



COMMITTEE ON EQUAL OPPORTUNITIES MEETING AGENDA

Monday, June 24, 2019 - 1:00 PM
University of Louisville, Jefferson Room, Grawemeyer Hall

1. Call to Order

Mr. Shawn Reynolds, Chair of the CEO, Presiding

2. Roll Call

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

3. Welcome and Overview

Dr. Mordean Taylor-Archer, Vice Provost for Diversity and International Affairs

Dr. Beth Boehm, Executive Vice President and University Provost

4. Initiatives for Opportunity

Jenny Sawyer and Aimee Huffstettler

Office of Admissions: Recruitment/Outreach Programs; Porter Scholarships

5. Initiatives for Student Success

a. Jim Begany, Joe Dablow, Khotso Libe, Office of the Vice Provost for Enrollment Management and Student Success: Cardinal Pledge, CardSmart, Flight Planner

b. Kimberly Martin, PhD, Leondra Gully, Sarah Nunez, Cultural Center: Living/Learning Communities, Early Arrival Programs, AAMI and other Cultural Center Initiatives to support student success

c. Beth Willey, PhD, Interim Associate Provost for Undergraduate Affairs: Mandatory Midterm Grades

d. Darrius Brooks, PhD: TRIO programs and services for Low-Income/First Generation Students

e. Comments from Students: Quintez Brown, David Echeverria, Ariana Lynton

6. Initiatives for Impact

a. Brian Buford, Human Resources: Staff Recruitment, Mentoring, Coaching

b. Dean Craig Blakely, PhD, School of Public Health: Faculty Recruitment and Retention

c. Karan Chavis, Commission on Diversity and Racial Equality: Physical Plant Apprenticeship Program

d. Enid Trucios Haynes, JD, Faye Jones, MD, PhD, Marian Vasser: Campus Climate and Cultural Competency

7. Other Initiatives

a. LGBT –Bláz Bush and Lisa Gunterman

b. ERGs – Feliz Garza and Sherri Wallace

8. Approval of Minutes	
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9. CPE Updates	
Dr. Dawn Offutt	
10. Diversity Plan Reports Final Scores	
Dr. Dawn Offutt	
11. Revisions to Institutional Strategies	
a. University of Louisville	9
b. Murray State University	10
c. Southeast Community & Technical College	17
d. Hazard Community & Technical College	20
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12. Other Business	
13. Adjournment	

Upcoming CEO meetings

October 28, 2019 (Location: NKU *tentative*)
 January 27, 2020
 April 27, 2020
 June 22, 2020

**Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
October 22, 2018**

The Committee on Equal Opportunities met October 22, 2018 at the Leestown Campus of Bluegrass Community and Technical College in Lexington, KY. Chair Shawn Reynolds presided over the meeting.

CALL TO ORDER: The meeting was called to order by CEO Chair Shawn Reynolds at 1:00PM.

ROLL CALL: Council staff called the roll.

Members present: Shawn Reynolds, David Carpenter, Robert Croft, Dr. Brian Dunican, John Johnson, Ann Morgan, Ling-Yuh Pattie and Silas Session (on-line).

Members absent: Corey Bellamy, Sebastian Torres, Keitha Henderson, Vidya Ravichandran, and Dr. Robert Staat.

Council staff and institutional representatives present: Dr. Dawn Offutt, Travis Powell, Dr. Mordean Taylor Archer, Dr. Sonja Feist-Price, Dr. Charles Holloway, Dr. Timothy Forde and Natalie Gibson, (On line) Dr. Caroline Atkins and Dr. Kathleen Roberts.

WELCOME: Dr. Augusta A. Julian, President of BCTC welcomed attendees to the campus and commended the staff for their work in support of diversity, equity and inclusion.

CAMPUS SPOTLIGHT: Staff and students shared information on BCTC's diversity, equity and inclusion efforts as they relate to opportunity, success and impact for not only low-income and underrepresented minority students, but also other diverse student populations. Programs and departments highlighted included: Student Development and Enrollment Management – For Opportunity - ASPIRE, A Few Good Men, Diversity Task Force for Recruiting and Retention, Student Support Services, Latino Community Outreach and Community Empowerment Initiative; For Success – Blinks and LSAMP scholars, First Year Experience for Special Populations and the LIFT Program. For Impact – Hiring and Recruiting, Onboarding Process and Cultural Competency which included a 14 week certification program.

APPROVAL OF The minutes from the April 30, 2018 and July 23, 2018 meetings were approved with a motion made by David Carpenter and seconded by Robert Croft.

REPORT FROM Travis Powell provided an updated on the Council's presidential search and the anticipated timeline for selection.

ACTION ITEMS: The CEO approved changes to the Diversity Plan strategies of Southeast Kentucky Community and Technical College, Jefferson Community and Technical College and Morehead State University. SKCTC – Motion made by John Johnson and seconded by Ling-Yuh Pattie. JCTC – Motion made by Robert Croft and seconded by John Johnson. MoSU – Motion made by Ling-Yuh Pattie and seconded by Ann Morgan

The meeting dates for 2019 were approved with the motion made by Dr. Brian Dunican and seconded by Ling-Yuh Pattie.

OTHER BUSINESS: Dr. Dawn Offutt shared a report from the KentuckyWorks and the Human Development Institute & Early Childhood, Special Education & Rehabilitation Counseling Center at the University of Kentucky which included a preliminary review of the campus diversity plans as they related to individuals with special needs. The report was for information purposes only.

NEXT MEETING: The next regularly scheduled meeting will be hosted by the Kentucky Community and Technical College System at a location to be determined.

David Carpenter made a motion to adjourn the meeting. Ling-Yuh Pattie seconded. The meeting was adjourned at 4:13pm.

Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
January 28, 2019

The Committee on Equal Opportunities met October 22, 2018 at the campus of Elizabethtown Community & Technical College in Elizabethtown, KY. Chair Shawn Reynolds presided over the meeting.

CALL TO ORDER: The meeting was called to order by CEO Chair Shawn Reynolds at 1:00PM.

ROLL CALL: Council staff called the roll.

Members present: Shawn Reynolds, David Carpenter, Robert Croft (on-line), Dr. Robert Staat, John Johnson, and Silas Session.

Members absent: Corey Bellamy, Sebastian Torres, Keitha Henderson, Vidya Ravichandran, Ann Morgan, Ling-Yuh Pattie and Dr. Brian Dunican

Council staff and institutional representatives present: Dr. Dawn Offutt, Travis Powell, Dr. Mordean Taylor Archer, Dr. Sonja Feist-Price, Dr. Timothy Forde, Natalie Gibson, Dr. Caroline Atkins, Dr. Kathleen Roberts, Dr. Lynne Holland and Cami Duffy (On line).

WELCOME: In his absence, Dr. Aaron Thompson sent a video message to formerly greet the CEO as the new president of the Council.

Dr. Juston C. Pate, President of ECTC welcomed attendees to the campus and commended the staff for their work in support of diversity, equity and inclusion and spoke of ECTC's commitment to close the gaps.

CAMPUS SPOTLIGHT: Staff and students shared information on ECTC's diversity, equity and inclusion efforts as they relate to opportunity, success and impact for low-income and underrepresented minority students. Programs and departments highlighted included a discussion of program and resources in the Educational Excellence Center such as Emancipation Day, Hispanic Heritage Month Celebrations; a discussion of Career Services and their partnership with Dow and Student Support Services and their veteran services resources. The student perspective was included after each presentation.

APPROVAL OF	The minutes from the October 22, 2018 meeting were unable to be approved because there was not a quorum present.
REPORT FROM CPE	Travis Powell provided an updated on the Council’s presidential search announcing that Dr. Aaron Thompson was chosen as the new president and reiterated that Dr. Thompson’s main priorities were closing gaps, improving the success of diverse students by strengthening the pipeline between P-12 and postsecondary. Mr. Powell also noted the historical significance of the state having for the first time African-American men as the leaders of P-12 education, postsecondary education and workforce develop simultaneously. He also announced that the Council had done some internal restructuring and he had been named Vice President and General Counsel for the Council and that Dr. Dawn Offutt is now the Director of Initiatives for Diversity, Equity and Inclusion which falls under his purview. They met with the institutional representatives prior to the CEO meeting to discuss how the Council can support their work on campuses. Mr. Powell also announced that the University of Kentucky had been recognized by Forbes as one of the best diverse work settings for an organization and ranked 41/100 and eighth out of thirty institutions.
ACTION ITEMS	<p>The University of Louisville presented changes to their strategies, but were unable to have them approved because there was not a quorum present.</p> <p>The meeting dates for 2019 were approved with the motion made by Dr. Brian Dunican and seconded by Ling-Yuh Pattie.</p>
DIVERSITY PLAN REVIEW PROCESS	Dr. Dawn Offutt reviewed the diversity plan process, timeline and responsibilities.
NEXT MEETING:	<p>The next regularly scheduled meeting will be hosted by the Morehead State University on April 29, 2019 where the focus will be scoring the institutional Diversity Plan Reports.</p> <p>The meeting was adjourned at 3:47pm.</p>

**Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
April 29, 2019**

The Committee on Equal Opportunities met April 29, 2019 on the campus of Morehead State University. Chair Shawn Reynolds presided over the meeting.

CALL TO ORDER: The meeting was called to order by CEO Chair Shawn Reynolds at 1:00PM.

ROLL CALL: Council staff called the roll.

Members present: Shawn Reynolds, Robert Croft (on-line), Dr. Robert Staat, and Silas Session.

Members absent: Corey Bellamy, Sebastian Torres, Keitha Henderson, Vidya Ravichandran, Ann Morgan, Ling-Yuh Pattie, David Carpenter, John Johnson and Dr. Brian Dunican

Council staff and institutional representatives present: Dr. Aaron Thompson, Dr. Dawn Offutt, Travis Powell, Dr. Mordean Taylor Archer, Dr. Sonja Feist-Price, Dr. Timothy Forde (on-line), Dr. Natalie Gibson, Dr. Caroline Atkins, Dr. Kathleen Roberts (on-line), Dr. Lynne Holland (on-line) and Cami Duffy (on-line). Other KCTCS specific institutional representatives were in attendance both in person and on-line.

WELCOME: Dr. Jay Morgan welcomed attendees to the campus of Morehead state University and commended the staff for their work in support of diversity, equity and inclusion.

Dr. Aaron Thompson gave a report from the Council which included the following:

- Kentucky is on trajectory to meet its 2030 goal with an approximate 3% increase in graduation rate in a year.
- Emerging concerns from the listening tour include affordability (i.e., Perception – the belief that they can't go and Completion – the belief that they won't have the money to finish) and the social/emotional readiness to attend college.
- A goal is to increase the college-going rate of the traditional student up to 53.5% as well as increase the number of out-of-students that enroll in and complete that credentials at Kentucky institutions.

- The WorkReady Scholarship passed that allows up to 60 hours to be paid for in the 5 Big Areas (healthcare, advanced manufacturing, construction/trades, IT/business and logistics).
- Pension discussions are ongoing.
- More conversation is needed around how to put the “value” back in higher education.

APPROVAL OF MINUTES

The minutes from the October 22, 2018 and January 28, 2019 meeting were unable to be approved because there was not a quorum present.

REPORT FROM

Travis Powell provided an updated from the Council. In terms of accountability, the state is doing well but there is still more work to be done.

- The Council is being more creative with tuition models by looking at increasing the number of out-of-state students.
- The College Readiness Indicators for 2019 that determine institutional placement were adopted.
- Two new appointments to the CPE board: OJ Oleika and Dr. Brandon Wilson.
- Dr. Melissa Bell has been named the new Vice President for Academic Affairs.

DIVERSITY PLAN REVIEW TEAM REPORTS

Dr. Dawn Offutt and Travis Powell reviewed the reporting process and the review team leads discussed the preliminary scores of the institutions. Nine of the twenty-four institutions did not meet the minimum scored required for new program approval and have the option to submit revisions for reevaluation. In addition, the following concerns were noted:

- There needs to be a review of the difference between goals and strategies.
- Some institutions should considered condensing and/or revising strategies.
- The strategies need to be printed on the reporting tool.

NEXT MEETING:

The next regularly scheduled meeting will be hosted by the University of Louisville on June 24, 2019.

The meeting was adjourned at 3:21pm.

University of Louisville
Proposed Revisions to Strategies

Please note that there are two strategies that are no longer being implemented and, as required, we are seeking approval for the changes of those strategies.

- 1) ***Create student learning outcomes for advising (Advising Assessment Committee).*** - The Advising Assessment Committee has been retired and new initiatives around student learning outcomes are being developed within each academic unit advising structure.
- 2) ***Ensure that the Book-in-Common campus-wide reading is consistently diverse by authors and content*** - The Book-in-Common strategy was never fully implemented or successful so the program has been stopped.

While our institutional objectives/initiatives (see below) for the Diversity Plan remain unchanged, some of the strategies/action steps have shifted. Please see the amended strategies/action steps for the Murray State University Diversity Plan.

Institutional Initiatives

The institutional initiatives are organized in *Diversity Plan's* ("The Plan") under the three areas identified in the Statewide Diversity Plan: Opportunity, Success and Impact.

Opportunity – (Recruitment and Enrollment of Diverse Students and includes the Undergraduate and Graduate Student Enrollment components)

Initiative/Objective 1: Enhance strategically focused student recruitment and enrollment efforts

Success – (Student Progression & Success and includes the Student Retention 1st to 2nd year, Graduation Rates and Degrees Conferred components)

Initiative/Objective 2: Increase student retention and graduation rates

Impact – (Campus Climate, Inclusiveness and Cultural Competency and includes Workforce Diversity, Campus Climate and Inclusiveness and Cultural Competency components)

Initiative/Objective 3: Address the challenge of recruiting and retaining faculty and staff who are members of underrepresented groups

Amended Action Steps/Strategies for Murray State University's Diversity Plan

Consistent with the Spring 2019 MSU Diversity Plan feedback from the CEO Review Committee to condense and streamline the number of action steps/institutional strategies, please find the Action Step/Institutional Strategies (AS/IS) below submitted for revision or deletion as a result of content which reflected redundancies, lacked appropriate phrasing for effective assessment or measurement and/or posed institutional budgetary challenges:

CURRENT Action Steps/Institutional Strategies (AS/IS)	Page(s) of Diversity Plan	Category /Initiative O, S, I	REVISION Action Steps/Institutional Strategies (AS/IS)
<ul style="list-style-type: none"> Review annual programs of diversity offered at the University and create a plan which would increase this unit's visibility at those programs throughout the year 	(page 15-16)	O	<ul style="list-style-type: none"> Review annual programs of diversity offered at the University and create a plan which would increase this unit's visibility at those programs throughout the year; This AS/IS is addressed under another AS/IS to participate in diversity training offered at the University;

			redundant; DELETE
<ul style="list-style-type: none"> Survey other institutions that have identified a bridge from the Community College to the University 	(page 15-16)	○	<ul style="list-style-type: none"> Survey other institutions that have identified a bridge from the Community College to the University; This AS/IS is to be combined with the AS/IS "Establish a clearly defined pathway from the community college to the university." to be re-worded as: Survey other institutions with an established community college to university bridge program and establish a clearly-defined pathway from the community college to the university
<ul style="list-style-type: none"> Establish a clearly-defined pathway from the community college to the university 	(page 15-16)	○	<ul style="list-style-type: none"> Establish a clearly-defined pathway from the community college to the university; This AS/IS is to be combined with the AS/IS "Survey other institutions that have identified a bridge from the Community College to the University" to be re-worded as: Survey other institutions with an established community college to university bridge program and establish a clearly-defined pathway from the community college to the university
<ul style="list-style-type: none"> Increase the visibility of the minority graduate fellowship. 	(page 17)	○	<ul style="list-style-type: none"> Increase the visibility of the minority graduate fellowship. This AS/IS is redundant and refers to an existing goal: Establish a clearly-defined plan to centralize the graduate student recruitment effort of the institution
<ul style="list-style-type: none"> Establish a clearly-defined pathway for those business partnerships with employees who have undergraduate degrees and may be well poised for the graduate degree offerings 	(page 17)	○	<ul style="list-style-type: none"> Establish a clearly-defined pathway for those business partnerships with employees who have undergraduate degrees and may be well poised for the graduate degree offerings ; This AS/IS is redundant and refers to an existing goal: Increase marketing and

			recruitment for the Graduate degree and Certificate programs
· Establish a clearly-defined plan for sustained interest and enrollment of minority prospective students in graduate program	(page 17)	O	· Establish a clearly-defined plan for sustained interest and enrollment of minority prospective students in graduate program ; This AS/IS is redundant and refers to an existing goal: Establish a clearly-defined plan to centralize the graduate student recruitment effort of the institution
· Create a plan which identifies initiatives to recruit faculty and staff to assist with programs and activities	(page 18-23)	S	— Create a plan which identifies initiatives to recruit faculty and staff to assist with programs and activities in the Women's Center ; This AS/IS is redundant and refers to an existing goal: Continue to expand marketing efforts to raise awareness of and participation in Women's Center Programs and activities
· Create and execute a plan to expand information on the existing website to include diversity resources for employers which illustrate the diversity at the University	(page 18-23)	S	— Create and execute a plan to expand information on the existing website to include diversity resources for employers which illustrate the diversity at the University ; This AS/IS is redundant and refers to an existing goal: Create and execute a plan to expand information on the existing website (i.e. to include diversity resources for students to use in their job search efforts and illustrate diversity) for employers.
· Create and execute a plan to attract/recruit companies who are seeking to hire minorities to participate in campus career fairs	(page 18-23)	S	— Create and execute a plan to attract/recruit companies who are seeking to hire minorities to participate in campus career fairs ; This AS/IS is redundant and refers to an existing goal: Create and execute a plan to expand information on the existing website (i.e. to include diversity resources for students to use in their job search efforts and illustrate diversity) for employers.

<ul style="list-style-type: none"> · Create and execute a plan to recruit companies seeking to hire special population students to participate in campus career fairs 	(page 18-23)	S	<ul style="list-style-type: none"> · Create and execute a plan to recruit companies seeking to hire special population students to participate in campus career fairs; This AS/IS is redundant and refers to an existing goal: Create and execute a plan to expand information on the existing website (i.e. to include diversity resources for students to use in their job search efforts and illustrate diversity) for employers.
<ul style="list-style-type: none"> · Provide a workshop focused on graduate school and the application process once each semester for underrepresented minorities (i.e. Emerging Scholars Institute, etc.) 	(page 18-23)	S	<ul style="list-style-type: none"> · Provide a workshop focused on graduate school and the application process once each semester for underrepresented minorities (i.e. Emerging Scholars Institute, etc.); This AS/IS is redundant and refers to an existing goal:-Execute a plan to deliver educational sessions to minority students focused on topics of professionalism, digital citizenship, personal branding, different formats of interviewing (i.e. Skype, panel, traditional and screening, etc.) and diversity in a variety of modalities (face-to-face, YouTube, Skype, etc.)
<ul style="list-style-type: none"> · Evaluate the existing curriculum offerings focused on diversity by academic department to identify initiatives for needed curriculum changes 	(page 18-23)	S	<ul style="list-style-type: none"> · Evaluate the existing curriculum offerings focused on diversity by academic department to identify initiatives for needed curriculum changes; This AS/IS is redundant and refers to an existing goal: Continue to reflect on and modify as necessary MuSU's curriculum, pedagogy and research efforts to determine where additional inclusivity initiatives are needed
<ul style="list-style-type: none"> · Execute initiatives identified for curriculum changes 	(page 18-23)	S	<ul style="list-style-type: none"> · Execute initiatives identified for curriculum changes; This AS/IS is redundant and refers to an existing goal: Continue to reflect on and modify as necessary MuSU's curriculum, pedagogy and research efforts to determine where additional inclusivity initiatives are needed

<ul style="list-style-type: none"> Continue to employ retention alerts 	(page 18-23)	S	<ul style="list-style-type: none"> Continue to employ retention alerts; This AS/IS is redundant and refers to an existing goal: Evaluate the existing comprehensive retention plan to assess and address any revealed disparities
<ul style="list-style-type: none"> Execute the identified initiatives to address challenges faced by underrepresented students 	(page 23)	S	<ul style="list-style-type: none"> Execute the identified initiatives to address challenges faced by underrepresented students; This AS/IS is redundant and refers to an existing goal: Evaluate the existing comprehensive retention plan to assess and address any revealed disparities
<ul style="list-style-type: none"> Survey the existing underrepresented students to determine the advising support needs and establish degree completion initiatives 	(page 23)	S	<ul style="list-style-type: none"> Survey the existing underrepresented students to determine the advising support needs and establish degree completion initiatives; This AS/IS is redundant and refers to an existing goal: Evaluate the existing comprehensive retention plan to assess and address any revealed disparities
<ul style="list-style-type: none"> Implementation of best practices in selecting and hiring processes ; Ensure that at least 95% of Murray State University President's direct reports are exposed to the best practices in the promotion and selection of diversity in open searches and 95% of the direct reports who serve on a search committee successfully participate in and complete the Diversity Hiring module. 	(page 25-27)	I	<ul style="list-style-type: none"> Implementation of best practices in selecting and hiring processes ; This AS/IS is worded in a way which makes measurement difficult and the revision ensures that measurement can occur appropriately: Ensure that at least 95% of Murray State University President's direct reports are exposed to the best practices in the promotion and selection of diversity in open searches and 95% of the direct reports who serve on a search committee successfully participate in and complete the Diversity Hiring module.
<ul style="list-style-type: none"> Continue to monitor the success of efforts to create a diverse workforce 	(page 25-27)	I	<ul style="list-style-type: none"> Continue to monitor the success of efforts to create a diverse workforce; This AS/IS is redundant as it is among the foci of the entire plan.

<ul style="list-style-type: none"> Receive, review, and recommend for approval <i>Authorization to Interview Form</i> submissions and any justification requests for all external searches noting trends 	(page 25-27)	I	<ul style="list-style-type: none"> Receive, review, and recommend for approval <i>Authorization to Interview Form</i> submissions and any justification requests for all external searches noting trends; This AS/IS is redundant and already a part of our standard operating procedure.
<ul style="list-style-type: none"> Investigate where barriers may exist in terms of interviewing and hiring underrepresented populations and work with institution to determine where improvements can be made through process 	(page 25-27)	I	<ul style="list-style-type: none"> Investigate where barriers may exist in terms of interviewing and hiring underrepresented populations and work with institution to determine where improvements can be made through process; This AS/IS is redundant and already a part of our standard operating procedure.
<ul style="list-style-type: none"> Investigate where barriers may exist in terms of retaining underrepresented populations and work with institution to determine where improvements can be made through process 	(page 25-27)	I	<ul style="list-style-type: none"> Investigate where barriers may exist in terms of retaining underrepresented populations and work with institution to determine where improvements can be made through process; This AS/IS is redundant and already a part of our standard operating procedure.
<ul style="list-style-type: none"> Conduct an annual review of personnel policies and procedures regarding promotion, advancement, and disciplinary actions that could have an unintended negative impact on diversity initiatives 	(page 25-27)	I	<ul style="list-style-type: none"> Conduct an annual review of personnel policies and procedures regarding promotion, advancement, and disciplinary actions that could have an unintended negative impact on diversity initiatives; This AS/IS is redundant and already a part of our standard operating procedure.
<ul style="list-style-type: none"> Encourage participation in HR training programming for supervisor personnel for skill enhancement and track participation Redundant 	(page 25-27)	I	<ul style="list-style-type: none"> Encourage participation in HR training programming for supervisor personnel for skill enhancement and track participation; This AS/IS is redundant and contained in multiple AS/IS items throughout the document.
<ul style="list-style-type: none"> Include as a part of the performance evaluation for all direct reports feedback about their progress toward an inclusive climate within the division and require an action step to address development needs 	(page 25-27)	I	<ul style="list-style-type: none"> Include as a part of the performance evaluation for all direct reports feedback about their progress toward an inclusive climate within the division and require an action step to address development needs; This AS/IS is redundant and

			contained in multiple AS/IS items throughout the document.
· Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills as time and budget permits	(page 25-27)	I	Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills as time and budget permits: This AS/IS is redundant and contained in multiple AS/IS items throughout the document.

2018-2019 Proposed Strategies for Southeast Community & Technical College

2017-2018 Opportunity Strategies:

#1 - Develop targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from underrepresented groups.

#2 - Include a focus on diversity when building and strengthening university partnerships— alumni, business, community and government—to enhance diversity initiatives.

#3 - Promote, and support a culture of higher education in the College’s service area through outreach and recruiting activities.

#4 - Marketing and Public Relations Office is designed to support the mission by enhancing public awareness and participation in college programs, services, and activities.

Revised Opportunity Strategies for 2018-2019

1. SKCTC will increase underrepresented groups, both traditional and non-traditional by building pipelines and committing key personnel to recruit students.
2. SKCTC will review the admission process in Student Services for barriers and recruit URM students in programs and organizations.
3. SKCTC will promote and support outreach and recruiting activities through marketing and public relations to increase public awareness and participation in college programs, services, and activities.

Justification for change:

1. Southeast reworded the strategy to obtain additional and sufficient data in URM groups.
2. Southeast deleted this strategy for 2018-2019. The strategy did not provide sufficient data in meeting the opportunity strategy to increase URM enrollment.
3. Southeast combined 2017-2018 Opportunity strategies #3 and #4 into a new strategy for 2018-2019. The Marketing and Public Relations Office is essential in outreach and recruiting activities.
4. Southeast added a new Opportunity strategy for 2018-2019 (see #2). It is essential that the first step of a student’s academic journey is easy to navigate (application process, financial aid, business office, etc). Once that student is enrolled then the Admissions Office can assist URM students to activities to enhance their college experience.

2017-2018 Success Strategies:

#5 - Improve faculty-student engagement and feedback regarding classroom progress is to utilize Starfish software.

#6 - Provide support, assistance, guidance, and resources for potential students to meet their higher education needs. This would include tables and charts for URM (underrepresented minorities and plans to be aggressive to increase our URM enrollment, graduation and retention rates).

#7 - Develop a campus environment where students can successfully complete their academic, transfer, and career goals that lead to successful completion of their academic program/certificate/diploma or transfer to another institution.

#8 - Faculty build a sense of community in and out of the classroom.

Revised Success Strategies for 2018-2019

4. SKCTC will increase faculty-student engagement, utilizing Starfish and Civitas Illume to increase student feedback on their classroom progress.
5. SKCTC will promote a campus environment to provide student support, assistance, guidance, and resources so they can successfully complete their academic, transfer, and/ or career goals.
6. SKCTC faculty will build a sense of community and culture in and out of the classroom.
7. SKCTC will develop a campus environment where URM and LI students can successfully complete their academic, transfer, career goals that lead to successful completion of their academic program/certificate/diploma or transfer to another institution.

Justification for change:

5. Southeast changed the wording and expanded to include various forms of technology to assist URM students instead of limiting to just Starfish.
6. Southeast combined 2017-2018 strategies # 6 & #7 into one new strategy #5 for the 2018-2019 strategies. This combination was a result of being redundant in reporting.
7. No change to strategy #8.
8. Southeast added a new strategy for 2018-2019, #7. This addition is important in analyzing data and reporting to ensure URM and LI students successfully graduate or transfer.

2017-2018 Impact Strategies:

- #9** - Increase the representation of minorities on campus and to remove barriers to their participation.
- #10** - Develop position descriptions and qualifying criteria that highlight a commitment to diversity, and interview questions and assessment instruments that evaluate candidates' commitment to and experience with diversity and inclusion.
- #11** - Promote equity and inclusion and monitor the campus and community environment.
- #12** - Train faculty to infuse culture in the curriculum.
- #13** - Provide cross-cultural coaching and awareness in faculty development workshops, employee orientation and professional development programs to increase retention by developing a diversity-friendly culture.
- #14** - Make attendance at annual diversity professional development seminars and workshops part of annual staff performance reviews.
- #15** - Conduct climate surveys and exit interviews for faculty and staff.

Revised Impact Strategies for 2018-2019

- 8. SKCTC will increase the representation of minorities on campus through community engagement activities.
- 9. SKCTC will develop position descriptions and qualifying criteria that highlight a commitment to diversity. The College will incorporate interview questions, which evaluate candidates' commitment to and experience with diversity and inclusion.
- 10. SKCTC will utilize the climate survey and cultural competency survey to promote equity and inclusion and monitor the campus and community environment.
- 11. SKCTC will provide cross-cultural coaching and awareness in faculty development workshops, employee orientation and professional development programs to develop a diversity-friendly culture, as well as encourage attendance at diversity professional development seminars and conferences provided by other colleges and organizations.
- 12. SKCTC will evaluate exit interviews for faculty, staff, and graduates, when available.

Justification for change:

- 9. Southeast changed the wording of the strategy to obtain essential data.
- 10. Southeast changed the wording to improve sentence structure and removed “assessment instruments” due to lack of obtainable data.
- 11. Southeast reworded strategy to illustrate how the data would be obtained.
- 12. Southeast deleted 2017-2018 strategy #12 due to repetition. The data collected is more apparent in the 2018-2019 Success Strategy #6.
- 13. Southeast reworded strategy to improve data collection and removed “increased retention” due to lack of connection to provide evidence of data.
- 14. Southeast combined 2017-2018 strategies #13 & #14 for the 2018-2019 year. In addition, removed the section of required attendance a part of the staff PPE—this data was unable to obtain through HR.
- 15. Southeast reworded strategy and removed “climate surveys” since the climate surveys will be addressed in the 2018-2019 strategy #10.

HCTC Diversity Plan 2018-2019 Proposed Strategy Changes

Submitted for Approval to
Council of Postsecondary Education
3/22/19

HCTC is requesting approval for five changes to its Diversity Plan. As the Plan had been worked throughout the 2018-2019 academic year, it became apparent that some changes would enhance the efficacy of the Plan. This again was demonstrated during the recent assessment process.

Each section sets forth the current strategy, the rationale for change, and the proposed change. At the end of the document is a listing of all HCTC Diversity Plan strategies, assuming all the proposed changes are accepted and approved. The strategies also are renumbered to reflect the revisions.

REQUESTED CHANGE # 1:

Current Success #7: HCTC will, as part of the work of the Retention Services Unit, identify a core group of Student Services personnel to serve as "points of contact" for first-time, credential-seeking students.

Rationale for Change: HCTC proposes to eliminate, Success #7. HCTC, Retention Services, discontinued the "points of contact" initiative. However, the tactic will be subsumed in Success #9. A collective effort from assigned advisors will help to establish relationships with all students earlier in the semester, addressing issues from the "point of contact" initiative.

Proposed Success #9: HCTC will foster personal, interactive relationships between advisors and their advisees. (Deletes Success #7 (renumbered))

REQUESTED CHANGE # 2:

Current Success #12: HCTC will ensure that 100% of first-time, full-time, credential-seeking students have an individual completion plan (ICP) in place by the end of their first semester of enrollment beginning in Fall 2017.

Current Success #13: The Diversity Plan Lead will coordinate with academic advisors to ensure that 100% of URM students identify clear pathways of study through completion of an individual completion plan.

Rationale for Change: HCTC proposes to combine strategies, Success #12 and Success #13. Success #12 is the overarching goal and the Success #13 was intended to be a tactic for Success #12. Although advisors have primary responsibility to ensure completion of students' graduation plans, the Director of Cultural Diversity will follow up with URM students to ensure their ICPs (graduation plans) are completed. (The terminology changed from individual completion plan to graduation plan due to a change in the SEM Plan.)

Proposed Success # 12: HCTC will ensure that 100% of first-time, full-time, credential-seeking students have a Graduation Plan in place by the end of their first semester of enrollment. (Deletes Success # 13)

REQUESTED CHANGE # 3:

Current Impact #14: HCTC will enhance existing recruitment processes, such as advertising with publications who have additional affirmative action databases and in regional media such as the Louisville Defender and the American Baptist newsletter, and the use of the KCTCS Fellows Program.

Current Impact #16: HCTC will provide training to 100% of HR staff on diverse recruitment methods through conferences, workshops, and/or webinars.

Rationale for Change: HCTC proposes to combine strategies, Impact #14 and Impact #16. HCTC understands that certain resources change throughout the years; therefore, it would be in the best interest of institution to not limit itself to particular resources and to incorporate a process that allows the institution to access a variety of resources. It is a matter of practice that HR staff stay abreast of any new recruitment avenues which are referred to in Impact #14. Therefore, if any new recruitment avenues are available we will utilize them and report the outcomes in Impact #14.

Proposed Impact # 14 - HCTC will continue existing recruitment processes, such as advertising in publications which have additional affirmative action databases, in regional media, and through the KCTCS Fellows Program.

REQUESTED CHANGE # 4:

Current Impact #15: HCTC will educate 100% of search committee members regarding implicit biases.

Rationale for Change: HCTC proposes to revamp strategy Impact #15 to better describe the intent of the strategy, because although HCTC can provide 100% of the search committee members with training regarding implicit biases, it cannot guarantee that 100% of the selection committee will fully comprehend the concept and adjust their behavior accordingly. However, HCTC can provide awareness training and will be able to measure how many of the selection committee members are trained.

Proposed Impact # 15: HCTC will provide awareness training regarding implicit biases to 100% of search committee members.

REQUESTED CHANGE # 5:

Current Impact #17: HCTC will provide funding towards annual professional development related to cultural competence, equity and inclusion.

Current Impact #18: HCTC will provide \$3,000 annually in professional development funds for faculty and staff to attend conferences on equity and inclusion.

Current Impact #23: HCTC will provide an additional \$3,000 annually in professional development funds for faculty and staff to attend conferences on cultural competencies.

Rationale for Change: HCTC proposes to combine Impact #17, Impact #18, and Impact #23. The strategies are focused on professional development, but separately, one targets *equity and inclusion* and the other, *cultural competence*. However, HCTC recognizes that there is not much differentiation among the two goals, and therefore, proposes to combine the three strategies, to more effectively attain and measure this goal.

Proposed Impact # 17: HCTC will provide annual training and professional development related to cultural competence, equity, and inclusion.

Listing of HCTC Diversity Plan Strategies (Renumbered to Incorporate Requested Revisions)

Opportunity #1: Hazard Community and Technical College (HCTC) will commit key personnel to work specifically in recruiting students from diverse backgrounds, both traditional and non-traditional. – *No Change*

Opportunity #2: HCTC will review the admissions process for barriers. – *No Change*

Opportunity #3: HCTC will develop and implement a Minority Mentorship and Leadership Program at local high schools. – *No Change*

Success #4: HCTC will conduct orientation sessions. – *No Change*

Success #5: HCTC will develop and implement a Multicultural Student Leadership Program for credential-seeking students. – *No Change*

Success #6: HCTC will recruit underrepresented minority and low-income/PELL recipient students to the President's Student Ambassadors. – *No Change*

Success #7: HCTC will implement a mandatory First Year Experience 105 (FYE), Achieving Academic Success course for first-time, full-time Associate of Arts (AA), Associate of Science (AS), and Undecided students. – *Renumbered due to change in Success #7*

Success #8: HCTC will foster personal, interactive relationships between advisors and their advisees. – *Renumbered due to change in Success #7*

Success #9: In collaboration with the assigned advisor, the Diversity Plan Lead/Director of Cultural Diversity will conduct outreach to URM students throughout the semester to facilitate student success. – *Renumbered due to change in Success #7*

Success #10: HCTC advisors will provide additional interventions for students who have less than 2.0 grade point average. – *Renumbered due to change in Success #7*

Success # 11: HCTC will ensure that 100% of first-time, full-time, credential-seeking students have a Graduation Plan in place by the end of their first semester of enrollment. – *Revised and combined Current Success # 12 and # 13; Renumbered due to change in Success #7*

Impact #12: HCTC will enhance current recruitment processes, such as advertising in publications which have additional affirmative action databases and in regional media and through the KCTCS Fellows Program. – *Renumbered due to change in Success #7 and #13; Revised Current Impact # 14 and Eliminates Impact #16*

Impact # 13: HCTC will provide awareness training regarding implicit biases to 100% of search committee members. – *Revised Current Impact # 15; Renumbered due to changes*

Impact # 14: HCTC will provide annual training and professional development related to cultural competence, equity, and inclusion. *Revised and combined Impact # 17, # 18, and # 23; Renumbered due to changes*

Impact # 15: HCTC will select a team annually to focus on the campus culture and climate (Campus Environment Team). – *Formerly Impact # 19; Renumbered due to changes*

Impact #16: HCTC will administer a biennial (beginning Spring 2018) campus culture and climate survey to students, faculty, and staff. – *Formerly Impact # 20; Renumbered due to changes*

Impact #17: HCTC will include cultural experience questions on the Program Satisfaction Survey for Graduates. – *Formerly Impact # 21; Renumbered due to changes*

Impact #18: HCTC will administer a Cultural Competency Survey in Fall 2018 to all students and employees. *Formerly Impact # 22; Renumbered due to changes*

OWENSBORO COMMUNITY AND TECHNICAL COLLEGE PROPOSED STRATEGY CHANGES

Current Diversity Strategy #7

#7 - Review and Revise the joint admissions process with WKU to alleviate barriers that may hinder students following through with plans to transfer.

Proposed Diversity Strategy #7

#7 – Alleviate barriers that may hinder URM following through with plans to transfer.

JUSTIFICATION: The Office for Diversity plans to work with OCTC’s transfer coordinator to provide opportunities for URM to meet with representatives from four-year institutions, including Kentucky State University. These meetings will help familiarize students with the transfer process and allow them to begin planning for the financial commitment required to attend these institutions.

Current Diversity Strategy #15

#15- Attend Southern Regional Education Board (SREB) events to recruit minority faculty members.

Proposed Diversity Strategy #15

#15- Attend Kentucky Association of Blacks in Higher Education (KABHE) conference to identify ways to increase the persistence and retention of URM.

JUSTIFICATION: Each year at the annual conference, KABHE offers sessions outlining ways to retain students that have a higher risk of not completing their intended credentials. The Office for Diversity will attend this conference in hopes of identifying strategies to increase the retention, persistence, and completion of URMs.

Current Diversity Strategy #17

#17- Reach out to potential URM hires utilizing the Louisville Defender and American Baptist.

Proposed Diversity Strategy #17

#17- Increase the enrollment of URM in high-wage/high-demand technical programs.

JUSTIFICATION: The Office for Diversity will seek out organizations and initiatives that specialize in recruiting and strategically bringing awareness to high-demand technical programs and careers in these fields. For example, OCTC currently has a grant from the Alcoa Foundation, which is designed to recruit URM to courses in advanced manufacturing. Through this grant, the Office for Diversity works with college and career readiness coordinators at local high schools to identify URMs who may be interested in a career in high-wage/high-demand technical programs and careers. These students attend classes on OCTC’s campus and participate in hands-on training in the college’s simulation labs.