

ABSTRACT OF CAPSTONE

Jami M. Hornbuckle

The Graduate School
Morehead State University

April 9, 2018

SOCIAL JUSTICE MATTERS:
MAKING THE CASE AND DEVELOPMENT OF A BUSINESS PROPOSAL FOR
THE CENTER FOR SOCIAL JUSTICE & EQUITY AT
MOREHEAD STATE UNIVERSITY

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
College of Education
At Morehead State University

By

Jami M. Hornbuckle

Morehead, Kentucky

Committee Chair: Daryl R. Privott, Assistant Professor

Morehead, Kentucky

April 9, 2018

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This study provides an examination of the intersections of, or resulting gaps between, the research, activities, and services related to social justice, inclusion, diversity, equity, and access at Morehead State University. While much has been written about the theoretical need for developing centers focused on such activity at institutions of higher education, much work remains to be done in establishing them in practice. A review of literature was conducted to research existing programs, policies, and best practices and a proposal developed to create and support such a center at Morehead State University.

KEYWORDS: social justice, equity, higher education, privilege, inclusion

Candidate Signature

Date

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By

Jami M. Hornbuckle

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DEDICATION

I would like to dedicate this capstone to Holly Pollock, my parents, my sister and brother-in-law, and my late grandparents. Holly, you put up with 16 hour days of writing and working, cancelled plans, postponed vacations, late dinners, and more than a few mental and physical breakdowns. However, you never stopped telling me how proud you were of me and encouraging me throughout this journey.

My parents, Jim and Pam Hornbuckle, instilled in me a love of learning and the belief that I could accomplish anything. My sister and brother-in-law, Lauri and Ed Briscoe, are true social justice advocates that are living examples of, “Be the change.” I wish my late grandparents were alive to celebrate this milestone with me. They were examples of humility, compassion, and integrity. They always wanted me to be a doctor; I hope this counts.

To my friends, thank you for your unwavering support, valuable feedback, and constant encouragement. Lastly, to my Top Gun cohort, thanks for providing cover along this flight. Long may we fly.

There are many people and events that have given me pause over the last three years of this work and made me question not the value of what I was doing but rather the significance of its potential impact. While these people and events do not deserve to be named, they have only increased the need for centers like the one being proposed. To them I say:

I used to want to save the world. To end war and bring peace to mankind. But then, I glimpsed the darkness that lives within their light. I learned that inside every one of them, there will always be both. The choice each must make for themselves - something no hero will ever defeat. I've touched the darkness that lives in between the light. Seen the worst of this world, and the best. Seen the terrible things men do to each other in the name of hatred, and the lengths they'll go to for love. Now I know. Only love can save this world. So I stay. I fight, and I give... for the world I know can be. This is my mission, now. Forever. – Diana Prince, Wonder Woman

ACKNOWLEDGEMENTS

I would like to thank my chair, advisor, co-presenter, the Ebony to my Ivory, and the Hood to my Holler, Dr. Daryl R. Privott, without whom this proposal would not have been possible. Truth be told, Dr. Privott recruited me into the doctoral program, so I suppose in many ways, I can also say this degree would not be possible without his relentless enthusiasm and support.

My sincere appreciation, admiration, and respect also to my committee members, Dr. Lee Nabb and Dr. Clarenda Phillips, who gave of their time and talent. Your feedback, support, and expertise have been invaluable.

I would be remiss if I did not acknowledge the contributions of Dr. John Curry to the initial concept of the Center for Social Justice & Equity as well as his professionalism, positivity, and student-centric approach in coordinating the doctoral program. His advice, coaching, and gentle but-not-so-subtle nudging has been vital.

It is important for me to acknowledge the work of the faculty of the program. Without exception, each of them has been supportive, knowledgable, and flexible. They are an outstanding group and should be commended for the work they do.

There are many who have contributed to my journey, and at the risk of leaving someone out I do wish to acknowledge the following: Bruce Herdman, Rose W. May, Jeffrey Liles, Rev. Molly Smothers, Dr. Laurie Couch, and Dr. John Ernst. Their examples profoundly helped define the concept and vision for this center.

TABLE OF CONTENTS

	Page
Executive Summary.....	12
What is the core of the capstone?	12
Who is the capstone meant to impact?	17
How was the capstone project implemented?.....	22
Why were this capstone and related strategies selected?	22
When was the capstone implemented?	25
Impact of the capstone	26
Limitations of the study	27
Reflections	28
Capstone Project	30
Reference List.....	175
Vita	183

“It is a narrow mind which cannot look at a subject from various points of view.”

- George Eliot, *Middlemarch*

EXECUTIVE SUMMARY

What is the core of the capstone?

The concept for the capstone project sprang from a deeply held personal and professional belief that education is one of, if not the most, powerful tools of social justice available to a democratic society. If true, it would be reasonable to suspect that educational institutions make connections across their organizations to help address systemic societal issues impacting inequality and inequity such as poverty, racism, and classism. However, the review of relevant literature would prove that not to be widely evident (Agosto & Karanxha, 2012; Hackman, 2005; Hawley & James, 2010).

The core of my capstone is a proposal for the development of the Center for Social Justice & Equity at Morehead State University. It is the intent of this capstone project to make the case for and provide a sound business proposal and operational plan for the center. This includes, but is not limited to, the vision, mission, guiding principles and pedagogies, objectives, organizational structure, funding, and strategic plan.

Over the course of American history, the diversity of our nation has been described in many ways – a melting pot, a rainbow, a quilt, and a kaleidoscope (Bucher, 2015). Many school districts, as well as colleges and universities, are currently experiencing demographic shifts in the number of diverse students they

serve. Based on trends and national demographic data, many indicators point to the fact that our schools and universities will continue to become more diverse into the foreseeable future (McGee, 2015; Winkle-Wagner & Locks, 2014). The number of students in K-12 schools who are English Language Learners (ELL) continues to rise, as does the international student population. Likewise, statistics reported about college students show growing diversity in terms of race, gender, age, and ethnicity (Bucher, 2015).

However, the traditional majority of U.S. educators are white, socio-economically middle class, and received their teacher education preparation at a predominantly white institution (PWI), and as such, most have had little experience working with students whose cultures or identities differ greatly from their own (Howard, 2016; Howard, 2007). Moreover, only 18% of educators in the United States are teachers of color, with black teachers representing 7% of that total (Griffin & Tackie, 2016).

According to Stead (2015), by 2050 the population of historically underrepresented or marginalized groups in the United States will be at or above 50%. Therefore, it is increasingly more important for leaders and educators, who most often represent majority cultures and identities, to gain greater perspective about and understanding of more diverse and/or marginalized populations. Without this insight and experience, these individuals may intentionally or unintentionally contribute to systems of oppression, inequality, and inequity. As Delpit (1993) highlights, it is the responsibility of teachers and educational leaders to go beyond

their own worlds to reach the worlds of their students.

We all carry worlds in our heads, and those worlds are decidedly different.

We educators set out to teach, but how can we reach the worlds of others when we don't even know they exist? Indeed, many of us don't even realize that our own worlds exist only in our heads and in the cultural institutions we have built to support them. (p. xiv)

Price and Gascoigne (2006) found that both college students and the public at-large have an expectation for institutions of higher education to provide educational experiences that prepare them for a more diverse world and living and working in a global society. With this growing expectation, institutions and educators have the responsibility to respond accordingly and establish programs and practices that support these efforts. Changing demographics and increased popular interest in social issues have resulted in a rise in the attention given to concepts such as diversity, inclusion, and social justice in the higher education environment in regard to policy, mission, curriculum, and research (Brennan & Nadoo, 2008). Furthermore, research indicates that students enrolled in courses with curriculum focused on issues of diversity show enhanced cognitive development (Ross, 2014).

To build the case for a Center for Social Justice & Equity at Morehead State University (MSU), we first must examine and understand some key terminology. At the core of the research questions at-hand, there are two nebulous terms to be considered – social justice and equity. These phrases may encompass or reference several other related concepts integral to issues of social justice and equity (Furman,

2008; Radd, 2008), particularly in education. It is critical to establish a set of common definitions to be used throughout this research and the proposed center.

Dennis Connors (2006), faculty member in Gonzaga University's Leadership Formation Program, uses the following parable in his graduate seminar courses to illustrate the nature of social justice.

Once upon a time, there was a town that was built just beyond the bend of a large river. One day some of the children from the town were playing beside the river when they noticed three bodies floating in the water. They ran for help and the townsfolk quickly pulled the bodies out of the river.

One body was dead so they buried it. One was alive, but quite ill, so they put that person into the hospital. The third turned out to be a healthy child, who then they placed with a family who cared for it and who took it to school.

From that day on, every day a number of bodies came floating down the river and, every day, the good people of the town would pull them out and tend to them – taking the sick to hospitals, placing the children with families, and burying those who were dead.

This went on for years; each day brought its quota of bodies, and the townsfolk not only came to expect a number of bodies each day but also worked at developing more elaborate systems for picking them out of the river and tending to them. Some of the townsfolk became quite generous in tending to these bodies and a few extraordinary ones even gave up their jobs so that

they could tend to this concern full-time. And the town itself felt a certain healthy pride in its generosity.

However, during all these years and despite all that generosity and effort, nobody thought to go up the river, beyond the bend that hid from their sight what was above them, and find out why, daily, those bodies came floating down the river. (pp. 171-172)

This story powerfully demonstrates the difference between responding to symptoms of a problem and dealing with the problem itself. It offers a mental picture of a pedagogical framework for social justice. With this as a visual and conceptual keystone for the research, the common definitions follow this framework.

1. Social justice – The goal of social justice is both full and equal participation of all groups in society wherein that society is mutually shaped to meet the needs of all groups. Social justice is both individual and collective. Advocates for social justice work to provide access and opportunity for everyone, particularly those in greatest need. (Dantley, Beachum, & McCray, 2008; Davis & Harrison, 2013; Normore & Brooks, 2014)
2. Equity – Appropriate access and right to needed resources, processes, opportunities, and participation to provide for equal, successful outcomes. The term is often confused with equality. Equity aims to level the playing field. Equality is providing everyone with the same thing; equity is

providing everyone with what they need. (Gorski, 2013; Gorski & Pothini, 2013; Gorski & Swalwell, 2015)

3. Power and privilege – The institutional, systemic, systematic, and cyclical processes that bestow unearned rights, benefits, or privileges on some chosen groups or populations while exerting control over and manipulation of marginalized and oppressed groups. (Davis & Harrison, 2013; Irving, 2014; Loewen, 1995; Tochluk, 2010)
4. Identity – The social and historical construction of the self/individual/person that creates a sense of community, belonging, and uniqueness. Identity(-ies) may intersect or overlap and most often do. (Capper & Young, 2014; Gorski, 2013; Griffiths, 2003; Page, 2007; Samuels, 2014)
5. White privilege - Societal privileges or advantages enjoyed by whites in Western society that non-whites do not share or experience; also described as an invisible package of unearned assets. (McIntosh, 1990)

Who is the capstone meant to impact?

The Center for Social Justice & Equity at Morehead State University will work toward addressing the inequities faced by our students, faculty, and staff as a community of learners and those of our region through serving as a common resource and clearinghouse and by focusing the efforts of existing departments, programs, and scholars.

At the most fundamental level, the center would serve the constituents of Morehead State University – its students, faculty, staff, alumni, community members, and regional partners. However, more universally the center would serve as a hub of research on issues like poverty, race relations, inclusion in higher education, the impact of socioeconomic status in the classroom, and economic development in rural areas. The demographic makeup of the Morehead State University student body, employee base, and surrounding community makes it both an ironic and logical choice for the Center for Social Justice & Equity.

First, MSU is physically located in Eastern Kentucky in a rural area of Appalachia. While Furman (2012) noted that research on justice and equity is growing, the review of literature shows a significant lack of attention to social justice leadership in rural schools (Budge, 2006; Maxwell, Locke, & Scheurich, 2014; Roberts, 2013). The “othering” of rural schools has been attributed to an ironic unconscious bias among social justice scholars and enduring myths that rural America is uncomplicated (Maxwell, Locke, & Sheurich, 2014; Schafft & Jackson, 2010).

Secondly, the institution historically serves one of the most economically depressed regions of the country (Fisher & Smith, 2012). Socioeconomic status is one of the most overlooked components of cultural competence or diversity consideration (English & Roy, 2015; Gorski, 2013). At MSU, more than 50% of students are considered to be low socioeconomic status based on Pell Grant receipt (Morehead State University, 2016). This is particularly important because as Swartz (2008)

notes:

While social class origin does not determine the next generation's class achievement, the odds are that individuals will end up in the same class as their parents or one adjacent to it. As mobility studies have shown, movement from the lower to the upper class, or vice versa, remains rare. (p. 14).

Lastly, MSU is a predominantly white institution (PWI). Approximately 93% of MSU's student population self-identifies their racial/ethnic identity as white or Caucasian. Only 7% of MSU faculty members are educators of color (Morehead State University, 2016). Intergroup contact increases self-awareness and broadens perspectives regarding personal differences. Diversity is associated indirectly with increased trust through increased positive contact and intergroup dialogue (Ross, 2014; Schmid, Ramiah, & Hewstone, 2014).

Establishing such a center at MSU aligns with the historic mission of the institution. MSU has a rich tradition of serving a mission of social justice, although not explicitly expressed. The mission statement of MSU articulates the following:

As a community of lifelong learners, we will:

Educate Students for success in a global environment;

Engage in scholarship;

Promote diversity of people and ideas;

Foster innovation, collaboration and creative thinking; and

Serve our communities to improve the quality of life. (Morehead State University, Office of Institutional Research, 2017)

Furthermore, the history of the institution and community reflects a commitment to social justice as well. It was first founded as a Normal School by Frank and Phebe Button, sent from the Christian Church (Disciples of Christ). This more liberal denomination preached the Social Gospel and believed education was a critical tool in advancing society. The founding of Morehead Normal School was in response to the lawlessness in Rowan County, Kentucky, as a result of the bloody Martin-Tolliver feud, also known as the Rowan County War. (Flatt, 1997)

This bend toward social justice continued with Cora Wilson Stewart and the Moonlight School Movement. Cora attended the Normal School, served as superintendent of schools in Rowan County, and later joined the governing board of the Normal School prior to its transition to becoming state-funded. She was a strong influence on Frank Button in shaping the school's mission of service to the region. (Baldwin, 2006; Flatt, 1997)

In her role as superintendent, Stewart was often approached by people who requested her assistance in reading a letter they had received or writing a letter on their behalf. Cora was fond of telling all who would listen about these stories. In fact three of these anecdotes not only became the subject of Stewart's most loved public address, but according to Cora, also provided the inspiration for the Moonlight Schools. Stewart said that the individuals the stories portrayed were the summation of her calling. She wrote:

I interpreted them to be not merely the calls of the individuals, but a call of the different classes; the appeal of illiterate mothers, separated from their absent

children farther than sea or land or any other condition than death had power to divide them; the call of the middle- aged men, shut out from the world of books, and unable to read the Bible or the newspapers or to cast their votes in secrecy and security; the call of the illiterate youths and maidens who possessed rare talents, which if developed might add treasures to the world of art, science, literature, and invention. (Nelms, 1997, pp. 33-34).

According to Keene and Stubblefield's *Adult Education in the American Experience: From the Colonial Period to the Present* (1994), until the late nineteenth century literacy had been important for only four reasons: religion, prosperity, community, and social virtue (p. 203). It was Cora Wilson Stewart who was among the first to identify adult illiteracy as a social problem connected with disease, poverty, and poor farming techniques (Nelms, 1997, pp. 199-200), and her Moonlight Schools became the first adult literacy campaign in the United States (Keene and Stubblefield, 1994).

Her significance in the history of American adult education and adult literacy efforts have often been overshadowed by those who sought to discredit her work based on her lack of formal training and academic credentials in the field. Stewart's legacy is widely heralded today as some of the most innovative work in adult education and literacy ever undertaken (Baldwin, 2006; Flatt, 1997; Nelms, 1997).

MSU would later become the first institution in the Ohio Valley Conference to racially integrate. In 1958, Marshall Banks, an African-American student-athlete became the first to receive an athletic scholarship. This was prior to the 1964 Civil

Rights Act and well ahead of the integration of many larger institutions across the country (Flatt, 1997).

How was the capstone project implemented?

The Center for Social Justice & Equity at Morehead State University is conceived as a boundaryless organization that operates as a matrix network. Therefore, implementation is both structured and organic. The proposal advises that the Center for Social Justice & Equity be implemented over a three-year period, in three phases which build leadership, funding, and physical space requirements (offices, meeting rooms, etc.).

Why were this capstone and related strategies selected?

The discourse about the social nature and power of education is not new. One of the most noted educational philosophers, John Dewey, made the argument in the late 1900s that would set the stage for the ongoing debate about education and social justice. He argued, “A society which provides for participation in its good of all members on equal terms and which secures flexible readjustment of its institutions through interaction on the different forms of associated life is insofar democratic” (Bogotoch, Beachum, & Blount, 2008, p. 40).

Dewey’s basic philosophy on education as growth led to the development of progressive theories and practices of adult education. Dewey believed that education should be involved in social transformation, though not directly. He argued that one of education’s chief aims was to create a citizenry of critical thinkers that was able to

adapt to changing social and environmental conditions in order to move civilization forward (Hyttén & Bettez, 2011; Noddings, 1998; Radd, 2008; Spring, 1994). From Dewey's work, a number of additional schools of educational philosophy evolved, including humanistic and radical theories (Elias & Merriam, 2005; Spring, 1994).

Radical educational philosophy is closely tied to many higher education efforts and social justice. It contends that there is equality between the teacher and the learner and that learning happens through dialogue and critical reflection. Praxis is a critical component of radical educational pedagogy. Radical theorists believe that it is not merely enough to learn, we must also act on that knowledge. (Elias & Merriam, 2005; Spring, 1994)

By all accounts, Paulo Freire was one of the world's most significant adult educators of the 20th century and a noted social justice advocate. Paulo Freire emerged as one of the world's most recognized and acclaimed critical radical theorists. His life was a fully lived and expressed pedagogy dedicated to liberating hearts and minds from oppression. In Freire's view, education is an instrument of and for social transformation through the reduction in power of and/or elimination of oppressive systems and structures. (Abdi & Kapoor, 2009; Elias & Merriam, 2005; Freire, 2013; Horton & Freire, 1990; Spring, 1994).

He was best known for emphasizing the need to educate and raise the consciousness of marginalized and oppressed populations. As Elias and Merriam describe him in *Philosophical Foundations of Adult Education* (2005), he was a prominent, international adult educator "whose ideas were greatly formed by the

Marxist tradition of radical criticism” (p. 151). To the radical, Marxist critical philosophy, Freire added a powerful new dimension - a “revolutionary pedagogy and philosophy of education” (p. 151).

Freire’s theory of conscientization was his first and serves as a cornerstone of his later work. He is quoted in John Elias’ *Paulo Freire: Pedagogue of Liberation* (1994), describing this intentional and guided development of consciousness among the oppressed and marginalized as, “... the process by which in the subject-object relationship...the subject finds the ability to grasp, in critical terms, the dialectical unity between self and object. That is why we reaffirm there is no conscientization outside practice, outside the theory-practice, reflection-action unity” (p. 74).

Through critical consciousness, Freire contended, the marginalized can begin to become liberated. Freire applied this philosophy in praxis at the individual and community level to empower learners to become active, educated citizens (Elias, 1994). The development of critical consciousness happens through dialogue, action, and empowerment.

The work of Freire provided much of the guidance for the development of the philosophy and pedagogy of the Center for Social Justice & Equity. The center will have three primary areas of focus: education, advocacy, and research.

Education – to provide programming and curriculum across the institution which address critical consciousness, cultural competence, implicit bias, privilege, diversity, and inclusion

Advocacy – to support dialogue and efforts to increase equitable access to

resources and opportunities

Research – to engage faculty, staff, and students in academic endeavors which advance matters of social justice, equity, and inclusion

As the diversity of students rapidly increases and the achievement gap between majority and minority populations continues to grow, it is becoming more apparent that leaders in education must address these intersections between increased diversity and educational inequity. In an effort to meet the educational needs of these diverse populations, intentionally designed centers and programs focused on these issues must be offered to educate (prepare students for the global marketplace), advocate, and research (Blackmore, 2009; Capper, Theoharis, & Sebastian, 2006; Ellis, 2016; Gooden & Dantley, 2012; Hawley & James, 2010; Jean-Marie, Normore, & Brooks, 2009).

When was the capstone implemented?

Upon approval of the capstone research project, the proposal will be submitted to Morehead State University president, Dr. Jay Morgan for consideration. The proposal outlines a three-year, phased implementation process upon administrative approval.

Impact of the capstone

Those who are academically and experientially prepared as social justice and equity advocates constituents can positively impact achievement at the individual and local level (Duncan & Murnane, 2011; Magnuson & Waldfogel, 2008). In turn,

networks of leaders for social justice and equity can begin to address the gaps at system levels in matters of legislation, policy, and reform (Howard, 2016).

Additionally, there is a need for the Morehead State University community as a predominantly white institution to reflect on white privilege. Many in Eastern Kentucky have a sense that they have experienced the same oppression as other marginalized groups because of rural location and socioeconomic conditions. To some extent, this is true, as evidenced in the literature (Gorski, 2013; Lyman & Villani, 2002). However, being able to acknowledge white privilege and implicit bias are part of developing cultural competence and expanding an individual's perspective and worldviews (Jost, Whitfield, & Jost, 2005; Okun, 2010; Ortiz & Rhoads, 2000; Tooms & Boske, 2010; Tochluk, 2010). As racial justice educator Debby Irving (2014) explains:

There's no rule that says I have to reject my culture. But if I become aware of its beliefs, values, and practices, I can try to see it as one culture of many and expand my beliefs, values, and practices beyond it in the name of becoming a better global citizen. Learning to value other cultures' ways has demanded of me a kind of psychic stretching that taps into my human potential. As I let go of believing in "one right way," I'm discovering new ways to think about myself and the people and events around me. It allows me to be increasingly adaptable and nimble as I make my way through an increasingly complex world. One of the great ironies in my quest to understand racism is that the

very populations I once sought to help and fix are the ones from whom I'm discovering I have so much to learn. (p. 188)

In May 2017, MSU submitted a comprehensive Diversity Plan to the Council on Postsecondary Education, the Commonwealth of Kentucky's coordinating agency for higher education. The plan included a number of strategies to increase diversity, inclusion, and cultural competence at the institution, but there is currently no organizational structure in place to coordinate these efforts. The concept for a center like the Center for Social & Equity was included as a strategy in the plan, and the center could become responsible for oversight of the institutional Diversity Plan once the capstone has been fully implemented.

Limitations of the study

The project is limited in scope by the fact that it will focus on one institution, Morehead State University (MSU). MSU is a rural, public comprehensive institution located in Eastern Kentucky. Thus, findings or suggested plans may not be representative or operational for other institutions in other locations.

It should also be noted the researcher is currently enrolled as a doctoral student in Educational Leadership at MSU. Additionally, she serves as the chief marketing and public relations officer for the institution with the primary responsibility of promoting enrollment and academic programs. Therefore, acknowledgement of these relationships is necessary. Thoughtful, careful consideration was given throughout the research process to ensure the researcher's role as an objective observer.

Reflections

The initial concept for my capstone project began as a needs assessment for a track in the existing educational leadership doctorate focused on educational justice and equity. After meeting with a number of faculty to discuss this idea, the opinion was that there was no existing framework from which to offer the track. The Center for Social Justice & Equity would provide the undergirding to develop this curriculum in the future.

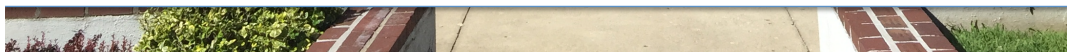
From a leadership perspective, I learned that people desperately want to believe in and work toward something good, especially during difficult times. I also learned that no vision is yours alone. The more you try to contain it, the more you stifle the organic development of the idea. A leader must learn to let go and let it grow. The concept for the Center for Social Justice & Equity has twisted, turned, and been reshaped with every conversation, meeting, text, Tweet, and email – and for the better.

When I felt somewhat lost in it all, I returned to the radical critical educational philosopher that sparked it all for me, Paulo Freire. I have been most significantly influenced by his conversations with Myles Horton, captured in *We Make the Road by Walking: Conversations on Education and Social Change* (1990). Horton contends that transformational social change through education at the Highlander Folk School came about as an exchange of knowledge and respect between people. He states, “You don’t need to know the answer. You can help people get the answers. You have

to know something; they know something. You have to respect their knowledge, which they don't respect, and help them to respect their knowledge" (p. 55). It is this exchange I have come to value as a leader and intend to plant steadfastly at the core of the Center for Social Justice & Equity.



MOREHEAD STATE UNIVERSITY
CENTER FOR SOCIAL JUSTICE AND EQUITY

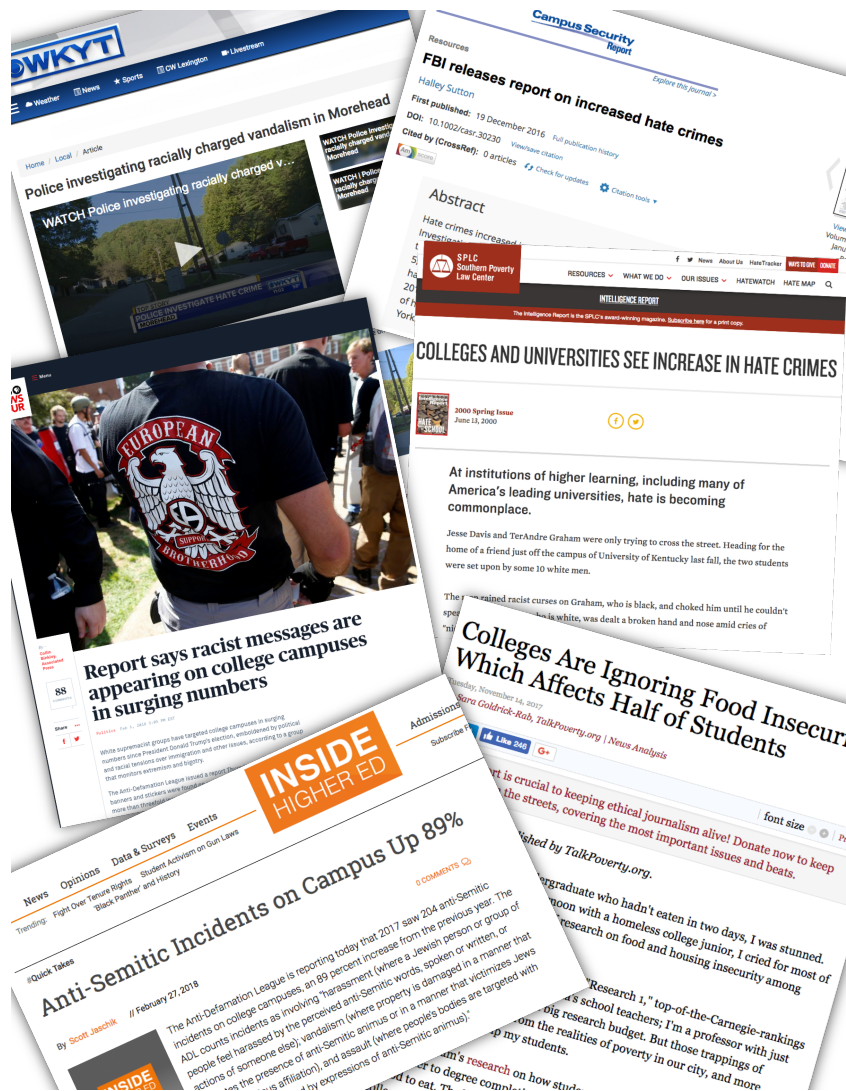




A PROPOSAL TO ESTABLISH
The Center for Social Justice and Equity
Morehead State University

Prepared and submitted by
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Department of Foundational and Graduate Studies in Education
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April 9, 2018



Dennis Connors (2006), faculty member in Gonzaga University's Leadership Formation Program, uses the following parable in his graduate seminar courses to illustrate the nature of social justice.

Once upon a time, there was a town that was built just beyond the bend of a large river. One day some of the children from the town were playing beside the river when they noticed three bodies floating in the water. They ran for help and the townsfolk quickly pulled the bodies out of the river.

One body was dead so they buried it. One was alive, but quite ill, so they put that person into the hospital. The third turned out to be a healthy child, who then they placed with a family who cared for it and who took it to school.

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This went on for years; each day brought its quota of bodies, and the townsfolk not only came to expect a number of bodies each day but also worked at developing more elaborate systems for picking them out of the river and tending to them.

Some of the townsfolk became quite generous in tending to these bodies and a few extraordinary ones even gave up their jobs so that they could tend to this concern full-time. And the town itself felt a certain healthy pride in its generosity.

However, during all these years and despite all that generosity and effort, nobody thought to go up the river, beyond the bend that hid from their sight what was above them, and find out why, daily, those bodies came floating down the river. (pp. 171-172)



MOREHEAD STATE UNIVERSITY
CENTER FOR SOCIAL JUSTICE AND EQUITY

March 1, 2018

President Jay Morgan
Morehead State University
202 Howell McDowell Administration Building
Morehead, KY 40351

Dear Dr. Morgan,

I am pleased to submit this proposal to establish a Center for Social Justice & Equity for your review. This work is the culmination of three years of research conducted as completion of the Doctor of Education in Educational Leadership program. While this proposal fulfills the requirements of the degree, it became clear early in the research that there was both a significant need and desire for such a center at MSU. Support has been both enthusiastic and overwhelming across the institution.

The mission of the Center for Social Justice & Equity is to advance a just and inclusive community locally and globally through education, advocacy, and research, which raise awareness about privilege and inequity, fosters cultural competence and inclusion, encourages action, and advances equitable solutions. The center will work toward addressing the inequities faced by our students, faculty, and staff as a community of learners and those of our region through serving as a common resource and clearinghouse and by focusing the efforts of existing departments, programs, and scholars. In doing so, it supports multiple national, state, and institutional initiatives and policies including, but not limited to, high-impact educational practices and experiences as defined by the Association of American Colleges and Universities and the 2017-2021 MSU Diversity Plan which supports the Kentucky Council on Postsecondary Education's Policy on Diversity, Equity & Inclusion.

The center will expand and enrich academic, cultural, and civic opportunities and global understanding for students, faculty and staff. After your review, I request a brief meeting to discuss the proposal and its feasibility. Thank you for your time and consideration.

Sincerely,

Jami M. Hornbuckle, Ed.D. Candidate

TABLE OF CONTENTS

BACKGROUND AND OVERVIEW	7
Similar Programs/Centers at Kentucky Public 4-Year Institutions.....	10
Similar Programs/Centers at IPEDS Peer Institutions/Comparison Group	10
STATEMENT OF NEED	11
CENTER MISSION AND FOCUS AREAS	12
Mission.....	12
Focus Areas	12
EXISTING INITIATIVES	13
LEGAL AND ETHICAL CONSIDERATIONS	18
STRUCTURE & LEADERSHIP	21
CHANGE MANAGEMENT	26
PROGRAMMING	28
RESOURCES	30
LOGOS	34
FUNDING	35
SPACE REQUIREMENTS	37
LETTERS OF SUPPORT	38
SUMMARY	51
REFERENCES	52
APPENDICES	57
Inclusive Excellence	58
High-Impact Learning Practices	70
Diversity, Equity & Inclusion Policy	72
Diversity Plan	84
General Education Curriculum	120

BACKGROUND AND OVERVIEW

The concept for the capstone project sprang from a deeply held personal and professional belief that education is one of, if not the most, powerful tools of social justice available to a democratic society. If true, it would be reasonable to suspect that educational institutions make connections across their organizations to help address systemic societal issues impacting inequality and inequity such as poverty, racism, and classism. However, the review of relevant literature would prove that not to be widely evident (Agosto & Karanxha, 2012; Hackman, 2005; Hawley & James, 2010).

Many school districts, as well as colleges and universities, are currently experiencing demographic shifts in the number of diverse students they serve. Based on trends and national demographic data, many indicators point to the fact that our schools and universities will continue to become more diverse into the foreseeable future (McGee, 2015; Winkle-Wagner & Locks, 2014). The number of students in K-12 schools who are English Language Learners (ELL) continues to rise, as does the international student population. Likewise, statistics reported about college students show growing diversity in terms of race, gender, age, and ethnicity (Bucher, 2015).

However, the traditional majority of U.S. educators are white, socio-economically middle class, and received their teacher education preparation at a predominantly white institution (PWI), and as such, most have had little experience working with students whose cultures or identities differ greatly from their own (Howard, 2016; Howard, 2007). Moreover, only 18% of educators in the United States are teachers of color, with black teachers representing 7% of that total (Griffin & Tackie, 2016).

According to Stead (2015), by 2050 the population of historically underrepresented or marginalized groups in the United States will be at or above 50%. Therefore, it is increasingly more important for leaders and educators, who most often represent majority cultures and identities, to gain greater perspective about and understanding of more diverse and/or marginalized populations. Without this insight and experience, these individuals may intentionally or unintentionally contribute to systems of oppression, inequality, and inequity.

Price and Gascoigne (2006) found that both college students and the public at-large have an expectation for institutions of higher education to provide educational experiences that prepare them for a more diverse world and living and working in a global society. With this growing expectation, institutions and educators have the responsibility to respond accordingly and establish programs and practices that support these efforts. Changing demographics and increased popular interest in social issues have resulted in a rise in the attention given to concepts such as diversity, inclusion, and social justice in the higher education environment in regard to policy, mission, curriculum, and research (Brennan & Nadoo, 2008). Furthermore, research indicates that students enrolled in courses with curriculum focused on issues of diversity show enhanced cognitive development (Ross, 2014).

At the most fundamental level, the center would serve the constituents of Morehead State University – its students, faculty, staff, alumni, community members, and regional partners. However, more universally the center would serve as a hub of research on issues like poverty, race relations, inclusion in higher education, the impact of socioeconomic status in the classroom, and economic development in rural areas. The demographic makeup of the Morehead State University student body, employee base, and surrounding community makes it both an ironic and logical choice for the Center for Social Justice & Equity.

First, MSU is physically located in Eastern Kentucky in a rural area of Appalachia. While Furman (2012) noted that research on justice and equity is growing, the review of literature shows a significant lack of attention to social justice leadership in rural schools (Budge, 2006; Maxwell, Locke, & Scheurich, 2014; Roberts, 2013). The “othering” of rural schools has been attributed to an ironic unconscious bias among social justice scholars and enduring myths that rural America is uncomplicated (Maxwell, Locke, & Scheurich, 2014; Schafft & Jackson, 2010).

Secondly, the institution historically serves one of the most economically depressed regions of the country (Fisher & Smith, 2012). Socioeconomic status is one of the most overlooked components of cultural competence or diversity consideration (English & Roy, 2015; Gorski, 2013). At MSU, more than 50% of students are considered to be low socioeconomic status based on Pell Grant receipt (Morehead State University, 2016). This is particularly important because as Swartz (2008) notes:

While social class origin does not determine the next generation’s class achievement, the odds are that individuals will end up in the same class as their parents or one adjacent to it. As mobility studies have shown, movement from the lower to the upper class, or vice versa, remains rare. (p. 14)

Lastly, MSU is a predominantly white institution (PWI). Approximately 93% of MSU’s student population self-identifies their racial/ethnic identity as white or Caucasian. Only 7% of MSU faculty members are educators of color (Morehead State University, 2016). Intergroup contact increases self-awareness and broadens perspectives regarding personal differences. Diversity is associated indirectly with increased trust through increased positive contact and intergroup dialogue (Ross, 2014; Schmid, Ramiah, & Hewstone, 2014).

Establishing such a center at MSU aligns with the historic and continued mission of the institution. MSU has a rich tradition of serving a mission of social justice, although not explicitly expressed. The mission statement of MSU articulates the following:

As a community of lifelong learners, we will:

- Educate Students for success in a global environment;
- Engage in scholarship;
- Promote diversity of people and ideas;
- Foster innovation, collaboration and creative thinking; and
- Serve our communities to improve the quality of life.

(Morehead State University, Office of Institutional Research, 2017)

Furthermore, the history of the institution and community reflects a commitment to social justice as well. It was first founded as a Normal School by Frank and Phebe Button, sent from the

Christian Church (Disciples of Christ). This more liberal denomination preached the Social Gospel and believed education was a critical tool in advancing society. The founding of Morehead Normal School was in response to the lawlessness in Rowan County as a result of the bloody Martin-Tolliver feud, also known as the Rowan County War. (Flatt, 1997)

This bend toward social justice continued with Cora Wilson Stewart and the Moonlight School Movement. Cora attended the Normal School, served as superintendent of schools in Rowan County, and later joined the governing board of the Normal School prior to its transition to becoming state-funded. She was a strong influence on Frank Button in shaping the school's mission of service to the region. (Baldwin, 2006; Flatt, 1997)

In her role as superintendent, Stewart was often approached by people who requested her assistance in reading a letter they had received or writing a letter on their behalf. Cora was fond of telling all who would listen about these stories. In fact three of these anecdotes not only became the subject of Stewart's most loved public address, but according to Cora, also provided the inspiration for the Moonlight Schools. Stewart said that the individuals the stories portrayed were the summation of her calling. She wrote:

I interpreted them to be not merely the calls of the individuals, but a call of the different classes; the appeal of illiterate mothers, separated from their absent children farther than sea or land or any other condition than death had power to divide them; the call of the middle-aged men, shut out from the world of books, and unable to read the Bible or the newspapers or to cast their votes in secrecy and security; the call of the illiterate youths and maidens who possessed rare talents, which if developed might add treasures to the world of art, science, literature, and invention. (Nelms, 1997, pp. 33-34).

According to Keene and Stubblefield's *Adult Education in the American Experience: From the Colonial Period to the Present* (1994), until the late nineteenth century literacy had been important for only four reasons: religion, prosperity, community, and social virtue (p. 203). It was Cora Wilson Stewart who was among the first to identify adult illiteracy as a social problem connected with disease, poverty, and poor farming techniques (Nelms, 1997, pp. 199-200), and her Moonlight Schools became the first adult literacy campaign in the United States (Keene and Stubblefield, 1994).

Her significance in the history of American adult education and adult literacy efforts have often been overshadowed by those who sought to discredit her work based on her lack of formal training and academic credentials in the field. Stewart's legacy is widely heralded today as some of the most innovative work in adult education and literacy ever undertaken (Baldwin, 2006; Flatt, 1997; Nelms, 1997).

MSU would later become the first institution in the Ohio Valley Conference to racially integrate. In 1958, Marshall Banks, an African-American student-athlete became the first to receive an athletic scholarship. This was prior to the 1964 Civil Rights Act and well ahead the integration of many larger institutions across the country (Flatt, 1997).

Similar Programs/Centers at Kentucky Public 4-Year Institutions

- Eastern Kentucky University – Bachelor of Science in Social Justice Studies
- Northern Kentucky University - Social Justice Studies minor
- University of Kentucky - Center for Equality and Social Justice
- University of Louisville - Anne Braden Institute for Social Justice Research; Cooperative Consortium for Transdisciplinary Social Justice Research
- Western Kentucky University - Center for Citizenship & Social Justice

Similar Programs/Centers at IPEDS Peer Institutions/Comparison Group

- Edinboro University of Pennsylvania (Edinboro, PA) – Frederick Douglass Institute

STATEMENT OF NEED

As the diversity of students rapidly increases and the achievement gap between majority and minority populations continues to grow, it is becoming more apparent that leaders in education must address these intersections between increased diversity and educational inequity. In an effort to meet the educational needs of these diverse populations, intentionally designed centers and programs focused on these issues must be offered to educate (prepare students for the global society and marketplace), advocate, and research (Blackmore, 2009; Capper, Theoharis, & Sebastian, 2006; Ellis, 2016; Gooden & Dantley, 2012; Hawley & James, 2010; Jean-Marie, Normore, & Brooks, 2009).

Students who are academically and experientially prepared as social justice and equity advocates can positively impact equity at the individual and local level (Duncan & Murnane, 2011; Magnuson & Waldfogel, 2008). In turn, networks of leaders for social justice and equity can begin to address the gaps at system levels in matters of legislation, policy, and reform (Howard, 2016).

Additionally, there is a need for the Morehead State University community as a predominantly white institution to reflect on white privilege. Many in Eastern Kentucky have a sense that they have experienced the same oppression as other marginalized groups because of rural location and socioeconomic conditions. To some extent, this is true, as evidenced in the literature (Gorski, 2013; Lyman & Villani, 2002). However, being able to acknowledge white privilege and implicit bias are part of developing cultural competence and expanding one's own perspective and worldviews (Bonilla-Silva, 2010; Jost, Whitfield, & Jost, 2005; Okun, 2010; Ortiz & Rhoads, 2000; Tooms & Boske, 2010; Tochluk, 2010).

Knowing that students and society could ultimately benefit from new approaches to cross-cultural learning, but failing to take the necessary steps to intentionally create enabling conditions [in and] outside the classroom is downright irresponsible.

(Harper and Antonio, 2008, p. 12)

CENTER MISSION AND FOCUS AREAS

Mission

The mission of the Center for Social Justice & Equity at Morehead State University is to advance a just and inclusive community locally and globally through education, advocacy, and research which raise awareness about privilege and inequity; fosters cultural competence and inclusion; encourages action; and advances equitable solutions. The Center for Social Justice & Equity will work toward addressing the inequities faced by our students, faculty, and staff as a community of learners and those of our region through serving as a common resource and clearinghouse and by focusing the efforts of existing departments, programs, and scholars.

Focus Areas

- **Education** – to provide programming and curriculum across the institution, which address critical consciousness, cultural competence, implicit bias, privilege, diversity, and inclusion
- **Advocacy** – to support dialogue and efforts to increase equitable access to resources and opportunities
- **Research** – to engage faculty, staff, and students in academic endeavors, which advance matters of social justice, equity, and inclusion

Much of the guiding philosophy for the Center for Social Justice & Equity comes from the work of critical theorists with particular focus on the pedagogy of Paulo Freire. It is Freire's *Pedagogy of the Oppressed* (2013) that most strongly influenced the pedagogical framework for the center. Perhaps the most renowned radical critical theorist, Freire envisioned education as a means of empowering individuals to be self-governing, critical thinkers.

EXISTING INITIATIVES

The Center for Social Justice & Equity at Morehead State University Supports the Following National, State, and Institutional Initiatives

Note: Language is taken directly from each of these bodies or governing agencies for consistency and to emphasize alignment with mission and framework of the Center for Social Justice & Equity.

Making Excellence Inclusive (Association of American Colleges & Universities)

Making Excellence Inclusive is the Association of American Colleges & Universities' (AAC&U) guiding principle for access, student success, and high-quality learning. It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations.

Through the vision and practice of inclusive excellence, AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture. Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.

A high-quality, practical liberal education should be the standard of excellence for all students. The action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change.

(see Appendix A)

High-Impact Educational Practices (Association of American Colleges & Universities)

High-impact practices (HIPs) have been widely tested and have been shown to be beneficial for college students from many backgrounds, especially historically underserved students, who often do not have equitable access to high-impact learning. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. Of the 11 HIPs identified by AAC&U, the following six are components of the Center for Social Justice & Equity.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

(see Appendix B)

Policy for Diversity, Equity & Inclusion (Kentucky Council on Postsecondary Education)

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

- The recognition of diversity as a vital component of the state's educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky's African-American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- The nurturing, training, and production of students with the ability to interact effectively with people of different cultures (i.e., cultural competence.)
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive environment on our campuses.

(see *Appendix C*)

2017-2021 Diversity Plan (Morehead State University)

In the fall of 2016, MSU developed a Diversity, Equity, and Inclusion Task Force to develop the campus diversity plan under the direction of the Chief Diversity Officer and the Provost. The plan is based on the Kentucky Public Postsecondary Education Policy that was approved by the Council on Postsecondary Education (CPE) on September 23, 2016. The plan was developed with the primary focus of three sections: Opportunity, Success, and Impact.

Opportunity

Our primary focus will be in our 22 county service territory that is a part of Eastern Kentucky. Even though the first-time freshmen headcount decreased by 3.4% from the fall of 2014, MSU will strive to increase their fall enrollment of under-represented minority (URM) students by 2% annually through the plan. There will be a focus to increase the graduate URM by 1% annual.

Success

The plan includes the 6-year graduation rate for first-time, full-time baccalaureate degree seeking students who are low income and URM. The annual growth of both groups are

targeted at 1.5%. First to second year retention efforts of these groups are very important of students to matriculate and graduate. The annual growth for both groups are also targeted to be at 1.75%.

Impact

An institutional workforce that includes tenured and tenured track faculty is very important. The recruitment of a diverse workforce has a great impact on diverse students. The need to use recruitment networks and develop strategies to attract a diverse workforce will be implemented. Campus climate is very important for students as well as employment. In order to live and thrive on a diverse campus and in an increasingly diverse world, student must become more culturally competent. There will be a need to create a bias reporting and response mechanism for students, staff, and faculty to address issues that may affect the environment or atmosphere in which we work and live. We will need to systematically administer, analyze, and use feedback from a campus climate survey.

Diversity and Inclusion

Even though the plan measures diversity based on race, ethnicity, and low income, there are other groups. Morehead State University is committed to diversity and inclusion and providing services to other groups as well, such as Community Engagement, Disability Services, International Services, LGBTQ, and Veterans/Military Services.

(see Appendix D)

Proposed General Education Curriculum – LUX (Morehead State University)

The Human Community

Finally, a well-educated individual is one who appreciates the global diversity of the human community and who understands the importance of a civil and just society.

In the Spring 2017 survey, Morehead State University faculty were asked to rate the importance of various knowledge areas. Appreciation of cultural differences and appreciation of values and social responsibility received average ratings of 3.06 and 3.18, respectively, where the scale was 1 = not important, 2 = somewhat important, 3 = important, and 4 = very important. Thus, faculty considered these areas to be important components of a general education program. Appreciation of cultural differences was considered to be as important as the social sciences and the humanities, and appreciation of values and social responsibility was considered to be as important as the natural sciences.

LEAP considers intercultural knowledge\competence and ethical reasoning\action to be essential learning outcomes. LEAP also considers diversity\global learning to be a high-impact educational practice. As noted earlier, a high-impact educational practice is a practice that has been shown to correlate positively with educational outcomes in students. LEAP notes that:

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. (The LEAP Vision For Learning: Outcomes, Practices, Impact, and Employers’ Views, 2011, p. 18)

The report “What Will They Learn?” suggests that learning about a foreign culture can best be accomplished by studying and learning that culture’s language. The report recommends that students take at least three semesters of a foreign language.

GOAL 3: A general education program should cultivate students’ (a) appreciation of global cultures, (b) ability to engage in ethical reasoning, and (c) understanding of the importance of social justice.

Level 3 (The Human Community – 9 Credit Hours)	
<i>Prior to taking Level 3 courses, students must complete all Level 1 requirements.</i>	
Written Communication II (3 credit hours)	<ul style="list-style-type: none"> • This course will build upon the writing and rhetorical skills developed in Written Communication I. • The theme of the course will be the human community. • <u>The course will have a substantive reading component and a substantive formal writing component.</u> • <u>The course will challenge students to reason and think critically.</u>
Global Cultures (3 credit hours)	<ul style="list-style-type: none"> • Students will select one course from this category • The category will have a maximum of 10 courses—a maximum of five social and behavioral sciences courses and a maximum of five arts and humanities courses. A prefix can occur at most twice in the category. • Each course will examine one or more foreign cultures from a sociological, psychological, economic, political, institutional, or anthropological perspective (for social and behavioral sciences courses) or from a literary, historical, philosophical, or artistic perspective (for arts and humanities courses). • <u>Each course will have a substantive reading component and a substantive formal writing component.</u> • <u>Each course will challenge students to reason and think critically.</u>
Ethics and Social Justice (3 credit hours)	<ul style="list-style-type: none"> • Students will select one course from this category. Also, if students select a social and behavioral sciences course (an arts and humanities course) from the Global Cultures category, then they must select an arts and humanities course (a social and behavioral sciences course) from the Ethics and Social Justice category. • The category will have a maximum of 10 courses—a maximum of five social and behavioral sciences courses and a maximum of five arts and humanities courses. A prefix can occur at most twice in the category. • Each course will examine ethics or social justice from a sociological, psychological, economic, political, institutional, or anthropological perspective (for social and behavioral sciences courses) or from a literary, historical, philosophical, or artistic perspective (for arts and humanities courses). • <u>Each course will have a substantive reading component and a substantive formal writing component.</u> • <u>Each course will challenge students to reason and think critically.</u>

Table 1. Proposed Level 3 (The Human Community) of MSU’s LUX General Education Curriculum

(see Appendix E)

LEGAL AND ETHICAL CONSIDERATIONS

There are a number of legal and ethical considerations related to the development of the Center for Social Justice & Equity. Since the center will be housed at Morehead State University, a public regional university in the Commonwealth of Kentucky, it will be bound by federal and state law, education departments (state and federal) and related agency regulations, and institutional policies.

To understand the intersections of legal and ethical implications of implementing the Center for Social Justice & Equity, it is important to distinguish between the terms legal and ethical. Rawls' Theory of Justice - commonly referred to as Justice as Fairness - has greatly influenced social justice research, advocates, and educational practitioners. Rawls argued that everyone must be given the same rights under the law regardless of factors such as race, gender, class, etc. (Rawls, 1971)

For this purpose, the term legal is used informally to include all references to federal and state laws, statutes, agency regulations, institutional policies, etc. Ethical relates to moral principles informing behavior. What is legal may not be ethical for an individual; the reverse may also be true. (Stader, 2013)

With a focus on equity, it is particularly important to address any legal implications related to equal access and opportunity. The Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, and the Fourteenth Amendment of the United States Constitution are all applicable to the mission and objectives of the Center (Stader, 2013).

Additionally, Morehead State University's affirmative action and non-discrimination policy further undergirds and supports the focus of the proposed organization. The published nondiscrimination statement declares:

Morehead State University is committed to providing equal educational opportunities to all persons regardless of race, color, national origin, age, religion, sex, sexual orientation, gender identity, gender expression, disabled veterans, recently separated veterans, other protected veterans, and armed forces service medal veterans, or disability in its educational programs, services, activities, employment policies, and admission of students to any program of study. In this regard the University conforms to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. This includes: Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Orders 11246 and 11375, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Kentucky Revised Statutes 207.130 to 207.240; Chapter 344 and other applicable statutes.

(Morehead State University, Office of Human Resources, 2017)

Since the Center will work with a wide range of constituents, including students, all involved must be familiar with the Family Educational Rights and Privacy Act, otherwise more commonly known as FERPA. FERPA protects student privacy in their academic and financial records. It is suspected those working with the center would have legitimate reasons to access student records, and therefore, must be properly trained and informed regarding student privacy rights.

The ethical considerations surrounding the proposal are perhaps the most important, most complex, and most compelling. The work of the Center for Social Justice & Equity will undoubtedly present situations and circumstances with ethical considerations, particularly since the focus is on dealing with injustices and inequities. Determinations about programming, curriculum, and research all have ethical implications. Therefore, it is critically important how the work of the center will be approached.

The following principles for approaching the work of the center shall be established:

Change

We believe in a willingness to challenge traditions and constantly seek innovative ways to manage and solve problems.

Communication

We speak candidly and we listen well. We believe that clear, transparent and frequent communication is essential.

Diversity & Inclusion

We believe in a community where all members are welcome, and individuals and groups are free from harassment.

Empowerment

We recognize, endorse and empower leadership at all levels.

Integrity

We believe that integrity is the foundation for interaction in all matters.

Responsibility

We accept responsibility for our actions. When we see a problem, we do not pass it off. When we observe an injustice, we act.

Teamwork

We believe that the process of collegial decision-making contributes to the quality of the decisions. We also understand and appreciate that the most successful outcomes occur when organizational units work cooperatively as teams.

Student Success

We are committed to the success of current, past, and future students. Our success is gauged by the difference we make in our students' lives.

Sustainability

We respect our environment and natural surroundings. We are committed to green efforts in our business practices where applicable and available.

STRUCTURE & LEADERSHIP

The proposed Center for Social Justice & Equity is conceptualized as a stand-alone, transdisciplinary, cross-divisional, cross-departmental university-wide initiative, with no sponsoring division or department. This mirrors a concept presented by Damon Williams (2013) a leading expert in inclusive excellence and strategic diversity models in higher education.

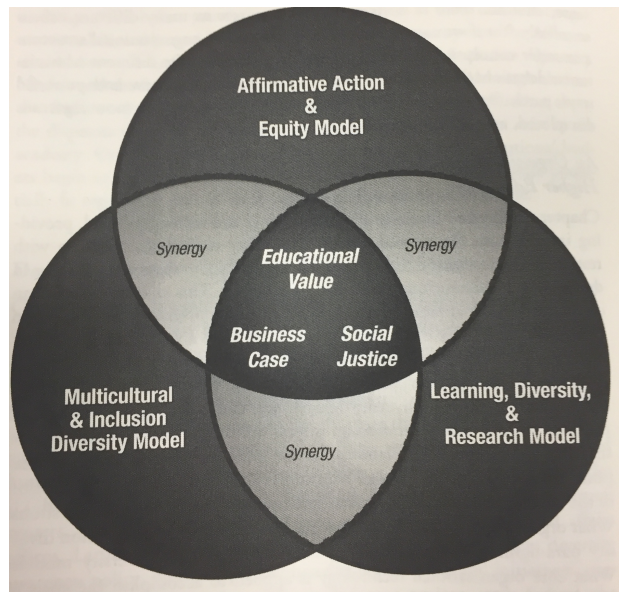


Fig 1. Three Primary Models of Diversity in Higher Education (Williams, 2013, p. 132)

The four frames presented by Bolman and Deal (2013) provide unique organizational perspectives from which the center and its implementation can be viewed and how this change can be managed. From a structural standpoint, the center will be housed at Morehead State University and must be aligned with the institutional policies and administrative regulations; work within existing state and federal mandates related to diversity, affirmative action, and inclusion; and fundamentally operate under the constraints of existing budget (related to the political frame), technology, and organizational structure.

When viewed from the human resources frame, it may first appear that the Center for Social Justice & Equity may have little involvement in this sphere. As a boundaryless organization working as an adhocracy (Bolman & Deal, 2013, p. 82), there will be no formal organizational structure and no supervisor/subordinate relationships. However, the individual selected to lead the

center will have a role of developing those he/she works with on an informal basis in helping them align their work with that of the center. The organic structure of the center is flexible, dynamic, and non-hierarchical. Synergy is gained through emphasis on participation, creativity, networking, and entrepreneurial activity, and the focus is on working collectively toward broad, mission-specific goals rather than narrowly defined functions.

The political frame is perhaps the most applicable to the work of the center for two reasons. First, as a public institution of higher education Morehead State University has endured a number of cuts to state appropriations. Available dollars for existing programs is scarce, much less for new initiatives. Competition for funding will be fierce, and a politically savvy leader will be needed to succeed in this environment. Additionally, the nature of the work of the center purposefully calls for working with people from diverse backgrounds. While this can create conflict, a leader with the ability to build strong alliances will be able to bring others together to work toward the overarching mission of the center.

Lastly, the symbolic frame provides an opportunity to share the stories of Morehead State University that align with the mission of the Center for Social Justice & Equity. From the institution's founding as a normal school to bring education to a feuding town, MSU has had a history of social justice and equity. Cora Wilson Stewart, one of the nation's heralded heroines of adult education, began the Moonlight School movement here and was a board member of the Morehead Normal School (strongly influencing MSU's mission of service to the region). MSU became the first institution in the Ohio Valley Conference to racially integrate in 1958, six years prior to the Civil Rights Act of 1964. (Flatt, 1997)

Taken as a whole, these frames provide a holistic view and solid foundation for approaching the change leadership necessary for the establishment and implementation of the Center for Social Justice & Equity at Morehead State University. Since the center will operate structurally as part of Morehead State University, it is important to recognize the formal reporting structures and policies; however, as a boundaryless adhocracy (Bolman & Deal, 2013, p. 82) the center will rely much more heavily on the leader's ability to work in the abstract with collaborative teams. Through the human resources and political lenses, the leader can gain perspective on aligning people's skills and passion for social justice with the overarching mission of the center. By building these alliances, he/she can work toward achieving the focused objectives.

Additionally, since the center must work initially under the constraints of the existing institutional budget, the political lens can provide a framework for competing for scarce resources for the center. Perhaps most importantly, the symbolic framework provides the leader the overarching compelling vision and stories from which he/she can motivate others to follow the mission of the Center for Social Justice & Equity at Morehead State University. By integrating these stories and utilizing symbols, heroes/heroines, rituals, and ceremonies, throughout the development and implementation of the center, the leader can build upon the institution's history of social justice and engage others in furthering this mission with greater focus, impact, and purpose.

Phased Implementation

YEAR	EXECUTIVE DIRECTOR	STEERING COMMITTEE	ADVISORY COUNCIL
1	Part-time, Fractional Load Faculty/Staff	Appoint & Organize	
2	Part-time, Fractional Load Faculty/Staff Conduct Search for & Appoint Full-time Executive Director	Fully Established	Appoint & Organize
3	Full-time Executive Director	Fully Established	Fully Established

Table 2. Organizational Structure and Leadership Phased Implementation

Executive Director

Given the mission and focus areas objectives for the Center for Social Justice & Equity, this will require a leader that is both a servant first (Greenleaf, 1977, p. 7) and transformational rather than transactional (Kaiser, Hogan, & Craig, 2008, p. 104). He/she must be mission focused with a strong commitment to social justice and equity with emphasis in the higher education setting. Furthermore, as a leader he/she must be able to communicate and sustain a compelling vision for the center which serves the constituencies and compels others to work together collaboratively toward the collective mission rather than pursue individual agendas.

The Executive Director would report directly to the President.

In Phase I (year 1) of implementation of the Center of Social Justice & Equity, the Executive Director position would be filled on a part-time basis by a current Morehead State University faculty or staff member with .2 FTE fractional load assigned to the center. He/she would organize and establish the center in Phase 1. In Phase 2 (year 2), a search would be conducted for a full-time Executive Director.

The Executive Director would promote inclusive excellence, social justice, and equity through collaboration with campus partners on related curriculum, programming, experiential learning, and research.

Steering Committee

The Steering Committee would be appointed and organized in Phase 1 of implementation and fully established in Phase 2. The committee will meet monthly with the Executive Director. It shall be comprised of representatives of the primary participating departments and units involved in related curriculum, program, experiential learning, and research.

Advisory Council

The Advisory Council would be appointed in Phase 2 (after hiring of the full-time Executive Director) and fully established in Phase 3. These representatives would be recruited from across the region, Commonwealth, and nation and meet once each semester. In their capacity as advisors and resource persons, these individuals would assist with identifying, soliciting, and obtaining funding for the center; increasing the visibility of the center; identifying recognized scholars and speakers for lectures and symposia; and providing guidance for the future of the center.



Fig 2. Visual Representation of Center for Social Justice & Equity Boundaryless Adhocracy

CHANGE MANAGEMENT

The higher education environment is increasingly competitive and complex and requires leaders to be historically reflective, in-the-moment, and visionary when it comes to change. The four frames of Bolman and Deal (2013) can provide valuable insight. Through reframing change, the leadership selected for the Center for Social Justice & Equity will be able to not only serve but also transform MSU, the center, and its constituencies.

It is this transformation that will be more difficult and more impactful. Institutional changes as I have described above are substantial and require new ways of doing business and operating. It also requires not a change in the mission, but rather a change in how the mission is perceived, communicated, and delivered. However, making even small shifts in systemic systems like classism, racism, and sexism will be nearly Herculean. The key is that these are indeed systems.

Examining this change through the lens of systems theory provides a broader, deeper approach. People are part of systems. To change systems, we must reach (and change the behavior of) people within those systems. Banathy (1992) suggests, "The systems view is a certain way of looking at ourselves, at the environments we live in, at the systems that surround us, and those we are a part of" (p. 15). As Ellsworth (2000) noted regarding change, "effective change must consider all members and components of the system, their interrelationships, and their relationships to other systems, as well as the relationship of the system as a whole to larger systems" (p. 191).

Ownership of and active participation in this change process by all constituents will be the most critical factors to success. A single administrator in an office cannot determine the work of the center. It must come from those it is intended to serve. As Banathy (1996) explains:

When it comes to the design of social and societal systems of all kinds, it is the users, the people in the system, who are the experts. Nobody has the right to design social systems for someone else. It is unethical to design social systems for someone else. Design cannot be legislated, it should not be bought from the expert, and it should not be copied from the design of others. If the privilege and responsibility for design is "given away," others will take charge of designing our lives and our systems. They will shape our future. (p. 228)

This extends beyond bringing others to the table. This means the center must actively involve and engage the communities and people it serves to empower their voices. It goes beyond hearing to acting on what is heard. Garvin and Roberto (2011) caution, "In fact, voice without consideration is often damaging; it leads to resentment and frustration rather than to acceptance" (p. 114).

Through meaningful and intentional education, advocacy, and research which actively engage the constituencies of Morehead State University, it is the goal that the Center for Social Justice & Equity will begin to change the perspectives and behavior of individuals, and in turn, begin to make small changes in systems. These individuals, with a primary focus on students, will go on to live and work in our global society with a better understanding of themselves, others, and issues of social justice (McArthur, 2016, p. 980).

Even with the most thoughtful planning and good intentions, however, plans fail. Kotter (1991) asserts organizations must, “Empower others to act on the vision. Get rid of obstacles to change. Change systems or structures that seriously undermine the vision. Encourage risk taking and nontraditional ideas, activities, and actions” (p. 61). Fullan (2007) adds, “The fundamental flaw in most innovators’ strategies is that they focus on their innovations, on what they are trying to do – rather than on understanding how the larger culture, structures, and norms will react to their efforts” (p. 84).

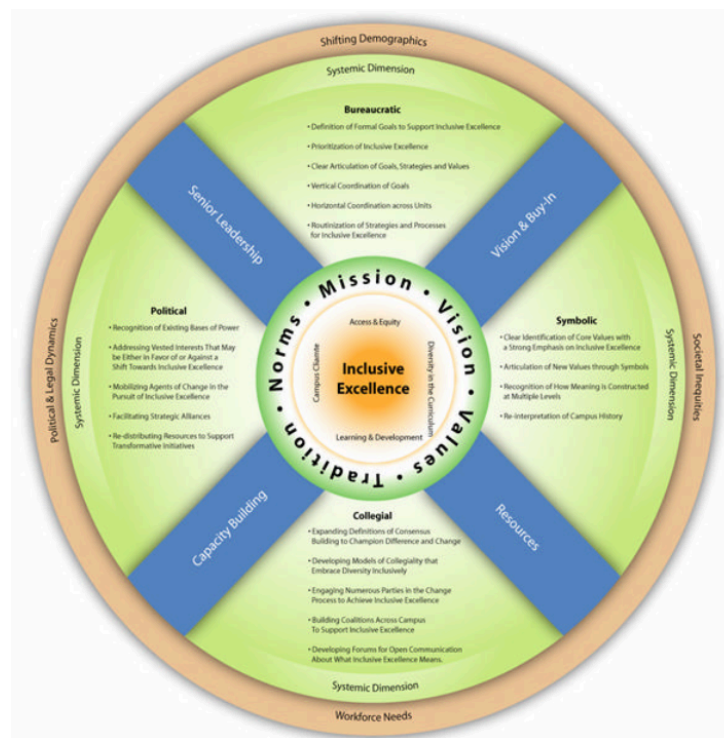


Fig 3. Inclusive Excellence Change Model (Williams, Berger, & McClendon, 2005, p. 30)

PROGRAMMING

The Center for Social Justice & Equity provides a transdisciplinary, university-wide framework and approach to addressing issues of diversity, inclusion, social justice, cultural competence, implicit bias, and equity. The Executive Director, Steering Committee, and Advisory Council will provide leadership and direction for the work of the center and further develop the strategies, tactics, and programming related to its mission. However, the core proposal seeks to offer the following:

Curriculum

While there are a number of academic programs and courses at MSU that address issues related to social justice and equity, there are multiple understandings, academic perspectives, and definitions of key terms related to these subjects. The center seeks to offer a transdisciplinary approach by promoting an intellectual culture of collaboration and mutual understanding of these issues and terms. Additionally, there has been interest expressed by the faculty in the College of Arts, Humanities & Social Sciences to develop a minor or major in social justice.

Faculty & Staff Fellows

It is a long-term goal for the Center of Social Justice & Equity to identify Faculty & Staff Fellows that would work on research and creative projects related to social problems and inequities faced by our students, faculty, staff, community, and region. This would operate much like the Research & Creative Production Grant process currently established through Research & Sponsored Programs. Funding would be made available through future grant initiatives by external agencies.

Lectures & Symposia

In cooperation with the partner departments and units, the Center for Social Justice & Equity will sponsor monthly lectures throughout the academic year that address specific topics related to its mission. The Executive Director will schedule these lectures with guidance from the Steering Committee, based upon current issues and/or climate conditions.

Each fall semester, the center will host a Symposium on Social Justice & Equity, which will address broader topics and have an annual theme. The Executive Director, Steering Committee, and Advisory Council will work in collaboration to establish the theme and identify and solicit speakers.

Service Learning

In cooperation with the Center for Service Learning and the Center for Experiential Learning, the Center for Social Justice & Equity would identify opportunities within the region that focus on social problems and inequities. The Steering Committee will work with the Executive Director to solicit and identify community agencies and private partnerships that would benefit from this arrangement.

Undergraduate Research Fellows

The center will work cooperatively with the Undergraduate Research Fellows Program to identify faculty mentors in partnering academic programs with research interests related to the mission and objectives of the center. Undergraduate Research Fellows will be identified with academic and research interests that also express a passion for social justice advocacy.

Training & Workshops

The Center for Social Justice & Equity will provide a clearinghouse and resource for faculty, staff, student and community training on topics such as cultural competence, diversity, implicit bias, inclusion, discrimination, privilege, social justice in higher education, and equity. The MSU Diversity Plan 2017-2021 (2017) explicitly identified the need for diversity training for all faculty, staff, and students. The center can and will fill this existing gap.

RESOURCES



Fig 4. Center for Social Justice & Equity Sample Web Presence

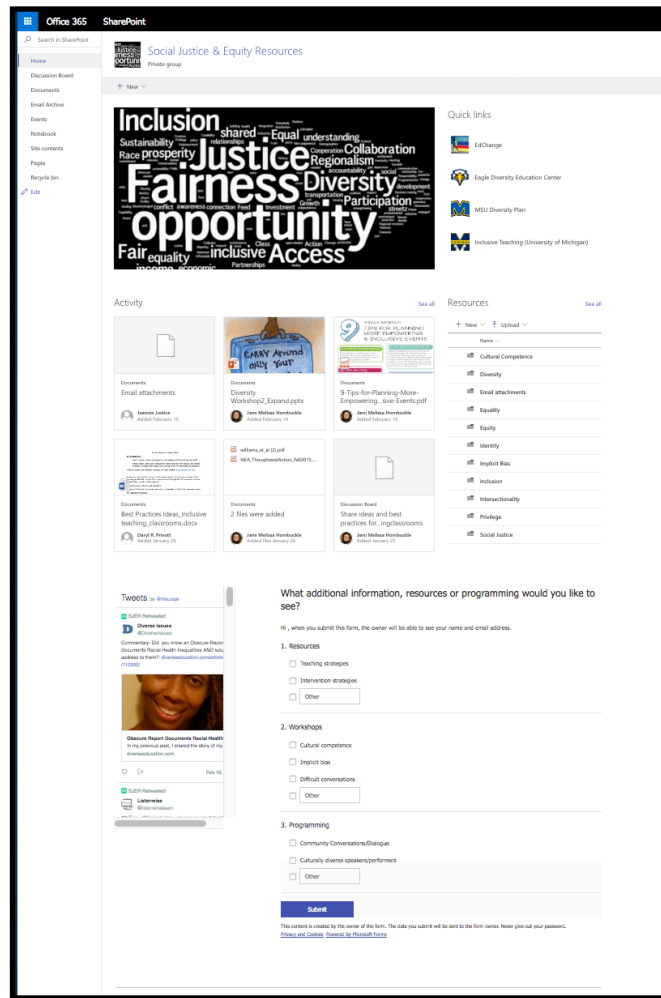


Fig 5. Established Social Justice & Equity Resources for Faculty and Staff Office 365 Site

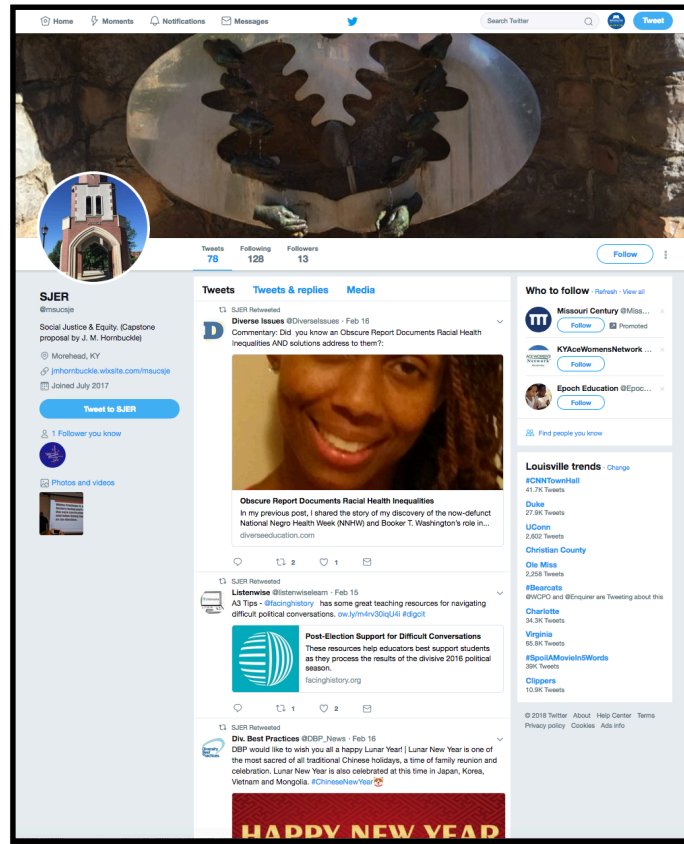


Fig 6. Center for Social Justice & Equity Sample Twitter Account



Center for Social Justice & Equity
Hardcore1997
34 SONGS
PLAY

1.	Up To The Mountain (MLK Song)	4:08
2.	Who Will Take My Place?	3:39
3.	We're All in This Together	4:49
4.	Be the Change (DJ Drez Remix)	4:58
5.	Ain't No Man	3:32
6.	Stand Up For It	3:59
7.	Pinus & The New Power Generation - The Hits/The B-Sides	5:10
8.	A Change Is Gonna Come	3:11
9.	Changes - (Explicit)	4:28
10.	Mr. Wendal	4:07
11.	Revolution	2:14
12.	Blood Brothers	3:14
13.	Pride (In The Name Of Love) - Remastered 2009	3:48
14.	Where Is The Love?	4:32
15.	Uprising	5:04
16.	Higher Ground	3:45
17.	Peace Train	5:10
18.	The Sound of Silence	3:06
19.	When God Made Me	4:05
20.	People Are People - 2006 Remastered Version	3:52
21.	Dear Mr. President	4:33
22.	Same Love - feat. Mary Lambert	5:18
23.	Man On Fire	4:19
24.	Swimming to the Other Side	3:30
25.	What It Means	6:25
26.	Glory (From the Motion Picture Selma)	4:32
27.	We Shall Not Be Moved	4:31
28.	Talkin' Bout A Revolution	2:41
29.	Strange Fruit	3:01
30.	Rise Up	4:13
31.	My Name is Emmett Till	4:50
32.	I'll Rise	6:18
33.	Born This Way	4:20
34.	O-o-h Child - Remastered	3:17
35.	White Privilege II (feat. Jemila Woods)	8:45

Fig 7. Center for Social Justice & Equity Sample Spotify Playlist

LOGOS



MOREHEAD STATE UNIVERSITY
CENTER FOR SOCIAL JUSTICE AND EQUITY



MOREHEAD STATE
UNIVERSITY
CENTER FOR
SOCIAL JUSTICE AND EQUITY

FUNDING

It is recognized that this proposal is brought forward during challenging budget circumstances not only for Morehead State University but for public higher education in the United States as a whole. Given this, the implementation is proposed in a conservative, phased approach with significant emphasis in the first year on working with Research & Sponsored Programs to identify and solicit grant funding for operational support. It is the goal that institutional funding support will occur through reallocation of funds related to these efforts and that sustaining and growth support in future years will be generated through private giving and grant funding.

Phased Implementation

YEAR	INSTITUTIONAL	PRIVATE SUPPORT	GRANT
1	Existing institutional funds will be used for programming that support the mission of the center through coordinated efforts of partner departments, programs, and units; .2 FTE of existing faculty/staff	A fund for the Center Social Justice & Equity will be established within the MSU Foundation upon administrative approval; \$5000	\$25,000 small grants to support programming
2	½ year salary and benefits for full-time Executive Director to be determined by Human Resources classification process; internal reallocations for programming	Private fundraising efforts; \$10,000	\$150,000 to support operation
3	Full year salary and benefits for full-time Executive Director to be determined by Human Resources classification process; internal reallocations for programming	Private fundraising efforts; \$25,000+ endowment	\$250,000+ to fully operationalize and sustain research activities

Table 3. Funding Phased Implementation

Identified Potential Grant Funding Opportunities (specific to the topic)

- Allstate Foundation
- Charles Steward Mott Foundation
- Charles G. Koch Charitable Foundation
- Compton Foundation
- Ford Foundation
- Geraldine R. Dodge Foundation
- Lumina Foundation
- Knight Foundation
- Mary Reynolds Babcock Foundation
- Open Society Foundation
- Power and Powerlessness Fund – Appalachian Community Fund
- Southern Partners Fund
- The Kresge Foundation
- The Surdna Foundation

SPACE REQUIREMENTS

Phased Implementation

YEAR	OFFICE	COMMON SPACE	RESEARCH/STUDY AREA
1	N/A	N/A	N/A
2	Executive Director Office	Meeting/Conference Area	N/A
3	Executive Director Office	Meeting/Conference Area	Library/Resource Room

Table 4. Space Requirements Phased Implementation

NOTE: As part of this research, I have amassed a significant personal library related to diversity, inclusion, equity, cultural competence, community asset building, multicultural education, identity, socioeconomic class, race, and educational philosophy and pedagogy. It is my intent to donate this collection to the Center for Social Justice & Equity Library/Resource Room once established. The value to Morehead State University is approximately \$5,000.

LETTERS OF SUPPORT

These letters of support were solicited from campus departments, programs, and units integral to the work and success of the Center for Social Justice & Equity. Each is identified in the visual representation of the center's structure found in Figure 2 (page 25 of this proposal). The individuals submitting these letters received a white paper outlining the concept, mission, and objectives of the Center for Social Justice & Equity, and many were involved in conversations regarding the development of the proposal over the last three years. These faculty, staff, and administrators collectively represent over 125 years of experience at Morehead State University.



Vice President for Student Success
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February 16, 2018

Jami Hornbuckle
Ed.D. Doctoral Candidate
Morehead State University
200 Earle Clements Lane
Alumni Tower East
Morehead, KY 40351

Dear Ms. Hornbuckle,

Please accept this letter of support for the creation of a Center for Social Justice and Equity on the campus of Morehead State University. I truly believe this type of campus department would enrich the campus community, and promote a positive environment of acceptance and inclusion.

In an ever-changing global environment, we must prepare and educate our students on the importance of inclusion, diversity and the enrichment of ideas that are different from our own. A Center for Social Justice and Equity would serve as the catalyst in providing activities, programs and services that would foster a campus environment dedicated to the recruitment and retention of a diverse population of students, faculty and staff. As you are well aware, we are fragmented as a campus with several departments doing their own initiatives related to diversity and inclusion. A Center for Social Justice and Equity on the MSU campus would serve as the lead in coordinating campus efforts associated with the new Diversity Plan approved by the Council of Postsecondary Education. In the current environment of reduced resources allocated to higher education, it is imperative that we work together for the betterment of our students and the university.

The Division of Students Affairs would be a key partner with the proposed Center. I envision several of our departments partnering in providing both educational, and social activities that promote a positive campus that recognizes the intrinsic value of all students. In turn, this will lead to the development of a diverse learning community that enhances the retention and progression of all students. The Center would also be a valuable resource in the recruitment of students on the local, regional, national and international level. At no other time has it become more import to embrace our differences, and work to provide a true inclusive learning environment where all individuals are appreciated and valued. I fully support the proposed concept of creating a Center for Social Justice and Equity at Morehead State University. Please let me know if I can be of any assistance in moving this project forward. Thank you for the opportunity to provide input.

Sincerely,

A handwritten signature in blue ink that reads 'Russell F. Mast'.

Russell F. Mast
Vice President for Student Affairs
Morehead State University

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**Caudill College of Arts, Humanities and
Social Sciences**
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February 23, 2018

Jami Hornbuckle
Ed.D. Doctoral Candidate
Morehead State University
200 Earle Clements Lane
Alumni Tower East
Morehead, KY 40351

Dear Ms. Hornbuckle,

I am pleased to write a letter in support of the establishment of a Center for Social Justice and Equity at Morehead State University. The principles of such a center, such as fairness and inclusion, are at the foundation of a liberal arts education and an engaged citizenry. The Morehead State University Strategic Plan and Diversity Plan reinforce many of the same values. The Center and both plans are in step with today's students, defined as Generation Z, they are justice-minded, entrepreneurial, and mission-oriented individuals.

Establishing a Center at Morehead State University would place us in good company. Almost all of the public universities in Kentucky already have a program with a major or minor and a research and outreach component. The Anne Braden Institute for Social Justice at the University of Louisville is of particular note with a transdisciplinary research component and community outreach. Braden was a Civil Rights pioneer in Louisville, who risked her life and journalism career to advocate for African-American equity. An icon of the Civil Rights Movement, Braden is a topic of study across America in history, philosophy and sociology classrooms. A number of our professors, including myself, have published original research on Braden and incorporate her life experience into the curriculum. Students always engage with the material in an enthusiastic manner raising thoughtful questions that resonate with issues of today.

As a result, I believe there would be significant interest in an interdisciplinary major in social justice and equity and the establishment of such a program would be a low cost, logical step toward creating the Center. Several programs in the School of Humanities and Social Sciences already have appropriate courses with strong enrollments. Moreover, an interdisciplinary major with experiential learning opportunities would thrive and serve as an effective recruitment tool for Generation Z students.

For these reasons, I am pleased to support this initiative. If you have any questions, please feel free to contact me.

Sincerely,

John Ernst
Dean and Professor of History

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Research and Sponsored Programs
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February 20, 2018

Jami Hornbuckle
Ed.D. Doctoral Candidate
Morehead State University
200 Earle Clements Lane
Alumni Tower East
Morehead, KY 40351

Dear Ms. Hornbuckle,

I am pleased to write in support of your proposal for the creation of a **Center for Social Justice and Equity** at Morehead State University.

My enthusiastic support is based upon the excellent rationale presented in your white paper on the subject, which explains the need for a just and inclusive community of scholars to address inequities faced by our students, faculty, and staff, and to provide leadership for the Center's proposed focus areas in Education, Advocacy, and Research. This mission is most certainly in accordance with the University's rich history of service to its immediate stakeholders in Eastern Kentucky and Central Appalachia. Because of this and because many of our faculty and staff have sincere concerns and recognized expertise in the areas of social justice, equity, inclusiveness, and diversity, I believe that Morehead State may be uniquely positioned to provide this vital outreach to not only our service region, but to the Commonwealth and beyond.

Significant financial resources will doubtless be required for such an endeavor to succeed and grow. As head of Research and Sponsored Programs at Morehead State, I would be pleased to help assemble a Funding Response Team comprised of interested faculty, staff, and grant administrators to actively seek external grant support for this initiative. Online searches of relevant federal agencies, state agencies, and private foundations will be an important first step in this process. In addition, it appears that there may be excellent opportunities to include undergraduate researchers in the work of the Center. As head of the Office of Undergraduate Research, I would be pleased to help facilitate their participation.

I look forward to working with you in this worthy enterprise.

Sincerely,

A handwritten signature in blue ink that reads 'Michael C. Henson'.

Michael C. Henson, Ph.D.
Professor, Associate Vice President for Research, and Dean of the Graduate School

February 19, 2018

Jami Hornbuckle
Ed. D. Doctoral Candidate
Morehead State University
200 Earle Clements Lane
Alumni Tower East
Morehead, KY 40351

Dear Ms. Hornbuckle,

Morehead State University would greatly benefit both as an institution and as a steward to our service region by creating a Center for Social Justice and Equity. The institution is poised on the brink of great changes and could be an innovative supporter of a diverse and equitable experience for the entire campus community.

The campus climate as it stands offers little opportunity to serve a diverse and equity based student body. Most of the work being done at the institution in diversity and inclusion is offered by staff members who have that as part of their job description or have a passion to provide that for the students they work with on a regular basis. Morehead State University would certainly benefit from an institutional process that would create more stable and definable policies to better serve the underserved current students as well as future students.

The number of diverse and inclusive faculty and staff that could serve as mentors and leaders for the campus community are few although some efforts are made to intentionally meet that need. A Center for Social Justice and Equity would certainly aid in the ability to recruit and retain faculty and staff to the institution to support a more diverse and inclusive campus community as a whole.

As the only person on campus that is certified to provide Safe Zone training for students, faculty and staff, I can attest to the desire for a more diverse and inclusive campus if resources were available. In the course of those workshops we openly discuss the struggles of support and provision of appropriate help and resources particularly for the LGBTQ community. I have personally witnessed missed opportunities by the institution to assist as well as provide education and advocacy for this underserved and little understood community.

An institutional center would help ensure populations that are underserved would have consistent and ongoing support that could impact recruitment and retention of not only students but also faculty and staff. As it stands currently, if someone leaves a faculty or staff position that works in diversity or inclusion, the institutional knowledge, campus connections and critical information leaves with that person. If a center existed, that information would be maintained by a department and embedded in processes that would better ensure that important information is not lost.

I fully support the creation of a Center for Social Justice and Equity at Morehead State University.

Thank you,

Shannon Colvin, Associate Director
Leadership, Programming and Inclusion



Eagle Diversity Education Center
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Jami Hornbuckle
Ed.D. Doctoral Candidate
Morehead State University
200 Earle Clements Lane
Alumni Tower East
Morehead, KY 40351

Dear Jami,

It gives me the delight to offer this letter of support to create a Center for Social Justice and Equity at Morehead State University.

A Center for Social Justice and Equity is a step forward to ensuring a more profound commitment to fostering an inclusive community and appreciation of differences. I am confident this center's efforts will promote diversity through education, advocacy, and research. A center on campus which promotes inclusivity, valuing education and serving as an advocate for social justice, is not only valuable but necessary in the scope of the institution's diversity initiatives.

In my judgment, the commitment to the betterment of the learning climate is vital as we work to create a sense of belongingness to help build relationships between people from different walks of life. The Eagle Diversity Education Center is committed to the development and success of students of color. The work of a Center for Social Justice and Equity directly impacts the students we work with every day. Together we can work collaboratively through programming and strategic initiatives to improve the academic, social, and cultural environment to support diverse student populations.

In conclusion, I fully support the idea of a Center for Social Justice and Equity at Morehead State. I believe the center can contribute to meeting the visions and strategies for Diversity and inclusion outlined by the institution.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Cory Clark'.

Cory Clark
Minority Academic Services Coordinator
Eagle Diversity Education Center
Morehead State University

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Department of Sociology, Social Work and Criminology
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March 1, 2018

RE: Center for Social Justice and Equity at Morehead State University

To Whom It May Concern,

I am happy to write a letter of support on behalf of the Bachelor of Social Work (BSW) Program for the implementation of the Center for Social Justice and Equity (CSJE) here at Morehead State University. As BSW Program Director, I am always looking for ways to enhance our students' education and expand their perspectives about diversity, inclusion, social justice and equity from an interdisciplinary approach. As an instructor, I continually challenge myself to be aware of my implicit biases in order to create an inclusive classroom experience. The Center for Social Justice and Equity would address both of these concerns by providing resources for students and faculty that focus on education, advocacy and research.

Social work's core values are service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. Our program prepares social work students to work with populations that often experience injustice, marginalization, discrimination and inequitable opportunities by utilizing High Impact Practices (HIP) particularly through practicums (internships) and service learning, community-based learning. Social work's values and pedagogical approach align well with the CSJE. This also provides a variety of opportunities for collaboration. For example, I can imagine the social work program and the CSJE partnering to raise awareness of income inequality/privilege by facilitating a Poverty Simulation. Social work students could practice social work skills like program development, group facilitation and research (pre-post assessments). The CSJE could support this with outreach, training and resources.

Faculty across campus and disciplines work diligently to provide a well-balanced approach to social justice and equity through the classroom and research. The CSJE could provide a centralized place where collaboration and sharing of resources and ideas could generate a shared vision for Morehead State University. This endeavor would be mutually beneficial to students, faculty, staff and the community as a whole.

Thinking about how the Center for Social Justice and Equity could impact our university, community and region is exciting. It embodies what is good and right about higher education.

Sincerely,



Rebecca K Davison
Instructor and Program Director, BSW Program
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r.davison@moreheadstate.edu



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March 2, 2018

Dr. Joseph A. (Jay) Morgan
President
202 Howell-McDowell Admin. Bldg.
Morehead, KY 40351

Dear Dr. Morgan:

As universities continue to have debates related to diversity and inclusion, it is apparent that MSU has a tremendous responsibility to educate our students, faculty, and staff on historical and current issues associated with equality. As we move toward performance funding, a great place to focus on these objectives is through a Center for Social Justice & Equity.

The Community Conversations that we previously held on campus have been very important; however, it would be beneficial for the University to institutionalize a program to ensure it continues. Therefore, creating a Center for Social Justice & Equity would be an ideal way to house this program and other programs already in place as well as create others. Since there have many conversations related to local and global issues, this could have a great impact on the campus community through research, education, personal knowledge, and engagement.

We currently have programs supported by the Office of Diversity Initiatives, Student Activities Inclusion and Leadership Development (SAIL), and First Year Programming. We have faculty, staff, and students at Morehead State University who are doing important work in the pursuit of equity, inclusion, and social justice for all. One outcome of such a center would be to house all of these services in one location.

I strongly recommend the creation of a center on our campus. If you would like to have further discussions about this, you may reach me at c.holloway@moreheadstate.edu or 606-783-2022.

Sincerely,

Dr. Charles Holloway
Chief Diversity Officer

www.moreheadstate.edu

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SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENTS:

History, Philosophy, Politics, International, & Legal Studies (HPPII)
Sociology, Social Work, Criminology (SSWK)

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TELEPHONE: 606-783-2655
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March 6, 2018

Jami Hornbuckle
Morehead State University
Morehead, Kentucky 40351

RE: Support of the Proposal for Social Justice and Equity at MSU

Dear Committee:

The School of Humanities and Social Sciences (SHSS) supports the establishment of a Center for Social Justice and Equity. As educators, we are aware of the importance and impact of engagement experiences for student success; therefore, I will not address those points. That many students are interested in social justice and inequity issues is apparent on our own campus. We have over 200+ students enrolled in the social work program; 200+ enrolled in sociology and criminology programs, and about 90 in legal studies. Clearly, our campus attracts a high number of students whose interest aligns with the proposed center, so my support focuses on what establishing a "Center" can do for the university.

First, the Center would serve to effectively and efficiently develop internal and external assets to a degree not possible for individuals or departments. As a clearinghouse, the Center would serve as a catalyst to facilitate and identify opportunities for cross-discipline and advanced collaborations throughout our campus and beyond. Having a centralized repository for research would facilitate advances in research by building on, and not duplicating, what has been done.

Second, having a single contact point would facilitate the development of public and private partnerships for funding, research, and engagement. Entities outside the campus could easily identify the Center as the point of contact for those wishing assistance or information related to a community problem or wanting to collaborate..

Third, the Center would tell our story of the ways in which we study and impact social justice. All of the research and engagement initiatives and activities currently underway are extremely underexposed. The Center's site would monitor and give visibility to the impact work underway, as well as new initiatives.

Hornbuckle
March 6, 2018
Page 2

Showcasing the work of faculty and students would be a catalyst for recruiting new students who want to be civically and socially engaged. We have all read the studies that students want to belong, make a difference, and the difference in retention for engaged students. If the Center becomes a major part of our identity, we may well see undergraduate students choosing MSU because they want to work with a particular faculty member or group, or on a project, much the same way that graduate students apply to universities because they want to work with specific individuals or on particular research projects.

Fourth, the Center can further develop students into citizens who can collaborate in teams, across diverse disciplines and people, to collect and analyze data that informs effective actions and policies.

For the foregoing reasons I support the proposal to establish a Center for Social Justice and Equity at Morehead State University.

Sincerely,



Dianna D Murphy, J.D.
Associate Dean
School of Humanities & Social Sciences
355 Rader Hall

www.moreheadstate.edu
MSU is an affirmative action, equal opportunity,
educational institution.



Undergraduate Education & Student Success
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February 22, 2018

Jami Hornbuckle
Ed.D. Doctoral Candidate
Morehead State University
200 Earle Clements Lane
Alumni Tower East
Morehead, KY 40351

Dear Ms. Hornbuckle,

It is with great pleasure that I write to convey my enthusiastic support for your proposal to develop the Morehead State University Center for Social Justice and Equity. You have my full support for this project because I believe that the Center creates a scalable strategy for MSU that will underscore to our region the commitment we have to support the development and dignity of all people. In addition, I firmly believe that the Center will establish a greater campus climate of inclusion for our students and faculty. In particular, having an entity on campus that will strongly advocate in line with inclusive values, and assist programs with curriculum development and programming to further support these values will be extremely helpful. Once those pieces are in place, MSU will be able to scale our efforts to promote diversity and inclusiveness in a much more sustainable way.

As a partner with the new Center for Experiential Education at MSU, I believe your Center for Social Justice and Equity also promises to be a strong tool to support the retention of students and faculty, both by promoting the ideals of social justice and equity through hands-on learning opportunities, and by providing opportunities for active collaborations between students and faculty on projects related to its mission. I believe it will positively impact rates for all students, but in particular this proposal will offer much in the way of support to Morehead State University's Diversity Plan-related activities.

The possibilities for new and attractive learning opportunities for our students seem endless with the Center for Social Justice and Equity as a part of Morehead State University. I am excited about the possibility of its development, and would welcome the opportunity to partner with you through the Center for Experiential Education at any time.

Sincerely,

A handwritten signature in blue ink that reads 'Laurie L. Couch'.

Laurie L. Couch
Associate Vice President for Undergraduate Education and Student Success

MSU is an affirmative action, equal opportunity, educational institution.

SUMMARY

“The first question is: Can learning take place if in fact it silences the voices of the people it is supposed to teach? And the answer is: Yes. People learn that they don’t count.”

Henry Giroux (1992, p. 15)

While much has been written about the theoretical need for developing centers focused on diversity, social justice, inclusion, and equity at institutions of higher education, much work remains to be done in establishing them in practice. Changing demographics and increased popular interest in social issues have resulted in a rise in the attention given to these concepts in the higher education environment in regard to policy, mission, curriculum, and research. Furthermore, research indicates that students enrolled in courses with curriculum focused on issues of diversity show enhanced cognitive development.

The Center for Social Justice & Equity at Morehead State University would strategically align existing institutional priorities, programming, and resources related to issues of social justice, equity, diversity and inclusion by providing a single clearinghouse for this important work. In doing so, the center would act as a catalyst for transdisciplinary and institution-wide collaboration in the three primary focus areas:

- **Education** – to provide programming and curriculum across the institution, which address critical consciousness, cultural competence, implicit bias, privilege, diversity, and inclusion
- **Advocacy** – to support dialogue and efforts to increase equitable access to resources and opportunities
- **Research** – to engage faculty, staff and students in academic endeavors, which advance matters of social justice, equity, and inclusion.

The benefits of establishing and sustaining the center to students, faculty, staff, the community, and region far exceed the financial cost. In addition to addressing important social issues, the Center for Social Justice & Equity would raise MSU’s institutional profile among its competitors and offer multiple opportunities to engage in high-impact learning practices.

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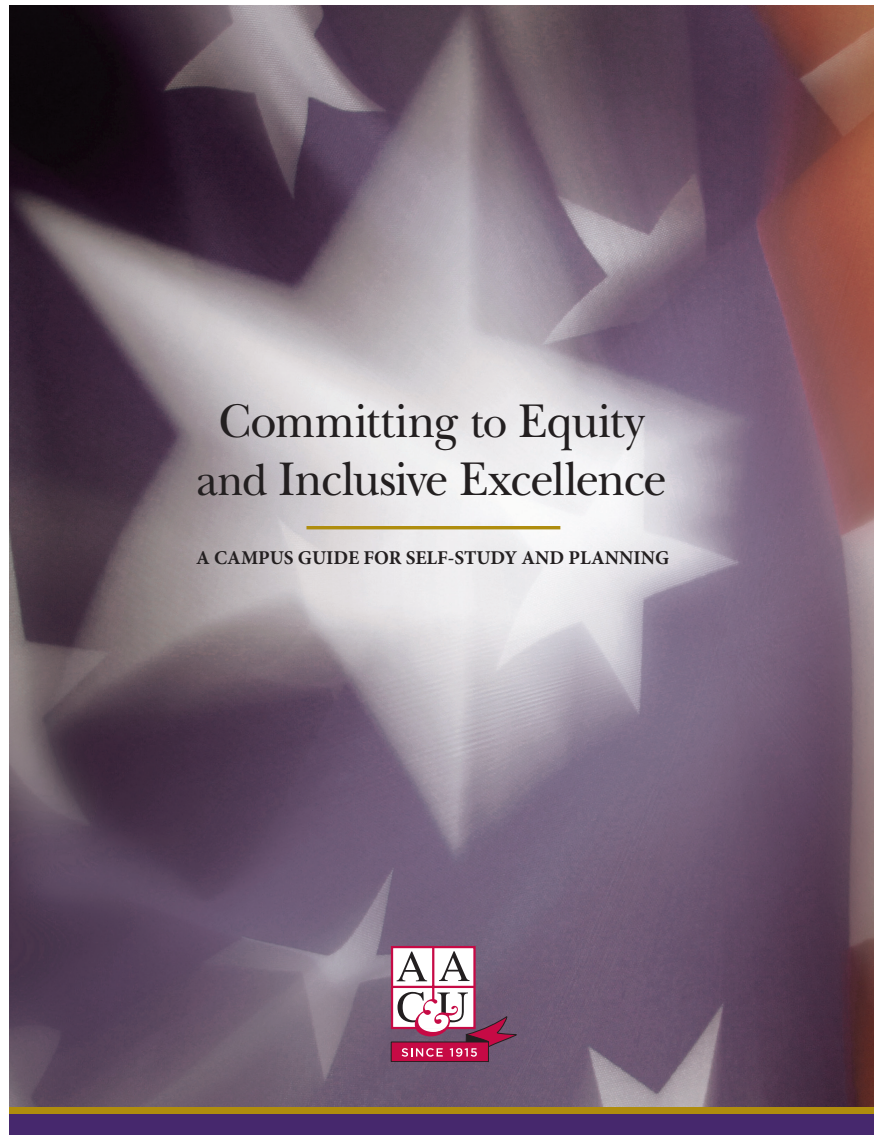
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APPENDICES

APPENDIX A. Inclusive Excellence	58
APPENDIX B. High-Impact Learning Practices	70
APPENDIX C. Diversity, Equity & Inclusion Policy	72
APPENDIX D. Diversity Plan	84
APPENDIX E. General Education Curriculum	120





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Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning

“A great democracy cannot be content to provide a horizon-expanding education for some and work skills, taught in isolation from the larger societal context, for everyone else.... It should not be liberal education for some and narrow or illiberal education for others.”

— THE QUALITY IMPERATIVE (AAC&U BOARD OF DIRECTORS 2010)

For generations, the United States has promised universal access to opportunity. It's part of our history and the engine of our economic and civic prosperity. But opportunity in America continues to be disproportionately distributed. The effects of this imbalance are evident. We have deep and persistent gaps in education, income, and wealth, and these gaps are widening as our nation becomes more diverse. As a result, the middle class is shrinking, and the fastest-growing segments of our population are the least likely to have the opportunities they need to succeed.

Expanding access to quality education is key to making opportunity real for all. It is key to closing America's deepening divides, strengthening the middle class, and ensuring our nation's vitality. Yet, at all levels of US education, there are entrenched practices that reinforce inequities—and that lead to vastly different outcomes for low-income students and for students of color. We are failing the very students who must become our future leaders and citizens.

In fact, US higher education is falling seriously behind in meeting the country's need for citizens and workers with postsecondary learning and sought-after skills. This needed talent must come from precisely the segments of US society that the American educational system has underserved—in the past and to this day.

By 2027, 49 percent of high school seniors will be students of color. Yet, historically and today, African American, Latino/a, and Native American students are notably less likely than students from other racial and ethnic groups to enter and complete college.¹ In addition, only 9 percent of students in the lowest income quartile complete a bachelor's degree by age twenty-four. As increasingly large numbers of high-income students complete college, the equity divides in US college attainment have deepened dramatically.²

Higher education has a role to play in addressing this issue. It is our responsibility to the students we serve as well as to our democracy and the nation's economy. It is time for higher education to step up and lead for equity and inclusive excellence.

1. Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, and Estela Mara Bensimon, *America's Unmet Promise: The Imperative for Equity in Higher Education* (Washington, DC: Association of American Colleges and Universities, 2015).


2. Margaret Cahalan and Laura Perna, *Indicators of Higher Education Equity in the United States* (Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education and PennAhead, 2015), 31.

Using This Campus Guide for Self-Study and Planning

To serve students and society well, higher education will need to make a pervasive commitment to equity and inclusive excellence—both preparing students for and providing them with access to high-quality learning opportunities, and ensuring that students of color and low-income students participate in the most empowering forms of college learning.

This *Campus Guide for Self-Study and Planning* is part of a series of publications and activities designed to advance equity and inclusive excellence. It provides a framework for needed dialogue, self-assessment, and action. It can be used by campus educators as a tool for bringing leaders and educators together across divisions and departments to engage in an internal assessment process and to conduct necessary dialogues, all aimed at charting a path forward to improve all students' success and learning. The *Guide* is designed with particular attention to helping campus leaders and practitioners focus on the success of students who come from groups who traditionally have been underserved in higher education.

This guide is part of a series of documents and resources that have been, or will be, released throughout AAC&U's Centennial year. All the documents in this series build on the work and resources developed through AAC&U's signature initiative **Liberal Education and America's Promise (LEAP)**.



Other AAC&U Resources on Equity and Inclusive Excellence

America's Unmet Promise:
The Imperative for Equity in Higher Education

Step Up and Lead for Equity:
What Higher Education Can Do to Reverse Our Deepening Divides

The LEAP Challenge:
Education for a World of Unscripted Problems

To order these publications, and to see campus examples and other campus tools, see: www.aacu.org/diversity/publications.

PART I. Committing to Equity and the Expansion of Opportunity

To create the educational equity that US society needs, higher education leaders need to ask:

Where is my institution in relation to each of the following?

1. Knowing who your students are and will be

- What demographic shifts and trends in postsecondary success are occurring on your campus and in the regions from which you draw students?
Study the evidence about demographic shifts among your future students and postsecondary success rates at your institution.
- What success or lack of success has your institution had in enrolling and educating students from underserved communities?
Examine your institution's history and identify related challenges and opportunities.
- How is your institution defining student success?
Recognize that student success must mean much more than completing college and meeting a minimum GPA. (See Part II, below.)
- How are you ensuring that precollegiate students know what will be expected in college?
Consider expanding your P-12 partnerships to strengthen underserved students' preparation and to encourage enrollment in college.
- How are you bringing equity-minded³ commitments to each of the goals outlined below?
Make equity-mindedness an explicit goal across the institution's reform efforts.

2. Committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions

- Who is enrolling and succeeding at your institution, and who is not? What benchmarks are you using to determine success?
Engage stakeholders on your campus with evidence of whether and how your institution is achieving its equity goals. (See Part II, below.)
- How does your institution value and use the cultural capital of underserved students? How can the campus community affirm these students' strengths? What biases or stereotypes may be standing in the way?
Examine attitudes about underserved student success that may hinder or advance your institution's ability to support these students.
- What do your students' own stories tell you about the work you need to do?
Bring students as well as faculty and staff into the dialogue regarding institutional change.
- How are your institution's practices and policies designed to accommodate differences in students' contexts for their learning? How do you ensure that underserved students receive the appropriate amount of challenge and support to ensure their success, without marginalizing these students? What can you learn from your own successes and failures and from other institutions working to increase underserved student success?
Recognize that different students need different kinds of support for their learning, and identify the best ways to provide the specific supports that different students need.

3. For an explanation of the term "equity-minded," see Estela Mara Bensimon, "The Underestimated Significance of Practitioner Knowledge in the Scholarship of Student Success," *Review of Higher Education* 30, no. 4 (2007): 441-69.

3. Investing in culturally competent practices that lead to the success of underserved students—and of all students

- Who at your institution or in your region is already leading—or struggling to be heard—on equity and inclusion issues?
Identify where investments in equity and inclusion are already being made, and connect new efforts with those that are already established.
- Who else needs to be included in the conversation about culturally competent practices? Are all faculty at your institution engaged in supporting underserved students?
Frame the conversation inclusively, with a wide range of stakeholders.
- How are your faculty and staff developing cultural competence so that they are prepared to teach all of today's diverse students?
Braid your equity programs into ongoing orientation for all faculty and staff. Include and support contingent faculty as well as tenure-track faculty.
- How is your institution investing in leadership for equity?
Commit to a systematic program of equity-minded leadership development for curricular and cocurricular change, including expansion of school-to-college pathways.

4. Setting and monitoring equity-minded goals—and devoting aligned resources to achieve them

- How is your institution defining success?
Define success in terms of access to inclusive excellence. (See Part II, below.)
- How is your institution measuring progress?
Hold the institution accountable for progress on four levels: outreach and access, completion and transfer, engaged or high-impact learning, and demonstrated achievement.
- How are you engaging faculty, staff, and students with evidence on all four levels of progress?
Work with a broad set of stakeholders to disaggregate data, question assumptions, and identify areas where new efforts are needed.
- How are you ensuring that current equity and opportunity programs on your campus are integrated and working toward shared goals?
Foster dialogue across discrete programs. Develop a unified strategy.
- How are you ensuring alignment between academic and social support programs for students?
Involve both academic affairs and student affairs staff in your equity and inclusive excellence efforts.
- How are you aligning your institution's equity goals with its financial goals?
Determine financial parameters, do a cost/benefit analysis, and set a budget. Investment in underserved student success can produce higher retention and potentially reduce tuition replacement costs.

PART II. Committing to Inclusive Excellence

The United States is in the midst of a long-term shift from defining “success” in terms of credits and grades to ensuring that students are well prepared for a complex world and an innovation-fueled economy. This shift has direct implications for what it means to demonstrate progress in advancing educational equity. It requires educators to ask whether underserved students are experiencing the most empowering forms of learning and whether they are successfully achieving the knowledge, adaptive skills, and hands-on experiences that prepare them to apply their learning to new settings, emergent problems, and evolving roles.

To ensure that all students achieve the educational outcomes they need for twenty-first-century success, higher education leaders need to ask: *Where is my institution in relation to the following components of a framework for quality and inclusive excellence?*

5. Developing and actively pursuing a clear vision and goals for achieving the high-quality learning necessary to careers and to citizenship, and therefore essential to the degree

- Do you have in place a quality framework for associate- and/or baccalaureate-level work that sets clear standards for students’ development of the following Essential Learning Outcomes?
Colleges and systems should have a quality framework that supports students’ development of these outcomes:
 - broad and integrative knowledge of histories, cultures, science, and society;
 - well-honed intellectual and adaptive skills, including analytic inquiry, communication fluency, quantitative fluency, engaging and working across difference, problem solving, and ethical reasoning;
 - in-depth engagement with unscripted problems relevant to both work (likely pursued through the student’s major) and citizenship, US and global;
 - Signature Work that shows the results of each student’s efforts related to a problem or project, extending over at least a semester. Signature Work may include students’ research, practicums, community service, portfolios, or other experiential learning. (See 6, below.)
- Do student learning strategies value students’ own cultural contexts and support their engagement with cultural diversity?
Tie each of the above outcomes to your students’ own cultural contexts and make engagement with society and societal diversity a fundamental and intentional part of high-quality learning.
- Are active and collaborative learning opportunities scaffolded across the curriculum?
Ensure that all students are working each term on inquiry, analysis, projects, presentations, and other forms of active, collaborative learning.
- Does your institution have an infrastructure for supporting student transfer?
In public institutions and systems, create alignment between educational programs to foster transfer.
- How do you engage your students, including underserved students, with understanding your quality framework for student learning?
Communicate intentionally with students about the Essential Learning Outcomes they should expect to achieve while earning their degrees.

6. Expecting and preparing all students to produce culminating or Signature Work⁴ at the associate (or sophomore) and baccalaureate level to show their achievement of Essential Learning Outcomes, and monitoring data to ensure equitable participation and achievement among underserved students

- Where in the curriculum do students pursue Signature Work?
Build both culminating work and preparation for it into general education and majors. Create platforms and practices for supporting students' Signature Work at all levels.
- When do students begin planning for their Signature Work?
Begin at entrance to help students engage in problem-centered inquiry and identify problems or questions of special interest.
- Do students have multiple opportunities to engage in cross-disciplinary inquiry?
Provide at least one experience of cross-disciplinary inquiry at the associate or sophomore level and additional experiences for juniors and seniors.
- Is Signature Work an expectation for all students, not just traditional-age students?
Ensure that programs for working adults and other older students require and prepare students to achieve Signature Work.
- How are you scaling up the number of academic programs that support Signature Work?
Provide leadership to engage faculty in academic programs where Signature Work is an emerging idea.

7. Providing support to help students develop guided plans to achieve Essential Learning Outcomes, prepare for and complete Signature Work, and connect college with careers

- How does advising support your institution's goals for student learning?
Faculty and staff advisors should help students plan individualized courses of study that are keyed to their goals, attentive to their life contexts, and designed to help them achieve the intended Essential Learning Outcomes.
- How do your developmental and gatekeeper courses empower students to succeed in college?
Focus the pedagogies and structures of developmental and gatekeeper courses to encourage students' academic self-direction and engage various learning styles.
- Are the connections between completion goals and goals for achieving Essential Learning Outcomes transparent to students?
Help students develop a plan for learning and demonstrated accomplishment, not just for timely course completion.
- How do students pursue these Essential Learning Outcomes in ways that are meaningful to them?
Provide faculty guidance for students to identify and explore questions and problems significant to their own goals and interests.
- How are you using data analytics to support students as they pursue learning goals, including the achievement of Essential Learning Outcomes?
Track students' progress and provide proactive guidance to help students advance in their learning plans and/or adjust course as needed.

4. Signature Work might be research, a significant project, a portfolio showing student work on a particular topic, a senior capstone assignment, a practicum, or another form of creative student work. Through Signature Work, students prepare across their college studies to produce a significant applied learning project that reflects their interests and shows what they can successfully do with their learning. For more information, see *The LEAP Challenge: Education for a World of Unscripted Problems* (Washington, DC: Association of American Colleges and Universities, 2015).

8. Identifying high-impact practices (HIPs) best suited to your students and your institution's quality framework of Essential Learning Outcomes, and working proactively to ensure equitable student participation in HIPs⁵

- Are your students participating equitably in HIPs?
Collect and disaggregate data on who is participating in selected HIPs (service learning, research, internships, capstones, learning communities, etc.). Work systemically to address inequities in students' experiences of high-impact and empowering learning.
- Do HIPs provide scaffolding for students' Signature Work?
Tie participation in selected HIPs to students' preparation for and achievement of Signature Work.
- Are HIPs integral to students' educational experiences wherever those experiences occur, whether on campus, off campus, or online?
Ensure that online learning programs equitably include high-impact practices and emphasize students' active, hands-on learning.

9. Ensuring that Essential Learning Outcomes are addressed and high-impact practices are incorporated across all programs, including general education, the majors, digital learning platforms, and cocurricular or community-based programs⁶

- What is the role of your general education program in helping students achieve the Essential Learning Outcomes associated with high-quality learning?
Redesign general education, which all students take, to directly address quality learning goals and to involve students in active learning from first to final year of college.
- What is the role of the majors in helping students achieve the Essential Learning Outcomes associated with high-quality learning?
Review and amend major programs to address degree-level goals in ways appropriate to students' fields of study. Start first with the programs most commonly selected by underserved students.
- How do certificate programs support and align with these goals?
Where certificate programs are offered, align them with relevant degree requirements and show students what will be required to move from certificate to degree.
- How does your institution support faculty and staff across programs as they incorporate high-impact practices into their work?
Provide professional development opportunities that help faculty and staff create strategies for designing and implementing quality high-impact practices that are tied to student achievement of Essential Learning Outcomes.
- How does your institution recognize student learning achieved outside of credit-bearing courses?
Consider assessing prior and experiential learning (e.g., military service, work, and civic service) in relation to Essential Learning Outcomes, thereby encouraging students to make faster progress to degrees.

⁵ For information about high-impact practices and their effects on student learning, see <http://www.aacu.org/resources/high-impact-practices>.

⁶ For guidance on mapping degree-level learning outcome goals to general education, majors, and programs, see the Degree Qualifications Profile (Indianapolis: Lumina Foundation 2014).

10. Making student achievement—including underserved student achievement—visible and valued

- Does your institution regularly assess student achievement and report findings to stakeholders in a way that recognizes multiple aspects of student growth?

Assess students' achievement of expected Essential Learning Outcomes and report regularly to faculty and staff, trustees, and other stakeholders. Assessment practices should be growth-oriented and include data on noncognitive factors to measure student development holistically.

- Does your institution track and respond to data on student achievement to ensure that it is equitable across different student groups?

Disaggregate data on students' progress toward completion or transfer and on demonstrated achievement of expected Essential Learning Outcomes, and take action to improve students' progress and achievement as needed.

- How are you communicating your priorities and successes?

Develop your institution's capacity to tell the story—to an institutional, regional, and national audience—of what an empowering education looks like in the twenty-first century, and why it matters for underserved students.

- How are you involving community stakeholders in this work?

Develop and expand partnerships with nonprofit organizations and with employers to reinforce commitments to making excellence inclusive for all students—traditional-age students and working adult learners; students of all racial, ethnic, and national backgrounds; and students of all income levels.

Liberal Education and America's Promise



Liberal Education and America's Promise (LEAP) is a national advocacy, campus action, and research initiative that champions the importance of a twenty-first-century liberal education—for individuals and for a nation dependent on economic creativity and democratic vitality.

LEAP responds to the changing demands of the twenty-first century—demands for more college-educated workers and more engaged and informed citizens. Today, and in the years to come, college graduates need higher levels of learning and knowledge as well as strong intellectual and practical skills to navigate this more demanding environment successfully and responsibly.

Launched in 2005, LEAP challenges the traditional practice of providing liberal education to some students and narrow training to others. In 2015, AAC&U launched the **LEAP Challenge** calling on colleges and universities to engage students in Signature Work that will prepare them to integrate and apply their learning to a significant project.

For more information, see www.aacu.org/leap.

About AAC&U

The Association of American Colleges and Universities (AAC&U) is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education and inclusive excellence at both the national and local levels, and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

Information about AAC&U membership, programs, and publications can be found at www.aacu.org.



1818 R Street, NW, Washington, DC 20009
www.aacu.org

CELEBRATING 100 YEARS OF LEADERSHIP FOR LIBERAL EDUCATION

High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student-Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student-Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.



Diversity, Equity and Inclusion

Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion

Unit/Department: Academic Affairs
Effective Date: 9/23/2016

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

Adopted by CPE: 9/23/2016

Background:

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education (CHE) developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education."

For the next 25 plus years, CHE and CPE focused the Desegregation Plan and its subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African- American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, the CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the remedial planning process, but CPE sought to continue its diversity efforts and initiatives. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities through KRS 164.020(19) which requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE. As such, the CPE directed the CEO, in collaboration with the public institutions, to develop a process that would help to ensure that the significant progress made in promoting diversity was preserved and further enhanced throughout public postsecondary education.

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

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the statewide diversity policy into one seamless framework, upon which equal educational opportunity goals can be set; strategies to obtain those goals can be developed, adopted, and implemented; and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE's Strategic Agenda are completely aligned, with common metrics, strategies, and appropriate references and acknowledgments.

Policy for Diversity, Equity, and Inclusion:

This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

Definitions¹:

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one's own cultural worldview;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

Diversity - People with varied human characteristics, ideas, world views, and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Fidelity – Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.

¹ Definitions were developed from AAC&U's "Making Excellence Inclusive" project, "Diversity and the College Experience" by Thompson and Cuseo (2009), and prior CPE documents.

- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

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

Low-Income – Pell recipients at entry or during specific semesters (varies depending on the specific metric)

Underrepresented Minority (URM) – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races.

Vision and Guiding Principles:

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

- The recognition of diversity as a vital component of the state's educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky's African- American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- The nurturing, training, and production of students with the ability to interact effectively with people of different cultures (i.e., cultural competence.²)
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive environment on our campuses.

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

Focus Areas:

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

"Opportunity" - Recruitment and Enrollment of Diverse Students

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky's postsecondary students. Public postsecondary institutions in Kentucky have a responsibility to provide residents with the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

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

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective:

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting cross-racial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student's diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood of retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.
- Today's U.S. minority populations are tomorrow's majorities and, if our minority populations continue at the same rate of educational attainment and achievement, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' ... [and] in maintaining the fabric of society." *Id.*

- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

It is apparent that the educational benefits of diversity are such that if overlooked or ignored, an institution would fail to provide its students with an essential component of his or her education.

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

Goals:

In order to help students receive the educational benefits of diversity, institutions shall set annual goals for the following:

- Enrollment of racial and ethnic minorities represented through a percentage range of the overall student population. Percentage range goals shall be set for the following IPEDS racial and ethnic categories:
 - Hispanic (regardless of race)
 - Black or African-American

Percentage range goals **may** include the following IPEDS racial categories:

- Two or more races
- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Asian

Percentage range goals **may** also be set for the enrollment of international students.

- Providing opportunities and support for other diverse students.
 - This **shall** be described through narrative or numerical form, or a combination of the two, and **may** include, but would not be limited to, the identification of various student groups with a presence on campus and information about student participation in those groups (e.g., LGBTQ, political, and religious organizations), as well as data on low-income and

first-generation college students, students from historically impoverished regions of the state, and students with disabilities.

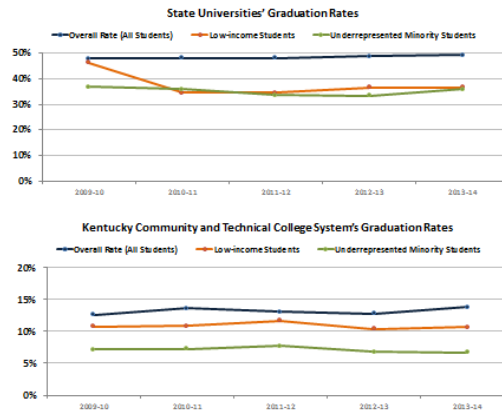
Strategies:

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

- Race and ethnicity-neutral policies designed to increase diversity in the student body.
 - Examples are included in the following:
 - <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf>
- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

"Success" - Student Success

While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain student populations historically have exhibited lower rates of retention and graduation than the overall student population. The following charts show the graduation rate gaps between the overall population of Kentucky postsecondary students and underrepresented minorities and low-income students.



In order to improve the success of these students, institutions can implement strategies designed to address the issues research has shown to be linked to these opportunity gaps. As part of the Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise (LEAP) initiative, as well as initiatives conducted by the Center for Community College Student Engagement (CCCSE), effective educational practices have been identified that, according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.³ Several of these "high impact practices" are listed below:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning (e.g., study abroad)
- Service learning, community-based learning
- Internships/co-ops
- Capstone courses and projects

Goals:

Institutions shall set annual goals for underrepresented minority and low-income students for the following student success metrics:

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

Strategies:

To meet the goals outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline implementation plans. Strategies may include:

- High impact practices (described above).
- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early alert systems.
- Corequisite models of developmental education.

³ Kuh, AAC&U High Impact Practices, 2008; and Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

"Impact" - Campus Climate, Inclusiveness, and Cultural Competency

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

For example, students should have the opportunity to interact with diverse faculty and staff. In addition, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom, both on and off campus. Community and institutional partnerships can provide opportunities for those off-campus interactions and help improve the quality of life and personal safety of individuals involved by promoting cultural, social, educational, and recreational opportunities that emphasize citizenship and campus/community engagement.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If "diversity" refers to the variation in populations as defined in this policy, then "competency" refers to the ability to understand and appropriately address these variations. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others. Students who become more culturally competent receive:

- A greater appreciation of cultural differences;
- Greater awareness of the viewpoints of other cultures; and
- A greater ability to interact with individuals from diverse backgrounds in professional settings.

If students are expected to be more culturally competent, faculty and staff should also possess that ability. All the benefits listed above can also be imparted to faculty and staff. Faculty and staff should also become more aware of issues of cultural norms, equity, and inclusion in order to help level the playing field for students who may arrive on campus with certain characteristics that may make it more difficult for them to be successful.

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

Goals:

Institutions shall set annual goals for the following:

- Increasing the racial and ethnic diversity of faculty and staff.

Institutions shall promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity.

Institutions shall work toward producing culturally competent students, faculty, and staff.

Strategies:

Institutions shall implement initiatives designed to increase the cultural competency of its students, faculty and staff. These initiatives may include:

- Administering a cultural competency assessment (e.g., Intercultural Effectiveness Scale and Intercultural Development Inventory).
- Offering courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curricula.
- Offering faculty development in cultural competency.
- Creating a cultural competency certificate program.

Institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or recruitment of faculty with international experience.
- Faculty exchange programs.
- Promotion and tenure processes that support diverse faculty.
- Resources committed to professional development around cultural competency.
- Educating search committees on implicit biases.
- Supporting diverse interview panels for candidates.

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

- Conducting regular campus climate surveys.
- Creating a campus environment team.
- Increasing community engagement by students, faculty and staff.
- Providing faculty and staff development around equity and inclusion.
- Providing opportunities to participate in co-curricular activities.

Institutional Diversity Plan Submission and Approval:

To implement this Policy, each public institution shall create a campus-based plan for diversity, equity, and inclusion (Plan), which addresses the goals and strategies in the three focus areas and outlines an appropriate plan for assessment. Approved Plans must demonstrate that these goals and strategies are the responsibility of the entire institution, across multiple departments and levels of administration. Those tasked with development and implementation should work with the appropriate individuals on their respective campuses to create a holistic and comprehensive Plan meeting all the requirements of this Policy and aligned with 2016-21 Strategic Agenda for Postsecondary and Adult Education.

A draft Plan shall be submitted for review and comment. A review team shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution's draft Plan. Institutions may engage its review team after initial comments and suggestions are provided to better ensure Policy compliance and ultimate approval. In reviewing the goals and strategies outlined in institutional Plans, teams shall consider a multitude of factors, including but not limited to, the following:

For enrollment percentage range goals:

- Statewide or local geographic area population, U.S. census data, and current population trends;
- Historic institutional data;

For student success goals:

- Rate of past and current performance;
- Gaps in achievement for identified groups;
- Achievement rates of students at peer institutions; and
- Institutional mission.

For strategies:

- Research supporting the potential effectiveness of any strategies or practices to be implemented;
- Evidence of past effectiveness of strategies previously or currently implemented at the institution;
- Financial feasibility; and
- Institutional mission.

Final Plans shall be approved by an institution's Board of Trustees or Regents and then submitted to the CPE president. CPE staff shall review each Plan and submit it to the CEO for review. Plans then shall be submitted to CPE for final adoption.

Institutional Diversity Plan Reporting and Evaluation:

For an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable

Diversity Plan Report Evaluation Rubric (Rubric) as described below. Institutions' Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates: (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

- The initial Diversity Plan Report is due in early 2018. The specific date will be determined after a review of data availability. Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.
- Subsequent Diversity Plan Reports will be annually and will be scored using the Rubric. A composite score at or above 22 out of a maximum of 34 for community colleges and at or above 24 out of a maximum of 36 for universities will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below 22 or 24, as applicable, the institution shall be ineligible to offer new academic programs.
- Drafts of all Diversity Plan Reports shall be submitted at least thirty (30) days prior to their due date for preliminary review, feedback, and confirmation of data validity.
- Ineligible institutions shall enter into a CPE-approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance deficiencies. At its discretion, the CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.
- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver shall be submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

Policy Oversight:

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

**Morehead State University Campus
Diversity Plan
2017 - 2021**



**Morehead State University
June 21, 2017**

Introduction

Morehead State University (MSU) is a comprehensive public university with robust undergraduate and graduate programs, emerging doctoral programs and an emphasis on regional engagement. MSU aspires to be the best public regional university in the South through a commitment to academic excellence, student success, building productive partnerships, improving infrastructure, enhancing resources and improving enrollment and retention.

MSU is located in the foothills of the Daniel Boone National Forest in Rowan County, Kentucky. Founded in 1887 as Morehead Normal School, it was a private, church-supported institution known as “a light to the mountains.” In 1926, it became part of the state-supported system and was renamed Morehead State Normal School and Teacher’s College. An increase in enrollment and degree programs resulted in successive renaming as Morehead State College (1948) and its current designation as Morehead State University (1966). The mission statement/purpose of MSU is as follows:

As a community of lifelong learners, we will

- Educate students for success in a global environment;
- Engage in scholarship;
- Promote diversity of people and ideas;
- Foster innovation, collaboration, and creative thinking; and
- Serve our communities to improve the quality of life.

MSU has an eleven-member Board of Regents that serves by statute as the governing body of the University. The board is dedicated to the promotion of the mission and goals of the University. The board is also responsible for the creation or dissolution of degrees upon approval of the Council on Postsecondary Education.

MSU has 135 undergraduate and 70 graduate degree programs in four colleges: Caudill College of Arts, Humanities and Social Sciences; College of Business and Technology; College of Education; and College of Science. MSU offers associate, baccalaureate, masters, specialist, and doctoral degrees as well as undergraduate and graduate certificates.

In the fall of 2016, MSU employed 408 total faculty members: 333 full-time (76.3% tenured or tenure track) and 75 part-time faculty members in addition to 730 full-time staff and 127 part-time staff.

MSU’s annual operating budget, approved by the Board of Regents each June, is based on projected funds from tuition and fees, state appropriation, sales and services of educational activities, and auxiliary enterprise revenue. The University’s independent external auditors conduct an annual audit and disclose concerns and recommendations to the Board if needed. MSU has received no audit concerns or recommendations in recent history.

MSU is part of the Kentucky public postsecondary education system. Our service region consists of 22 counties in eastern Kentucky; however, our outreach extends far beyond the service region. The University’s main campus is located in Morehead, Kentucky with regional campuses in Ashland, Mt. Sterling, Prestonsburg and West Liberty.

Diversity Planning Process

In the fall of 2016, MSU developed a Diversity, Equity and Inclusion Task Force to develop the campus diversity plan under the direction of the Chief Diversity Office and the Provost. The taskforce was charged with the following:

- Propose the new Morehead State University diversity, equity and inclusion plan.
- Develop a process that considers input from campus and community stakeholders in developing the plan.
- Follow CPE requirements associated with the new plan.
- Consider other elements/metrics for the new plan unique to Morehead State that are not necessarily included in CPE requirements.
- Propose how the plan might be implemented and maintained (see Diversity
- Follow the established timeline provided by CPE.

The following working committees were created and their membership was purposefully designed to represent a cross-section of campus stakeholders including faculty, staff, and students:

MSU Ad Hoc Committee:

Steven Ralston, Provost
 Charles Holloway, Chief Diversity Officer
 Laurie Couch, Interim Associate VP of Academic Affairs – Academic Programs
 Chris Miller, Interim Dean, College of Education
 Sandra Riegler, Associate Professor of Education
 Jamie Thomas, Assistant Director of Athletics,
 Shannon Colvin, Coordinator of Student Leadership and Advocacy
 Jessica Thompson, Technology Business Analyst II

MSU Workgroup Committee:

MSU Ad Hoc Committee
 Dora Admadi, Associate Professor Mathematics
 Bill Redwine, Auxiliary Services
 Bernadette Barton, Professor Sociology
 J.T. Blackledge, Associate Professor Psychology
 Christopher Blakely, Minority Retention Coordinator
 Ophelia Chapman, Systems Librarian
 Cory Clark, Minority Academic Coordinator
 Kristina Durocher, Associate Professor History
 Tori Henderson, Student – SGA
 Jami Hornbuckle, Assistant to the President/Chief Market and Public Relations Office
 Michelle Hutchinson, Employment & Training Manager
 Robert Sparks, Area Coordinator Housing
 J. Marshall, Executive Director Regional Engagement
 Hope Mills, Student – Student Activities
 Fatma Mohamed, Associate Professor Management

Donna Murphy, Community and Alumni
 Shondrah Nash, Professor Sociology
 David Peyton, Professor Biology
 Jill Ratliff, Assistant Vice President for Academic Affairs - Institutional Effectiveness
 Tim Rhodes, Assistant Vice President Enrollment Services
 Lexius Yarbrough, Student – NPHC
 Capp Yess, Associate Professor Physics

Opportunity Members:

Dora Admadi, Associate Professor Mathematics
 Ophelia Chapman, Systems Librarian
 Tori Henderson, Student – SGA
 Michelle Hutchinson, Employment & Training Manager
 Fatma Mohamed, Associate Professor Management
 Tim Rhodes, Assistant Vice President Enrollment Services
 Shondrah Nash, Professor Sociology

Student Success Members:

Christopher Blakely, Minority Retention Coordinator
 Cory Clark, Minority Academic Coordinator
 Kristina Durocher, Associate Professor History
 Hope Mills, Student – Student Activities
 Robert Sparks, Area Coordinator Housing
 Capp Yess, Associate Professor Physics

Impact Members:

J.T. Blackledge, Associate Professor Psychology
 Bernadette Barton, Professor Sociology
 Jami Hornbuckle, Assistant to the President/Chief Market and Public Relations Office
 Jill Ratliff, Assistant Vice President for Academic Affairs/Institutional Effectiveness
 J. Marshall, Executive Director Regional Engagement
 Donna Murphy, Community and Alumni
 David Peyton, Professor Biology
 Sandra Riegler, Associate Professor of Education
 Lexius Yarbrough, Student – NPHC

After teams were developed by the Ad Hoc Committee, the Vice President of Academic Affairs and the Chief Diversity Officer met with the committees to inform them of the necessary tasks to assist with developing the campus diversity plan.

Each subcommittee held their own individual meetings to discuss and develop strategies related to diversity. Each subcommittee also had authorization to engage other campus constituents if needed.

After the subcommittees had developed strategies, they reported to the entire group with their recommendations for developing the diversity plan. The strategies for this plan was developed by the taskforce, and the other information has been provided as a part of the campus strategic plan.

Key Terms

As a part of our plan development, MSU believes there is a campus community need to have agreement on definitions that will be a part of our diversity plan.

Cultural Competence - Cultural competence requires that organizations:

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- Incorporate the above in all aspects of policymaking, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (National Center for Cultural Competence)

Diversity – Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). (American Association of Colleges & Universities)

Equity – Appropriate access and right to needed resources, processes, opportunities, and participation to provide for equal, successful outcomes. The term is often confused with equality. Equity aims to level the playing field. (Gorski, 2013; Gorski & Pothini, 2013; Gorski & Swalwell, 2015)

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

Fidelity: Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but is not be limited to the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.
- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

Identity - The social and historical construction of the self/individual/person that creates a sense of community, belonging, and uniqueness. Identity (-ies) may intersect or overlap and most often do. Key facets of identity include sex, gender, sexual orientation, race, ethnicity, social class, age, ability, and religion/spirituality. (Capper & Young, 2014; Gorski, 2013; Griffiths, 2003; Page, 2007; Samuels, 2014)

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

Inclusive Excellence – The recognition that a community or institution's success is dependent on how well it values diversity and engages diversity, and includes the rich diversity of students, faculty, administrators, and alumni constituents. (University of Denver)

Low-income: Pell recipients at entry or during specific semesters (varies depending on the specific metric)

Power and privilege – The institutional, systemic, systematic, and cyclical process that bestow unearned rights, benefits, or privileges on some chosen groups or populations while exerting control over and manipulation of marginalized and oppressed groups. (Davis & Harrison, 2013; Irving, 2014; Loewen, 1995; Tochluk, 2010)

Social justice – The goal of social justice is both full and equal participation of all groups in society wherein that society be mutually shaped to meet the needs of all groups. Social justice is both individual and collective. Advocates for social justice work to provide access and opportunity for everyone, particularly those in greatest need. (Dantley, Beachum, & McCray, 2008; Davis & Harrison, 2013; Normore & Brooks, 2014)

Underrepresented Minority (URM): – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races or marginalized.

Opportunity

- In the fall of 2015, MSU enrolled 10,875 students
- MSU retained 65% of first-time freshmen from fall of 2014 to fall 2015 (58% of the underrepresented minorities).
- First-time freshmen headcount decreased by 3.4% from the fall of 2014 to 1,461 but 99.4% of these students were full-time.
- The average ACT composite score for first-time students was 22.4, 1.4 points higher than the national average composite score of 21.
- A total of 6,209 (63.4%) undergraduate students attended MSU on a full-time basis while 3,574 (36.5%) undergraduate students attended MSU part-time.
- The majority of graduate students, 875 (80.1%), attended MSU as part-time students while 217 (19.9%) attended as full-time students.

- The 2015-16 undergraduate student population was 59.5% female, 40.5% male.
- The 2015-16 graduate student population was 64% female, 35.7% male.
- Sixty-two percent of MSU's undergraduates were between the ages of 18-24 while 15% of MSU undergraduates were older than 24.
- MSU's 22 county service region attracted 6,135 (56.4%) students to the university in the fall of 2015, and 3,504 (32.2%) of those students came from counties not included in MSU's service region. Accordingly, 88.6% of MSU students originated from the state of Kentucky.
- Under-represented minorities (American Indian, Black, Hispanic, Native Hawaiian/Pacific Islander, and two or more races) represented 7% of the institutional enrollment.
- MSU provided community outreach by offering a substantial number of dual-credit courses to high school students. There were 177 dual-credit courses offered at 48 different high schools across the state of Kentucky.
- During the 2015-16 academic year, MSU awarded 20 Doctoral degrees, 291 Master's degrees, 1,331 Bachelor's degrees, 28 Specialist degrees and 168 Associate's degrees.

Supporting Documentation for Morehead State University Target Setting

The targets selected for each of the metrics that follow were chosen based on extensive analysis of MSU trend data, the pipeline for each metric, census data for the service region and benchmark data when available. Tables of data along with a brief summary describing their impact are followed by the final selection of a target for each metric.

1A: Fall Undergraduate Enrollment of African American Students as a Percent of Total Fall Undergraduate Enrollment (Diversity Plan)

Recommended target: 2% annual growth

The following elements informed this target:

Table 1: African American Undergraduate Students as Percent of Undergraduate Population								
Institution	2010	2011	2012	2013	2014	2015	2016	Change
African American Students (UG)	3.4%	3.2%	3.3%	3.3%	3.6%	3.4%	3.4%	0.0

- Table 1 shows that the proportion of undergraduate African American students has been stable over time. This stability is deceptive because the data analyzed in successive tables reveals a picture of growth and performance, despite the demographic constraints of MSU's service region.

Table 2: African American Undergraduate Students at MSU

Institution	African American Students	Total UG Enrollment	African American Enrollment as Percent UG	Census Data
MSU	330	9,873	3.4%	1.5%

- Table 2 shows that MSU is already out-performing 2 out of 3 non-urban peer institutions given the demographics of the respective service regions. In the baseline year, Census data showed that African Americans are 1.5% of MSU's service region. The baseline number of 3.4% reveals that the composition of African American undergraduate students is more than 2 times higher than the demographic composition of MSU's service region.

Table 3: African American Undergraduate Students by Classification

Classification	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
Freshman	83	94	125	126	114	80	82	-34.4%
Sophomore	34	47	51	55	74	61	41	-19.6%
Junior	46	42	39	50	43	64	64	64.1%
Senior	64	69	62	56	60	59	71	14.5%
UG Non-Degree	12	9	12	8	16	24	33	175.0%
Early College	10	34	29	33	45	40	43	48.3%
Post-Bac, Degree-Seeking	3	6	7	5	4	1	1	-85.7%
Craft Academy	0	0	0	0	0	1	1	100%
Total	252	301	325	333	356	330	336	3.4%

- As shown in Table 3, the enrollment of freshmen African American students declined substantially in the fall of 2015 and 2016. These recruiting shortfalls will weaken enrollment in the coming years as the larger groups of African American students graduate and leave MSU. The current numbers of incoming freshmen are below replacement levels. As shown earlier, the demographics of the service region make it difficult to achieve a critical mass of African American students, which is a challenge for recruitment and retention. Despite these barriers, the data in Table 3 show that the number of African American students increased remarkably since 2010; however, as displayed in Table 1, these big numerical increases did not produce a substantial change in the proportion of African American students, due to the small size of this group relative to the overall undergraduate population.
- MSU has been casting a wide net to generate additional enrollment. This means that even if the numerator increases, (i.e. the number of African American students) the denominator is also likely to increase (number of non-African American students). If the denominator increases faster than the numerator, there will be little change in the proportion or even a decrease. Thus, because the numerator is such a small number, it will be extremely hard to move, especially if overall enrollment increases.

Table 4: Fall African American Enrollment Target

Target	Baseline	2016	2017	2018	2019	2020	% UG Enrollment
2% annual increase	330	336	343	350	357	364	3.8%

- As shown in the target calculation Table 4, a 2% annual increase generates a numerical difference even though the percentage does not increase a significantly. A 2% annual increase would produce substantial numerical improvement and moderate improvement in the proportion of the undergraduate population that is African American.

1B: Fall Undergraduate Enrollment of Hispanic Students as a Percent of Total Fall Undergraduate Enrollment (Diversity Plan)

Recommended target: 2% annual growth

The following elements informed this target:

Table 5: Hispanic Undergraduate Students as Percent of Undergraduate Population

Institution	2010	2011	2012	2013	2014	2015	2016	Change
Hispanic (UG)	0.9%	0.9%	1.2%	1.1%	1.5%	1.4%	1.9%	1.0

- Table 5 demonstrates that progress has been slow and steady with regard to the proportion of Hispanic students in MSU's undergraduate population. By the end of the period, it is clear that two years, 2014 and 2016, account for most of the change that occurred on this metric.

Table 6: Hispanic Undergraduate Students by Classification

Classification	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
Freshman	21	25	31	33	38	32	35	12.9%
Sophomore	8	10	12	16	18	26	19	58.3%
Junior	13	12	12	11	22	15	25	108.3%
Senior	14	14	25	18	17	29	32	28.0%
UG Non-Degree	0	3	5	2	5	6	5	0.0%
Early College	6	18	31	30	46	31	66	112.9%
Post-Bac, Degree-Seeking	2	2	1	3	2	2	2	100.0%
Total Hispanic	64	84	117	113	148	141	184	57.3%
Total Non-URM	7,046	8,960	9,162	9,481	9,282	9,111	9,005	-1.7%

- As shown in Table 6, the enrollment of freshman Hispanic students increased 12.9%; however, this large percentage increase only represents four students. Since 2012, the number of Hispanic students increased 57.3%, which is an exceptionally strong growth. The largest numerical increase has been early college students, but there has also been robust growth across all student classifications.

- Table 6 provides greater insight into the changes in 2014 and 2016. In 2014, the number of non-URM students decreased by 2.1% and in 2016 the number of non-URM students decreased from the 2015 number by 1.2%. Concurrently between fall of 2013 and fall of 2014, undergraduate Hispanic students increased by 30.9%, and a similar increase occurred between fall of 2015 and fall of 2016. This pattern demonstrates how difficult it is to move a proportional metric that has a small numerator and a large denominator. Thus, the numerator (undergraduate Hispanic students) had to increase by almost 31% AND then a significant portion of the denominator (Non-URM students) had to decrease to produce change of 0.4% and 0.5% for 2014 and 2016.

Table 7: Hispanic Undergraduate Students at MSU				
Institution	Hispanic Students	Total UG Enrollment	Hispanic Enrollment as Percent UG	Census Data
MSU	141	9,783	1.4%	1.0%

- Table 7 demonstrates that MSU is currently over-performing based on the demographics of the service region. In the baseline year, Census data showed that Hispanics are 1.0% of the MSU service region. The baseline number of 1.4% reveals that the composition of Hispanic undergraduate students is slightly higher than the demographic composition of the service region.
- MSU has been casting a wide net to generate additional enrollment. This means that even if the numerator increases (i.e. the number of Hispanic students) the denominator is also likely to increase (number of non-Hispanic students). If the denominator increases faster than the numerator, there will be little change in the proportion or even a decrease. Thus, because the numerator is such a small number, it will be extremely hard to move, especially if overall enrollment increases. This dynamic must be taken into consideration when setting targets.

Table 8: Fall Hispanic Enrollment Target, Morehead State University								
Target	3 Year Mean	Baseline	2016	2017	2018	2019	2020	% UG Enrollment
2% annual increase	134	141	184	147	150	153	156	1.6%

*Three year average includes 2013, 2014, and 2015.

- As shown in the target calculation in Table 8, a 2% annual increase creates quite a numerical difference even though the percentage does not increase a great deal. Thus, in this case, a 2% annual increase would produce numerical improvement and moderate improvement in the proportion of the undergraduate population that is Hispanic.
- The model trend will look a bit odd because the target setting builds off the established baseline of 141 rather than the current year number of 184. Thus, the calculation of annual increases discounted the current 2016 number because a big part of the enrollment increase is due to early college. These students are not a stable source of enrollment, so it is unwise to assume that 2017 will maintain and continue the growth that was modeled in 2016.

1C: Fall Undergraduate Enrollment of Underrepresented Minority Students as a Percent of Total Fall Undergraduate Enrollment (Diversity Plan)

Recommended target: 2% annual growth

The following elements informed the target:

Table 9: URM Undergraduate Students as Percent of Undergraduate Population

Institution	2010	2011	2012	2013	2014	2015	2016	Change
URM (UG)	4.8%	4.9%	5.8%	5.9%	6.7%	6.9%	7.7%	2.9

- Table 9 reveals that the percentage of URM students changed by almost three percentage points since 2010, when 4.8% of the undergraduate population was classified as URM. In 2016, 7.7%, which is growth of 2.9% and represents a percent change of 60%.

Table 10: Fall UG Enrollment Trend Data

	2010	2011	2012	2013	2014	2015	2016	Change Since 2012	Change Since 2010
Black, Non-Hispanic	252	301	325	333	356	330	336	3.4%	33.3%
American Indian	19	23	22	26	18	12	16	-27.3%	-15.8%
Native Hawaiian	2	2	5	7	12	11	12	140.0%	500.0%
Hispanic/Latino	64	84	117	113	148	141	184	57.3%	187%
Two or More Races	16	50	94	116	136	178	201	113.8%	1,156%
URM	353	460	563	595	670	672	749	33.0%	112%
Non-URM	7,046	8,960	9,162	9,481	9,282	9,111	9,005	-1.7%	27.8%
Enrollment Total	7,399	9,420	9,725	10,076	9,952	9,783	9,754	0.2%	31.8%

- Table 10 shows that Hispanic/Latino students were one driver of URM growth, but the biggest driver of URM growth is two or more races. 2010 was the first year that this was an ethnicity category in CPE reporting, so obviously the growth has been tremendous during this period. Even since 2012, this category grew consistently every year increasing by 114% in this period.

- 2014 was the year in which the proportion of URM students started to increase, but this was only possible because the number of non-URM students declined while URM students were increasing and or stable. Thus, the fall of 2014 showed a decrease of 2.1% in non-URM students, and the decline continued into 2015 (1.8%) and 2016 (-1.2%).

Table 11: Undergraduate Fall URM Enrollment by Classification								
Classification	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
Freshman	119	140	194	219	198	177	168	-13.4%
Sophomore	44	71	83	91	121	110	96	15.6%
Junior	61	60	65	73	88	108	113	73.8%
Senior	87	92	101	93	97	116	146	44.6%
UG Non-Degree	10	15	20	14	23	31	41	105%
Early College	22	70	87	93	136	122	175	101%
Post-Bac Degree	10	12	13	12	7	4	5	-61.5%
Craft Academy	0	0	0	0	0	4	5	NA
Total	353	460	563	595	670	672	749	33.0%

- Table 11 shows total URM enrollment peaked in years 2012-2014 followed by a decline in 2015 that continued in 2016. The URM freshmen pipeline is also collapsing similar to what we saw with African American freshmen (Table 3). All other categories yielded increases, but the weakness at the beginning of the pipeline is a concern because this change will reverse the positive trends with regard to sophomores, juniors, and seniors. Early college growth has been quite strong and growth in this category is one of the main factors that drove the increase between 2015 and 2016.

Table 12: Fall Undergraduate URM Enrollment at MSU				
Institution	URM Enrollment	Total UG Enrollment	URM Enrollment as Percent of Total (2015)	Census Data
MSU	672	9,783	6.9%	3.8%

- Table 12 shows that MSU is outperforming the demographics of its service region. In the current year, 2016, MSU has 7.7% of the undergraduate population in the URM category, which is twice the rate of underrepresented minorities in the service region.

Table 13: Fall URM Undergraduate Enrollment Target							
Target	Baseline	2016	2017	2018	2019	2020	% UG Enrollment
2% annual increase	672	749	699	713	727	742	7.6%

- As shown in the target calculation in Table 13, a 2% annual increase yields a robust numerical difference even though the percentage does not increase significantly. A 2% annual increase would produce numerical improvement and moderate improvement in the proportion of the undergraduate population that is URM.

1C: Fall Graduate and Professional Enrollment of Underrepresented Minority Students as a Percent of Total Fall Graduate and Professional Enrollment (Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this target:

Table 14: Fall Graduate URM Enrollment as Percent of Total Fall Graduate Enrollment								
	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
URM Grad. and Prof.	4.0%	6.2%	5.7%	5.6%	6.8%	8.1%	6.5%	2.5

- As shown in the Table 14, the percent of URM graduate students at MSU rose 2.5 percentage points since fall of 2010. 2015 was a peak year, and 2016 suggests a return to the mean, which is 6.1%.

Table 15: Fall Graduate Enrollment Trend Data								
	2010	2011	2012	2013	2014	2015	2016	Change Since 2012
African American	41	57	49	41	53	48	44	-10.2%
American Indian	5	4	5	5	2	3	2	-60.0%
Hispanic/Latino	9	21	15	16	14	23	12	-20.0%
Two or More Races	3	14	13	10	6	12	6	-53.8%
Native Hawaiian	0	0	0	0	0	2	1	NA
URM	58	96	82	72	75	88	65	-20.7%
Total Enrollment	1,443	1,551	1,447	1,282	1,101	1,092	994	-31.3%

- Table 15 shows that graduate student enrollment at MSU has declined substantially since 2012 decreasing 11.4% from 2012 to 2013 and 14% between fall 2013 and fall 2014. Fall of 2016 was

another decline of 9%. URM graduate student enrollments have not declined as quickly as the total graduate student population, which accounts for the relatively strong growth in URM graduate students as a proportion of the population. However, it is important to note that URM graduate student enrollment did decline by about 1.5 percentage points in 2016.

Table 16: Fall Graduate URM Enrollment at MSU				
Institution	URM Enrollment	Total GR Enrollment	URM Enrollment as Percent of Total	Census Data
MSU	88	1,092	8.1%	3.8%

- Once again, Table 16 demonstrates that MSU is over performing with regard to the demographics of the service region. We have more than twice the proportion of URM in our graduate students as the service region as a whole.

Table 17: Fall Graduate URM Enrollment Target								
Target	3 Year Mean	Baseline	2016	2017	2018	2019	2020	% GR Enrollment
1% annual increase	78	88	65	90	91	92	93	9.4%

3-year average includes 2013, 2014, and 2015.

- As shown in the target calculation in Table 17, a 1% annual increase creates a numerical difference even though the percentage does not increase a great deal. Given the population of our service region, that the baseline year (2015) is higher than our 3- year average, and we are starting behind because our proportion of URM graduate students declined to 6.5% in 2016, the 1% annual increase is realistic.

Strategies

Tactics	Measures	Lead/ Accountability	Internal Collaborators	External Collaborators	Timeline
Strategy 1: Increase First-Time Freshmen Enrollment of Diversity Population.					
1.1 Focus on high-priority areas such as Louisville, Lexington, and Northern Kentucky market	- Number of students who enroll from year to year increases	Enrollment Services	Web Marketing Director, Chief Diversity Officer, Enrollment Counselors	-Schools, -Alumni - Students, - Community	Fall 2017
1.2 Promote Diversity Opportunity Scholarships and Black Achievers Scholarships	- Number of students who enroll from year to year increases	Enrollment Services	Web Marketing Director, Chief Diversity Officer, Enrollment Counselors	-Schools, -Alumni - Students, - Community	Fall 2017- S

Strategy 2: Create a more diverse campus, meaning more diversity among faculty and staff, more diversity among student groups, and a campus environment that is more “friendly” to diversity, so that it becomes easier to recruit and retain a more diverse student body.					
2.1 Implementation of Diversity Training for new employees	- Join NAME - Use NAME resources and curriculum in programming	Chief Diversity Officer, Human Resources,	Academic Affairs	-Morehead Civic Organizations;	Fall 2018

Success

6B: Six-year Graduation Rate of First-time, Full-time Baccalaureate Degree-seeking Undergraduate Students –Low Income (Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 24: Six-Year Graduation Rates of First-Time, Full-Time Baccalaureate Degree-seeking Low Income Students						
	2005	2006	2007	2008	2009	2010
Low Income Cohort	27.8%	33.3%	34.5%	34.7%	31.0%	34.1%

- Table 24 shows that MSU low-income cohort graduation rates have increased from 27.8% in 2005 to 34.1% in 2010. These rates are what would be expected as the low-income cohort has a confidence interval of 29.9-35.3.

Table 25: Status of Low Income Cohort as of January 27, 2017

Cohort	Adjusted Cohort	Enrolled Fall 2016	Registered for Spring 2017	Current Graduation Rate	Maximum Grad Rate
2011	650	6.8% (n=44)	4.6% (n=30)	28.5%	33.1%
2012	791	22.0% (n=174)	14.2% (n=112)	27.3%	41.5%
2013	805	45.0% (n=362)	40.4% (n=325)	2.7%	43.1%
2014	751	44.7% (n=336)	42.1% (n=316)	0.4%	42.5%
2015	698	67.5% (n=471)	57.8% (n=403)	0.0%	57.8%
2016	509	100% (n=509)	85.9% (n=437)	0.0%	85.9%

- Table 25 shows that the maximum graduation rate for all MSU low income cohorts is below 50% except the 2015 and 2016 cohort based upon the number of students currently enrolled at the end of the last advance registration period. Retention of the 2014 low-income students was especially poor. The percentage of 2013 cohort students that are still actively enrolled in their fourth year is about the same as the 2014 cohort midway through their third year.

Table 26: Graduation Projections for Bachelor's GRS Cohort, Low Income Students

	2007	2009	2010	2011	2012	2013	2014	2015
Fall to Fall	65.8%	63.3%	68.0%	59.2%	66.8%	66.3%	59.2%	67.5%
Year 1 to Year 3	51.6%	50.3%	52.2%	46.2%	53.4%	51.7%	44.7%	51.4-55.4
Year 1 to Year 4	44.9%	42.8%	47.1%	39.2%	47.1%	45.0%	36.6-39.7	45.3-48.4
4 Year Grad Rate	15.3%	14.7%	18.4%	15.3%	21.6%	15.4-17.9	12.1-14.6	16.5-19.0
5 Year Grad Rate	13.8%	13.2%	11.7%	11.8%	11.3-16.2	11.4-13.2	8.9-10.7	12.1-14.0
6 Year Grad Rate	5.3%	3.1%	4.0%	1.4-4.6	2.8-4.0	3.7-4.3	2.9-3.5	4.0-4.6
Total Grad Rate	34.4%	31.0%	34.1%	28.5-33.1	32.9-37.8	30.8-35.7	23.9-28.8	32.6-37.5

- Unlike the MSU total bachelor's cohort, where there has been improvement in time to graduation, there has not been observable improvement with low-income students. They are not graduating faster, and MSU is not graduating more of them. Even the 2008 cohort, which is not included in the table, had extremely high fall to fall retention of 72.0% and slightly higher first to third retention (55%), by the end of the six years, the 34.7% graduation rate is average.
- A confidence interval was constructed and it shows that the expected graduation rate for the low-income cohort is 30-37.5% based on historical averages. Based on current retention patterns and using past performance as a guide, the current cohorts show that the trajectory has not changed and all projected six-year graduation rates fall within the confidence interval.

Table 27: Six-Year Graduation Rate of Low Income Cohort Target								
Target	3 Year Average	Baseline	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	Cumulative increase
1.0% annual increase	33.2%	34.1%	34.4%	34.7%	35.0%	35.3%	35.7%	4.7%

- Based on the data that is available, ECU has a four-year graduation rate for low-income students of 28.5%. NKU's four-year average is about 26.4%, Murray's graduation rate is 41.2% and WKU's is about 37.4%. MSU is performing slightly below MU and WKU but above NKU and ECU on this metric.
- Our baseline comes from the 2010 cohort and it is 34.1%. Unfortunately, with the 2011 cohort, we would not be able to meet the target for a 1% annual increase based on the students who remain enrolled. The remaining cohorts do have potential, but the 2014 cohort has been an exceptionally poor performing cohort.
- A 1% annual increase target was suggested

6B: Six-year Graduation Rate of First-time, Full-time Baccalaureate Degree-seeking Undergraduate Students –URM (Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 28: Six-Year Graduation Rates of First-Time, Full-Time Baccalaureate Degree-seeking URM Students

	2005	2006	2007	2008	2009	2010
URM Cohort	37.7%	32.8%	31.6%	42.9%	22.4%	32.6%

- Table 28 shows that MSU URM cohort graduation rates have experienced significant volatility. Confidence intervals for this group are 24.7 to 37.6. Thus, the only year that exceeds this threshold is the 2008 URM cohort, which only had 28 students.

Table 29: Status of URM Cohort as of January 27, 2017

Total Cohorts	Adjusted Cohort	Enrolled Fall 2016	Registered for Spring 2017	Grad Rate	Maximum Grad Rate
2011	96	7.3% (n=7)	5.2% (n=5)	28.1%	33.3%
2012	141	27.0% (n=38)	17.0% (n=24)	23.4%	40.4%
2013	152	50.0% (n=76)	46.1% (n=70)	0.0%	46.1%
2014	128	49.2% (n=63)	46.1% (n=59)	0.0%	46.1%
2015	121	67.8% (n=82)	58.7% (n=71)	0.0%	58.7%
2016	76	100% (n=76)	82.9% (n=63)	0.0%	82.9%

- Table 29 documents the status of each of the current MSU cohorts at the end of the most recent advance registration period. This data enables us to figure the cohort retention and the maximum graduation rate if every currently enrolled student graduated on time. For the 2011 cohort, the data suggests a graduation rate of 33.3% or less. A review of the remaining cohorts indicates that none has more than 50% of the students still enrolled until we get to the 2015 and 2016 cohorts that have 58.7% and 82.9% respectively of students still enrolled.

Table 30: Graduation Projections for Bachelor's GRS Cohort, URM Students										
	2005	2006	2007	2009	2010	2011	2012	2013	2014	2015
Fall to Fall	60.0%	56.7%	54.2%	63.8%	66.3%	64.6%	66.2%	69.7%	62.5%	67.8%
Year 1 to Year 3	48.3%	46.7%	37.3%	41.4%	46.5%	44.8%	51.4%	55.3%	49.2%	45.4-57.8%
Year 1 to Year 4	43.3%	40.0%	35.6%	36.2%	40.7%	38.5%	45.8%	50.0%	42.5-47.5%	44.9-49.9%
Year 4 Grad Rate	9.7%	9.8%	10.2%	6.9%	12.8%	9.8%	17.7%	12.2-15.2%	10.3-13.2%	11.2-14.1%
Year 5 Grad Rate	17.9%	19.7%	14.0%	12.1%	17.4%	18.3%	14.3-18.6%	18.3-22.8%	15.7-20.1%	17.0-21.4%
Year 6 Grad Rate	9.7%	3.3%	6.8%	3.4%	2.3%	2.3-5.2%	2.6-3.8%	5.7-7.1%	4.9-6.3%	5.3-6.7%
Total Grad Rate	37.3%	32.8%	31.6%	22.4%	32.6%	30.4-33.3%	34.6-40.4%	36.2-45.1%	30.9-39.6%	33.5-42.2%

Table 31: Six-Year Graduation Rate of URM Cohort Target								
Target	3 Year Average	Baseline	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	Cumulative increase
1.0% annual increase	32.6%	32.6%	32.9%	33.2%	33.5%	33.8%	34.1%	4.6%

*Revised on 8/3/2017

- There has been apparent volatility in the graduation rate of MSU URM students because of the small number of students. Due to the apparent instability, there is a wide confidence interval of 23% to 42% using all values, including the extremely high 2008 figure in which there were 28 URM students and the extremely low 2009- graduation rate of 22.4%. Thus, the problem is a large standard deviation, which creates a wide interval.
- Because this interval is so wide, we can't use a confidence interval as a guide to define "improvement" because MSU would have to show consistent increases of more than 4% per year.

- A 1.0% annual increase was selected for this metric. Given the small number of students and the support strategies in place, we think it may be possible to achieve this target beginning with the 2012 cohort.

6C: First- to Second-Year Retention – Low Income (Strategic Agenda, Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 34: First- to Second-Year Retention of Low Income Bachelor's GRS Cohort

Cohort Type	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Low Income	62.2%	68.0%	59.2%	66.6%	66.3%	59.2%	67.4%

- Table 34 demonstrates that the retention of MSU low-income students has had quite a bit of volatility. A 95% confidence interval was calculated to assess how retention has been and to determine what numbers would yield a statistical improvement.
- The average retention rate for the low-income cohorts is 64%. The confidence interval is 60.6-67.4. Using these numbers, we can see that 2011 and 2014 cohorts had retention declines that are outside the confidence interval. This means the declines are unlikely to be the result of error and general fluctuation in the data. The 2015 cohort is near the top of the confidence interval, but it does not fall outside it. This suggests there has not been a statistical improvement in retention for the 2015 cohort because it stayed within the parameters expected.

Table 35: First- to Second-Year Retention of Low Income Bachelor's GRS Cohort Target

Target	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative increase
1% annual increase	64.2%	67.4%	68.1%	68.8%	69.5%	70.2%	70.9%	5.1%

- MSU's baseline of 67.4% retention is higher than the three-year mean. This is partly because the three-year mean is pulled by the retention of the 2014 cohort.

- A 1% annual increase was selected for this metric. This will be a statistical increase that will move the rate outside of the confidence interval.

6C: First- to Second-Year Retention – URM (Strategic Agenda, Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 36: First- to Second-Year Retention of URM Bachelor's GRS Cohort							
Cohort Type	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
URM Cohort	63.8%	66.3%	64.6%	66.2%	69.7%	62.5%	67.8%

- Table 36 shows that retention of URM student has been more stable than retention of low-income students (Table 34). The average retention rate across this period is 65.8%, and the 95% confidence interval is 63.6% to 68.0%. Having calculated the confidence interval, we can see that the 2015 cohort is within that interval, which suggests that the baseline of data is not an improvement from past historical data.
- The current fall to spring retention is preliminary for the 2016 cohort, and shows that 82.8% of the cohort enrolled for the spring semester. This is lower than fall to spring retention for both the 2015 cohort and the 2013 cohort, both of which had URM fall to spring retention rates higher than 90%. The fall to spring retention rate closely matches the retention for the fall 2014 cohort.

Table 37: First- to Second-Year Retention of URM Bachelor's GRS Cohort Target								
Target	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative increase
1% annual increase	66.8%	67.8%	68.5%	69.2%	69.9%	70.6%	71.3%	5.2%

- Table 37 models a 1% annual increase. Retention for the 2016 cohort is close to the fall to spring retention for the 2014 cohort. If this trend continues, MSU would not reach the 16-17 goal with a 1% annual increase.
- As discussed with the confidence intervals, anything above 68% would be durable improvement, but given the high starting baseline, even a 1% annual increase would result in a retention rate in excess of 71%, which would be a significant increase from our current rate.

9B: Bachelor's Degrees Awarded – Low Income (Strategic Agenda, Performance Funding, Diversity Plan)

Recommended target: 1% annual growth

The following elements informed this selection:

Table 46: Low Income Bachelor's Degrees						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Low Income Bachelor's Degrees	619	617	666	703	702	779

- Table 46 shows that the three-year change since 2012-13 varied enormously from 5.5%, 0% and 11%. The average annual rate of change is 5.5%.
- 11% annual growth is unlikely to continue. Historically, 2010-11 and 2011-12 showed no rate of change as did 2013-14 and 2014-15. 8% change occurred between 2011-12 and 2012-13.

Table 47: Pipeline of Total Low Income Bachelor's Seeking Student Enrollment

Year	Freshmen	Sophomores	Juniors	Seniors	Seniors Graduate within Year	Seniors Graduated Total*
2009-10	1,198	698	801	1,234	438 (35.5%)	979 (79.3%)
2010-11	1,107	734	846	1,355	585 (43.2%)	1,102 (81.3%)
2011-12	1,254	752	900	1,383	595 (43.1%)	1,129 (81.6%)
2012-13	1,376	762	911	1,391	611 (43.9%)	1,125 (80.9%)
2013-14	1,384	827	896	1,387	658 (47.5%)	1,096 (79.0%)
2014-15	1,206	879	938	1,315	660 (50.5%)	1,000 (76.0%)
2015-16	1,002	766	950	1,304	703 (53.9%)	813 (62.3%)
2016-17	786	639	845	1,238	638 (51.5%)	638 (51.5%)

*Includes unofficial graduates from fall 2016 and winter 2016. Also includes applications to graduate in spring 2017

- The percentage of MSU seniors qualifying as low income has been declining. In 2009-10, the percentage was higher than 60%. MSU reached a maximum of 67% of seniors in 2013-14 and 2014-15. In 2015-16, the number of seniors declined to 63% and in 2016-17, it declined further to 60%. Thus, low-income students are declining in number and in percentage of the student population. This presents a challenge to growth as the demographics are shifting.
- The trends are more concerning among MSU freshmen with only 54% of 2015-16 freshmen being low income and 49% of 2016-17 freshmen being low income. From 2007-08 to 2012-13, there was relatively parity in the percentage of freshmen and seniors who were low income. For example, in 2011-12, 64% of freshmen were low income and 63% of seniors were low income. Beginning in 2013-14, the numbers begin to diverge with the percentage of low-income seniors rising, and the percentage of low-income freshmen declining. In 2015-16, 54.4% of freshmen were low income whereas 63.2% of seniors were.
- Table 47 shows that MSU has seen substantial increases in seniors who graduate within the year. In 2009-10 only 35.5% of low income seniors graduated in 2009-10, whereas in 2015-16, almost 54% did.
- The number of low-income seniors has been around 1300-1400 since 2010-11, but it began declining in 2014-15 and reached a new low in 2016-17. The peak was 1,391 and 1,234 is a decline of 11.3%.

Table 48: Low Income First-Time Transfers by Classification

Classification	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
Freshman	74	100	96	89	76	58	49
Sophomore	99	129	117	107	117	109	88
Junior	185	238	242	220	211	184	171
Senior	123	131	100	94	84	82	60
Total	481	598	555	510	488	433	368

*AY is SUR, fall, winter, and spring term. Data from spring 2017 is preliminary and the classification numbers may change as transfer credit is processed. Students from 16-17 have had little opportunity to get a Pell grant during their time at MSU. Thus, the number of Pell recipients is very likely to grow over time, especially for this group.

- Table 48 shows the trends with regard to low-income transfer students. The 2016-17 numbers are likely low because some of these students will receive Pell as they continue at MSU. Despite this caution, the trend suggests a decline in the number of low-income transfer students. As with the total transfer students, the low-income transfer students do not appear to graduate quickly. For the seniors who transferred in 2010-11 and 2011-12, about 50% of the low-income transfers graduated. This is in contrast to the low-income transfers who came during those years, who have an average graduation rate of 27%.
- Regarding low income, since 2010-11, about 62% of first-time transfer students are low income. This is similar to the MSU population, and like the MSU population, the percentage of low-income students has declined in recent years, particularly 2015-16 and 2016-17.
- Historically, the largest number of low-income transfers have come from five of the KCTCS institutions: Big Sandy, Ashland, Maysville, Bluegrass, and Hazard. This is both good and bad news in that there have been enrollment declines in Ashland, Bluegrass, and Maysville. Hazard showed small increases in enrollment, and Big Sandy increased enrollment in 2015-16 by about 600.

Table 49: Low Income Bachelor's Degrees Target

Target	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative Increase
1.0% annual increase	690	779	787	795	803	811	819	5.1%

*3 year mean includes 2012-13, 2013-14, and 2014-15

- Given the data available, this seems as if it will be a hard metric to move, especially with a new high baseline. The three-year mean of 690 is substantially lower than the baseline of 779. This is especially true since the number and percentage of low-income students is declining. The number of low-income seniors, 1,238 is smaller than the previous total of 1,304.
- Table 49 models a 1% annual increase as the target for this metric.

9B: Bachelor's Degrees Awarded – URM (Strategic Agenda, Performance Funding, Diversity Plan)

Recommended target: 4% annual growth

The following elements informed this selection:

Table 50: Underrepresented Minority Bachelor's Degrees						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
URM Bachelor's Degrees	49	53	46	51	63	69

- Table 50 shows that the number of MSU's bachelor's degrees awarded to URM students increased by 40.8% since 2010-11. However, there has been a good bit of instability in these increases. For instance, from 2011-12 to 2012-13, URM degree production decreased by 13.2%, whereas in 2013-14 to 2014-15 degree production increased by 23.5%.

Table 51: Pipeline of Total URM Bachelor's Seeking Student Enrollment						
Year	Freshmen	Sophomores	Juniors	Seniors	Seniors Graduated within Year	Seniors Graduated Total*
2009-10	97	62	51	85	33 (38.8%)	73 (85.9%)
2010-11	125	40	61	92	43 (46.7%)	75 (81.5%)
2011-12	145	69	62	105	43 (40.9%)	81 (77.1%)
2012-13	200	82	62	107	44 (41.1%)	76 (71.0%)
2013-14	226	96	72	97	45 (46.4%)	73 (75.3%)
2014-15	203	123	88	97	54 (55.7%)	73 (75.2%)
2015-16	178	112	111	118	61 (51.7%)	77 (65.2%)
2016-17	137	98	115	149	58.4%(n=87)*	58.4% (n=87)

*Includes grad applications

- Table 51 shows that the number of URM freshmen at MSU increased dramatically reaching a new high in 2013-14, but since then, the numbers have been declining along a similar trajectory

to their rise. As with other bachelor's degrees, the percentage of seniors who graduate during the year has been rising. Based on the preliminary graduates and graduate applications, it is very likely that MSU will surpass the 69 URM degrees produced in 2015-16. This would also be a new high with regard to the percentage of URM seniors who graduated during the year with 58.4%.

Table 52: URM First-Time Transfers by Classification

Classification	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*	Change from 2010-11
Freshman	4	16	17	14	7	12	14	250%
Sophomore	6	11	15	11	11	15	16	167%
Junior	15	21	14	23	17	16	18	20.0%
Senior	16	14	18	6	8	13	9	-43.7%
Post-Bac	6	6	5	4	1	2	3	-50.0%
Total	47	68	69	58	44	58	60	27.6%

*AY is SUR, fall, winter, and spring term. Data from spring 2017 is preliminary and the numbers may change as transfer credit is processed.

- Table 52 shows that first-time transfer students provide an average of 58 URM students a year and are not a huge source of URM students. The source for the most URM transfers is Bluegrass Technical College, which provided 53 transfers from 2010-11 through 2016-17. The next closest sources are Maysville with 25 and Ashland with 23.
- Of the 404 URM transfers, 92 completed their bachelor's degree at MSU, which is about 22.7%. A review of first time transfers from 2010-11 to 2013-14 reveals that 81 out of 242 or approximately 33.5% graduated including all classifications. Freshmen again had the lowest rate of graduation at 21.6% and seniors had the highest graduation rate of 46.3%. Juniors graduated at about 37%.

Table 53: Underrepresented Minority Bachelor's Degrees Target

Target	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative Increase
4.0% annual increase	53	69	72	75	78	81	84	21.7%

*Three year mean includes 2012-13, 2013-14, and 2014-15.

- Table 53 shows that MSU is starting at a very high baseline. This substantial improvement has been partially driven by enrollment increases in URM students. Improvements in the pipeline

can be seen for juniors and seniors; however, the number of freshman enrolled declined significantly in 2015-16 and 2016-17. This will affect the pipeline moving forward because MSU will not have any slack that would allow the loss of students. MSU will have to retain and graduate the enrolled students, or else replenish the numbers by enhancing transfer students. In the current year, it looks as if MSU is set to establish a new high for URM bachelor's degrees.

- URM transfer students have been relatively stable over this period with the exceptions of 2010-11 and 2014-15, which showed substantial dips. The other concern is the weakness in the KCTCS pipeline going forward, especially with regard to declines in enrollment at Bluegrass Community and Ashland, both of which have been the largest sources of URM first-time transfer enrollment during this time.
- The data provided suggests short-term improvement and potential risk over the long term. Thus, if all graduation applications were approved MSU would likely achieve growth of 33.3% this year by hitting 92 URM bachelor's degrees, which is the 2020-21 target for 6% annual increase. However, unless the pipeline is replenished with transfers or improvements occur in the retention and progression of the current freshmen students, MSU will not be able to maintain the current pace of degree production. Thus, if we exclude the 149 seniors that we have in 2016-17, MSU's average number of URM seniors is around 100.
- The target selected for this metric is a 4% annual increase.

Strategies

While maintaining a diverse student body is essential, institutions must commit to helping enrolled students be. Unfortunately, certain diverse student populations historically have exhibited lower graduation and retention rates than the overall student population. In order to improve the success of these students, MSU will implement strategies designed to address the issues.

Tactics	Measures	Lead/ Accountability	Internal Collaborators	External Collaborators	Timeline
Strategy 1: The plan utilizes high impact practices to create strategies designed to support increased student success for Black/African American, Hispanic, low-income, and underrepresented minority students.					
1.1 Institutionalize the Eagle Diversity Education Center (EDEC) programs and services	<ul style="list-style-type: none"> - Creation of Community Conversations - Number of student programs created for students 	Minority Academic Services Coordinator, Minority Retention Coordinator	Chief Diversity Officer, Office of Student Activities, Inclusion & Leadership, Counseling & Health Services, Career Services, Academic Affairs, Undergraduate Research, Center for Regional Engagement		Fall 2017

Strategy 2: Identify annual goals for underrepresented minority students and low income for the student success metric of 1 st to 2 nd year retention.					
2.1 The Dedication to Retention, Education, and Academic Success at Morehead State program (DREAMS) is a comprehensive academic support and retention program centered on first year transition, mentoring, and leadership.	- Provide direct and supplemental academic support to students who are in jeopardy concerning academic performance and heightened retention risk.	Director of Academic Advising & Retention	Minority Academic Services Coordinator, Minority Retention Coordinator, Chief Diversity Officer		Fall 2017
Strategy 3: Identify annual goals for underrepresented minority and low income students for the student success metric of graduation rates (6 year for four year institutions)					
3.1 Create a plan to identify underrepresented minority students who have left MSU and attempt to re-enroll them to complete their programs	- Number of students reclaimed	Enrollment Services Dean Graduate School	Enrollment Counselors, Academic Advisors, Program Coordinator		Fall 2017
3.2 Create and implement plan to increase diverse international student enrollment, especially targeting Black and Hispanic population	-Numbers of international students enrolled and maintained	Enrollment Services, Academic Affairs	Enrollment Counselors, Academic Departments, First Year Experience	-SACAM -Foreign Countries	Fall 2018
Strategy 4: Identify annual goals for underrepresented minority and low-income students and for the student success metric of degrees conferred.					
4.1 Assess increase in percentage of degrees awarded	- Compare rates from year to year	Director of Academic Advising & Retention	Undergraduate Research Fellowship Program		Fall 2018

4.2 Have the appropriate units within Academic Affairs and Student Success review the data annually and develop strategies to address areas of concern	-Review graduation metrics	Vice President of Academic Affairs/ Vice President of Student Success	Academic Advising & Retention, Institutional Research, Chief Diversity Officer Academic Affairs		Fall 2018
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Impact

Workforce Diversity: URM Tenured and Tenure Track Faculty (Diversity Plan)

Recommended target: 2% annual growth

The following elements informed this selection:

Table 61: Workforce Diversity - URM Tenured and All Tenure-Track Faculty including Academic Chairs and Program Directors						
Institution	2013	2014	2015	2016	Census Data	Change
MSU	7.7%	7.2%	7.0%	7.5%	3.8%	-0.2

*Information from IPEDS HR report and includes tenured and tenure-track faculty members.

- Table 61 shows that MSU has experienced a slight decline of .2% since 2013, but continues to outperform the demographics of the service region with regard to the percentage of URM tenured and tenure-track faculty employed. The percentage of URM tenured and tenure-track faculty at MSU in 2016 is almost twice that of the service region demographics based upon Census data.

Table 62: Workforce Diversity – URM Tenured and Tenure-Track Faculty including Acad. Chairs and Program Dir. Target									
Targets	3 Year Mean	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	Cumulative Increase	% Faculty
2.0% annual increase	20	19	19	20	20	21	21	10.5%	7.8%

*Percentages based on a stable number of 270 total tenured/tenure-track faculty members as shown in IPEDS HR 2015.

- Table 62 models a 2% annual increase in the number of URM tenured and tenure-track faculty employed at MSU. This is somewhat ambitious, given the continued budget cuts that affect the hiring of faculty positions.

Workforce Diversity: URM Management Occupations (Diversity Plan)

Recommended target: 4% annual growth

The following elements informed this selection:

Table 63: Workforce Diversity: URM Management- Executive & Professional-Presidents, Deans, Directors, Etc.						
Institution	2013	2014	2015	2016	Census Data	Change
MSU	5.0%	8.1%	6.9%	2.6%	3.8%	-2.4

*Information from IPEDS HR report and includes all full-time people in SOC code 11

- Table 63 shows that MSU has experienced a decline of 2.4% since 2013 but continues to outperform the demographics of the service region with the percentage of URM managers employed.

Table 64: Workforce Diversity: URM Management Target									
Target	3 Year Mean	Base-line	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	Cumulative Increase	% Management
4.0% annual increase	5	5	5	5	5	5	6	20.00%	8.30%

*Percentages based on a stable number of 72 total full-time management positions as shown in IPEDS HR 2015.

As shown in the target calculation Table 64, 4% annual increase will result in an increase in the number of URM managers by one. In order to realize the positive effects of diversity, Kentucky's public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.¹ In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that is supportive and respectful of all people.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If "diversity" refers to the variation in populations as defined in this policy, then "competency" refers to the ability to understand and appropriately address these variations. Cultural competency provides individuals with the knowledge, skills, and

attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. Because of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others.

Strategies

Tactics	Measures	Lead/ Accountability	Internal Collaborators	External Collaborators	Timeline
Strategy 1: Establish a baseline of community members' perceptions of diversity, equity, inclusion and cultural competence at Morehead State University and determine how the institution may advance its goals for diversity and inclusion.					
1.1 Create a bias reporting and response mechanism for students, staff and faculty to address issues that may affect the environment or atmosphere negatively.	<ul style="list-style-type: none"> - Creation of bias reporting and response mechanism/ system - Number of incidents reported - Nature of incidents (populations impacted) reported 	Coordinator Student Leadership and Advocacy	Web Marketing Director, MSU Police; Dean of Students, Chief Diversity Officer, Office of Student Activities, Inclusion & Leadership, Counseling & Health Services, Human Resources	Morehead Police; Rowan County Sheriff; Pathways (other community mental health agencies)	Fall 2017

1.2 Develop an expanded institutional definition of diversity and inclusion that acknowledges and supports intersectionality i.e. support and advocacy for equity regardless of race, ethnicity, veteran status, orientation, identity, gender expression or socio-economic status	<ul style="list-style-type: none"> - Establish expanded definition - Receive institutional approval through shared governance - Distribute to campus community - Replace in printed/ electronic plans, publications, etc. 	Chief Diversity Officer	Human Resources, General Counsel, Student Activities, Inclusion & Leadership, Student Government Association, Faculty Senate, Staff Congress		Fall 2017- Spring 2018
1.3 Systematically administer, analyze, and use feedback from a campus climate survey.	<ul style="list-style-type: none"> - Assessment instrument selected - Survey administered to faculty, staff and students - Feedback analyzed and utilized to improve campus climate 	Office of Institutional Research & Analysis	Human Resources; General Counsel; Student Activities, Inclusion & Leadership; Chief Diversity Officer		Administered in Fall 2017 to establish baseline; administered every three years thereafter

Strategy 2: Create and support an emphasis that would serve as a cross-divisional, interdisciplinary organization to facilitate advocacy, education, and research related to social justice, diversity, inclusion, equality, and equity.					
2.1 Join National Association of Multicultural Education and renew as an institution on an annual basis	- Join NAME - Use NAME resources and curriculum in programming	Chief Diversity Officer			Fall 2018
2.2 Create a database of information about offices and individuals who are doing programming, education, advocacy, and research related to diversity and inclusion on campus.	- Creation of database - Number of programs - Types of programs offered - Programs offered per population - Alignment of programs/ research to campus climate survey feedback	Chief Diversity Officer	Office of Student Activities, Inclusion & Leadership; Chief Diversity Officer; Eagle Education Diversity Center, Academic Affairs		Spring 2019
Strategy 3: Increase representation of diverse faculty, professional staff, and administrators through strategic recruitment and retention efforts.					
3.1 Utilize recruitment networks such as Kentucky Association of Blacks in Higher Education, Blacks in Higher Education, SREB, Diverse Education, etc.	- Jobs advertised in/with diversity recruitment networks/ publications	Human Resources	Hiring supervisors, Academic Affairs	Professional Associations	Ongoing

3.2 Facilitate the development of and provide support for faculty/staff associations based on diverse backgrounds; and embed mentorship dimensions within them for knowledge development and organizational effectiveness.	-Creation of associations - Number of faculty/staff participating compared to number employed - Survey to all diverse faculty/staff to determine why they were/were not involved	Human Resources	Vice Presidents; Faculty and staff of diverse backgrounds; Faculty Senate; Staff Congress	Professional Associations	Fall 2018
Strategy 4: Identify various settings (integrating artwork and signage in common areas) that reflect the diversity of the campus community. Develop communication in venues that promote diversity, inclusion, cultural competence, and Diversity Plan action steps in ways that motivate the community to engage in implementing the actions (e.g., the website, social media, on- and off- campus community forums, blogs, printed publications, exhibits, TV and radio interviews, presentations at conferences).					
4.5 Conceptualize and develop a video during New Student Days highlighting the diversity and commonalities among the incoming freshman class – "What We Share"	- Completion of video - Distribution of video on web and social media	Chief Marketing and Public Relations Officer	Vice President for Student Success; First Year Programs; Chief Diversity Officer; Web Marketing Director; Videographer; Students		Fall 2017; Updated annually

Barriers

In order for the Diversity Plan to be successful, the appropriate resources need to be in place, related to student success and employment. The internal and external collaborators will need to work together to ensure that proper communication channels are in place and that each group understands the expectations or the requirements needed to advance the plan forward. If resources are removed (other projects or leave for other jobs), there will need to be others to step in and complete or implement the strategies that are a part of the plan. The information needed to make decisions will need to be accurate and available in a timely manner to adjust to the plan if needed.

Plan Assessment

Assessment of the plan will be performed annually, with progression and feedback conducted. Institutional Research will coordinate the data collection and analysis. The targets that are a part of

the strategic agenda and contained in the diversity plan will need to be reviewed concurrently. Any adjustments to the plan will be done after careful review. Moreover, the efficacy of the strategies outline in the proposal to achieve success are currently being developed.

Conclusion

Morehead State University has an unwavering commitment to promoting diversity and inclusion on campus, and in the Region, we serve. Accordingly, the plan proposed is complete with campus-wide enthusiasm and support. We look forward to collaborating with the Kentucky Council for Postsecondary Education to improve, implement and assess this important plan.

Implementation Plan

Once approved the MSU Diversity Plan will be subject to two sequential committees. First, an implementation committee will ensure that the plan is in place and adjustments made as necessary throughout the coming year. Following initial implementation, an oversight committee thereafter to ensure annual review and updates as necessary.

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National Center for Cultural Competence

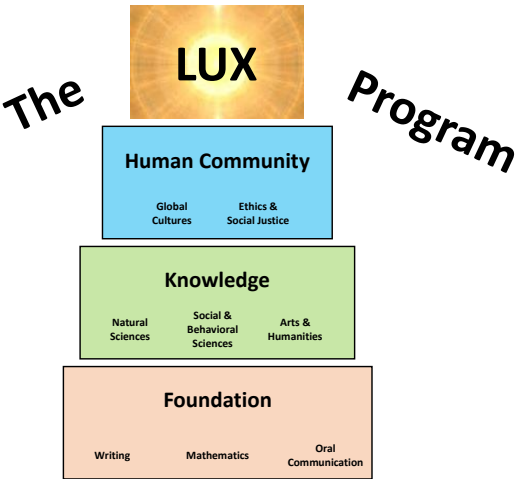
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LUX 1



LUX 2

LUX 3

Table of Contents

The Goals of a General Education Program	5
Fundamental Skills	5
Fundamental Knowledge	6
The Human Community	7
The Structure of a General Education Program	9
Size of Knowledge Categories	9
Vertical versus Horizontal	10
Program Length	11
A Summary of the Goals and Structural Principles	11
A 30 Credit-Hour General Education Program	13
Overview of the Program	13
Level 1 (Foundation – 9 Credit Hours)	14
Level 2 (Knowledge – 12 Credit Hours)	14
Level 3 (The Human Community – 9 Credit Hours)	15
Going Above and Beyond	21
Student Learner Outcomes (SLOs)	22
Student Learner Outcomes Distribution	23
Assessment Schedule	24
Double-Dipping	25
Conclusion	26

LUX 4

LUX 5

The Goals of a General Education Program

Fundamental Skills

A well-educated individual is one who can (a) reason and think critically, (b) read and understand college-level material and therefore is capable of acquiring knowledge independently, and (c) communicate effectively in written form.

In a Spring 2017 survey asking Morehead State University faculty to rate the importance of various skills, the skills reasoning and critical thinking, reading comprehension, and written communication were the highest rated skills. These three skills received average ratings of 3.68, 3.66, and 3.67, respectively, where the scale was 1 = not important, 2 = somewhat important, 3 = important, and 4 = very important. Moreover, the ratings for these skills were clearly delineated from the ratings for all other skills (i.e., the three skills were in a class by themselves).

In its Liberal Education and America's Promise (LEAP) framework, the Association of American Colleges and Universities has outlined a number of essential learning outcomes that students should achieve. Among the essential learning outcomes are skills such as critical and creative thinking, written and oral communication, inquiry and analysis, and lifelong learning. At the heart of these skills are reasoning and critical thinking, reading comprehension, and written communication. For example, reasoning/critical thinking and reading comprehension are important for inquiry and analysis and for lifelong learning, and being able to write effectively can benefit oral communication, particularly in formal situations (e.g., speeches). Kentucky is a LEAP state and so it is committed to using LEAP as a guiding framework for student success and general education.

In the Foreword of its 2017-18 report entitled "What Will They Learn?", the American Council of Trustees and Alumni, a non-profit organization committed to academic excellence in higher education, notes the following:

It would be hard to imagine a time when ignorance could be more dangerous. Misinformation can travel across the nation in nanoseconds. Our only defense rests on our capacity to educate citizens to make discerning, thoughtful judgments. That ability comes from the practice of reading closely and analytically and parsing arguments, using the tools of logic and reason that for generations the study of the liberal arts has fostered.

Companies from Silicon Valley to Wall Street need college graduates who are prepared not only for technical tasks, but also for high-level critical thinking and written communication. A recent study by Payscale shows that 60% of managers thought graduating seniors were simply not prepared in critical thinking/problem solving. The survey also found that 44% and 46%, respectively, of managers thought recent college graduates lacked writing proficiency and communication skills. If students are not developing these abilities in college, then what are they learning?

GOAL 1: A general education program should develop students' ability to reason and think critically, to read and understand college-level material, and to communicate effectively in written form. The development of these important skills should not be limited to specific courses, but

LUX 6

should take place throughout the general education curriculum. LEAP recommends that intellectual and practical skills be practiced extensively across the curriculum. LEAP also notes that writing extensively across the curriculum is a high-impact educational practice. A high-impact educational practice is a practice that has been shown to correlate positively with educational outcomes in students.

Fundamental Knowledge

A well-educated individual is also one who is familiar with the major areas of study and who understands their importance. These areas are mathematics, the natural sciences, the social and behavioral sciences, and the arts and humanities.

In the Spring 2017 survey, Morehead State University faculty were asked to rate the importance of various knowledge areas. Mathematics, the natural sciences, the social sciences, the humanities, and the arts received average ratings of 3.37, 3.18, 3.07, 3.03, and 2.83, respectively, where the scale was 1 = not important, 2 = somewhat important, 3 = important, and 4 = very important. Thus, faculty considered these areas, perhaps with the exception of the arts, to be important components of a general education program.

LEAP recommends the study of mathematics, the natural sciences, the social sciences, the humanities, and the arts. The Kentucky Council on Postsecondary Education requires the study of mathematics (minimum 3 credit hours), the natural sciences (minimum 3 credit hours), the social and behavioral sciences (minimum 6 credit hours), and the arts and humanities (minimum 6 credit hours).

The report "What Will They Learn?" recommends the study of mathematics, the natural sciences, the social sciences, and the humanities. However, the report argues that the study of the social sciences should be limited to economics and United States government, and the study of the humanities should be limited to literature and United States history. According to the report, literature "is fundamental training for the critical thinking skills that are so important for all careers" (p. 9) and higher educational institutions have a civic duty to ensure that students have a working knowledge of United States history and government. Also, "in an interconnected world of finite resources, understanding the principles that govern the allocation of goods and services—economics—is essential" (p. 10).

Generally, courses should be "big picture" courses. A big picture course is a survey course that focuses on a discipline's (e.g., biology) important concepts and methods and on how these concepts and methods have expanded our understanding of important issues and have helped solve important problems. Only then can students develop a familiarity with the discipline and an understanding of its importance. LEAP recommends that courses focus on big questions, and the "What Will They Learn?" report champions survey courses over narrow courses. For example, the report gives schools credit for United States government or history if

they require a survey course in either U.S. government or history with enough chronological and/or topical breadth to expose students to the sweep of American history and institutions. Neither narrow, niche courses nor courses that focus on only a limited chronological period or a specific state or region count for the requirement. (p. 10)

LUX 7

GOAL 2: A general education program should develop students' familiarity with the major areas of study and students' understanding of the importance of these areas by exposing students to big picture courses in mathematics, the natural sciences, the social and behavioral sciences, and the arts and humanities.

It should be noted that a well-educated individual also has extensive knowledge of at least one domain. That aspect of the individual is developed in the major and not in the general education program.

The Human Community

Finally, a well-educated individual is one who appreciates the global diversity of the human community and who understands the importance of a civil and just society.

In the Spring 2017 survey, Morehead State University faculty were asked to rate the importance of various knowledge areas. Appreciation of cultural differences and appreciation of values and social responsibility received average ratings of 3.06 and 3.18, respectively, where the scale was 1 = not important, 2 = somewhat important, 3 = important, and 4 = very important. Thus, faculty considered these areas to be important components of a general education program. Appreciation of cultural differences was considered to be as important as the social sciences and the humanities, and appreciation of values and social responsibility was considered to be as important as the natural sciences.

LEAP considers intercultural knowledge\competence and ethical reasoning\action to be essential learning outcomes. LEAP also considers diversity\global learning to be a high-impact educational practice. As noted earlier, a high-impact educational practice is a practice that has been shown to correlate positively with educational outcomes in students. LEAP notes that

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. (The LEAP Vision For Learning: Outcomes, Practices, Impact, and Employers' Views, 2011, p. 18)

The report “What Will They Learn?” suggests that learning about a foreign culture can best be accomplished by studying and learning that culture’s language. The report recommends that students take at least three semesters of a foreign language.

GOAL 3: A general education program should cultivate students' (a) appreciation of global cultures, (b) ability to engage in ethical reasoning, and (c) understanding of the importance of social justice.

LUX 8

LUX 9

The Structure of a General Education Program

A general education program should be structured in such a way that (a) the program can achieve its goals, (b) the assessment of the program's effectiveness in meeting its goals is not overly burdensome, and (c) the program is coherent and not perceived as an unrelated jumble of courses.

Size of Knowledge Categories

One impediment to a solid program structure is the large numbers of courses that occupy knowledge categories. When a large number of courses occupy a knowledge category, what one typically gets is an unrelated jumble of courses that do not, as a whole, exemplify the knowledge category. For example, our current general education program lists 27 courses under Social and Behavioral Sciences (I and II combined) and these courses range from AGR 185 (Current Food and Energy Issues) to FIN 160 (Money: A Cultural Exchange) to PSY 154 (Introduction to Psychology). Many of these courses are overly narrow (e.g., Social Dimensions of Technology) and some are arguably not a Social and Behavioral Science. For example, HST 105 (U.S. History Since 1945) appears under Social and Behavioral Sciences, but HST 110 (World History Since 1945) appears under Humanities. When examining the list of 27 courses, what one sees is an unrelated jumble of courses. What one should see under Social and Behavioral Sciences is a small, principled list of courses that, as a whole, exemplify the knowledge category.

Large numbers of courses in knowledge categories also make quality control and assessment of the general education program very difficult. It is easier to monitor six courses in a knowledge category to determine that they are effectively addressing student learner outcomes than it is to monitor 27 courses in a knowledge category.

Many faculty are aware of the problems associated with having large numbers of courses in knowledge categories. In the Spring 2017 survey, 45% of Morehead State University faculty indicated that a knowledge category should have no more than four courses and 31% of faculty indicated that a knowledge category should have 5 to 8 courses. Only 24% of faculty indicated that a knowledge category should have more than eight courses.

The report "What Will They Learn?" is highly critical of the practice of having large numbers of courses in knowledge categories. Here are excerpts from the report.

Many institutions now require only that students satisfy "distribution requirements" by taking any course from an eclectic list of courses, often numbering in the hundreds or even thousands. (p. 5)

When schools replace their core curricula with a "study-what-you-want" philosophy, they undermine the goal of ensuring for their students a coherent education, including subjects students might not have picked themselves. When distribution requirements are too loose, students inevitably gravitate toward an odd list of random, unconnected courses. (p. 6)

Many colleges and universities continue to stress the importance of students building foundational knowledge and skills, but allow those students to satisfy these

LUX 10

requirements with an incoherent curriculum. This is commonly called a “cafeteria-style” curriculum. The following are a few of the more peculiar general education classes we found in our research:

- Rosemont College: “Social Mediation & Dispute Resolution” fulfills the “Problem Solving and Critical Thinking” requirement (the same category for which college-level mathematics courses are also options).
- Gettysburg College: “FYS-149 Atomic Lizards, Robots, Pocket Monsters and Cute Kitties: Japanese Pop Culture Goes Global” fulfills the “Cultural Diversity” requirement.
- Stockton University: “Vampires: History of the Undead” fulfills the “Historical Consciousness” requirement. (p. 21)

STRUCTURAL PRINCIPLE 1: Each knowledge category in a general education program should contain no more than eight courses and the courses in a knowledge category should, as a whole, exemplify the knowledge category.

Vertical versus Horizontal

Academic programs are generally perceived as coherent because they have a vertical structure. Foundation courses are taken first because they develop skills and knowledge that will be required in higher-level courses. Also, the curriculum often progresses from courses with broader content to courses with narrower or more specialized content. Thus, academic programs generally have prerequisites and corequisites.

In contrast, most general education programs, including Morehead State University’s program, have a horizontal structure where students can take general education courses in any order. As an analogy, imagine playing the piano by pushing keys at random much like a two-year-old child might do. It is not surprising then that students view general education not as a coherent academic program, but rather as a series of unconnected courses they have to take.

When Morehead State University faculty were asked in the Spring 2017 survey if they knew of any institutions with a unique or exemplar general education program, 4 of the 24 respondents indicated Western Kentucky University (which was the most frequently cited institution). Western Kentucky University recently revised its general education program and introduced some vertical structure to the program. The program has three levels. Level 1 consists of foundation courses and students cannot take Level 3 courses until they have completed 21 hours of Level 1 and 2 courses or until they reach their junior year.

STRUCTURAL PRINCIPLE 2: A general education program should be structured vertically with foundation courses at the first level and courses with narrower or more specialized content at the highest level. Also, lower-level courses should be prerequisites, or at the very least corequisites, for higher-level courses.

LUX 11

Program Length

The Kentucky Council on Postsecondary Education requires that a general education program be at least 30 credit hours.

In the Spring 2017 survey, 43% of Morehead State University faculty indicated that a general education program should be 30 credit hours or less and 33% of faculty indicated that a program should be 31 to 36 credit hours. Only 24% of faculty indicated that a general education program should be more than 36 credit hours.

Our current general education program is 36 credit hours with 3 of the 36 credit hours being in the major (i.e., the capstone course). None of the remaining courses in the general education program can be applied toward the major because double-dipping is prohibited. Consequently, 33 of the 36 credit hours are outside of the major. This can be problematic for an academic program whose accreditation body requires 90 credit hours or more of coursework beyond the 33 credit hours of general education requirements because it extends the academic program beyond 120 credit hours. The problem has led to the creation of exchange courses where an academic program can substitute some of its courses for general education courses. Because students who take exchange courses do not get the full general education experience, exchange courses should be eliminated. One way to achieve this is to allow double-dipping.

STRUCTURAL PRINCIPLE 3: A general education program should not exceed 36 credit hours and should allow double-dipping.

A Summary of the Goals and Structural Principles

GOAL 1: A general education program should develop students' ability to reason and think critically, to read and understand college-level material, and to communicate effectively in written form. The development of these important skills should not be limited to specific courses, but should take place throughout the general education curriculum.

GOAL 2: A general education program should develop students' familiarity with the major areas of study and students' understanding of the importance of these areas by exposing students to big picture courses in mathematics, the natural sciences, the social and behavioral sciences, and the arts and humanities.

GOAL 3: A general education program should cultivate students' (a) appreciation of global cultures, (b) ability to engage in ethical reasoning, and (c) understanding of the importance of social justice.

STRUCTURAL PRINCIPLE 1: Each knowledge category in a general education program should contain no more than eight courses and the courses in a knowledge category should, as a whole, exemplify the knowledge category.

STRUCTURAL PRINCIPLE 2: A general education program should be structured vertically with foundation courses at the first level and courses with narrower or more specialized content at the

LUX 12

highest level. Also, lower-level courses should be prerequisites, or at the very least corequisites, for higher-level courses.

STRUCTURAL PRINCIPLE 3: A general education program should not exceed 36 credit hours and should allow double-dipping.

LUX 13

A 30 Credit-Hour General Education Program

This section unveils a 30 credit-hour general education program that meets the goals and follows the structural principles outlined above. The program is called the LUX program. LUX is a unit of illumination and therefore the program could be viewed as leading undergraduates to enlightenment. LUX could also be viewed as an acronym for Leading Undergraduates to Excellence.

Overview of the Program

The program has a vertical structure. It consists of three levels. Foundation courses appear at Level 1, broad survey courses (i.e., big picture courses) appear at Level 2, and more specialized courses appear at Level 3. The next two pages provide an overview of the program, and subsequent sections provide a detailed description of the three levels.

LUX 14

Level 1 (Foundation – 9 Credit Hours)	
Written Communication I (3 credit hours)	<ul style="list-style-type: none"> This course will focus on writing effectively for a variety of college-level audiences following the conventions of standard American English.
Mathematics (3 credit hours)	<ul style="list-style-type: none"> Students will select one course from this category. The category will have a maximum of six courses plus the equivalent “enhanced” courses. Each course will expose students to the quantitative reasoning skills necessary for success in their program.
Oral Communication (3 credit hours)	<ul style="list-style-type: none"> This course will focus on speaking effectively in a variety of contexts.
Level 2 (Knowledge – 12 Credit Hours)	
<i>Written Communication I, and Mathematics are corequisites for all Level 2 courses.</i>	
Natural Sciences (6 credit hours)	<ul style="list-style-type: none"> Students will select two courses with different prefixes from this category. The category will have a maximum of eight courses. A prefix can occur at most twice in the category. Each course will belong to one of the following disciplines: astronomy, biology, chemistry, geology, physical geography, physics, environmental science, or behavioral neuroscience. Each course will be a big picture course. <u>Each course will have a lab component that involves the analysis of data and the formal reporting of methods and results in written form.</u> <u>Each course will challenge students to reason and think critically.</u>
Social and Behavioral Sciences (3 credit hours)	<ul style="list-style-type: none"> Students will select one course from this category. The category will have a maximum of eight courses. A prefix can occur at most twice in the category. Each course will belong to one of the following disciplines: sociology, psychology, economics, political science, or human geography. Each course will be a big picture course. <u>Each course will have a substantive reading component and a nontrivial formal writing component.</u> <u>Each course will challenge students to reason and think critically.</u>
Arts and Humanities (3 credit hours)	<ul style="list-style-type: none"> The criteria are identical to that for Social and Behavioral Sciences except that each course will belong to one of the following disciplines: literature, history, philosophy, languages, music, theatre, or the visual arts.

LUX 15

Level 3 (The Human Community – 9 Credit Hours)	
<i>Prior to taking Level 3 courses, students must complete all Level 1 requirements.</i>	
Written Communication II (3 credit hours)	<ul style="list-style-type: none"> • This course will build upon the writing and rhetorical skills developed in Written Communication I. • The theme of the course will be the human community. • <u>The course will have a substantive reading component and a substantive formal writing component.</u> • <u>The course will challenge students to reason and think critically.</u>
Global Cultures (3 credit hours)	<ul style="list-style-type: none"> • Students will select one course from this category • The category will have a maximum of 10 courses—a maximum of five social and behavioral sciences courses and a maximum of five arts and humanities courses. A prefix can occur at most twice in the category. • Each course will examine one or more foreign cultures from a sociological, psychological, economic, political, institutional, or anthropological perspective (for social and behavioral sciences courses) or from a literary, historical, philosophical, or artistic perspective (for arts and humanities courses). • <u>Each course will have a substantive reading component and a substantive formal writing component.</u> • <u>Each course will challenge students to reason and think critically.</u>
Ethics and Social Justice (3 credit hours)	<ul style="list-style-type: none"> • Students will select one course from this category. Also, if students select a social and behavioral sciences course (an arts and humanities course) from the Global Cultures category, then they must select an arts and humanities course (a social and behavioral sciences course) from the Ethics and Social Justice category. • The category will have a maximum of 10 courses—a maximum of five social and behavioral sciences courses and a maximum of five arts and humanities courses. A prefix can occur at most twice in the category. • Each course will examine ethics or social justice from a sociological, psychological, economic, political, institutional, or anthropological perspective (for social and behavioral sciences courses) or from a literary, historical, philosophical, or artistic perspective (for arts and humanities courses). • <u>Each course will have a substantive reading component and a substantive formal writing component.</u> • <u>Each course will challenge students to reason and think critically.</u>
<p>GOING ABOVE AND BEYOND: Students who go beyond the required 30 credit hours by taking an additional six credit hours (three credit hours at Level 2 and three credit hours at Level 3) and who have a minimum grade-point average of 3.0 on general education coursework will be recognized with a certificate or medal of achievement in general education.</p>	

LUX 16

Description of the Three Levels

Level 1 (Foundation – 9 Credit Hours)

Level 1 has one course in writing, a category of mathematics courses, and one course in oral communication.

Written Communication I (3 credit hours)

This course will focus on writing effectively for a variety of college-level audiences following the conventions of standard American English.

The principles learned in this course will be useful at the higher levels of the program where every course will have a formal writing component.

The current enrollment cap of 22 students per section is to be maintained for this course.

Mathematics (3 credit hours)

Students will select one course from the category.

The category will have a maximum of six courses. Because quantitative reasoning is the foundation of many important areas of education, different courses in the mathematics category will expose students to different quantitative reasoning skills necessary for success in different areas of study. The course chosen in this category will reflect, in part, the preferred field of study for the individual student.

The knowledge acquired by students from this category will be useful at the second level of the program where all natural sciences courses will have a data analysis component and where some natural sciences courses and social and behavioral sciences courses might have a quantitative component.

Oral Communication (3 credit hours)

This course will focus on speaking effectively in a variety of contexts.

Although the course is not foundational with respect to the higher levels of the program, it is included in the program for four reasons. First, LEAP considers oral communication an essential learning outcome. Second, the Kentucky Council on Postsecondary Education requires that students take an oral communication course. Third, when Morehead State University students were asked, in a Spring 2017 survey, *Based on your experience, please identify the most useful skills or courses you acquired through Morehead State University's General Education program*, the most frequent response was oral communication. Finally, the principles learned in the course will be useful for those students who must give speeches or presentations as part of their coursework in their major.

LUX 17

Level 2 (Knowledge – 12 Credit Hours)

Written Communication I, and Mathematics are corequisites for all Level 2 courses.

Level 2 has three categories of courses—Natural Sciences, Social and Behavioral Sciences, and Arts and Humanities.

All courses in Social and Behavioral Sciences and in Arts and Humanities will have a substantive reading component and a nontrivial formal writing component.

A course is considered to have a *substantive reading component* if (a) students read *at least* an average of 15 pages of college-level material per week, (b) students are tested on their comprehension of the reading material, (c) comprehension of the reading material is tested *prior* to the material being discussed in class if the instructor intends to discuss the material in class, and (d) the comprehension tests, as a whole, are worth at least 10% of a student's final grade.

A course is considered to have a *nontrivial formal writing component* if (a) students are given *at least* three different writing assignments, (b) each writing assignment is at least 500 words in length, (c) each writing assignment requires students to revise and resubmit their work based on critical feedback from the instructor, and (d) the writing assignments, as a whole, are worth at least 10% of a student's final grade. The report "What Will They Learn?" notes that "writing for a discipline is acceptable when there are clear provisions for multiple writing assignments, instructor feedback, revision and resubmission of student writing, and attention to the mechanics of formal writing" (p. 9).

Natural Sciences (6 credit hours)

Students will select two courses with different prefixes (e.g., BIOL and PHYS) from the category.

The category will have a maximum of eight courses. A prefix (e.g., BIOL) can occur at most twice in the category. The courses in the category will exemplify the natural sciences. The report "What Will They Learn?" considers the following disciplines to exemplify the natural sciences: astronomy, biology, chemistry, geology, physical geography, physics, environmental science, and behavioral neuroscience.

Each course in the category will be a big picture course. That is, each course will be a survey course that focuses on its discipline's important concepts and methods and on how these concepts and methods have expanded our understanding of important issues and have helped solve important problems.

Each course in the category will have a lab component that involves the analysis of data and the formal reporting of methods and results in written form. A weekly lab is not required, but there must be at least three different lab sessions (e.g., Over the semester, students will run three experiments. For each experiment, students will collect and analyze data, and produce a two-page report outlining the methods and results of the

LUX 18

experiment). If a physical lab experiment is not feasible, then a virtual lab experiment will suffice. In a virtual lab experiment, students observe an actual lab experiment (e.g., on video) and then are provided with data from the experiment.

Each course in the category will challenge students to reason and think critically (e.g., over the semester, students will be given six reasoning/critical thinking exercises).

Social and Behavioral Sciences (3 credit hours)

Students will select one course from the category.

The category will have a maximum of eight courses. A prefix (e.g., SOC) can occur at most twice in the category. The courses in the category will exemplify the social and behavioral sciences. The following disciplines exemplify the social and behavioral sciences: sociology, psychology, economics, political science, and human geography.

Each course in the category will be a big picture course. That is, each course will be a survey course that focuses on its discipline's important concepts and methods and on how these concepts and methods have expanded our understanding of important issues and have helped solve important problems.

Each course in the category will have a substantive reading component and a nontrivial formal writing component.

Each course in the category will challenge students to reason and think critically (e.g., Over the semester, students will be given six reasoning/critical thinking exercises).

Arts and Humanities (3 credit hours)

Students will select one course from the category.

The category will have a maximum of eight courses. A prefix (e.g., HST) can occur at most twice in the category. The courses in the category will exemplify the arts and humanities. The following disciplines exemplify the arts and humanities: literature, history, philosophy, languages, music, theatre, and the visual arts.

Each course in the category will be a big picture course. That is, each course will focus on important works, concepts, events, or people that have had a significant impact on human societies.

Each course in the category will have a substantive reading component and a nontrivial formal writing component.

Each course in the category will challenge students to reason and think critically (e.g., over the semester, students will be given six reasoning/critical thinking exercises).

To fulfill the criteria of the various categories, instructors may propose new courses or modify existing courses.

LUX 19

Class sizes for Level 2 courses should be sufficiently small to accommodate the nontrivial writing component. A recommended guideline is that the enrollment in any Level 2 course not exceed 40 students. An examination of the Fall 2017 enrollment capacities for class sections revealed that the majority of arts and humanities courses had enrollment capacities between 20 and 40 and that the majority of social and behavioral sciences courses and natural sciences courses had enrollment capacities between 20 and 50. Thus having class sizes that are no greater than 40 is a realistic goal.

Level 3 (The Human Community – 9 Credit Hours)

Prior to taking Level 3 courses, students must complete all Level 1 requirements.

Level 3 has one course in writing and two categories of courses—Global Cultures and Ethics/Social Justice.

Each of the two categories will be populated with social and behavioral sciences courses and arts and humanities courses. Thus, each category is divided into two blocks (i.e., Global Cultures—Social and Behavioral Sciences, Global Cultures—Arts and Humanities, Ethics/Social Justice—Social and Behavioral Sciences, and Ethics/Social Justice—Arts and Humanities). If students select a social and behavioral sciences course in one category, then they must select an arts and humanities course in the other category, and vice versa.

Level 2 requires that students complete three credit hours of social and behavioral sciences and three credit hours of arts and humanities. The Kentucky Council on Postsecondary Education requires a minimum of six credit hours of social and behavioral sciences and six credit hours of arts and humanities. Thus, students must take three credit hours of social and behavioral sciences and three credit hours of arts and humanities at Level 3.

All Level 3 courses will have a substantive reading component and a substantive formal writing component.

A course is considered to have a substantive reading component if it meets the four criteria outlined in Level 2.

A course is considered to have a *substantive formal writing component* if (a) students are given *at least* four different writing assignments, (b) each writing assignment is at least 750 words in length, (c) each writing assignment requires students to revise and resubmit their work based on critical feedback from the instructor, and (d) the writing assignments, as a whole, are worth at least 20% of a student's final grade.

Written Communication II (3 credit hours)

This course will build upon the writing and rhetorical skills developed in Written Communication I. The theme of the course will be the human community.

LUX 20

The course will have a substantive reading component and a substantive formal writing component.

The course will challenge students to reason and think critically (e.g., over the semester, students will be given six reasoning/critical thinking exercises).

Global Cultures (3 credit hours)

Students will select one course from the category.

The category will have a maximum of 10 courses—a maximum of five social and behavioral sciences courses and a maximum of five arts and humanities courses. A prefix (e.g., ART) can occur at most twice in the category.

Each course will examine one or more foreign cultures from a sociological, psychological, economic, political, institutional, or anthropological perspective (for social and behavioral sciences courses) or from a literary, historical, philosophical, or artistic perspective (for arts and humanities courses).

Each course in the category will have a substantive reading component and a substantive formal writing component.

Each course in the category will challenge students to reason and think critically (e.g., over the semester, students will be given six reasoning/critical thinking exercises).

Ethics and Social Justice (3 credit hours)

Students will select one course from the category. Also, if students select a social and behavioral sciences course (an arts and humanities course) from the Global Cultures category, then they must select an arts and humanities course (a social and behavioral sciences course) from the Ethics and Social Justice category.

The category will have a maximum of 10 courses—a maximum of five social and behavioral sciences courses and a maximum of ~~six~~ five arts and humanities courses. A prefix (e.g., PHIL) can occur at most twice in the category.

Each course will examine ethics or social justice from a sociological, psychological, economic, political, institutional, or anthropological perspective (for social and behavioral sciences courses) or from a literary, historical, philosophical, or artistic perspective (for arts and humanities courses). A course may focus on diverse human groups (e.g., racial or gender groups) provided the focus is on social justice with respect to these groups.

Each course in the category will have a substantive reading component and a substantive formal writing component.

LUX 21

Each course in the category will challenge students to reason and think critically (e.g., over the semester, students will be given six reasoning/critical thinking exercises).

To fulfill the criteria of the various categories, instructors may propose new courses or modify existing courses.

Class sizes for Level 3 courses should be sufficiently small to accommodate the substantive writing component. A recommended guideline is that the enrollment in any Level 3 course not exceed 30 students. However, the current enrollment cap of 22 students per section is to be maintained for Writing II. If class sizes for Global Cultures courses or for Ethics and Social Justice courses cannot be limited to 30 or less, then the substantive formal writing component could be reduced to a nontrivial formal writing component.

Going Above and Beyond

Students who go beyond the required 30 credit hours by taking an additional six credit hours (three credit hours at Level 2 and three credit hours at Level 3) and who have a minimum grade-point average of 3.0 on general education coursework will be recognized with a certificate or medal of achievement in general education.

Recognizing students in this manner conveys to students the importance of general education.

LUX 22

Student Learner Outcomes (SLOs)

There are 10 SLOs.

1. Students read college-level texts for comprehension.
2. Students learn to write effectively for a targeted college-level audience using the conventions of standard American English.
3. Students speak effectively in a variety of different contexts.
4. Students effectively apply quantitative reasoning in a variety of different contexts.
5. Students effectively analyze and solve problems utilizing reasoning and critical thinking skills.
6. Students effectively identify how important works, concepts, events, or people have significantly impacted human societies.
7. Students effectively examine human cultures, past or present, from a variety of perspectives.
8. Students effectively study the natural world through the use of scientific principles.
9. Students effectively examine the complex ethical/social responsibilities of an engaged member of society.
10. Students effectively synthesize the diverse concepts/methods in multiple disciplines to expand our understanding of important issues.

The skills associated with SLOs 1 and 2 are foundational for any General Education program, and as a result will be assessed in two separate courses: once in Level 1 and again in Level 3. The skill associated with SLO 5 addresses critical thinking, which is a cornerstone of the program, and thus will be assessed in every course. The remaining SLOs will each be assessed in one course as shown in the table below. The method of assessment would be a (perhaps) modified version of the AAC&U Value Rubrics.

LUX 23

Student Learner Outcomes Distribution

Course	SLO Assessed
Written Communication I	1. Students read college-level texts for comprehension. 2. Students learn to write effectively for a targeted college-level audience using the conventions of standard American English. 5. Students effectively analyze and solve problems utilizing reasoning and critical thinking skills.
Mathematics	4. Students effectively apply quantitative reasoning in a variety of contexts. 5. Students effectively analyze and solve problems utilizing reasoning and critical thinking skills.
Oral Communication	3. Students speak effectively in a variety of different contexts. 5. Students effectively analyze and solve problems utilizing reasoning and critical thinking skills.
Natural Sciences	5. Students effectively analyze and solve problems utilizing reasoning and critical thinking skills. 8. Students effectively study the natural world through the use of scientific principles.
Social and Behavioral Sciences	5. Students effectively analyze and solve problems utilizing reasoning and critical thinking skills. 10. Students effectively synthesize the diverse concepts/methods in multiple disciplines to expand our understanding of important issues.
Arts and Humanities	5. Students effectively analyze and solve problems utilizing reasoning and critical thinking skills. 6. Students effectively identify how important works, concepts, events, or people have significantly impacted human societies.
Written Communication II	1. Students read college-level texts for comprehension. 2. Students learn to write effectively for a targeted college-level audience using the conventions of standard American English. 5. Students effectively analyze and solve problems utilizing reasoning and critical thinking skills.
Global Cultures	5. Students effectively analyze dilemmas and solve problems as a result of reasoning thinking critically. 7. Students effectively examine human cultures, past or present, from a variety of perspectives.
Ethics and Social Justice	5. Students effectively analyze dilemmas and solve problems as a result of reasoning thinking critically. 9. Students effectively examine the complex ethical/social responsibilities of an engaged member of society.

LUX 24

Assessment Schedule

Each Student Learning Outcome will go through a four-year cycle of assessment. The four phases for each SLO are as follows:

Planning: During this year, the faculty of the courses where the SLOs will be assessed devise assignments and tools that will be used to evaluate students using the approved rubrics.

Assessing: During this year, the SLOs will be assessed using the approved rubric.

Reporting/Improving: During this year, the results of the assessed SLOs will be reported to the Director of University of Assessment and Testing.

Implementing: During this year, the rubric used to assess the SLOs will be modified and approved by the GEC based on the assessment results.

The initial schedule for SLO assessment can be modeled by the following table:

Fall 20-Spring 21	Fall 21-Spring 22	Fall 22-Spring 23	Fall 23-Spring 24
Planning [†] SLOs: 3 and 4	Planning SLOs: 9 and 10	Planning SLOs: 6, 7, and 8	Planning SLOs: 1, 2, and 5
Assessing [‡] SLOs: 1, 2, and 5	Assessing SLOs: 3 and 4	Assessing SLOs: 9 and 10	Assessing SLOs: 6, 7, and 8
Reporting/Improving [*] SLOs: 6, 7, and 8	Reporting/Improving SLOs: 1, 2, and 5	Reporting/Improving SLOs: 3 and 4	Reporting/Improving SLOs: 9 and 10
Implementing SLOs: 9 and 10	Implementing SLOs: 6, 7, and 8	Implementing SLOs: 1, 2, and 5	Implementing SLOs: 3 and 4

[†]Fall 19-Spring 20: Implementing for SLOs 3 and 4 by GEC.

[‡]Fall 18-Spring 19: Implementing for SLOs 1, 2, and 5 by GEC. Fall 19-Spring 20: Planning for SLOs 1, 2, and 5 by faculty.

^{*}This step will not be done in this year since no assessment will have been done.

General Education Assessment Sampling

Best practices indicate that 10% sampling is acceptable to assess student learning outcome attainment in each general education course. Thus, in order to ensure adequate sampling across the various categories within MSUs general education curriculum, 10% of students (or 10 students, whichever is greater) from each general education course will be sampled.

The specific sampling technique that will be used is cluster sampling, i.e. a randomly selected group (in this case, sections of general education courses) where assignments for each student in the sections chosen would be assessed. Cluster sampling is used in general education assessment for convenience, so that assessment can be contained in specific sections of the course, rather than randomly sampling students from all sections of the course.

To ensure that our sample includes a good representation of sections with different course delivery methods (on campus, online, Eagle Scholars), the following framework will be utilized to ensure sampling consistency:

LUX 25

Assessment when SLO is assessed in only 1 course

If the SLO is being assessed in only one course (i.e. Writing I, Writing II, Reasoning and Critical Thinking) a sufficient number of sections will be chosen from each delivery method to ensure 10% of students or 10 students, whichever is greater, from that course are assessed.

Assessment when SLO is assessed in multiple courses

If the SLO is being assessed in multiple courses, a sufficient number of sections will be chosen from each delivery method to ensure 10% of students or 10 students, whichever is greater, from each course are assessed.

Sampling Selection

Sections for assessment will be chosen by a subcommittee of the General Education Council at the beginning of the semester for which assessment is to take place and instructors will be notified in ample time to complete the assessment. The Director of University Assessment & Testing will be part of the subcommittee.

Sections for assessment will be sampled in a manner that ensures diversity when particular SLOs are assessed. The previous assessment sample will be reviewed and care will be taken to ensure different instructors' sections are chosen for assessment.

Students enrolled in multiple general education courses simultaneously

It is likely that students will be enrolled in multiple general education courses simultaneously, therefore the possibility of the same student being assessed in multiple courses exists. This will not affect the validity of the sampling due to the different types of assessment utilized in different courses.

Double-Dipping

An academic program may choose to apply general education courses toward its major. There are no limits on the number of general education courses that can be applied toward the major, eliminating the need for exchange courses.

It is important to note that courses must satisfy certain criteria to be included in the general education program and that these criteria will not be loosened to accommodate double-dipping.

LUX 26

Conclusion

In the Spring 2017 survey, 50% of Morehead State University faculty indicated that Morehead State University's current general education program requires some revision and 46% of faculty indicated that the program requires considerable revision or an entirely different approach. Also, when asked whether Morehead State University's general education program is a high-quality program, only 35% of faculty felt the program was of high quality. Thirty-nine percent of faculty felt the program was not of high quality and 26% of faculty were not sure of the program's quality.

The LUX program is a substantive, but reasonable, revision of Morehead State University's current general education program. The LUX program is a high-quality, academically-coherent program whose development was informed by the Association of American Colleges and Universities' LEAP framework, the American Council of Trustees and Alumni's report "What Will They Learn", the Kentucky Council on Postsecondary Education's general education policy, and Morehead State University faculty responses to the Spring 2017 survey. The success of the LUX program will ultimately depend on those overseeing the program and, especially, on the faculty teaching in the program.

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