



Diversity Plan

Second Year Self-Assessment

REPORT TO THE KENTUCKY COUNCIL
ON POSTSECONDARY EDUCATION

NOVEMBER 6, 2013

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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. The university also developed a Diversity Implementation Plan for 2011-13 with strategies identified for focused attention over the first two years of the plan. A responsibility matrix was designed to ensure that divisions of the university collaborate during the biennium on these strategies and are held accountable for their efforts.

The NKU Diversity Implementation Plan addresses the 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.

In developing its diversity plan, Northern Kentucky University examined the minority population of its designated 8-county service region in Kentucky. The 2010 Census data shows that the institution's 8-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 35% in three years, and graduate enrollment for underrepresented minorities has grown 20%. Over the past three years, the six-year graduation rate for African-American students has more than doubled, and the six-year graduation rate for Latino students has nearly tripled. The number of undergraduate degrees conferred to underrepresented minorities, including STEM+H degrees, has increased substantially in three years. 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 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. The number of underrepresented minorities employed in managerial positions remained constant in 2012, while the number of underrepresented minorities among other full-time staff members increased from 44 to 52 between 2011 and 2012. The total number of underrepresented minorities in full-time faculty positions increased by one from 2011 to 2012; however, the number of full-time faculty who are African-American, Latino, or two or more races in 2012 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.

Efforts at improving workforce diversity and campus climate include a qualitative study of African-American faculty members who have left the institution to ascertain reasons for their departures and to determine effective means to retain them. In addition, colleges on campus are establishing diversity committees to help direct activities in support of reaching our institutional goals, and various departments on campus are creating mentoring programs designed to help new faculty acclimate to the region and the campus. Further, a training module on diversity has been developed and is incorporated into faculty and staff orientation sessions and presented as standalone sessions. These renewed and improved efforts will continue to guide the university in making progress in its workforce diversity.

NKU is dedicated to achieving its goals as expressed in the Diversity Plan. The Diversity Dashboard was incorporated into the university's *Points of Focus: 2012-14 Integrated Strategic Plan* as affirmation of the institution's desire and commitment to its Diversity Plan. The institution's Executive Dashboard includes performance metrics and targets for reducing the graduation rate gaps for underrepresented minority students, underprepared students, and low income students. Measures are monitored annually, and results are made public on our website. The university has also worked to develop a new strategic plan that will be presented to the Board of Regents in November 2013. The new strategic plan will include objectives and strategies that support our Diversity Plan and that will ensure inclusive excellence throughout our campus. These efforts demonstrate clear examples of the role of the diversity plan in support of and in relation to the university's strategic plan.

For 2013-14, President Mearns has established a position, Senior Advisor to the President for Inclusive Excellence, which will report directly to the President and will serve as an institutional change agent to champion diversity and inclusion. The Senior Advisor will chair the President's Campus Climate Team and will lead campus conversations to develop a deeper understanding of diversity throughout the university campus. The Senior Advisor will work collaboratively with campus leadership and faculty to explore

innovative opportunities to infuse diversity and inclusion across campus and to guide the campus to include diversity at the highest level of institutional importance. Efforts of the Senior Advisor, the Campus Climate Team, and the Faculty Subcommittee which serves in an advisory capacity to the Campus Climate Team are guiding NKU in making improvements to the campus environment for all diverse students, faculty, and staff.

NKU reaffirms its 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 diverse populations.

STUDENT BODY DIVERSITY

Northern Kentucky University has continued to diversify the student body. The total undergraduate enrollment of African-American students was 815 in the fall of 2012, and the Latino student population numbered 273. Although there appears to be a decrease in the number of African-American students, more students are now selecting to self-identify as two or more races. Combining African-American, Latinos, and those who declare themselves as two or more races, the underrepresented minority population in undergraduate programs increased 6.5% between 2011 and 2012, and it has increased more than 35% in the past three years. In fall 2012, over 9.6% of the undergraduate students were underrepresented minorities, which exceeds the 7.5% representation in the 8-county service region. NKU met and exceeded its target to maintain its higher-than-average representation for African-American and Latino undergraduate students.

Table 1: Undergraduate Enrollment

| CATEGORY | FALL 2009 | FALL 2010 | FALL 2011 | PRELIMINARY FALL 2012 |
|------------------------|------------------|------------------|------------------|----------------------------------|
| African-American/Black | 784 | 857 | 830 | 815 |
| Hispanic/Latino | 164 | 195 | 230 | 273 |
| Two or more races | N/A | 93 | 145 | 195 |
| Total | 948 | 1,145 | 1,205 | 1,283 |

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 2012 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 two students from 2011 to 2012, which is a 20% increase in three 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 | PRELIMINARY FALL 2012 |
|------------------------|------------------|------------------|------------------|----------------------------------|
| African-American/Black | 106 | 104 | 114 | 114 |
| Hispanic/Latino | 26 | 27 | 31 | 33 |
| Two or more races | N/A | 8 | 12 | 12 |
| Total | 132 | 139 | 157 | 159 |

STRATEGIES FOR INCREASING STUDENT BODY DIVERSITY

The NKU 2011-13 Diversity Implementation Plan includes the following strategies for increasing student body diversity. This assessment report identifies efforts made toward the accomplishment of those strategies and additional efforts planned.

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 Scholarships have continued to increase. Most recently the offers rose 45% from fall 2012 (60) to fall 2013 (87). The actual awarded scholarships increased by 39%, from 46 to 64.
- In 2012-13, \$1,057,454 in private contributions was received in support of scholarships.
- There were 29 African-American and Latino students that received private donor scholarships in 2012-13 compared to 22 for 2011-12, an increase of 32%.

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

- The Office of Student Financial Assistance administered, monitored and fully expended \$1.25M in need-based aid in 2012-13. Of the 588 students who received need-based aid, 153 (26%) were identified as minority students.
- The STRIVE Program was expanded in an effort to increase and reach a broader base of diverse students who demonstrate high levels of financial need. Staff members visited STRIVE schools during spring 2013 to offer assistance with the financial aid process and presented financial aid workshops during high school visitation days at NKU. Private scholarship resources are used to support the STRIVE Program.
- In 2012-13, the Office of Latino Programs and Services partnered with various community organizations to promote scholarships and resources to qualified Latinos. One of the many organizations includes the English Language Learning Foundation. In addition, our students applied for and received 17 scholarships from 8 organizations, including the Greater Cincinnati Hispanic Chamber of Commerce, the Hispanic Scholarship Fund, and League of United Latin American Citizens, among others.

1.3 Develop an online college readiness guide in Spanish and English geared towards middle school and high school students and families with modules for academic preparation, financial awareness, career exploration, student expectations, and thriving on a predominately white campus.

- The Multicultural Viewbook was updated in 2012-13. This publication is sent to all multicultural prospects, inquiries, applicants, admits and confirmed students. In addition, the visit letter to parents was translated into Spanish, and the Office of Admissions hosted two Norse Day programs that included a recruitment presentation in Spanish.
- The Latino Programs and Services website has a link to valuable information translated into Spanish (<http://latino.nku.edu/padres.html>).

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

- The online college readiness publication, Go U College Readiness Guide, launched April 2013 (<http://gou.nku.edu/>).
- The CEE hosted 83 business students from Conner High School as part of the Pathway to Financial Success grant from Discover. In October 2012, students visited the NKU campus for a morning of financial fitness, an afternoon learning about business majors, ending the day with a campus tour. In January 2013, the CEE presented a financial literacy program at Boone County Library as part of their “Smart Investing” Financial Industry Regulatory Authority grant.
- Student Achievement Programs and Services partnered with UNV 101 and other courses to assist with financial literacy and college transition for first-year students via Financial Fitness Week. Student Support Services and University Connect and Persist provide additional financial literacy counseling and information as needed.
- Student Achievement Programs and Services repurposed a position in 2013 to provide financial literacy services through direct intervention/advising and proactive outreach and marketing.
- Online financial literacy services were updated in 2013 via the Financial Fitness homepage (<http://sac.nku.edu/financialfitness.html>).

1.5 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.

- During 2011 through 2013, discussions with Gateway and KCTCS led to the development of 25 Academic Pathways (as of September 20, 2013) and the creation of a new dual admission program with Gateway (<http://Gateway2.nku.edu>). Academic advisors and faculty from each campus worked closely to define the appropriate curriculum for the 25 programs.
- Work continues to develop more 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 (who are often members of underrepresented groups) from two-year schools transition into a four-year program in a STEM-related discipline.

- Gateway Community & Technical College has representation on the Northern Kentucky Center for Educator Excellence regional steering committee and is a partner on several Partnership Academy Initiatives. NKU education advisors meet regularly with students enrolled in the Introduction to Education course offered at Gateway to discuss with them the requirements/criteria for admission to an education program.
- Upon evaluation of the effectiveness of visits to Gateway, it was determined that other recruitment mechanisms in addition to visits would be a more beneficial strategy. Thus, the number of actual visits decreased to 17 in 2012-13, and two of the 17 visits included Onsite Admissions programs (students apply for admission and are given an admission decision on the spot).
- Other Gateway and KCTCS transfer recruitment strategies during 2012-13 include:
 - Admissions Office waived the \$40 application fee for all KCTCS applicants.
 - In 2012-13, the Office of Admissions developed a series of personalized emails to send to the list of students who have completed 36 semester hours of college work at KCTCS, encouraging them to apply for admission and promoting the application fee waiver.
 - Two standing committees were established with representatives from NKU and Gateway to guide decision-making and to provide a seamless transition for Gateway students, resulting in: 1) Gateway/NKU Dual Admissions and 2) NKU/Gateway Partnership Building Pathways to Degree Success.
 - Other university representatives are working to increase transfer recruitment from Gateway, such as the Dean of the College of Health Professions who is working with Gateway to discuss ways in which the associate degree and BSN degree programs could collaborate.
- The “Transfer Experience” four-color viewbook was updated in 2012-13. When working with multicultural students, the Multicultural Viewbook is also provided.

1.6 Develop a series of events for prospective African-American and Latino students that address key topics related to student success, such as study skills and time management.

- NKU ROCKS is 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 ROCKS 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 between 50 to 60 first-time, full-time African-American students and tracks students from their first year at NKU to graduation.

- NKU ROCKS Remix was developed for the fall 2013 with a new African-American Programs and Services' ambassador structure that will assist sophomore students with the needed resources in college and prepare them to be future NKU ROCKS mentors.
- The Office of Latino Programs and Services developed the Potluck (Free Food Fridays) program to create community building among the students, faculty, and staff. These social gatherings are effective in attracting a diverse student population and guest speakers. On average, 12 students per week networked with guests and learned about such services as the Learning Assistance Program, co-op and internship opportunities, scholarships, community resources, and current events.
- The Latino Mentoring Program pairs incoming students with an upperclassman who serve in a mentoring role. Participating students have a higher level of engagement, knowledge of campus resources, and transition issues; have personal contact with someone of a similar background/language; and develop personal and educational aspirations. A variety of programs and events develop professional growth, leadership skills, organizational skills, and social responsibility.
- The Office of Latino Programs and Services held an orientation to incoming freshman and transfer Latino students. Participation in the program has grown and a second day was added to the orientation, with Latino students arriving early and being provided a housing option.
- The Office of Latino Programs and Services partnered with Profesora Irene Encarnacion of World Languages and Literatures and the Honors Program to conduct a writing workshop on October 17, 2012, with 17 students in attendance.
- On April 13, 2013, a Latino Student Leadership Workshop provided customized leadership training to the growing Latino student population. Fifteen students participated and covered topics such as academic achievement, leadership development, effective communication skills, and community outreach/service learning. Among the presenters were Sara Short from TQL and Rebecca Jetter from P&G.
- NKU students attended the U.S. Hispanic Leadership Institute Conference in Chicago February 14-17, 2013. This annual conference helps students to learn about current issues facing Latinos, meet students from the across the U.S., and build self-awareness and valuable leadership skills. Participants gain valuable insight and become ambassadors and leaders within their own organizations.

- Celebrating National Hispanic Heritage Month during September, the Office of Latino Programs and Services served over 3,000 students, faculty, and community members through sponsorship or co-sponsorship of 51 internal and external events that promoted Latino culture and issues.
- Three Latino College Student Organizations had four college fairs, during which the Office of Latino Programs and Services presented information to approximately 380 prospective students.
- NKU houses three federal TRIO programs: Student Support Services, Educational Talent Search, and Upward Bound. In addition, NKU houses Learning Experience and Parenting, a 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.

- Strong efforts have continued regarding transfer recruitments, with 5 visits (2011-12) and 6 visits (2012-13) conducted at Jefferson Community College and Bluegrass Technical and Community Colleges.
- Scholarships have been developed specifically for qualified community college transfers from Gateway and Cincinnati State. 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 2012, 36 students were offered the KCTCS scholarship, 20 of which were transfers from Gateway. The total number of Transfer Award recipients for fall 2012 was 228, of which 81 were new transfer students.
- The Office of Admissions hosted the Lincoln Foundation: Whitney Young Scholars program (rising high school sophomores) in the summer of 2013 for an academic enrichment two-week, on-campus experience. Twenty-three students attended.
- The Office of Admissions hosted the 4th Annual Multicultural Leadership Program for rising high school seniors, with 36 students attending the overnight program in spring 2013.
- The Office of Admissions hosted the Multicultural Law Academy in collaboration with the Chase College of Law, with 8 students attending in spring 2013.
- The Office of Admissions hosted the 1st Annual Latino College Fair with 128 high school students attending in fall 2012, and the program was offered again on October 3, 2013.
- The Office of Admissions created the Project FOCUS initiative in 2012-13 as a pilot program offered at Holmes High School. NKU staff participated in meeting with students to provide instruction and materials on understanding the college planning process, financing your education, leadership-career exploration, campus life and ACT support/tips.

- The Office of Admissions developed partnerships with Minority Recruit to assist with cultivating multicultural recruitment leads. We hosted two visit programs in 2012-13 for 120 students.
- The Office of Admissions continues to develop Outreach Partnerships to connect with multicultural families: Bowels Center for Diversity Outreach (Kentucky), Centro de Amistad (Kentucky), African American Churches (Kentucky/Cincinnati), YMCA Black and Latino Achievers Program (Cincinnati, Lexington, Louisville), Lincoln Foundation (Louisville), Covington Partners, (northern Kentucky), Cincinnati Youth Collaborative (Cincinnati), LULAC, Su Casa Hispanic Center (Cincinnati).
- Multicultural staff from the Office of Admissions attended the following professional development opportunities: Southern Association of Collegiate Registrar and Admission Officers (2013); Kentucky Association of Collegiate Registrar and Admissions Officers and presented a professional presentation titled African American and Latino/Hispanic Student Recruitment Initiatives at The Symposium on the Recruitment and Retention of Student of Color (2012); Kentucky Association of Blacks in Higher Education (KABHE-2013); and U.S. Hispanic Leadership Institute (2013).
- The Haile/US Bank College of Business' Entrepreneurship Institute (EI) hosted the Entrepreneurship High School Challenge. EI works with several schools in the urban core, including Dayton High School, Holmes High School, and Woodward High School in Cincinnati, to ensure the program has a diverse mix of urban, suburban and rural high schools.
- Chase College of Law expanded its admissions program by hiring a 2011 Chase graduate of color to serve as the diversity recruiter for the 2012-13 academic year. Efforts were targeted to expand the diversity pool by attending recruiting fairs at colleges where there is a greater likelihood of meeting with diverse students. As a result, contact information for more than 80 students who were not already in our prospect database was added. After visits, the recruiter also sent a follow-up email to each of the students with whom she spoke, encouraging them to contact the Office of Admissions with any questions and including information about Chase requested by the students.
- In fall 2012, representatives from the College of Health Professions attended the Greater Cincinnati Health Career Expo (1,500 high school students from Cincinnati high schools attend). Woodward Technical High School "Gear UP" students spent the morning in the DON classrooms and SIM lab. In spring 2013, College of Health Professions representatives attended a Health Opportunities Workshop which was targeted at HS juniors and seniors from the rural counties around Morehead.
- The EMPOWER Program, a program designed to introduce urban and at-risk youth to African American artistry in jazz and blues, was initiated in 2011 with two high school music programs that

serve a diverse population of urban and at risk youth. The annual blues festival had students from both schools performing alongside students in jazz performing groups at NKU. The program encourages urban and at risk youth to pursue careers in music. Preliminary results include an increase in involvement in a music program, positive comments from parents of students attending the festival, and an increase in attendance by students to sponsored events. A new jazz program is currently being organized at the second school involved in the EMPOWER Program.

- The Center for Integrative Natural Science and Mathematics continued to support the English Language Learners (ELL) Fun with Science Camp. The Fun with Science Camp for ELL recruits students from the Greater Cincinnati/Northern Kentucky area schools through the English as a Second Language teachers and community partners such as Centro de Amistad, Su Casa and the YMCA Black and Latino Achievers.
- The NKU Honors Program signed an articulation agreement with the Honors Program at Cincinnati State.
- The College of Informatics financially sponsored the Black Data Processor Association group of Cincinnati. College faculty participate in the group's monthly meetings.
- The College of Informatics offered summer camps in Journalism, Mobile Development, and Software Development. The camps are offered at no cost or low cost to encourage participation from low-income students and to encourage more female participation in technology fields, and the camp offers no cost on-campus housing to increase participation from low-income students. The Department of Business Informatics runs a summer web camp for middle school students at Newport Middle School, a low income school, at no cost to students.
- The number of international students at NKU has grown significantly in recent years, and in particular, the number of Muslim students has increased. For example, in 2012-13, 353 students from Saudi Arabia were enrolled at NKU. To meet the needs of these students, the university provides a space of about 700 square feet that is used for daily prayer.
- The Office of International Students and Scholars was relocated from the 4th floor to the 3rd floor of the University Center, moving the office closer to other offices in the Student Success Center.
- The university continued to improve physical accessibility on campus. Recent examples include the re-construction of the south section of the Central Plaza, which simplified movement for disabled persons in this circulation area; renovation of several restrooms; installation of new sidewalks; installation of fluorescent edge stripping on steps to increase visibility for egress in the Bank of Kentucky Center; and installation of new automatic door openers on various exterior doors.

- During summer 2013, fire alarm strobes were temporarily installed inside two rooms in Commonwealth Hall to accommodate hearing impaired students attending orientation.
- Policy and procedures were developed for assisting persons in wheelchairs during a fire alarm event in University Suites. Staff members were also educated on procedures for assisting persons in wheel chairs during fire alarm events in buildings on campus.
- During 2012-13, the School-Based Scholars dual credit program worked collaboratively with the Northern Kentucky superintendents to enhance the program. New offerings were made available in the fall 2013, and efforts have been made to reduce the tuition to enhance accessibility. In addition, efforts are underway to offer combined courses for those schools that do not have enough interest individually to offer a course, which include some of the smaller schools that enroll large numbers of low-income and minority students.

STUDENT SUCCESS

Data from the annual Program Eligibility report from CPE shows that the total number of African-American and Latino students retained from the first year to the second year increased from 129 to 191 between 2010 and 2011. Preliminary Program Eligibility data for 2012 shows 162 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 2010 to 2011, and although no increase was shown for 2012, the number of underrepresented minorities retained for first to second year increased by 38 students over the past three years.

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

| CATEGORY | RETAINED 2009 | RETAINED 2010 | RETAINED 2011 | PRELIMINARY RETAINED 2012 |
|------------------------|--------------------------|--------------------------|--------------------------|------------------------------------------|
| African-American/Black | 97 of 163 | 103 of 168 | 145 of 229 | 94 of 174 |
| Hispanic/Latino | 27 of 40 | 26 of 33 | 36 of 48 | 32 of 57 |
| Two or more races | | | 10 of 23 | 36 of 56 |
| Total | 124 of 203 | 129 of 201 | 191 of 300 | 162 of 287 |

Preliminary Program Eligibility data for 2012 shows 111 African-American students, Latino students, and students who self-declare as two or more races were retained from second year to third year. 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 | PRELIMINARY RETAINED 2012 |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| African-American/Black | 56 of 104 | 61 of 115 | 55 of 122 | 81 of 130 |
| Hispanic/Latino | 10 of 25 | 18 of 32 | 17 of 38 | 22 of 35 |
| Two or more races | | | | 8 of 10 |
| Total | 66 of 129 | 79 of 147 | 72 of 160 | 111 of 175 |

The six-year graduation rates for underrepresented minorities at NKU have more than doubled in the past three years. 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 has increased from 11% to

25% between 2009 and 2012. Similarly, the six-year graduation rate for Latino students increased from 13% in 2009 to 32% in 2011, and it increased again to 36% in 2012. 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 | PRELIMINARY 2012 |
|------------------------|-------------|-------------|-------------|-----------------------------|
| African-American/Black | 11.0% | 29.7% | 31.9% | 24.8% |
| Hispanic/Latino | 13.3% | 16.7% | 31.6% | 35.7% |

The six-year graduation rate gaps for underrepresented minorities at NKU significantly decreased from 2009 to 2011. The six-year graduation rate gap for African-American students declined from 22% to 6% in 2011; however, the graduation rate gap increased again to 13% in 2012. The increase in the gap for the latest year was due to both a decrease in the graduation rate of African-American students and an increase in the graduation rate of white, non-Hispanic and Asian students. The six-year graduation rate gap for Latino students has decline in three years from 19.9% to 2.5% in 2012. NKU has met the 2015 target for reduction in the graduation rate gap for underrepresented minorities, as identified in the institution’s performance scorecard for the state’s strategic agenda.

Table 6: Undergraduate Student Six-year Graduation Rate Gaps

| CATEGORY | 2009 | 2010 | 2011 | PRELIMINARY 2012 |
|------------------------|-------------|-------------|-------------|-----------------------------|
| African-American/Black | -22.2 | -4.8 | -5.6 | -13.4 |
| Hispanic/Latino | -19.9 | -17.8 | -5.9 | -2.5 |

The number of underrepresented minorities receiving a baccalaureate degree at NKU has increased over the past three years. Bachelor’s degrees conferred to African-American students increased from 91 students in 2009-10 to 98 in 2012-13. The number of degrees conferred to Latino students increased from 18 to 23 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 130 between 2009-10 and 2012-13, an increase of 19%. 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 7: Baccalaureate Degrees Conferred

| CATEGORY | 2009-2010 | 2010-2011 | 2011-2012 | PRELIMINARY 2012-2013 |
|------------------------|-----------|-----------|-----------|--------------------------|
| African-American/Black | 91 | 90 | 98 | 98 |
| Hispanic/Latino | 18 | 25 | 19 | 23 |
| Two or more races | N/A | 5 | 18 | 9 |
| Total | 109 | 120 | 135 | 130 |

The number of STEM+H undergraduate degrees awarded to underrepresented minority students increased from 20 in 2010-11 to 25 in 2012-13.

Table 8: Undergraduate Student Degrees: STEM+H

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

The number of underrepresented minority undergraduate students who transferred from KCTCS to Northern Kentucky University declined from 53 to 40 between 2010-11 and 2011-12, then increase to 52 in 2012-13. The university continues to work with providing more information to potential transfer students in order to make improvements.

Table 9: Undergraduate Student Transfer from KCTCS to Northern Kentucky University

| CATEGORY | 2010-2011 | 2011-2012 | PRELIMINARY 2012-2013 |
|------------------------|-----------|-----------|--------------------------|
| African-American/Black | 43 | 27 | 28 |
| Hispanic/Latino | 8 | 7 | 15 |
| Two or more races | 2 | 6 | 9 |
| Total | 53 | 40 | 52 |

STRATEGIES FOR INCREASING STUDENT SUCCESS AMONG DIVERSE POPULATIONS

The NKU 2011-13 Diversity Implementation Plan includes the following enumerated strategies for increasing student success among diverse populations. This assessment report identifies efforts made toward the accomplishment of those strategies and additional efforts planned.

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.

- Institutional level goals to improve diversity and student success were identified in the university's *Points of Focus: 2012-14 Integrated Strategic Plan*. The plan includes specific strategies to close the achievement gaps for underrepresented minorities. In addition, the Diversity Dashboard with metrics and targets were included in the plan.
- All units within the university are asked to incorporate diversity objectives into their unit plans. Over 55 offices and departments reported on activities during 2012-13 that linked to strategies within the Diversity Plan.
- During 2012-13, NKU began the process to develop a new strategic plan that will carry the institution forward to its 50th anniversary in 2018. Preliminary drafts of the 2013-18 plan include institutional objectives and strategies in support of the Diversity Plan.
- All co-curricular programs support diversity and attempt to track student success, when possible. For example, Campus Recreation staff attended at least one diversity/multi-cultural programming on campus and shared their experiences at team meetings. These activities included: International Studies Program, MLK Jr. Celebration, Kick-off Event Black History Month, Hispanic Heritage Month events, and Safe Space Training. In addition, Campus Recreation co-sponsored a number of diversity events, including Zumba on Plaza with Latino Programs and Services, whiffle ball all-star tribute to Negro league baseball with African-American Programs and Services, Ujima Awards Celebration, Latino Student Affairs Awards Celebration, and the Wheelchair Basketball Special Event.
- The Marketing and Communication Office purchased selected advertising with key minority-focused media vehicles including local radio and cable television opportunities. They also produced a publication for the Northern Kentucky/Greater Cincinnati Latino community and sponsored local diversity initiatives geared toward local grade school students. The office also partnered with the NAACP on awards ceremonies and recognition events. Press releases promoted minority-focused events (such as a hate crime documentary produced by a NKU faculty member). The office ensures

that diversity (photography and content) is incorporated into marketing recruitment materials and that the NKU website presents an accurate reflection of diversity on campus via pages and photos.

- The police department set a goal of building a trusting relationship between minority groups and the university police by attending events and making presentations to groups on various topics, such as the Introduction to the NKU Police, Alcohol and Drug presentation to African American Programs and Services and Latino Programs and Services, and the Active Shooter Response Training.
- The College of Arts and Sciences developed a college-wide diversity plan in response to the university's diversity plan, and its individual departments placed a focused effort to better articulate, emphasize, advertise, and implement commitment to that value.

2.2 Identify and strengthen support services that help students.

- The office of Latino Programs and Services sponsored the month-long celebration of Hispanic people and culture, adding new events and programming each year, as well as inviting keynote speakers to NKU to celebrate, entertain, and discuss social issues and cultural awareness.
- The office of Latino Student Affairs celebrated and honored Latino students' accomplishments, including students with the highest GPA within each college, volunteerism, Latino(a) of the Year, and the Mentor and Mentee of the Year.
- An MLK commemoration week honored the life and legacy of Dr. Martin Luther King, Jr. Programs served both an educational and an inspirational outlet through speakers, university-wide service projects, poetry, art showcase, and musical performances to honor Dr. King.
- Ujima – meaning collective work and responsibility in Kiswahili – is an annual celebration of diligent work and commitment to the African-American community at NKU. Sponsored by African American Programs and Services and the Black Faculty and Staff Association, this event held on April 17, 2013, honored 15 faculty, staff, and students, four of which were awarded scholarships. The ceremony/banquet, attended by over 200 faculty, staff, administrators, students, and community members each year, also serves as an opportunity to honor African-American high school students who have been awarded a scholarship to attend NKU for the following school year.
- Sherehe provides African-American graduates at NKU with an African-centered recognition honoring their achievement among a community of family, peers, friends, and faculty/staff at NKU. Sherehe allows African-American graduates to publicly acknowledge those who have assisted and encouraged them throughout their academic journey. The number of students recognized at each Sherehe varies based on the number of graduates each fall and spring semesters.

- Latino Programs and Services partnered with Campus Recreation to take six students to Mexico City's YMCA University during spring break, March 11-16, 2013.
- The new Office of LGBTQ Programs and Services was approved by the Board of Regents in July 2013, and the director was hired in September 2013. The office provides programming, outreach, and support for LGBTQ and Allied students, faculty, and staff. Though the Office is new, it builds upon years of support and programming NKU has provided to LGBTQ members.
- A Veterans Resource Station was created in 2012-13 to serve the needs of NKU's veteran students. The Veterans Resource Station is a newly renovated space on the first floor of the University Center with room used by veterans for study, gathering, meetings and other purposes.

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

- NKU hosted the Allied Zone Training campaign which trains students, staff, administrators, and faculty to be allies for members of the lesbian, gay, bisexual, and transgender community on campus (<http://safe.nku.edu/allied-zone.html>).
- College and departmental diversity committees offer various topics and trainings. For example, the Communication Department's Diversity Committee included "culturally responsive teaching" as the topic of discussion at a department brown bag lunch on October 1, 2012.
- The COEHS has a college-wide, faculty/staff standing committee titled "Diversity Committee" that is responsible for providing experiences and seminars to increase diversity in all its dimensions—e.g., speakers, film, outreach, recruitment, and retention.
- Learning Assistance Programs hired a faculty member with extensive international experience to teach developmental courses.
- The Distinguished Scholar Series included the following in 2012-13 and fall 2013:
 - Yong Zhao – (October 4, 2012) – In this presentation, Dr. Yong Zhao challenged the traditional paradigm, debunked the myth of international tests such as PISA and TIMSS, and proposed a new paradigm of education aimed to cultivate diverse, creative, and entrepreneurial talents in schools.
 - Courtland Lee – (March 19, 2013) – Dr. Lee addressed issues such as the psychosocial development of African American males; process and outcome in cross-cultural counseling; and resiliency and coping process of urban adolescents.
 - Rachel Lloyd – (October 3, 2013) – Rachel Lloyd addressed issues related to the sexual exploitation and trafficking of children. Her presentation offered information and suggestions to those in the helping professions to work with this segment of the population.

- Bettina Love (October 22, 2013) - Bettina Love modeled culturally-relevant pedagogy with a group of upper-elementary school students and hosted a roundtable discussion with educators focused on social justice community issues with youth. Bettina also gave a keynote address at the National Underground Railroad Freedom Center titled “Education, Social Justice, & the Sociopolitical Lives of Youth.”
- College of Health Professions fully integrated into the curriculum by the beginning of the 2012-13 academic year all recommendations made by Dr. Josepha Campinha Bacote concerning a culturally conscious model of health care.

2.4 Evaluate all available best practice strategies that support the success for African-American students (e.g. LSA, AASA, other schools, national standards) and determine how they can apply to African-American students at NKU.

- The Haile/US Bank College of Business sponsored the National Association of Black Accountants (NABA) Chapter at NKU. A total of seven students and the faculty advisor traveled to regional and national conferences during 2012-13 in Detroit, Michigan and Nashville, Tennessee. The NABA conferences provide minority students with networking and interviewing opportunities. By attending the conferences, students have secured summer internships with companies such as Deloitte, Pricewaterhousecoopers and JP Morgan. In addition, students have been interviewed for full-time positions upon graduation with companies such as Deloitte, Dow Chemical, All State Insurance, Wells Fargo, JP Morgan, Cargill, Ernst & Young, Pricewaterhousecoopers, Morgan Stanley, KMPG, Progressive Insurance and Toyota Boshoku.
- The Haile/US Bank College of Business Summer INKUBATOR was created to increase the competitive advantage for NKU students by providing education, mentoring, financing, facilities, and other related resources necessary for a successful entrepreneurial startup process. Highlights include two African American students and six women graduating from the program, and scholarships totaling more than \$13,000 have been given to students across campus.
- The Department of History and Geography has engaged a professional advisor and a Freshman Specialist to focus outreach efforts toward at-risk students from all demographic backgrounds. In only one semester, seven History majors moved from the “at-risk” classification to “good standing.”
- In the Department of Music, full time faculty regularly mentor African American students interested in studying jazz at the university level. Three additional African American students are currently enrolled this academic year. Also, student diversity in performing ensembles has increased by over 40% as a direct result of faculty mentoring as well as diverse musical offerings. When these

ensembles perform several times per year in the community and on campus, the visibility of an increasingly diverse population resonates with other students, faculty, and community.

2.5 Conduct Academic Readiness workshops to address the lack of preparation of many students; extend personal interventions to African-American and Latino students.

- A new program was developed during 2012-13 and implemented in fall 2013 that provides a multitude of support services, including workshops, for those undergraduate students admitted into the university with two or more academic deficiencies. This program provides a launching pad for success at NKU and includes: a customized academic success plan, scheduled study time, interactive workshops, four academic advising appointments, required enrollment in UNV 101-orientation to college class, and the creation of a student success network.
- The Department of Accounting, Finance and Business Law launched an experimental intervention plan in spring 2013 to curb student failure rates in ACC 200. The intervention plan involves two phases: testing and supplemental instruction. The first intervention plan was successful in lowering the number of students who withdrew from the course and also improved the overall grades.
- UNV 101 offers sections specifically designed for African-American students, Latino students, and international students. The standard UNV 101 curriculum includes a unit on appreciating diversity. Students are also encouraged to attend campus events highlighting different cultures.
- The NKCEE provided extensive outreach efforts that address diversity. For example, school counseling's work with Dayton High School involves closing the achievement gap by implementing programs that increase equitable educational access for students across diversity spectrums (i.e., low income, gender, caregiver status, etc.). This work strives to close the gap between math and reading scores at Dayton High School while increasing the rate of students achieving college readiness.
- NKCEE worked with high school mathematics teachers to develop transitional courses for students who do not score at benchmark on ACT and introduced KYOTE resources (free online textbook, worksheets, and practice exams) to promote academic preparedness for college mathematics. NKCEE also worked 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 gaps, increasing attendance, and decreasing behavioral referrals.
- NKCEE hosted a School Counselor Partnership Academy to promote college readiness in the high schools in April 2013. Bob McDermott of KHEAA provided resources and information for the

counselors to share with students and families. April Roberts-Traywick of the Prichard Committee serves on the Advisory Council and shares resources and promotes collaboration with parents.

- Students in education programs document experience working effectively with students of various race/ethnic groups, students from differing socio-economic backgrounds, students with special learning needs, and students who are English language learners. The graduate counseling, social work, and athletic training programs have similar requirements to meet accreditation requirements.
- Steely Library offered library instruction sessions with students who speak English as a second language. The staff conducted a workshop on September 13, 2012 for 30 international students on storytelling tips for student teachers and developed a “Top 10 Steely Tips for International Students” handout.
- NKU ROCKS is a program proven to assist first-year African-American students with their academic and social adjustment to NKU. The program assists participants with acclimation and adjustment to college, tracking students from their first year at NKU to graduation. The 2012-13 freshman NKU ROCKS group has been retained at a rate of 75% (47 of 62) for fall 2013.

2.6 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.

- Initiatives and programs that directly support students’ financial challenges include Early Alert and Student Support Services. Student Achievement Programs and Services works collaboratively with the Office of Financial Assistance to coordinate allocation of grant and scholarship funds.
- The Office of Student Financial Assistance conducted FAFSA completion workshops in the spring. In addition, the Office partnered with African American Programs and Services and Latino Programs and Services to promote financial literacy programs; the director served on the Multicultural Leadership Alliance; the director presented a financial literacy/financial aid workshop at the annual Multicultural Leadership Conference; staff presented financial aid fitness workshops in UNV 101 classes; staff presented a financial aid workshop at the Multicultural reception during Black & Gold Days; staff presented financial aid workshops at NKU ROCKS; staff presented financial aid workshops at Latino Student Orientation; and the director served on the university’s Financial Literacy Team.

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

- In addition to the increase in institutional scholarships discussed earlier, other scholarship opportunities include two NSF grants, college scholarships and departmental efforts.

- Focus on Occupations, Recruiting, Community and Engagement (FORCE) is a NSF grant that includes a paid research experience to students with no previous paid or for-credit research experience. FORCE targets students less likely historically to succeed in STEM disciplines, including African American and Latino students.
- Project SOAR (NSF-funded scholarship grant) is a collaborative among five academic departments and aims to graduate financially needy, academically talented students. Active recruitment of African American and Latino students is a priority. Faculty involvement includes mentoring, additional advising support, and participation in events that promote a sense of community.
- Scholarship selection committees within the Department of Physics and Geology are given access to a database that includes applicant diversity factors, when available. The department has adopted the practice that if two applicants are of equal merit, but one is from an under-representative group in a discipline, then the student from that group will be offered the scholarship.
- NOYCE Scholarship is available to students with a declared major in mathematics interested in teaching secondary mathematics in “high-need” school districts. While a student need not be part of an underrepresented group to receive the scholarship, the recipient’s service to high need schools will directly impact the minority and low-income students attending these schools.
- Minority Education Recruitment and Retention Scholarships are state funds to assist designated minority and underrepresented populations students to pursue a career in education.
- COEHS offers several scholarships with preference given to diverse students: single parents who are residents of Kentucky and a student of color majoring in social work. The amount of the scholarships varies.
- The Haile/US Bank College of Business awarded two diversity-related scholarships for 2012-13: (1) The PNC Diversity Scholarship which provides financial support to minority men and women pursuing a degree in the College of Business at NKU, and (2) Juanita Werling Scholarship which funds an annual scholarship of \$1,500 to College of Business majors, with preference to a female student who best demonstrates the qualities of a strong work ethic.
- The Sadie and Charles Brown Honorary Scholarship was established in 2013 by Toyota to honor Sadie and Charles Brown’s commitment to education and to NKU. This endowed scholarship supports non-traditional students pursuing a degree in the College of Business and was awarded for the first time in 2013 to two non-traditional female students.

- Chase College of Law awarded 43 Harlan Diversity awards to minority candidates with an average award amount of approximately \$17,500. Ten scholars were Kentucky residents with an average award amount of \$10,500 and 33 were non-residents with an average award amount of \$20,000.
- Chase College of Law 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. The KLEO program is modeled on the national Council on Legal Education Opportunity program and consists of a two-week summer pre-law workshop and scholarship support. Each of the three Kentucky law schools is eligible to send five entering students who met the diversity criteria and who are residents of Kentucky. Each of the law schools also agrees to provide five \$5,000 one-year scholarships to entering diversity students. Chase has expanded its support beyond the required amounts and provides each of the students a \$5,000 per year scholarship for a total commitment of \$15,000 per full-time student and \$20,000 per part-time student.

2.8 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 is the primary contact for reporting a campus incident or information 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 mechanisms for reporting at new student orientation.
- NKU's philosophy and expectations related to non-discrimination, harassment and sexual harassment are outlined in policies and procedures and are included in the Faculty Handbook and Staff Policies and Procedures Manual. Also, employees are instructed that they may report any racially motivated incidents to their immediate supervisor, department head, Legal Department, Human Resources, or other university official. Human Resources hired an ADA Coordinator in 2013 to assist with ADA, AA/EEO, Diversity and Employee Relations issues.
- The police department follows written departmental policy regarding how racially motivated incidents are reported. These policies have been reviewed and have received accreditation through the Kentucky Association of Chiefs of Police.
- The police department reports racially motivated incidents mandated by the Clery Act/Minger Act, Campus Security Act, and the FBI Uniform Crime Report.

- Community members can report racially motivated incidents through the website, either anonymously or with contact information, or through an iNKU App called “Alert the Norse,” a non-emergency tip line. Both communications go directly to the Chief of Police who is the only person with access to the reports. If warranted, reports are forwarded to the appropriate person.

2.9 Strengthen diversity education for students by creating a strong one-week diversity curriculum that is implemented in all University 101 courses and provide other opportunities within the curriculum for diversity education.

- A diversity module was implemented into the UNV 101 curriculum effective fall 2012.
- Diversity is an important consideration when choosing the Book Connection selection. In 2012-13, ‘The Other Wes Moore,’ a story of two African American males who grow up in Baltimore with the same name but very different life outcomes, was selected.
- In both fall 2012 and spring 2013, as part of service-learning projects, students volunteered for on and off-campus events geared towards the Hispanic community, including events planned by Latino Affairs (Hispanic Fest—September 7 and 8, 2012, Children's Day at the Cincinnati Zoo—April 27, 2013, and the Latino student/first year mentoring program—AY 2012-13), evening ESL classes hosted by Santa Maria Community Services, and bilingual conversation hour at Su Casa. In spring 2013, students participated in the Mayerson Student Philanthropy Project. The class voted to give two awards, in the amount of \$1,000 each, to STOP AIDS Cincinnati and Santa Maria Community Services.
- A special topics course, entitled Educational Disadvantages in the Community, was created. The course explores the meaning of “disadvantaged” from an interdisciplinary perspective.
- In spring 2013, members of Phi Sigma Iota, the foreign language honor society, participated in several service projects involving the Hispanic community, Children's Day at the Cincinnati Zoo (April 27, 2013) and Family Night at the Brighton Center on May 2, as part of the Scripps Howard Center's Project 505.
- Sociologist Nicole Grant takes (on average) a dozen students each year to Indian reservations (Pine Ridge and other places). This is a major initiative as Kiksuya (First Nation) students do all the fundraising for these trips, which promote an understanding and exploration of diversity, as well as hands on student immersion within Native American cultures.
- In the 2013 spring semester, anthropologist Charlotte Neely hosted and organized the NKU Native American Studies Lecture series and the Annual Anthropology Careers Day.

- Judy Voelker directs the Anthropology Museum and coordinates and hosts a wide range of events each year that promote cultural diversity and an understanding of cross-cultural differences; these events involve students, faculty, staff and the public in the Greater Cincinnati Area.
- Saturday Program for Access to Rewarding Knowledge (SPARK) began in spring 2013 and is a three-semester outreach program, where NKU students and faculty serve as mentors to students at area schools with higher proportions of disadvantaged students.

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 2012, the number of African-American and Latino managerial staff (SOC code 11) remained constant compared to the number of underrepresented minorities employed in EAM positions in fall 2011. NKU continues to work toward improving the number of underrepresented minority staff in managerial occupations.

Table 10: Full-time Managerial Staff (SOC Code 11) Diversity

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

The number of faculty who are African-American, Latino, or two or more races increased from 33 in 2011-12 to 34 in 2012-13. NKU continues to work toward increasing the number of underrepresented minority faculty.

Table 11: Full-time Faculty Diversity

| CATEGORY | FALL 2009 | FALL 2010 | FALL 2011 | PRELIMINARY FALL 2012 |
|------------------------|-----------|-----------|-----------|--------------------------|
| African-American/Black | 32 | 28 | 24 | 25 |
| Hispanic/Latino | 9 | 6 | 5 | 7 |
| Two or more races | N/A | 3 | 4 | 2 |
| Total | 41 | 37 | 33 | 34 |

With the federal change in employee classifications, there are no categories in the SOC system for what was previously noted as professional staff. Employees in professional positions (excluding managerial occupations and faculty) are scattered throughout the SOC system. Therefore, higher education institutions can no longer report information about professional staff as a discrete category. For this assessment report,

NKU has provided the total for all full-time staff, exclusive of employees in SOC 11 and faculty who have been reported in Tables 10 and 11 above. In the fall of 2012, NKU employed 38 African-Americans, eight Latinos, and six employees who have self-reported as two or more races. NKU continues to work on increasing the number of underrepresented minorities in all employee categories.

Table 12: Full-time Staff Diversity (2009 to 2011 excludes EAM and Faculty; 2012 excludes SOC 11 and Faculty)

| CATEGORY | FALL 2009 | FALL 2010 | FALL 2011 | PRELIMINARY FALL 2012 |
|------------------------|------------------|------------------|------------------|----------------------------------|
| African-American/Black | 40 | 40 | 35 | 38 |
| Hispanic/Latino | 10 | 6 | 5 | 8 |
| Two or more races | N/A | 4 | 4 | 6 |
| Total | 50 | 50 | 44 | 52 |

The total number of full-time, tenured faculty who are African-American or Latino remained at 14 in 2012-13. NKU continues to work to improve the number of African-American and Latino faculty members who are tenured.

Table 13: Full-time Tenured Faculty Diversity by Department

| CATEGORY | FALL 2010 | FALL 2011 | PRELIMINARY FALL 2012 |
|----------------------------------------|------------------|------------------|----------------------------------|
| African-American/Black | 13 | 12 | 12 |
| Accounting, Finance & Business Law | 3 | 2 | 1 |
| Chase - Instruction | 1 | 1 | 2 |
| Construction Management | | 1 | 1 |
| Counseling, Social Work and Leadership | 2 | 2 | 2 |
| History & Geography | 2 | 2 | 2 |
| Management | 1 | 1 | 1 |
| Marketing | 1 | | |
| Physics & Geology | 1 | 1 | 1 |
| Political Science & Criminal Justice | 1 | 1 | 1 |
| Theatre & Dance | 1 | 1 | 1 |
| Hispanic/Latino | 3 | 2 | 2 |
| Biological Sciences | 1 | 1 | 1 |
| Chase - Instruction | 1 | | |
| World Languages & Literatures | 1 | 1 | 1 |
| Total | 16 | 14 | 14 |

The total number of underrepresented minorities in full-time and part-time positions who were retained from 2011 to 2012 was 95. NKU continues to work on the retention of underrepresented minorities in all full-time and part-time positions.

Table 14: Workforce Diversity Retention, Full and Part-time, Fall 2011 and Fall 2012

| CATEGORY* | Fall 2011 Count | RETAINED 2011 TO 2012 |
|-------------------------------|-----------------|-----------------------|
| African-American/Black | 74 | 69 |
| Primarily Instruction | 34 | 30 |
| Staff | 36 | 35 |
| Executive/Admin/Managerial | 4 | 4 |
| Hispanic/Latino | 17 | 15 |
| Primarily Instruction | 9 | 7 |
| Staff | 6 | 6 |
| Executive/Admin/Managerial | 2 | 2 |
| Two or More Races | 11 | 9 |
| Primarily Instruction | 7 | 5 |
| Staff | 4 | 4 |
| Executive/Admin/Managerial | N/A | N/A |
| Total | 102 | 93 |

*See appendix table 16 for details by department and classification

None of the members of the Northern Kentucky University Board of Regents were African-American or Latino in 2012-13. However, NKU welcomed Governor Beshear’s appointment, Andra Ward, to the Board in August 2013. Mr. Ward, an African-American, is a 1986 graduate of NKU, and he serves as president and CEO of The Khafre Ward Corporation, specializing in human resource development. A seasoned master facilitator and skilled consultant, Mr. Ward has facilitated sessions on culturally specific workforce talent development for clients across the United States, Canada, Mexico, Europe, South America, and Africa.

Table 15: Board Diversity

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

STRATEGIES FOR INCREASING WORKFORCE DIVERSITY

The NKU 2011-13 Diversity Implementation Plan includes the following enumerated strategies for increasing workforce diversity. This assessment report identifies efforts made toward the accomplishment of those strategies and additional efforts planned.

3.1 Administer an anonymous survey to gather information from tenured and non-tenured faculty on employment practices and make recommendations to improve the process.

- The dean of each college, in conjunction with the department chairs, identified faculty members willing to serve on a Faculty Subcommittee. This subcommittee serves in an advisory capacity to the Campus Climate Team to provide recommendations for policies, processes, and activities that will advance diversity and inclusion throughout the campus. The Faculty Subcommittee began their work during 2012-13 with conversations on the definitions of “diversity” and “inclusion” which will be applicable at NKU. Another significant part of the Faculty Subcommittee’s dialogue focused on where and how diversity and inclusion shall move forward at NKU. In the process of moving diversity and inclusion forward, the subcommittee will conduct the second campus-wide survey. This survey and focus groups, utilizing a mixed methods approach, will examine the relationship between one’s status on campus and the perception of success on campus. In addition, the subcommittee is identifying barriers encountered by non-tenured, African American, Latino(a), and other underrepresented faculty seeking tenure and promotion and creating a formal mentoring program to help keep them on track for tenure or promotion.
- Faculty members now have the ability to use the university’s PeopleAdmin to electronically source, recruit, and fill vacant positions and track related employment documentation for positions. Members of Human Resources and faculty are assigned the role to assist faculty and staff managers and search committees on recruiting/hiring best practices, including reaching a diverse pool. Faculty members are encouraged to share ideas and suggestions on process improvement for consideration.

3.2 Create a formal mentoring program for underrepresented faculty seeking tenure and promotion.

- In the College of Arts and Science, the following have formal mentoring programs in place for all new faculty hires: Department of Political Science and Criminal Justice and the Department of Music. While these programs are not limited to minority or underrepresented populations, it is expected that those groups would benefit from a structured mentoring program.
- College of Health Professions has a formal mentoring program for all new faculty.
- The COEHS has a Faculty Mentoring Policy for all new and untenured tenure track faculty. Department chairs assign a tenured faculty member as a mentor to new/untenured faculty who then

regularly collaborates with the overall goal to help the untenured faculty member earn tenure. In addition, the policy created a college-wide professional development “coach” who is a tenured faculty member who works with all faculty in the college to provide professional development seminars and information sessions identified by COEHS faculty. These sessions include information on items such as Retention, Promotion and Tenure (RPT) policies and requirements, technology updates, and pedagogy.

- In fall 2013, the Department of Teacher Education established faculty learning communities to support tenure track faculty, particularly those who are new to the university. The faculty learning communities are providing support in the areas of teaching, scholarship, service and are creating opportunities to build “community” among the faculty.
- Chase College of Law has a RPT committee that meets with each tenure-track candidate at the beginning of the academic year to discuss RPT expectations and distributes a flash drive with all relevant policies. Additionally, the Associate Dean sets up a series of meetings with faculty seeking tenure to discuss teaching, scholarship and service obligations, processes and concerns. The Associate Dean also ensures diversity representation in faculty workshops and presentations each year.
- The Office of Human Resources reviews and approves university job postings, oversees the applicant tracking process and ensures affirmative action processes and procedures are being performed accurately (recordkeeping, selection of applicants and search committee members, salary administration, etc.).
- Human Resources provides guidance and assistance to staff (and occasionally faculty) search committees on recruiting best practices, recordkeeping and affirmative action responsibilities.
- Human Resources communicates to senior management, managers, deans, and those with hiring authority and decision making responsibility, the university’s affirmative action results and goals for underrepresented groups and their responsibility in this process.
- During initial and ongoing PeopleAdmin training, the university’s affirmative action responsibility is discussed with hiring officials, and they are made aware of any affirmative action goals established for our current plan year. Strategies are discussed on how we can meet or exceed established goals.

3.3 Conduct focus groups to gather information to improve campus climate around workforce diversity.

- The faculty special advisor to the President on Diversity, in conjunction with members of the social work program, planned and facilitated focus groups. These focus groups, utilizing a qualitative research design, were the means for exploring and understanding the meaning faculty, staff,

students, and administrators ascribe to their perceptions of their experience at NKU. The data from the focused groups will be used to increase all people's perception of the attainability of success at NKU.

3.4 Assess whether there are discrepancies in African-American, Latino(a) and other minority faculty salaries in comparison with other NKU faculty with same or comparable title, years, workload, and responsibilities; eliminate discrepancies, if any, with equity funding.

- Analysis of all staff and faculty compensation is conducted annually to monitor internal equity. All Faculty employees are hired at a salary level no less than the College and University Personnel Association (CUPA) minimum for the position they will occupy. If compression issues occur, any affected faculty members' salaries are reviewed and adjusted accordingly as budgets permit. Also, in an effort to attract and retain qualified minority faculty members, more lucrative employment offers are prepared and offered in an effort to increase our minority diversity (e.g. more competitive starting salaries, relocation packages, etc.).

3.5 Improve communications about workforce diversity goals.

- The Presidents Campus Diversity Plan Taskforce was established to identify, address any findings and communicate established diversity goals to faculty and staff accordingly in an effort to support this initiative. Faculty and Staff Recruitment/diversity goals are set in accordance with AA/EEO regulations as outlined in our annual AA plan. Reports on our diversity recruiting and retention effort, with a special emphasis on African Americans and Latinos, are shared with university leadership, deans, chairs, and department heads. Each college is establishing a diversity committee to help support diversity efforts specific to their college and achieve the university's diversity plans.

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

- Faculty and Staff Recruitment goals are set in accordance with AA/EEO regulations as set forth in our AA plan. Recruitment goals are communicated to university administrators and those faculty and staff employees with hiring and recruiting responsibility. They are also provided recruiting support and resources to assist them to meet established goals.
- The faculty Special Advisor to the President on Diversity meets with every faculty search committee and selected committees in Academic Affairs. The advisor states how to conduct an appropriate search and discusses the Diversity Plan and how important it is to increase diversity at NKU.
- Dr. Willie Elliott continues to serve in this capacity and often times partners with the Director of Diversity and Employee Relations to share best practices as it relates to this responsibility, improving our workforce diversity and serving on the Campus Diversity Plan Taskforce.

- NKU utilized diverse recruiting sources aimed at increasing our minority workforce, such as:
 - Historically Black Colleges and Universities Connects (HBCU Connects)
 - Diverse Issues in Higher Education
 - Career Builder, which post our job openings to over 100 free diversity websites
- The university maintains a list of diverse advertising sources available to our faculty and staff members with recruitment responsibilities.
- The Director of Diversity and Employee Relations serves on the Workforce Development Committee at the Urban League of Greater Cincinnati/ Northern Kentucky area and provides employment training, conducts mock interviews, and promotes employment and educational opportunities for females and minorities at the university.
- For 2012-13 the dean's staff, department chairs, and search committees worked together with Human Resources to identify outlets for placing employment ads and to identify professional organizations and schools where recruitment efforts might be focused to ensure diversity in candidate pools.
- Effective 2013-14, department search committees made concentrated efforts to target ad placement with the intent of increasing the diversity of our applicant pools. For example, the Department of Chemistry advertised for the first time with The Society for Advancement of Chicano and Native Americans in Science (SACNAS). For the upcoming year, they are continuing to place ads in SACNAS and will place ads with the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers.
- As of 2013-14, the Department of Music is seeking funding from the university and other sources in an effort to actively recruit an internationally recognized and well-known artist of Latin/African descent. The Department believes this person would greatly impact the recruitment and retention of a diverse student body, increase national recognition of the university, and encourage African American, Latino, International, minority transfer, and low-income special groups.
- Effective 2013-14, the Department of Political Science, Criminal Justice and Organizational Leadership has a policy to include a minority student on all faculty search committees.

3.7 Revise guidelines to require hiring managers to submit justification to Human Resources before screening final candidates rather than at the end of the process.

- With the upgrade of our applicant tracking system in 2013, the Provost's Office mapped faculty searches in PeopleAdmin to allow Human Resources the ability to determine the diversity of the application pool and ensure that we are giving appropriate consideration to minority candidates.

- The Provost's Office established procedures to ensure that faculty search committees are informed of the rules and regulations related to affirmative action across race, gender, sexual preference, etc. Faculty recruitment guidelines were modified to emphasize the need to have a diverse search committee as well as a diverse applicant pool.
- All faculty ads are posted in HBCU online as well as Diverse Issues in Higher Education.
- A dean participated at the SREB 2013 Institute on Teaching and Mentoring and shared job openings for faculty across all six colleges.
- The Office of Human Resources provides hiring officials with feedback and suggestions on the candidates selected to interview and monitors applicant pools for diverse applicants.

3.8 Hire an ADA coordinator for faculty/ staff.

- The university hired a Coordinator of Equal Opportunity Programs in March 2013. This individual reports to the Director of Diversity and Employee Relations. Her responsibilities include assisting with ADA, AA/EEO, Diversity, Employee Relations and compliance issues. Since she joined the team, we developed an ADA Intranet website, which provides employees with related policies, procedures, forms and contacts for assistance.

CAMPUS CLIMATE

STRATEGIES FOR IMPROVING CAMPUS CLIMATE

During 2011-12, NKU continued to address the strategic priorities enumerated in its 2011-13 Diversity Implementation Plan that focus on improving campus climate. This assessment report identifies efforts made toward the accomplishment of those strategies and additional efforts planned.

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.

- Diversity goals have been included in the institution's strategic plan and have been incorporated into the annual unit alignment planning process. Colleges, departments, and offices linked their unit alignment plans to the strategies in the Diversity Plan. The Office of Planning and Performance tracks the institutional progress toward diversity goals and provides updates to the administration.
- University Advancement hires approximately 25 to 35 students each year to support the alumni phonathon program. Program staff seeks out minority students for these positions by working closely with Student Financial Assistance and working with prior minority students to help recruit others. The Presidential Ambassador student organization, which includes many cultural diverse students, are engaged to support numerous events for the university's donors and special guests.
- The Office of Alumni Programs works in conjunction with the Alumni Association to actively recruit diverse alumni to serve on its 24 member board. The current board has 3 African-American alumni. In addition, a wide variety of events are planned and coordinated to include the interests of a diverse group. The Student Alumni Association has 35 members and six are African-American.
- In addition to the student engagement goals incorporated into university advancement unit goals, each unit promotes and encourages professional development opportunities for staff members that enhance their awareness of and appreciation of diverse cultures. As vacancies occur, hiring managers seek to recruit minority candidates through targeted advertising.
- Financial and Operational Audit established initiatives to help the university ensure the success of our diversity plan. First, during the course of each audit, and in particular audit projects related to Human Resources, we monitor hiring practices. Any irregularities are brought to the attention of management to take corrective action. Secondly, the office administers a university-wide hotline that can be used by employees and the general public to report instances of problems related to diversity.

Finally, NKU recently hired a Compliance Officer who will work with those responsible for the administration of our diversity plan to ensure we are following statutory regulations.

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.*

- The Office of Human Resources, Academic Affairs, Student Affairs and other related departments ensure that all non-discrimination policies and procedures for faculty, staff and students are current and made available for review in accordance with any applicable laws. The university is updating policies, and a new website is being created to make policies more easily accessible to all.
- Enforcement of discrimination policies is partially overseen by the Dean of Students' office, particularly as it relates to student conduct, campus incidents, or behaviors of concern. The Dean of Students' office coordinates the conduct hearings, and the hearing committee, in conjunction with the Dean's office, enforces the discrimination policies. The codes, policies, and guidelines can be found on the Dean of Students' website (<http://deanofstudents.nku.edu/>).
- The College of Arts and Sciences developed diversity/non-discrimination statements for inclusion in course syllabi. All 13 departments with A&S are encouraging these (or a modified version):
 - Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to 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 environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice. *[Long version for those who want to underscore this message.]*
 - Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to 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. *[Short version for those who want to share this message but who prefer not to expand upon it.]*

4.3 *Be more intentional about recruiting student employees who are bilingual in student service administrative offices.*

- The Division of Student Affairs made a targeted effort to employ bilingual student employees within student service offices. The Division has had some success, including in Latino Programs and Services.

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

- Human Resources expanded its Office of Diversity & Employee Relations to include an ADA officer and more ADA resources for managers and employees. Human Resources works in close partnership with Student Testing and Disability Services to inform faculty, staff and student employees, as well as students, when necessary, of related university policies and procedures related to existing disability services and their rights and responsibilities related to such policies and procedures.
- Testing and Disability Services hold training for faculty and staff in the fall and spring semesters. In addition, all new faculty who attend faculty orientation are required to attend a presentation on the services available to students. Faculty are also required to provide information on testing and disability services within each course syllabus. Lastly, disability services available to students are listed within the faculty and staff handbook.

4.5 Other campus climate initiatives will be developed.

- All construction contract advertisements encourage minority participation and the university's goal for minority participation in both construction and professional service contracts is 10%.
- NKU presented at the OH-KY Construction Summit which was 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.
- Procurement Services worked to increase minority vendor participation in our quote, bid, and RFP processes. Our new assistant director (a minority employee) has begun taking steps to improve participation. We recently developed a DBE (Disadvantaged Business Enterprises) brochure with information on how DBE's may be certified in the Commonwealth of Kentucky and included more information on NKU personnel contacts and websites to be registered to bid on projects.
- The new assistant director of Procurement Services attended the Ohio/Kentucky Construction Summit on September 11, 2013 to meet with DBE business owners, various other universities, construction companies, and other stakeholders. The assistant vice president of Facilities Management delivered a conference presentation to specify current and future construction projects

at NKU which DBE's could serve as subcontractors. He met with DBE's in face-to-face interviews to discuss their capabilities and interests as they may relate to NKU.

SUMMARY

NKU has demonstrated its commitment to improving its 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. Combined, these activities will improve the campus climate and will demonstrate our commitment to a safe, supportive, inclusive, and nurturing environment for diverse student populations.

For 2013-14, President Mearns has created a new position for a Senior Advisor to the President for Inclusive Excellence. The position will report to the President and will serve on the President's Executive Team and the President's Cabinet. The Senior Advisor will serve as an institutional change agent and champion for diversity and inclusion by providing broad integrative leadership in collaboration with campus-wide constituencies. This position will lead conversations, review and recommend policies and processes, and guide the campus to include diversity at the highest level of institutional importance. Further, the Senior Advisor will chair the President's Campus Climate Team to provide collaborative oversight, advice, and guidance on the implementation of the diversity plan and coordination of university-wide diversity initiatives.

In addition to establishing the Senior Advisor position, NKU will be continuing with best practices and implementing new activities during 2013-14 that are in support of the campus Diversity Plan. In particular, the university will implement activities such as the following for next steps during 2013-14.

- The College of Informatics will form a Student Ambassador group whose primary activity will be recruiting high school students in the region. Preliminary plans for this group include diversity training for student ambassadors.
- The Center for Economic Education is developing an online academic credit course in personal finance for NKU students. The course proposal is scheduled to go through the curriculum approval process in October 2013 with an expected course launch date of fall 2014.
- The Norse on the Go traveling recruitment program has been expanded for 2013-14 to include programs in Louisville, Lexington, and Indianapolis. Events have been scheduled for fall 2014 recruitment efforts.
- Among the professional development programs scheduled in 2013-14 for K-12 teachers in NKU's 8-county service area are:
 - VirtualEconomics 4.0, a program to distribute economic and financial literacy curriculum resources to area schools with 60% or more free and reduced lunches.

- A professional development workshop for high school teachers, providing resources on how to incorporate entrepreneurship in the curriculum and for preparing to participate in the Fifth Third Bank Entrepreneurship Institute High School Challenge.
- A second high school will be added to the Project FOCUS, which was initiated in 2012-13 as a pilot program at Holmes High School. NKU staff will participate in meeting with students to provide instruction and materials on understanding the college planning process, financing your education, leadership-career exploration, campus life and ACT support/tips.
- In 2013-14 the Book Collection will present “Where Are You Wearing,” a book that examines global issues through the stories of the people who make our clothes.
- During 2013-14, the College of Arts & Sciences Diversity Committee will develop a new long-term recruitment initiative. Specifically, departments will reach out to doctoral programs at other schools and invite minority PhD students to come to NKU to give guest lectures in their areas of expertise. In exchange, NKU’s hosting departments will cover accommodations and offer a mock interview as a professional development opportunity for these individuals. The long-term goal is to establish NKU as a university that values diversity.
- The university is exploring the possibility of establishing a mandatory freshmen seminar course, which will include cultural components. Recommendations are expected during 2013-14.

The Campus Climate Team will continue to receive support during 2013-14 from the Faculty Subcommittee which has representatives from each college. The Faculty Subcommittee serves in an advisory capacity to the Campus Climate Team, providing recommendations on diversity issues to inform student recruitment; student retention; recruitment and retention of faculty, staff, and administrators; effective pedagogy; curricular transformation; student learning outcomes; faculty development; and research. Under the direction of the Senior Advisor to the President for Inclusive Excellence, the Campus Climate Team and the Faculty Subcommittee will continue to evaluate the diversity data provided through the assessment of programs and services. A significant part of the evaluation will be a follow-up to the first survey and focus groups data that served as the foundation for the Diversity Plan. The Senior Advisor will guide the Campus Climate Team to define and operationalize the concept of “diversity” and “inclusion” specifically for NKU, which will inform the process of evaluating campus climate at NKU.

The goals of the campus climate committee are to help the university meet its objectives in the four areas: 1) Student Body Diversity, 2) Student Success/Closing the Achievement Gap, 3) Workforce Diversity, and 4) Campus Diversity.

The objectives are as follows:

1. To increase the number of African-American and Latino students enrolled.
2. To increase the academic success, retention, and graduation rates of all diverse students.
3. To increase workforce diversity on campus.
4. To determine the reasons African-Americans and other diverse employees are leaving the university and address these issues.
5. To enhance the campus climate so that all persons feel accepted and that they can be successful at NKU.

The Northern Kentucky University Campus Climate Team will work in accordance to statewide policy to address campus diversity and inclusion issues and to improve the campus climate for students and employees of diverse backgrounds. Under the direction of the Senior Advisor to the President for Inclusive Excellence, the Campus Climate Team will assist the institution in promoting and accomplishing the strategic priorities identified in the Diversity Plan. NKU has made great strides in improving the student body diversity and the success of diverse student populations, and it will continue to focus efforts on improving workforce diversity.

APPENDIX

Table 16: Retention of Underrepresented Minority Workforce, Full and Part-Time, By Classification and Department, 2011 to 2012

| Category | Fall 2011 Count | RETAINED 2011 TO 2012 |
|-----------------------------------------|--------------------|--------------------------|
| Black or African American | 74 | 69 |
| Other | 36 | 35 |
| Academic Advising Resource Ctr | 1 | 1 |
| Admissions Outreach | 2 | 2 |
| African-American Student Affairs | 2 | 2 |
| Automotive Shop | 1 | 1 |
| Auxiliary Housing Facilities Management | 2 | 2 |
| Chase - Dean/Administration | 1 | 1 |
| College of Business | 2 | 2 |
| Custodial Serv MC | 5 | 5 |
| Enrollment Management | 1 | 1 |
| Human Resources | 2 | 2 |
| IT - Customer Systems | 1 | 1 |
| IT - PRISM Project | 2 | 2 |
| Mail/Distribution Services | 1 | 1 |
| Physics & Geology | 1 | 1 |
| President's Office | 1 | 1 |
| 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 |
| Supplemental Instruction | 1 | 1 |
| University Housing | 1 | 1 |
| Women's Basketball | 1 | 0 |
| Primarily Instruction | 34 | 30 |
| Accounting, Finance & Business Law | 2 | 2 |
| Chase - Instruction | 5 | 5 |
| Communication | 2 | 1 |
| Construction Management | 1 | 1 |
| Counseling, Social Work and Leadership | 4 | 4 |
| English | 1 | 1 |
| History & Geography | 4 | 4 |
| Kinesiology and Health | 1 | 1 |
| Learning Assistance Programs | 1 | 1 |
| Management | 1 | 1 |

| | | |
|----------------------------------------|------------|-----------|
| Nursing-BSN | 3 | 3 |
| Physics & Geology | 1 | 1 |
| Political Science & Criminal Justice | 1 | 1 |
| Psychological Science | 1 | 0 |
| Sociology, Anthropology, Philosophy | 1 | 1 |
| Teacher Education | 3 | 1 |
| Theatre & Dance | 2 | 2 |
| Executive/Admin/Managerial | 4 | 4 |
| African-American Student Affairs | 1 | 1 |
| College of Business | 1 | 1 |
| Student Financial Assistance | 1 | 1 |
| University Housing | 1 | 1 |
| Hispanic/Latino | 17 | 15 |
| Other | 6 | 6 |
| Admissions Outreach | 1 | 1 |
| Campus Recreation | 1 | 1 |
| Curriculum, Accred & Assess | 1 | 1 |
| HVAC/General Maint | 1 | 1 |
| Kentucky Center for Mathematics | 1 | 1 |
| Latino Student Affairs | 1 | 1 |
| Primarily Instruction | 9 | 7 |
| Biological Sciences | 1 | 1 |
| Chase - Instruction | 2 | 1 |
| Chemistry | 1 | 1 |
| Music | 2 | 2 |
| World Languages & Literatures | 3 | 2 |
| Executive/Admin/Managerial | 2 | 2 |
| Student Affairs | 1 | 1 |
| Upward Bound | 1 | 1 |
| Two or More Races | 11 | 9 |
| Other | 4 | 4 |
| African-American Student Affairs | 1 | 1 |
| IT - Customer Systems | 1 | 1 |
| IT - Planning & Development | 1 | 1 |
| Student Financial Assistance | 1 | 1 |
| Primarily Instruction | 7 | 5 |
| Computer Science | 1 | 0 |
| Counseling, Social Work and Leadership | 1 | 1 |
| Management | 1 | 1 |
| Music | 1 | 1 |
| Nursing-BSN | 1 | 1 |
| Teacher Education | 2 | 1 |
| Grand Total | 102 | 93 |