Name	Gender	Race	Hire Date
Big Sandy	Dr. Devon Stephenson	Male	Caucasian	June 1, 2015
Jefferson	Dr. Ty Handy	Male	Caucasian	January 1, 2016
Hazard	Dr. Jennifer Lindon	Female	Caucasian	June 1, 2016
Madisonville	Dr. Cynthia Kelley	Female	Caucasian	July 1, 2016
Gateway	Dr. Fernando Figueroa	Male	Latino	August 1, 2016
West KY	Dr. Anton Reece	Male	African-American	October 1, 2016

Employing these executives demonstrates my commitment to diversity and inclusion. Additionally, these executives will lead policy development as well as decision making that positively impacts student access and success across identities. Furthermore, KCTCS Vice President Gloria McCall’s portfolio includes Diversity and Inclusion, as well as Student Services, Student Engagement, and Financial Aid. As a System Vice President, Dr. McCall integrates those functions and provides executive leadership, support and service to the PLT.

- Each KCTCS college has an established cultural diversity program. Diversity program administrators, in collaboration with key administrators and line staff from Academic Affairs, Student Services, and Marketing, develop and implement strategies and tactics that increase enrollments through targeted marketing, recruitment and retention efforts for first generation, low-income, and underserved students. Diversity administrators also partner with human resource professionals and academic division chairs to diversify the college’s faculty and staff. All college diversity programs are led by administrative personnel. The titles of these administrative leaders include Chief Student Affairs Officer, Vice President, Associate Dean of Student Services, Director of Cultural Diversity, and Director of Human Resources. A demographic snapshot indicates that nine of these administrators report

directly to the president, while six report to the Chief Student Affairs Officer, who reports directly to the college president and is a member of the president's Cabinet. These administrators comprise the KCTCS Diversity Peer Team.

- More than a decade ago, KCTCS established the Diversity Peer Team to recommend and create policy, develop programs as well as processes that have implications for the success of diverse students, staff, faculty, and administrators across the system. Team members also act as liaisons between the KCTCS Office, the colleges, and the communities in which they serve. As you can see in the attachment to this email, more than half of the members have effective services dates that range between 4 and 11 years. These individuals are seasoned community college administrators with a successful track record of developing, executing, and assessing college and system diversity plans.
- Going forward, the following initiatives will accompany a new slate of college programs and services that comprise the new college and system diversity plans to increase access and success of students who are low income, first generations and underserved:
  - **Campus Environment Team.** Each college sponsors a campus environment team (CET). These teams promote diversity and encourage the development and sustainability of inclusive work and learning environments. These teams are typically comprised of administrators, staff, and faculty, representing the cultural diversity, student services, academic affairs, human resources, as well as select academic divisions. Annually, these teams submit recommendations to the campus leadership to advance diversity and inclusion efforts.
  - **Gender Neutrality Efforts.** In December 2015, I developed a Gender Neutrality Ad Hoc Workgroup. A cross-functional group of college and system office personnel were charged to create a proactive approach to investigate the legal, admissions, physical facilities/restrooms, cultural, and other issues related to gender neutrality. The workgroup met for six months, conducted research and made several recommendations on how KCTCS might implement best practices and policies for creating a culture that supports LGBTQIA students, faculty, staff, and their allies. The recommendations are currently under internal executive review.
  - **Super Sunday/Someday.** For the last six years, KCTCS has executed the highly successful *Super Sunday/Super Someday* initiative. *Super Sunday/Super Someday* is a statewide community outreach and student recruitment initiative that targets African-American and Latino students and their families with information and resources to support college admission, and financial aid. This initiative involves partnerships with faith-based leaders across Kentucky as well as cross-functional teams from each college and the KCTCS Office. The hard work and community partnerships established over the past six years has positioned *Super Sunday/Super Someday* as a grassroots pipeline for student recruitment. Enrollment data for KCTCS indicates that as a percent of total enrollment, students who self-identify as African-American, Latino (of any race) or two or more races increased during the six years the event has been in place. In the future, *Super Sunday/Super Someday* will provide intentional enrichment activities to middle and high school students. The program will prepare participants for college and careers, ease the transition from secondary to postsecondary contexts, and address achievement gaps.

Thank you for interest in KCTCS. I have asked Vice President Gloria McCall to contact you for a personal meeting to discuss your concerns further. If, after speaking with her you desire to talk with me personally, please feel free to contact me directly.

Sincerely,

Jay K. Box, Ed.D.  
KCTCS President

cc: Gloria McCall  
Pam Duncan

Natalie Gibson

Jay--

Jay K. Box, Ed.D.  
President  
Kentucky Community and Technical College System  
300 N. Main St.  
Versailles, KY 40383  
W: 859-256-3252

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## KCTCS Diversity Peer Team Members

College	2015-16 Rep Name/Race/Reporting Relationship	2016-17 Name/Race/Reporting Relationship	Effective Date for 2016-17 team members	Length of Service to the Peer Team
<b>Ashland</b>	<b>Alvin Baker,</b> Director of Cultural Diversity African-American Chief Student Affairs Officer	<b>Alvin Baker,</b> Director of Cultural Diversity African-American Chief Student Affairs Officer	<b>7/1/2008</b>	<b>8 years +</b>
<b>Big Sandy</b>	<b>Tina Terry,</b> Director for Cultural Diversity African-American Chief Institutional Officer	<b>Bobby McCool,</b> Chief Institutional Officer Caucasian President	<b>7/31/2016</b>	<b>1 month +</b>
<b>Bluegrass</b>	<b>Charlene Walker,</b> Professor/Vice President African-American President	<b>Charlene Walker,</b> Professor/Vice President African-American President	<b>7/1/2005</b>	<b>11 years +</b>
<b>Elizabethtown</b>	<b>Felicia Toliver,</b> Director of Cultural Diversity African-American Chief Student Affairs Officer	<b>Felicia Toliver,</b> Director of Cultural Diversity African-American Chief Student Affairs Officer	<b>1/1/2011</b>	<b>5 years +</b>
<b>Gateway</b>	<b>Monica Yihad,</b> Inclusion Coordinator Person of Color President	<b>Ingrid Washington,</b> Chief Student Affairs Officer African-American President	<b>7/1/2016</b>	<b>2 months +</b>
<b>Hazard</b>	<b>Janice Higgins-Hagans,</b> Coordinator of Mentoring and Outreach African-American Chief Student Affairs Officer (thru 9-2-16)	<b>Germaine Shafer,</b> Chief Student and Academic Officer Caucasian President	<b>10/1/2016</b>	<b>NA</b>
<b>Henderson</b>	<b>Bill Dixon,</b> Director for Cultural Diversity African-American President	<b>Bill Dixon,</b> Director for Cultural Diversity African-American President	<b>3/1/2006</b>	<b>10 years +</b>

Sources: KCTCS Human Resources and Office for Cultural Diversity

## KCTCS Diversity Peer Team Members

College	2015-16 Rep Name/Race/Reporting Relationship	2016-17 Name/Race/Reporting Relationship	Effective Date for 2016-17 team members	Length of Service
<b>Hopkinsville</b>	<b>Tracey Folden Stewart,</b> Director for Diversity and Leadership African-American Chief Student Affairs Officer (thru 9-27-16)	<b>Deloria Scott,</b> Professor/Counselor African American Chief Academic Officer	9/19/2016	3 days
<b>Jefferson</b>	<b>Lea Dorsey-Mucker,</b> Human Resource Generalist African-American Human Resources Director	<b>Toni Whalen,</b> Director of Human Resources African-American President	7/1/2016	2 months +
<b>Madisonville</b>	<b>James Bowles,</b> Director of Cultural Diversity African-American Chief Student Affairs Officer	<b>James Bowles,</b> Director of Cultural Diversity African-American Chief Student Affairs Officer	3/8/2006	10 years +
<b>Maysville</b>	<b>Millicent Harding,</b> Director of Cultural Diversity African-American President	<b>Millicent Harding,</b> Director of Cultural Diversity African-American President	1/16/2013	3 years +
<b>Owensboro</b>	<b>Dr. Lewatis McNeal,</b> Associate Dean of Students Affairs African-American Chief Student Affairs Officer	<b>Dr. Lewatis McNeal,</b> Associate Dean of Student Affairs African-American Chief Student Affairs Officer	6/18/2012	4 years +
<b>Somerset</b>	<b>Elaine Wilson,</b> Director of Cultural Diversity African-American Provost	<b>Elaine Wilson,</b> Director of Cultural Diversity African-American Provost	2/1/2008	8 years +
<b>Southcentral KY</b>	<b>Sherri Forrester,</b> Director of Human Resources Caucasian President	<b>Sherri Forrester,</b> Director of Human Resources Caucasian President	7/1/2015	1 year +

Sources: KCTCS Human Resources and Office for Cultural Diversity

## KCTCS Diversity Peer Team Members

College	2015-16 Rep Name/Race/Reporting Relationship	2016-17 Name/Race/Reporting Relationship	Effective Date for 2016-17 team members	Length of Service
Southeast KY	Carolyn Sundy, Professor/ Vice President Diversity/Inclusion and Special Programs African-American President	Carolyn Sundy, Professor/ Vice President Diversity/Inclusion and Special Programs African-American President	7/1/2005	11 years +
West KY	Dr. Belinda Russell-Dalton, Vice President African-American President	Dr. Belinda Russell-Dalton, Vice President African-American President	7/19/2010	6 years +
KCTCS	Natalie Gibson, System Director for Cultural Diversity African-American KCTCS Vice President Gloria McCall, KCTCS Vice President African-American KCTCS President	Natalie Gibson, System Director for Cultural Diversity African-American KCTCS Vice President Gloria McCall, KCTCS Vice President African-American KCTCS President	7/5/2005  10/19/2013	11 years +  3 years

Sources: KCTCS Human Resources and Office for Cultural Diversity

