

# INCLUSIVE EXCELLENCE:

Catalyzing  
Institutional  
and Educational  
Excellence



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2017-2022

**Northern Kentucky University**

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Catalyzing Institutional and Educational Excellence**

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## **STATEMENT ON INCLUSIVE EXCELLENCE**

Northern Kentucky University is committed to and accountable for advancing principles and practices of diversity, equity and inclusion into the core aspects of the university. We create a culture of inclusion by embracing individual uniqueness and ensuring that our equitable policies and procedures, whereby all members of the NKU community experience a sense of belonging through respectful interactions and opportunities to fully participate in the life of the university. Inclusive excellence is NKU's north star, providing the university with a vision and a practice for collaboratively achieving broad and specific diversity initiatives; leveraging the educational and institutional benefits of diversity; and creating conditions for the flourishing of all students, faculty and staff.

## **EXECUTIVE SUMMARY**

The University's Inclusive Excellence Plan aligns with CPE's (Council for Post-Secondary Education) new state-wide policy on Diversity, Equity, and Inclusion, which was approved in September 2016, and integrated into CPE's Strategic Agenda for Kentucky higher education. This new policy is "grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, Kentucky higher education institutions shall develop a plan to embrace diversity and equity...commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce."<sup>1</sup>

The following Guiding Principles provide the foundation of CPE's Strategic Agenda and shape the priorities that guide decisions about the state of Kentucky's promotion of diversity, equity, and inclusion:

- A 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.

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<sup>1</sup> Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. adopted by CPE: September 23, 2016

(<http://inclusive.nku.edu/content/dam/Inclusive/docs/KY%20CPE%20Policy%20for%20Diversity,%20Equity,%20and%20Inclusion%20Final%209.23.16.pdf>)

- 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 for a global economy.

NKU's approach to developing its diversity plan is informed by the vision and practice of inclusive excellence, defined as an active, collaborative, and comprehensive change process that catalyzes institutional excellence in learning, teaching, student development, and engagement by increasing the diversity of students, faculty, and staff and embedding principles and practices of equity and inclusion into the core aspects of the university.<sup>2</sup> The Inclusive Excellence Plan aligns with CPE's vision to "address the needs of and support the success of all students, particularly those most affected by institutional and systemic equity and exclusion" (CPE Diversity Policy, p. 2) and reflects NKU's aspiration to be "a community that embraces inclusiveness, diversity, and global awareness in all dimensions of our work" (2013-2018 Strategic Plan, p. 4). The Plan is structured around CPE's three focus areas, *Opportunity, Success, and Impact* and it describes a holistic approach for achieving institutional and educational excellence through quality learning and student success. The next section outlines the strategies for each focus area. Specific actions for each strategy will be detailed within the body of the Plan.

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<sup>2</sup> See APPENDIX "A" for additional definitions.

**OPPORTUNITY: Recruitment and enrollment of diverse<sup>3</sup> students**

**O1:** Engage in targeted outreach efforts to URM<sup>4</sup> students

**O2:** Strengthen recruitment of traditionally underserved students

**O3:** Strengthen recruitment of underrepresented minority (URM) graduate students

**SUCCESS: Student persistence and completion**

**S1:** Create strategic support systems for URM, low-income, and traditionally underserved students

**S2:** Enhance a culture of student success through engagement and participation in student organizations and student life

**S3:** Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices

**S4:** Minimize financial barriers for URM and low-income students

**S5:** Increase success and completion of graduate students

**IMPACT: Workforce diversity, campus climate, equity & cultural competence**

**I1:** Increase the diversity of faculty, management, and staff by ensuring search processes are equitable and consistently applied

**I2:** Implement initiatives, such as mentoring, that retain and promote diverse faculty, management, and staff and assess the impact of initiatives

**I3:** Ensure that NKU policies and practices are equitable and inclusive

**I4:** Affirm full participation and a sense of belonging through developing the cultural competence of students, faculty, and staff

**I5:** Embed inclusive excellence into all university planning, governing, marketing, and communications

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<sup>3</sup> Diverse is defined as underrepresented minority (URM), low-income, and traditionally underserved students

<sup>4</sup> Underrepresented minority (URM) refers to African American/Black, Hispanic/Latino, American Indian, Alaskan Native, Native Hawaiian and South Pacific Islander and individuals who are two or more races.

## INTRODUCTION

As a public comprehensive university located in a major metropolitan area, Northern Kentucky University (NKU) delivers innovative, student-centered education and engages in impactful scholarly and creative endeavors, all of which empower our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic, and social vitality of the region. NKU's student population is approximately 13,000 undergraduate students and 1,900 graduate students served by nearly 2,000 faculty and staff on a thriving suburban campus near Cincinnati. NKU's 8-county service region includes Boone, Campbell, Grant, Kenton, Gallatin, Pendleton, Carroll, and Owen. The population of NKU's 8-county service region is 452,826 with 66.2% between the ages of 15 and 64. Within this population, 7.7% are underrepresented minorities (URM): 2.9% Hispanic, 3.6% African American, 0.1% Native Hawaiian/Pacific Islander, 0.1% American Indian/Alaskan Native, and 1.3% two or more races.

Table I: KY-8 County Demographic Estimates for Ages 15-64 Compared to Enrollments<sup>5</sup>

	<b>8-County Service Area</b>	<b>NKU Enrollment 8-County Service Area</b>	<b>Total NKU URM Enrollment</b>
	Estimated Year 2016	2015-2016	2015-2016
<b>URM</b>	<b>7.7%</b>	<b>8.1%</b>	12.3%
African American	3.6%	2.4%	6.6%
American Indian/Alaskan Native	0.1%	0.3%	0.3%
Hispanic or Latino	2.9%	2.9%	2.9%
Native Hawaiian/South Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	1.3%	2.3%	2.4%
<b>White</b>	<b>92.1%</b>	<b>91.9%</b>	<b>83.1%</b>

<sup>5</sup> Eight County Service Area Population  
Ages between 15-64  
URM between 15-64

452,826  
(299,993) 66.2%  
(18,746) 7.71%

NKU recognizes that the excellence of its programs, students, and faculty depends on successfully integrating inclusive excellence into the core elements of the institution, including academic priorities, campus leadership, day-to-day operations, decision making, and organizational culture. The university also acknowledges that this level of commitment requires institutional self-assessment, a high level of accountability, and collective responsibility. NKU's 2022 Inclusive Excellence Plan provides a road map for how to translate this commitment into university programs and practices that ensure that underrepresented minority students, low-income students, and traditionally underserved students are fully prepared for life, work, and citizenship.

## **PLANNING**

In Spring 2015, the Inclusive Excellence Council was created. The Council is comprised of key stakeholders across the university – students, faculty and staff. The Council was charged with infusing principles and practices of diversity, equity, and inclusion into core aspects of the University and developing a planning process for the development of the Inclusive Excellence Plan. Members of the Council also serve as bridges to their respective units by regularly reporting the Council's initiatives and priorities to the appropriate vice-presidents and deans. In May 2016, the Inclusive Excellence Council implemented the planning process for the inclusive excellence plan. As a result of significant outreach, 65 students, faculty, and staff volunteered to serve on one of five sub-committees. Guided by CPE's framework and principles, the sub-committees began their work in August 2016. Final reports were submitted in February 2017 and reviewed for duplication and alignment with NKU's Strategic Plan and NKU's Enrollment for Student Success Plan (ESS). The draft Plan was presented to the Executive Team on Feb. 28, 2017 Academic Council on March 2, 2017 and Staff Congress on March 9, 2017. Additionally, two NKU community forums were held to receive feedback and answer questions.

In addition to being guided by CPE's Diversity policy and NKU's Strategic plan, NKU's Plan is also shaped by its belief in the power of collective responsibility, ownership, and accountability. Accordingly, each division and college will develop inclusive action plans that will align with and complement the institutional plan, while also reflecting each

unit's unique mission and perspective. The following sections provide details on the university's plan.

**OPPORTUNITY: Recruitment and enrollment of diverse students**

Charts 1-5 in **APPENDIX B** provides 2016 baseline data and 2021 target goals for undergraduate enrollment of URM, African American and Hispanic undergraduate students and URM graduate students.

- Increase enrollment for URM from 12.3% to 14%
- Increase enrollment for African-American from 6.6% to 7.1%
- Increase enrollment for Hispanic/Latino from 2.9% to 3.9%
- Increase graduate enrollment for URM from 10% to 15%

According to 2016 US Census, the population of Northern Kentucky University's 8-county service region is 452,826, with 66.2% between the ages of 15 and 64. Within this population, 7.7% are underrepresented minorities. For the past five years, the percentage of NKU's URM students has exceeded the percentage of the URM population in our 8-county-region. As the charts indicate, in Fall 2016 the percentage URM students was 12.3%. Recently, we have begun to conduct an analysis regarding the percentage of URM populations in our regional high schools and develop targeted efforts toward schools with relatively high URM populations, with a specific focus on high schools with higher percentages of African American students and Hispanic students. The following strategies and actions detail NKU's Plan for addressing the focus area of Opportunity. Several of the Opportunity strategies are identified in NKU's Enrollment for Student Success Plan (ESS).<sup>6</sup>

**STRATEGY 01: Engage in targeted outreach efforts to URM students**

- **Action 01.1:** Craft and implement a multi-dimensional marketing campaign (i.e. bilingual website, cultural-specific social media, digital marketing, publications) that targets URM
- **Action 01.2:** Create a URM student recruitment council to provide ideas and guidance on recruitment programming

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<sup>6</sup>Enrollment for Student Success Plan

<http://civicengagement.nku.edu/content/dam/StrategicPlanning/docs/ESS/ESSImplementationPlan2017-2019revised2.pdf>

- **Action 01.3:** Partner with Parent Programs in outreach to Latino and African American parents on navigating the college process
- **Action 01.4:** Target high schools within KY-8 with high percentage of URM students; specifically, high percentage of African American and Hispanic/Latino students
- **Action 01.5:** Develop recruitment webinars (bilingual) and live chats with students and parents within targeted markets, particularly, high schools with high percentage of URM and low-income students
- **Action 01.6:** Develop ambassador program for undergraduate students to mentor and offer pre-college tutoring in targeted schools; offer stipend for students who wish to actively recruit
- **Action 01.7:** Establish clear admissions guidelines for undocumented and DACA students; develop faculty mentoring program for Latino students
- **Action 01.8:** Expand capacity of LAMP program and NKU ROCKS programs
- **Action 01.9:** 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
- **Action 01.10:** Expand college preparation seminars at targeted schools on financial aid, college admissions process, access to scholarship databases etc.

**STRATEGY 02:** Strengthen recruitment of traditionally underserved students

- **Action 02.1:** Expand on-line college fair for LGBTQ students; host a face-to-face LGTBQ College Fair, in partnership with Admissions
- **Action 02.2:** Create social media marketing campaigns that highlight support initiatives for LGBTQ students, veterans, and students with differing abilities

**STRATEGY 03:** Strengthen recruitment of URM graduate students

- **Action 03.1:** Create pipelines to graduate opportunities for current URM undergraduate students
- **Action 03.2:** Enhance outreach efforts with Academic Partnership – our online marketing partner

## **SUCCESS: Student persistence and completion**

Charts 6-11 in **APPENDIX B** identify the persistence and graduation rate for URM and low-income students. Illustrated are the annual persistence percentages from the 2016 baseline year to the 2021 target goals:

- Increase persistence for URM from 69.5% to 75%
- Increase persistence for low-income from 64.4% to 71%
- Increase graduation rate for URM students from 23% to 39%
- Increase graduation rate for low-income students from 30.3% to 39%
- Increase Bachelor's Degrees conferred to URM student from 209 to 230
- Increase Bachelor's Degrees conferred to low-income students from 1,037 to 1,050

Guided by historical and emerging institutional data, the university is developing a holistic first-year experience that will enhance students' classroom experience, co-curricular engagement, and campus affinity, while simultaneously building the foundation for a seamless transition and timely progression towards a degree. This holistic approach recognizes that simply providing opportunities for students to engage in high-impact practices does not necessarily deliver progress across key performance indicators (such as an increase in retention, timely progression towards a degree, or grade point average).

To this end, NKU has undertaken a proactive approach to embedding high-impact practices within a student's transition into and through to graduation. This new approach focuses on students' assets, institutional responsibility, and personal accountability rather than students' deficits and limitations (McNair, 2014).<sup>7</sup> Below are the innovative strategies and actions that will strengthen NKU's emerging holistic student support network and increase the persistence and degrees attained by underrepresented minority students and low-income students.

**STRATEGY S1:** Create strategic support systems for underrepresented (URM) students, low-income students, and traditionally underserved students

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<sup>7</sup> It is important to note that much of these analyses are disaggregated across a number of student groups, thus facilitating our understanding and ability to identify the impact of programs, services, and initiatives specifically for historically underrepresented students, low-income students, and first-generation students.

- **Action S1.1:** Create a scholars' support program for recipients of diversity scholarships
- **Action S1.2:** Implement EAB Student Success Collaborative platform, a centralized case management system, which will assist advisors and frontline staff to better support students
- **Action S1.3:** Implement a mentoring program that matches first-generation, low-income, and URM faculty/staff with students
- **Action S1.4:** Expand Summer Spark, NKU's summer bridge program for first-generation (FG) students
- **Action S1.5:** Increase the diversity and the cultural competence of academic advisors
- **Action S1.6:** Develop programs for 2<sup>nd</sup> year URM/low-income students
- **Action S1.7:** Publicize the Fuel NKU (food pantry) and implement periodic food drives to replenish supplies
- **Action S1.8:** Strengthen mentoring programs for LGBTQ students; develop a plan to increase Pride Index from 4.5 to 5
- **Action S1.9:** Introduce new programming and services within the Veteran Resource Station

**STRATEGY S2:** Enhance a culture of student success through engagement and participation in student organizations and student life

- **Action S2.1:** Increase awareness of available resources, opportunities for engagement, and NKU's commitment to diversity, equity, and inclusion to incoming students
- **Action S2.2:** Expand multicultural and multiethnic fraternities and sororities
- **Action S2.3:** Integrate "inclusive leadership" into student organizations and programming
- **Action S2.4:** Create student advisory committee within Inclusive Excellence
- **Action S2.5:** Educate students in the value of building social capital networks, inclusive of peers, faculty, and staff

- **Action S2.6:** Encourage participation in internships, co-ops, civic engagement, spring break initiatives and on-campus programming
- **Action S2.7:** In partnership with students, develop opportunities for engagement in cross-cultural dialogues

**STRATEGY S3:** Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices

- **Action S3.1:** Redesign the career service model to expand opportunities to engage in career management and experiential learning programs, such as internships, co-ops, and undergraduate research projects and creative activities
- **Action 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
- **Action S3.3:** Increase alignment between co-curricular and curricula through intentional partnerships between Student Inclusiveness and academic departments

**STRATEGY S4:** Minimize financial barriers for URM and low-income students

- **Action S4.1:** Strategically reallocate institutional aid to support URM and low-income students
- **Action S4.2:** Integrate financial literacy into programming, course content of the First Year Experience (FYE), and into Parent Program communications for the entering cohort
- **Action S4.3:** Create podcasts, wikis, or screen capture files to educate students (and their parents) on the use of credit, work-study balance, borrowing options, and developing personal budget plans
- **Action S4.4:** Create scholarships for students with a combination of risk factors (post-traditional, first generation, returning, parents, etc.)

**STRATEGY S5:** Increase success and completion of graduate students

- **Action S4.1:** Assess integration, academic success and overall satisfaction for URM graduate students

### **IMPACT: Workforce diversity, campus climate, equity & cultural competence**

Charts 12 and 13 in **APPENDIX B** address NKU's workforce diversity for URM tenured and tenure-track faculty and URM management. Illustrated are the annual percentages from the 2016 baseline year to the 2021 target goals:

- Increase URM tenure and tenure-track faculty from 9.7 to 12.0%
- Increase URM management from 10.5% to 12.5%

A challenge to increasing the racial diversity of faculty and management is the availability of funding needed to expand the university's workforce. Opportunities for hiring diverse candidates are currently impacted by budget constraints and new hires may be limited to position replacements due to resignations and retirements. It is also important to note that NKU has lost 11% of its workforce within the past two years.

An added challenge to attracting URM faculty is that the disparities in the percentage of URM faculty versus white are similar to disparities among postsecondary students. According to the U.S. Department of Education (2016), in 2013-2014, 74 percent of the faculty members in all categories (full-time instructors, tenure-track, and tenured) were white, but only 4% and 5 % were Hispanic and black, respectively. Trends were similar across other faculty status categories. For instance, among tenure-track professors 65% were white, 5% were Hispanic, 6% were black, 11 percent were Asian, and 13 percent fell in "other" category, and, faculty members who had attained tenured were predominately white at 77%. Despite these discouraging national numbers, NKU is committed to increasing the diversity of its workforce because we understand how vital a diverse workforce is to student success. Diversity of faculty is particularly critical to the success of our underrepresented minority students (URM) and low-income students who seek role models who understand their lived experience and offer inspiration.

**STRATEGY I1:** Increase diversity of faculty, management, and staff by ensuring processes are equitable and consistently applied

- **Action I1.1:** Formalize and annually communicate required search committee processes<sup>8</sup>; including clear approval process by which selection of candidates is

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<sup>8</sup> Required search processes include: review of People Admin procedures, equitable hiring practices, and under-utilization data generated by NKU's Affirmative Action

reviewed for each step of the process; identify/train Equity Advocates to serve as ad hoc members on search committees

- **Action I1.2:** Implement faculty Pipeline Programs: Diversity Postdoctoral and/or Diversity Teaching Fellowships; develop “grow our own” faculty program through mentoring NKU graduate students; engage in cluster hiring
- **Action I1.3:** Create Opportunity Hire Policy that outlines approval process for a search waiver when hiring faculty of exceptional merit has been identified
- **Action I1.4:** Include work experience equivalences in position descriptions for staff

**STRATEGY I2:** Implement processes and initiatives that retain and promote diverse faculty, management, and staff

- **Action I2.1** Create networking opportunities for social support, mentorships, and professional development of diverse faculty, management and staff
- **Action I2.2** Strengthen existing mentoring programs
- **Action 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

**STRATEGY I3:** Promote equity and inclusion through equitable policies and practices and on-going monitoring and assessment

- **Action I3.1:** Create a campus environment team responsible for conducting campus climate
- **Action I3.2:** Provide professional development opportunities on creating an equitable and respectful working and learning environment
- **Action I3.3:** Develop bias response protocol that provides reporting mechanism, resources, and education for incidents of bias-related conduct

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Plan; diversity-related language in position descriptions that emphasizes experience working with diverse communities and/or experience in conducting research on inclusive related topics, such as social justice, cultural competence, identity, global awareness and other related topics clear approval process by which selection of candidates is reviewed for each step of the process.

- **Action I3.4:** Develop an integrated dispute resolution system for faculty and staff

**STRATEGY I4:** Affirm full participation and a sense of belonging through developing cultural competence of members of the NKU community

- **Action I4.1:** Integrate cultural competence-related concepts into existing professional development opportunities and well-being initiatives
- **Action I4.2:** Conduct a cultural audit of curriculum and co-curriculum that integrates global awareness and topics related to diversity, equity, and inclusion
- **Action I4.3:** Research best practices for assessing cultural competence of students, faculty and staff
- **Action I4.4:** Create a faculty/staff learning community on cultural competence and culturally inclusive teaching practices; develop cultural competence certificate program
- **Action I4.5:** Integrate inclusive excellence education into new staff and faculty orientation; increase faculty/staff participation in culturally diverse campus programs
- **Action I4.6:** Integrate module on cultural competence in Master Advisor training
- **Action I4.7:** Encourage student participation in culturally diverse activities, such as study abroad, internships, civic engagement, service learning, spring break initiatives; and participation in culturally diverse on-campus programming
- **Action I4.8:** Develop student cultural competence through curriculum and research that increase students' understanding of domestic and international issues

**STRATEGY I5:** Embed inclusive excellence into university planning & governing structures, marketing, & communications

- **Action I5.1:** Ensure collective responsibility through development of individual multi-year inclusive excellence action plans at the divisional and college level
- **Action I5.2:** Integrate the message of inclusive excellence in major communications
- **Action I5.3:** Include value statements related to inclusive excellence in all admissions and marketing materials and websites
- **Action I5.4:** Increase the diversity of governing bodies
- **Action I5.5:** Regularly report progress on the Plan to the Board of Regents

## **ASSESSMENT**

Annual assessment of the Inclusive Excellence Plan will be integrated into the university's comprehensive annual review of individual units' strategic plans. Central to this review is utilizing WEAVE, a web-based assessment tool that promotes continuous improvement and institutional effectiveness by providing a process that promotes analysis and reflection of strategies and corresponding action steps. Assessment will also take place at the unit level. Additionally, a detailed internal working document has been developed to ensure assessment and accountability.

## **CONCLUSION**

NKU's 2022 Inclusive Excellence Plan provides a roadmap for achieving institutional excellence by implementing equity-centered approaches to student success that include innovative educational practices, the recruitment and retention of diverse students, faculty, and staff, and an inclusive and culturally competent campus community. The Plan identifies strategies and actions responsive to three questions: are we making our university more diverse, equitable, and inclusive; do the strategies and actions impact the goals set by CPE; and what indicators do we have in place for measuring and assessing our progress and achieving our goals. NKU is committed to advancing inclusive excellence. Through ongoing critical dialogues and continuous assessment and reflection, this commitment will become visible and lead to meaningful and sustainable change.

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**APPENDIX A**  
**DEFINITIONS**

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	Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, socioeconomic, class, gender, sexual orientation, gender identity, country of origin, differing abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. (AAC&U, 2005).
Equity	<p>Creating opportunities for equal access and success for historically underrepresented populations, including, but not inclusive of racial and ethnic minorities, differing abilities, and low-income. The three aspects of equity include:</p> <ul style="list-style-type: none"><li>• Representational equity - the proportional participation at all levels of an institution;</li><li>• Distribution of educational resources in order to close equity gaps; and</li><li>• Equity-Minded - an awareness of and a willingness to call attention to patterns of inequity in all aspects of university life. Equity-minded practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change. Part of taking on this framework is that institutions and practitioners become accountable for the success of their students and see achievement gaps as their personal and institutional responsibility.</li></ul>
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. number of staff, their level of expertise, amount of PD, mentoring and coaching, etc.); specific

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<sup>9</sup> Bensimon, E.M. (2007). The Underestimated Significance of Practitioner Knowledge in the Scholarship of Student Success. *Review of Higher Education* 30(4), 441-469.

	examples of student or staff participation; data collected on strategy inputs and outputs; participation rate of students; dedicated funding; developing of implementation timetables and milestones achieved; and 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 empathetic understanding of the complex ways individuals interact within systems and institutions. (AAC&U, 2005).
Inclusive Excellence	A collaborative and comprehensive change process that catalyzes institutional excellence in learning, teaching, scholarship, student development and engagement by increasing the diversity of students, faculty, and staff and embedding principles and practices of equity and inclusion into the core aspects of the university.
Low-Income	Pell recipients at entry or during specific semesters (varies depending on the specific metric).
Underrepresented Minority (URM):	Students who self-report as Hispanic/Latino, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races.
Gender	A cultural notion of what it is to be a woman or a man. A construct based on the social shaping of femininity and masculinity. It usually includes identification with males as a class or with females as a class. Gender includes subjective concepts about character traits and expected behaviors that vary from place to place and person to person.
Gender Expression	Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, hairstyle, voice and emphasizing, de-emphasizing or changing their body's characteristics. Gender expression is not necessarily an indication of sexual orientation.
Gender Identity	One's core conceptualization of oneself as male or female or something other. Gender identity is often explained in terms of anatomical sex--if one is born with clearly identifiable male or female genitalia, one is usually labeled accordingly. However, one's gender identity--who you feel you are--may or may not match one's anatomically assigned sex.
LGBTQ	An acronym referring collectively to Lesbian, Gay, Bisexual, Transgender/Transsexual and queer/questioning people.

Sexual  
orientation

A person's emotional, physical and sexual attraction and the expression of that attraction with other individuals. Some of the better-known labels or categories include "bisexual" (or "multisexual", "pansexual", "omnisexual"), "lesbian", "gay" ("homosexual" is more clinical), or "heterosexual".

Transgender

Transgender refers to people whose gender expression is not dictated by their biological sex. Transgender is an umbrella term including but not limited to someone who identifies as a cross-dresser, drag queen, drag king, transsexual, or anyone who challenges gender boundaries.

## APPENDIX B

### DATA

**Chart 1: Undergraduate Enrollment URM (%) Cohort**

Undergraduate Enrollment URM (%) Cohort		AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
URM UG Fall Enrollment (%)	%	11.0%	11.6%	12.3%	12.6%	12.9%	13.3%	13.7%	14.0%
Actual	N	1,443	1,517	1,580	1,593	1,620			

Notes: URM equals African American, Hispanic or Latino, Native American, Native Hawaiian or Other Pacific Islander, or someone who list 2 or more races.

**Chart 2: Undergraduate Enrollment of African American/Black (%)**

Cohort		AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
AA UG Fall Enrollment (%)	%	6.5%	6.7%	6.6%	6.7%	6.7%	6.9%	7.0%	7.1%
Actual	N	856	879	848	850	846			

**Chart 3: Undergraduate Enrollment of Hispanic/Latino (%)**

Cohort		AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
Hispanic UG Fall Enrollment (%)	%	2.4%	2.6%	2.9%	3.1%	3.2%	3.5%	3.7%	3.9%
Actual	N	310	338	376	393	405			

**Chart 4: Undergraduate Enrollment of Low-Income (%)**

Cohort		AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
UG Fall Enrollment (%)	%	33.1%	32.5%	31.4%	30.1%	30.3%			
Actual	N	4,344	4,255	4,017	3,800	3,771			

**Chart 5: Graduate Enrollment URM (%)**

Cohort		AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
URM Grad Fall Enrollment (%)	%	8.0%	9.2%	10.0%	12.2%	12.8%	13%	14%	15%
Actual	N	173	185	191	235	246			

**Chart 6: 1<sup>st</sup> to 2<sup>nd</sup> Year Retention for URM Students**

Cohort		AY 13-14	AY 14-15	AY 15-16	AY 16-17 Target	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
1st to 2nd Year Retention URM	%	66.8%	63.7%	69.5%	72.4%	63.1%	72.8%	73.9%	75.0%
	N	280/ 187	267/ 170	298/ 207	272/ 197	295/ 186			

Notes: Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

**Chart 7: 1<sup>st</sup> to 2<sup>nd</sup> Year Retention for Low-Income Students**

Cohort		AY 13-14	AY 14-15	AY 15-16	AY 16-17 Target	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
First to 2nd Year Retention (%) Actual	%	63.6%	62.7%	64.4%	65.7%	61.1 %	68.4 %	69.8 %	71.0%
	N	723/ 460	718/ 450	708/ 456	704/ 452	728/ 445			

Notes: Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

**Chart 8: Six-year Graduation Rate for URM Students**

Academic Year Ending		AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
Entering Cohort		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Graduated on or before		August 2013	August 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020
6-year Actual Graduation Rate	%	29.4%	22.6%	28.4%	22.9%	27.3%	32.6%	35.8%	39.0%
	N	153/ 45	199/ 45	215/ 61	306/ 70	297/ 81			

Notes: The Graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, bachelor degree-seeking undergraduate students that enter in the fall semester.

**Chart 9: Six-year Graduation Rate for Low-Income Students**

Academic Year Ending		AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
Entering Cohort		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Graduated on or before		August 2013	August 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020
6-year Actual Graduation Rate	%	28.2%	25.8%	29.0%	30.2%	28.0%	35.5%	37.3%	39.0%
	N	244/69	496/128	735/213	946/286	865/242			

Notes: The Graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

**Chart 10: Bachelor's Degrees Conferred to URM Students**

Year	AY 13-14	AY 14-15	AY 15-16	AY 16-17 Target	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
Bachelor's Degrees Conferred Actual	183	185	209	246	237	222	226	230

Notes: This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.

**Chart 11: Bachelor's Degrees Conferred to Low-Income Students**

Year	AY 13-14	AY 14-15	AY 15-16	AY 16-17 Target	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
Bachelor's Degrees Conferred Actual	962	1,071	1,038	1,040	1,005	1,046	1,048	1,050

Notes: This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.

**Chart 12: URM tenured and tenure-track faculty (%)**

Cohort		AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
Workforce Diversity URM (%)	%	9.0%	9.7%	9.1%	9.5%	10.5%	11.2%	12.0%
	N	400/36	391/38	374/34	358/34			

**Chart 13: URM Management (%)**

Cohort		AY 14-15	AY 15-16	AY 16-17	AY 17-18 Target	AY 18-19 Target	AY 19-20 Target	AY 20-21 Target
Workforce Diversity Management (%)	%	8.6%	10.5%	10.0%	9.0%	12.5%	12.5%	12.5%
	N	81/7	76/8	80/8	78/7			

Notes: Management as reported to IPEDS via SOC codes

## APPENDIX C

### SUBCOMMITTEE MEMBERSHIP

Assessment and Accountability		Student Success	
Jack Harrison	Chase Law, Co-Chair	Francoise Knox-Kazimierczuk	Allied Health, Co-Chair
Brandelyn Tosolt	Teacher Education, Co-Chair	Dannie Moore	Vice President for Student Affairs, Co-Chair
Kerri Beach	Planning & Performance	Debra Bryant	Nursing
Quentin Daniels	University Registrar	Jaesook Gilbert	Teacher Education
Gayle Hilleke	Kentucky Campus Compact	Matt Hackett	Campus Recreation
Caroline Macke	Counseling, Social Work & Leadership	Jane Hammons	Steely Library
Josh Neumeyer	Haile/US Bank College of Business	Deborah Henry	College of Education & Human Services
Dionna Sholler	HR	Brian Hogg	Music
Carolyn Willhoit	Chase Law Library	Tonya Krouse	English
Angela Zippin	Disability Programs & Serv.	Debra Meyers	History & Geography
Workforce Diversity		Ryan Padgett	Enrollment & Student Success
Shamima Ahmed	Political Science, Criminal Justice & Organizational Leadership, Co-Chair	Jeanne Pettit	First Year Programs
Alar Lipping	Kinesiology & Health, Co-Chair	Jered Wasburn-Moses	Tutoring Programs
Erika Jay	HR	Belle Zembrodt	Honors Program
Megan Lindsey	Counseling, Social Work & Leadership	Ihab Saad	Construction Management
Maureen Doyle	Computer Science	Campus Climate & Cultural Competence	
Lauren Franzen	Management Services, HR	Rachel Green	Human Resources, Co-Chair
Tracey Bonner	Theatre & Dance	Tracey Sigler	Haile Business/Management, Co-Chair
Amy Danzo	Testing Services	Lori Wright	Student Support Services, Co-Chair
Blaine Gilmore	Procurement	Tom Barnett	Comptroller
Student Body Diversity		Dawn Bell-Gardiner	Compliance & Institutional Ethics
Leah Stewart	Enrollment Management, Co-Chair	Angela Calhoun	University Registrar
Judy Voelker	Anthropology, Co-Chair	Wanda Crawford	Developmental Literacy & Writing
Brooklyn Butler	Political Science major	Aimee Krug	Mathematics & Statistics
Missy Jones	Teacher Education	Dejah Rawlings	Political Science major
Cindy Knox	Disability Programs & Serv.	Yasue Kuwahara	Electronic Media & Broadcasting
Rae Loftis	LGBTQ Programs & Services	Bonnie Meyer	LGBTQ Programs & Services
Dale Mahaney	Institutional Research	Holly Riffe	Counseling, Social Work & Leadership
Anthony Mize	African American Programs & Services	Stacey Schaff	College of Education & Human Services Advising Center
Carol Ryan	College of Education & Human Services	Annette Shumard	Provost and Executive Vice President for Academic Affairs
Kimberly Vance	Fraternity & Sorority Life	Jennifer Sharp	Counseling, Social Work & Leadership
Heidi Waters	Counseling, Social Work & Leadership	Ward Wenstrup	All Card Office
Lynne Zajac	Nursing	Donelle Dreese	English
		Fatimata Ndiaye	International Student & Scholars
		Megan Peek	Vice Provost for Undergraduate Academic Affairs

**APPENDIX D**  
**Planning Timeline**

May 2016	Campus-Wide Invitation to Participate
August 2016	Committee Assignments
December 2016	First Draft Due
February 2017	Review Draft
Spring 2017	NKU and community-wide vetting
July 2017	Draft presentation to the Committee for Equal Opportunity for feedback and/or approval
Fall 2017	Vetting sessions with Faculty Senate, Staff Congress and Student Government Association
November 8, 2017	Board of Regents Presentation
November 15, 2017	Submission to Council for Post-Secondary Education for Approval