

STRONGER by DEGREES



MEETING AGENDA

Committee on Equal Opportunities

Monday, May 16, 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, May 16, 2016

9:00 AM

Conference Room A

1. Roll Call
 2. Approval of Minutes
 - a. Minutes - January 25, 2016 (Revised) 3
 - b. Minutes - March 21, 2016 8
 3. Comments
 - a. Dr Aaron Thompson, Executive Vice President
 - b. Dr. Jay Morgan, Vice President for Academic Affairs
 4. ACTION: Approval of the 2016-2020 Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion and Framework for Institution Diversity, Equity, and Inclusion Plan Development 15
 5. Status Report: Institutional Diversity Plan Assessment Reports 34
 - a. Morehead State University: Mr. Charles Holloway
 - b. Murray State University: Ms. Cami Duffy-Pierce
 - c. University of Kentucky: Mr. Terry Allen
 6. Presentation - Diversity on a College Campus: All Inclusive
 - Dr. Rose Skepple, Eastern Kentucky University
 - Mr. Tony Sweatt, Southeast Kentucky Community and Technical College
 7. Waivers of KRS 164.020(19) 35
 8. Status: Diversity Planning Support Programs 36
 9. Other Business
 - a. Resolution - Mr. Wendell Thomas
 - b. General Information and News Articles 37
 10. Adjourn
- Next Meeting, October 18, 2016, 9 a.m. (EST), Frankfort, Kentucky**

REVISED Minutes (5/9/16)
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 institutions to set performance targets.

STATUS REPORT:
NEW POSTSECONDARY
EDUCATION FUNDING
MODEL

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.

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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.

- Kentucky State University: Dr. Deneia Thomas, Dr. Erin Wheeler, Mr. Christopher Cribbs
- Eastern Kentucky University: Dr. Sherwood Thompson

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.

Kentucky State University: Dr. Deneia Thomas, Dr. Aaron Wheeler, and Mr. Christopher Cribbs offered an update on the KSU Diversity Plan.

Dr. Thomas discussed the decline in enrollment since the last reporting period, and indicated that a new focus would include recruitment efforts in select areas. Additionally, the administrators discussed academic support services that included special advising for first year students, developmental courses, increases in the pass rate for first year students, and tutorial programs that served more than 1,000 students.

The administrators also discussed the campus climate at KSU. Programs with a focus on social, cultural, and intellectual emphasis have been implemented. According to the administrators, the goal is to have learning outcomes identified for each program.

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Several CEO members posed questions to the KSU administrators:

- Does KSU offer summer programs?
- Graduate education dropped. How many graduate programs are offered at KSU?

President Raymond Burse offered additional follow-up comments in response to the CEO questions:

- KSU offers summer programs to middle/high school students
- Seven graduate programs are offered at KSU; graduate programs have never been to capacity.
- The KSU graduation rate, in 2011, was 20.1%.

Another CEO member inquired about cultural competency on campus. President Burse responded: Cultural competency programs are included in collaborations with school districts, and assessment instruments. We are reviewing areas that will make an impact.

Mr. Welch asked KSU administrators to respond to holistic practices. Dr. Wheeler and Mr. Cribbs described holistic as motivation, intentional part of mindset and growth. Additionally, Ms. Bland asked the administrators to define diversity at the KSU campus. Administrators described the population as:

- African American/Black
- Hispanic/Latino
- White
- Other

Eastern Kentucky University: Dr. Sherwood Thompson provided an update on the ECU Diversity Plan. Dr. Thompson described the service region in and around Richmond, and indicated that ECU has to travel outside the area to recruit students of color.

Student enrollment has noted an incremental increase in both undergraduate and graduate students of color.

The Black Male Initiative, for retention of men of color, has been successful. Additionally, the hiring of the Latino Outreach Specialist has also been effective.

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Overall, there has been an increase in diverse enrollment, a small increase in retention, and a decrease in diverse transfer students at ECU.

Dr. Thompson noted a drop in the executive, administrators, and faculty of color, since the last reporting period. An increase was noted in the number of diverse staff employed at ECU. The university has discussed including borderline states to be part of the ECU campus region.

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.

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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.

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

The Committee on Equal Opportunities met March 21, 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, Elizabeth Rowe, Robert Staat and David Welch.

Members absent: Juan Castro, John Johnson, Arthur Lucas, and Wendell Thomas did not attend the March meeting.

CEO Chair, Mr. Dennis Jackson, provided opening remarks, followed by CPE Vice President of Academic Affairs, Dr. Jay Morgan. Mr. Jackson asked the CEO and EEO representatives to observe a moment of silence in remembrance of Mrs. Ernestine Thomas, the wife of CEO member Mr. Wendell Thomas.

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

APPROVAL OF
MINUTES

The minutes from the January 2015 meeting were reviewed. Mr. David Welch inquired about questions raised by the CEO members during the Kentucky State University Diversity Plan presentation. A forum was not available at 8:30 am.

Dr. Jay Morgan introduced the new CPE staff, Dr. Caroline Akins. Dr. Morgan also provided an update on the state budget and the discussion of free tuition at the KCTCS community and technical colleges; he explained that the last dollar of support would be provided. Several CEO members inquired about the financial support and how the state would budget for the free tuition. Dr. Morgan stated that the CPE budget department ran estimates for the tuition.

KENTUCKY COLLEGE &
CAREER CONNECTION
(KY3C)

Ms. Kim Drummond provided an update on the Kentucky College & Career Connection (KY3C), a Gear-Up Kentucky venture to assist students and families with preparing for postsecondary education. Ms. Drummond responded to questions posed by CEO members at the conclusion of her presentation.

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CEO MEETING
MINUTES

A motion was made by Mr. David Welch to hold the meeting minutes until the next meeting to include additional commentary and questions posed to KSU during their January presentation. Mr. Robert Staat seconded the motion.

VOTE: The motion passed and was approved.

KENTUCKY PUBLIC
POSTSECONDARY
EDUCATION
INSTITUTIONAL
ASSESSMENT REPORTS

Two institutions were scheduled to deliver presentations highlighting the progress of their Diversity Plan Reports: University of Kentucky and University of Louisville. The administrator from UK was unable to participate in the March meeting because of jury duty. 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

Dr. Mordean Taylor-Archer, University of Louisville, highlighted progress and identified areas that require improvement.

Dr. Taylor-Archer discussed diverse student enrollment at the undergraduate and graduate levels, 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 report also included a discussion of the institutions' campus climate and campus environment teams.

Dr. Taylor-Archer identified several African American female students that graduated with honors. Additionally, she highlighted several administrators and faculty of color that have made positive contributions at the University of Louisville, including the power couple in the School of Medicine, Department of Surgery: Dr. Erica Sutton, and her husband, Dr. Brad Sutton, a cardiologist.

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According to Dr. Taylor-Archer, undergraduate enrollment declined for both African American and white students; an increase was noted for the Hispanic/Latino population.

Several programs were identified that have been successful in increasing enrollment for diverse, low-income, and underserved students:

- Cardinal Covenant
- Porter's Scholars
- Hispanic/Latino Initiatives
- Think College Now
- Up Close and Personal

Dr. Taylor-Archer presented transfer data and indicated her concern regarding the decline in the number of African American students transferring to UofL. A slight increase in Hispanic transfers and a decrease in white student transfers were noted.

Mr. Bowles inquired about a drop in programming for African American students after enrollment goals are met. Dr. Taylor-Archer responded that UofL continues to have programs in place, we were concerned about the drop in enrollment in 2014.

Graduate enrollment is up for both African Americans and Hispanic students. Overall, an increase of graduate enrollment was noted, with the assistance of several initiatives:

- SREB Doctoral Scholars Program
- Professional Development Workshop
- Minority Fellowships

Additionally, UofL has fared well in retention rates from 1ST to 2ND year. Programs credited for the accomplishments include:

- Tutoring programs
- African American Male Initiative (AAMI)
- Peer mentoring programs
- CONNECT- Caring for New Student College Transition
- Built 2 Graduate

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An increase was noted in the number of degrees awarded to diverse students in all areas. Additionally, the 6-year graduation rate was 54%, and the achievement gap appears to be closing for both African American and Latino students.

UofL has engaged in reorganization in some areas, according to Dr. Taylor-Archer. The number of African American administrators declined in the area of Executive, Administrative, and Managerial. She indicated that Hispanic and Native Americans are needed in those categories; however, UofL does not currently include those populations in this category. Faculty diversity included a decrease in African Americans, down by 7, while an increase of 4 was noted for Hispanic/Latino faculty. White faculty decreased by 1, no change was noted for American Indians.

Mr. Bowles inquired about the Executives, Administrators, and Managers of color. He stated that there were 3 open deanship positions, and he believed there was a diverse pool of candidates. Dr. Taylor-Archer explained that is an area UofL realizes they need additional work. She also stated that faculty retention has been steady—we hire diverse faculty, and some leave. In the area of professional non-faculty, UofL saw an increase in African American, Hispanic and Asian staff.

The composition of the UofL Board includes 18 members: 6 women, one African American. A CEO member stated that when the CEO is made aware of a decline in people of color at an institution or organization, the committee should always forward a letter to the institution/organization.

CPE legal counsel Travis Powell explained that CPE is developing a relationship with the individual identified as the administrator for Boards & Commissions. Dr. Taylor-Archer stated that the NAACP was vocal about the UofL Board, and that an uproar was created.

A UofL brochure has been developed; UofL also tracked how people of color were represented in the publication. The presentation concluded with a discussion of the campus climate.

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There is a Bias Incident Response Team, Commission on the State of Women, and Unit Diversity Committees at UofL. Each unit at UofL is responsible for developing unit diversity plans.

Mr. Welch inquired about the recent controversy and scandals at UofL. Dr. Taylor-Archer responded that the institution is attempting to stay strong, in spite of the challenges, in both in the community as well as the campus; she explained that UofL has to trust the president and his decisions.

Mr. Welch inquired about the UofL Foundation and whether it has a diversity committee. Dr. Robert Staat was not aware of such a committee; Dr. Taylor-Archer responded that the Foundation does not, as far as she was aware. She noted that the Foundation includes diverse individuals.

Several CEO members mentioned the student protests taking place on campuses across the nation. One stated that instead of discussing the litany of what's taking place, we should try to address the students' needs.

STATEWIDE DIVERSITY
POLICY

Mr. Travis Powell highlighted the updates to the Statewide Diversity Policy, and responded to questions posed by members of the CEO and EEO representatives. Mr. Powell indicated that the CEO may need another meeting devoted to the Diversity Policy. He highlighted the three areas that aligned with the Strategic Agenda: Opportunity, Success, Impact. The CEO discussed the new policy with Mr. Powell.

Mr. Bowles questioned the narrative highlighted in the policy, and asked why only one CEO member would be included with the review team. Mr. Welch stated that he shared Mr. Bowles' views on the number of CEO members participating in the review. Mr. Powell stated that the number of CEO members participating in the review has not been made final, and continues to be a topic of discussion.

Several CEO members asked the question, what effect will Supreme Court Justice Antonio Scalia's death have on diversity in higher education. Mr. Powell stated that CPE will not ask the institutions to do anything that is illegal. Dr. Thompson indicated that additional narrative is needed on page 15 of the Diversity Policy and that it is

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important to discuss how the plan includes EEO representatives.

According to several EEO representatives, they are not included in discussions regarding diversity. One EEO representative suggested that the policy should include narrative that identifies lead EEO representatives accountable for obtaining information and participating in the discussions. Mr. Powell responded that CPE does not dictate who should participate in institutional discussions. Mr. Bowles stated that EEO representatives should have greater influence on campuses; when major issues arise, they are often blindsided.

Mr. Welch requested that follow-up information from KSU be presented at the May CEO meeting.

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

Council staff identified the funeral service and location for Mrs. Ernestine Thomas, to take place at noon, in Louisville, KY.

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- NEXT MEETING The next regularly scheduled meeting will be held Monday, May 16, 2016, 9:00 a.m. (ET) in Frankfort, KY.
- ADJOURNMENT The meeting adjourned at approximately 11:20 a.m.

**Council on Postsecondary Education
Committee on Equal Opportunities
May 16, 2016**

2016-2020 Statewide Policy for Diversity, Equity, and Inclusion

ACTION: The staff recommends that the Committee on Equal Opportunities approve the 2016-2020 Statewide Policy for Diversity, Equity, and Inclusion and forward to the Council on Postsecondary Education for review and action.

Background

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. Following the release by OCR, the CPE directed the Committee on Equal Opportunities (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. In addition, CPE remained responsible for measuring campus progress towards equal educational opportunity goals for purposes of institutional eligibility to offer new academic programs per KRS 164.020(19).

Policy Development

The process described above resulted in the development of 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 the existing policy expiring at the end of 2015, Council staff began the process of developing a new policy and process for setting equal educational opportunity goals and determining eligibility to offer new academic programs. In January of 2015, CPE staff presented an overview of a proposed new framework for evaluating institutional progress toward equal educational opportunity goals to the CEO, EEO representatives, and Chief

Academic Officers. This proposed new framework sought to include both qualitative and quantitative analysis for evaluating progress and allowed for a phased-in approach allowing new strategies for success to impact the numbers.

In the weeks following that discussion, a workgroup was created to assist in developing an initial draft of the new policy. This workgroup, consisting of campus representatives, CPE staff, and CEO members, met several times between April and October, when the first draft policy was released. The draft policy also contained scoring rubrics to be used to evaluate not only progress to meeting numerical goals in the various metrics, but also qualitative progress in implementing strategies and assessing their effectiveness. Since releasing the first draft in October, CPE staff sought input from campus EEO representatives, Chief Academic Officers, Presidents, and legal counsels along with CPE and CEO members. Through that process, several revised drafts were created, circulated, and discussed.

Policy Summary

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. It includes three focus areas in alignment with the focus areas set forth in the CPE's Strategic Agenda: Opportunity, Success, and Impact. Institutions will be required to develop plans that address the goals listed in those three areas, identify strategies for achieving those goals, and create plans for the assessment of strategy effectiveness. Institutions will report on their progress annually and be evaluated on both quantitative and qualitative elements as outlined in the scoring rubrics. If institutions score at a level at or above the identified cut score in the Policy, they will be eligible to offer new academic programs. Those scoring below the cut score will not be able to offer new programs, but will be eligible to receive a waiver as approved by CEO and CPE if certain criteria are met.

At the meeting, CPE staff will present the proposed Policy and Rubrics to the CEO to provide more detail as to the contents and framework and answer any questions from members.

Staff preparation by Travis Powell

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

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 of promoting 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. 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." This plan was reconstituted and revised for almost three decades until December 2008, when OCR released Kentucky from the remedial planning process.

During those 25 plus years, the Desegregation Plan generally focused 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).

Following Kentucky's release by OCR, the CPE directed the CEO, in collaboration with the public institutions, to ensure that the significant progress made in promoting 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 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 if the institution has not met the equal educational opportunity goals established by CPE.

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.

Definitions¹:

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, physical abilities, socio-economic status, life experiences, political ideology, geographic 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, 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.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing 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).²

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.

¹ 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.

² <https://www.aacu.org/programs-partnerships/making-excellence-inclusive> (October 1, 2015).

- Narrative descriptions of the implementation process.

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.

Low-Income – Students who are eligible to receive Federal Pell Grants.

Underrepresented Minority – Students who identify as Hispanic (regardless of race), Black or African-American, or as being of 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.³)
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive culture and environment on our campuses.

Focus Areas:

³ K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

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 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 minorities continue at the same rate of educational attainment, 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:

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. These goals shall include the following:

- Enrollment of historically underrepresented 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
 - Two or more races

Percentage range goals **may** be set in the same manner for the following IPEDS racial categories:

- 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.

- Enrollment of other students exhibiting the characteristics identified in the definition of diversity.
 - 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:

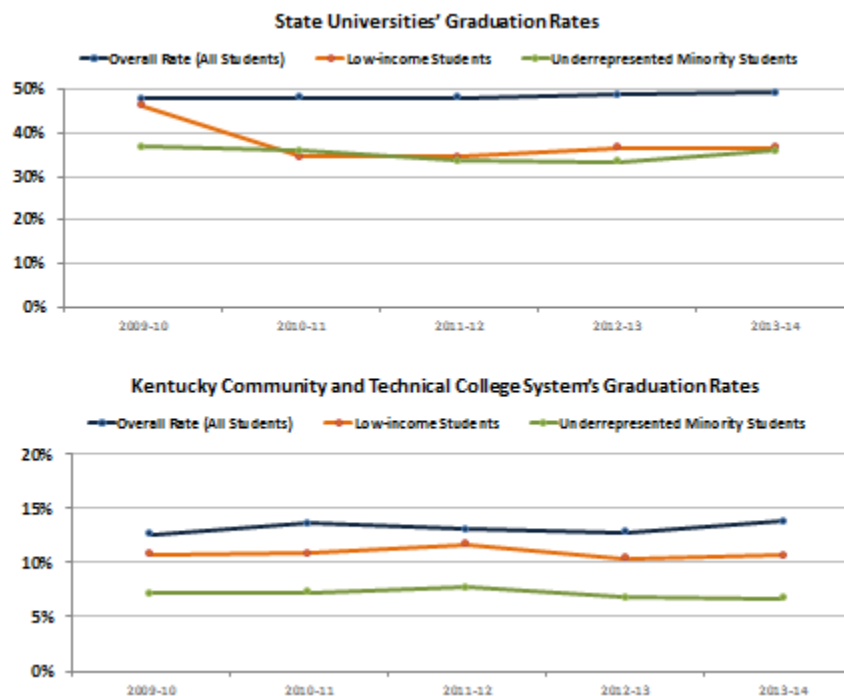
In order to meet the goals outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:

- 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 diverse 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.⁴ Several of these “high impact practices” are listed below:

- First-year seminars and experiences
- Common intellectual experiences

⁴ 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.

- 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 historically underrepresented minority and low-income students for the following student success metrics:

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

Strategies:

In order 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.⁵ 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, 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

⁵ <http://campusclimate.ucop.edu/what-is-campus-climate/> (9/30/2015)

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;
- The ability to assess one’s own culture-related privilege;
- 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 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 equity-minded 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 diverse faculty and staff.

Institutions shall promote equity and inclusion on campus in order to create a positive campus climate that embraces the broad definition of diversity set forth in this Policy.

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.

Embracing the broad definition of diversity outlined in this Policy, 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.

A draft Plan shall be submitted for review and comment. 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 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 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. Final Plans shall be adopted on or before August 1, 2017.

Institutional Diversity Plan Reporting and Evaluation:

In order 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 January 15, 2018. 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 January 15th 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.

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 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. <i>Click here to access 'Opportunity' Goals, Strategies, Metrics.</i>
“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 diverse student populations historically have exhibited lower rates of student success than the overall student population. <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 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 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.*	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			
Total: GOAL Score				0			

*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
Implementation of Strategies with Fidelity <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

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<i>CPE Reviewer Comments:</i>	
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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
Analysis of Strategy Effectiveness	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
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 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>							
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
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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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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 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. <i>Click here to access 'Opportunity' Goals, Strategies, Metrics.</i>
“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 diverse student populations historically have exhibited lower rates of student success than the overall student population. <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 provide an inclusive and supportive environment for diverse groups 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 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.*	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			
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			

*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
Implementation of Strategies with Fidelity <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

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<i>CPE Reviewer Comments:</i>	
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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
Analysis of Strategy Effectiveness	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
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 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>							
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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**Council on Postsecondary Education
Committee on Equal Opportunities
May 16, 2016**

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

The Committee on Equal Opportunities will receive an update by three 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:

- Morehead State University: Mr. Charles Holloway
- Murray State University: Ms. Cami Pierce-Duffy
- University of Kentucky: Mr. Terry Allen

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

Staff preparation by Rana Johnson

Committee on Equal Opportunities
Council on Postsecondary Education
May 16, 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

**Council on Postsecondary Education
Committee on Equal Opportunities
May 16, 2016**

**Status: Statewide Diversity Planning and
Support Programs**

The following information focuses on diversity activities and initiatives since the Committee on Equal Opportunities met March 21, 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, guardians, and college representatives from across the Commonwealth are expected to participate. The day and a half conference will instruct students on successfully transitioning from high school to postsecondary education, as well as introduce resources to both students and parents. The conference also features a special workshop designed especially for parents/guardians.

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.

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

THE CHRONICLE OF HIGHER EDUCATION

ADMINISTRATION

A Black Female Professor Struggles With 'Going Mean'



Jon Krause for The Chronicle

By Deidre L. Redmond | MAY 27, 2014

On two occasions recently, I have heard an African-American female professor described as "mean" or "difficult" or someone who takes herself too seriously.

The first case involved a colleague who had been invited to join a trip overseas that was to be led by an African-American professor. While my colleague got along well with the trip leader, other faculty members had told her the woman was "difficult."

Not long afterward, I spoke with a student who told me she was having a similar problem with a different African-American female professor. This professor came across as overly authoritative, frequently reminding the class of her status, the student told me: "She wants us to know that she is the professor and we are the students." Apparently the professor was clear about the distinction between students and professors, and gave students specific instructions to address her as Dr. So-and-so.

By the time I heard the second complaint, I had nearly completed my first semester as a faculty member, and better understood the dynamics facing African-American female professors. I am willing to guess that the trip leader who was described as "difficult" had reached a point where she was fed up with her students' and colleagues' constantly questioning her and, in response, developed a tough skin and a cold disposition.

I took a moment on the last day of class to be candid with the student who had complained. I referred back to a lesson about health disparities and health behavior that I had used in my medical-sociology class. "Remember what we learned earlier this semester about health behaviors?" I asked.

I had taught my students that one erroneous argument about the cause of health disparities among socioeconomic groups is that poor people do not care about their health, and therefore do not exercise or eat healthy foods, etc. That theory is sometimes used to explain why those in lower socioeconomic positions have shorter life expectancies and are more likely to suffer from chronic illnesses. I explained that we see the problem as what is immediately visible to us—the health behavior of poor people. However, if we use our sociological imaginations, we can consider how socioeconomic differences create differences in opportunity (for a healthy diet and exercise) that then produce differences in health behaviors.

The student nodded in agreement. Similarly, I continued, we may take issue with what is immediately visible to us about this professor—her cold disposition.

"You are looking at a manifestation of a larger problem of race in institutions of higher

education," I told the student. The behavior of the overly authoritative professor was a symptom of being devalued and disrespected by students and colleagues, I said. While unfortunate, I assured the student that such dynamics were part and parcel of the minority and female academic experience. My student then used her sociological imagination to describe how this woman's place in history had probably played a significant role as well. She said, "Yeah, this woman started in the 1970s. It must have been really tough being a black professor then." I was satisfied with her use of the sociological imagination and ended the conversation by confirming the astuteness of her insight.

I was truthful with the student about how being a black academic is an uphill battle (something I first saw while teaching in graduate school). Indeed, I almost made the decision during that first semester to "go mean" on my own students. I told her that I had felt I was at a crossroads—frustrated about being devalued by my colleagues and disrespected by my students. I had an internal conversation about whether I would continue to be my jovial self or purposefully be cold and differentiate myself from my students and colleagues. However, such behavior would be only a symptom of a larger problem that I was having as a minority female professor. And if I had decided to act coldly, I would merely be seen as "difficult" or as having an "attitude."

Some minority professors
are so overwhelmed that they turn cold and, dare I say it, angry.

On one hand, we forget that white privilege gives certain groups (in particular, white males) immediate merit and authority. No one questions their authority or whether they deserve their status in the university—or anywhere else for that matter. On the other hand, we forget that minorities and women, especially minority women, are not granted authority even after earning a doctorate and being hired in a very competitive academic market. It is an uphill battle for authority; they must prove their merit. For women and minorities, it is a frustrating process, and feeling as if they don't have the same status creates distance between them and their colleagues and their students. I believe that helps explain why some minority professors become so overwhelmed that they "go mean." They become cold and, dare I say it, angry.

After having been a professor for just a few months, I understand how this could happen. It's a symptom of years of devaluation and disrespect.

At times I have feared that
the "mean professor" was a reflection of my future self.

Although at first I did not identify with the "mean" African-American female professor, at times I have feared that I was staring at a reflection of my future self.

Now, when I become overwhelmed by this pattern, I set clear boundaries that indicate I am the authority figure. Of course, I do not say to my students, "I have a doctorate, and I am running the show." I use more subtle messages to indicate that I am a warm person—I will help you if you need it, and my office door is open—but also that I am in charge of this class. Whether they think I deserve to be in this position is another matter. I deal with this issue by doing the best job I can, and working hard to be prepared for every class so students do not have any grounds to question my professionalism.

Yet I see the benefit of going mean. It creates a distance that inhibits questioning a

professor's authority or devaluing that person. But I prefer to use other strategies to create a comfortable learning environment and an appropriate distance between myself and my students.

I have decided against going mean.

Deidre L. Redmond is an assistant professor of sociology at Murray State University.

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FACULTY

Student Activists Tell Colleges: To Improve Racial Climate, Look Hard at Tenure



New Brunswick Today

Expressing their support for Jennifer Warren, an assistant professor who had been denied tenure, students in the Black Lives Matter group held a rally at Rutgers U.

By Sarah Brown | MAY 09, 2016

When Jennifer R. Warren was denied tenure last year by Rutgers University at New Brunswick, she believed she had ample grounds to protest the decision. Ms. Warren, an assistant professor of communications who is black, said her school had discouraged her from writing a book and had pushed her to change her teaching style, causing her student evaluations to drop. Her annual reviews, she said, had offered no indication that she wasn't on the right track.

Student activists saw a force underlying those issues: institutional racism. "By denying her tenure, Rutgers University says that they do not care about black lives," read an online petition posted in February by the university's Black Lives Matter chapter.

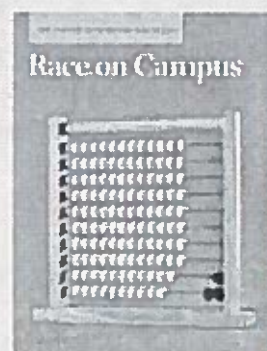
Ms. Warren told *The Chronicle* that proving actual racial discrimination in individual tenure cases is nearly impossible. But she agreed to join forces with the student activists and the Rutgers faculty union by framing the problem "more at the institutional level — a systemic racism."

Students made a strong case on the professor's behalf, complementing the work of the union, which was helping her file a grievance. They publicized the petition on social media with the hashtag #RU4BlackTenure and held a rally on the campus last month, imploring the university to reconsider Ms. Warren's bid. (Laurie K. Lewis, chair of the communications department, referred an interview request to a spokesman, who declined to comment on personnel matters.)

Several days after the students' rally, Ms. Warren received good news: She had won her grievance hearing and would have another shot at tenure, in the spring of 2017.

In Context: Race on Campus

A collection of news and commentary from *The Chronicle* can provide a starting point for discussion of what might be done to improve the climate and conditions on your own campus.



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For decades students have lobbied to reverse tenure-and-promotion decisions that go against popular professors — often by writing letters to college leaders, and more recently by circulating online petitions and waging social-media campaigns. But many of last fall's campus protests linked the lack of tenured

minority professors directly to a poor racial climate. As a result, the role of race in the tenure process has been brought into sharper focus for many student activists.

As racial unrest escalated at Ithaca College and Oberlin College, students on both campuses demanded that certain minority professors be granted immediate tenure; Oberlin students also wanted "guaranteed tenure upon review" for a handful of other scholars. At Stanford University, a student-led coalition called Who's Teaching Us? presented 25 demands to university leaders in March, hoping to push them to further diversify the faculty and to make its tenure process more transparent. Among the group's demands: that "all departments publicly release disaggregated tenure data."

Who's Teaching Us? was formed in 2014 after Stephen Hong Sohn, an assistant professor at Stanford, was denied tenure. Coalition members believed that Mr. Sohn's background — he is an Asian-American who identifies as queer — and his research, which is focused on race and sexuality, contributed to the denial. (Mr. Sohn is now an assistant professor of English at the University of California at Riverside.)

'Amorphous' and 'Vague'

Tenure is a relatively new issue for minority-student activists, says Taqwa Brookins, now a junior at Rutgers and chairwoman of the university's Black Lives Matter chapter. That's partly because both the tenure process and data on faculty diversity are so obscure, she says.

Calling attention to a scarcity of minority students on a campus is generally easy, Ms. Brookins says, because colleges publish such data on their websites. But when it comes to faculty diversity, she asks, "How are you supposed to protest an issue you don't know about?"

Sammie Ablaza Wills, a Stanford senior and member of Who's Teaching Us?, says her coalition noticed a similar murkiness: "The tenure-track criteria are really amorphous and extremely vague, especially across different schools."

She and her peers also took issue with what they saw as Stanford's inordinate emphasis on research rather than teaching and service. "Faculty of color are likely to be mentoring more students, just by the nature of those students' wanting to go to professors who look like them and understand their lived experience," she says, raising a concern familiar to many minority faculty members.

A handful of Rutgers faculty members told Ms. Brookins and fellow student activists about Ms. Warren's case and the lack of diversity in the communications department. Students started looking through Ms. Warren's tenure packet and the reasons stated for her denial, and they weren't convinced.

Ms. Brookins says she doesn't think student evaluations should be weighted heavily in a tenure decision. Such evaluations have long been criticized for potential bias against women and minorities. (According to Mark R. Killingsworth, a professor of economics and chair of Rutgers's Faculty Council, "There is widespread agreement among the members of the Faculty Council that Rutgers's current system of teaching evaluation does a very poor job of evaluating teaching." Faculty leaders are setting up a task force to recommend reforms, he adds.)

Ms. Brookins believes that Ms. Warren's research, which is interdisciplinary and focused on the black community and health communication, also hurt her tenure case.

Senior faculty members, who dominate tenure-granting committees and tend to be white, might be skeptical of scholarship that doesn't toe the line of an established canon, says Felicia L. Teter, a Dartmouth College senior who is

among a number of student activists pushing for greater faculty diversity there.

"When you're dealing with institutions that are traditionally white and traditionally male, most of the tenured faculty are white and male," she says.

"They are coming up and getting to say whether these professors of color are worthy of tenure when they don't really understand what the professors do."

Rutgers faculty-union leaders didn't coordinate with the activists when working to secure Ms. Warren a grievance hearing. But "students are right to express concerns about this," says David M. Hughes, a professor of anthropology who is president of the Rutgers union. "Students are driven to involvement in a sense of desperation because they're seeing that percentage go down in a microcosm. What they see in Jennifer Warren's case is the black-faculty percentage falling instead of rising."

Ms. Warren emphasizes that she doesn't want to change the rigor of the tenure process. But she hopes that the university will support — and not silence — faculty members who speak out in support of colleagues who have been denied tenure.

A 'Struggle to Get Heard'

Can student activism on race and tenure make a difference? Ms. Warren believes that, in her case, it already has.

"If that protest didn't happen, and we hadn't been able to out things about what the department was doing, I don't think I would've gotten my hearing," she says.

Still, she argues, student activists will usually face uphill battles with administrators and faculty members when tenure is on the line. And minority students — who often "struggle to get heard," she says — might have to

coordinate with predominantly white student groups and faculty unions to exert a significant influence, Ms. Warren says.

Not all students are willing to spend months grasping the nitty-gritty details of tenure as the Rutgers and Stanford activists did, says Takiyah N. Amin, an assistant professor of dance at the University of North Carolina at Charlotte, who signed the petition supporting Ms. Warren. "When a student is coming and going in four years, devoting time to learning about the tenure process isn't realistic," she says.

Students might have the most success, Ms. Amin says, by expressing concerns about the value of teaching evaluations and raising broader questions about students' role in tenure cases.

At Stanford, members of Who's Teaching Us? have met with administrators a handful of times over the past two years to share their concerns about faculty diversity and tenure, says Ms. Wills. "We've pretty explicitly been told that the tenure process is immovable," she says. "But as a student activist, I think it's almost my duty to refute those claims, to not believe that the tenure process can't be changed."

The Stanford coalition wants faculty members who go up for tenure to be more clearly informed upfront about what's expected of them and to receive more-regular feedback throughout their early careers. Ms. Wills says the group is also calling for the university to have minority scholars evaluated by colleagues "who truly understand their academic interests and the context and historical background surrounding their research."

Rutgers activists are "definitely not going to let this tenure issue die," Ms. Brookins says. Her Black Lives Matter chapter plans to reach out to other students, as well as faculty and staff members, and build a campaign around its

concerns with the tenure process. One of Ms. Brookins's priorities is to push the university to publicize data on department-by-department diversity among tenured faculty members.

In the meantime, the student group is not done advocating for Ms. Warren. Once the professor goes back up for tenure next spring, "we'll be waiting," Ms. Brookins says. "We're still going to be here."

Ms. Wills says the Stanford coalition would consider advocating for a minority professor if members believed that the faculty member had been denied tenure unfairly. But it would do so cautiously. "Whenever you make one professor kind of a martyr," she says, "it takes a lot away from them."

In Mr. Sohn's case, "it became this thing where he isn't just regarded as an amazing scholar or academic," she says. "When you Google his name, his tenure fight comes up."

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.



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Scholarship for Undocumented Students in 16 States

May 11, 2016

A new scholarship program will fund 500 immigrant students who are unable to attend college in their home states. TheDream.US, a scholarship program for undocumented students who came to the country as children, will fund students from states that would require them to pay out-of-state tuition -- or bar them from enrolling in college at all.

Those selected will attend college at Eastern Connecticut State University or Delaware State University. Students will receive up to \$80,000 for tuition, fees, on-campus housing and meals. In addition to the 500 scholarships, TheDream.US will also provide 100 scholarships of up to \$7,250 for in-state immigrant students attending either university.

"We're pleased to take part in this program and do what we can to give hardworking students the chance to succeed," Connecticut Governor Dannel P. Malloy said in a statement. "Our state stands to benefit from welcoming them -- along with their talents and potential -- to our communities and to our schools."

"These students will make Delaware State a stronger institution for everyone, and I am thrilled that we are welcoming these talented young people to Delaware," that state's governor, Jack Markell, said in a statement.

The scholarships will be announced at the end of June, and they will go to students in 16 states: Alaska, Arkansas, Georgia, Idaho, Indiana, Iowa, Louisiana, Mississippi, Missouri, North Carolina, North Dakota, Pennsylvania, South Carolina, South Dakota, West Virginia and Wisconsin.



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Ellen Wexler

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Inside Higher Ed

A new scholarship program will fund 500 immigrant students who are unable to attend college in their home states.

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by Jamaal Abdul-Alim



National Harbor, Maryland — Higher education leaders should take heed to the concerns of student protesters and use them as a springboard for a conversation about how to create a better campus environment, a group of panelists said Tuesday at a convening of the Association of Governing Boards.

"It's important not to reject demands out of hand, no matter how ridiculous they may seem," said Michael A. Middleton, interim president of the University of Missouri System.

"Talk to them with an attitude of, 'I would really love to achieve what you are seeking, but there are tradeoffs here,'" Middleton said. "Have them come into your office and go through what you go through with your staff on a variety of issues to achieve a balance."

Middleton, who assumed his interim post after Black UM students prompted both System President Tim Wolfe and Chancellor R. Bowen Loftin to step down last fall, said he doesn't consider such an approach to be a matter of "giving in" to protesters.

"I don't call it 'giving in,'" Middleton said. "I call it responding to the needs of students."

Middleton made his remarks Tuesday at a national conference of Association of Governing Boards, or AGB, during a panel on how to make a more inclusive campus community.

His advice comes at a time when many college campuses—including and beyond Missouri—have found themselves engulfed in student protests and confronted with simmering concerns about how students from diverse groups are treated on campus and how welcome or unwelcome they are in the world of academe.

Janet B. Reid, a board trustee at The Ohio State University, which has been the site of student protests over a range of issues—including how the university invests its money—said that, when protesters show up at board meetings, their presence can actually be beneficial and insightful.

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"The real deal is, if there are protesters, many people get afraid," Reid said. "In our case, it's a gift, because sometimes the protesters warn that something is going on or tell you about something that you wouldn't have known of or implore you to do something that you would not have otherwise done. So protesters are not all bad."

Nelson A. Carbonell, board chair at George Washington University, said that, when it comes to diversity, institutions of higher education must focus on more than just the diversity of the classes they admit.

"Celebrating the inbound data is not particularly satisfying," Carbonell said. "We asked, 'Who gets out? What's their experience when they're here?'"

"Every institution needs to look at their challenges. We looked at ourselves in the mirror and said: 'We're not doing what we need to do.'"

Carbonell recounted an incident in which a professor gave out supplemental materials in a class and charged the students \$40. When one student indicated not having the \$40, the professor responded, "You're not going to do

very well."

"That's not a good plan," Carbonell said. "When you look out into a room full of people, you may be able to see some difference. But you can't see it all."

John Silvanus Wilson Jr., president at the all-male Morehouse College, said it's important for higher education leaders not to think of diversity strictly in the quantitative sense, but rather the qualitative.

"You have to move from diversity to pluralism," Silvanus said. "Pluralism goes to the quality of relations, not just quantities of different groups of people."

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Catherine E. Lhamon, assistant secretary for civil rights at the U.S. Department of Education, said the number of complaints her office has received as of late have increased dramatically and range from things that include low expectations for students of color to failures to redress student issues on campus.

"Our goal is to be immediately responsive to every complaint that comes into us, which is an enormous goal," Lhamon said.

Though withholding financial aid from colleges that violate students' civil rights is an option, Lhamon said it's a "posture of last resort."

"Typically we can work with our institutions to identify concerns and take proactive steps going forward," Lhamon said.

Middleton, the MU system president, lamented how instructors "dish out" jokes that students of color do not find humorous and said the system is working on finding "tools to help our faculty understand the effect of their behavior."

He said it's important for higher education leaders to listen to students with grievances before it's too late.

"Once the explosion occurs, listening may not be enough," Middleton said.

Jamaal Abdul-Alim can be reached at dcwriter360@yahoo.com or follow him on Twitter @dcwriter360.

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When Dr. Nicholas Daniel Hartlep decided to examine the demographics of distinguished professors (DPs) and endowed chairs (ECs) within schools of education, he discovered that Asians represent less than 3 percent of all such positions.

While calls to diversify the professoriate are common, the finding led Hartlep to proclaim the need for transformation of this elite niche within American academe.

"Specifically, we were concerned that although EC and DP positions may be put into place to advance a given discipline, true advancement may not take place if such positions are not occupied by a diverse group of scholars," Hartlep, an assistant professor of educational foundations at Illinois State University, wrote in a paper called "A National Analysis of Endowed Chairs and Distinguished Professors in the Field of Education." The paper was published recently in *Educational Studies: A Journal of the American Educational Studies Association*.

"Today, the importance of diversity in higher education is widely recognized: We argue that this diversity must extend all the way to the top — to EC and DP positions — if higher education is to become truly diversified," the paper states.

The finding not only prompted Hartlep to offer up a few solutions for how to diversify this elite niche of the professoriate — solutions that include more and earlier mentoring by distinguished professors and those who hold endowed chairs — it also gave him the idea for one of his next books.

"I've interviewed a handful of them and I'm working on a book about their mentoring," Hartlep said of the few Asians who hold endowed chairs or distinguished professorships in schools of education.

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"Each professor will be a chapter," he revealed to *Diverse* recently at the annual meeting of the American Educational Research Association (AERA) in Washington, D.C.

Racial gap

It wouldn't be hard to include in such a book every Asian faculty member who holds a distinguished professorship or endowed chair in a school of education.

That's because only nine Asians hold one of 381 endowed chairs in schools of education, and only two hold one of the 113 distinguished professorships in schools of education, according to Hartlep's paper.

The paper found that race, gender and prestige of a faculty member's doctoral alma mater were all significant predictors of securing a distinguished professorship or an endowed chair. Universities have rewarded outstanding professors with such positions for the past 150 or so years to give them recognition through additional compensation, funds for travel, and, depending on the discipline, other amenities, such as equipment, labs and assistants, the paper states.

According to his research, the vast majority of endowed chairs and distinguished professorships have gone to White men who went to elite institutions.

Specifically, the paper found that:

308 of the 381 endowed chairs in schools of education are held by Whites.

97 of the 113 distinguished professorships in schools of education are held by Whites.

Men held 232, or 58 percent, of all endowed chairs in schools of education, compared to women, who held 168, or 42 percent.

Men held 71, or 60.7 percent, of all distinguished professorships in schools of education, compared to women, who held 47 distinguished professorships, or 39.5 percent.

Hartlep also found that faculty members who earned their doctoral degrees from an elite institution of higher education held the highest proportion of endowed chairs or professorships — 195 or 48.9 percent, to be exact.

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Dr. Pedro A. Noguera, Distinguished Professor of Education at UCLA, says the findings are not surprising but are nevertheless important, particularly for schools of education.

"We have known for some time that change in the highest rungs of academia occurs slowly, and that power and prestige continue to reside with the groups that have traditionally held it: older White men at elite institutions," Noguera says. "However, in the field of education, the need for change is perhaps greater than in any other field given the dramatic changes occurring in the demographic composition of U.S. society.

"Hopefully, the release of this study will be a wake-up call to those who presently hold the power that they must play an active role in facilitating a change of the guard."

Social skills

To explain why most DPs and ECs went to White men, Hartlep used social network theory.

"Social network theory argues that the composition of one's social circle has real and measurable impacts on one's life," the paper explains. "Social network theory is interested in the extent and nature of interactions between group members, and how these interactions impact everything from socioeconomic status, to employment, to the racial makeup of friendship groups."

Since networks tend to reproduce themselves, Hartlep said it's important for institutional leaders and the faculty who hold DPs and ECs to start mentoring students from diverse backgrounds earlier in their academic careers in order to orient them toward the factors that will lead them to secure these elite faculty posts.

"The system reproduces itself so, if the pipeline is highly White, we can't expect that to change overnight," Hartlep said. "The only way to change the pipeline is to begin earlier."

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Hartlep expounds on that idea in his paper.

"Diversity in higher education is critically important. We cannot wait for ECs and DPs who are White to retire their prestigious positions because, as our data show, these very same individuals will have mentored and trained up the next generation of ECs and DPs in their own image: White, male, and from elite colleges/universities," Hartlep's paper states. "Instead, a more pragmatic practice would be early intervention."

The paper suggests that current ECs and DPs could mentor and encourage undergraduates to continue their studies in graduate school.

"This practice of early intervention may allow students who attend less prestigious colleges/universities to work with and be socialized by ECs and DPs who may work at a prestigious institution of higher learning and/or have an elite pedigree.

"By socializing with ECs and DPs who may be alums of elite colleges and universities, students of diverse educational backgrounds can begin to acquire the mindsets, skills, attitudes, and abilities that will enable them to become eminent scholars in the field of education," the paper continues. "EC and DP positions could (and should) be used as tools for diversifying institutions of higher education, especially within colleges and schools of education."

Jamaal Abdul-Alim can be reached at jabdul-alim@diverseeducation.com.



Maya Juman (photo courtesy of unigo.com)

When Maya Juman sat down to create a list of reasons she should be granted a “Top Ten List Scholarship” from unigo.com—a website that features college reviews to help students make a more informed choice about which college to attend—she decided to get creative.

So instead of making a simple top ten list, she made a list of reasons that rhymed.

But the story gets better. Not only did her reasons rhyme, they touched on a wide range of some of the most pressing issues in higher education today—from the pitfalls of taking out large student loans and failing to graduate within four years to the benefits of doing undergraduate research, studying abroad, and seeking an advanced degree.

Here’s a sampling:

I have big plans in store

You’ll help me pay for:

Study abroad

Internships and jobs

Research opportunities galore

When I graduate at twenty-two

I’ll have more to see through

And unfortunately,

Master’s and PhDs

Have even more monetary dues

Juman’s rhymes paid off in a big way when Unigo selected her last week as the latest winner of its Top Ten List Scholarship, which is worth \$1,500.

Juman told *Diverse* that, while writing the rhymes “took a little thinking,” all the issues she touched on in her piece came naturally.

“These were things that my family and I had been discussing frequently during the college application process and for months leading up to it,” said Juman, a senior at an IB school in the Queens borough of New York City.

“The prospect of graduating in debt has loomed large for me as I have seen it happen to acquaintances and friends, and thus I was pretty conscious of this when composing a college list, applying for financial aid, and making my final decision.”

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Juman is not a first-generation college student—both her parents are in writing and editing and have bachelor's degrees—but her story is still quite instructive for students in search of money for college.

"I think it's extremely important for students and families to be much more aware of student loans and their ramifications when entering the application process," Juman said. "Many seniors aren't fully cognizant of how much college really costs until they receive their financial aid offers in April."

Juman, who is of mixed heritage (her father is a white New Yorker and her mother is from India), was born in New York but spent eight years in Hyderabad, India.

She moved back to New York for seventh grade. She credits her parents, teachers and college adviser at her high school for helping her in her college quest.

Now, she is headed to Yale University next fall.

"My family is thankfully able to afford Yale due to a generous financial aid award," Juman said.

She plans to major in ecology and evolutionary biology but says she may change her mind.

"I would like to pursue a career in research and academia, which is why a master's and/or PhD would be important," Juman said.

She said she is interested in zoology in general but specifically marine conservation biology.

"I think my exposure to the field of evolutionary biology through the research I have done with graduate students and postdoctoral fellows has been crucial, because it has given me real insight into what my future career may entail," Juman said. "I've learned that an undergraduate degree matters much less than where one attends graduate school, a fact that only reinforced my determination not to go into debt for college. It simply wouldn't be worth it for me."

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Which is what motivated her to rhyme her way into some scholarship money.

Something I'd really regret

Would be graduating in debt

I'm counting on you

To help me through

So I won't have to worry and fret

Juman says students who need money for college should get started on applying for scholarships early in the year. Scholarships, she said, can make a "huge difference."

For students or college access professionals who are interested in entering Unigo's next "Top Ten List Scholarship," the deadline is in December. Unigo also offers a different scholarship every month. The topics range from a \$3,000 "All About Education" scholarship to a \$1,500 "Flavor of the Month" scholarship where the only thing a student has to do is write a very short essay that answers this question: "If you were an ice cream flavor, which would you be and why?"

Jamaal Abdul-Alim can be reached at dcwriter360@yahoo.com or follow him on Twitter @dcwriter360.