

Introduction

The College of Arts and Sciences creates and sustains a community of lifelong learners in a nurturing environment that emphasizes literacy, critical thinking, and humanistic and scientific inquiry across diverse fields of disciplinary and interdisciplinary study. The College promotes the free and rigorous pursuit of knowledge, respect for differing points of view and global cultures, appreciation for personal expression in all its artistic forms, and challenges and rewards of community involvement.

- Enrollment, Fall 2016; 4587
 - Undergrad: 4657 majors (1st and 2nd)
 - Graduate: 273 majors (1st and 2nd)
- Degrees Conferred, 2016-2017: 955
 - Associate 31
 - Undergraduate: 926
 - Undergraduate Certificate: 6
 - Graduate: 78
 - Graduate Certificate: 18
- Student credit hours generated:
 - Undergraduate: 181,705
 - Graduate: 3007
- Full-time Faculty: 270
- Tenure-Track Faculty: 179
- Academic Units: 13 Departments, 1 School and 1 Interdisciplinary Program
 - Biological Sciences; Chemistry; English; History & Geography; Mathematics & Statistics; Physics, Geology and Engineering Technology; Political Science, Criminal Justice, & Organizational Leadership; Psychological Science; Sociology, Anthropology & Philosophy; World Languages & Literatures
 - School of the Arts (includes Music, Theatre & Dance, Visual Arts)
 - Integrative Programs, interdisciplinary program
- Centers:
 - Applied Environmental Anthropology Research Group
 - Burkhardt Consulting Center
 - Center for Applied Anthropology
 - Center for Integrated Natural Science & Mathematics (CINSAM)
 - Center for Public History

College of Arts & Sciences Inclusive Excellence Committee

The College of Arts & Sciences Inclusive Excellence Committee was formed initially in the fall of 2012 and has worked over the years to support NKU's Strategic Plan 2013-18 - Fuel the Flame and the 2011 NKU Diversity Plan. The mission of the committee is:

The College of Arts and Sciences Committee for Inclusive Excellence at Northern Kentucky University is committed to promoting multicultural, multi-vocal educational and communal experiences for students, faculty, and staff. We will strive to encourage exposure to and respect for all cultures that coexist in the NKU community. We will foster a climate of acceptance where all community members can feel valued, safe, and welcome for the benefit of our collective future.

The College of Arts & Sciences Inclusive Excellence Committee for the 2017-18 academic year was formed from faculty and students that had previously served on the committee, as well as additional volunteers that responded to a call at the beginning of the 2017-18 academic year.

The 2017-18 College of Arts & Sciences Inclusive Excellence Committee is composed of the following faculty and students:

- Donelle Dreese, English
- Ada Cenkci, Organizational Leadership
- Charlisa Daniels, Chemistry
- Kathleen Fuegen, Psychological Science
- Tracey Bonner, Dance
- Kebede Gemene, Chemistry
- Boni Li, Sociology
- Kirsten Schwarz, Biological Sciences
- Michael Washington, History
- Ramona Rowan (student), Organizational Leadership
- Marcellus Howie (student), Dance
- Diana McGill, Dean College of Arts & Sciences
- Judy Voelker (co-chair), Anthropology
- Bethany Bowling (co-chair), Associate Dean College of Arts & Science

The Process

The meetings of the College of Arts & Sciences Inclusive Excellence Committee in the fall of 2017 were completely dedicated to reviewing the draft of the NKU Inclusive Excellence plan, analyzing relevant college data, and developing the college plan. The committee met four times throughout the fall 2017 semester. Two meetings, held in September and early October, were focused on the college's work with students, while two additional meetings,

held in late October and November, the committee discussed faculty and staff initiatives. The members of the committee were asked to share their top five priorities for students and then again for faculty and staff. The data were collated and prioritized through committee discussions.

The College of Arts & Sciences Dean's office also collected priorities from the various departments/units within the College. The draft of the NKU Inclusive Excellence plan was reviewed with the chairs and directors at the fall retreat in August 2017. In addition the chairs and directors provided feedback on their units' activities and priorities in inclusive excellence at two meetings in September. A draft of the College plan was presented to the chairs and directors in early December.

Plan Outline and Purpose

Following NKU's *Inclusive Excellence: Catalyzing Institutional and Educational Excellence*, the College of Arts & Sciences' plan is focused in three areas: Opportunity (Recruitment and Enrollment of Diverse Students), Success (Student Persistence and Completion), and Impact (Workforce Diversity, Campus Climate, Inclusiveness, and Cultural Competence). Also following the NKU plan, the College's plan includes strategies to support a wide-range of NKU students identifying as underrepresented minorities (URM), first generation (FG), low-income, LGBTQ, veteran, and international. The College plan intends to "address the needs of and support the success of all students, particularly those most affected by institutional and system inequity and exclusion (NKU Inclusive Excellence Plan, pg 4 and the Kentucky CPE Diversity Policy, pg 2)." In addition, the plan includes strategies to improve work-force diversity and promote inclusiveness and cultural competence. Our plan identifies opportunities for the College to collaborate with various campus organizations such as the Latino Programs and Services, African American Programs and Services, LGBTQ Programs and Services, and organizational units including the Center for Student Inclusiveness among others. The College is also committed to utilizing best-practices and to assessing our work. The College seeks to leverage successful programs and initiatives as well as explore innovative approaches with our limited resources.

Overarching Goals

- Increase percentage of URM students enrolled in A&S undergraduate programs from 13.2% in fall 2016 to 15% by 2021
 - Increase percentage of African-American/Black students enrolled in A&S undergraduate programs from 6.9% in fall 2016 to 7.5% by 2021
 - Increase percentage of Hispanic/Latino students enrolled in A&S undergraduate programs from 3.3% in fall 2016 to 4.2% by 2021
- Increase percentage of URM students in A&S graduate programs from 15.8% in Fall 2016 to 17% by 2021
- Increase the first-year retention of FG students from 68.5% for the 2015 cohort to 73.2% for the 2020 cohort
- Increase number of URM tenure-track/tenured faculty from 8.4% in the fall of 2016 to at least 10.5% by 2021

Opportunity: Recruitment and Enrollment of Diverse Students

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY O1: Engage in targeted outreach efforts to URM students				
O1.4 Target high schools within KY-8 with high percentage of URM students; specifically, high % of African American and Hispanic/Latino students	Increase the number of school visits and high school students reached	Expand outreach to HS with high percentage of URM students	Fall 2017	Ongoing
O1.9 Expand number of summer camps offered to middle and high school students by building upon existing models, such as CINSAM, Journalism, and Nursing; consider how to include staff in camps	Increase the number of URM/low-income/first-generation students who participate in summer camps to increase exposure of these populations to college and NKU	Collect baseline data, explore the expansion of summer campus including humanities and social sciences (WLL and PS), explore ways to broaden existing summer camps to include more URM students	Spring 2018	Ongoing

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY O3: Strengthen recruitment of underrepresented minority (URM) graduate students				
O3.1 Create pipelines to graduate opportunities for current URM undergraduate students	a) Number of developed pipeline initiatives b) Number of NKU alumni enrolled in A&S graduate programs	Work with A&S graduate programs to create pipelines to graduate opportunities for current URM undergraduate students	Fall 2018	Ongoing

Success: Student Persistence and Completion

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY S1: Create strategic support systems for underrepresented (URM) students, low-income students, and traditionally underserved students				
S1.1: Create a scholars' support program for recipients of diversity scholarships	a) Number of students retained on diversity scholarships b) Number of URM students retained on other scholarships	Establish baseline data for students on diversity scholarships and URM students on other scholarships, explore the expansion of programs such as the CINSAM STEM Scholars (e.g. SOTA)	Spring 2018	Ongoing
S1.2: Implement EAB Student Success Collaborative platform, a centralized case management system, which will assist advisors and frontline staff to better support students	Number of departments and advisors utilizing EAB	A&S Advising and several depts piloted use Spring 2017, full adoption across college in Spring 2018	Spring 2017	Spring 2018
S1.3: Implement a mentoring program that matches FG faculty/staff with FG, low-income and URM students; enhance peer mentoring	a) FG 1 st to 2 nd year retention rate b) FG graduation rate c) Number of mentoring events and opportunities hosted by the college and departments d) Number of A&S faculty mentors involved in existing programs on campus	Collect baseline data for 6 year graduation rate of FG students (data not available until 2018), explore and work with Office of Latino Students and Office of African American Programs on mentoring opportunities	Fall 2018	Ongoing
S1.4: Expand Summer Spark, NKU's summer bridge program	Inclusion of Black Studies course in Summer Spark	Collaborate with Vice President of	Spring 2018	Spring 2018

for first-generation (FG) students		Enrollment & Degree Management to include Black Studies course in Summer Spark		
S1.5: Increase diversity of academic advisors	a) Increase in the number of diverse academic advisors in the college b) Number of workshops held for cultural competency training for all advisors	Continue to increase funding for new advisors and prioritize diversity in hiring, investigate creative arrangements of faculty/advisors, provide cultural competency training for existing advisors	Fall 2017	Ongoing
S1.6: Develop programs for 2 nd year URM/low-income students	List of recommendations developed for URM/low-income 2 nd year student support	Implement focus group in coordination with I/O Psychology program, conduct spring 2018 (first-gen, low-income, URM)	Fall 2017	Spring 2018
S1.8: Strengthen mentoring program for LGBTQ students; develop a plan to increase Pride Index from 4.5 to 5	Establishment of an LGBTQ course sequence in WGS	Create an LGBTQ course sequence to improve Pride Index in collaboration with LGBTQ Programs & Services	Fall 2018	Fall 2019

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY S2: Enhance a culture of student success through engagement and participation in student organizations and student life				

S2.1: Increase awareness of available resources, opportunities for engagement, and NKU's commitment to diversity, equity, and inclusion to incoming students	Provide information and resources for students/faculty to solve textbook cost issues	Develop a plan for disseminating information on textbook options to faculty and students	Spring 2018	Fall 2018
S2.5: Educate students in the value of building social capital networks, inclusive of peers, faculty and staff	Plan events for URM students and faculty to interact	Utilize data from Spring 2018 focus groups to inform future activities	Fall 2018	Ongoing
S2.6: Encourage participation in internships, co-ops, civic engagement, spring break initiatives and on-campus programming	a) Mechanisms developed to disseminate more information about experiential learning opportunities b) Number of students involved in experiential learning (internships, co-ops, research, etc.)	Collect data on students involved in experiential learning (internships, co-ops, research, creative activity, etc.)	Fall 2018	Ongoing
S2.7: Co-develop with students opportunities for engagement in cross-cultural dialogues	a) Number of cross-cultural dialogues sponsored/co-sponsored by the College b) Number of students attending cross-cultural events	Support WLL in the continued offerings of cross-cultural dialogues, collaborate with offices across campus to sponsor cross-cultural dialogue events	Fall 2017	Ongoing

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY S3: Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices				
S3.1: Redesign the career service model to expand opportunities to engage in career management and experiential learning programs,	Number of students involved in experiential learning (internships, co-ops, research, etc.)	Support student and faculty research initiatives the internal competitive funding	Fall 2017	Ongoing

such as internships, co-ops, and undergraduate research projects and creative activities		opportunities (Collaborative Faculty-Student Project Award, Student Undergraduate Research and Creative Award, etc.), collect data on students involved in experiential learning (internships, co-ops, research, creative activity, etc.)		
S3.2: Create a Living and Learning Community for first generation (FG) students and develop an "I'm First!" campaign to promote interactions among first generation students	I'm First campaign within the college	Coordinate with Student Affairs to implement I'm First campaign. Discuss potential collaboration with Upward Bound to engage HS students.	Fall 2018	Fall 2019
S3.3: Increase alignment between co-curricular and curricula through intentional partnerships between Student Inclusiveness and academic departments	Development of intentional partnerships with the Center for Student Inclusiveness	Begin conversations with Student Inclusiveness to develop collaborations	Summer 2018	Fall 2018

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY S4: Minimize financial barriers for URM and low-income students				
S4.1: Strategically reallocate institutional aid to support URM and low-income students	Creation of department scholarships that specifically support URM, FG, and low-income students.	Approach departments to help them develop URM	Spring 2018	Ongoing

		scholarships with their foundations (e.g. BIO); work with Development Officer to support initiative; attempt to identify nominees for college microscholarships as low-income, FG, and/or URM		
S4.2: Integrate financial literacy into programming, course content of the First Year Experience (FYE), and into Parent Program communications for the entering cohort	Financial literacy content included in courses	Support faculty work with students in some of our disciplinary orientation courses (e.g. CHE125, BIO155, SCI100) and career planning courses (e.g. PSY210R)	Fall 2018	Spring 2018

Impact: Workforce Diversity, Campus Climate, Inclusiveness and Cultural Competence

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY I1: Increase diversity of faculty, management, and staff by ensuring processes and practices are equitable and consistently applied				
I1.1: Formalize and annually communicate required search committee processes, including clear approval process by which selection of candidates is reviewed for each step of the process[2]; identify/train Equity	Number of faculty and staff attending annual spring workshop	Hold annual spring workshop for faculty and staff search committee members (and potential members)	Spring 2018	Spring 2022

Advocates to serve as ad hoc members on search committees				
I1.2: Implement faculty Pipeline Programs: e.g. Diversity Postdoctoral and/or Diversity Teaching Fellowships; develop “grow our own” faculty program through mentoring NKU graduate students; engage in cluster hiring	a) Number of NTTR URM faculty hired through pipeline approach b) Number of TT URM faculty hired through pipeline approach	Seek permission to convert NTTT to NTTR to allow URM faculty to hone their teaching skills	Fall 2017	Ongoing
	a) Number of URM faculty hired in Diversity Teacher/Scholar NTTT positions b) Number of TT URM faculty hired through pipeline approach	Set aside a portion of NTTT funds to hire Diversity Teacher/Scholars in 1-2 year in Visiting Assistant Professor positions in areas with high teaching need	Fall 2019	Ongoing
I1.3: Create Opportunity Hire Policy that outlines approval process for a search waiver when a faculty member of exceptional merit has been identified	Number of TT URM faculty hired through an opportunity hire mechanism	Seek permission to hire additional lines when exceptional URM faculty are identified in existing searches	Fall 2017	Ongoing
I1.4: Include work experience equivalencies in position descriptions for staff	Number of staff positions where work experience was allowed to count for degree requirements in positions	Work with HR to seek permission to do this for staff hires	Fall 2017	Ongoing

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY 12: Implement processes and initiatives that retain and promote diverse faculty, management, and staff				
I2.2: Strengthen existing mentoring programs	a) Survey 1 st -3 rd year faculty regarding mentoring practices	Finalize A&S Principles of Mentoring, develop	Fall 2018	Ongoing

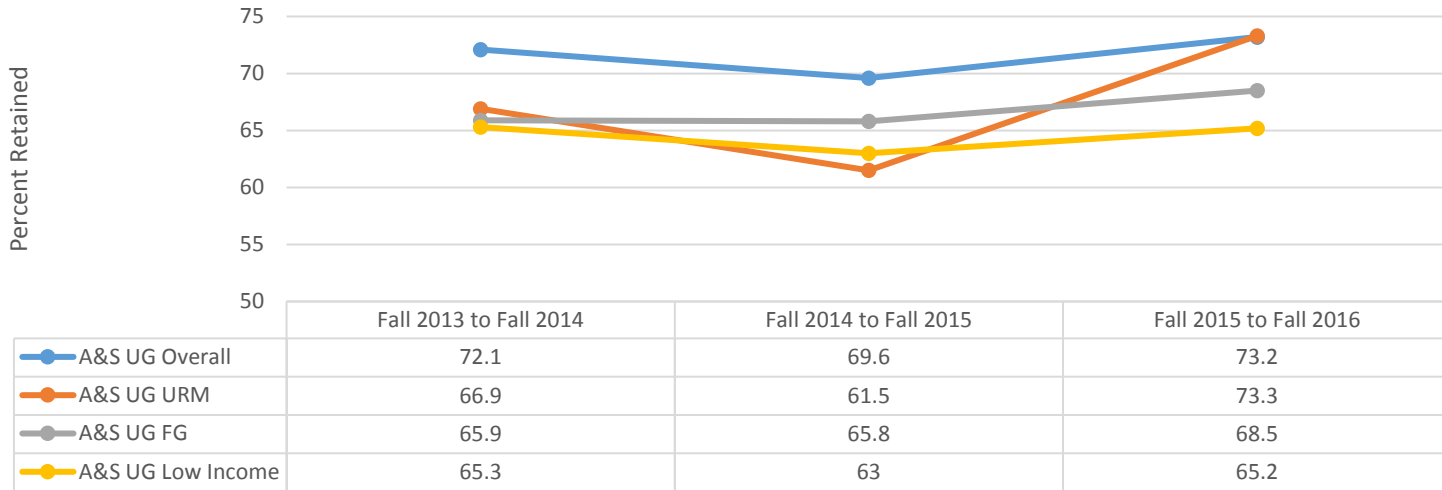
	<ul style="list-style-type: none"> b) Pilot mentoring activities funding mechanism for first year faculty c) Provide training for mentors d) Increase in mentoring practices in departments and college-wide 	college-wide mentoring pool and communicate availability, document mentoring practices of each Dept		
I2.3: Provide funding for URM faculty and staff to attend professional development for purposes of advancement and promotion; include opportunities focused on emerging diverse leaders	<ul style="list-style-type: none"> a) Provide new funding mechanism for professional development activities for all first-year faculty b) Provide new funding mechanism for critical year support for progression toward tenure (year 3, 4, or 5) 	Develop new funding mechanisms for professional development for all new tenure-track faculty and critical year funding (year 3,4, or 5) for reassigned time, research supplies, etc.	<ul style="list-style-type: none"> a) Spring 2018 b) Spring 2019 	Fall 2019

Strategies	Progress Indicators	Action Items	Target Start	Expect Completion
STRATEGY I4: Affirm full participation and a sense of belonging through developing cultural competence of the NKU community				
I4.5: Integrate inclusive excellence education into new staff and faculty orientation; increase faculty/staff participation in culturally diverse campus programs	Implementation of cultural competence seminars/workshops	A&S IE Committee will co-sponsor seminars/workshops for college, plan in Spring of 2018; collaborate with other units on campus to co-sponsor seminars/workshops	Spring 2018	Ongoing
I4.7: Encourage student participation in culturally diverse activities, such as study	<ul style="list-style-type: none"> a) Number of programs offered b) Number of students participating 	Identify existing programs and participation;	Spring 2018	Ongoing

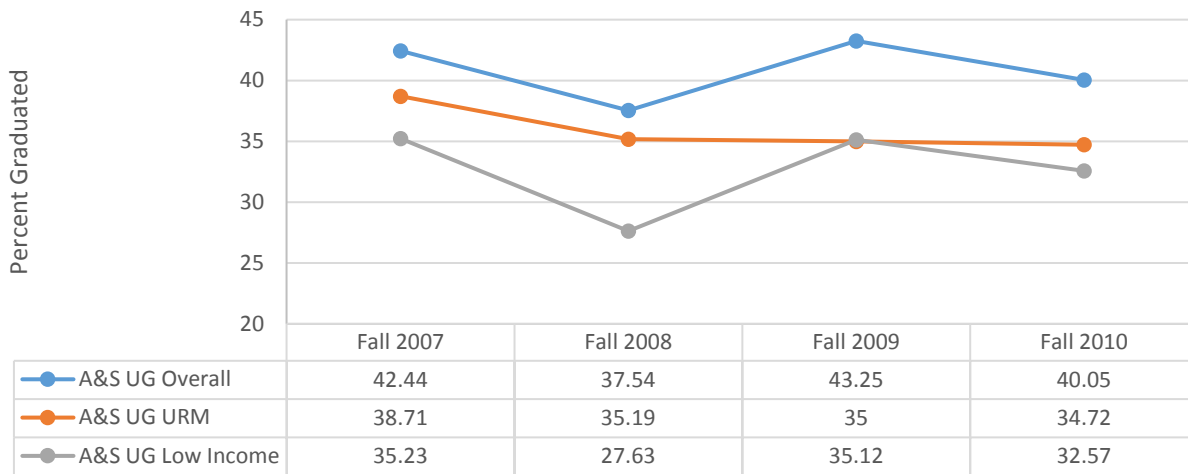
abroad, internships, civic engagement, spring break initiatives; and participation in culturally diverse on-campus programming		Increase the number of culturally diverse programs (art's programming, study abroad opportunities, etc.)		
I4.8: Develop student cultural competence through curriculum and research that increase students' understanding of domestic and international issues	<ul style="list-style-type: none"> a) Number of cultural competence related courses in the curriculum b) Number of students impacted by cultural competence courses c) Regular assessment of course offerings in terms of number of students taking the courses, rotation of course offerings, etc. 	Document and measure inclusive curricular activities to establish a baseline of offerings in the college (examples such as English's new "Literatures of Inclusion" course and the Cultural Competence microcredential)	Fall 2018	Ongoing

Relevant Data

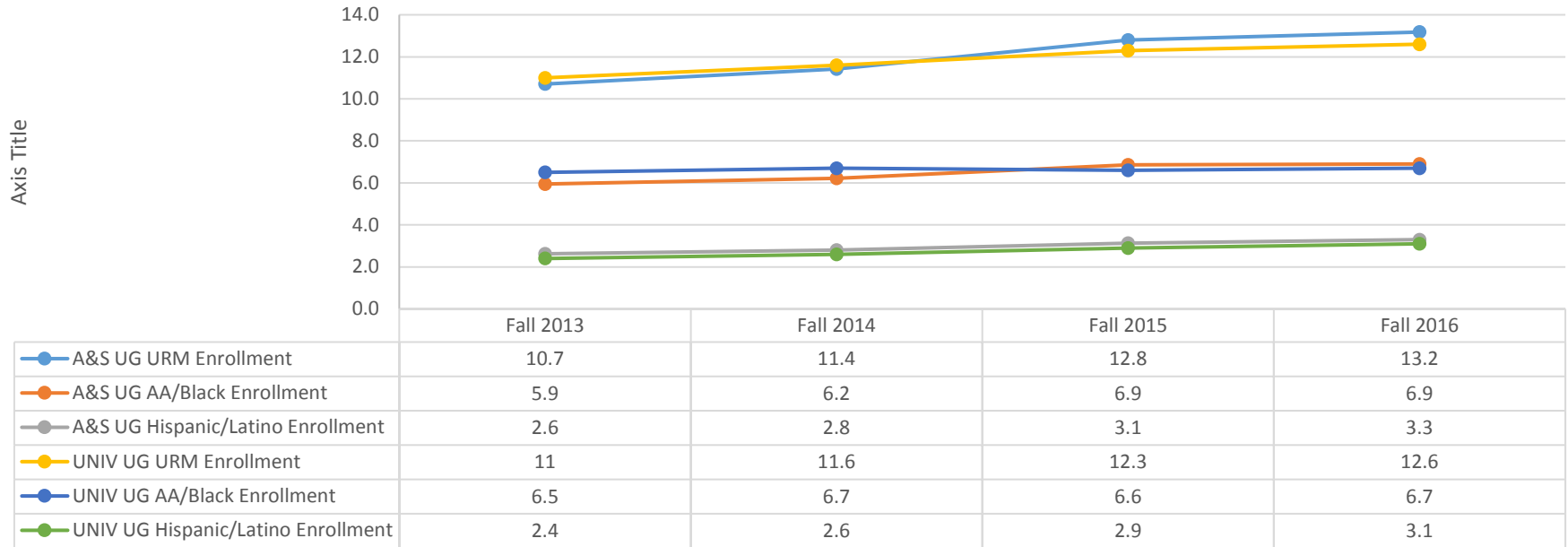
A&S Undergraduate Retention 1st to 2nd Year



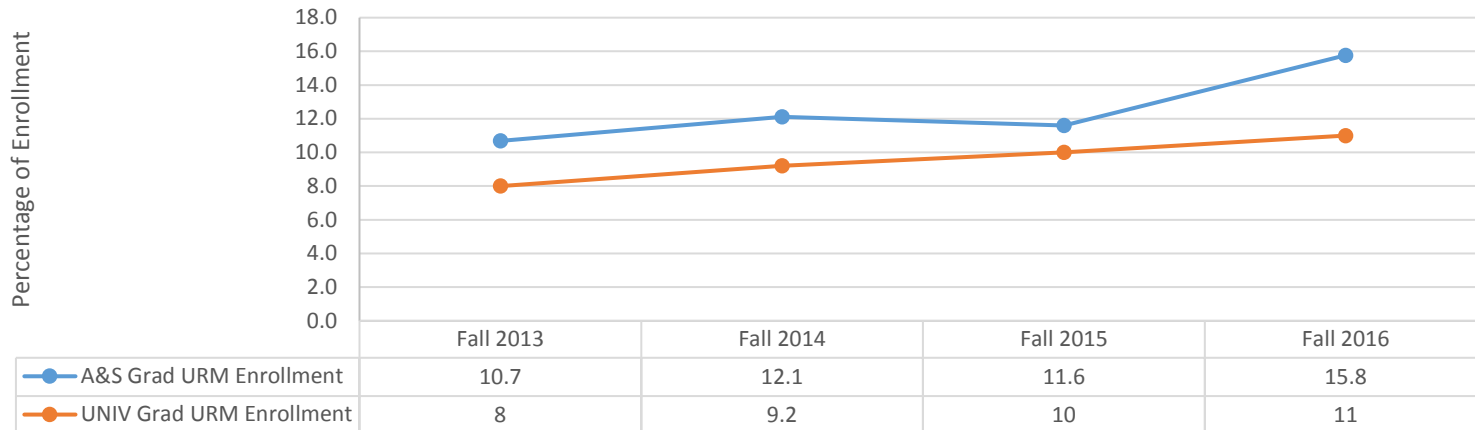
A&S Six Year Graduation Rate



A&S Undergraduate Enrollment Percentages



A&S Graduate Enrollment Percentages



Faculty Diversity

Full Or Part Time	T/TT	Race/Ethnicity - URM Semester	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full-Time	No	Asian	5	5	4	2	3	4	4	6	4	4
Full-Time	No	Non-Resident Alien				2	1	1		1	1	2
Full-Time	No	URM	5	3	4	1	1	4	4	3	3	5
Full-Time	No	Unknown	1	5			1	2	1	1		
Full-Time	No	White	89	88	77	74	83	78	83	80	80	80
		TOTAL	100	101	85	79	89	89	92	91	88	91
		%URM	5.0	3.0	4.7	1.3	1.1	4.5	4.3	3.3	3.4	5.5
Full-Time	Yes	Asian	9	9	8	8	8	8	8	9	7	6
Full-Time	Yes	Non-Resident Alien				2				1	1	3
Full-Time	Yes	URM	12	12	15	12	12	12	13	15	16	15
Full-Time	Yes	Unknown		6	1		2	1				
Full-Time	Yes	White	171	167	179	181	180	176	178	170	168	155
		TOTAL	192	194	203	203	202	197	199	195	192	179
		%URM	6.3	6.2	7.4	5.9	5.9	6.1	6.5	7.7	8.3	8.4
Part-Time	No	Asian				9	9	9	11	6	8	12
Part-Time	No	Non-Resident Alien				3	2	3	2		1	1
Part-Time	No	URM				6	7	4	9	15	12	16
Part-Time	No	Unknown				7	13	12	8	10	4	3
Part-Time	No	White				228	195	207	210	185	202	209
		TOTAL				253	226	235	240	216	227	241
		%URM				2.4	3.1	1.7	3.8	6.9	5.3	6.6
Part-Time	Yes	Asian										1
Part-Time	Yes	Unknown							2			
Part-Time	Yes	White				4	3	5	4	11	7	6
		TOTAL				4	3	5	6	11	7	7
		%URM				0.0	0.0	0.0	0.0	0.0	0.0	0.0

Staff Diversity

Full Or Part Time	Race/Ethnicity - URM Semester	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full-Time	Asian			1	1		2	2		1	1
Full-Time	Non-Resident Alien				2						
Full-Time	URM	3	2	1	2	2	2	2	2	2	1
Full-Time	Unknown	3	3	5							
Full-Time	White	52	52	52	58	57	54	54	59	53	53
	TOTAL	58	57	59	63	59	58	58	61	56	55
	%URM	5.2	3.5	1.7	3.2	3.4	3.4	3.4	3.3	3.6	1.8
Part-Time	Asian				1				1	1	1
Part-Time	URM						1	1	1		
Part-Time	Unknown	2	5	1							
Part-Time	White	11	11	11	10	9	13	16	19	18	15
	TOTAL	13	16	12	11	9	14	17	21	19	16
	%URM	0.00	0.00	0.00	0.00	0.00	7.14	5.88	4.76	0.00	0.00