CPE

Higher Education Matters

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

SCORES & FEEDBACK

Reporting Year: _____

Institution: _____

Diversity, Equity, and Inclusion Plan Report Evaluation Rubric – KCTCS

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

Progress Towards Meeting Goals *(Select 2, 1, or 0 for each goal listed below)*	**2** **Meets or Exceeds Expectations**	**1** **Making Progress Towards Meeting Expectations**	**0** **Does Not Meet Expectations**	
	Target was met or exceeded.*	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations.*	**GOAL SCORE:**
GOALS:				
Undergraduate Enrollment				
1st - 2nd Year Retention (URM)				
1st - 2nd Year Retention (low-income)				
3-year Graduation Rate (URM)				
3-year Graduation Rate (low-income)				
Degrees Conferred (URM)				
Degrees Conferred (low-income)				
Workforce Diversity				
(Maximum 16 points) **TOTAL SCORE:**				

*For enrollment, the institution shall demonstrate that the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy. This may be substantiated by providing evidence that goals outlined in an institution's plan were generally attained or significant progress was made toward those goals, that students have been provided the opportunity to interact with diverse peers both inside and outside the classroom, and through other means identified by the institution as supported by valid research. Progress toward any one goal shall not determine whether or not expectations have been met; an institution shall be evaluated based on the entirety of its report in this area.

Implementation of Strategies with Fidelity:			
Fidelity is defined as faithfulness in implementing programs and strategies as they were designed.			
FOCUS AREA:	**OPPORTUNITY** *(select score below)*	**SUCCESS** *(select score below)*	**IMPACT** *(select score below)*
SCORING CRITERIA:			
2 **Meets or Exceeds Expectations** Evidence is provided that all strategies were fully implemented with fidelity.			
1 **Making Progress Towards Meeting Expectations** Evidence is provided that some of the identified strategies were implemented with fidelity.			
0 **Does Not Meet Expectations** Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.			
(Maximum 6 points) **TOTAL SCORE:**			

COMMENTS:

Analysis of Strategy Effectiveness				
	FOCUS AREA:	**OPPORTUNITY** *(select score below)*	**SUCCESS** *(select score below)*	**IMPACT** *(select score below)*
SCORING CRITERIA:				
2	**Meets or Exceeds Expectations** The institution has provided a full and thorough analysis of the effectiveness of each strategy in accordance with the assessment plan outlined in its Plan. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.			
1	**Making Progress Towards Meeting Expectations** The institution has provided an analysis of the effectiveness of each strategy only at a basic level. Strategies that were not fully implemented or not implemented at all are addressed at a basic level. The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.			
0	**Does Not Meet Expectations** The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.			
(Maximum 6 points) **TOTAL SCORE:**				

COMMENTS:

Lessons Learned and Next Steps			
FOCUS AREA:	**OPPORTUNITY** *(select score below)*	**SUCCESS** *(select score below)*	**IMPACT** *(select score below)*
SCORING CRITERIA:			
2 — **Meets or Exceeds Expectations** The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.			
1 — **Making Progress Towards Meeting Expectations** The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.			
0 — **Does Not Meet Expectations** The institution does not identify takeaways from the annual review process at any substantive level and fails to fully describe how deficiencies will be addressed or performance will be improved or continued.			
(Maximum 6 points) **TOTAL SCORE:**			

COMMENTS:

TOTAL COMPOSITE SCORE				
Progress Towards Goals *(Page 2 Total Score)*	**Implementation of Strategies with Fidelity** *(Page 3 Total Score)*	**Analysis of Strategy Effectiveness** *(Page 4 Total Score)*	**Lessons Learned and Next Steps** *(Page 5 Total Score)*	

Maximum Composite Score = 34

Minimum Composite Score Required for New Degree Program Eligibility = 22

Total Composite Score for Unit Reviewed (For Official Use Only)

Met target to offer new academic programs (check one)	YES	NO
Performance improvement plan required (check one)	YES	NO
Site visit and report recommended (check one)	YES	NO

OVERALL COMMENTS:

GATEWAY COMMUNITY & TECHNICAL **COLLEGE** | Diversity, Equity & Inclusion

Educate Embrace Encourage

The DEI office and Human Resources are offering a variety of DEI training for all faculty and staff. Please check out the training menu below. Prior registration is required for each training course.

All Full-time employees are required to complete 2 DEI training courses for the 2023 - 2024 academic year.

[Click here to register for a training]

DEI & You – President Tour Join Dr. Figueroa, President of Gateway Community and Technical College to discuss diversity, equity, and inclusion and how it impacts YOU! Learn more about the new DEI pathway that will be implemented at Gateway.

- Tuesday, October 17, 11:30am, Edgewood Campus, DEI Center, E213
- Tuesday, October 31, 1:00 pm, Boone Campus, B104A
- Tuesday, November 7, 1:00 pm, TIE Campus, UB201

What is inclusion and how do we get there? When we think about inclusion, we think it's a complicated entity that needs to be dissected. In this one-hour training, we will utilize an American classic-the peanut butter and jelly sandwich to understand just how easy inclusion can be.

- ~~October 24, 2:00 pm, Edgewood, E101~~
- February 14, 10:00 am, Boone, B202

Equity vs. Equality Words mean things, and we'll dive into understanding just how intentional we must be when using words like equality when we really mean equity. In this training there is no place for semantics, policy and procedures are meant to be written with intentionality.

- November 15, 3:00 pm, Boone, B123, Convening Center
- March 19, 10:00 am, Edgewood E101

Watch Party: Culturally Responsive Teaching Practices: How To Create An Inclusive Climate: Fostering student learning and engagement can be challenging in any educational environment, and even more challenging when that environment welcomes students of diverse backgrounds (e.g., students of varied demographic, socio-economic, cultural, linguistic, age, and ability characteristics). This webinar will discuss the most effective principles of culturally responsive teaching based on the pillars of inclusive course climate and teaching, culturally relevant curriculum, assessment, classroom practices, and diversity and inclusion in the classroom by utilizing students' unique backgrounds and contributions. Specific examples, models, and templates for culturally relevant curriculum and assessment will be presented.

- January 30, 2024, 1:00 pm, Boone B208 or MS TEAMS

Diversity, Equity, & Inclusion (DEI) Celebrates Dr. Martin Luther King Jr. Rev. H. Steven Bester's presentation of his grandfather's relationship with Dr. Martin Luther King and his grandfather's contribution to the Civil Rights movement.

- January 16, 2024, Edgewood Campus, E213 11am – 1pm
- January 18, 2024, Urban Metro, UB202, 11am – 1pm
- January 22, 2024, Boone Campus, B104A, 11am – 1pm (Online Option Available)

BCTC's 4th Annual LGBTQIA+ Conference Empowering Individuality
- March 1, 2024, 9am – 2:15pm
- Register **HERE** by 2/23/2024
- More Information – Conference Page

Safe Space ALLY training Description: This training will help equip participants to understand and support members of the LGBTQIA community. As an ally, you will help students, staff and faculty live out the values of diversity, equity and inclusion regardless of sexual orientation. Furthermore, the nature of the training also prepares completers to provide more culturally competent and sensitive support to any individual regardless of their background.

Ongoing - Online content in Vector Solutions email gatewayhr@kctcs.edu to complete this training.

Go2Knowledge Online Training Options (Access through Blackboard Learn)

- **How To Recognize & Respond To Microaggressions In The Workplace:** According to the Oxford Dictionary, microaggressions are statements, actions, or incidents "regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority". As such, microaggressions have a negative impact on an organization, its culture and its overall success.

- **Advocacy, Allyship & Antiracism: Empowering Change For Inclusion & Equity:** Higher education requires that we all be part of creating inclusive, equitable campuses where faculty, staff, and students find a sense of belonging. However, though diversity, equity, and inclusion are valued at most institutions, training to equip our college community members with skills and strategies to develop policies and initiatives to further DEI is only sometimes prioritized. Faculty, staff, and students need a greater understanding of how they can be influential allies, advocates, and change agents who can cultivate antiracist environments.

- **Creating & Sustaining An Inclusive Campus Culture: Addressing Microaggressions, Implicit Bias & Other Exclusionary Events:** When it comes to microaggressions, implicit bias, and other exclusionary incidents, no campus is immune. However, most campuses hold a vision, mission, and campus community statements that include the importance of diversity, inclusion, and social justice. As campuses continue to become more diverse, the disconnect between the university community and the experiences of its students, staff, and faculty are more visible. All university staff and faculty must understand essential diversity and inclusion concepts, explore their own identities and biases, and develop strategies on how to both intervene during exclusionary situations and identify opportunities for strategic university change toward inclusion. Join the presenter as she shares critical concepts in diversity and inclusion work, provides opportunities for self-reflection, and strategies useful for all campus members when addressing and intervening in moments of exclusion, bias, and microaggressions.

Additional Mandatory DEI Training

Discrimination: Avoiding Discriminatory Practices (Full Course)	33	Mon Oct 9th, 2023	31 minutes
KCTCS Anti-Harassment/Discrimination Procedure (Custom)	33	Mon Oct 9th, 2023	5 minutes
KCTCS Title IX Sexual Harassment and Misconduct Procedure (Custom)	33	Mon Oct 9th, 2023	5 minutes

KCTCS Title IX Sexual Harassment and Misconduct Procedure (Custom)	30	Wed Jul 31st, 2024	5 minutes
Sexual Harassment: Staff-to-Staff (Full Course)	30	Wed Jul 31st, 2024	37 minutes
Discrimination Awareness in the Workplace (Full Course)	30	Wed Jul 31st, 2024	22 minutes

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