

STRONGER by DEGREES



MEETING AGENDA

Committee on Equal Opportunities

Monday, March 21, 2016

Conference Room A

Members of the Committee



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

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

The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

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AGENDA

Committee on Equal Opportunities

Council on Postsecondary Education

Monday, March 21, 2016

9:00 AM

Conference Room A

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1. Roll Call
 2. Approval of Minutes, January 25, 2016 3
 3. Comments: Vice President for Academic Affairs, Dr. Jay Morgan
 4. Status Report: Kentucky College and Career Connection (Ky3C) 7
 5. Institutional Diversity Plan Assessment Reports 11
 - a. University of Kentucky: Mr. Terry Allen
 - b. University of Louisville: Dr. Mordean Taylor-Archer
 6. Statewide Diversity Policy Update: Mr. Travis Powell, CPE Legal Counsel 12
 7. Degree Program Eligibility 26
 8. Waivers of KRS 164.020(19) 29
 9. Status: Diversity Planning Support Programs 30
 10. Other Business
 - a. General Information and News Articles 31
 11. Adjourn
- Next Meeting: May 16, 2016, 9 a.m. (EST), Frankfort, Kentucky**

Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
January 25, 2016

The Committee on Equal Opportunities met January 25, 2016, at the Council office in Frankfort, Kentucky. Chair Dennis Jackson presided over the meeting.

ROLL CALL

Members present: Kim Barber, JoAnne Bland, Jerome Bowles, Dennis Jackson, Arthur Lucas, Robert Staat, Wendell Thomas and David Welch.

Members absent: Juan Castro and John Johnson did not attend the January meeting.

CEO Chair, Mr. Dennis Jackson, provided opening remarks, followed by CPE Executive 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.

APPROVAL OF MINUTES

The minutes from the October 2015 meeting were reviewed.

A motion was made by Mr. Robert Staat to accept the minutes. Ms. Elizabeth Rowe seconded the motion.

VOTE: The motion passed and was approved.

Dr. Thompson discussed Governor Matt Bevin's interest in diversifying the University of Louisville board. He also discussed the need to close gaps and the higher education budget. There will be increased educational attention focused on certificates. CPE has also been working with

STATUS REPORT:
NEW POSTSECONDARY
EDUCATION FUNDING
MODEL

institutions to set performance targets.

Dr. Rana Johnson introduced the first item on the January 2016 agenda. Mr. Bill Payne, Vice President for Finance, provided a summary of the Council budget, as well as the proposed funding model.

Several CEO members asked follow-up questions regarding funding incentives for achieving EEO goals.

KENTUCKY PUBLIC
POSTSECONDARY
EDUCATION
INSTITUTIONAL
ASSESSMENT REPORTS

The diversity plan assessment reports included a discussion of progress made between 2012 and 2013, with a focus on four areas:

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

Two institutions: Eastern Kentucky University and Kentucky State University reported on the progress at their institutions since the last reporting period.

- Eastern Kentucky University: Dr. Sherwood Thompson
- Kentucky State University: Dr. Deneia Thomas

The administrators discussed diverse student enrollment at the undergraduate and graduate level, 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. The reports also included a discussion of the institutions' campus climate and campus environment teams.

CEO members raised relevant questions at the conclusion of each presentation. Institutional administrators responded to the questions.

SPECIAL GUEST: SREB
DISSERTATION YEAR
SCHOLAR

Dr. Johnson introduced the 2016 SREB Dissertation Year Award Scholar, Mr. Marcus Bernard. Mr. Bernard discussed his experience at the SREB Doctoral Scholars Program, Institute on Teaching and Mentoring in Virginia in October. Additionally, he discussed the importance of funding for the Doctoral Scholars Program for diverse PhD students in Kentucky, including the need to increase diverse faculty representation at colleges and universities across the Commonwealth. CEO members thanked Mr. Bernard for his informative presentation.

WAIVERS OF KRS
164.020(19)

No waiver requests were made.

STATEWIDE DIVERSITY
PLANNING AND
SUPPORT PROGRAMS

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

The Commission on Human Rights will host the 50TH Anniversary of the Civils Rights Act in Kentucky, at the University of Kentucky, January 27, 2016.

Dr. Richard Miller, Western Kentucky University, introduced the new Chief Diversity Officer, Dr. Lynn Holland.

NEXT MEETING

The next regularly scheduled meeting will take place Monday, March 21, 2016, 9:00 a.m. (ET) in Frankfort, KY.

ADJOURNMENT

The meeting adjourned at approximately 12:30 p.m.

**Council on Postsecondary Education
Committee on Equal Opportunities
March 21, 2016**

Kentucky College & Career Connection (Ky3C)

The Council on Postsecondary Education, in partnership with Gear Up-Kentucky, collaborated to develop KY College & Career Connection (Ky3C) to assist students and families with preparing for postsecondary education.

Ms. Kim Millard, Director for Strategic Initiatives, Gear-Up Kentucky, oversees Ky3C and will discuss key features, objectives, and anticipated outcomes of the program. Following Ms. Millard's presentation, she will respond to questions the CEO members may have.

Staff preparation by Rana Johnson



2015 Key Accomplishments

ORGANIZATIONAL MILESTONES TO DATE

- ✓ Added 7 new member organizations
- ✓ Convened two Ky3C coalition-wide, three coordinating board and three steering committee meetings
- ✓ Adopted governance structure, recruited coordinating board, and elected coordinating board chair/vice chair (June 2015)
- ✓ Joined National College Access Network (June 2015) and attended national NCAN conference (Sept 2015)
- ✓ Obtained full-time AmeriCorps VISTA Volunteer to support Ky3C for one year (Sept 2015)

Hosted a Coordinating Board Retreat to begin development of three-year strategic plan (Nov 2015)

GOAL 1: Increase communication & collaboration among outreach providers and professionals

- ✓ Established Resources and Inventory Work Group to build inventory of existing outreach programs & resources
- ✓ Identified scope of data collection from membership and conducted member profile survey to collect data
- ✓ Launched Ky3C website, social media presence and monthly member newsletter (Sept 2015)

GOAL 2: Increase participation in college & career awareness activities and use of college and career information resources, especially among traditionally underserved audiences

- ✓ Participated in Reach Higher White House Convening on FAFSA Completion (Oct 2015)
- ✓ Created Ky3C Community Calendar to allow for cross-promotion and increased awareness of CCR-related outreach events across the state (April 2015)

GOAL 3: Expand professional development & technical assistance opportunities for outreach professionals to support research based practice

- ✓ Established Professional Development & TA Work Group to identify existing professional development efforts and training resources for outreach professionals (Feb 2015)
- ✓ Participated in Reach Higher White House Convening on Strengthening School Counseling & College Advising which resulted in the development of draft of college & career readiness student competencies for feedback (Nov 2015)
- ✓ Participated in 2015 GUK School Counseling & Advising Institute; 25 Ky3C members attended at no cost

GOAL 4: Increase understanding of the connection between policy and implementation in college and career readiness and postsecondary outreach

- ✓ Hosted policy leaders panel at Ky3C meeting to inform members of current and emerging policy initiatives related to college & career readiness, access and success (August 2015)
- ✓ Participated in CPE Strategic Agenda College Access focus group (March 2015)
- ✓ Offered presentations to raise awareness of Ky3C at Appalachian Higher Education Network conference (June 2015) and the Kentucky Counselors Association state conference (Nov 2015)



2016 – 2018 Goals & Strategic Initiatives (Draft)

GOAL 1: Improve communication & collaboration among outreach professionals, programs & proponents

- S1:** Adopt & implement brand identity for Ky3C and raise public awareness of Ky3C.
- S2:** Coordinate KnowHow2Pay statewide student PSA contest to integrate student voices into outreach messages and media.
- S3:** Further expand partnership to organizations with shared mission and goals
 - 2016:** Establish structure & process for membership development & management
 - 2017-18:** Expand membership to include employers & business representation
- S4:** Develop inventory and asset map of College & Career Outreach Programs & Supports
 - 2016:** Complete & disseminate directory of member programs & contacts
 - 2017:** Expand asset mapping activities to inventory non-member programs & organizations
 - 2018:** Publish interactive statewide resource map of college & career readiness & success programs & supports

GOAL 2: Expand access to evidenced- based training, resources & best practices that support college & career success

- S1:** Support development and implementation of Kentucky College & Career Competencies for Student Success
 - 2016:** Champion and build support for KY College & Career Competencies for Student Success
 - 2017:** Develop plan for training and ongoing professional development for outreach professionals that is aligned with competencies.
 - 2018:** Implement training plan & expand to include activities & measures for non-traditional students.

S2: Statewide Professional Development Event

- 2017:** Host or co-sponsor statewide professional development conference for outreach professionals.

GOAL 3: Partner to promote shared understanding of the impact of policies related to college & career success

- 2016 – 18:**
 - Offer Ky3C presentations at regional and statewide events and groups
 - Develop talking points document of current CCR policies
 - Develop and publish Ky3C Annual Report

KY3C MEMBERS

55,000 Degrees
 Advance Kentucky/KSTC
 Appalachian Reg. Commission
 Association of Independent Kentucky Colleges & Universities
 Beechwood Independent Schools
 Berea College Office for Partners in Education
 Council on Postsecondary Education (CPE)
 Eastern Kentucky Concentrated Employment Program, Inc.
 Education & Workforce Cabinet, Family Resource & Youth Services Centers
 GRREC/OVEC Race to the Top (District)
 Kentucky Adult Education
 Kentucky Association of Educational Opportunity Program Personnel (TRiO Ky)
 Kentucky Association of Career Colleges and Schools
 Kentucky Campus Compact
 Kentucky Counseling Association
 Kentucky Association for College Admission Counseling
 Kentucky Community & Technical College System
 Kentucky Department of Education (KDE)
 Kentucky Education Association
 Kentucky Educational Television
 Kentucky Higher Education Assistance Authority (KHEAA)
 Kentucky Latino Educational Alliance (K'LEA)
 Kentucky State University
 Kentucky Youth Leadership, Inc.
 Morehead State University
 Navigo, Inc.
 Northern Kentucky University
 Partnership for Successful Schools
 Prichard Committee on Academic Excellence
 University of Kentucky Office of Undergraduate Education
 University of Kentucky Governor's Minority Student College Preparation Program



Core Values

- 1. Collaboration creates value and empowers change**
Ky3c members will be more successful in attaining their/our individual objectives by collaborating with partners. Ky3c serves as a conduit for best practices and innovative strategies that expand student opportunities.
- 2. Postsecondary education doesn't just mean college**
Ky3c uses the term "postsecondary education" as the attainment of credentials beyond high school, including professional and technical certificates, as well as academic degrees, which lead to successful employment opportunities and pay a sustainable living wage.
- 3. College & career readiness is about more than just academics**
Students need to be socially and emotionally prepared to adapt to the rigor, responsibility and accountability of entering college and/ or the workforce.
- 4. Career education is integral to student success**
Career exploration and planning must be an explicit goal and interventions must be early, consistent and sustained. Early exposure and varied workplace learning experiences for students are critical.
- 5. All Kentuckians deserve the opportunity to access and complete education beyond high school**
Education beyond high school is essential in a knowledge-based economy. Low-income individuals and individuals of color are completing such education at significantly lower rates than others. Ky3c is committed to closing these gaps and ensuring access and success for all.
- 6. All students need an informed, trusted community of support**
Students and families need to know what resources, programs, and professionals are available to support them.
- 7. Integrating diverse audience voices into outreach messages and initiatives is essential**
Ky3c is engaged and involved with students, parents and other audiences in the development of common messages and outreach strategies.

**Council on Postsecondary Education
Committee on Equal Opportunities
March 21, 2016**

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

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

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

The presentations will introduce 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:

- University of Kentucky: Mr. Terry Allen
- University of Louisville: Dr. Mordean Taylor-Archer

UK and UofL administrators will respond to questions at the conclusion of their presentation.

Staff preparation by Rana Johnson

Council on Postsecondary Education
Committee on Equal Opportunities
March 21, 2016

**Status: Statewide Diversity Policy
Status Update**

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

Staff preparation by Rana Johnson

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

Adopted by CPE: DATE
Adopted by CEO: DATE

Background:

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

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

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

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

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

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

Diversity Policy:

This statewide diversity 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 embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive environment on its public institution campuses, and produce culturally competent graduates for the workforce.

Definitions:

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

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

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

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

Culture – A distinctive pattern of beliefs and values that develop amongst 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;
- Exhibits positive attitudes toward cultural differences;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

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

Vision and Guiding Principles:

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

- Recognize diversity as a vital component in the state's educational and economic development.
- Affirm the long-standing commitment to the enrollment and success of Kentucky's African American students at the public colleges and universities.
- Challenge stereotypes and promote awareness and inclusion.
- Support community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increase the success of all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- Nurture, train, and produce students with the ability to interact effectively with people of different cultures, i.e., cultural competence.²
- Prepare for Kentucky's employers a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- Create an inclusive culture and environment on our campuses.

Focus Areas:

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

"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 institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

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

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

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 for retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.
- Today's U.S. minority populations are tomorrow's majorities and, if our minorities continue educational attainment at the same rate, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' ... [and] in maintaining the fabric of society." *Id.*
- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

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

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

Goals:

Institutions shall set annual goals for the recruitment and enrollment of diverse students in its Diversity Plan in order to help students receive the educational benefits of diversity, embracing the broad definition of diversity set forth in this policy. These goals shall include, but are not limited to, the following:

- Enrollment of historically underrepresented minorities. These shall include the following IPEDS racial and ethnic categories:
 - Hispanics of any race

- Black or African American
- Two or more races

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

- Enrollment of other historically disadvantaged students including, but not limited to, low income and first generation college attending students and students with disabilities.

Strategies:

In order to meeting the goals established as 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 an essential educational experience of Kentucky’s postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities, underprepared, and low income students.

INSERT GRAPHS HERE WHICH SHOW ACHIEVEMENT GAPS ON A STATEWIDE LEVEL

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

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

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

- Service Learning, Community-Based Learning
- Internships/Co-ops
- Capstone Courses and Projects

Goals:

Institutions shall set annual goals for the success of its historically underrepresented minority and low income students in the student success metrics as outlined in the Council's Strategic Agenda. These metrics include:

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

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

- TBD

Strategies:

In order to meeting the goals established as outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline plans for implementation. These strategies may include:

- High Impact Practices (See attached Exhibit B)
https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf
- Enhanced Academic Advising
- Summer bridge programs
- Faculty mentoring programs
- Early alert systems
- Co-requisite models
- Math pathways

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

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

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

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

Furthermore, in order to live and thrive on a diverse campus as well as in an increasingly diverse world, students must become more culturally competent.

Cultural competency provides individuals with the knowledge, skills and attitudes to increase their effectiveness in relating across cultural differences and prepare them for life in increasingly diverse domestic and international environments. It also allows an individual to be able to assess a person or organization on how well they infuse and embrace diversity in their lives and work. 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 cultural competent receive:

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

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

Goals:

Produce culturally competent students, faculty, and staff.

Increase and advance diverse faculty and staff. Institutions must set goals for increasing and advancing diverse faculty and staff.

Promote equity and inclusion on campus in order to create a positive campus climate embracing the broad definition of diversity set forth in this Policy.

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.
 - Ex. Intercultural Effectiveness Scale and Intercultural Development Inventory
- Offering of courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curriculum.
- 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 faculty with international experience
- Faculty exchange programs
- Promotion and tenure process that support diverse faculty
- Resources committed to professional development
- Educating search committees on implicit bias

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

- Regular campus climate surveys
- Creation of a campus environment team.
- Increase community engagement by students and faculty and staff
- Provide faculty and staff development around equity and inclusion
- 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 diversity plan which addresses the goals and strategies in the three focus areas described above. A draft plan shall be submitted for review and comment no later than DATE. A review team consisting of CPE staff, CEO members, and institutional faculty or staff shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution's draft plan. Institutions may engage its review team after initial comments and suggestions are provided in order to better ensure Policy compliance and ultimate approval. Final plans shall be approved by an institution's board of trustees or regents and then submitted to the CPE president. CPE staff shall review the plan and submit to CEO for review. Plans shall then be submitted to CPE for final adoption. Final plans shall be adopted in the first quarter of calendar year 2017.

Institutional Diversity Plan Reporting and Evaluation:

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

- Initial Diversity Plan Report Due DATE (1 year after plan approved). 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 due annually and will be scored using the Rubric . A composite score of XX 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 XX, the institution shall be ineligible to offer new academic programs.
- Ineligible institutions shall enter into a CPE approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance

deficiencies. At its discretion, CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.

- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if it can provide sufficient assurance that the offering of the new program will not divert resources from the improvement efforts. The request for waiver shall be submitted to CEO for review then on to CPE for approval. Approval must be granted before the institution can begin the program approval process.

Policy Oversight:

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

DRAFT

DRAFT - Kentucky Council on Postsecondary Education Diversity Plan Rubric - Universities

“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 institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them. <i>Click here to access 'Opportunity' Goals, Strategies, Metrics.</i>
“Success” - Student Success	While maintaining a diverse student body is an essential educational experience of Kentucky’s postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities underprepared, and low income students <i>Click here to access 'Success' Goals, Strategies, Metrics.</i>
“Impact” - Campus Climate, Inclusiveness, and Cultural Competency	To fully realize the positive impacts of diversity, Kentucky’s public institutions must be communities that provide an inclusive and supportive environment for its diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential. 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 <i>Click here to access 'Impact' Goals, Strategies, Metrics.</i>

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Not Does Meet Expectations	Total Score
	2	1	0	
Goals	Target was met or exceeded. For enrollment, the institution demonstrates that the diversity of its student body provides its students with the educational benefits of diversity described in the Policy.	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. For enrollment, the institution is not able to demonstrate that the diversity of its student body provides its students with the educational benefits of diversity.	
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
Total: GOAL Score				0

CPE Reviewer Comments:

				Opportunity	Success	Impact	Total
Implementation of Strategies with Fidelity <i>Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the required 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:

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Not Does Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
Analysis of Strategy Effectiveness	The institution has provided an analysis of the effectiveness of each strategy with a sufficient level of detail. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. If a strategy was not fully implemented or implemented at all, it is only 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>							
				Opportunity	Success	Impact	Total
Lessons Learned and Next Steps	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 into the following year 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 into the following year to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process and does not describe how deficiencies will be addressed in the following year.				0
<i>CPE Reviewer Comments:</i>							
TOTAL: Criteria Score				0	0	0	0

Maximum Composite Score = 36

Minimum Composite Score Required for New Degree Program Eligibility = 24

Total Composite Score for Unit Reviewed	0
Met Target to offer new academic programs	Yes
Performance Improvement Plan required	No
Site Visit and Report Recommended	No

OVERALL CPE Reviewer Comments:	
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DRAFT - Kentucky Council on Postsecondary Education Diversity Plan Rubric - KCTCS

“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 institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them. <i>Click here to access 'Opportunity' Goals, Strategies, Metrics.</i>						
“Success” - Student Success	While maintaining a diverse student body is an essential educational experience of Kentucky’s postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities underprepared, and low income students <i>Click here to access 'Success' Goals, Strategies, Metrics.</i>						
“Impact” - Campus Climate, Inclusiveness, and Cultural Competency	To fully realize the positive impacts of diversity, Kentucky’s public institutions must be communities that provide an inclusive and supportive environment for its diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential. 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 <i>Click here to access 'Impact' Goals, Strategies, Metrics.</i>						
Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0				
Goals	Target was met or exceeded. For enrollment, the institution demonstrates that the diversity of its student body provides its students with the educational benefits of diversity described in the Policy.	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. For enrollment, the institution is not able to demonstrate that the diversity of its student body provides its students with the educational benefits of diversity.				
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			
Total: GOAL Score				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
Implementation of Strategies with Fidelity <i>Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the required 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>							

24

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
Analysis of Strategy Effectiveness	The institution has provided an analysis of the effectiveness of each strategy with a sufficient level of detail. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. If a strategy was not fully implemented or implemented at all, it is only 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
Lessons Learned and Next Steps	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 into the following year 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 into the following year to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process and does not describe how deficiencies will be addressed in the following year.				0
<i>CPE Reviewer Comments:</i>							
TOTAL: Criteria Score				0	0	0	0

Maximum Composite Score = 34

Minimum Composite Score Required for New Degree Program Eligibility = 22

Total Composite Score for Unit Reviewed	0
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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

OVERALL CPE Reviewer Comments:	
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25

**Council on Postsecondary Education
Committee on Equal Opportunities
March 21, 2016**

**The 2011–15 Kentucky Public Postsecondary Education Diversity
Policy and Framework for
Institutional Diversity Plan Development
2015 Degree Program Eligibility**

This assessment is an annual report card that describes institutional success in implementing strategies to achieve the objectives of the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development.

Based on the success of enrolling and retaining a diverse group of students and employing a diverse workforce, each of Kentucky's public postsecondary institutions qualify for the most favorable category of eligibility under KRS 164.020(19). The universities were evaluated on six objectives, while the KCTCS institutions were evaluated on four, during the most recent evaluation due to the reclassification of workforce categories in the IPEDS reporting. All eight universities and 16 community and technical colleges qualify for automatic status in 2016 (see attached charts).

All universities are automatically eligible to propose new academic programs. All 16 Kentucky Community and Technical College institutions are automatically eligible to propose new academic programs in 2016.

The status of the individual institutions' performance for calendar year 2016 is attached. After review of the evaluation results, the degree program eligibility status letters were forwarded to the institutional presidents.

Staff preparation by Rana Johnson

**POSTSECONDARY SYSTEM SUMMARY
 INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY STATUS
 CALENDAR YEAR 2016**

The eligibility status of the institutions is determined through the application of administrative regulation 13 KAR 2:060.

Postsecondary System Status

Eligibility Category	Universities	Community & Technical Colleges	Total
	2016	2016	2016
Automatic	8	16	24
Waiver	0	0	0
Not Eligible	0	0	0
Total	8	16	24

Status of Universities

Institution	Degree Program Eligibility Status
	2016
Eastern Kentucky University	Automatic
Kentucky State University	Automatic
Morehead State University	Automatic
Murray State University	Automatic
Northern Kentucky University	Automatic
University of Kentucky	Automatic
University of Louisville	Automatic
Western Kentucky University	Automatic

INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY CALENDAR YEAR 2016

The eligibility status of the institutions is determined through the application of administrative regulation 13 KAR 2:060.

Status of KCTCS Colleges

Institution	Degree Program Eligibility Status
	2016
Ashland Community & Technical College	Automatic
Big Sandy Community & Technical College	Automatic
Bluegrass Community & Technical College	Automatic
Elizabethtown Community & Technical College	Automatic
Gateway Community & Technical College	Automatic
Hazard Community & Technical College	Automatic
Henderson Community College	Automatic
Hopkinsville Community College	Automatic
Jefferson Community & Technical College	Automatic
Madisonville Community College	Automatic
Maysville Community & Technical College	Automatic
Owensboro Community & Technical College	Automatic
Somerset Community College	Automatic
South Central Community College	Automatic
Southeast KY Community & Technical College	Automatic
West KY Community & Technical College	Automatic

March 4, 2016

**Committee on Equal Opportunities
Council on Postsecondary Education
March 21, 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 January, 2016.

Academically Proficient High School Junior and Senior Diversity Conference:

Conference planning is underway to recruit students to attend the 29TH Annual Academically Proficient High School Junior and Senior Diversity Conference, June 24-25, 2016. Kentucky State University will host the event. Approximately 200 students, parents, and college representatives from across the Commonwealth are expected to participate.

Governor's Minority Student College Preparation Program: The Annual GMSCPP Statewide Conference will be hosted by the University of Kentucky, June 27-28, 2016; middle and junior high school students from across the Commonwealth are expected to participate in STEM-H activities and laboratory experiments during the day and a half event. A planning meeting between CPE and UK administrators was held March 1, 2016.

Upward Bound Conference: Rana Johnson was invited to make a presentation at the Upward Bound Conference: From College II Career, March 19, 2016 at Kentucky State University.

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.

THE CHRONICLE OF HIGHER EDUCATION

STUDENTS

Sustaining a Fight Against Racism

A year after an infamous video, a former student leader nurtures diversity at the U. of Oklahoma

By Katherine Mangan | FEBRUARY 28, 2016

NORMAN, OKLA.



Brett Deering for The Chronicle

After a video of a fraternity's racist chant went viral last March, Jabar Shumate accepted an offer to oversee efforts to ease tensions at his alma mater. New diversity officers for each college now report to him.

Two decades ago, Jabar Shumate confronted racism as he ran for student-body vice president here at the University of Oklahoma. When he went to campaign at a predominantly white fraternity, Mr. Shumate found fliers posted with his photograph. "Do you want this person living in your Greek house?" they read. "Vote the other ticket."

The scare tactic didn't work; he was elected vice president and later president of the student body.

Now he oversees efforts to make his alma mater a more diverse and welcoming place in the wake of a racist video that ignited the community a year ago and brought the conversation about race to campuses across the nation.



Campus Racial Tensions

The shooting of Michael Brown in Ferguson, Mo., in August 2014 highlighted racial tensions in that city and soon led to student protests in nearby St. Louis. Across the country, as other racial conflicts erupted, the voices of minority students challenging inequities on campuses grew louder. Read *The Chronicle's* coverage of racial discrimination, protests, and attempts at solutions on campuses around the United States, as well as articles about what happened at the University of Oklahoma:

- Fraternity Is Shut Down at U. of Oklahoma After Racist Video Surfaces
- Stunned by a Video, U. of Oklahoma Struggles to Talk About Race
- Oklahoma President's Swift Action on Racist Video Carries Risks
- Racism in Oklahoma Frat Video Is Widespread at Colleges, Researcher Says
- One Campus Approaches Diversity Training With 'Hard Data and Careful Thought'

***Chronicle* subscribers can also download a package of news and commentary designed to be printed and shared.**

The former state lawmaker says he welcomes the chance to help heal the hurt caused by the video and to build on efforts to make the campus, where 5 percent of the student body and 2 percent of the faculty are black, more inclusive.

The video showed members of Sigma Alpha Epsilon belting out a chant about how they'd rather see a black person "hang from a tree" than joining SAE. It galvanized protests here. Student leaders, who had been working for months to improve the racial climate before the video surfaced, were seen as drafters of a blueprint for political activism on campus. The calls for change made national headlines before protesters on dozens of other campuses began issuing their own demands to administrators, and before a groundswell at the University of Missouri at Columbia helped topple two administrators.

Now, a year later, conversations about race take place more frequently here, students and administrators say. Since last March, the university has expanded diversity training and appointed administrators to oversee efforts to recruit and retain a more diverse population of students and employees.

But challenges remain. The number of black faculty members is stubbornly low. Some students question why people are still talking about race. And activists worry about "diversity fatigue" — that the focus and the will required to make lasting change might start to fade.

Even before the video went viral, David L. Boren, the university's president, had been trying to persuade Mr. Shumate to take a job that both the president and the student activists agreed was sorely needed: as a full-time director focused on making the campus more inclusive.

More than 200 colleges have, or are creating, positions for chief diversity officers, but the title Mr. Boren selected for Mr. Shumate was "vice president for the university community." It's a signal that overcoming bigotry and racism is a job

for everyone.

"I've known Jabar since he was a student leader here," Mr. Boren says during an interview, "and I have tremendous confidence in his judgment and insights."

The first time the president offered him the position, in January 2015, Mr. Shumate declined. He and his wife had just built a house outside Tulsa to be closer to her work, and he had just started a job as an education lobbyist.

"When the SAE incident happened, the president convinced both my wife and me that we could make a real difference," says Mr. Shumate, who was appointed in March and started on June 1. He sees his role as providing a megaphone for the groups working with the diversity puzzle that don't have a direct conduit to the administration. At the same time, he's prodding everyone to do more.

Mr. Shumate reports directly to the president, and that, says Mr. Boren, "sends a message to our diverse community that there's someone who has the president's ear whenever he wants it.

"He's speaking with my authority," the president says. "If they don't do what he says, the next voice they hear on the phone will be mine."

Mr. Shumate, who smiles easily, spends more time listening than talking in his meetings with students representing racial groups, gays and lesbians, the disabled, and others. He has long histories with several administrators from when he was a student here, and from his decade as a lawmaker in the Oklahoma House and the Senate.

He and the president met when they were both freshmen — Mr. Shumate as an 18-year-old college student and Mr. Boren in his first year as Oklahoma's president.

Mr. Boren admired the way Mr. Shumate, who was student chair of an underoccupied and unattractive residence hall, persuaded the university to keep it open because of a strong sense of community that students had built there.

Mr. Boren, a former Democratic governor of Oklahoma and a former U.S. senator, encouraged Mr. Shumate's run for student-body president in 1997. Then, as university president, Mr. Boren hired him as his press secretary after he graduated, with a bachelor's degree in public affairs and administration.

When Mr. Shumate was 28, before he'd earned a master's degree in human relations from the university, Mr. Boren also encouraged the two successful runs for the Oklahoma Legislature.

What persuaded Mr. Shumate to return to the university, he says, was the campus's quick, decisive reaction to the viral video.

After OU Unheard, an activist alliance of black students, posted the video on Twitter and Facebook, the backlash from students and administrators was swift. Within days, Mr. Boren had expelled the two students who led the chant, called those who participated "disgraceful," and severed the university's ties with the local Sigma Alpha Epsilon chapter.

While some legal experts questioned whether he might be violating the students' First Amendment rights with his quick reaction, the president knew what he had to do within 15 minutes of learning of the incident.

"This was plain, old, in-your-face racism," Mr. Boren says. "There was only one moral choice, and that was to put it down and stop it."

Students from all backgrounds quickly rallied to denounce the incident and declare their commitments to diversity and tolerance.

As OU Unheard continued to press the



Brett Deering for The Chronicle

Jordan Bell, a senior at the U. of Oklahoma: "We set the blueprint for what political activism can look like."

university to respond to its grievances, including the shortage of black professors, low retention rates for black students, and the lack of programs to support them, the administration responded. Activists on other campuses turned to Oklahoma students for guidance as protests erupted elsewhere, says Jordan Bell, a black senior who was a member of OU Unheard. "We set the blueprint for what political activism can look like."

That's not to say that everyone is happy with the progress the university has made.

Chelsea A. Davis, a senior who helped found OU Unheard, says the university has made a number of "surface changes," like requiring diversity training for some, but not all, employees.

The university now requires five hours of diversity training for all freshmen and transfer students. Diversity training is required for new faculty and staff members, and encouraged, but not required, for those who are already employed.

Ms. Davis welcomes the 66 new scholarships the university awarded last year to incoming freshmen with strong records of community service. But more students need more help, she says, particularly those working two or more jobs, falling behind in their studies, and struggling to stay enrolled.

The changes that have taken place in Norman in a year's time, Mr. Shumate says, are significant.

"While I know that the evidence of our work will take time, I think the university is on the right track in making diversity and inclusion the core of what we do," he says.

The university is building what he calls an "infrastructure for change." In addition to his office, it had each college establish a diversity-and-inclusion officer.

One of the biggest challenges for Mr. Shumate is maintaining the momentum for change. He hears that when he meets with students and faculty members.

"You keep hearing, 'We're in a postracial society,' and that it was only SAE," Ms. Davis says. "A lot of white students still think racism is a myth black students made up."

What the University Is Doing to Improve Diversity

These are some of the actions the university has taken over the past year:

- Created an Office of University Community to oversee campuswide diversity efforts.
- Directed each of the flagship's 15 colleges to assign a diversity-and-inclusion officer.
- Introduced a required five-hour course on diversity for all freshmen and transfer students.
- Created a diversity program for faculty members that is optional but strongly encouraged.
- Elevated the Native American-studies program to a department.
- Created scholarships of \$2,500 to \$3,500 per year to recognize students' efforts to promote community service and inclusion.
- Approved a new diversity office at the Price College of Business.
- Opened a lounge in the student union for lesbian, gay, bisexual, transgender, and queer students.

Erin Simpson, assistant director of residence life, housing, and food services, worries, too, that many people are losing a sense of urgency, if they ever felt it, to help root out racism. "There's a huge swath of our campus who don't understand why we're still talking about this, or why anyone's still upset," says Ms. Simpson, who is white. "They feel like this was last year's issue. We're having to remind them that this is going to be a marathon."

The conversations taking place aren't always easy. Fraternity members complain that some students reacted to the video by assuming that most Greek members were racist. People in other underrepresented groups sometimes feel that their needs are overshadowed by the focus on black students' demands. And

sometimes the sensitivities about "microaggression," the everyday slights or insults that communicate disparaging messages to people, make white students afraid to ask questions that might seem insensitive.

Promoting sensitivity and responding to activists' demands without alienating students or alumni can be a challenge, as presidents on many campuses have found.

"We have to continue to improve the climate in a way that avoids backlash," Mr. Boren said during one of his regular meetings with Mr. Shumate. "We don't bite at every suggestion that comes along."

One it passed up was dropping the university's nickname, the Sooners. A Native American student group, Indigenize OU, said the historical connection of the name to the settlement of American Indian land made its members feel unwelcome. Mr. Boren said that the word had taken on a new meaning, and that he'd consider changing it only if 245,000 alumni agreed.

The university did, however, agree to requests that it elevate the Native American studies program to a department, which will happen in December.

Among the most pressing challenges that lie ahead, not only for the University of Oklahoma but also for colleges nationwide, is improving faculty diversity.

Hiring more faculty members to whom minority students can relate is one of the key demands — and one of the most difficult to meet — that student activists have focused on across the nation.

"The pool is relatively small, and the demand is huge," Mr. Boren says. "You can't just rely on the regular recruiting process."

Over the past year, Oklahoma has made a number of changes in that process. For

Look up faculty diversity by college:

Students across the country are calling for greater numbers of minority professors, and some colleges have committed to that goal. See the faculty composition at individual colleges here, or visit our full interactive to see faculty diversity across the higher-education landscape.

Select a college above to see faculty diversity data.

Data from the Integrated Postsecondary Education Data System for 2013-14; college categories provided by the Carnegie Classification of Institutions of Higher Education.

starters, each college now has a diversity-and-inclusion officer, who reports to Mr. Shumate. These officers reach out to graduate programs and ask for

recommendations of top students from diverse backgrounds. They're working with groups like the PhD Project, a nonprofit organization that supports aspiring minority business professors.

In the College of Arts and Sciences, search committees get extra money to expand their pool of finalists from three to four if they bring in a candidate from an underrepresented group, says the dean, Kelly R. Dampousse.

Department chairs are urged to avoid overburdening minority faculty members with a disproportionate share of committee assignments and to provide more support for associate professors on the path to full professor.

Administrators point to a handful of minority hires over the past year as evidence that the outreach is making a dent but say they still have a long way to go. The Price College of Business, which has only one black faculty member, is hoping that the opening of a diversity-and-inclusion center will make prospective professors feel welcome.

When the racist video circulated, Mirelsie Velazquez, an assistant professor of educational leadership and policy studies, was in her first semester of teaching at Oklahoma.

"That was my welcome to campus, and it was almost my goodbye," she said during a meeting arranged by Mr. Shumate in the university's Center for Social Justice, where she is an affiliate. "But now you feel it's OK to speak up and someone will listen."

Mr. Shumate's office provides a support system that didn't exist before, she and other professors at the meeting said, and a place where people who are working to improve diversity can share ideas and strategies.

On the student front, the university's admissions office has stepped up its outreach to minority applicants and prospective students.

The racist video went viral during the thick of the application season, creating a potential recruiting nightmare for the university.

The following month, the admissions office held four receptions in Oklahoma and Texas to help make the point that the chant was the work of a "niche group that went rogue, and didn't represent the university," says Matthew W. Hamilton, vice president for enrollment and student financial services. From the fall of 2014 to the fall of 2015, the number of black students applying to the university increased by 11 percent, while the number who enrolled was up 15 percent.

Oklahoma's population is about 8 percent black, 9 percent American Indian, and 10 percent Hispanic, according to the U.S. Census Bureau.

Still, the university is a long way from where it wants to be. Last year black students made up 5 percent of the full-time-student population, down slightly from the 6 percent they represented a decade before, in 2005.

During that time, the Hispanic population has doubled to 8 percent of the student body, while that of Native American students has dropped from about 7 percent to 4 percent.

The focus groups, classroom discussions, and campus protests over the past year have made some students feel more comfortable speaking out about racial injustice, according to a diverse group of about 25 undergraduates who listened to Mr. Shumate speak, as a guest lecturer, during their "Introduction to Human Relations" class. He urged students to help prevent the kinds of incidents that shook the campus a year ago.

The racist chant "didn't just make minorities angry, it made white people angry," Lauren Anderson, a white freshman, told her classmates. "When I watched the video, it really opened my eyes. I didn't think that kind of racism existed here."

As a student leader, Mr. Shumate says, one of his major accomplishments was helping create a center where other student leaders of diverse campus groups would all meet. He urged students in the human-relations class to diversify their friends and acquaintances.

"If you don't take the opportunity to get to know people who are different from you, you won't know how to step out of your comfort zone when you enter a diverse workplace," he said. "Our challenge is to create an environment where everyone feels welcome, respected, and supported."

Katherine Mangan writes about community colleges, completion efforts, and job training, as well as other topics in daily news. Follow her on Twitter @KatherineMangan, or email her at katherine.mangan@chronicle.com.



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Study links professors' race and gender with "brilliant" and "genius" ratings on RateMyProfessors

Submitted by Scott Jaschik on March 4, 2016 - 3:00am

For years, critics have pointed to flaws in the reliability of RateMyProfessors, which remains popular with many students. As far back as 2006, for example, [a study found that students gave the highest ratings](#) ^[1] to professors seen as easy graders or good-looking.

But a new study raises the possibility that students are not equal opportunity in what they write in their anonymous reviews. And while those reviews may not be used officially, they can easily reflect what students write on their official evaluations of faculty members.

[The new study](#) ^[2], published in *PLOS ONE*, found that students were two to three times more likely to use the words "brilliant" or "genius" to describe male professors as they were to describe female professors. Further, the study found that the professors most likely to be called one of those terms were in disciplines -- such as physics and philosophy -- with relatively few female or black professors.

These comments are considered "spontaneous," as students aren't required to rate a professor, said Andrei Cimpian, a co-author of the paper and a psychology professor at the University of Illinois at Urbana-Champaign. Such comments provide "an unvarnished reflection" of what people really think, he said.

The study is based on a large sample of 14 million reviews of faculty members. There are no indications that "genius" or "brilliance" should for other reasons be more likely among white male professors.

Daniel Storage, a graduate student at Illinois who was also a co-author, said via email that it was important for academics to think about the implications of these findings. He said it would be ideal to "get rid of a cultural stereotype" that associates genius with white men. Changing stereotypes is difficult, however, he said.

"What I would recommend to professors, postdocs and graduate students would be to shift the focus away from 'brilliance' and 'genius' and over to other traits -- traits that are, in reality, better predictors of success -- such as hard work and determination," Storage said. "It might harm women and African-Americans to talk about the 'brilliant minds of the past' and how 'Einstein was a genius,' but if instead we emphasize hard work as necessary for success, the cultural stereotype against the intelligence of these groups becomes irrelevant. This may lead to increased diversity across academia."

RateMyProfessors did not respond to a request for comment on the study.

A Princeton University philosophy professor, Sarah-Jane Leslie, and an Illinois graduate student, Zachary Horne, also contributed to the research.

Via email, Leslie said that the findings are important, and go beyond RateMyProfessors. "Teaching evaluations frequently play an important role in hiring and promotion decisions, but these findings raise the question of whether this simply helps perpetuate the lack of diversity in many disciplines," she said. "It's important for students to be able to provide feedback to professors, and it's important for institutions to require and reward good teaching. But the accumulated social science evidence against teaching evaluations is too great to ignore. We're at a tipping point where we need to recognize that teaching evaluations are too problematic to be sustained in their current form. We need to start looking for innovative alternatives."

Diversity ^[3]

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Links:

- [1] <https://www.insidehighered.com/news/2006/05/08/rateprof>
- [2] <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0150194>
- [3] <https://www.insidehighered.com/news/focus/diversity>

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(Photo: Berea College)

So much of the recent news about higher education has focused on campus unrest and protest about the lack of diversity in the faculty, staff and administration, and the perception that the voices of students of color are either not heard, or their particular experiences of racism are not acknowledged or addressed.

Recent high-profile murders of African Americans, including the massacre at Mother Emmanuel in Charleston, as well as the deaths of Michael Brown, Tamir Rice, Sandra Bland, Jordan Davis and others have spurred a new generation of campus activism. "Die-ins" have replaced the sit-ins of the 1960s, and students today are demanding, just as adamantly as their parents in another generation, that the U.S. "live up to the meaning of its creed."

For the Obama generation, there is no excuse for racial profiling, for being targeted while either walking or "driving while black." Additionally, there are calls to improve the numbers of people of color particularly in faculty and administration positions at many campuses.

For example, this past fall, the University of Missouri's president was forced to resign when the football team, standing in solidarity with students, refused to play after he (according to African-American students), refused to address their complaints of racial harassment. Since that time, most of the news about higher education and diversity has been negative. Statistics abound about the lack of diversity at Predominantly White Institutions (PWIs).

There are a few exceptions to these trends, however — and one notable exception is here in the heart of central Kentucky. Berea College, founded by ardent abolitionist, radical reformer and Kentucky native, John G. Fee, was the first interracial, coeducational college in the south. Today, Berea College is one of the most diverse private liberal arts colleges in the U.S. Forty percent of Berea College's student body identifies as a person of color: there are approximately 21 percent African-American, 10 percent Hispanic and 7 percent international students, representing more than 60 countries.

This is the very intentional work of a committed administration, faculty and staff. Berea's faculty is also diverse. At least 15 percent of Berea College's faculty self-identify as African-American (8.3 percent), Hispanic (3 percent), Asian (2.3 percent) and two or more races (1.5 percent).

We are fond of putting it this way, "Berea College is not a white college that welcomes African American students; rather, from its founding, Berea College has been a college for all students."

Berea College also has a diverse administration. The President's Cabinet, known as the Administrative Committee, includes three women (two African-American and one Asian), and one African-American male (also a Berea College graduate), in addition to five white males. Exactly half of the Administrative Committee is non-white, and there are three female vice presidents.

While this is impressive, the most important aspect of this team is that each person was hired based on his or her credentials, respective expertise and commitment to the Berea College mission. Berea's Administrative Committee could be a model for higher education, for how representation can strengthen an organization. It is not just important for students of color to see people of color in power; in order to change ideas and challenge stereotypes about people of color, it is also important that each college seeks to hire qualified applicants from all demographics to meet the needs of the changing demographics in the U.S.

This is not just about doing what is right, although that should be a consideration. This is, much more, about doing what is good for the future of higher education. Studies indicate that the more diverse a working group, the better the group outcomes. Diversity is a matter of survival for all, and it is time that we recognize the importance of having all voices at the table.

Challenges remain, though, for both Berea College and all in higher education. Our location, ideal for those we serve, presents challenges in hiring a more diverse staff, as we are surrounded by counties that are more than 90-95 percent white. But we are facing this challenge with partnerships between Human Resources and the entire campus community, working together to bring more diversity to our campus.

This work is not easy — even at Berea College, with our storied history, change is difficult. But in order to face the challenges of our day, and, ultimately, to live up to the legacy of our founder, John G. Fee, we must work to create that world where we recognize that "God has made of one blood all peoples of the earth," as outlined in the book of Acts, Chapter 17.

Lyle Roelofs is president and Linda Strong-Leek is vice president for diversity and inclusion at Berea College.

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White Privilege Undermines Diversity in Higher Education

March 8, 2016 | :

by Larissa Estes, Dr. Tanisha Price-Johnson, and Dr. Marina L. Ramirez

Beyond institutionalized and internalized racism and classism, there is a cloud of entitlement that weighs heavy like a dense fog: White privilege. The contours of *Fisher v. The University of Texas at Austin* eloquently exhibits how a young White female's institutionalized privilege hinders the veracity of diversity in higher education. Abigail Fisher's rejection and subsequent blame on affirmative action is rooted in her privilege of never hearing "no" and never having to justify her admission beyond the insinuation that a person of color had "her spot."

Many of us were rejected by a school we longed to attend or a job we desperately wanted. But we did not think that someone stole "our" spot. We did not dwell on not being accepted by a school and wasting taxpayer dollars on pursuing a meritless court case. Instead, motivation kicked in. When given "the" opportunity, we became committed to taking advantage of the opportunity and performing our best to demonstrate we are capable of producing exceptional work-products.

The linchpin of an educational framework is mission alignment that requires institutions to intentionally grow a community of scholars reflective of the ever-changing U.S. demographics. Continuing with business as usual—reflecting the mindset of Justice Scalia and his proponents—will regrettably reinforce the history of racism, classism, and exclusion in the U.S. and fail to recognize the overall purpose of affirmative action.

Justice Scalia's commentary that African-American students perform better in "less advanced," "slower-track" schools displays a blatant notion that perception is not objective, as legally required of an adjudicator. When an individual of such prestigious, academic and professional accolades willfully exerts bias commentary at the highest level of our American legal justice system, it is apparent that the goal of affirmative action will not be met within twenty-five (25) years, as suggested by Justice Sandra Day O'Connor in 2003.

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If Abigail really wanted to create a world beyond the need for affirmative action in higher education, she would be proactively advocating the underlying issue that drives inequity: equitable opportunity. Fisher has nothing to do with the capacity of people of color to succeed in top tier institutions of higher education but everything to do with a young woman's White privilege and the Court upholding that privilege. It is okay for people to say "no." The Supreme Court should have said "no" to Abigail, not uplift the sandbox meltdown of a young woman who does not understand it is okay for someone to tell you "no." The University of Texas' stand on diversity in higher education is a "yes" to Ms. Fisher's "no."