KY COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES

June 28, 2021 – 1:00 p.m. ET
Virtual Meeting
Livestream: https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort

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I.   Call to Order

II.   Roll Call

III. Welcome and CPE Updates

IV.   Approval of Minutes   *(Jan. 25, 2021 & Apr. 26, 2021)*

V.   Revisions to Institutional Strategies
      A.   Big Sandy Community & Technical College
      B.   Hazard Community & Technical College
      C.   Jefferson Community & Technical College
      D.   Morehead State University
      E.   University of Louisville
      F.   Western Kentucky University

VI.   Other Business
      A.   High Impact Practices
      B.   Cultural Competence Update & Next Steps
      C.   Meeting Dates for 2021-2022

VII. Adjournment
Next meeting: October 25, 2021

DRAFT MINUTES
Council on Postsecondary Education

Type: Committee on Equal Opportunities
Date: January 25, 2021
Time: 1:00 p.m. ET
Location: Virtual Meeting – Committee member by ZOOM teleconference. Public
            viewing at: https://youtu.be/iMRT0w0LTDg

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities met Monday, January 25, 2021, at 1:00 p.m.,
ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance
and Administration Cabinet dated March 16, 2020, and in an effort to prevent the
spread of Novel Coronavirus (COVID-19), the Committee met utilizing a video
teleconference. Members of the public were invited to view the meeting virtually on the
CPE YouTube page: https://youtu.be/iMRT0w0LTDg. Committee Chair Robert H.
Staat presided.

ATTENDANCE

Members attended: Whitney Allen, Deborah Aparicio, David Carpenter, Alfonso De
Torres Nuñez, Rochelle Brown, Colby Birkes, Kim Halbauer, Robert Croft, Luv'Tesha
Robertson, and Robert Staat.

Members not in attendance: Terrance Sullivan

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

INTRODUCTIONS

Dr. Staat welcomed Dr. Rochelle Brown and Terrance Sullivan as the new members
on the committee. Dr. Brown is the medical director of medical appeals at United
Health Care. Mr. Sullivan is the Executive Director of the Kentucky Commission on
Human Rights.

UPDATE FROM ASHLAND COMMUNITY & TECHNICAL COLLEGE (ACTC)

Dr. Larry Ferguson, president of ACTC, provided welcome remarks and an overview on the State of Diversity, Equity and Inclusion at their institution. Several employees provided an in depth presentation on ACTC's diversity initiatives:

- Steve Woodburn, ACTC's Dean of Student Success and Enrollment Services, presented on the demographics of ACTC and the importance of closing the achievement gap.
- Al Baker, ACTC's Director of Cultural Diversity, spoke about the best practices that were implemented at ACTC.
- Additional employees discussed hiring and academic efforts at ACTC.

Committee members asked a number of questions regarding intellectual diversity, future diversity plans, different types of diversity outside of the classroom, LGBTQ services on the campus of ACTC, international students and opportunity and access with ACTC's K-12 partners, and integration of veterans.

APPROVAL OF THE MINUTES

The minutes of the October 26, 2020 meeting were approved as presented.

COMMENTS FROM CPE PRESIDENT AARON THOMPSON

Dr. Aaron Thompson, president of the Council on Postsecondary Education spoke about the progress towards the 60x30 education attainment goal. Overall credentials and attainment increased for underrepresented minority students. Currently, Kentucky has the lowest tuition rate in its history. Dr. Thompson mentioned that the development of the next strategic agenda is coming up soon and that the Commonwealth Education Continuum is in the process of starting its work. He also mentioned filed legislation that the Council is monitoring.

REVIEW OF THE EVALUATION PROCESS

Mr. Muff provided an Overview of the Scoring process that the committee will undertake during the upcoming review process. He reminded members that the reports from the Institutions are due on March 1, 2021.

UPDATE FROM DIVERSITY EQUITY AND INCLUSION

Dr. Dawn Offutt, CPE's Director of Diversity, Equity, and Inclusion, discussed the Cultural Competence Certification Framework, including the implementation plan as well as the development of potential micro credentials associated with completion of the program.

ADJOURNMENT

The Committee adjourned at 2:53 P.M. ET

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

DRAFT MINUTES
Council on Postsecondary Education

Type: Committee on Equal Opportunities
Date: April 26, 2021
Time: 1:00 p.m. ET
Location: Virtual Meeting – Committee member by ZOOM teleconference. Public
            viewing at: https://youtu.be/zw3aV1lKQxk

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities met Monday, April 26, 2021, at 1:00 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the Committee met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: https://youtu.be/zw3aV1lKQxk. Committee Chair Robert H. Staat presided.

ATTENDANCE

Members attended: Whitney Allen, David Carpenter, Alfonso De Torres Nuñez, Rochelle Brown, Terrance Sullivan, and Robert Staat.

Members not in attendance: Deborah Aparicio, Colby Birkes, Robert Croft, and Luv'Tesha Robertson

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

UPDATE FROM CPE PRESIDENT AARON THOMPSON

Dr. Aaron Thompson, CPE president welcomed new Council member Doris Thomas to the meeting. He also provided the following updates on the 2021 legislative session, the development of the next statewide strategic agenda and the beginning work of the new Commonwealth Education Continuum. He also discussed the overall statewide progress in Kentucky's institutions to close gaps in URM enrollment, retention, and graduation.

CULTURAL COMPETENCE CERTIFICATE UPDATE

Dr. Dawn Offutt, CPE'S Director of Initiatives for Diversity, Equity, & Inclusion, provided updates in regards to the Cultural Competence Certification Process. The framework is developed as a neutral and independent third-party verification; to be consistent, current and portable; and to position Kentucky as leader in cultural competence. It is based on the A4 Model of Cultural Competence: Awareness, Acknowledgement, Acceptance, and Action. Dr. Offutt provided details regarding the development of the certification process.

OVERVIEW OF THE SCORING PROCESS

Mr. Travis Powell, CPE's Vice President and General Counsel, and Dr. Deverin Muff, CPE Associate, talked about the scoring process and the overall results of the diversity reporting process.

Per the process, each of the institution's submitted an annual report and scoring teams formed from members of the Committee on Equal Opportunities and CPE staff reviewed those reports and scored them accordingly. At the meeting, each reporting team lead reported on the results of their diversity reports.

ADJOURNMENT

The Committee adjourned at 2:40 P.M. ET

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

Big Sandy Community & Technical College
Diversity, Equity, and Inclusion Strategy Revision Request

Big Sandy Community & Technical College is requesting to move forward with the following proposed strategies: We propose to reduce the total number of strategies from 17 to 10 to focus intently on effective implementation of strategies that yield positive results.
List all of your current strategies as of the 19-20 reporting year below

Opportunity:
1. Implement usage of Radius Software to identify and track potential URM students within geographical area.
2. Develop and promote scholarships specifically for Black/African American and Latino/Hispanic students.
3. Utilization of minority recruiter.
4. Partner with public secondary schools within the BSCTC five-county service area to host events showcasing BSCTC academic programs, financial aid, and support services. Also encourage local public schools to participate in college diversity events.
5. Create a specialized learning community to encourage math non-completers in the cohort who have stopped-out to re-enroll.
6. Increase Ready to Work (RTW) program participation.
7. Develop close/inter-connective groups of cross-cultural leaders/students for the purpose forming and sustaining a more equitable community.

Success:
8. Establish an at-risk advising process to facilitate student success.
9. Track academic progress through development of student cohorts.
10. Embed diversity module within the First Year Experience course.
11. Provide scholarship funding for students' emergency needs.
12. Provide financial and advisory support for student and staff-initiated conferences, projects, and events focused on equity, inclusion, and diversity.

Impact:
13. Increase advertising in such nationally known employment sites as Higher Ed Jobs by submitting all regular, full-time positions (including staff) to the national sites. National advertising in 2018-2019 was only utilized for administrative and faculty positions, not staff positions.
14. Hire temporary part-time staff and adjunct faculty minority positions in an effort to "grow from within" to begin training minorities to better qualify for regular, full-time positions in the future as the need and funding becomes available.
15. Develop an annual Multicultural College Fair.
16. Create a diversity award for faculty and staff who best promote diversity efforts.
17. Implement best practices in equality, inclusion, and diversity on campus and in the classroom by facilitating cross cultural interactions amongst students through the utilization of THRT (Truth, Racial Healing & Transformation Campus Center) and the Student 45 college events.

Please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

Opportunity		
Current Strategy (old strategy, combined strategies, etc.)	**Proposed Strategy #1 (the new proposed strategy will go in this section)**	**Justification (the reasoning behind changing the strategy)**
Current Strategy	**Proposed Strategy #2**	**Justification**
1. Implement usage of Radius Software to identify and track potential URM students within geographical area.	1. Use Radius Software to identify and follow up with URM students who have applied for admission.	We propose clearer language to guide actions.
2. Develop and promote scholarships specifically for Black/African American and Latino/Hispanic students.	2. Develop one new scholarship specifically for Hispanic/Latinx students.	We propose to separate the former strategy to provide focus for our actions for both Black/African American and Hispanic Latinx students.
	3. Promote John T. Smith scholarship to Black/African American students.	We propose to separate the former strategy to provide focus for our actions for both Black/African American and Hispanic Latinx students.
3. Utilization of minority recruiter.	Combined with Strategy #1, #2,#3, #4 and #6.	This strategy has been implemented and is now a regular practice. The college's minority recruiter's personal outreach has been instrumental in the enrollment of diverse students as noted in our last report. The position and activities are ongoing and will be reported under proposed Strategy 1, 2, 3, 4 and 6.
4. Partner with public secondary schools within the BSCTC five-county service area to host events showcasing BSCTC academic programs, financial aid, and support services. Also encourage local public schools to participate in college diversity events.	4. Host Financial Aid events at regional public secondary schools focused on Financial Aid, assisting URM and LIS students to complete FAFSA.	This revision focuses our efforts on activity that better serves the population we are seeking to support.
5. Create a specialized learning community to encourage math non-completers in the cohort who have stopped-out to re-enroll.	eliminate	We no longer plan to pursue this strategy. The college is seeing greater success in its co-requisite model of mathematics instruction. The numbers of students who fall into groups that could be organized as learning communities are small and not conducive to schedule effectively for students across the multiple campuses of the college.
6. Increase Ready to Work (RTW) program participation.	5. Improve the success of Ready to Work participants by requiring	This revision builds on the increased number of participants by supporting their success. It will move into the Success category.

	specialized study skill sessions and other supports.	
7. Develop close/inter-connective groups of cross-cultural leaders/students for the purpose forming and sustaining a more equitable community.	eliminate	We have subsumed this strategy into other actions within the college as part of the development of the college's new Strategic Plan. As we implement the Strategic Plan, we will develop a clearer strategy to include in the Diversity Plan that has clearer, better defined outcomes that may be measured for reporting purposes. As it currently is written here, this strategy is ill-defined, and we are unable to report on it. We request that it be eliminated.
Success		
Current Strategy		**Proposed**
8. Establish an at-risk advising process to facilitate student success.	6. Establish specialized advising process for URM students to increase retention and completion.	This revision more clearly focuses on URM students' academic progress.
	7. Develop mentorship program in which URM students are assigned a mentor from staff or faculty.	This is a new strategy to support URM student success, especially in creating a sense of belonging.
9. Track academic progress through development of student cohorts.	Combined with Strategy #6	This strategy has been implemented and is a regular activity of the minority recruiter who monitors student progress. The activity of tracking will be a part of the advising process of the proposed Strategy #6.
10. Embed diversity module within the First Year Experience course.	Combined with Strategy #13	We have moved this strategy to proposed #13 in the Impact area and provided greater clarity.
11. Provide scholarship funding for students' emergency needs.	8. Provide funding for students' emergency needs.	This revision acknowledges the broader sources of funding that is used to support emergency need.
12. Provide financial and advisory support for student and staff-initiated conferences, projects, and events focused on equity, inclusion, and diversity.	Combined with Strategies #8, #11 and #12	This breaks apart the various pieces of this strategy for improved focus in implementation.
Impact		
Current Strategy	**Proposed Strategy #4**	**Justification for Revision**
13. Increase advertising in such nationally known employment sites as Higher Ed Jobs by submitting all regular, full-time positions (including staff) to the national sites. National	9. Invest in advertising in employment sites that target minority educational professionals to increase the pool of applicants.	This revision refines the strategy to focus on publications that may yield diverse applicants

3

9

advertising in 2018-2019 was only utilized for administrative and faculty positions, not staff positions.		
	10. Implement unconscious or implicit bias training for search committee members.	This is a new strategy.
14. Hire temporary part-time staff and adjunct faculty minority positions in an effort to "grow from within" to begin training minorities to better qualify for regular, full-time positions in the future as the need and funding becomes available.	eliminate	We are no longer pursuing this strategy. We do not have the capacity at this time to give this strategy the time and attention that it needs to be successful in our market characterized by extremely limited pools of populations that qualify as URM.
15. Develop an annual Multicultural College Fair.	11. Reassess and revise the college's annual Multicultural Day.	Given the events of the past year it is timely that we examine the intended outcomes for our Multicultural Day and ensure we are providing relevant engagement.
16. Create a diversity award for faculty and staff who best promote diversity efforts.	12. Recognize faculty and staff who best promote diversity efforts in the classroom or college community.	The award has been created and has been awarded. This revision pushes us to publicly recognize nominees and awardees. This will serve to inspire and encourage others to consider what they could do in this arena.
17. Implement best practices in equality, inclusion, and diversity on campus and in the classroom by facilitating cross cultural interactions amongst students through the utilization of THRT (Truth, Racial Healing & Transformation Campus Center) and the Student45 college events.	13. Embed TRHT Rx Racial Healing Circles as part of a diversity module within the First Year Experience course.	This revision focuses the college on the implementation of the Rx Healing Circles at scale.
	14. Identify a space dedicated to conducting our Rx Racial Healing Circles for the TRHT Center.	This new strategy will ensure that the Rx Healing Circles can be implemented at scale appropriately. As we implement Healing Circles as part of all FYE Courses, it is important that the activity be scheduled into a conducive setting for intimate and open discussion rather than the classroom used for everyday conduct of the course.

Hazard Community and Technical College
Diversity, Equity, and Inclusion Strategy Revision Request
for Academic Year 2021-2022

Hazard Community and Technical College (HCTC) is requesting to move forward with the following proposed strategies:
==List all your current strategies as of the 2019-2020 reporting year below.==

Opportunity:
1. HCTC will commit key personnel to work specifically in recruiting students from diverse backgrounds, both traditional and non-traditional.
2. HCTC will review the admissions process for barriers.
3. HCTC will develop and implement a Multicultural leadership Council Program at local high schools.

Success:
4. HCTC will recruit underrepresented minority and low-income/PELL recipient students to the President's Student Ambassadors.
5. HCTC will continue to implement a mandatory First Year Experience 105 Achieving Academic Success course for first-time, full-time Associate in Arts (AA), Associate in Science (AS), and Undecided students.
6. In collaboration with the assigned advisor, the Office of Equity and Inclusion will conduct outreach to URM students throughout the semester to facilitate student success.
7. HCTC advisors will provide additional interventions for students who have less than a 2.0 grade point average.
8. HCTC will ensure that 100% of first-time, full-time, credential-seeking students have a Graduation Plan.

Impact:
9. HCTC will utilize employee recruitment and search process best practices, including utilizing effective existing processes, incorporating new recruitment avenues as they become available, and providing implicit biases awareness training to 100% of search committee members.
10. HCTC will select a team annually to focus on the campus culture and climate (known at HCTC as the Equity and Inclusion Team).
11. HCTC will include cultural experience questions on the Program Satisfaction Survey for Graduates
12. HCTC will administer a Cultural Competency Survey in the Spring semester to all students and employees.
13. HCTC will budget for and provide annual training and professional development related to cultural competence, equity, and inclusion.

Hazard Community and Technical College
Diversity, Equity, and Inclusion Strategy Revision Request for Academic Year 2021-2022

Please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

Opportunity		
Current Strategy (old strategy, combined strategies, etc.)	**Proposed Strategy #1 (the new proposed strategy will go in this section)**	**Justification (the reasoning behind changing the strategy)**
CHCTC will commit key personnel to work specifically in recruiting students from diverse backgrounds, both traditional and non-traditional.	Delete this strategy	HCTC wishes to delete this strategy. The key personnel dedicated to work in recruiting diverse students are noted within the other twelve strategies in HCTC's Diversity Plan. These key personnel are identified as the Director of Cultural Diversity, Director of Admissions, Executive Director of University Center of the Mountains, and Coordinator of Dual Credit. Their activities are described in detail within the other twelve strategies, as applicable. Additionally, HCTC staff from the Admissions Office, the Office of Equity and Inclusion, Upward Bound Math and Science, the Dual Credit Office, the Integrated Marketing Team, and the Recruitment and Retention Team supported the goals of the Diversity Plan. Also, Kentucky Skills U personnel, located on the HCTC campuses, collaborated with HCTC staff and provided assistance in Diversity Plan strategy implementation. As stated, the activities of the key and supporting personnel are documented within the annual assessment report. Therefore, Strategy 1 becomes a repeat of much of the information in the other strategies and is redundant. HCTC did not report on this strategy in the 2019-2020 assessment report. Additionally, it is anticipated that HCTC again will not report on this strategy in the 2020-2021 assessment report as that information will be contained within the body of the assessment report. Thus, we request Strategy 1 be deleted from the list of HCTC approved strategies.

Current Strategy	Proposed Strategy #2	Justification

Success

Current Strategy	Proposed Strategy #3	Justification for Revision

Impact

Current Strategy	Proposed Strategy #4	Justification for Revision

Jefferson Community and Technical College
Diversity, Equity, and Inclusion Strategy Revision Request

Jefferson Community and Technical College is requesting to move forward with the following proposed strategies:
<mark>List all of your current strategies as of the 19-20 reporting year below</mark>

Opportunity:
1. Increase Hispanic student outreach.
2.
3.

Success:
1. Develop implementation plan for Inclusive, Intersectional Instruction (I3), a structured faculty professional development program focused on culturally-responsive and culturally-mediated methods of instruction.
2. Provide programming and campus activities that foster a welcoming environment.
3. Maintain and enhance strategies to increase success of African-American students.
4. Strengthen partnerships with community groups who can assist students with non-academic issues that are barriers to success.

Impact:

1. Increase URM faculty to be more representative of the student population.

1

Please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

Opportunity		
Current Strategy (old strategy, combined strategies, etc.)	Proposed Strategy #1 (the new proposed strategy will go in this section)	Justification (the reasoning behind changing the strategy)
Current Strategy	Proposed Strategy #2	Justification
Success		
Current Strategy	Proposed Strategy #3	Justification for Revision
Impact		
Current Strategy	Proposed Strategy #4	Justification for Revision
	Kick-off the Inclusive Excellence Initiative.	We are requesting to add this strategy to include the process and what we learned through our Inclusive Excellence Initiative, which is a diversity, equity, and inclusion cultural audit conducted by external consultants.

2

16

MOREHEAD STATE UNIVERSITY
Diversity, Equity, and Inclusion Strategy Revision Request

(Morehead State University) is requesting to move forward with the following proposed strategies:

Current strategies as of the 19-20 reporting year below:

Opportunity:
1. Develop and implement an array of marketing and recruitment actions that will result in an increase in the enrollment of diverse student populations.
2. Implement an international student recruitment plan.

Success:
3. Utilize high impact practices and other evidence-based strategies to support student success and retention for African American, Hispanic, LI and URM students.
4. Utilize the Dedicated to Retention, Education and Academic Success program to support the attainment of educational goals and academic success of participating students through mentorship and encouraging retention efforts through intentional programming and campus involvement.

Impact:
5. Continue the use of strategic recruitment and retention strategies to increase representation of diverse faculty, professional staff and administrators through strategic recruitment and retention efforts.
6. Explore contracting with an agency specializing in multicultural work to conduct a training of trainers which will result in a team of faculty, staff, and students who are prepared to facilitate discussions related to cultural competence and inclusive excellence throughout MSUs campus.
7. Utilize the 2018 National Survey of Student Engagement data related to campus environment as well as the student comments section to establish a baseline of campus perceptions of inclusion, equity, diversity and cultural competence at MSU and use this information to guide the creation of a campus climate survey.

Please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

Opportunity		
Current Strategy (old strategy, combined strategies, etc.)	Proposed Strategy #1 (the new proposed strategy will go in this section)	Justification (the reasoning behind changing the strategy)
1. Develop and implement an array of marketing and recruitment actions that will result in an increase in the enrollment of diverse student populations. 2. Implement an international student recruitment plan.	Expand the involvement of, set accountability standards for, and reward excellence by faculty and staff in the student in the student recruitment process.	The diversity plan, in its current form, was developed under former University administration and former employees. While that plan does include some strategies that relate tangentially to our Strategic Plan, it is our belief that the diversity plan would be more effective if in complete alignment. Additionally, the reporting process for the diversity plan will be incorporated into the reporting process currently used for the Strategic Plan through our Office of Planning, Performance and Effectiveness. We plan to implement quarterly reporting instead of annual reporting, which will give us the ability to quickly identify and address areas of concern/need. Finally, we have created a new position, the Assistant Chief Diversity Officer for Student Activities, who will assist in leading the implementation of these action steps. It is our belief that recruitment is the responsibility of the entire campus community and the new action steps chosen for this strategy reflect that. Our goal for this area is to **'Support the overall success and retention of a diverse student body.'** • Expand the number of Eagle Outreach Teams (EOT), currently 28 teams, to increase our reach in the region and beyond. Faculty and staff are teamed up with a recruiter from Enrollment Services and assigned specific schools to target. • Each EOT will conduct a school visit in the fall and the spring. Additionally, the EOT will facilitate a campus/site visit for their assigned schools. These scheduled visits will be documented by the teams. • EOT's will document student contacts via interest cards which will be tracked by Enrollment Services and the Office of Diversity.

		Criteria for success will include measuring the number of visits and the change from 2019-2020—pre-COVID) measuring application rates, matriculation rates, and enrollment changes by high school disaggregated by gender, race/ethnicity, and low income.

Success		
Current Strategy	**Proposed Strategy #3**	**Justification for Revision**
1. Utilize high impact practices and other evidence-based strategies to support student success and retention for African American, Hispanic, LI and URM students. 2. Utilize the Dedicated to Retention, Education and Academic Success program to support the attainment of educational goals and academic success of participating students through mentorship and encouraging retention efforts through intentional programming and campus involvement.	Provide support structures from recruitment to degree completion focused on URM and LI students.	In addition to the justification detailed above, we are committed to taking an even more targeted approach (less reliant on students to choose self-participation) to student success. The following action steps support our goal of '**Supporting the overall success and retention of a diverse student body**,' for this priority area: • Institutionalize the Eagle Black Male Initiative by making it a program within the Eagle Diversity Center (Student Affairs) and assigning it a programming budget. • Increase participation in high impact learning practices with the goal of URM and LI student participation in at least one HIP within their academic career. • Expand peer mentoring/coaching through the Herron Scholars program and the Office of Retention. • Allocate targeted resources, both financial and personnel, through Student Affairs and the Office of Diversity, to provide co-curricular experiences outside of the classroom, including campus life, the arts, and diversity/multicultural events. Criteria for success will include relocating the Black Male Initiative on the University organizational chart and providing programming funds, measuring participation in HIPS from 2019-2020—pre-COVID, measuring participation in mentoring/coaching, tracking events, participation rates, and expenses related to event implementation, and tracking retention rates of Black males.

3

Impact		
Current Strategy	**Proposed Strategy #4**	**Justification for Revision**
8. Continue the use of strategic recruitment and retention strategies to increase representation of diverse faculty, professional staff and administrators through strategic recruitment and retention efforts. 9. Explore contracting with an agency specializing in multicultural work to conduct a training of trainers which will result in a team of faculty, staff, and students who are prepared to facilitate discussions related to cultural competence and inclusive excellence throughout MSUs campus. 10. Utilize the 2018 National Survey of Student Engagement data related to campus environment as well as the student comments section to establish a baseline of campus perceptions of inclusion, equity, diversity and cultural competence at MSU and use this information to guide the creation of a campus climate survey.	Place a priority on addressing faculty shortages in academic programs and staff in support programs with an emphasis on the targeted recruitment of URM and women in underutilized categories.	The last two strategies in these two areas have been completed. It is our intent to focus all our resources on increasing our tenured/tenure track faculty and management occupations. Additionally, we intend to work to increase the diversity of professional staff because although there is not a metric associated with this group, we are well aware from anecdotal evidence, that this group of employees also has a strong impact on retention. The goal for this area is to '**Recruit, retain and support an outstanding and diverse faculty and staff**.' The following action steps will be pursued: • Identify and set aside funds for targeted hires (at least two tenure-track positions). • Increase tenured/tenure track faculty diversity through intentional recruiting approaches and practices. • Review and elevate the onboarding training plan for new employees. • Ensure that faculty are compensated for participation in high impact practices and provide opportunities for peer learning circles and professional development. • Hire an Assistant Chief Diversity Officer to provide ongoing support to faculty and staff who are POC, or faculty and staff in the majority who need assistance with inclusivity in their classrooms. Criteria for success will include tracking the increase in the number of diverse tenured/tenure track faculty and monitor increased employee retention rates by employment status.

4

Diversity, Equity, and Inclusion Strategy Revision Request

University of Louisville is requesting to move forward with the following proposed strategies:
List all of your current strategies as of the 19-20 reporting year below

OPPORTUNITY:

1. *Implement best practices related to outreach to increase the enrollment of underrepresented minorities (Up Close and Personal, Order Your Educational Steps (OYES), Think College Now, Woodford R. Porter activities, site-based recruiters).*
2. *Implement best practices related to financial aid/scholarship assistance to increase the enrollment of underrepresented minorities (reduced application fees and scholarships).*

SUCCESS:

3. *Open Living Learning Communities for the African American Male Initiative and the Porter Scholars to focus on academic success, mentoring, developing peer connections and leadership skills.*
4. *Invite students to participate in the summer bridge programs (early arrival programs) and continue to support African American and Hispanic/Latino student participation.*
5. *Expand the Cultural Center Retention Program to include supplemental support for African American and Hispanic/Latino students.*
6. *Implement mandatory midterm grades to support the retention of URM students through early intervention and support.*
7. *Create student learning outcomes for advising (Advising Assessment Committee).*
8. *Utilize proactive advising through the CardSmart predictive analytics program.*

IMPACT:
9. *Provide mentoring and coaching for career advancement.*
10. *Create an apprenticeship program for physical plant staff to provide them with promotional opportunities.*
11. *Hiring search firms that have a proven record of identifying qualified women and diverse people in their applicant pool.*
12. *Providing training to search committees to reduce the incidences of unconscious bias.*
13. *Implement cultural competency/diversity training for faculty and staff.*
14. *Make use of the AAC&U Intercultural Competence VALUE Rubrics to assess learning outcomes.*
15. *Continue requiring that all students take courses in U.S. Diversity (D1) and courses in Global Diversity (D2).*

Please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

Opportunity		
Current Strategy #	**Proposed Strategy #**	**Justification**
Current Strategy #	**Proposed Strategy #**	**Justification**

Success		
Current Strategy #6	**Proposed Strategy #6**	**Justification for Revision**
Implement mandatory midterm grades to support the retention of URM students through early intervention and support	**Implement midterm progress reports and interventions with specific campaigns for classes with high D, F, W rates and for all other undergraduate classes to support the retention and the successful credit hour completion of URM students through early intervention and support.**	We are still challenged with implementing mandatory midterm grades. While some faculty are supportive of this initiative, others have not been as responsive. Rather than continue to list this as our strategy, we believe that the revised strategy better reflects the support that is currently being provided, and will allow us to collect better data needed to determine if and how this is making a difference in student retention and progression.
Current Strategy #8	**Proposed Strategy #8**	**Justification for Revision**
Utilize proactive advising through the CardSmart predictive analytics program	**Provide proactive and mandatory academic advising at key intervention points including, but not limited to, upon university matriculation, during the first year, if major is still undeclared in the second year, and due to academic performance below good standing to support URM student success.**	While the CardSmart predictive analytics program is used by many faculty and advisors, the proposed strategy better represents what is being done currently and appears to be more effective in using advising to support student success.

Impact		
Current Strategy	**Proposed Strategy #**	**Justification for Revision**

2

Western Kentucky University is requesting to move forward with the following proposed strategies:
List of all current strategies as of the 19-20 reporting year below

Opportunity:
Strategy 1: Actively pursue underrepresented minoritized (URM) high school juniors and seniors by cultivating relationships with families, target high schools, churches, and community agencies
Strategy 2: Demonstrate to students, parents, guardians, or other support individuals the relationship between degree attainment and a career pathway
Strategy 3: Implement a web of recruiting through Affinity Groups
Strategy 4: Implement Application Fee Waiver Day

Success:
Strategy 1: Implement a pre-enrollment orientation program
Strategy 2: Create targeted Living-Learning Communities and Special Living Options
Strategy 3: Intrusive life coaching initiative
Strategy 4: Micro-financial assistance initiative
Strategy 5: Early-alert safety net system
Strategy 6: Maker Space (learning labs) implementation

Impact:
Strategy 1: Increase representation of faculty and staff of color through a formalized recruitment and retention process
Strategy 2: Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity
Strategy 3: Formalize mechanisms to infuse cultural competency within all aspects of the institution

Please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

Impact		
Current Strategy	**Proposed Strategy #1**	**Justification for Revision**
Strategy 1: Increase representation of faculty and staff of color through a formalized recruitment and retention process	Strategy 1: Increase representation of faculty and staff of color through formalized, mandatory "best practices in hiring practices training sessions" for search committees.	Current wording is nonspecific and more indicative of a goal. The new wording is specific, making it an intentional strategy for increasing the representation of faculty and staff of color.
Strategy 2: Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity	Strategy 2: Conduct a faculty/staff and student Campus Climate Survey in alternating years in order to create data-driven initiatives aimed at creative a position campus climate that embraces diversity.	Current wording is nonspecific and more indicative of a goal. The new wording is specific, making it an intentional strategy for creating a positive campus climate that embraces diversity.
Strategy 3: Formalize mechanisms to infuse cultural competency within all aspects of the institution	Strategy 3: Establish an Institute for Inclusive Teaching (for faculty)/Academy for Workplace Inclusiveness (for staff)	Current wording is nonspecific and more indicative of a goal. The new wording is specific, making it an intentional institution-wide strategy for infusing cultural competence.
Combined Strategy 2: Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity & Strategy 3: Formalize mechanisms to infuse cultural competency within all aspects of the institution	Strategy 4 (New): Conduct diversity workshops/trainings for all new WKU hires as part of the on-boarding process.	This would be an additional strategy combining the notions in current strategies 2 & 3. This would also make the wording more indicative of a strategy rather than a broader goad.

2
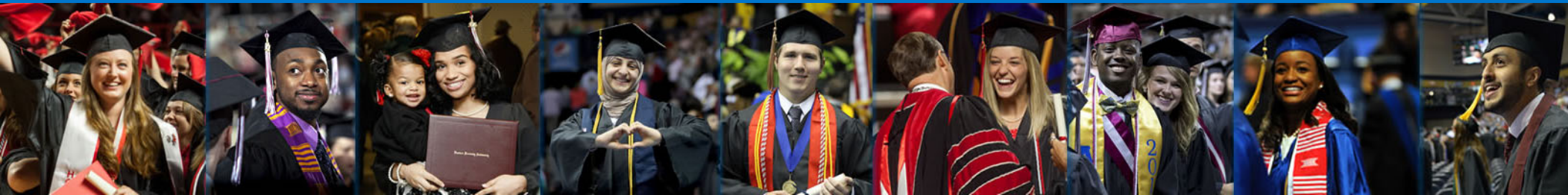
High Impact Practices

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What is a High Impact Practice?

- In the 1990's, author and researcher John Tagg started to write about the shift from an instructional model to a learning model in higher education.

- In his book, "The Learning Paradigm College," Tagg wrote about Deep Learning.

- Deep Learning is defined as how to analyze problems and apply knowledge in different situations.

- Tagg concluded that deep learning is integrated into one's daily thinking and everyday practice.

2

What is a High Impact Practice?

- George Kuh highlighted efforts to increase student learning as "High Impact Practices"

- High Impact Practices are defined as "learning practices that promote deep learning by promoting student engagement," as measured by the National Survey on Student Engagement (NSSE) (Kuh & O'Donnell, 2013)

- The study also found that if students participated in at least *two* high impact practices, they exhibited higher rates of retention and increased critical thinking skills.

3

Why are High Impact Practices Important?

- Most of these decisions require students to deepen their investment in the activity as well as their commitment to their academic program at the college

- High Impact Practices demand students interact with faculty and peers over sustained periods of time

4

Categories of High Impact Practices

- First-year Seminars & Experiences
  - Critical inquiry, information literacy, collaborative learning, and scholarship
- Common Intellectual Experiences
  - Integrative studies
- Learning Communities
  - Learning communities exploring a common topic or reading
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/ Global Learning
  - Address US diversity, world cultures, and "difficult differences"
- Service Learning, Community- Based Learning
  - Analyze and solving problems in the community
- Internships
  - Receiving coaching from professionals in the field
- Capstone Courses and Projects

5

Diversity/ Global Learning

- Jefferson Community & Technical College – Rise Together Initiative

- Goal to increase educational attainment in Metro Louisville area in neighborhoods with little to no college attainment and socioeconomic status

- The program provides students with mentors and monthly coaching, access to college persistence and graduation fund, enrichment trips, supports services, and $500 to help non-academic barriers.

- Participants earned a 2.79 G.P.A. compared to 2.66 for non-participants. First-year to second-year retention rate for participants was 86% compared to 49% for non-participants.

6

Learning Communities

- Western Kentucky University – Cynthia and George Nichols II Intercultural Student Engagement Center

- Created to promote a culturally inclusive environment, cultural competence and awareness, inter-dialogue, intercultural interaction, and lifelong learning about self and others

- 80.6% of URM students involved persisted from Fall to Spring compared to 53.4% of URM students not involved.

7

First-Year Seminars & Experience

- Bluegrass Community & Technical College – FYE 105 course

- Targets URM students through first-year experiences course that promotes academic, personal and professional success in the college environment tailored to different demographic groups including African American, Hispanic and Latino students.

- BCTC offers tutoring, first-year experience and student volunteers that help support student engagement.

- Retention rates among URM students rose to 75% in Fall compared to 43% in Fall 2016 when the program initiated.

8

Service Learning

- Madisonville Community College – Food for Thought

- Food for Thought is a food pantry that, according to a student survey, has helped with retention, to reduce stress, and better focus on academics.

- The campus has $40,000 from community members to continue the program along with faculty and staff professional development training to better understand the barriers of students who might participate.

- Retention from low-income students went from 47% to 63% in a year of implementing the program.

9

For questions and comments:

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CPE
Higher Education Matters

Cultural Competency Credential Certification Process

Approved by Council: June 25, 2021 (tentative)

Effective Date: July 1, 2021

Introduction

The Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion (the Policy) states that in order to live and thrive on a diverse campus and in an increasingly diverse world, students, faculty, and staff must become culturally competent. 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 part of their plans for diversity, equity, and inclusion, institutions must implement initiatives designed to increase the cultural competence of students, faculty, and staff. The Policy identifies the creation of a cultural competency certificate program as one of the strategies an institution can implement in order to meet this goal.

In an effort to assist institutions in meeting this goal and to create a consistent statewide standard for competency and excellence in cultural competence, the Kentucky Council on Postsecondary Education (the Council) has created a process to certify that cultural competency microcredentials at individual institutions address certain student learning outcomes. Institutions may utilize this process to increase the cultural competence of their campus community and their graduates as they enter the workforce. The Council created a cultural competency certification workgroup consisting of faculty and staff representatives from both four-year and two-year institutions across the state. The workgroup identified the minimum competencies, associated module topics and learning objectives that comprise the content for the certification. The competencies, module topics, and learning objectives are supported by the A4 Model for Cultural Competence, which forms the underpinnings for the Council's comprehensive framework for cultural competence. The framework's mission is that students, faculty, staff, administrators, and Kentucky's public postsecondary institutions and communities will recognize their own responsibility to lead in a global society that promotes equity and justice.

In support of institutional efforts to meet the goals outlined in the Policy, the Council shall certify a micro-credential in cultural competence for institutions who recognize the benefits of a culturally competent campus, want to increase the effectiveness of their faculty and staff in relating across cultural differences and want to prepare students for life in increasingly diverse domestic and international environments. For the purposes of this process, micro-credentials for students are defined as "institutional acknowledgements of academic, evidenced-based competencies that result in essential skills (e.g., responsible conduct of research, public speaking, financial literacy, leadership, etc.) and may be part of college coursework, but may or may not be directly awarded university, college, department, and program credit." Micro-credentials may identify accomplishments in the non-credit offerings of the institution and complement classes, certificates, and degrees, but do not replace them. These credentials are essential because they can showcase performance, demonstrate skills, or translate academic competencies into terms that non-academic employers are familiar with and value. Micro-credentials can also be a value-add for faculty and staff. For this group, micro-credentials are

defined as "short, competency-based recognitions that demonstrate mastery in a particular area."

A micro-credential allows a faculty or staff member to receive recognition after completing requirements from professional development.

The Council has created a process for certifying credentials in cultural competency at institutions who wish to align with statewide standards and award micro-credentials to faculty, staff, and students in recognition of completing the program. The Council supports the efforts of the institutions to increase the cultural competence of those in their campus community who wish to become more aware of their own cultural worldview; obtain knowledge of different cultural practices and worldviews; and gain the ability to interact with those from other cultures.

The benefits incurred on institutions through credential certification are as follows:

Neutral and independent third party verification. Beginning in 2016, CPE's Kentucky Public Postsecondary Institution Policy for Diversity, Equity, and Inclusion has touted the benefits of cultural competence and its role in preparing students for living and working in an increasingly diverse world. It sets a goal for institutions to work toward producing culturally competent students, faculty, and staff. CPE's focus and work in this area has been recognized statewide and nationally and its certification of the credential will carry substantial weight in academia and other workplaces. As described in more detail below, the CPE's verification process will include an independent review team of experts and approval by one of CPE's strategic committees.

Consistency, Currency, and Portability. Obtaining a cultural competency credential certified by CPE will indicate to undergraduate and graduate admissions officers and employers that recipients have obtained a common set of competencies in cultural competence understood and agreed to statewide. This will add an additional layer of currency beyond that which is already provided by the conferring institution. The standards required for certification are consistently communicated and promoted by CPE through multiple mediums and in numerous venues. Certified credentials will also be promoted by CPE in the same manner and with a master list of certified programs to be prominently displayed on the CPE website. This will allow recipients to communicate their receipt of the credential in educational venues and in the workplace and have more confidence that the significance of that credential is better understood.

Positioning Kentucky as Leader in Cultural Competence. As CPE continues to promote and educate on the value of cultural competence and its credential certification program, and as more credentials become certified, Kentucky will soon be seen nationally as a leader in this area. More and more each day business and industry are making diversity, equity, and inclusion a priority. Students across the Commonwealth and across the nation are seeking more knowledge in these areas and want to live and learn in diverse environments where equity and inclusion are of utmost importance. A Kentucky cultural competency credential certification process widely participated in by institutions across the state demonstrates not only the state's commitment to diversity, equity, and inclusion, but an understanding actually how to put that commitment into practice.

A⁴ Model for Cultural Competence Framework

For institutions who wish to have their cultural competency micro-credential certified by the Council, they must demonstrate its alignment with the A⁴ Model for Cultural Competence. The A⁴ Model for Cultural Competence is a framework designed to provide individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences in increasingly diverse domestic and international environments. Each phase in the framework offers 1) a learning objective, which describes the on-going, long-term goal of the phase; 2) competencies which describe what the individual should be able to demonstrate upon completion of the phase and; 3) module topics that describe which aspects of cultural competence should be addressed within the phase.

Acceptance · Action · Acknowledgement · Awareness

Mission: Students, faculty, staff, administrators, and Kentucky's public post-secondary institutions and communities will recognize their own responsibility to lead in a global society that promotes equity and justice.

1. **Awareness (A¹)** – Learning Objective: Through on-going self-reflection, individuals will develop a better understanding of who they are, become more aware of human diversity and demonstrate a respect for the dignity of others.

   Competencies:
   - To define and differentiate key terms related to diversity
   - To increase self-awareness by defining one's own identity and comparing/contrasting one's identity with others

   Module Topics shall include, at a minimum:
   - Defining Social Categories of Identity and Diversity
     - Diversity, Equity & Inclusion
     - Race, Ethnicity & Nationality
     - Generational Diversity
     - Sex, Gender and Sexual Orientation (e.g., LGBTQIA+ including Homophobia, Transphobia, Heteronormativity)
   - Exploring one's cultural identification by creating a capacity to be self-reflective

2. **Acknowledgement (A^2)** – Learning Objective: Through on-going self-reflection, individuals will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they may have or have not been affected by those dynamics.

   Competencies:
   - To discuss how our identities impact those with whom we interact
   - To define intersectionality and explore how identities are influenced by several cultural categories
   - To explore the concept of privilege and acknowledge our individual privileges

   Module Topics shall include, at a minimum:
   - Privilege
   - Oppression
   - Intersectionality of Identity - A discussion of the impact that belonging to multiple cultural groups has on privilege and oppression

3. **Acceptance (A^3)** – Learning Objective: Through on-going self-reflection, individuals will demonstrate a continual openness to ideas, beliefs, and practices that challenge their own worldview and moves them to embrace a broader perspective.

   Competencies:
   - To identify one's personal biases and how they shape one's worldview
   - To explore the concept of microaggressions and how they can impact members of different cultural groups
   - To explore opposing views that challenge one's assumptions and beliefs (e.g., demographics, religion, politics, etc.)

   Module Topics shall, at a minimum, include:
   - Implicit and explicit bias
   - Micro-aggressions

4. **Action (A^4)** – Learning Objective: Through on-going self-reflection, individuals will be able to communicate in ways that indicate an acceptance of and appreciation for individuals different from themselves and recognize their own responsibility in leading and promoting equity and justice in a global society.

   Competencies:
   - To authentically express one's individual experiences that honors self without condemning others
   - To effectively communicate within and across cultures to foster and sustain open dialogue and navigate difficult conversations

- To develop a plan that integrates awareness, acknowledgment and acceptance into a model of action that identifies next steps for leading and promoting justice in a global society.

Module Topics shall include, at a minimum:
- Antiracism
  - Individual Level - the act of opposing racism in all forms - both in our society, other people, and even the racism that exists within yourself and in the ways you may perpetuate racism with your behaviors.
  - Organizational/Structural Level - the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is shared equitably.
- Allyship, Advocacy, Accompliceship
  - A discussion of the concepts of allyship, advocacy, and accompliceship as mechanisms for those with a privileged status to work in solidarity with a marginalized individual or group of people to eliminate the systemic oppression that grants them greater power and privilege.
- Courageous Conversations
  - A discussion of strategies for effectively communicating across differences by using authentic dialogue in an atmosphere of trust and respect.

Credentialing

Institutions who wish to have their micro-credential certified by CPE must develop a process for awarding credit or recognition. Credit and/or recognition must consider the following:

- A micro-credential awarded to students must be the equivalent of at least 6 credit hours. Institutions can develop two micro-credentials, which include the learning objectives from the A^4 model as follows:
  - The components of the first micro-credential would encompass the content found in the Awareness and Acknowledgement phases of the A^4 model and would provide enough content to receive credit (6 hours). The program must be accessible for all students and would be prerequisite for Acceptance and Action.
  - The components of the second micro-credential would encompass the content found in the Acceptance and Action phases and would provide enough content to receive 6 hours of credit. This additional coursework would be optional and would occur after meeting the prerequisite.

- A micro-credential awarded to faculty/staff must be a minimum of eight professional development hours and include the learning objectives from all for four phases of the A^4 models. Institutions may develop their own professional development for faculty/staff, or they may take advantage of one of the implementation methods offered by the Council.

CPE Cultural Competency Certification Process

Institutions who wish to have their cultural competency micro-credential recognized by the Council as a certified Kentucky Cultural Competency Credential must submit a proposal using the CPE Cultural Competency Credential Certification Process. Cultural competency credentials must align with the A^4 Model for Cultural Competence and describe how participants will demonstrate the competencies in the framework in order to receive approval.

Proposals must include the following:

- Institutional Information – This section will include the name of the institution, point of contact, contributing departments, proposed implementation date and a statement of support from the president.

- Body of the Proposal – The section will include a description of the following:
  - An overview of the program, a description of the target audience (e.g., faculty, staff, students, etc.)
  - A description of implementation method and the timeline (e.g., total time required to complete the certification; equivalent to at least 6 credit hours for students and eight professional development hours for faculty/staff)
  - A course outline and description of how the course aligns with the competencies in the A4 model
  - A description of the tasks required of the participant (e.g., workshops, writing assignments, learning plans, quizzes, peer review, etc.)
  - A description of assessments (what participants need to do to demonstrate competency in a particular area), and faculty/staff associated with implementation
  - A description of how the micro-credential will be awarded and ultimately displayed by the recipient

- Budget – This section will include a description of budget implications and resources needed for implementing this program.

Upon receipt, the Cultural Competency Advisory Council, consisting of faculty and staff representatives from Kentucky's two- and four-year public institutions, will review the proposal materials and provide feedback on compliance with the standards and requirements outlined herein within ten (10) working days. Proposal review shall be an interactive process and feedback may include recommendations for proposal modifications. Once the advisory council determines that a program meets the outlined requirements, staff will make a recommendation to the Academic and Strategic Initiatives Committee (ASI) that the credential be certified as a Kentucky cultural competency credential.