



Diversity Plan
Third Year Self-Assessment

REPORT TO THE KENTUCKY COUNCIL
ON POSTSECONDARY EDUCATION

DECEMBER 5, 2014

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EXECUTIVE SUMMARY & INTRODUCTION

Northern Kentucky University developed a Diversity Plan that was approved by the Council on Postsecondary Education 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. To further clarify and enumerate strategies for improvement, the University recently approved the Inclusive Excellence Strategic and Implementation Plan, which is one of ten implementation plans developed during 2014 that are 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. This assessment report provides detailed information on the strategies implemented that address each of the four areas. It should be noted, as a demonstration of its commitment to diversity, NKU created the position of Senior Advisor to the President for Inclusive Excellence to provide leadership for embedding principles of diversity, equity, and inclusion across the breadth of the university through teaching, learning, research, strategy, performance, recruitment and retention of diverse faculty, staff, and students, and assessment. The new Senior Advisor, who began her work in August 2014, is working collaboratively 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.

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 taken and best practices by NKU have been effective in increasing the number of African-American and Latino students and in improving their academic success, retention, and graduation. Undergraduate enrollment of African-American and Latino students (including students who are two or more races) has grown 46% in four years, and graduate enrollment for underrepresented minorities has grown 24%. Over the past four years, the six-year graduation rate for African-American students has nearly tripled, and the six-year graduation rate for Latino students has nearly doubled. The number of baccalaureate degrees conferred to underrepresented minorities has increased by 59% over four years, and the number of STEM+H degrees earned by underrepresented minority students increased by 80%. Clearly, the services and programs discussed in this assessment report have been effective tools in reaching and supporting an underserved population.

NKU also provides services and programs to other special groups on campus, including international students, LGBTQ, low-income students, physically and intellectually challenged students, and veterans, to effectively recruit and retain these students. This assessment report includes information on the latest activities that support these special groups on campus.

NKU has been moderately successful in improving the workforce diversity of the campus. In 2013, the number of underrepresented minorities employed in managerial positions increased from 7 to 11. The total number of underrepresented minorities in full-time faculty positions increased from 34 to 39 from 2012 to 2013; however, the number of full-time faculty who are African-American, Latino, or two or more races in 2013 remained below the fall 2009 total. NKU has continued to make significant changes in the recruitment process, reaching out to national minority publications and discipline-specific organizations for advertisement of faculty and professional positions. The Senior Advisor will initiate a revision of the faculty search process, in collaboration with Academic Affairs and Human Resources, with the objective of enhancing the diversity of the applicant pool, thereby, increasing the diversity of faculty at NKU. Efforts at improving workforce diversity and campus climate also include establishing diversity committees at the university level to educate NKU about best practices in attracting, developing, and retaining diverse faculty; ongoing meetings with the Senior Advisor; workshops for faculty and staff that highlight implicit bias; and annual training for all search committees. These improved efforts will continue to guide the university in making progress in its workforce diversity.

Fuel the Flame. 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 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 reaffirms 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 856 in the fall of 2013, and the Latino student population numbered 310. 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 8% between 2012 and 2013. With this latest annual increase, the underrepresented minority population has increased more than 46% in the past four years. NKU met and exceeded its target to maintain a higher-than-average representation for African-American and Latino undergraduate students, with 10.6% 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
African-American/Black	784	857	830	815	856
Hispanic/Latino	164	195	230	273	310
Two or more races	N/A	93	145	195	220
Total	948	1,145	1,205	1,283	1,386

Similar growth has been seen in the enrollment of underrepresented minorities at the graduate level. NKU enrolled 114 African-American graduate students in the fall of 2013 and 33 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 32 students from 2009 to 2013, which is a 24% 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
African-American/Black	106	104	114	114	114
Hispanic/Latino	26	27	31	33	33
Two or more races	N/A	8	12	17	17
Total	132	139	157	164	164

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 by 10% annually, and create scholarship funds specifically for qualified community college transfers from Gateway and Cincinnati State.

- Offers for the Educational Diversity Scholarship increased 10% from Fall 2013 (87 offers) to Fall 2014 (96 offers). The number of Educational Diversity Scholarship recipients increased from 64 in the fall of 2013 to 79 the fall of 2014.
- The KCTCS Scholarship program supports students who transfer from the KCTCS system and the Transfer Scholarship supports students who transfer from Cincinnati State. For Fall 2013, 27 students were offered the KCTCS scholarship, 21 of which were transfers from Gateway. The total number of Transfer Award recipients for Fall 2013 was 221 of which 69 were new transfer students.

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

- Latino Programs and Services partnered with various community organizations, including the English Language Learning Foundation, to promote scholarships and resources of aid to qualified Latinos. NKU students applied and received scholarships from the Greater Cincinnati Hispanic Chamber of Commerce, the Hispanic Scholarship Fund, and League of United Latin American Citizens, among others. There were 20 scholarships awarded this year from these organizations.
- The Haile US Bank College of Business increased scholarships for African-American, Asian, Hispanic, and female students. From fall 2009-10 to fall 2014-15, diverse scholarships have increased 81%. The number of African-American students receiving scholarships increased 60% from five in fall 2013-14 to eight for fall 2014-15.
- Chase College of Law awarded 51 diversity scholarships to minority candidates for the fall 2014 entering class. The College of Law extended scholarships to 91% of the admitted minority students.
- The research program entitled FORCE: Focus on Occupations, Recruiting, Community, and Engagement, the result of a NSF grant, targets students less likely to historically succeed in STEM disciplines, including Latino, African-American and female students. The program includes early research experiences for students and supervised peer-led study sessions for students.
- The Office of Student Financial Assistance administered, monitored and fully expended \$1.25M in need-based aid (2013-14). 20.07% of this amount was awarded to African-American students; 2.79% was awarded to Latino students; 49.40% awarded to first generation students; and 97.21% was awarded to Pell eligible students.

- The Financial Aid Office continues to grow the STRIVE programs, which are focused on educating high school students on the financial aid process.
- A research-based program to the Republic of Fiji was developed through the collaborative efforts of the Departments of Sociology, Anthropology, Philosophy, and the National Science Foundation Research Experiences for Undergraduates (NSF REU). The focus is on the long-term use and conservation of marine biological resources and, on the educational outcomes of a transdisciplinary field approach. 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. The NSF REU Fiji program provides funding and training for up to 10 undergraduates each year. In summer of 2014, four of the eight students recruited were first generation students, a targeted population according to NSF prioritizes.

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

- A cross-divisional Financial Literacy Team was charged to develop a number of recommendations to expand financial literacy programming at NKU. The recommendations were approved with modifications by NKU's Executive Leadership and the Financial Literacy Team has begun to develop implementation strategies.
- Student Achievement Programs and Services continued their strong partnerships with University 101 and other courses to assist with financial literacy and college transitions for first-year students through an innovative Financial Fitness Week. In addition, a Financial Fitness campaign was developed to promote the financial services offered within Student Achievement Programs and Services. Student Support Services and University Connect and Persist provide additional financial literacy counseling and information as needed.
- Online financial literacy services are available on the newly updated Financial Fitness homepage (<http://saps.nku.edu/financialfitness.html>).
- The Office of Student Financial Assistance partnered with African-American Student Affairs and Latino Student Affairs to promote financial literacy programs and financial aid workshops at the annual Multicultural Leadership Conference, the R.O.C.K.S. (Responsibility, Opportunity, Community, Knowledge and Success) program, and the Latino Students Orientation. The Office of Student Financial Assistance also serves on the university's Financial Literacy Team.
- For the first time in the fall of 2014, the Haile US Bank College of Business initiated a course in Financial Literacy. A total of 24 students attended, of which six were African-American Females.

1.4 Strengthen partnerships with local community and technical colleges with efforts such as increased recruitment visits and the “Gateway to NKU” transition program; ensure diverse students are aware of transfer options.

- Northern Kentucky University launched a degree pathway partnership with Gateway Community and Technical College in spring 2014 called *Gateway2NKU: Two Degrees, One Path*. The dual admission, dual enrollment program enables students to complete an associate degree at Gateway and a baccalaureate degree at NKU in four years. The two institutions have completed 40-degree pathways and three more are under development. In Fall 2014, NKU had 209 students enrolled in the Gateway2NKU program. Of these students, 15 are African-American, seven are Latino, and four have self-identified as two or more races.
- The Gateway2NKU partnership includes a reverse transfer component, which enables a Gateway student enrolled in the program to take up to 12 credit hours at NKU at Gateway tuition prices prior to completion of the associate degree at GCTC or transfer to NKU. Northern provides on-site advising at Gateway, and Gateway students enjoy the same resource benefits on the Northern campus as do NKU students. NKU scholarships are available to students who compile the requisite G.P.A.
- 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 to discuss the requirements/ criteria for admission to an education program.
- Haile US Bank College of Business Advising Center has been instrumental with the development of transition pathways through active participation on the advisory board for Pre-Business Studies at Cincinnati State University to ensure ease of transfer; regular attendance at meetings with Clermont College to facilitate transfers; and active participation in the development of the management and accounting articulation with Gateway College.
- A new initiative called *Veterans Connect*, the result of a partnership between the Gateway2NKU program and NKU Veterans Resources Center, was developed to improve service to our military. Through this program, NKU is able to identify racially and culturally diverse veterans and connect them to the Veterans Resource Center Coordinator.

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

- The College of Informatics led 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 from which students are enrolling in the program.

- The College of Informatics also facilitated a computer science programming camp for middle school girls at Mason County in Ohio, taught by high school females and funded by the National Council for Women in Technology.
- The Department of Business Informatics funded and operated a summer camp for Newport middle school students on WebMagic, web page creation. The camp is provided at no cost to the students and the students are bused to campus since many of them are from economically challenged homes. In summer of 2014, 12 middle school low-income students attended; nine students were African-American and five students were female.
- The College of Informatics offered two additional Tech camps during summer 2014 that were sponsored by the Center for Integrated Natural Sciences and Mathematics (CINSAM). 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, two of whom were female.
- The Communication Department is active in NKU's school-based scholars program, where students take college classes and earn dual-credit, at a significantly reduced cost per credit hour. The program is available in several of NKY economically challenged areas.
- The College of Arts & Sciences sponsored SPARKS, a program in which approximately 20 students from Holmes and Boone County high schools met on multiple Saturdays with NKU Arts and Sciences faculty members who introduced the students to various academic disciplines. The program attracted one African-American student and two Asian students.
- The College of Education and Human Services sponsored the Institute for Talent Development and Gifted Studies during 2013-14. The Institute's mission is to maximize learning opportunities for gifted and talented students in the Northern Kentucky and Greater Cincinnati region and beyond. The Institute offered the Explore More (Grades K-5) and Think Tank (Grades 5-8) courses during the Fall, Spring, and Summer semesters. These were enrichment courses designed to meet the needs of academically, creatively, and artistically of gifted students.
- NKU, Gateway Community and Technical College, Cincinnati State Community College, University of Cincinnati, Covington Independent Schools and Cincinnati Public Schools are collaborators with STRIVE (a partnership focused on improving success for students from economically and academically at-risk school districts) on a three-year, \$250,000 Lumina Community Partnership Grant. During 2013-14, the partnership work on:

- Statistical analysis of support programs across the four universities to determine which are working for STRIVE students(e.g., number and success of students in targeted interventions);
 - Development of predictive intervention based on the findings (e.g. analysis of students earning college math credit within the first year of college);
 - Expansion of bridge programs, including the KYOTE program at NKU that helps high school students prepare for college math;
 - Pilot experiments to place students with remediation requirements into credit-bearing courses with imbedded supplemental instruction;
 - Introduction of targeted career counseling service to assist students in making career choices.
- The Northern Kentucky Center for Educator Excellence (NKCEE) provides extensive outreach efforts that address diversity throughout the region. The School of Counseling works with Dayton High School in implementing programs that increase equitable educational access for students across diversity spectrums (e.g., low income, gender, caregiver status). This work strives to close equity gaps, increase math and reading scores of males and females, as well as students with disabilities, in Dayton Independent Public Schools, while increasing NKCEE faculty work with at-risk students in local middle and high schools (Bellevue Independent, Campbell County, Dayton Independent, Erlanger-Elsmere, and Pendleton County) to deliver Evidence-Based School Counseling interventions that are closing the achievement gap between males and females, increasing attendance, and decreasing behavioral referrals.
 - The Northern Kentucky Center for Educator Excellence (NKCEE) will provide evaluation services for three \$1.3 million Elementary Secondary School Counseling grants awarded to Campbell County Public Schools (elementary and secondary schools each received one grant) and the Erlanger-Elsmere Independent, Silver Grove Independent, and Williamstown Independent School Districts in collaboration with the Northern Kentucky Cooperative for Educational Services. The grant provides funding for new school counselors in order to reduce the ratio of students to school counselors in accordance with national recommendations, and provide targeted evidence-based school counseling interventions to increase student achievement, decrease behavior referrals, and close equity gaps. Each of the three new grants listed in red above were awarded in 2014, each for three years, so impact data is not yet available. One grant was awarded to the Cooperative for Educational Services in 2012-2013 and a second grant was awarded in 2013-2014. Of the three

districts listed above the Erlanger-Elsmere district is the most diverse, with approximately 25% children of color, of which 13% are African-American children.

- The new Dean of the College of Education and Human Services has met with the superintendents of each area school district in Kentucky to identify areas of concern and to collaborate with each district to establish a college and career readiness culture among the districts' students.
- Beginning in summer 2014, the Department of Teacher Education established a collaborative, mutual relationship with Cincinnati Public Schools to accomplish three goals. (1) Teacher candidates are informed of the employment opportunities available in CPS, (2) teacher candidates have opportunities to teach a more diverse PK-12 student population and prepare for their future teaching careers through field and clinical experiences, and (3) NKU has the opportunity to recruit CPS students and teachers to NKU for college and graduate study.
- To address achievement gaps among PK-12 students, the Department of Teacher Education sponsored a lecture/professional development for teachers conducted by literacy expert Dr. Janet Allen. The topic of the workshop was reading across the curriculum and was aligned to the Kentucky Core Academic Standards. Nearly 500 teachers and pre-service teachers attended the workshop.

1.6 Develop a series of events for prospective African-American and Latino students

- African-American Programs and Services provide leadership for NKU R.O.C.K.S., a program designed to assist first-year African-American students with their academic and social adjustment to NKU. The program includes a required five-day, on-campus summer transition experience; enrollment in a special NKU R.O.C.K.S. section of UNV 101; on-going personalized academic, personal and professional guidance and support throughout the academic year; and a peer mentor assigned to each student during their first year of enrollment. The program annually serves approximately 65 first-time, full-time African-American students and tracks students from their first year at NKU to graduation. Table A illustrates the impact of the program on first-year G.P.A., end of first-year earned credit hours (ECH) and fall-to-fall retention. NKU students are more likely to have a higher first-year G.P.A., earn more credit hours by the end of the first year, and are more likely to persist to the second year.

Table A: Comparison data of Fall 2013 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	58*	20.7	2.74	27.3	84.5%
Other African-American Students – Bachelor Degree-Seeking	127	21.1	2.13	21.5	55.1%
All Other Students - Bachelor**	1,964	23.4	2.59	27.0	69.5%

*NKU R.O.C.K.S. has one student not identified as African-American

**All Other Students are identified as students not served by NKU R.O.C.K.S.

- Latino Programs and Services held a two-day orientation in the Fall 2014. The programs include an on-campus housing component for incoming first-year and transfer Latino students and covers many extended orientation topics, with a specific focus on student success and college transition. A major component of the orientation is the introduction of the Latino Mentoring Program (LAMP). LAMP pairs incoming first-year students with an upperclassman who serves in a peer mentoring role. For the Fall 2013 twelve freshman/transfer students attended with 11 Latino student volunteers. The peer serves as a strong campus resource in guiding the first-year student’s transition into NKU. The mentorship provides for 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. Table B illustrates the impact of LAMP on first-year G.P.A., end of first-year earned credit hours (ECH) and fall-to-fall retention. LAMP students are more likely to have a higher first-year G.P.A., earn more credit hours by the end of the first year, and are more likely to persist to the second year.

Table B: Comparison data of Fall 2013 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	20*	23.1	2.98	32.9	80.0%
Other Latino Students – Bachelor	48	23.0	2.48	28.0	68.8%
All Other Students - Bachelor **	2,002	23.3	2.59	27.0	69.8%

*LAMP has three students not identified as Hispanic

** 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. In addition, NKU 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).

1.7 Improve recruitment initiatives.

- As a result of a Student Government resolution, the university has identified several restrooms as “gender inclusive” and has committed to constructing transgender restrooms in all new building construction and major building renovation projects.
- Chase hosted a DiscoverLaw.org event at the law school in the fall of 2014. 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 NKU program, which targeted diverse community college students from Cincinnati State and Gateway, featured a mock law school class, a panel that included both current students and faculty; remarks from the Director of Career Services regarding the value of a law degree; a presentation from the NKU Assistant Director of Transfer Student Services. Nine students registered for the event.
- Chase Law strengthened the initiative that identifies diversity candidates using the Law School Admissions Council's Candidate Referral Service by expanding the number of application fee waivers to 4,282 diverse applicants.
- Chase Law expanded the collaboration with the Kentucky Bar Association (KBA) by becoming involved with a new subgroup of the Bar, called Diversity in the Profession Committee. The purpose of the group is to assist in generating ideas and momentum for diversifying the Kentucky Bar. In the summer of 2014, Chase Law also became involved in the Young Lawyers' Division of the KBA and participated in the annual “Why Choose Law: Diversity Matters” program for area high school students interested in the law. The law school hosted approximately ten students from Ohio and Kentucky.
- Office of Admissions has expanded the “Norse on the Go” (traveling recruitment program) by identifying 35 additional high schools with diverse populations in Lexington, Louisville, Columbus, Dayton, and Indianapolis. Examples include: hosting a “Norse on the Go” program in Louisville in Fall 2013 with 38 students attending.

- Office of Admissions enhanced advertising in local media; increased direct mail; implemented a comprehensive communication campaign from inquiry to enrollment; developed partnerships with Minority Recruit to assist with cultivating multicultural recruitment lead and hosted two visit programs in 2013-2014 for 120 students.
- The Office of Admissions collaborated with the College of Education and Human Services, Latino Student Affairs, and African-American Student Affairs to host high school students on campus visit opportunities. Thirty-five students from Holmes High School attended an on-campus program where the Multicultural Team presented a financial budgeting workshop.
- The Office of Admissions served as a sponsor for the Gay, Lesbian and Straight Education Network (GLSEN) Youth Summit conference was held on NKU's campus in Fall 2013 and 2014.
- In collaboration with Admissions, Marketing & Communications produced a new edition of the Multicultural Viewbook targeted to students and to their parents.
- Scholarship fundraising continues to be a priority for Advancement. NKU currently has 2 private donor scholarships specifically for diverse populations with an approximate endowment of \$30,000.
- Members of the Division of Advancement and Development have a presence in the community by volunteering at the Urban League, NAACP of Kentucky and the Brighton Center.
- Representatives from the College of Health Professions attended the National Association of Hispanic Nurses in New Orleans in August 2014 to recruit Latino students to NKU's post licensure online programs and to recruit potential Latino faculty. The College also attended, for the first time, the Southern Regional Education Board (SREB), a conference that supports diverse doctoral students.
- In April 2014, NSF REU Fiji students engaged in outreach to the community, an effort coordinated with the Baker Hunt Arts and Cultural Center (Covington), and the Brighton Center (Newport). The students presented research findings, conducted workshops, and offered hands-on events for people of all ages. Within this context, the public learns about Fijian culture, science, archaeology, and human diversity and served as a recruitment initiative.
- Chase College of Law developed a diversity webpage as a recruitment tool and invites all applicants to submit an optional diversity statement as part of the applications. These statements allow the admission committee members to understand how diverse candidate will add to the College of Law. The page was launched in the spring of 2014.

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. Preliminary Program Eligibility data for 2013 shows 139 African-Americans, Latinos, and students who self-declare as two or more races as 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 has declined in the past two years.

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

CATEGORY	RETAINED 2009	RETAINED 2010	RETAINED 2011	RETAINED 2012	RETAINED 2013
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

The number of African-American students, Latino students, and students who self-declare as two or more races who were retained from the second to the third year increase in 2012 and 2013. 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.

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

CATEGORY	RETAINED 2009	RETAINED 2010	RETAINED 2011	RETAINED 2012	RETAINED 2013
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

The six-year graduation rates for underrepresented minorities at NKU have more than doubled since 2009. Although the six-year graduation rate for African-American students decreased somewhat from 2011

to 2012, the six-year graduation rate for African-American students increased to 30% in 2013. Similarly, the six-year graduation rate for Latino students increased from 13% in 2009 to 36% in 2012 and then decreased to 23% in 2013. 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
African-American/Black	11.0%	29.7%	31.9%	24.8%	30.4%
Hispanic/Latino	13.3%	16.7%	31.6%	35.7%	23.1%
White, non-Hispanic	33.0%	34.5%	37.5%	38.1%	38.9%

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 118 in 2013-14. The number of degrees conferred to Latino students increased from 18 to 42 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 173 between 2009-10 and 2013-14, an increase of 59%. 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
African-American/Black	91	90	98	98	118
Hispanic/Latino	18	25	19	23	42
Two or more races	N/A	5	18	9	13
Total	109	120	135	130	173

The number of STEM+H undergraduate degrees awarded to underrepresented minority students increased from 20 in 2010-11 to 36 in 2013-14.

Table 7: Undergraduate Student Degrees: STEM+H

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

The number of underrepresented minority undergraduate students who transferred from KCTCS to Northern Kentucky University increased from 52 to 59 between 2012-13 and 2013-14. 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
African-American/Black	43	27	28	38
Hispanic/Latino	8	7	15	14
Two or more races	2	6	9	7
Total	53	40	52	59

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.

- NKU's 2013-2018 Strategic Plan *Fuel the Flame* identifies Student Success as a key strategic goal and articulates its commitment to providing a supportive, student-centered educational environment that promotes academic and career success, strengthens and integrates support services for an increasingly diverse student body, enhances the student experience, and promotes inclusive excellence.
- In alignment with strategic plan, NKU created the position of Senior Advisor to the President for Inclusive Excellence, a position that reports to the President and serves on the President's Executive Team and the President's Cabinet. The Senior Advisor, who began in August 2014, is considered an organizational change agent for equity, diversity, and inclusion, and is working collaboratively with key stakeholders 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.
- An Executive dashboard was developed and made available to the public on the NKU website. Metrics and historical data are available on the enrollment, retention, and graduation of underrepresented minority students.
- All academic units are asked to incorporate diversity objectives into their unit plans, which are due to the Provost's Office on December 1, 2014. Over 55 offices and departments reported on activities during 2013-14 that linked to strategies within the Diversity Plan.

2.2 Identify and strengthen support services that help students.

- All co-curricular programming, through collaborative partnerships, supports and encourages diversity and inclusion. Many of these programs are tracked and assessed to measure the impact on student success. A significant proportion of Student Affairs' staff have participated in Allied Zone Training and Student Affairs' departments co-sponsored and collaborated on a number of diversity events, including, but not limited to, a tribute to Negro league baseball, the Ujima Awards Celebration, and a Wheelchair Basketball Special Event.
- Sister Circle, developed in fall 2014, is designed to empower NKU female students of color in education and leadership.

- The African-American and Latino Programs and services continue to expand their services, with an emphasis on mentoring and community partnerships.
- LGBTQ Programs and Services is a newly implemented program that promotes a safe and equitable environment for students of all sexual orientations and gender identity through extensive programming such as LGBTQ History Month, National Coming Out Day, Transgender Day of Remembrance, World AIDS Day, PRIDE week, and National Day of Silence. LGBTQ Programs & Services also facilitated the university's first-time participation in the Campus Pride Index Survey, receiving a 3 out of 5 star rating in its first year of programming.
- Student Achievement Programs and Services provide targeted resources and opportunities that promoted student persistence and graduation for approximately 200 first-generation and low-income students.
- The Pathfinders program was developed to provide wrap-around support services for students with two or more academic deficiencies. The program provides an entry point and support for students who do not meet the university's admission standards.
- NKU is committed to the effective prevention of and response to power-based person violence on our campus. To that end, the Norse Violence Prevention Center (NVP) was developed in the spring of 2014 in alignment with the receipt of a grant from the Department of Justice Office of Violence Against Women. The NVP is focused on developing a culture that prioritizes consent and respect, and responds to and supports survivors of sexual violence and their allies. The Center launched the Green Dot Violence Prevention strategy in July 2014 to prevent and reduce power-based violence at NKU by engaging the campus community to be active bystanders who step in and speak out against power-based personal violence.
- Through the efforts of the Title IX Coordinator, NKU has developed policies and procedures to effectively respond to victims of sexual assault, dating violence, domestic violence, and stalking. All incoming students are asked to complete an online module educating them on how to report an incident to the University as well as how to get support on campus if they are unsure of how they wish to proceed. University employees also receive that same information through an online module as well as through in-person presentations by the University's Title IX Coordinator. Information regarding these resources is available online as well as in paper form for students, faculty, and staff.
- Disability Programs and Services provide learner-centered assistance and resources to students with disabilities and education and consultation to faculty, staff and community agencies. In Fall 2013, 498 students were registered with the department, and the department expanded its programs

beyond accommodations with the development of “Project Inspiration”, a service designed to provide mentoring for students with executive functioning deficits. The service is free to registered students with mentoring sessions provided by graduate students. In order to highlight disabilities as an integral aspect of inclusive excellence, Disability Programs and Services moved into the Center for Student Inclusiveness in the summer of 2014, joining the African American, Latino, and LGBTQ Programs and Services.

- The Office of Education Abroad (OEA) offers academically rigorous, culturally immersive programs that foster personal growth, academic achievement, and the vital cultural literacy which prepares students to thrive in a global society. Through these programs, students engage directly with diversity, encountering a range of ethnic, economic, sociopolitical, and religious perspectives. During the last academic year, 313 students took advantage of opportunities to study, work, volunteer, or complete their student teaching abroad in 26 countries. As of this year, students may also participate in a new domestic travel-study program, providing an alternative opportunity for the experiential learning achieved through study abroad.
- The Office of Education Abroad seeks to reduce the financial barriers to studying abroad by offering multiple scholarship opportunities. In 2013-14, 85% of NKU study abroad scholarship applicants were awarded scholarships to study abroad, which accounted for 65% of all students going abroad. Of these scholarships funds, the University itself provided 62%. Furthermore, the OEA has made efforts in the past year to improve services to minority students by advertising special scholarship opportunities and collaborating with other offices such as LGBTQ Services. The OEA will continue to improve access of all students to inclusive programming and equal funding opportunities.

2.3 Offer faculty development and training in culturally responsive teaching based on research.

- The College of Education and Human Services supports a professional learning community for faculty who are focused on Contemplative Pedagogy, a research-based and engaged approach to teaching that cultivates a critical, first-person inquiry, i.e., the ability to experience something with an open mind and step back and study the experience. This pedagogical approach offers opportunities for students to interact with course material more meaningfully while developing the capacity to navigate difference with compassion.
- The College of Education and Human Services sponsored the Distinguished Scholar Series which featured Dr. Rachel Lloyd, who addressed issues related to the sexual exploitation and trafficking of children; Dr. Bettina Love, who modeled culturally responsive teaching; and Dr. Russell Pate, who

focused on addressing the obesity epidemic in the youth of America, with a particular focus on the challenges of offering programming to underserved youth in urban areas.

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.*

- Embedded within NKU R.O.C.K.S. are a number of academic readiness programs and workshops, such as a required five-day on-campus summer transition experience; an NKU R.O.C.K.S. section of UNV 101; and on-going personalized academic, personal and professional guidance and support throughout the academic year. NKU R.O.C.K.S. students are more likely to have a higher first-year G.P.A. and earn more credit hours by the end of the first year.
- Embedded within Latino Programs and Services are a number of academic readiness programs and workshops, such as the extended orientation for incoming first-year and transfer Latino students, the Latino Mentoring Program and a variety of programs developed to support professional growth, leadership skills, organizational skills, and social responsibility. LAMP students are more likely to have a higher first-year G.P.A. and earn more credit hours by the end of the first year.
- Student Support Services provides one-on-one academic support via advising appointments, as well as group workshops. These interventions take place prior to and upon arrival at NKU.
- The Department of Chemistry held a student success “organic bootcamp” in July 2014, which focused on preparing students who minimally had satisfied the pre-requirements for Organic Chemistry I Lecture (CHE 310) and were enrolled in the course for the Fall 2014 term. Diverse students were targeted when invitations were extended. Twelve students participated in the program, with three students from diversity groups. The College will track the retention rate of the current cohort. The aspiration is to expand the program in conjunction with Biological Sciences to prepare incoming freshmen for BIO 150 and CHE 120.

2.4 *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 Support Services, Financial Fitness, and University Connect and Persist work directly with students’ financial challenges and concerns. Each of these departments/programs work collaboratively with the Office of Financial Assistance to coordinate allocation of grant and scholarship funds.
- The Office of Student Financial Assistance partners with African-American Student Affairs and Latino Student Affairs to promote financial literacy programs and presented a financial literacy and financial aid workshops at the annual Multicultural Leadership Conference, at the R.O.C.K.S.

program, Latino Students Orientation. The Office of Student Financial Assistance also serves on the university's Financial Literacy Team.

2.5 Increase the number of need-based scholarships for diverse students.

- Chase Law provides financial support through the College of Law's John Marshall Harlan Diversity Scholars Program. Scholarships are awarded to candidates who demonstrate diversity and have a strong record of achievement. The amount of scholarship support offered to minority students has increase from \$405,232 in 2010 to \$792,000 in 2014.
- Chase Law also participates in the Kentucky Legal Education Opportunity (KLEO) program, which is 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.
- The College of Education and Human Services offers several scholarships with priority given to single parents who are residents of Kentucky and students of color majoring in social work.

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 Dean of Students' office oversees and collaborates with Campus Safety on the reporting of a campus incident or behavior of concern exhibited by a student or group of students. Reporting an incident or concern is safe, confidential, and secure, and 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.
- The NKU police department also follows written departmental policies in regards to how racially motivated incidents are reported. These policies have been reviewed and have received accreditation through the Kentucky Association of Chiefs of Police. NKU's website lists several ways in which community members can report bias-motivated incidents. The police department meets regularly with the directors of the minority student groups to discuss reporting policies and to develop strategies that will continue to build trusting relationships with the students. The university codes and tracks racially motivated incidents and the police department is mandated through specific acts and legislation such as the Clery Act/Minger Act, Campus Security Act, and the FBI Uniform Crime Report to report racially motivated incidents.

WORKFORCE DIVERSITY

In 2012, instructions for reporting on the workforce through the Integrated Postsecondary Education Data System (IPEDS) had higher education institutions change significantly the coding for employee categories. The previous employee category for executives/administrators/managerial (EAM) staff has been eliminated. The current Standard Occupational Classification (SOC) code 11 for management occupations is the closest category to the previous EAM employee category. For fall 2013, the number of managerial staff who were African-American, Latino, or two or more races (SOC code 11) increased by four compared to the number of underrepresented minorities employed in managerial positions in fall 2012. NKU continues to work toward improving the number of underrepresented minority staff in managerial occupations.

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

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

Instructions for this year's self-assessment report requests that we provide this information for positions that are in policy and planning leadership and in non-academic leadership positions. NKU has included both categories in the figures above for SOC code 11, management.

The number of faculty who are African-American, Latino, or two or more races increased from 34 in 2012-13 to 39 in 2013-14, a gain of five underrepresented minority 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
African-American/Black	32	28	24	25	24
Hispanic/Latino	9	6	5	7	11
Two or more races	N/A	3	4	2	4
Total	41	37	33	34	39

The number of full-time faculty tenured or on tenure-track who are African-American, Latino, or two or more races increased from 26 in 2012-13 to 30 in 2013-14. 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
Black or African-American	23	18	20	19
Accountancy	3			
Accounting, Finance & Business Law		2	1	1
Advanced Nursing MSN/RN-BSN	1			
Chase – Instruction	1	2	3	2
Chemistry			1	1
Communication	1			
Construction Management	1	1	1	1
Counseling & Human Services	1			
Counseling, Social Work and Leadership	2	3	3	3
English	1	1	1	
History & Geography	2	2	2	2
Kinesiology and Health			1	2
Management	1	1	1	1
Marketing	1			
Nursing			1	1
Physics & Geology	1	1	1	1
Political Science & Criminal Justice	2	1	1	
Psychological Science	1	1		
Sociology, Anthropology, Philosophy		1	1	1
Teacher Education	3	1	1	2
Theatre & Dance	1	1	1	1
Hispanic/Latino	5	4	4	8
Biological Sciences	1	1	1	1
Chase – Instruction	2	1	1	1
Communication				1
Music	1	1	1	1
Physics & Geology				1
Political Science/Criminal Justice/Org. Leadership				1
Theatre & Dance				1
World Languages & Literatures	1	1	1	1
Two or More Races	2	2	2	3
Chase - Instruction				1
Management	1	1	1	
Marketing, Economics & Sports Business				1
Teacher Education	1	1	1	1
Grand Total	30	24	26	30

The total number of underrepresented minorities in full-time and part-time positions who were retained from 2012 to 2013 was 94. 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 2012 and Fall 2013

CATEGORY*	Fall 2012 Count	RETAINED 2012 TO 2013
African-American/Black	82	68
Primarily Instruction	34	29
Other Staff	43	34
Executive/Admin/Managerial	5	5
Hispanic/Latino	20	18
Primarily Instruction	9	8
Other Staff	9	9
Executive/Admin/Managerial	2	1
Two or More Races	13	8
Primarily Instruction	7	3
Other Staff	6	5
Total	115	94

*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 Improve communications about workforce diversity goals.

- Human Resources, in collaboration with the Senior Advisor to the President for Inclusive Excellence, meets with search committees to encourage diverse search committees, discuss best practices for recruiting diverse candidates, and engage search committee members in conversations around implicit bias.
- As a component of the yearly performance evaluation process:
 - Current faculty and staff must attend cultural competency and teaching strategy workshops within one contract year and faculty must indicate whether they have incorporated diversity into their courses.
 - Human Resources and the Senior Advisor crafted a statement, highlighting the University’s commitment to inclusive excellence, which is to be placed in all faculty postings.

3.2 Set goals for recruitment and retention of diverse faculty and staff.

- To support NKU’s ongoing efforts for Affirmative Action Analysis and Federal Contractor Requirements, Human Resources purchased a license with an Affirmative Action Software, which has helped streamline the analysis process, allowing the institution to receive additional support with changing OFCCP (Office of Federal Contract Compliance Programs) Requirements related to Affirmative Action Plans, and to enable Human Resources to communicate data to search committees.
- Affirmative Action Hiring Forms (AAFH) were reviewed to ensure that individuals selected to interview for available positions met the minimum requirements for the position and hiring decision were documented to demonstrated the reasons are non-discriminatory. Job descriptions are reviewed and monitored for consistent inclusive language and requirements.
- Human Resources expanded its recruitment sources for increasing diverse faculty, staff, and administrators by establishing relationships with diversity recruitment sources such as iCareerBuilder,

HBCU Connects, Northern Kentucky NAACP, increasing the number of web-based journals, and attending diversity job fairs in an effort to promote NKU as a diversity employer of choice.

- On September 2, 2014, NKU became a Minority Business Accelerator Goal Setter. The 2014-2015 goal is to increase spending with minority vendors to \$100,000.
- Procurement Services negotiated with several minority-owned businesses to provide services to the university. In partnership with Facilities Management and the University architect, Procurement Services hosted a group of minority architectural firm owners interested in doing business with NKU.
- Procurement Services participated in the OH-KY Construction Summit, which is aimed at increasing minority owned business participation in the major construction markets in the Cincinnati northern Kentucky area. Approximately 50 minority firms were in attendance.
- The recent administration & Finance RFP (Request for Proposals) for the Health Innovation Center was structured to allow points to be assigned to the vendor based on their planned minority vendor contracts/participation.
- WNKU Radio supported diversity in 2013-2014 through partnerships with the local arts and cultural organizations; news programming that focus on the cultural diversity of the communities in our cities of license; and fall and spring concert series that featured diverse artists.
- In 2013-2014 one African-American male and one Asian male were appointed to the Board of Regents; and three females were hired as Deans.
- Human Resources is working closely with the 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 two African-American males and four women.

CAMPUS CLIMATE

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) on campus within the existing annual unit alignment planning process; track the institutional progress toward diversity goals.

- The University's strategic plan for 2014-2018 identifies Inclusive Excellence as a key factor in attaining the five strategic goals and achieving institutional excellence. Divisions and Colleges were charged with tracking diversity-related initiatives throughout 2013-2014 and are responsible for submitting progress reports on their diversity initiatives.

4.2 Enforce existing discrimination policies more strictly by clearly conveying them to faculty, staff, administrators, campus police, residence hall directors, and students; include a discrimination policy in all syllabi, student handbooks, and employee handbooks, and clearly state where individuals can seek help if discrimination occurs; post information about discrimination policies and where to seek help in public areas.

- All new staff employee are made aware of our nondiscrimination policies and procedures in new staff and faculty orientations, in the staff and faculty handbooks, and on all of our marketed materials, including our Affirmative Action Plan, which is available for review by all employee upon request. It is also communication on all of our contracts, etc. Implementing annual notification with a link to information and resources.
- Enforcement of discrimination policies as it relates to student conduct, campus incidents, or behaviors of concern is overseen by the Dean of Students' office. Student codes, policies, and guidelines can be found on the Dean of Students' website (<http://deanofstudents.nku.edu/>).

4.3 Highlight, coordinate, and effectively communicate to faculty and staff the existing disability service offerings provided by the institution for both students and faculty/ staff.

- The Office of Disability Programs and Services held training for faculty and staff in the Fall and Spring semesters on student disabilities services. Faculty are also 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.
- Human Resources' Office of Diversity and Employee Relations developed a website with information for staff and faculty on ADA (American Disability Act) services and created a process for requesting accommodations.

4.4 Additional campus climate initiatives in progress:

- The Offices of Human Resources and Inclusive Excellence are collaborating to develop and deliver workshops for faculty and staff on topics related to diversity, equity and inclusion. They are also working in partnership to identify policies and procedures that may have exclusionary impacts on members of underrepresented groups, and collaborating with Academic Affairs to improve search processes for faculty and senior leadership positions.
- Transfer Services is partnering with the Office of Admissions Multi-Cultural Recruitment Team in the development of a communication plan that connects prospective diverse students with a NKU multi-cultural recruiter. The NKU team will review student information and guide them through the application process by providing feedback on G.P.A. requirements, hours earned, major requirements, and scholarships. Students will also receive information on support services: tutoring, mentoring, math and writing labs, career services, African American and Latino Program & Services, LGBT Programs, International Services and student life organizations. The information sessions will include a representative from NKU Transfer Services, NKU Multicultural Admissions and Cincinnati State Student Support Services. NKU Admissions will then follow-up with students during their transition connecting them with academic departments, advising and support services such as R.O.C.K.S. and Latino Mentoring services.
- All construction contract advertisements and Requests for Professional Service Proposals will encourage the participation of minority-owned businesses. The university's goal for minority participation in both construction and professional service contracts is ten percent for 2014-2015.

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 and the President's Cabinet.

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 must be conducted to lay the groundwork for future success. In November 2014, a Campus Climate Committee was formed to design a climate survey that will provide an understanding of campus present

realities by measuring attitudes, perceptions, and sense of belonging for students, faculty, and staff. The survey, which will be administered in February 2015, will serve as a tool for developing more inclusive programs, policies, services, and curriculum and for comparing the beliefs and behaviors of campus constituents over time.

In December 2014, an Inclusive Excellence Steering Committee will be formed to develop the planning and implementation processes for the Inclusive Excellence Plan 2016-2020. In January 2015, the Inclusive Excellence Council (formerly known as the President's Campus Climate Team), will be formed. The Council will play an integral role in the implementation and assessment of the Inclusive Excellence Plan and collaborate with the Senior Advisor in facilitating candid and courageous conversations on diversity-related topics. Individual members of the Council will also serve as ambassadors to their respective colleges and divisions, thereby, ensuring accountability and forward movement in the work of making excellence inclusive.

Further examples of initiatives to be undertaken in 2015 include revising search processes for faculty and senior leadership positions to ensure a diverse applicant pool and the advancement of diverse candidates, conducting annual workshops for search committees on best practices and implicit bias, and drafting a university-wide non-discrimination statement that includes gender identity and gender expression. The Senior Advisor, in collaboration with key stakeholders, will also develop 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, 2012 to 2013

CATEGORY	FALL 2012 COUNT	RETAINED 2012 TO 2013
Black or African-American	82	68
Executive/Admin/Managerial	5	5
Accounting, Finance & Business Law	1	1
African-American Student Affairs	1	1
Marketing, Economics & Sports Business	1	1
Student Financial Assistance	1	1
University Housing	1	1
Other Staff	43	34
Academic Advising Resource Ctr	1	1
Admissions Outreach	2	1
Admissions Proc & Transf Svc	1	0
African-American Student Affairs	2	1
Automotive Shop	1	1
Auxiliary Housing Facilities Management	2	2
Chase - Academics	1	1
College of Business	2	2
Custodial Serv MC	6	5
Enterprise System Group	3	3
First Year Programs	1	1
Human Resources	2	2
IT - Infrastructure	1	1
Kentucky Campus Compact	4	2
Mail/Distribution Services	1	1
Marketing, Economics & Sports Business	1	1
Men's Basketball	1	0
Physics & Geology	1	0
President's Office	1	0
Public Safety - Field Operations	1	1
Registrar	1	1
Residential Village	1	1
Steely Library	2	2
Student Achievement Center	1	1
Student Financial Assistance	1	1
Student Support Services	1	1
Teacher Education	1	1
Primarily Instruction	34	29
Accounting, Finance & Business Law	1	1
Business Informatics	1	1

Chase - Instruction	5	4
Chemistry	1	1
Communication	2	1
Construction Management	1	1
Counseling, Social Work and Leadership	4	3
English	1	0
History & Geography	4	4
Kinesiology and Health	1	1
Learning Assistance Programs	1	1
Management	2	2
Nursing	3	3
Physics & Geology	1	1
Political Science & Criminal Justice	1	0
Sociology, Anthropology, Philosophy	1	1
Supplemental Instruction	1	1
Teacher Education	1	1
Theatre & Dance	2	2
Hispanic/Latino	20	18
Executive/Admin/Managerial	2	1
Student Affairs	1	0
Upward Bound	1	1
Other Staff	9	9
Admissions Outreach	1	1
Campus Recreation	1	1
Curriculum, Accred & Assess	1	1
HVAC/General Maint	1	1
IT - Information Technology-Central	1	1
Kentucky Center for Mathematics	1	1
Latino Student Affairs	1	1
Parking Services	1	1
Public Safety - Field Operations	1	1
Primarily Instruction	9	8
Biological Sciences	1	1
Chase - Instruction	1	1
Chemistry	1	1
Learning Assistance Programs	1	1
Music	2	2
Physics & Geology	1	0
World Languages & Literatures	2	2
Two or More Races	13	8
Other Staff	7	5
African-American Student Affairs	1	0
College of Arts & Sciences	1	1
Counseling, Social Work and Leadership	1	1

IT - Customer Systems	1	0
IT - Planning & Development	1	1
Residential Village	1	1
Student Financial Assistance	1	1
Primarily Instruction	6	3
Computer Science	1	1
Counseling, Social Work and Leadership	1	1
Management	1	0
Music	1	0
Nursing	1	0
Teacher Education	1	1
Grand Total	115	94