NKU NORTHERN KENTUCKY UNIVERSITY

Diversity Plan

Fourth Year Self-Assessment

REPORT TO THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

FEBRUARY 2016

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EXECUTIVE SUMMARY & INTRODUCTION

The Council on Postsecondary Education approved Northern Kentucky University's Diversity Plan in September 2011. During 2013, the University engaged in a strategic planning process, with a finalized 2013-18 strategic plan, Fuel the Flame, approved by the Board of Regents in November 2013. The new University strategic plan includes objectives for promoting inclusive excellence to achieve its first goal – Student Success – and for fostering a culture of diversity and inclusive excellence to achieve its fifth goal – Institutional Excellence. The university also recognizes that inclusive excellence significantly contributes to educating culturally competent, educated, and informed global citizens. To further clarify and enumerate strategies for improvement, the University approved the Inclusive Excellence Strategic and Implementation Plan in 2014, which is one of ten implementation plans developed during 2014, designed to add context to the University's strategic plan and assist organizational units in determining priorities for action.

The NKU Diversity Plan addresses four areas: 1) Student Body Diversity, 2) Student Success/Closing the Achievement Gap, 3) Workforce Diversity, and 4) Campus Climate. The Senior Advisor to the President for Inclusive Excellence is collaborating with key stakeholders and constituencies to facilitate a comprehensive organizational change effort centered on transforming the structure, systems, policies, and practices in ways that benefit the entire institutional community, with a particular focus on historic issues of access and equity. This assessment report provides details on the strategies implemented in 2014-2015 that addresses each of the four areas.

In developing its diversity plan, Northern Kentucky University examined the minority population of its designated eight-county service region in Kentucky. The 2010 Census data shows that the institution's eight-county service area population is 2.75% Hispanic, 3.02% African-American, 0.07% Native Hawaiian/Pacific Islander, 0.14% American Indian/Alaskan Native, and 1.73% two or more races. While NKU recognizes that diversity is an all-inclusive term, the proportions of the service area population that are Native Hawaiian/Pacific Islander and American Indian/Alaskan Native are so small that it would be difficult to identify meaningful targets for the college-age group of these subpopulations. Therefore, NKU's diversity plan has focused on goals and strategies that target the African-American and Latino populations, including those who self-identify as two or more races.

The actions articulated in this report have been effective in increasing the number of African-American and Latino students and in improving their academic success, retention, and graduation. Evidence includes the following: between 2009 and 2014, undergraduate enrollment of African-American and Latino students (including students who are two or more races) has grown 53.4% in five years (948 to 1,454); the six-year

graduation rate for African-American students has nearly doubled (11% to 20%), the six-year graduation rate for Latino students has nearly tripled (13.3% to 32.5%); the number of baccalaureate degrees conferred to underrepresented minorities has increased by 63% (109 to 178); and the number of STEM+H degrees earned by underrepresented minority students increased by 65%. NKU has made great strides in reaching, supporting, and retaining African-American and Latino/Hispanic students.

NKU also provides services and programs to diverse groups such as on campus, including international students, LGBTQ, low-income students, physically and intellectually challenged students, and veterans. The services and programs, designed to effectively recruit, support, and retain these students, are detailed in this assessment report.

NKU has been moderately successful in improving the workforce diversity of the campus. While the total number of underrepresented minorities employed in managerial positions has not changed in five years, the total number of underrepresented minorities in full-time faculty positions has increased from 39 to 46 from 2013 to 2014. Data for 2014-2015 will not be available until Spring 2016.

NKU continues to make significant changes in the faculty recruitment process in order to ensure a diverse applicant pool and the advancement of diverse candidates. The Office of Inclusive Excellence, in partnership with Human Resources, educates search committees about implicit bias in evaluative and decision-making processes, promotes diverse search committees, and strongly encourages search committees to advertise in national minority publications and discipline-specific organizations. The education of search committees also emphasizes active recruiting throughout the year, networking, using language in position descriptions that will attract diverse candidates, and engaging in cluster hiring. The Office of Inclusive Excellence has recommended that each committee identify an individual to serve as an Inclusive Excellence Liaison. These improved efforts will continue to guide the university in making progress in its workforce diversity.

The University is dedicated to creating a diverse, inclusive, safe, and respectful campus community. To strength its efforts in creating such a community, the university designed and administered a Campus Climate Survey in 2015. A task force is currently developing an action plan that will be responsive to survey findings.

The 2013-18 Strategic Plan for Northern Kentucky University identifies inclusiveness as a core value and highlights the critical role inclusive excellence (diversity, equity, and inclusion) plays in achieving institutional excellence. The institution's Executive Dashboard (http://fueltheflame.nku.edu/metrics.html) for achieving the goals in the strategic plan includes performance metrics for increasing the retention and graduation rates for underrepresented minority students (URM); increasing the Bachelor's degrees conferred on URM students; and increasing the enrollment of URM students. Measures are monitored annually, and

results are made public on the University's website. The diversity metrics in the Executive Dashboard demonstrates the institution's desire and commitment to the success of our students and to Inclusive Excellence. These efforts reaffirm NKU's commitment to making improvements in the student body diversity, the success of diverse student populations, and the diversity of its workforce. The University is dedicated to creating a campus climate that demonstrates a commitment to a safe, supportive, inclusive, and nurturing environment for all of its students with a particular focus on diverse populations.

STUDENT BODY DIVERSITY

Northern Kentucky University has continued to diversify the student body. The total undergraduate enrollment of African-American students was 879 in the fall of 2014, and the Latino student population numbered 338. More students continue to self-identify as two or more races, and when African-American, Latinos, and those who declare themselves as two or more races are combined, the underrepresented minority population in undergraduate programs increased 5% between 2013 and 2014. With this latest annual increase, the underrepresented minority population has increased more than 53% in the past five years. NKU met and exceeded its target to maintain a higher-than-average representation for African-American and Latino undergraduate students, with 11.1% of the undergraduate students who were underrepresented minorities, which exceeded the 7.5% representation in the eight-county service region.

Table 1: Undergraduate Enrollment

CATEGORY	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
African-American/Black	784	857	830	815	856	879
Hispanic/Latino	164	195	230	273	310	338
Two or more races	N/A	93	145	195	220	237
Total URM	948	1,145	1,205	1,283	1,386	1,454

Similar growth has been seen in the enrollment of underrepresented minorities at the graduate level. NKU enrolled 118 African-American graduate students in the fall of 2014 and 42 Latino graduate students. Combining African-Americans, Latinos, and students who self-identify as two or more races, NKU's underrepresented minorities graduate student population (including law school enrollment) increased by 44 students from 2009 to 2014, which is a 33.3% increase in four years. Therefore, NKU has exceeded its diversity plan target which was to grow enrollment of underrepresented minorities by 1% at the graduate level.

Table 2: Graduate Enrollment (Including Law)

CATEGORY	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
African-American/Black	106	104	114	114	114	118
Hispanic/Latino	26	27	31	33	33	42
Two or more races	N/A	8	12	17	17	16
Total	132	139	157	164	164	176

STRATEGIES FOR INCREASING STUDENT BODY DIVERSITY

1.1 Increase diversity scholarships by 10 to 15% per year. In addition, increase donor (private) scholarships earmarked for diverse students (broadly defined: first generation, low-income, and underrepresented) by 10% annually, and create scholarship funds specifically for qualified community college transfers from Gateway and Cincinnati State.

- Chase College of Law awarded 48 diversity scholarships in 2014-2015 and 53 diversity scholarships in 2015-2016. The total dollars given in diversity scholarships in 2014-2015 was $507,672 and in 2015-2016 it is $616,136. The percentage of minority students who received scholarships in 2014-2015 was 71% and 67% in 2015-2016 it is 67%.

- In spring and summer of 2015 the Director of the Black Studies program began discussions with the Director of University Development to form an African American Alumni Association. One of the main goals of this initiative is to increase the number of diversity scholarships allocated by the University each year.

- The College of Education and Human Services annually offers several scholarships with priority given to single parents who are residents of Kentucky and students from under-represented groups majoring in social work.

1.2 Research, develop, and fund need-based aid programs geared specifically for diverse populations.

- The College of Informatics led the submission of a request to respond to the Howard Hughes Medical Institute's Inclusive Excellence RFP in order to pursue funding opportunities to recruit diverse students interested in STEM disciplines.

- Latino Programs and Services continued successful partnerships with community organizations to promote scholarships and resources to qualified Latino students. Twenty-six scholarships were awarded this year from organizations such as the Greater Cincinnati Hispanic Chamber of Commerce, the Hispanic Scholarship Fund, and League of United Latin American Citizens.

- As part of an NSF S-STEM grant and a collaboration between Biological Sciences, Chemistry, Physics and Geology, Mathematics and Statistics, and Computer Science, Project SOAR (Scholarships, Opportunities, Achievements & Results) seeks to recruit, retain, educate, and graduate financially needy, academically talented students who will enter the workforce or graduate school in a STEM field. Originally intended for 125 SOAR Scholars, 124 students have already taken part in the project and 36 additional students will engage in the project before the end of the grant period. Of the 124 participants, 62 students are from communities underrepresented in STEM. Intellectual Merit achievements include:

- o Higher freshmen retention rates for SOAR Scholars (>85%) compared to their STEM peers (69%);

- o Improved freshmen retention rates for SOAR over time: 2009 SOAR cohort (one-year retention 79%) compared to 2013 SOAR cohort (one-year retention 100%);

- o 10-23% higher average Freshman GPA for SOAR Scholars than STEM peers;

- o Higher summer research participation rate for SOAR Scholars (50%) than STEM peers (<20%);

- o Increased number of SOAR Scholars engaged in internships & co-ops (from 5 in 2012-13 to 11 in 2014-15); and

- o Higher four-year graduation rate than STEM peers (SOAR 2009 is 47% and SOAR 2010 is 35%, compared to 17% for both years).

- The Center for Integrative Natural Science and Mathematics (CINSAM) offers scholarships to low-income students, interested in STEM disciplines. The scholarships include full in-state tuition, textbook award, and housing allowance.

  - o CINSAM Scholarships were awarded to 16 new low-income freshmen in STEM majors.
  - o CINSAM Scholarships continued for 46 non-freshman low-income STEM majors.

1.3 Ensure relevant recruitment materials and web-based information are translated into Spanish.

- Latino Programs and Services partnered with Marketing and Communications to launch the marketing initiative En Español!. The intention of this partnership is to translate university websites into Spanish.

- The Center for Mathematics has created Spanish language resources to help students struggling in Mathematics. The strategy is to continue to provide appropriate online resources for ELL students in HS or at NKU to ensure that language is not a barrier to understanding mathematics. The following materials were implemented in Fall 2015:

  - o Algebra: http://kcm.nku.edu/remediadora
  - o Precalculus I: http://kcm.nku.edu/prec1
  - o Precalculus 2: http://kcm.nku.edu/prec23.

1.4 Develop a comprehensive financial literacy program for prospective and current NKU students that include a communication campaign, events/programs, and community awareness activities.

- NKU began to proactively offer financial literacy programming in 2012 through intentional outreach, communication, and support. Nearly every one of these initiatives is assessed to help better understand content acquisition and identify topic areas for future programming. The financial literacy programming includes:

- NKU's one-day summer Registration programs (mandatory for all first-year students) provided communication and overviews surrounding financial literacy, financial aid, and college affordability.
- During the three-day summer Orientation (mandatory for all first-year students), students attended a financial literacy success session. In addition, during the student skit at New Student Convocation, a component of the skit addressed budgeting and making sound financial decisions.
- In late winter and early spring, New Student Orientation and Parent Programs offered seven financial planning workshops – late afternoons on the weekdays and early afternoons on Saturdays – to incoming parents. Topics during the workshops covered the FAFSA, hidden costs of college, tuition rates, student loans, and campus financial resources.
- University 101 (first-year seminar) incorporates an entire section of the course around financial literacy, including interactive activities and pedagogies.
- University Connect and Persist (UCAP) coordinates the Lending Library, a service to all students offering them the ability to borrow one textbook per semester at no cost. Students who borrow a free textbook must meet with a UCAP Coordinator for a financial and academic wellness check.
- TRIO Student Support Services and UCAP provide targeted financial literacy counseling and information, as needed.
- Online financial literacy services are available on the Financial Fitness homepage (http://saps.nku.edu/financialfitness.html).

1.5 Strengthen partnerships with local community and technical colleges in order to ensure diverse students are aware of transfer options, to increase recruitment visits, and to strengthen the "Gateway to NKU" transition program.

- Computer Science (CS) developed a partnership with Cincinnati State University for a 2-2 program in IT in the Computer Science department in the College of Informatics.

- The Center for Student Inclusiveness collaborated with Transfer Services to host an Inclusive Excellence Meet and Greet at Cincinnati State and Technical Community College with approximately 250 students in attendance.

- The Black Studies Program partnered with the Gateway2NKU program to establish an African-American Studies Certificate, which can be earned with an Associate of Arts degree at Gateway Community and Technical College.

- In the spring and summer of 2015 the Black Studies Program developed a "Prior Learning Credit" exam to increase the number of individuals who could receive credit for BLS 100 – Introduction to Black Studies.

- Education advisors from the College of Education and Human Services meet regularly with students who are enrolled in the Introduction to Education course offered at Gateway and Community and Technical College. The purpose of the meetings is to discuss requirements/criteria for admission to

an education program. The social work/human services' advisor works closely with the Gateway to NKU Pathway students majoring in the social work or human services programs.

1.6 *Strengthen the educational P-12 pipeline to ensure diverse populations of students are college ready.*

- The Director of the Black Studies program attended two College Fairs located in Cincinnati, Ohio and in Newport, Kentucky respectively to recruit diverse students to the university (with a special focus on these students becoming History majors and Black Studies minors).

- The College of Information (COI) led summer camps in an effort to recruit diverse students into Computer Science. These camps include:

  - A high school Digital Age in Journalism camp that enrolled students from northern Kentucky high schools with a specific recruiting strategy to diversify the pool of high schools. 19 students attended seven of these students came from economically challenged schools.

  - A computer science programming camp for 18 middle school girls at Mason County in Ohio funded by the National Council for Women in Technology. Female high school students taught the camp.

  - Two additional tech camps, held during summer 2015, were sponsored by the Center for Integrated Natural Sciences and Mathematics. The Java Camp served 23 high school students, two of whom were female, one was Latino, and one was on scholarship. The Mobile App Camp enrolled 12 high school students – 10 male and two female.

- Other COI efforts related to P-12 education include:

  - Creating a staff position, responsible for college communication, including P-12 outreach efforts.

  - Strengthening the quality of its outreach efforts by offering School Based Scholars (SBS) programs, in which high school students enroll in college courses to get advance credits toward undergraduate degrees. The Communications department offers 12-13 classes per semester to SBS students.

  - Continuing its commitment to the quality of P-12 efforts when it created an Assistant Advising Director position, whose responsibility includes managing aspects of the INTERalliance IT Careers Camp, where local high school students are exposed to career opportunities in information technology.

  - Streamlining its process for K-12 school visits to their facilities by collaborating with NKU's Event and Communication Staff, ensuring consistency in tours. Future progress will include faculty interaction in tours.

- Women and Gender Studies (WGS) program regularly offers a high school based college general education course each semester. Typically, the Northern Kentucky high school students are predominantly white with a significant proportion of low-income students and potential first-generation college students. Knowing these characteristics, along with the knowledge that

approximately 25% of all female students have experienced some form of abuse. WGS courses offer these students information empowers students to move beyond the barriers they face.

- o WGS specifically focused on teaching/learning strategies in the high schools, measured by both indirect and direct assessment methods. In the general education course sections, students' critical consciousness levels are assessed in writing assignments at the beginning and end of the term, using the Consciousness Development Assessment Method developed by the Bridges for a Just Community group (Jeffers & Weaver, 2010). Consistently, 90% of general education students show marked progress in critical consciousness that empowers students to understand the barriers they face as well as the barriers that prevent others from succeeding.

- African American Programs and Services hosted ongoing outreach programs for young women at Newport High School. This initiative is focused on developing a mentorship relationship between current NKU college students and high school students.

- The Center for Integrative Natural Science and Mathematics (CINSAM) increased the number of camps that targeted underrepresented populations, tracking gender and race/ethnicity of camp participants. Examples include:

- o "Get into the Woods Camp": The overall goal of this camp is to provide urban youth the opportunity to spend time learning about the outdoors. Attendees included seven Latinos students from urban core (Holmes Middle School in Covington).

- o Girls in STEM Camp, which offered 24 high school-aged girls from the NKY region opportunities to learn about STEM education and career paths.

- o Aero-Girls Camp – 22 middle and high school-aged girls and two formatting issue boys of the same age attended this three-day camp designed to integrate the physics and mathematics of planning and piloting a flight aboard a Cessna 172 (simulated) airplane. (While intended to be solely for girls, this camp didn't fill while our other Aeronautics camps had a waiting list so this camp admitted boys in the last weeks before it started.)

CINSAM camps are a more diverse than the NKU student body, and the Center aspires to increase recruitment of underrepresented groups in these camps next year. The demographics of CINSAM Camps compared to demographics of NKU enrollment:

- o American Indian / Alaskan Native-CINSAM: 1%, NKU: <1%
- o Asian-CINSAM: 11%, NKU: 1%
- o African American / Black-CINSAM: 11%, NKU: 7%
- o Hispanic-CINSAM: 3%, NKU: 3%
- o White-CINSAM: 77%, NKU: 83%
- o Two or More Races-CINSAM: 3%, NKU: 2%

- CINSAM continues to work with community groups serving underrepresented minorities to bring grade school students to NKU's camps for hands-on STEM activities as well as opportunities to learn about STEM in college and career:

    - The Program Manager for CINSAM collaborated with Delta GEMS, a group for young African-American women in hosting a cyber security technology session for 30 African-American middle school female students, two teachers and three parent-chaperones.
    - CINSAM also hosted 24 African-American high school girls from the Delta GEMS group for a day of learning about STEM disciplines, majors, and careers. CINSAM created a panel of six NKU undergraduates from diverse backgrounds who spoke about STEM disciplines in college.

- Faculty from the Department of Physics, Geology, and Engineering Technology were involved in astronomy, physics and engineering technology summer camps that enable a diverse population of pre-college age students to experience the fun and joy of science. The experience is designed to be empowering for young people who previously did not have access or knowledge about pursuing a scientific career path.

- The College of Education and Human Services and Department of Teacher Education sponsored the Young Women Lead and Dreamfest events on the NKU campus. Each event brings over 600 middle and high school students to campus from the region to explore topics of leadership and readiness for college and career.

- The Department of Teacher Education continues a long history of offering literacy programs for P-12 educators. These programs include the Kentucky Reading Project, Kentucky Writing Project, and the Adolescent Literacy and Learning Initiative. In summer 2015, approximately 50 teachers from Northern Kentucky school districts participated in these initiatives in order to strengthen the reading and writing programs in their schools.

- The Department of Teacher Education entered into an agreement with Florence Elementary to embed the elementary education literacy course block onsite at Florence Elementary. This project was planned in collaboration with school district personnel and the Department during spring 2015 and will be fully implemented in spring 2016. The project will provide 25 NKU elementary education majors with "real life," intentional field experience in a diverse setting. In addition, the Department will deliver 25 additional "teachers-in-training" working with students, which will strengthen the P-12 college pipeline.

1.7 Improve recruitment initiatives for increasing the African-American and Latino student population.

- The Senior Advisor for Inclusive Excellence served as co-chair for the Gender/Diversity Issues & Student-Athlete Well-Being Subcommittee for the NCAA Institutional Performance Program (IPP) and chaired the Diversity Committee. A report, to the NCAA, outlined recruitment initiatives focused on increasing the number of African-American and Latino student athletes. The NCAA IPP report is published on the website (http://ncaa.nku.edu/).

- Chase Law School engaged in recruitment efforts that resulted in a diverse first-year class. In 2014 the entering class was 17% racially diverse. In 2015, the entering class was 20% racially diverse. Examples of these initiatives include the following:

   o Participated in the Kentucky Legal Education Opportunity (KLEO) program, designed to increase the number of minority, low-income, or educationally disadvantaged Kentuckians in Kentucky's state-supported law schools. Students attend a summer prep institute and receive a $15,000 scholarship.

   o Enhanced its diversity webpage, which showcases diversity-related accomplishments by faculty, students, and student development programs. The website also identifies university services related to diversity and inclusion, and information about community involvement.

   o Continues to strengthen its initiative to identify diverse candidates by using the Law School Admissions Council's Candidate Referral Service. This service allows the law school to communicate with diverse students interested in law school through email, mail, and phone contact. 7031 application fee waivers were sent to prospective students through this service.

   o Recruited both regionally and nationally at historically black colleges and universities by attending law school fairs designed to attract minority students and by setting up private visits to historically black colleges and universities.

   o Hosted prelaw students from Kentucky State University, an HBCU institution, in the spring of 2015. Students took a tour, attended a law school class, had lunch with current students, and had the opportunity to ask questions of the NKU Chase admissions team.

   o Hosted prelaw students from Central State University, an HBCU located in Wilberforce, Ohio. Students took a tour, attended a law school class, had lunch with current students, and had the opportunity to ask questions of the NKU Chase admissions team.

   o Hosted its annual DiscoverLaw.org Multicultural Academy in partnership with NKU's undergraduate admissions office. DiscoverLaw.org is a subgroup of the LSAC (Law School Admission Council), which encourages racially and ethnically diverse students to discover career opportunities in law and choose a path in undergraduate school to help them succeed. The program, which targeted diverse high school students from the Greater Cincinnati area, featured a mock law school class; a panel that included both current students and faculty; a keynote speaker during lunch; and an opportunity for the students to simulate a trial in the law school's moot courtroom.

   o Assisted NKU's undergraduate admissions department in hosting a mock trial for the Whitney M. Young Scholars Program.

   o Planned and executed the Kentucky Bar Association's inaugural Diversity Summit held Louisville, KY, in 2015. High school students from across the state were invited to take part

in a mock class and work with Legal Aid in serving real clients. The next day of the Summit included CLE topics centered on diversity issues in the profession.

- o Participated on the Kentucky Bar Association's Diversity in the Profession Committee.

- The Director of the Black Studies program participated in the Office of Admissions' Multicultural Leadership program and the Whitney Young summer recruitment programs.

- African American Programs and Services, Latino Programs and Services, and LGBTQ Programs and Services collaborated with the Office of Admissions in sponsoring Black and Gold Days, an event where NKU representatives have an opportunity to meet with the families of prospective students.

- Project FORCE (Focus on Occupations, Recruiting, Community, and Engagement) is a collaboration between five STEM departments (Biological Sciences, Chemistry, Computer Science, Mathematics & Statistics, and Physics & Geology) that works to increase retention and graduation rates of STEM majors. Since the project began in 2010, significant gains have been made in the recruitment and retention of STEM students, including a 31% increase in the number of underrepresented students enrolled in STEM.

- The Department of Biology collaborated with Latino Programs and Services and English Language Learners to hold the Fun with Science camp in July 2015, which was attended by 24 students. The goal of the camp was to expose Latino/Latina students to research and education in the sciences. In self-reported pre- and post-camp surveys, students were more likely to go to college after attending the camp (20% before, 100% after), were more interested in science (<45% before, 100% after), and were more likely to pursue a career in science (<30% before, 100% after).

- The Biology Department exposed Latino/Latina students to research and education in the sciences through the Safari to the Water Underworld, in which 18 Latino middle-school students from Price Hill visited Green Acres Foundation ponds and Sharon Woods Lake and used a water quality application. In a self-reported survey, 100% of students indicated they liked the camp. They also provided specific information about what they learned during the exercise. As a result, faculty in Biology have received feedback from parents who have expressed the experience made a difference in their child's performance.

- The Department of Physics, Geology, and Engineering Technology collaborated with Admissions in recruiting efforts for underrepresented groups, by conducting outreach efforts to middle and high school counselors in order to build bridges and to empower students in the local community who otherwise might not have a path to a science career.

- The Department of Kinesiology and Health faculty participated in the summer Whitney Young Scholars program, an educational enrichment program that serves the needs of academically talented, low-income students in grades 7-12. In conjunction with the Office of Admissions, Department of Kinesiology and Health faculty conducted workshops in athletic training and seven classes in health promotion to 32 Whitney Young Scholars.

1.8 Develop Innovative Marketing and Recruitment Strategies

- The Senior Advisor for Inclusive Excellence initiated conversations with Marketing & Communications about integrating inclusion and diversity into the NKU branding initiative. Development of marketing materials is in progress. The Office of Inclusive Excellence, with input from the Inclusive Excellence Council and other members of the campus community, developed a visual framework for its work, through the year 2020.

- New banners were installed throughout campus illustrating the diversity of NKU's community.

- Women and Gender Studies (WGS) faculty use social media (Facebook) to connect with graduates, with current students, and students who have stepped out. Due to the success of the social media efforts, WGS will launch a LinkedIn and Instagram presence in 2016. Social media also assists WGS faculty in reaching young people in the LGBTQ community, students from underrepresented groups, and low-income and first-generation students who are attracted to WGS programing. This outreach includes students who are sexual/domestic violence survivors.

- WGS's successful ongoing social media strategy is measured by tracking the number of hits on its Facebook page (typically 190 views per posting).

- Interim Director for the Center for Integrative Natural Science and Mathematics' (CINSAM) serves as a member of the State Leadership Team of KY's STEM Equity Pipeline Project, an NSF-funded project led by the National Alliance for Partners in Equity (NAPE). This project seeks to increase participation of nontraditional groups in STEM programs. Pilot sites are located in Boone County (Boone County ATC), Grant County (Grant County CTC), and at Bluegrass Community and Technical College; Boone County and Grant County are in NKU's service area.

STUDENT SUCCESS

The total number of African-American students, Latino students, and students of two or more races who were retained from the first year to the second year increased from 124 to 191 between 2009 and 2011. In 2013, 139 African-Americans, Latinos, and students who self-declared as two or more races were retained from first year to second year. Therefore, NKU made improvements in first-to-second year retention of total underrepresented minority students from 2009 to 2011; however, the number of underrepresented minorities retained for first to second year declined in the following two years. As of the completion of this report, CPE has not confirmed retention data for 2014.

Table 3: Undergraduate Student Retention (from 1st to 2nd year)

CATEGORY	RETAINED 2009	RETAINED 2010	RETAINED 2011	RETAINED 2012	RETAINED 2013	RETAINED 2014
African-American/Black	97 of 163	103 of 168	145 of 229	94 of 174	76 of 129	*
Hispanic/Latino	27 of 40	26 of 33	36 of 48	32 of 57	38 of 59	*
Two or more races			10 of 23	36 of 56	25 of 49	*
Total	124 of 203	129 of 201	191 of 300	162 of 287	139 of 237	*

*As of January 2016, the Council for Postsecondary Education has not confirmed retention data for Academic Year 2014.

In 2012 and 2013, retention numbers in the second to the third year increased for African-American students, Latino students, and students, who self-declare as two or more races. The latest figures show 117 underrepresented minority students who were retained from the second to third year, compared to 66 in 2009. Therefore, NKU has shown improvement in second-to-third year retention of total underrepresented minority students. As of the completion of this report, CPE has not confirmed retention data for 2014.

Table 4: Undergraduate Student Retention (from 2nd to 3rd year)

CATEGORY	RETAINED 2009	RETAINED 2010	RETAINED 2011	RETAINED 2012	RETAINED 2013	RETAINED 2014
African-American/Black	56 of 104	61 of 115	55 of 122	81 of 130	68 of 94	*
Hispanic/Latino	10 of 25	18 of 32	17 of 38	22 of 35	21 of 32	*
Two or more races				8 of 10	28 of 36	*
Total	66 of 129	79 of 147	72 of 160	111 of 175	117 of 162	*

*As of January 2016, the Council for Postsecondary Education has not confirmed retention data for Academic Year 2014.

While there has been fluctuation in the six-year graduation rates for underrepresented minorities at NKU over the last five years, the rates have almost doubled for African-American students and nearly tripled for Latino students. Although the graduation rates for underrepresented minorities continue to lag behind the graduation rates for White, non-Hispanic students, the gaps were smaller in 2013 compared to the baseline in 2009. NKU has already surpassed its target to increase the graduation rate of African-American and Latino students by 1% per year through 2015.

Table 5: Undergraduate Student Six-year Graduation Rates

CATEGORY	2009	2010	2011	2012	2013	2014
African-American/Black	11.0%	29.7%	31.9%	24.8%	30.6%	20.0%
Hispanic/Latino	13.3%	16.7%	31.6%	35.7%	23.1%	32.5%
White, non-Hispanic	33.0%	34.5%	37.5%	38.1%	38.9%	38.1%

The number of underrepresented minorities receiving a baccalaureate degree at NKU has increased substantially compared to the baseline data from 2009-10. Bachelor's degrees conferred to African-American students increased from 91 students in 2009-10 to 116 in 2014-15. The number of degrees conferred to Latino students increased from 18 to 39 during that same time. When students who are two or more races are included, the total bachelor's degrees conferred to underrepresented minorities increased from 109 to 178 between 2009-10 and 2014-15, an increase of 63.3%. These figures surpass the targets established in the NKU diversity plan, which were to increase degrees conferred to African-American students by 5%, and to increase degrees conferred to Latino students by 1%.

Table 6: Baccalaureate Degrees Conferred

CATEGORY	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African-American/Black	91	90	98	98	118	116
Hispanic/Latino	18	25	19	23	42	39
Two or more races	N/A	5	18	9	13	23
Total	109	120	135	130	173	178

The number of STEM+H undergraduate degrees awarded to underrepresented minority students increased from 20 in 2010-11 to 33 in 2014-15.

Table 7: Undergraduate Student Degrees: STEM+H

CATEGORY	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African-American/Black	14	22	19	22	19
Hispanic/Latino	6	4	5	10	7
Two or more races	0	2	1	4	7
Total	20	28	25	36	33

The number of underrepresented minority undergraduate students who transferred from KCTCS to Northern Kentucky University increased from 53 to 68 between 2010-11 and 2014-15. The university continues to work with providing more information to potential transfer students in order to make improvements.

Table 8: Undergraduate Student Transfer from KCTCS to Northern Kentucky University

CATEGORY	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African-American/Black	43	27	28	38	35
Hispanic/Latino	8	7	15	14	18
Two or more races	2	6	9	7	15
Total	53	40	52	59	68

STRATEGIES FOR INCREASING STUDENT SUCCESS AMONG DIVERSE POPULATIONS

2.1 Set goals at the institutional level to improve diversity and student success; incorporate strategies within unit alignment plans to support institutional goals; and track the retention and graduation of diverse students by college.

- The Department of Sociology encouraged students to participate in writing and critical thinking workshops, writing contests, debates and related opportunities where students received coaching and mentoring. The Department annually hosts two contests: an essay contest and a photography contest. The desired learning outcomes for these contests include exploration of art and culture and the development of global perspectives and critical thinking.

- The Student-Athlete Survey now includes questions related to diversity and inclusion. Assessment is set to begin in fall 2015.

2.2 Build programs and support services that address needs of first-year African-American and Latino students.

- R.O.C.K.S., a program sponsored by the Office of African-American Programs and Services, assists first year African American students in the transition from high school to college. It is a year-long program that matches students with assigned peer mentors during their first year of enrollment. The program also includes the Summer Transition Experience, a five-day experience on-campus that begins one week prior to the start of fall semester, and provides participants with the opportunity to enroll in a special NKU R.O.C.K.S. section of University 101, a 3-credit hour course offered during fall semester that helps new students acclimate to campus life by attending academic, social and service events and meeting with faculty and staff from a variety of disciplines. The program tracks students from their first year at NKU to graduation. R.O.C.K.S. participants have a 76.7% fall-to-fall retention rate, compared with 50.0% of African-American students who did not participate in R.O.C.K.S. and 68.9% of all NKU students.

Table A: Comparison data of fall 2014 first-year African-American students in the NKU R.O.C.K.S. program with first-year African-American students not in the NKU R.O.C.K.S. program and with all other Bachelor degree-seeking first-year NKU students.

	STUDENTS	AVG. ACT	1ST YR. G.P.A.	1ST YR. ECH	FALL TO FALL RETENTION
R.O.C.K.S. Participants – Bachelor Degree-Seeking	73*	20.8	2.71	26.0	76.7%
Other African-American Students – Bachelor Degree-Seeking	84	20.4	2.16	20.6	50.0%
All Other Students - Bachelor**	1,920	23.4	2.60	27.5	68.9%

*NKU R.O.C.K.S. has eight students not identified as African-American (5 as Two or more races, 2 as Caucasian, 1 as American Indian)
**All Other Students are identified as students not served by NKU ROCKS

- In fall 2014, Latino Programs and Services held a three-day on-campus orientation for incoming first-year and transfer Latino students, with a specific focus on student success and college transition. As part of its extended orientation program, Latino Programs and Services introduced incoming students to the Latino Mentoring Program (LAMP). This program was created to promote and enhance the retention and academic success of incoming freshmen and transfer students at NKU and through peer mentoring. The peer mentor guides the first-year student's transition into NKU, providing individualized contact with someone of a similar background/language in which they can develop personal and educational aspirations. A variety of programs and events are also developed to support professional growth, leadership skills, organizational skills, and social responsibility. LAMP has a 72.7% fall-to-fall retention rate, compared with a rate of 62.8% for non-LAMP Latino students.

Table B: Comparison data of fall 2014 first-year students in LAMP, first-year Latino students not in LAMP, and all other Bachelor degree-seeking first-year NKU students.

	STUDENTS	AVG. ACT	1ST YR. G.P.A.	1ST YR. ECH	FALL TO FALL RETENTION
LAMP Participants – Bachelor	33*	22.1	2.93	31.2	72.7%
Other Latino Students – Bachelor	43	21.4	2.55	23.9	62.8%
All Other Students - Bachelor **	1,960	23.3	2.60	27.4	69.1%

*LAMP has eight students not identified as Latino (4 as African-American and 4 as Caucasian)
**All Other Students are identified as students not served by LAMP

- NKU houses three federal TRIO programs: Student Support Services, Educational Talent Search, and Upward Bound. These three programs support first-generation and low-income students' transition into and through college. NKU also houses Learning Experience and Parenting (LEAP), a state grant-funded program that helps NKU families with dependent children and is sponsored by the Kentucky Transitional Assistance Program (KTAP).

- NKU's TRIO Student Support Services (SSS) was recently awarded a five-year grant extension to support first-generation, low-income, and students with disabilities. A significant proportion of SSS students are African-American and Latino students.

- The Black Law Students Association, in collaboration with Chase Law School faculty, hosted a 1L Tips and Tricks session for first-year students in an effort to provide additional academic support.

- The Director of the Advising Center in the College of Education and Human Services (COEHS) and COEHS advisors conducted the following initiatives for student success:

- o Selected African-American students to serve as peer leaders. The Peer Leaders planned and participated in a number of activities that contribute to student success. An example includes the program "Calling all Majors" where they called current first year freshman and transfer students to discuss midterms and to encourage students to make advising appointments.
  - o Presented several Praxis Core study sessions for pre-education students.
  - o Created Student Success Workshops for students on academic probation and warning. The workshops focused on goal setting and time management strategies.
- Faculty in Biological Sciences assisted with the planning of 2014 National Hispanic Heritage Month events to provide STEM representation.

2.3 Offer a series faculty development workshops in culturally responsive teaching based on research.

- The Center for Integrative Natural Science and Mathematics (CINSAM) engages in the following faculty development initiatives:
  - o Training sessions to faculty on increasing participation on underrepresented groups in STEM—with National Alliance for Partners in Equity (NAPE) personnel—for attendees of the 2014 Kentucky Science Teachers' Association Conference and the 2015 Evidence-Based School Counseling Conference. CINSAM's three Outreach Specialists participated in the KSTA conference training.
  - o Interim Director accepted as an apprentice consultant for NAPE and will begin the process of becoming a certified instructor in NAPE's validated STEM equity professional development program in October 2015. The intention is to bring training like this to a wider group of NKU's faculty over the next three years.
  - o Professional development in STEM education for teachers in districts across NKU's service area, from urban to rural.
  - o Through The Next Generation STEM Classroom Project (ngSC), CINSAM's Outreach Team connected with 21 public school districts across NKU's service region, covering the full spectrum of urban core (e.g. Newport & Covington Independent School Districts) to very rural (e.g. Bracken & Robertson County School Districts). During the 2014-2015 school year, 354 teachers and 515 students from 19 districts participated directly in the ngSC Project. Because it operated as a teacher lead model, participating teachers returned to their teams to train another 760 teachers and 34,491 students. In addition, 95 of NKU's pre-service teachers participated in the ngSC Project, alongside teachers from this variety of school districts.
  - o STEM Connections professional development program educated 474 teachers throughout the region.
  - o CINSAM conducts professional development sessions at a wide variety of conferences throughout the Midwest.

2.4 Conduct Academic Readiness workshops to address the lack of preparation of students with a focus on interventions for African-American and Latino students.

- The Chemistry Department hosted "Bootcamp", a weeklong workshop that reviews content vital for success in organic chemistry. The workshop is for students who are repeating the course or who

have barely satisfied the prerequisite grade requirements. Invitations to Bootcamp are particularly focused on diverse students (minority STEM+H majors, first-generation, low income). In 2014, 10 students participated. In 2015, 20 students participated. Five participants identified as minority STEM+H majors and four participants identified as first-generation college students.

- Athletics academic advisors attended workshops on black male student-athlete success.

2.5 Provide assistance for each student in completion of the FAFSA, and help identify additional sources of financial support that may be available for African-American and Latino students.

- Student In collaboration with Financial Aid, University Connect and Persist (UCAP) provides direct financial counseling and academic support for Diversity Scholars, recipients of Educational Diversity Scholarship. This intentional counseling and support help Diversity Scholars transition through college on a timely progression towards a degree.

- The Office of Student Financial Assistance collaborated with African-American Programs and Services and Latino Programs and Services to facilitate a workshop during the NKU ROCKS and LAMP summer institutes about financial aid opportunities.

- Student-athletes are reminded annually near the first of the year via Twitter to complete the FAFSA, and are encouraged to visit the Office of Student Financial Assistance or staff in Athletics for assistance.

2.6 Develop specific, safe, and tangible methods for reporting racially motivated incidents, and institute community-policing programs to develop positive relationships between minority students and police.

- The Office of Student Conduct, Rights and Advocacy oversees and collaborates with Campus Police on the reporting of campus incidents. Reports of an incident or of a concern are considered confidential and secure. Forms can be found on the Dean of Students' website (http://deanofstudents.nku.edu/). Students are informed about these reporting mechanisms at New Student Orientation and during NKU ROCKS and LAMP summer institutes.

- University Police tracks and classifies racially motivated incidents and other incidents encompassing protected statuses. These mandates include: the Clery Act; the Campus Security Act; the FBI Uniform Crime Report; VAWA; Title IX; and the Michael Minger Act. University Police periodically reviews formal policies concerning reporting and investigating racially motivated incidents. The Kentucky Association of Chiefs of Police also reviews all formal policies during organizational accreditation and reaccreditation processes.

- The Office of Inclusive Excellence, in partnership with key stakeholders, is currently developing a Bias Incident Response Team (BIRT) protocol.

2.7 Strengthen diversity education for students by integrating inclusive excellence throughout the curriculum, encouraging global consciousness in curricular and co-curricular activities, and seeking innovative strategies for cultural competency development.

- The Book Connection is the first-year common reading experience for all incoming first-year students. The selected book is embedded within multiple courses across the University while simultaneously engaging our regional community. The book chosen for 2014-2015 was "How Does it Feel to be a Problem? Being Young and Arab in America" by Moustafa Bayoumi.

- NKU is currently developing a comprehensive Summer Bridge program for first-generation students. The bridge program is proposing the delivery of a curriculum within the Self and Society tier of the General Education curriculum. This purposeful selection of courses was established to illustrate to incoming students the value and importance NKU places on embedding inclusive excellence within the culture of campus while simultaneously introducing students to topics that will broaden their mind on inclusivity.

- The Office of Inclusive Excellence, in collaboration with the Center for Student Inclusiveness, has developed a calendar of monthly events focused on critical conversations regarding diversity, equity, and inclusion. Inclusive Excellence is also partnering with the Honors Program in the development of the Great Divide initiative, yearlong programming by faculty who teach courses related to economic inequality, which will culminate on the Summit on Economic Inequality: Designing for Just Communities. The initiative and summit involve collaboration with a cross-section of faculty.

- Women's and Gender Studies (WGS) courses are designed to address the needs of underrepresented and underserved students. Students learn to collaboratively create and implement plans to challenge the roots of inequity with an emphasis on cultural competency. Core courses require students to identify forms of privilege, prejudice, and policy that contribute to systems of oppression and to create effective solutions respecting the people and communities involved. By examining systems, structures, policies, and practices that impact people's lives, the program develops students' skills in an environment of constant change that respond to the real needs of individuals and communities.

- WGS served approximately 800 general education students and 150 WGS students. These students are introduced to the challenges facing students from underrepresented groups in our society and across the globe. Examples include:
  - Transgender Cultural Competencies
  - Gender in the Workplace
  - LGBTQ Community and Christianity
  - Hip Hop Feminism

- - African American Women's History and Culture
  - Biblical Justice for Women
  - Women and Christianity
- The College of Health Professions engages in the following initiatives:
  - Coordinates the Community and Public Health practicum, which incorporates diversity issues in the classroom, in the clinical community setting, and social justice as it relates to the concept of caring for communities.
  - Invites representatives from the LGBTQ community to share their experience with healthcare delivery and to make recommendations regarding how nurses and other providers can deliver more compassionate and effective care.
  - Offers community and public health courses that address issues of social justice, cultural sensitivity, global health, the importance of a global perspective with regard to health, the study of global epidemiological issues, and understanding health disparities in all types of vulnerable populations.
- The Museum of Anthropology hosted two classes that illustrated ways of displaying culture and ethnographic objects. The Museum of Anthropology also hosts an Open House and International Coffee Hour as part of Celebration of Student Research and Creativity Week.
- The Museum of Anthropology organized and co-sponsored (with the Anthropology Program) the University's first Anthropology Day where five anthropology faculty presented their research and shared why they became anthropologists. Many students attended, including many students from underrepresented minorities as well as first generation students.
- Faculty in the Department of Sociology, Anthropology, and Philosophy (SAP) were successful in increasing internships and applied learning experiences via Department programs, centers, international experiences, and coursework for students (experiential learning and high impact practices). Examples include a faculty collaboration in the design of the course Art, Culture, and Social Justice with Art Faculty and faculty from Anthropology. Several students from this course enrolled in the Study Abroad Program and traveled to Sri Lanka. The course created a new Study Abroad program in Sri Lanka, which articulates directly with strategic plans for the University, College, and the Department of SAP. A second transdisciplinary course was designed and co-taught by faculty from SAP and History: Archaeology and History at the Historic 1839 Parker Academy.
- The Department of Sociology, Anthropology, in collaboration with the Philosophy Department and the National Science Foundation Research Experiences for Undergraduates (NSF REU), developed a research and student training program, which took place in Fiji. The program is designed to recruit first-generation college students and minorities and to mentor the students to enter graduate

programs in the STEM disciplines (including the social sciences). The NSF REU Fiji program provides funding and training for up to 10 undergraduates each year. In summer of 2015, three of the six students recruited for the summer work were first generation students and one was a minority.

- Chase Law Black Law Students Association competed in a regional mock trial competition.

- Chase Law School offered its first Criminal Justice Program offered Study Away course in Scotland, exposing students to a different criminal justice systems. Twelve students participated. The goal of Study Abroad and Study Away programs is to provide students with a cross-cultural experience and to become more aware of the impact of culture, geography, history, and politics in the development of the discipline and its practice.

- The Honors Department offered the course Rebel Music: Risking Lives, Igniting Change, which focused on how musicians in the countries of the Arab Spring, Israel and Palestine, and Russia are fighting for human rights.

- The Theatre and Dance Department, mindful of the power of performance to shape human experience, presented socially relevant programs. Examples include productions that addressed the role of gender and power, bullying, and LGBT issues. Additionally, the Department advances its commitment to diversity through guest artists and special events designed to provide exposure to a variety of cultural perspectives. Examples of this initiative include:

  - Guest Artists Kathy Perkins/Judith Stephens - Strange Fruit – Plays on Lynching by American Women
  - William Yellowrobe – workshops/staged reading of his play Pieces of Us, a Native American drama
  - Collaboration with Freedom Center to create first-person narratives for the museums various exhibits using NKU students as performers.
  - When Winter Come - Frank X. Walker dance production that explored the history of Lewis and Clark and their slave/Native-American guides.
  - World-renowned Latin jazz drummer Ignacio Berroa gave a guest lecture on the history of Afro-Cuban music, from its roots in African-American and Cuban folk music to the present.
  - Sopranos Dr. Kimberly Gelbwasser and Dr. Joy Burdette, along with clarinetist Jeffrey Carwile and pianist Sujin Kim, presented a concert of works with texts written by those incarcerated in the concentration camps of World War II.

- The Theatre and Dance Program has the largest African-American student enrollment among the three programs that comprise NKU's School of the Arts. This increase can be explained, in part, by efforts of faculty to perform in regional primary and secondary schools.

- In order to expose their students to diverse perspectives, the Department of World Language and Literatures incorporated extracurricular cultural events and activities into their course expectations and increased offerings of co-ops, internships, workshops, and other applied learning experiences.

- In September 2014, the Department of World Languages and Literatures and Latino Programs and Services partnered to implement Bilingual Services Day, formally hosted by the Mexican Embassy. The event provided NKU students the opportunity to participate in a Spanish language and culture real life immersion day. The event included networking opportunities for students and employers and Spanish-language advising and consulting services in areas such as finance, banking, housing, legal services, and education.

- The Department of World Languages and Literatures collaborated with the Mexican Consulate in Indianapolis, Indiana to present four Mexican films during the 4th Annual Hispanic Heritage Month Mexican Film Series.

- In fall 2014, a Spanish Language Cinema course participated in the Mayerson Student Philanthropy Project, which focused on diverse and marginalized populations. The students studied local nonprofit agencies that serve a diverse range of people: adolescents, women, immigrants and the disabled.

- In fall 2014, the course, Studies in Culture: Social Justice was developed to introduce students to the Literature of Human Rights in Latin America and to familiarize the students with the violent events (civil wars, dictatorships, incarcerations, human rights violations, torture and death) that inspired these works. In addition to the work done in class, the course also offered students the opportunity to meet local and regional civil rights leaders and engage with regional social justice organizations and program.

- Through the Northern Kentucky University-Children, Adolescents, and Transitional-Age Youth Program (CAT), a project funded by Human Resources and Services Administration, the Department of Counseling, Social Work, and Leadership trained 33 Master of Social Work students in trauma-informed care in order to provide a higher level of care to those in the region. The 2014-15 cohort of CAT includes 7 African-Americans students and one Hispanic/Latino student.

- The Department of Counseling, Social Work and Leadership requires diversity courses in each major and program.

- The Department of Counseling, Social Work, and Leadership offered an interdisciplinary Social Justice Studies Minor. This minor is concerned with the promotion of a just society with an emphasis on human rights.

- The Department of Teacher Education started or continued many efforts to enhance diversity education. These efforts include:

    - Revised its curriculum in all initial certification majors to include EDU 316 (Racism and Sexism in Educational Institutions). In addition, diversity is a theme included in all Teacher Education programs. All initial and advanced candidates must demonstrate through their field and clinical experience their ability to work effectively with students from different backgrounds (i.e., race, SES, English language learners, intellectual disability).

    - Piloted the only course in American Sign Language at NKU during the spring 2015 semester. The pilot course had 15 students. The course was offered again in fall 2015 with an enrollment of 17. The Department plans to offer American Sign Language II in spring 2016. The fall 2015 instructor is hearing-impaired.

    - Established a new partnership with Cincinnati Public Schools. The purpose of the partnership was twofold. First, it was an opportunity for CPS to recruit new teachers into the school system. Second, it provided opportunities for NKU students to have diverse field and clinical experiences. The admissions field experience was piloted in spring 2015 with seven students volunteering for a placement in CPS. That number increased to 28 in fall 2015.

    - Started a partnership with Glenn O. Swing Elementary in Covington. The purpose of this partnership is twofold. First, Dr. Bills is piloting a yearlong field and clinical experience for elementary education majors. Second, the partnership provides NKU students with diverse field and clinical experiences.

    - Offered international student teaching experiences for students, a longstanding tradition in the department. In 2014-15, six students completed a portion of their student teaching in the Netherlands, South Africa, Australia, and New Zealand.

- In spring 2015, the Department of Teacher Education, received a $150,000 grant to embed mathematics education courses in two local schools. The project will help build capacity in the mathematics teachers in these schools and the embedded field experiences will provide opportunities for mathematics education students to work with economically diverse students. The project is a partnership with Ludlow Independent Schools and Bellevue Independent Schools and will be fully implemented in spring 2016.

- The College of Education and Human Services is currently sponsoring two Think Tanks. The December, 2015 event is "Educational Injustices" and will feature Dr. Julian Vasquez Heilig, from California State University Sacramento, as the key note speaker. Dr. Vasquez Heilig is an award-winning researcher and teacher, whose work examines the impact of high-stakes testing and accountability-based reforms and market forms on minority students. The January 2016 event is "Consequences of Labeling" and will highlight Teddy and Cheryl Kremer as the main speakers. The Kremers are Cincinnatians who have enlightened the city to the experience of people with disabilities. Teddy, who has Down syndrome, became a local celebrity after serving as batboy for a night with the Cincinnati Reds, his favorite sports team. His mother, Cheryl, founded the Down

Syndrome Association of Greater Cincinnati to respond to the changing needs of individuals with Down syndrome.

- The Department of Physics, Geology, and Engineering Technology (PGET) has several articulations and agreements involving Saudi Arabian institutions. We have a heavy Middle Eastern contingent in our Electronics and Engineering Technology and Mechanical and Manufacturing Engineering Technology programs. In the advising process, we make efforts to understand the wide range of cultures represented in our student body and increase sensitivity and awareness to homesickness, religions holidays, etc.

- PGET has also developed articulation agreements with local community and technical colleges in the region (e.g., Cincinnati State Technical and Community College) in an on-going effort to help students from two-year schools (who are often members of underrepresented groups) transition into a four-year program in a STEM-related discipline.

- The Biology Department collaborated with The Ohio River STEM Institute and the Foundation of Ohio River Education (FORE) to host programming with "Faces without Places", a nonprofit that provides educational and enrichment programming, school transportation and supplies, and other specialized services to thousands of children and youth experiencing homelessness each year in Greater Cincinnati and Northern Kentucky. 20 NKU students participated in this program.

- Project FORCE (Focus on Occupations, Recruitment, Community, and Engagement) is an effort to increase retention and recruitment in the STEM disciplines by offering paid research experiences to students with no previous paid or for credit research experience. Faculty involvement with FORCE includes developing early research experiences for students and supervising peer-led study sessions for students. A faculty member from Department of Biological Sciences serves as the current Principal Investigator of this project with participation from faculty in all the STEM disciplines. FORCE targets students less likely, historically, to succeed in STEM disciplines, including Latino and African American Students. The Department of Physics, Geology, and Engineering Technology faculty involved several at-risk students successfully in summer research; the grant is in its last year.

- Geology faculty provide summer field experiences to a diverse cadre of students with the intention of encouraging the students to pursue a career in science by assisting them in the development of confidence in academic arenas and in interpersonal professional relationships.

- Student-athletes receive a handbook/planner each fall, which includes a diversity statement and contact information for the following campus entities that serve as resources: African-American

Student Association, Testing and Disability Services, International Student and Scholars, Latino Student Affairs, and Student Financial Assistance.

2.8 Improve advising and student life experiences.

- Women and Gender Studies (WGS) faculty serve as formal advisors to student groups such as FAN (Feminists at Northern), as well as informal advisors to the LGBTQ community, sexual/domestic violence survivors, African American, first generation, low-income, and international students.

- Political Science faculty member mentors students for the Latino Student Affairs. Mentors support Latino students in navigating the university, completing their program of study, and identifying future careers.

- The Department of Physics, Geology, and Engineering Technology strives to maintain an all-inclusive environment where students are empowered to succeed and strive to form a sense of community. Dedicated faculty advise several female students and support them in locating opportunities for advancement, such as scholarships and relevant conferences.

- In fall of 2014, the Division of Student Affairs created the Center for Student Inclusiveness, which places inclusive excellence at the center of student life and provides student centered programming that, aligns with NKU's core value of being "a community that embraces inclusiveness, diversity, and global awareness."

- An additional full time professional staff member was hired in LGBTQ Programs and Services with the goal in creating and implementing the LGBTQ mentorship program.

- Chase Law School recently welcomed the Chase LGBT Law Advocates as a new student organization.

For fall 2014, the number of managerial staff who were African-America, Latino, or two or more races (SOC code 11) decreased by 4 compared to the number of underrepresented minorities employed in managerial position in fall 2013. NKU continues to work toward improving the number of underrepresented minority staff in managerial occupations.

It should be noted that a significant change has been made to the process of reporting data for Managerial Staff (SOC code 11). NKU has removed the position of Chair from this category and it is now being counted in the Full-time Faculty Category (Table 10).

Table 9: Full-time Managerial Staff (SOC Code 11) Diversity

CATEGORY	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
African-American/Black	5	4	5	5	7	5
Hispanic/Latino	2	2	2	2	2	2
Two or more races	N/A	0	0	0	2	0
Total	7	6	7	7	11	7

Information for positions that are in policy and planning leadership and in non-academic leadership positions has been included in the figures above for SOPC code 11, management.

The number of faculty who are African-American, Latino, or two or more races increased from 39 in 2013-14 to 46 in 2014-15, a gain of 7 underrepresented minorities who are full-time faculty. NKU continues to work toward increasing the number of underrepresented minority faculty.

Table 10: Full-time Faculty Diversity

CATEGORY	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
African-American/Black	32	28	24	25	24	29
Hispanic/Latino	9	6	5	7	11	12
Two or more races	N/A	3	4	2	4	5
Total	41	37	33	34	39	46

The number of full-time faculty tenured or on tenure-track who are African-American, Latino, or two or more races increased from 30 in 2013-14 to 35 in 2014-15. Table 11 provides the breakdown by department for underrepresented minorities who are full-time tenured or tenure-track faculty.

Table 11: Full-time Tenured and Tenure Track Faculty Diversity by Department

CATEGORY	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Black or African American	**23**	**18**	**20**	**19**	**21**
Accountancy	3				
Accounting, Finance & Business Law		2	1	1	2
Advanced Nursing MSN/RN-BSN	1				
Chase - Instruction	1	2	3	2	2
Chemistry			1	1	2
Communication	1				
Construction Management	1	1	1	1	1
Counseling & Human Services	1				
Counseling, Social Work and Leadership	2	3	3	3	2
English	1	1	1		
History & Geography	2	2	2	2	2
Kinesiology and Health			1	2	2
Management	1	1	1	1	1
Marketing	1				
Marketing, Economics & Sports Business					1
Nursing			1	1	1
Physics & Geology	1	1	1	1	1
Political Science & Criminal Justice	2	1	1		
Psychological Science	1	1			
Sociology, Anthropology, Philosophy		1	1	1	1
Teacher Education	3	1	1	2	2
Theatre & Dance	1	1	1	1	1
Hispanic/Latino	**5**	**4**	**4**	**8**	**9**
Biological Sciences	1	1	1	1	1
Chase - Instruction	2	1	1	1	1
Communication				1	1
Music	1	1	1	1	1
Physics & Geology				1	1
PolitScience/Criminal Justice/OrgLdrship				1	1
Theatre & Dance				1	2
World Languages & Literatures	1	1	1	1	1
Two or More Races	**2**	**2**	**2**	**3**	**5**
Chase - Instruction				1	1
Computer Science					1
Counseling, Social Work and Leadership					1
Management	1	1	1		
Marketing, Economics & Sports Business				1	1
Teacher Education	1	1	1	1	1
Grand Total	*30*	*24*	*26*	*30*	*35*

The total number of underrepresented minorities in full-time and part-time positions who were retained from 2013 to 2014 was 113. NKU continues to work on the retention of underrepresented minorities in all full-time and part-time positions.

Table 12: Workforce Diversity Retention, Full and Part-time, Fall 2013 and Fall 2014

CATEGORY*	Fall 2013 Count	RETAINED 2013 TO 2014
African-American/Black	**90**	**73**
Primarily Instruction	34	34
Other Staff	49	34
Executive/Admin/Managerial	7	5
Hispanic/Latino	**28**	**25**
Primarily Instruction	16	14
Other Staff	10	9
Executive/Admin/Managerial	2	2
Two or More Races	**20**	**15**
Primarily Instruction	11	8
Other Staff	7	7
Executive/Admin/Managerial	2	0
Total	**138**	**113**

*See appendix table 14 for details by department and classification

For 2014-15, minority representation on the Board of Regents increased by one with the addition of John Jose, a student representative who was elected as President of the Student Government Association. Mr. Jose is an organizational leadership major who has served in additional leadership capacities during his three years at NKU.

Table 13: Board Diversity

CATEGORY	2011-12	2012-13	2013-14	2014-15
African-American/Black	1	0	1	1
Hispanic/Latino	1	0	0	0
Two or more races	0	0	0	0
Asian				1
Total	**2**	**0**	**1**	**2**

STRATEGIES FOR INCREASING WORKFORCE DIVERSITY

3.1 Provide assessment of current, formal mentoring programs for underrepresented faculty seeking tenure and promotion.

- As per Department of Political Science policy, new faculty members are assigned a formal mentor. The mentor will address questions the mentee may have as a first year faculty and support mentee in adjusting to a new department/culture.

- The College of Education and Human Services (CEHS) instituted a faculty-mentoring program in place that matches a tenured faculty mentor to each pre-tenured faculty member. Faculty Mentors are encouraged to collaborate with their faculty mentees through faculty learning communities, professional development activities, peer review committees, and/or other activities that promote the success and retention of the pre-tenured faculty. Additionally, all new faculty in the (CEHS) are required to take the course, Best Practices in College Teaching, during their first semester at NKU. While taking this course, faculty receive a one course release in their teaching loads followed by a one course release the following semester.

3.2 Improve communications about workforce diversity goals.

- The Dean of Chase Law ensures that search committees are diverse. This year's committee consists of two female tenure-track faculty and three male tenure-track faculty, one of whom is African American. One female student and one male student serve on the committee; both are persons of color. The committee also plays a role in hiring visiting professors. Chase may hire a visitor this year. All committees meet with Office of Inclusive Excellence for additional guidance.

- Information Technology provided configuration support or reporting support for the Human Resources office in their efforts to improve upon employment diversity.

- Athletic Department search committee chairs met with Office of Inclusive Excellence to discuss ways to ensure diverse candidate pools and enact strategies to advance minority applicants. Discussions are taking place regarding developing diversity advocates in Athletics.

- Human Resources in collaboration with the Senior Advisor to the President for Inclusive Excellence has developed a presentation educating search committees on implicit bias and best practices for recruiting diverse candidates.

- Human Resources and the Office of Inclusive Excellence meet with all search committee's and educate them on implicit bias and diverse hiring practices. They also provide resources on writing inclusive language into job descriptions and interview questions.

3.3 Implement specific and intentional strategies that enlarge the pool of applicants and candidates to include ethnic and cultural diversity, women (STEM), and persons with disabilities.

- The specific activities in the COI during 2014-2015 to attract and retain a diverse faculty and staff were:

    o All hiring committees in the COI attended a session with Office of Inclusive Excellence prior to reviewing resumes. Communication also targeted minority interest groups in our professional organizations (AEJMC and NCA).

    o The Department of Computer Science (CS) asked for, and received, a new lecturer line for female diversity hire in IT.

    o The Department of CS supported both large and small conferences to attract more female faculty. The department sponsored the Bluegrass Community Colleges-led women in computing conference (KYCC-WIC) in Lexington, KY and led the effort for the College of Informatics (COI) to be a Silver Academic Sponsor at the Grace Hopper Celebration of Women in Computing.

    o The CS department attended the annual Black Data Processing Association (BDPA) Awards luncheon.

- Chase Law School's policy on advertising open faculty positions states that the Appointments Committee "shall advertise every vacant position in the AALS Placement Newsletter; send notice of every vacant position to associations of minority and women lawyers;...The Committee may advertise vacant positions in other venues as it deems appropriate." Examples include Women in Legal Education and Minority Groups sections of the AALS. All AALS candidates are asked to self-identify their gender and race.

- Political Science Department has initiated a policy that requires diversity on search committees. In 2013-14, the Department hired two diverse faculty.

- The Biochemistry Department posts faculty positions with SACNAS (Society for Advancement of Chicano and Native Americans in Science) and NOBCCHE (National Organization for the Professional Advancement of Black Chemists and Chemical Engineers. The applicant pool is 2014 and 2014 yielded diverse candidates and diverse hires.

- The Department of Teacher Education is diligent about distributing information widely about faculty positions. In addition to the typical university position announcements and procedures, the chair and faculty distribute position announcements to numerous personal listservs and professional organizations. During the past year, the department hired two faculty of color (1 non-tenure track, 1 adjunct) and one faculty member who is hearing impaired.

- The Department of Physics, Geology, and Engineering Technology (PGET) has an Industrial Board, which provides the department with a barometer on current industry connections and

partnerships. PGET is also in the process of forming advisory boards in all disciplines. Advisory boards will be composed of industry partners, alumni and students. The composition of the boards will be diverse and PGET will seek guidance regarding outreach to diverse graduates entering the workforce.

- The Department of Physics, Geology, and Engineering Technology (PGET) strives to form authentic, productive and healthy working relationships with the diverse body of employees at NKU, and tries to be sensitive to gender-related health issues, religious commitments and a wide variety of cultural approaches to and outlooks in academia. Relationship-building strategies include:

  - German Kaffestunde: The Chair and another faculty are involved in a German Coffee Hour (Kaffestunde) where students and faculty from across campus meet, share experiences and build each other up, all in German.
  - Relationship with emeriti: PGET values the contributions from NKU's emeriti faculty and reaches out to form relationships with several emeriti.
  - Grant work on Female Stalking: PGET has expressed interest in and is involved in initial discussions related to stalking of females on campus. We hope to work with the Statistics Department in order to provide data analysis and correlated behavior information.

- To recruit coaches, the Department of Athletics posts positions in broad areas, such as the NCAA website, NACDA website, Black Coaches Association, and respective sports associations. The department also networks extensively through professional associations. Improve communications about workforce diversity goals.

- The athletics department actively recruited known minority candidates for an academic advisor position vacancy and successfully hired an African-American candidate.

- Athletics department also hired two African-American men's basketball assistant coaches in 2015.

- The Employee Relations/EEO team and the Management Services team within Human Resources reviews each Job Description to ensure inclusive language and requirements are in the job posting. Candidates selected to interview are reviewed to confirm that they meet the minimum requirements for the position and the hiring decision is documented to demonstrate the reasons for selection are non-discriminatory.

- NKU's statement of Commitment to Inclusive Excellence is included in every job posting.

- Human Resources continues to utilize relationships previously established with diversity recruitment sources such as CareerBuilder and Northern Kentucky NAACP and increasing the number of web-based posting options. Also attending diversity job fairs, promoting NKU as a diverse employer of

choice, such as Northern Kentucky Branch NAACP Diversity, Career & Job Fair and the Northern Kentucky Veterans Job Fair.

- WNKU Radio supported diversity in 2014-15 through partnerships with the local arts and cultural organizations; news programming that focuses on cultural diversity of the communities in our cities of license; and fall and spring concert series that featured diverse artists.

- Human Resources continues to work with the NKU Police Department in the recruitment and hiring of minority candidates. The goal is for the diversity of the police force to mirror the diversity of the student population. The current diversity of the police force includes one African American male, one Hispanic male and three women.

3.4 Provide opportunities for community engagement and innovative research

- A College of Health Profession's (CHP) faculty member is engaged in research that examines the meaning of comfort for diverse nursing students in the educational setting. It is a qualitative study and concludes with recommendations for nurse educators who are teaching diverse nursing students.

- A CHP faculty member is a qualified administrator for Intercultural Development Inventory (IDI), a developmental tool that assesses an individual's level of cultural competence. The faculty member administers the tool and educates faculty and students based on level of cultural competence.

- CHP faculty is participating in the campus-wide initiative, the Great Divide, a collaborative initiated by Office of Inclusive Excellence and Honors Program, designed to bring faculty together who's research include issues related to economic inequality.

- A student in the Doctor of Nursing Practice program is researching the effect of a cultural competency seminar on nurse educators.

STRATEGIES FOR IMPROVING CAMPUS CLIMATE

4.1 Incorporate diversity goals into the strategic plan for the institution, make diversity visible in the strategic priorities, and create a method to show support for diversity goals by all units (colleges/departments) within the existing annual unit alignment planning process; track the institutional progress toward diversity goals, conduct a Campus Climate Survey.

- Colleges, academic departments, and major organizational units established institutional effectiveness goals, objectives, measures, and targets that support the institutional goals, including diversity goals, within the institution's unit alignment planning process. Colleges have available the annual retention and graduation rate of diverse students by departments that they monitor and track for progress toward achieving inclusive excellence goals.

- In 2014, the newly hired Senior Advisor for Inclusive Excellence drafted the Inclusive Excellence Strategic Plan, which was shared with key stakeholders for feedback. The Inclusive Excellence Strategic Plan aligns with NKU's strategic plan and Diversity Plan (2011-2015). The university's current Diversity Plan will end in 2015 and work has begun on the next iteration of the plan, Inclusive Excellence 2020.

- The Inclusive Excellence Council is a campus-wide committee created in March 2015 to embed principles and practices of inclusive excellence into core aspects of the university through partnerships with key stakeholders. The Council is charged with developing an Inclusive Excellence 2020 plan that aligns with NKU's Strategic Plan and with CPE's diversity strategy. It is also charged with developing and monitoring an implementation strategy that includes resources for the IE 2020 Plan, a process for setting and reviewing progress towards specific, measurable goals, coordinating efforts across campus related to commitments in the plan, and a communications strategy that shares progress with stakeholders. The Council has completed a framework that will guide the planning process and is developing an inclusive excellence scorecard to ensure assessment and accountability.

- In February 2015, a Campus Climate Survey committee was formed to design and administer the campus climate survey. Findings were presented to the campus community in fall 2015 and a taskforce is currently developing an Action Plan that is based on survey findings.

- The Senior Advisor to the President for Inclusive Excellence chaired the diversity sub-committee as part of the NCAA's Institutional Performance Program. The diversity sub-committee thoroughly

evaluated the athletic department's commitment to inclusive excellence and, based on the evaluation, created a five-year Diversity Issues Plan (http://ncaa.nku.edu/).

- The College for Informatics' (COI) commitment to Inclusive Excellence is reflected in the COI Strategic Plan, and reported on annually. Below activities illustrate this commitment:

  o Senior Advisor for Inclusive Excellence piloted a "Cafe Conversations" session for staff, students and faculty in the COI in fall 2014, as a precursor to the larger Inclusive Excellence Cafe held for the university in the spring. The Café led to implementation of two action steps - creation of a COI staff/faculty library and a monthly COI newsletter.

  o COI-specific LGBTQ Allied Training in spring, 2015.

  o COI-specific Green Dot (bystander intervention) training in fall, 2014.

  o Collaboration with Senior Advisor for inclusive Excellence in the development of a program that targets recruitment of a diverse adjunct pool and identifies minority professional organizations such as the BDPA.

- Findings and recommendations from the collaboration of NKU Latino Programs and Services and the Biology Department at the Ohio Latino Education Summit were presented to the NKU Executive Team.

- The Department of English is committed to integrating multicultural voices and global perspectives into programs. Examples include visiting speakers such as Tom Hunley, who explored what it means to be a father of boys with ADHD and Autism; Richard Hague represented an Appalachian perspective; Sarah Rose Nordgren explores personal family issues and how they contributed to anorexia and other body issues for the women in her family; Sarah Gorham analyzes how to be a feminist in a domestic situation; Nancy Jensen uncovers the "sins of the South" hidden by secrets and how women tend to carry the burden; Tyrone Williams concentrates on identity politics by writing poems about being an African American poet in a such a "white" driven field of language poetry; Sueyeun Juliette Lee writes about Korea and how she lives in two worlds as an Asian-American.

- An English Department faculty member developed the Over-the-Rhine Community Writing Collaborative, an outreach program that directly serves a diverse population in Cincinnati. The impact of these efforts was highlighted in a NKU Showcase presentation of creative writing and creative expression.

- A strategic goal of the Department of Kinesiology and Health is to increase the diversity among the students in the degree programs of the department. Based on the 2010 census data of the eight-county region in Kentucky that Northern Kentucky University serves, diverse student enrollment in Kinesiology and Health is significantly higher than the percentage characteristics of the

aforementioned census data. In particular, Athletic Training (Pre-Major), Exercise Science, and Physical Education attract diverse students at a much higher rate than the service-area representation.

- The Department of Kinesiology and Health is in the process of sponsoring a minority student association to enhance the opportunity for mentorship. The organization will be referred to as the Minority Association of Health and Related Sciences (MAHRS). The intention of the club is to promote professionalism among students who are interested in pursuing degrees in science related professions.

- The College of Education and Human Services (COEHS) has three faculty/staff teams working on inclusive excellence issues. The College Climate group is collaborating with the dean to implement a diversity audit for the college during the 2015-16 academic year. The Inclusive Excellence Committee is a standing committee that is charged with identifying opportunities for growth in current COEHS practices related to the Inclusive Excellence framework. The College Voice team has a representative from each group within the college and provides a forum for open dialogue to occur between the dean and representatives from various units within the college.

- The Department of Teacher Education includes the following goals in its Strategic Plan:

  o Increase the number of undergraduate and graduate candidates actively enrolled in teacher preparation programs, with emphasis on recruitment of candidates of underrepresented populations.

  o Maintain the student enrollment of undergraduate and graduate candidates in teacher preparation programs with emphasis of students from underrepresented populations.

- The Norse Violence Prevention (NVP) Center was developed and implemented through the efforts of the Department of Social Work and Student Affairs. The Center provides programming on the prevention and education of power-based personal violence. The NVP Center is funded by a Department of Justice grant co-authored by a transdisciplinary team.

- FUEL NKU is an on-campus food pantry founded by social work faculty and students that provides toiletries and non-perishable foods to NKU students in need. This on-campus food pantry enables NKU to recruit and retain a student body that's economically diverse, which directly connects with our university mission.

4.2 *Deliver annual education and training to faculty, staff, administrators, campus police, residence hall directors, and students; address discrimination policy in all syllabi, student handbooks, and employee handbooks; provide explicit procedures for individuals to address discrimination; ensure discrimination policies are posted in public areas*

- The Senior Advisor to the President for Inclusive Excellence regularly meets with leadership in Academic Affairs, Student Affairs, Chair's Council, Faculty Senate, and Dean's Council and delivers workshops on implicit bias, advises search committees to ensure diverse applicant pools, and collaborates on co-curricular programs with the Center for Student Inclusiveness.

- The Office of Inclusive Excellence, in partnership with key stakeholders, designed and facilitated the "Inclusive Excellence Café" to begin the conversation around the meaning of inclusive excellence to the NKU community. 250 faculty, staff, and students attended.

- The Senior Advisor for Inclusive Excellence and the Assistant Vice President for Student Inclusiveness spoke to all athletic department staff members in spring 2015 regarding creating an inclusive environment for all student-athletes.

- Student-athletes and athletic department staff members filmed a "You Can Play" video promoting equality among student-athletes. The video was released in fall 2015.

- The Athletic Department's mission, vision, and core values were edited to include inclusiveness as a core value. Annually, Athletics distributes the Statement of Expectations for coaches and staff members, which includes the language "In performing our duties, we shall not display prejudice or bias based upon race, sex, religion, age, disability, national origin, or sexual orientation, and shall not permit members of our staff or those under our control to do so." Student-athletes receive a Student-Athlete Handbook that includes the athletic department's diversity statement.

- All course syllabi in the Department of Political Science include the following policy addressing discrimination and promoting diversity: "Diversity describes an inclusive community of people with varied human characteristics, ideas, and work views related, but not limited, to race, race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive and safe environment that respects those human differences."

- The Social Work faculty and staff offer diversity training each year on GLBTQ and/or underrepresented minority populations to foster a culture of diversity, civility and inclusive excellence.

- Affirmative Action/EEO concerns are reviewed in New Hire Orientation. New employees are also introduced to Office of Inclusive Excellence.

4.3 Educate NKU employees on procedure regarding ADA complaints; ensure faculty and staff are trained on student disability services

- The Office of Disability Programs and Services for students held trainings for faculty and staff, met with Council of Chairs and Dean's Council, and staffed a table at New Faculty Orientation. Faculty are required to provide information on testing and disability services within each course syllabus. Disability services that are available to students are listed within the faculty and staff handbook.

- The Department of political science invited the Director of Student Health, Counseling & Wellness and the Assistant Director of Disability Services to discuss the Autism Spectrum Disorder and a new policy on accommodations for attendance. The goal was not only to enhance faculty understanding and appreciation of diversity (a goal in the department's strategic plan), but also for faculty to get updated information on the recent legal developments in these areas to be more prepared to effectively work with and support an increasingly diverse group of students.

- All new employees are invited to New Hire Orientation where the ADA policy is reviewed.

- Human Resources is strengthening the ADA education and providing resources for staff and faculty.

4.4 Develop a comprehensive diversity supplier program; the university's goal for 2014-2015 is to increase minority participation in both construction and professional service contracts by 10%

- In 2014, NKU developed a partnership with the Minority Business Accelerator (MBA) program through the Cincinnati Chamber of Commerce and the Senior Advisor for Inclusive Excellence serves on the Leadership Council of the MBA. Workshops on supplier diversity will be offered in fall 2016. New partnerships are currently being developed, along with outreach to diverse suppliers.

- Procurement Services continues to work with the Senior Advisor to the President for Inclusive Excellence to develop a comprehensive supplier diversity program. To be successful, a comprehensive plan will require the support and implementation from the Assistant Vice President for Facilities Management, a position that was vacant until recently. In preparation for the implementation of a supplier diversity program, Procurement Services has met with several groups, including the Minority Business Accelerator, and firms that can assist in more advanced advertising of NKU solicitations, and attended the annual Minority Business Expo in Lexington to gain a better understanding of how other universities are working to reach their goals and connect with additional minority vendors and organizations. These efforts have been successful, thus far. A large contract on the Campus Recreation center project was awarded to a WBE firm, which represented 12.8% of the total project spend. Procurement Services plans to hold its construction manager for the new HIC project to the 10% standard which should represent nearly $10 million in minority vendor spend.

4.4 Examine policies and procedures that have exclusionary impact on members of underrepresented groups

- The NKU Title IX Policy was developed and approved by the President and Board of Regents and published to the NKU Policy website. The university's statement of non-discrimination has been updated to include gender identity and expression and has been approved by the President and Board of Regents. Currently under revision is the university's Consenting Relationships Policy.

- Gender inclusive restrooms were identified with signage in spring 2015 and efforts are underway to develop a policy regarding gender-inclusive restrooms for future construction projects. Additional initiatives include collaborating with LGBTQ on inclusion of transgender inclusive resident halls, addressing LGBTQ concerns regarding identifying as LGBTQ on the NKU application for admission, and changing one's name and gender marker in NKU's central data housing system.

- The Department of Information Technology has engaged in the following practices to address exclusionary practices at NKU:

    o Created a web page for a person with a disability to report a barrier to accessing NKU content (http://www.nku.edu/accessibility.html).
    o Developed training videos with closed captioning to accompany upcoming rollouts of Data Governance and the Academic Snapshot.
    o Created a responsive web design for nku.edu to work on phones and tablets.
    o Updated the department's online training courses and developed new online courses, to improve faculty and staff access to training, especially for those who are unable to attend face-to-face sessions.
    o Assisted with making the NKU website more ADA compliant
    o Worked with several areas to support diversity needs
    o Instituted practice of live streaming events on campus for those unable to attend
    o Increased software offerings in virtual labs allowing more work to be done remotely
    o Upgraded Smart Classrooms to allow more ease of use for students and faculty
    o Installed equipment in Grant County Schools for synchronous learning and worked with faculty to increase online offerings
    o Assisted Testing Services with an online system to schedule testing and upload the test forms for students
    o Continuously evaluates and improves wireless access for everyone on campus

- Human Resources is in the process of reviewing all HR policies and any processes related to those policies. There are also additional policies being created such as Religious Accommodation and Dual Career Accommodation.

SUMMARY

NKU has demonstrated its commitment to improving student body diversity, the student success of diverse student populations, the workforce, diversity and the campus climate through the myriad of programs, services, and activities initiated. We recognize that student success begins long before graduation, so we continuously seek ways to work more closely with our educational partners to prepare our region's youth for college and career. The university engages elementary students to nourish their enthusiasm for learning and our faculty is instrumental in helping to prepare students at every level for college.

NKU is committed to Inclusive Excellence as a road map for achieving academic excellence and institutional effectiveness. The University's *Fuel the Flame* Strategic Plan (2013-2018) embeds Inclusive Excellence throughout all aspects of the university by offering opportunities to identify and implement best practices for enhancing student success, leveraging and scaling existing strategic initiatives, and developing assessment tools and accountability structures that will ensure the effectiveness and sustainability of the Inclusive Excellence commitment. In alignment with this commitment, the university created the position of Senior Advisor to the President for Inclusive Excellence. The position, considered an organizational change agent for equity, diversity, and inclusion, reports to the President and serves as a member of the President's Executive Team.

In November 2014, the Senior Advisor submitted the Inclusive Excellence Strategic and Implementation Plan to the President's Executive Team. The plan operationalizes the University's vision for Inclusive Excellence to prepare students to live and work in a multicultural, multilingual, and multiracial globalized community and to enable all students, faculty, and staff, whatever their identity, background, or institutional position, to engage meaningfully in institutional life, participate democratically in civic life, and contribute to the flourishing of others. With a focus on student diversity, student success, workforce diversity, and campus climate, four strategic areas were highlighted: developing an infrastructure to ensure sustainability of Inclusive Excellence; educating and communicating the vision of Inclusive Excellence; collaborating with internal and external programs that develop cultural competence, global awareness, and inclusive leadership; and revising policies, practices, and procedures to attract, develop, and retain diverse students, faculty and staff.

Inclusive Excellence is a culture change process that will inevitably surface infrastructure, policies, and practices that could act as barriers to establishing the desired outcome. Thus, a review of these components will be conducted to lay the groundwork for future success. In December 2014, the Inclusive Excellence Council was formed to develop a comprehensive Inclusive Excellence Plan that will identify strategies for

embedding diversity, equity, and inclusion into the core aspects of the university and that will align with the university's Strategic Plan and the Council on Post-Secondary Education (CPE) Diversity Strategy. , The Council will play an integral role in the implementation and assessment of the Inclusive Excellence Plan and will collaborate with the Senior Advisor in facilitating candid and courageous conversations on diversity-related topics. Individual members of the Council serve as ambassadors to their respective colleges and divisions, thus, ensuring accountability and alignment with the university's Inclusive Excellence that will advance the work of making excellence inclusive.

In November 2014, the Campus Climate Committee, comprised of key stakeholders, designed a climate survey to provide an understanding of campus present realities by measuring attitudes, perceptions, and sense of belonging for students, faculty, and staff. The survey, administered in February 2015, provided insights for developing more inclusive programs, policies, services, and curriculum and will serve as an assessment tool, which will assist the university in comparing beliefs, attitudes, and behaviors of campus constituents over time. A taskforce will determine the effectiveness of action steps undertaken in response to survey findings.

In 2015, several initiatives around diversifying faculty were implemented such as education of faculty search committees, increase oversight over faculty searches, conducting annual workshops on best practices and implicit bias for faculty interested in serving on search committees, and drafting a university-wide non-discrimination statement that includes gender identity and gender expression. The Senior Advisor, in collaboration with key stakeholders, will facilitate the development of a core set of cultural competencies that will be engrained throughout the campus environment, including but not limited to curricular and co-curricular activities. These competencies will provide the skills, knowledge and mindset required to live and work effectively in a diverse community and an intercultural, global world. By building on the existing collaborative culture of the university, engaging holistic and innovative strategies, and cultivating an appreciation of leadership as a collective process, these strategic initiatives will release the transformative potential of Inclusive Excellence and meet the goals set forth by the university's strategic plan and by the Council for Post-Secondary Education (CPE).

APPENDIX

Table 14: Retention of Underrepresented Minority Workforce, Full and Part-Time, By Classification and Department, 2013 to 2014

CATEGORY	FALL 2013 COUNT	RETAINED 2013 TO 2014
Black or African American	**90**	**73**
Executive/Admin/Managerial	**7**	**5**
Academic Affairs		1
Accounting, Finance & Business Law	1	
African-American Student Affairs	1	1
Enrollment Management	1	
Marketing, Economics & Sports Business	1	
Student Affairs	1	1
Student Financial Assistance	1	1
University Housing	1	1
Other	**49**	**34**
Admissions		2
Admissions Outreach	2	
African American Programs & Services	2	2
Athletic Administration		1
Automotive Shop	1	1
Auxiliary Housing Facilities Management	2	2
Business Informatics	1	
Chase - Academics	1	
College of Arts & Sciences	1	
College of Business	2	
College of Business Advising Center		1
Counseling, Social Work and Leadership	1	
Custodial Serv MC	9	9
Enterprise System Group	2	
HR - Transitional Employees		1
Human Resources	2	2
IT - Infrastructure	1	
IT - Infrastructure and Operations Group		1
IT-Enterprise Systems Group		1
IT-FI Business Support Group		1
IT - Planning & Development	1	
Kentucky Campus Compact	6	
Mail/Distribution Services	1	1
Marketing, Economics & Sports Business	1	1
Norse Advising	1	1
Office of the University Registrar	1	1
Procurement Services	1	1

Public Safety - Field Operations	3	1
Residence Halls	1	
Roads & Grounds	1	
Steely Library	2	2
Student Financial Assistance	1	1
Student Support Services	1	1
Univ Connect & Persist	1	1
Primarily Instruction	**34**	**34**
Accounting, Finance & Business Law	1	2
Business Informatics	1	1
Chase - Instruction	3	2
Chemistry	1	1
College of Business Advising Center		1
Communication	1	1
Construction Management	1	1
Counseling, Social Work and Leadership	3	2
History & Geography	5	5
Kinesiology and Health	2	2
Learning Assistance Programs	1	1
Management	2	2
Marketing, Economics & Sports Business		1
Nursing	5	4
Physics & Geology	1	1
Psychological Science	1	1
Sociology, Anthropology, Philosophy	1	1
Supplemental Instruction	1	1
Teacher Education	2	2
Theatre & Dance	2	2
Hispanic/Latino	**28**	**25**
Executive/Admin/Managerial	**2**	**2**
Chase College of Law	1	1
Upward Bound	1	1
Other	**10**	**9**
Admissions		1
Admissions Outreach	1	
Campus Recreation	1	1
Curriculum and Academic Compliance	1	1
Educational Outreach	1	1
HVAC/General Maint	1	1
Informatics Advising Center	1	1
IT-Academic Technology Group		1
IT - Information Technology-Central	1	
Kentucky Center for Mathematics	1	1
Latino Programs & Services	1	1
Parking Services	1	

Public Safety - Field Operations		
Primarily Instruction	**16**	**14**
Biological Sciences	1	1
Chase - Instruction	1	1
Chemistry	1	1
Communication	1	1
Computer Science	1	
Learning Assistance Programs	1	1
Marketing, Economics & Sports Business	1	1
Music	2	2
Physics & Geology	2	1
PolitScience/Criminal Justice/OrgLdrship	1	1
Theatre & Dance	2	2
World Languages & Literatures	2	2
Two or More Races	**20**	**15**
Executive/Admin/Managerial	**2**	**0**
Computer Science	1	
Physics & Geology	1	
Other	**7**	**7**
Computer Science	1	
Counseling, Social Work and Leadership	1	
Custodial Serv MC	1	1
Human Resources	1	1
Institutional Research		1
IT - Enterprise Systems Group		1
IT - Planning & Development	1	
Physics & Geology		1
Residential Village	1	1
Student Financial Assistance	1	1
Primarily Instruction	**11**	**8**
Advanced Nursing Studies	1	1
Business Informatics	1	
Chase - Instruction	1	1
Communication	1	1
Computer Science	1	1
Counseling, Social Work and Leadership	1	1
English	2	1
Marketing, Economics & Sports Business	1	1
Teacher Education	1	1
Visual Arts	1	
Grand Total	**138**	**113**