



**Diversity Plan Task Force
Report to the President
December 2010 – May 2011**



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Report**

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As a result of the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan adopted by the CPE in September of 2010 and Northern Kentucky University’s commitment to diversity, the Campus Diversity Plan Task Force was developed. In support of the vision of a diverse campus, the Diversity Plan Task Force conducted a situational analysis, identified gaps and developed a systemic/comprehensive approach to create a more welcoming and inclusive campus environment.

The recommendations in this diversity plan are aligned with NKU’s strategic and supporting priorities in the areas of (a) Develop Talent, (b) Increase Student Engagement in Learning, (c) Engage in Effective Regional Stewardship, (d) Recruit and Retain Outstanding Faculty and Staff and (e) Increase Institutional Effectiveness. The two month iterative process resulted in draft plan that addresses four categories defined by the CPE:

1. Student Body Diversity
 - a. Undergraduate Enrollment
 - b. Graduate Enrollment
2. Student Success
 - a. Achievement Gap
 - b. Student Retention
 - c. Graduation Rates
 - d. Degrees/Credentials Conferred
 - e. Gateway to NKU
3. Workforce Diversity
 - a. Faculty
 - b. Staff
 - c. Executive/Administrative/ Managerial
4. Campus Climate

While diversity is an all-inclusive term, NKU realizes that we must start more narrowly and then broaden our perspective. This diversity plan includes goals and strategies that pertain to all students but will focus on the African American and Latino populations directly with an additional section (campus climate) that will capture other areas of diversity relating to the campus in general. The following are a few highlights of the proposed five-year comprehensive diversity plan for Northern Kentucky University.

Northern Kentucky University has made great strides in recent years to diversify our student population; however, we anticipate a decline in the number of African American and Latino students. This anticipated decline is due, in part, to:

- Federal government reporting requirements of race and ethnicity will now allow students to select multiple ethnicities as well as more than one race option. This will make it difficult to compare historical data to current trends.

- NKU's decision to reduce the number of exceptions to our regular admission standards over the next two years. This step will likely impact the number of African American and Latino students admitted into the freshman class by approximately 25-30 percent.

Therefore, NKU must be positioned to successfully recruit, enroll and retain diverse students.

We will attempt to accomplish this by continuing efforts to:

- Strengthen the P-12 pipeline to ensure diverse populations are college ready and meet the NKU regular admission standards.
- Increase scholarship opportunities to improve the recruitment of African American and Latino students.
- Take necessary measures to close the achievement gap.
- Evaluate and implement best practices for retaining African American and Latino students.

Diversity must be incorporated into the strategic plan and strategic priorities for the institution.

To this end, the task force recommends that NKU:

- Ensure that each administrator embraces the values of diversity and inclusion from the President down.
- Establish a diversity plan within each college/department to support diversity initiatives.
- Include an evaluation measure in the performance appraisal of all employees.

Develop a full-time position for a Chief Diversity Officer.

- Appoint Faculty Diversity Subcommittee as part of the Faculty Senate.
- Provide educational opportunities for faculty and staff in the area of diversity awareness and cultural competencies.

Strengthen diversity education for students.

- Incorporate diversity into University 101 curriculum.
- Explore opportunities to incorporate a cultural competency "passport program" on campus.
- Incorporate a diversity component into student orientation.

Provide a safe, prejudice free work environment that allows for equal opportunities, with an exceptional level of support, and fair and respectful treatment.

The aforementioned are just an example of the top level recommendations included in this report.

Campus Diversity Plan Task Force

Dr. Zebulun Davenport, Vice President of Student Affairs

Dr. Miriam Steinitz-Kannan, Regents Professor, Biological Sciences

Task Force Membership

- Katie Bontrager, Executive Director, Institutional Research (*Steering Committee*)
- Leo Calderon, Director, Latino Student Affairs (*Student Success*)
- Chris Cole, Director of Communication/Media Relations (*Steering Committee*)
- Joyce Couch, Associate Director, Student Support Services (*Campus Climate*)
- Deifilia Diaz, Latino Student Affairs, Student Representative (*Student Body Diversity*)
- Bradley Dickerson, African American Student Affairs, Student Representative (*Student Success*)
- Willie Elliott, Counseling, Social Work and Leadership (*Steering Committee/Campus Climate Liaison*)
- Irene Encarnacion, World Languages and Literature (*Workforce Diversity/Faculty Group*)
- Willa Green, Interim Director, African American Student Affairs (*Student Success*)
- Peg Griffin, Director, Graduate Programs (*Student Body Diversity*)
- Destiny Harper, Residence Hall Director, Residential Village (*Steering Committee/Staff Group Liaison*)
- Helene Harte, Teacher Education (*Student Success*)
- Katie Herschede, Executive Asst To President (*Steering Committee/Student Body Diversity Liaison*)
- Vanessa Hunn, Counseling, Social Work and Leadership (*Campus Climate*)
- Eric Jackson, History & Geography (*Workforce Diversity/ Faculty Group*)
- Caroline Macke, Counseling and Human Services (*Campus Climate*)
- Lee Mauldin, Student (*Campus Climate*)
- Karen Peacock, Allied Health (*Student Success*)
- Leslie Pierce, Manager, Diversity Recruitment, Human Resources (*Workforce Diversity/Staff Group*)
- Blas Puente-Baldoceda, Faculty Senate Representative (*Steering Committee/Faculty Group Liaison*)
- Ashley Pyles, Student (*Campus Climate*)
- Ken Rhee, Management (*Workforce Diversity/Faculty Group*)
- Holly Riffe, Counseling, Social Work and Leadership (*Student Success*)
- Joel Robinson, Associate Vice President, Enrollment Management (*Student Body Diversity*)
- Aronda Rodgers, Assistant Director, Admissions Outreach (*Student Body Diversity*)
- Kirti Sapra, Student Government Representative (*Steering Committee and Student Body Diversity*)
- Kim Schraffenberger, Sr. Analyst for Planning & Budget (Administrative Support to the Task Force)
- Sara Sidebottom, Vice President of Legal Affairs & General Counsel (*Steering Committee*)
- Tracey Sigler, Chair, Management (*Steering Committee/Student Success Liaison*)
- Arnie Slaughter, Associate Director, Residence Halls (*Campus Climate*)
- Jackie Smith, Counseling & Health Services (*Workforce Diversity / Faculty Group*)
- Lori Southwood, Senior Director, Human Resources (*Steering Committee/Workforce Div Liaison*)
- Ayanna Terry, College of Business (*Student Success*)
- Brandelyn Tosolt, Teacher Education (*Student Success*)
- Chris Wilkey, English (*Workforce Diversity / Faculty Group*)

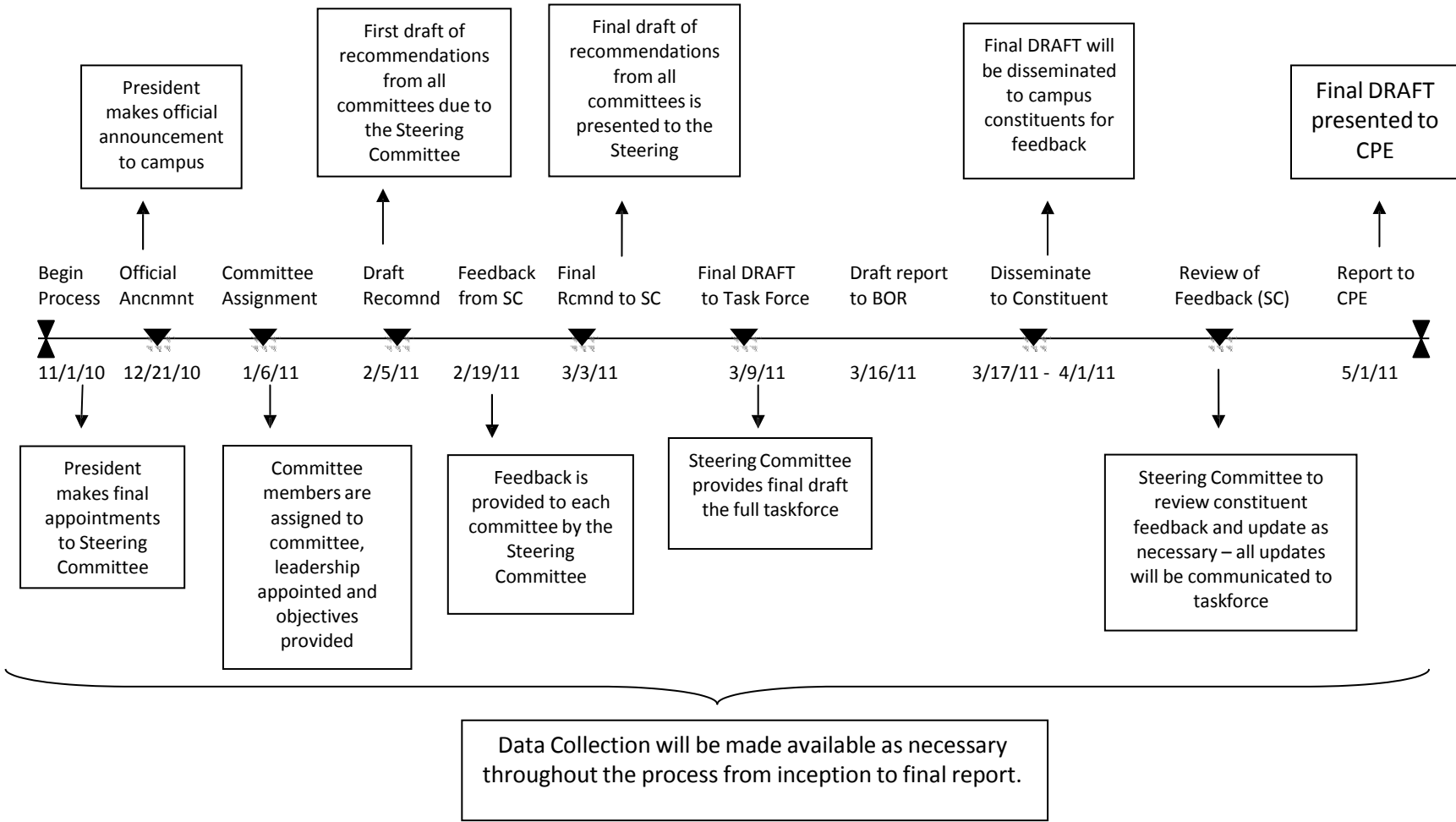
Charge

Northern Kentucky University (NKU) is committed to creating a diverse, multicultural community of scholars and learners. By providing a model for the commonwealth of a truly diverse society that celebrates human differences, promotes fairness and equity in policies and practices, this Diversity Plan Task Force is charged with the development of a comprehensive, university-wide Diversity Plan that is inclusive of all the diversity goals and specific action plans for each unit on campus.

The President and administrators of NKU recognize that diversity is an “all-inclusive” term and should not be unintentionally exclusive to any particular population. While NKU’s Diversity Plan is all inclusive, it has an initial focus on African-Americans and Latino’s for certain measures of success. After we realize success in these areas, we will broaden our focus to other areas of diversity. For now, NKU will address broader campus diversity through the Campus Climate section of our Diversity Plan.



Campus Diversity Policy Task Force TIMELINE



Defining Diversity

“Diversity, as a concept, 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, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences. The policy ‘focusing on a diverse student body and workforce’ advocates the inclusion of students and employees from historically underserved populations, both historical and ongoing.”

**Kentucky Public Postsecondary Education Diversity Policy
And Framework for Institution Diversity Plan Development 2010**

Strategic Initiatives

Diversity Focus for NKU: African American and Latino Students
African American and Latino Faculty/Staff

The campus will address diversity in each of the following areas:

- I. Student-Body Diversity
 - a. Undergraduate student enrollment
 - b. Graduate student enrollment

- II. Student Success
 - a. Achievement Gap
 - b. Student retention
 - i. First to second year
 - ii. Second to third year
 - c. Graduation rates
 - d. Degrees conferred
 - e. Credentials conferred

- III. Workforce Diversity
 - a. Faculty
 - b. Staff
 - c. Executive/Administrative/Managerial

- IV. Campus Climate
 - a. Campus Environment Team
 - b. Comprehensive assessment of strategies and best practices implanted in support of the institutional and KCTCS diversity plans
 - c. Employment retention and promotion

Assessment of Current Environment

Student Population

Northern Kentucky University has made great strides in recent years to diversify its student population. Since the fall of 2005, the number of African American students in the freshmen class has doubled. In the past five years, African American student enrollment has increased 44.5 percent; current enrollment of African American students is nearly 1,000 with the number of African American students receiving a degree from NKU seeing a 53.7 percent increase since 2005-06. In that same time period, Latino student enrollment has increased by more than 58.6 percent.



Although NKU has experienced rapid growth in this area in recent years, there are trends on the horizon that will impact our ability to continue this growth into the future.

- The recent change in how the federal government requires the identification of ethnicity may impact how students are “counted” in these categories. In the past students were forced to select one ethnicity from a list of limited options. The new reporting policy allows students to select multiple ethnicities that best represent their heritage. Therefore, it is believed that some students who previously would have been forced to select African American or Latino may now select two or more options. This may make it difficult to compare historical data to current trends.
- NKU will reduce the number of exceptions to our admission standards over the next two years. Through data collection and analysis it has been identified that students with multiple admission deficiencies have a lower persistence and graduation rate than those with no deficiencies. Over the next two years, NKU will reduce the number of students with two and three deficiencies to no more than 250. This step is being taken to ensure that students admitted to NKU are prepared for the rigors of a four-year college. In the short-term, this more rigorous enforcement of admission standards will likely reduce the number of African American and Latino students admitted into the freshmen class by an anticipated 25-30 percent. Based on this change, it is also anticipated that the total number of African American and Latino students enrolled at NKU will flatten over the next few years. We will likely not see the type of explosive growth that we have seen in these categories in recent years. We do anticipate that these changes will have a positive impact on retention, persistence and graduation rates of our multicultural students.

- Based on the official service region, NKU has traditionally faced challenges in attracting students of color. This reality forces NKU to consider markets outside of our specified geographic region in order to increase the diversity of our campus.

Northern Kentucky University's area of geographic responsibility as defined by the Council on Postsecondary Education includes the counties of Campbell, Kenton, Boone, Bracken, Carroll, Gallatin, Grant and Pendleton.

Reports from Enrollment Information Service (ACT), indicate these eight counties had a total of 127 African American students and 93 Mexican American, Puerto Rican, Cuban or Latino students in the graduating class of 2009. Because all public high school students in Kentucky must take the ACT, the vast majority of minority populations are reported in these numbers. When Northern Kentucky University's admission standards are applied to this population, the number of college-ready minority students drops substantially. In fact, the number of college-ready African American and Latino students are 17 and 29 respectively.

Appendix A provides a table of the feeder schools from these counties and the average ACT of minority students.

Simply stated, the Northern Kentucky region is not diverse enough to provide a steady pipeline of multi-cultural students. Therefore, Northern Kentucky University must continue to implement a recruitment strategy that focuses on both our eight county service area and populations outside of our CPE defined area.

In respect to transfer enrollments NKU will launch the "Gateway to NKU" transition program, fall 2011. Collaborate efforts will be undertaken to develop strategies to ensure diverse students are aware of this option.

In the area of graduate recruitment, it is important for students attending to feel that NKU is welcoming and inclusive. During on-site open house events, representation by African-American Student Affairs and the Latino Student Affairs offices are invited to be an integral component of the program. This representation is intended to connect students to offices who can assist the student in obtaining needed services or programs as they progress through their graduate degree at NKU.



In addition to improvements in the recruitment of diverse populations, NKU has made impressive strides in targeted efforts to improve student retention, graduation rates, and degrees/credentials conferred. However, these efforts have not

yet moved retention and six-year graduation rates significantly. This is particularly apparent in the African American and Latino student population where 10 percent and 13 percent of females respectively graduated within six-years of entry (cohort entering 2003).

Appendix B provides data that illustrates the retention of and degrees conferred to African American and Latino students.

Over the past ten years, the university has realized a large increase in the percentage of degrees conferred to African American and Latino students (1999/2000-2009/2010), but the actual numbers are still quite small. The number of Bachelor degrees conferred to African American students increased by 333.3 percent (n=71) and the number for Latino students increased by 100 percent (n=9). The number of Master degrees conferred to African American students increased by 850 percent (n=17) and the number of Master's degrees for Latino students increased by 150 percent (n=3). The number of degrees conferred for African American and Latino students has increased as the number and percentage of these students has increased over time (2008-2009). This would suggest that NKU is doing a much better job of graduating students, but we need to do a better job recruiting more qualified students.

Financial awards (loans, grant, scholarships, other) have been made to African American and Latino students at rates equal to or greater than their representation on campus and NKU should acknowledge success in this area. For example, African American students make up 6 percent of the total student population, and they make up 7 percent of the students receiving any type of financial aid. However, almost all African American and Latino students receive some type of financial aid compared to approximately 80 percent of the total student population which may indicate that the financial need is greater among these groups of students than among the total student population. (Data provided in Appendix C.)

In the Spring of 2011, 98 percent of African American students and 94 percent of Latino students received some form of financial aid compared to the total student population at 81 percent. African American and Latino students use loans at a higher rate than the total student population: 84 percent of African American students have loans, 63 percent of Latino students have loans, and 57 percent of the total student population has loans. While 31 percent of students on campus have received a scholarship, the proportion for African American students is lower at 27 percent while the proportion for Latino students is higher at 39 percent. The data seem to indicate that financial aid, and especially scholarships and grants that do not create debt for students, should be examined for ways to increase student success. (See Appendix C)



Achievement Gap

The focus for retention tends to be on retaining students in their first year. Using this definition, we see that African American men and women at NKU are retained at rates lower than the total student population. Furthermore, we see that Latino men and women are retained at rates higher than the total student population. However, the six-year graduation rate for African American and Latino men and women is well below the six-year graduation rate for the total student population. Efforts need to be undertaken and continued to close this identified achievement gap at NKU. (See Appendix B)

Workforce

In addition to improving the retention and success of students, NKU is equally committed to providing employees a safe, prejudice free work environment that allows for equal opportunities, with an exceptional level of support, and fair and respectful treatment. In regard to workforce diversity related to the employment of African American and Latino Faculty, Staff and Executive/Administrative/ and Managerial employees many anecdotal and tangible themes came to the surface that challenged hiring processes currently in place. Through the review of data, research of national, state, and institutional documentation and intentional conversations with faculty, staff, and administration who represent our target population, the Workforce Diversity subcommittee has crafted a list of recommendations it feels will improve the Northern Kentucky University community by increasing the appreciation and equality of multiculturalism and supporting its employees who work hard to promote its mission.

Appendix D provides tables that illustrate numbers of employees by race.

Campus Climate

When examining the current campus climate at Northern Kentucky University, campus climate can be described as student, faculty, and staff perceptions of NKU's campus in terms of safety, prejudice, equal opportunities, university commitment to diversity, discrimination, level of support, and fair and respectful treatment.

During the 2010-11 academic year, a campus-wide survey followed by focus groups was performed. This analysis measured the various dimensions of campus climate. The survey was completed by 576 students, 214 faculty, and 322 staff and focused on four main minority groups: ethnic minorities; gay/lesbian/bisexual/transgendered/questioning (GLBTQ) individuals; individuals with disabilities; and women. Findings



from the survey suggested that all student, faculty, and staff minority groups were significantly less satisfied with campus climate as compared to their majority counterparts. Data from the focus groups largely mirrored the survey findings.

Minority participants did report some positive aspects to NKU's campus climate. Positive experiences reported by GLBTQ faculty and staff included feeling "tolerated". Faculty/staff with disabilities saw improvement in campus awareness and accommodations. Ethnic minority faculty/staff reported positive experiences with mentors and support groups, as well as, growth in ethnic diversity over the last 20 years. Female faculty/staff reported positive experiences with the Wellness Center and Campus Recreation, social events and faculty development opportunities. Students' positive experiences included supportive, responsive and open minded faculty, student groups, multicultural fairs, recruitment efforts and non-discriminatory advising and tutoring. Women students reported feeling safe on campus.

Despite these positive findings that emerged from the focus groups, the predominant mood among participants was one of disappointment and dissatisfaction. Focus group participants across all minority groups reported experiencing forms of active and passive discrimination on campus. The forms of active discrimination commonly reported included discriminatory statements/actions, hostility and silencing, also, discriminatory slurs and physical violence. Students also reported the use of sexist language and unfair treatment by specific faculty. Forms of passive discrimination commonly reported included stereotyping (i.e. not being as intelligent or productive and being "ghetto"), exclusion, institutionalized fear, a sense of being ignored, and a general lack of support. Minority group participants agreed that these forms of discrimination were the main causes of their discontent.

The survey and focus group data suggest that in order to improve minority individuals' perception of campus climate, measures should be implemented to address and reduce both active and passive discrimination.

NKU must implement changes that would allow for a shift in campus climate. Subsequently, the campus climate at NKU should be re-evaluated through a survey and focus groups in five years. While differences between minority and majority groups are still anticipated after five years, it is expected that the gap between minorities and majorities will have narrowed significantly. This suggests that the recommendations are expected to reduce the occurrence of active and passive discrimination, thereby leading to improvements in campus climate as it pertains to diversity.



TARGETS

Enrollment

Entering Undergraduate Student Population	Base	Area of Geographic Responsibility
African American	226	127/17*
Latino	49	93/29*

*Aggregate numbers are based on Enrollment Information Service (ACT) data for 2009 graduating class indicate the total number of graduating students for that population in the eight county service area versus the number of those students who meet NKU regular admission criteria.

Target

NKU currently enrolls African American and Latino students at rates higher than the available population in the AGR that meet the regular admission standards. The goal is to continue aggressively pursuing both African American and Latino students in all recruitment efforts.

Graduate Student Population	Base
African American	77
Latino	16

Target

While NKU has one new graduate program coming online (the DNP), we are also experiencing dropping enrollments in Education and Business. Therefore, we would anticipate a 1 percent increase in minority enrollment at the graduate level.

Retention of Diverse Students

2009 Fall to Fall Retention (1 st – 2 nd year)	Female	Female N	Male	Male N	Total Population
African American	57.0%	121	66.7%	57	60.1%
Latino	80%	15	68.4%	19	73.5%
White, Non-Hispanic	71.2%	979	67.3%	805	69.5%

*Targets are established by raising the retention rate to for the targeted population to that of “all students” for the same gender in that time period. The exception is for Latino males who are retained at a higher rate (77.8%) than that of “all male students” (66.5%); therefore, the target for that population reflects the percent increase for Latino females. As the retention targets increase/change for “all students” the targets established for minority students should change accordingly to eliminate a gap in retention of minority students.

Target

When comparing the African American student population to the white, non-Hispanic population for fall to fall (first to second year) retention rates, there is a 9.4 percent achievement gap for African American students. The goal of NKU is to reduce this gap by 25 percent by 2015. Latino students are currently retained at a higher rate than the white, non-Hispanic population. Current retention efforts will be continued with this population to maintain their high rate of retention.

2008 Fall to Fall Retention (2 nd – 3 rd year)	Female	Female N	Male	Male N	Total Population
African American	41.3%	38	42.9%	27	41.9%
Latino	54.5%	12	50.0%	9	52.5%
White, Non-Hispanic	57.2%	516	54.0%	404	55.8%

Target

When comparing the African American student population to the white, non-Hispanic population for fall to fall (second to third year) retention rates, there is a 13.9 percent achievement gap for African American students. The goal of NKU is to reduce this gap by 25 percent by 2015.

When comparing the Latino student population to the white, non-Hispanic population for fall to fall (second to third year) retention rates, there is a 3.3 percent achievement gap for Latino students. The goal of NKU is to reduce this gap by 25 percent by 2015.

Graduation Rate

	2002	2002 N	2003	2003N	2004	2004N
African American	13%	135	11%	109	30%	108
Latino	56%	9	13%	15	17%	24
White, non-Hispanic	34%	1653	33%	1738	35%	1672

Target

Based on the metrics established by the Council on Postsecondary Education for Northern Kentucky University, the goal will be to increase the graduation rate of African American students and Latino students by an additional 1 percent per year through 2015.

Degrees Conferred

Bachelor Degrees	2007-8	2008-9	2009-10
African American	51	78	91
Latino	18	17	18
White, non-Hispanic	1,495	1,615	1,739

Target

Based on the metrics established by the Council on Postsecondary Education for Northern Kentucky University, the goal will be to increase degrees conferred to African American students by an additional 5 percent and to Latino students by an additional 1 percent by 2015.

Faculty

Faculty	Base**	Base N	National Aggregate***	N.A. N	Target*
African American	3.95%	39	4.6%	197,195	Maintain or exceed current levels
Latino	0.20%	2	5.4%	229,940	1 additional employee

*The 80% rule was followed in declaring underutilization and establishing goals when the actual employment of Blacks/African Americans is less than 80 percent of their availability. If the Black/African American incumbency percent is less than the availability percent and the ratio of incumbency to availability is less than 80 percent, a placement goal is established. Goals are rounded to the next higher whole person value.

**The base percentage is based on employees reporting race as African American or Latino only. Employees not reporting race and those reporting multiple races are not included in the base percentage.

***The national aggregate is based on census data for the U.S. Total in the category of "doctoral or professional degree."

Staff and Executive/Administrative/Managerial

Staff Job Group	Population	Base	Base N	National Aggregate	N.A. N	Target
Executive/Admin/Managerial	African American	3.23%	4	1.1%	248	Maintain or exceed current levels
	Latino	0.00%	0	0.4%	101	1 additional employee
Professional, Non-Faculty	African American	4.40%	22	0.9%	297	Maintain or exceed current levels
	Latino	0.00%	0	0.2%	77	1 additional employee

*The 80% rule was followed in declaring underutilization and establishing goals when the actual employment of Blacks/African Americans is less than 80 percent of their availability. If the Black/African American incumbency percent is less than the availability percent and the ratio of incumbency to availability is less than 80 percent, a placement goal is established. Goals are rounded to the next higher whole person value.

**The base percentage is based on employees reporting race as African American or Latino only. Employees not reporting race and those reporting multiple races are not included in the base percentage.

***The national aggregate is based on census data for the U.S. Total in the category of "officials and managers" and "professionals."

Staff Job Group	Population	Base	Base N	Regional Aggregate	R.A. N	Target
Technical/Paraprofessional	African American	0.00%	0	2.3%	94	1 additional employee
	Latino	0.00%	0	0.3%	14	1 additional employee
Clerical/Secretarial	African American	3.13%	6	1.7%	658	Maintain or exceed current levels
	Latino	0.00%	0	0.7%	275	1 additional employee
Skilled Crafts	African American	2.17%	2	0.9%	182	Maintain or exceed current levels
	Latino	0.00%	0	1.5%	312	1 additional employee
Service/Maintenance	African American	9.48%	11	4.1%	1,098	Maintain or exceed current levels
	Latino	0.00%	0	1.0%	254	1 additional employee

*The 80% rule was followed in declaring underutilization and establishing goals when the actual employment of Blacks/African Americans is less than 80 percent of their availability. If the Black/African American incumbency percent is less than the availability percent and the ratio of incumbency to availability is less than 80 percent, a placement goal is established. Goals are rounded to the next higher whole person value.

**The base percentage is based on employees reporting race as African American or Latino only. Employees not reporting race and those reporting multiple races are not included in the base percentage.

***The regional aggregate is based on census data for the U.S. Total in the category of “technicians,” “administrative support workers,” “craft workers,” and “service workers.”

Target

The goal of NKU is to make a good faith effort to increase the number of Latino faculty by one, and to increase the Latino staff by five and the African American staff by one as indicated in the targets above.

Recommendations

Institutional Recommendations

1. For this plan to be fully realized, it is essential that the University make diversity an institutional priority. As a result, it is recommended that:
 - a. diversity **must** be ingrained in the strategic plan for the institution and be visible in the strategic priorities,
 - b. diversity goals **must** be supported by all units (colleges/departments) on campus,
 - c. diversity **must** be incorporated across the full breadth of the institution including the President, Vice Presidents, Deans, Chairs, Department Heads, Directors, and
 - d. diversity goals **must** be included in the annual performance evaluation process.
2. Be more intentional about recruiting student employees who are bilingual in student service administrative offices.
3. Create a full-time permanent position for a Chief Diversity Officer whose short-term duties would include:
 - a. developing a core set of cultural competencies that will be engrained in the campus environment including the curricular, co-curricular and overall campus atmosphere,
 - b. chairing the President's current Campus Climate Team (Campus Environment Team),
 - c. tracking progress towards diversity goals,
 - d. collaborating with Planning Policy and Budget's University Planning and Assessment Council (UPAC) to create a method by which to coordinate diversity into existing campus planning process,
 - e. serve as the University ombudsperson for faculty/staff
 - f. assisting (when appropriate) the HR designee as an advisor in the area of EEOC to enforce federal laws *prohibiting employment discrimination*, prevent discrimination before it occurs through outreach, education and technical assistance programs, and investigate charges of discrimination,
 - g. assisting (when appropriate) the University ombudsperson for students to investigate specific grievances concerning issues of diversity,
 - h. identifying and developing opportunities for diversity programming/training,
 - i. identifying and/or developing faculty development in culturally responsive teaching methods, and
 - j. working with units to assist in marketing and communicating diversity-related goals and activities.
4. Long-term duties might include providing leadership in the potential development of a Diversity Office on campus which could be modeled after offices in a myriad of Kentucky

public institutions including Eastern Kentucky University, Western Kentucky University, Murray State University, Morehead State University, University of Kentucky and University of Louisville. This office would include:

- a. employing a staff member whose sole responsibility would be diversity training,
 - b. include a staff member for grant development/scholarship development,
 - c. provide support to existing groups including Latino Student Affairs and African American Student Affairs,
 - d. work with faculty, staff and students on diversity topics,
 - e. incorporating all types of diversity (i.e. race, gender, sexual orientation), and
 - f. assisting with cultural diversity training.
5. Highlight, coordinate and effectively communicate to faculty and staff the existing disability service offerings provided by the institution.
 6. Hire an ADA Coordinator for faculty/staff.

CPE AREA OF FOCUS (Student Body Diversity)

Increase diversity in the student body at NKU.

1. Increase scholarships for diverse students.
 - a. In the fall 2011 NKU will increase diversity scholarship offers by 34 percent.
 - b. Increase diverse scholarships by 10-15 percent per year through 2015. This would bring the total number of diverse scholarships to 17 totaling \$186,648 (based on current tuition rates).
 - c. Increase donor (private) scholarships earmarked for Latino and African American students by \$30,000.
 - i. NKU currently has two private donor scholarships specifically for diverse populations with an approximate endowment of \$30,000.
 - ii. Utilize minority business connections to increase donor scholarships by 10 percent annually.
 - d. Research, develop and fund need-based aid programs geared specifically for diverse populations. NKU currently invests 1.25M in need based aid.
2. Strengthen the educational P-12 pipeline to ensure diverse populations of students are college ready.
 - a. Develop an online college readiness guide geared towards middle school and high school students and families. SEM will work directly with schools and minority specializing businesses, organizations and non-profits to include a direct link on their home page. The guide will include the following modules in Spanish and English.
 - i. Academic Preparation
 - ii. Financial awareness
 - iii. Career exploration
 - iv. Student expectations
 - v. Thriving on a predominately white campus
 - b. Develop a comprehensive financial literacy program for prospective and current NKU students including the following.
 - i. Financial literacy communication campaign
 - ii. Financial literacy events/ programs
 - iii. Community awareness activities
 - c. Support selected STRIVE P-12 Efforts in connection with the African American Student Affairs Office and the Latino Student Affairs Office. (e.g. Educating Latinos for Kentucky's Future, English Language Learners Program, College Fairs, Writing Contest, National Latino Heritage Month, Fun with Science Camp, Day of the Dead).
3. Strengthen our partnership with Local Community and Technical Colleges (e.g. Gateway/Cincinnati State).

- a. Develop strategies, programs and events designed specifically to address the transfer needs of Latino and African American students.
 - b. In fall 2011 NKU will launch the “Gateway to NKU” transition program. Develop strategies to ensure diverse students are aware of this option.
 - c. Undergraduate admission will triple the number of recruitment visits to Gateway from eight visits to 22 visits.
4. Improve current recruitment initiatives.
- a. Develop material that highlights academic support programs and parental involvement for first general college students.
 - b. Expand the “Norse on the Go” (traveling recruitment program) to offer additional programs for diverse populations in Lexington and Dayton.
 - c. Expand mass marketing campaigns (radio, television, and billboard) in Cincinnati, Dayton, Columbus, Lexington and Louisville.
 - d. Expand high school visits, direct mail and other recruitment activities geared toward Latino and African American students in Dayton, Columbus, Lexington and Louisville.
 - e. Research, develop and design a publication targeted to multicultural parents.
 - f. Double the number of recruitment visits made to local community colleges with diverse student populations to five times per year versus two times currently.
 - g. Develop a multicultural transfer student guide.
5. Research, develop and implement new recruitment strategies.
- a. Recommend hiring a professional staff member to work solely with middle school students (grades 6-9) in the Northern Kentucky and Greater Cincinnati area. This person would assist with P-12 pipeline initiatives and will work directly with schools and the community. This position also offers an opportunity to partner with existing resources like Educational Talent Search, Upward Bound, Student Support Services, etc.
 - b. Designate scholarship funding specifically for qualified community college transfers from Gateway and Cincinnati State.
 - c. Develop a series of evening and weekend events for prospective African American and Latino students that address key topics related to student success (study skills, time management, etc.).
 - d. Partner with minority business owners to offer a fall overnight weekend experience for multicultural students. Students would be housed in local hotels and would have the opportunity to learn about NKU, interact with current business owners, and attend business related workshops. This will require yearly investment of \$10,000.

CPE Area of Focus (Student Success)

Improve retention rates among diverse student populations.

Improve graduation rates among diverse student populations.

Increase the number of degrees/credentials conferred among diverse student populations.

1. Each unit should have diversity woven into their annual plan to support recruitment, retention, graduation and degrees conferred. (Plans may look differently based on type of unit.)
 - a. Track number of diverse students by college.
 - b. Set goals to improve diversity and student success and identify strategies.
 - c. Identify support services to help students, especially financial supports.
 - d. Track resources devoted to diversity goals.
 - e. Include a goal for recruitment and retention of diverse faculty and staff.
2. Develop a mentoring program (freshman through graduation).
 - a. Fund new programs and support to current programs.
 - b. Develop sponsored programs like the LSA Kroger Mentoring program.
 - i. Mentors would be professionals from the community or the campus.
 - ii. Student mentors would also be used.
 - c. Track and review results (as defined in the mentoring program) annually.
 - d. Tailor the mentoring to meet the needs of specific groups and programs.
3. Incorporate diversity goals into the strategic plan and initiatives for Northern Kentucky University to be clearly supported by University Development.
4. Market and communicate information about the diversity plan and resources in the most appropriate means for each target audience.
5. Offer faculty development and training in culturally responsive teaching based on research in this area.

Achievement Gap (identified at NKU as the retention of African American students)

Steps to close the achievement gap for retaining African American students (both male and female) should include the following:

- Evaluate all available best practice strategies that support the success for African American students (e.g. LSA, AASA, other schools, national standards). Evaluate these practices and determine how they can apply to African American students at NKU.
- Immediately begin to target mentoring efforts to this group of students.
 - Adapt best practices from the Latino Student Affairs Kroger Mentoring program.
 - Match students with professional mentors either from campus or the community.

- Continue and improve the current student mentoring programs for African American Students including NKU Rocks.
- Established mentoring partnerships should continue from freshmen year through graduation. Success rates and areas for improvement should be tracked and reviewed annually.
- Conduct Academic Readiness workshops to address the lack of preparation of many students. Extend personal interventions to African American and Latino students
- Create financial literacy training and support. Provide assistance for each student in completion of the FAFSA; help identify additional sources of financial support that may be available for African American and Latino students.
- Reach out to African American students before they get to campus to ensure academic readiness and financial preparedness.
- Increase the number of need-based scholarships for African American and Latino students.
- Develop specific, safe, and tangible methods for reporting racially motivated incidents.
- Institute community policing programs. Minority students report fear of interaction with police. Research indicates that community policing programs assist in developing positive relationships in communities.
- Department diversity plans should identify ways that African American and Latino students will be supported through graduation.

In addition to assisting and supporting the success of African American and Latino students, implementing these recommendations will also support efforts to improve success for all students on our campus.

WORKFORCE

CPE Area of Focus (Workforce Diversity) - Faculty

Increase diversity in the faculty population at NKU.

Increase diversity in the executive/administrative/managerial population at NKU (as it pertains to faculty).

1. Appoint a Faculty Diversity Sub-committee as part of the President's Campus Climate Team that will assist in
 - a. re-evaluating the Faculty Handbook to reflect the Institutional Diversity plan and align definitions and descriptions of faculty positions with Federal government definitions and descriptions,
 - b. identifying barriers encountered by non-tenured African American, Latino(a), and other underrepresented faculty seeking tenure and promotion and create a formal mentoring program with clearly delineated information regarding status as they attempt to remain on track for tenure or promotion,
 - c. administering an anonymous survey to gather information from tenured and non-tenured faculty and make recommendations to improve the process, and
 - d. conducting focus groups to gather information to improve campus climate.
2. Re-evaluate the Faculty Recruitment Process document developed by the Office of Academic Affairs in regards to area of Minority Recruitment. Each college/org. unit presents a diversity plan for nontraditional recruitment, retention, and training.
3. 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. If discrepancies exist, equity funding should be applied.
4. Increase the number of diverse leaders on campus by aggressively seeking opportunities to elect or appoint African American and Latino(a) Deans, Department Chairs, and Program Directors. Increase minority representation in the President's Cabinet, Board of Trustees, or Regents.
 - a. Each college/org. unit develops a plan to encourage upward mobility and train faculty for appointment to Dean/Chair/Program Director positions.
 - b. Each college/org. unit develops a diversity plan to increase nontraditional recruitment.

CPE Area of Focus (Workforce Diversity) - Staff

Increase diversity in the staff population at NKU.

Increase diversity in the executive/administrative/managerial population at NKU (as it pertains to staff).

Recommendations to retain and recruit African American and Latino staff by consolidating are categorized into four comprehensive components:

1. *Enhance Cultural Sensitivity*
2. *Utilize Measurement, Analysis and Intentional Focus*
3. *Improve Recruitment Processes*
4. *Improve Retention*

Cultural Sensitivity

1. Provide financial support to Human Resources to train current and new employees for cultural sensitivity (could be a short, informative video that supports the mission and expectations of the University as it pertains to cultural acceptance and appreciation).

Utilize Measurement, Analysis and Intentional Focus to Increase Minority Representation in all Job Groups (EEO Categories)

1. Extract Data from Affirmative Action Plan (i.e. Federal and Institutional metrics)
2. Identify goals for all staff positions (specifically African American and Latino hiring needs)
3. Develop initiatives to increase African American and Latino presence in all areas

Improve Recruitment Processes

1. Identify individuals within each division who are trained by the Chief Diversity Officer as experts in recruitment processes to serve on job searches.
 - a. Members will be knowledgeable of guidelines, criteria, compliance regulations and processes for successfully running a search; to include teaching employees how to track important compliance information.
 - b. Task force will help develop a template for committees for future (pin-pointing what offices to identify, what positions and populations to have represented, etc).
2. Hiring managers consult human resources when developing search committees to form a more diverse, relevant team who is knowledgeable of position role and needs.
 - a. Hiring managers and committee members will be knowledgeable of guidelines, criteria, compliance regulations and processes for successfully running a search; to include teaching employees how to track important compliance information

3. Include an HR representative in the initial screening process of applicants to provide fair and constructive interview advice. **Note: The HR Rep will only serve as a resource to the hiring process; all final decisions will rest with the committee and hiring manager.**
4. Include an acknowledgment page in the Affirmative Action handbook for hiring managers to sign and turn in prior to hiring process to demonstrate their commitment to equal opportunity processes and diversity.
5. Require hiring managers to justify their process for hiring around the official posting process (i.e. internal hires from one dept. or another) to explain the rationale and fairness for not making the position available to the public.
6. Require hiring managers to submit justification to Human Resources before screening final candidates (as opposed to submitting at the end of the process).
7. Provide financial support to Human Resources to allow an increased presence of NKU at local, regional or national career fairs, minority websites, and minority publications.
8. Develop marketing view book for prospective staff showcasing multiculturalism to be distributed at career fairs and/or to multicultural organizations/companies.
 - a. Additionally, include information on the website, in publications and University advertisements that encourage on-going representation and support for multiculturalism.
 - b. View book will spotlight the demographics of the full NKU work force, policies, procedures, benefits, etc.

Improve Retention

1. Institute and fund a job progression ladder within staff positions to encourage upward mobility and recognition within work role. This could include:
 - a. Title upgrade commensurate with experiences.
 - b. Increased tasks and committee work.
 - c. Explanation of next steps to be taken to advance (degree obtainment, department work, University support, etc.) to form an action plan.
2. Develop mentoring relationships among emerging professionals and seasoned NKU employees to increase understanding of culture, profession and advancement to the next level.
3. Provide funding to Human Resources in order to guarantee Professional Development opportunities to include inexpensive, internal trainings, office subscriptions to publications, webinars, and service on University Committees to external training opportunities.
4. Offer and encourage use of career coaching.

CPE Area of Focus (Campus Climate)

1. Provide all new hires, as well as current deans and chairs diversity/sensitivity training. The diversity/sensitivity training could take the format of a day-long university conference. This conference would include a national keynote speaker, as well as faculty led breakout sessions, workshops, and panels. The conference would be geared toward faculty, staff, and administrators, and would be intended to raise awareness of diversity and to give faculty the necessary tools to successfully infuse diversity in courses. This type of conference could be organized at the beginning of three consecutive years.
2. As a component of the yearly performance evaluation process
 - a. current faculty and staff would attend cultural competency and teaching strategy workshops within one contract year.
 - b. faculty would indicate how he/she has incorporated diversity into their courses.
3. Strengthen diversity education for students by means of:
 - a. Creating a strong one-week diversity curriculum that would be implemented in all University 101 courses.
 - b. Identifying best practices and explore opportunities to incorporate a “Passport Program”, where students are required to get a stamp in their “passport” for engaging in activities regarding various minority groups (i.e. speakers, community-based activities, volunteering).
 - c. Incorporating a diversity component into student orientation. This could be accomplished by substituting current icebreakers with diversity activities such as the “Game of Life” or the “Multicultural Search”. These activities will teach students about diversity, while also promoting relationship building among the students.
4. Enforce existing discrimination policies more strictly by:
 - a. Clearly conveying them to faculty, staff, administrators, campus police, residence hall directors, and students. A discrimination policy should be included in all syllabi and handbooks.
 - b. Clearly stating where individuals can seek help if discrimination occurs. For students, this information could be listed in all syllabi, as well as being posted in public areas (i.e. on centrally located pin boards). For faculty/staff, this information could be listed in employee handbooks & posted in public spaces/office suites.
5. Recruit diverse faculty, staff, administrators, and student through diverse media sources (i.e. The Wiz), conferences, journals, and diverse high schools. Engaging in such recruitment

efforts not only result in greater diversity on campus, it also signals to the community at large that we embrace diversity.

6. Increase awareness and attendance of diversity events on campus by encouraging students to attend at least 2 diversity events over the course of the semester. This could be a component of a “Passport Program” in a general education course or a discipline-specific course. These events could also be advertised in the larger community.

Recommendation Next Steps

1. Submit draft to the President's Executive Team.....April 26, 2011
2. Present draft to the Board of Regents..... May 4, 2011
3. Submit draft to the Council on Postsecondary Education..... May 5, 2011
4. Make edits where appropriate and return to CPE May 20, 2011
5. Make recommendations S.M.A.R.T..... TBD
6. Prioritize recommendations based on cost, ease of implementation & importance TBD
7. Determine which Vice Presidential area is responsible for each recommendation..... TBD
8. Incorporate plan into the strategic priorities/annual plan TBD
9. Assess progress annually (via planning process) TBD
10. Continue to update the plan where appropriate.....ongoing
11. Celebrate successes ongoing

Appendix A

High School ACT Data (NKU eight county geographic responsibility)				
	Number of African American Students	Average African American Student ACT	Number of Mexican American, Puerto Rican, Cuban, Latino	Average Mexican American, Puerto Rican, Cuban, Latino ACT
TOTAL	127	16.1	93	18.5
Holmes High school	47	15.1	3	13.0
Newport High School	15	16.3	2	12.0
Boone County High School	12	18.6	13	18.7
Lloyd Memorial High School	9	17.6	7	16.9
Simon Kenton High School	8	18.0	2	14.5
Conner High School	6	15.7	8	17.3
NKY Youth Development Center	5	14.2		
Holy Cross High School	4	15.5	2	17.0
Carroll County High School	4	15.0	6	14.7
Dixie Heights High School	3	17.0	3	19.3
Gallatin County High School	2	15.0	1	15.0
Grant County High School	2	15.5	2	19.5
Notre Dame Academy	2	19.0	2	18.0
Beechwood High School	2	20.5	4	26.3
Campbell County Day Treatment Center	1	12.0		
Williamstown High School	1	12.0		
Walton Verona High School	1	18.0	2	22.0
Cooper High School	1	17.0	2	23.5
Ryle High School	1	14.0	12	20.4
Heritage Academy	1	18.0	1	22.0
Campbell County High School			7	16.7
Covington Catholic High School			6	21.5
Scott High School			3	16.7
Silver Grove High School			1	17.0
Highlands High School			1	20.0
Dayton High School			1	21.0
Villa Madonna Academy			1	22.0
Augusta High School			1	24.0

NKU Admission Requirements Applied to Available Minority Populations				
	Number of African American Students	Average African American Student ACT	Number of Mexican American, Puerto Rican, Cuban, Latino	Average Mexican American, Puerto Rican, Cuban, Latino ACT
TOTAL students	127	16.1	93	18.5
TOTAL who meet regular admission criteria	17 (difference of 110 students)	21.4	29 (difference of 64 students)	24.0

Appendix B

Student Retention		
2008 Fall to Fall	Female	Male
African American	57.6% (n=455)	55.6% (n=262)
Latino	63.6% (n=88)	77.8% (n=59)
All Students	67.1% (n=5861)	66.5% (n=4583)

6 Year Graduation Rate (entered 2003 and graduated by 2008-09)		
	Female	Male
African American	10%	13%
Latino	13%	14%
All Students	37%	27%

Degrees Conferred (all students)				
	2008-9	2008-9	2009-10	2009-10
	Fall Total N	Degrees	Fall Total N	Degrees
African American	840	105	890	123
Latino	177	24	190	26
All Students	14,932	2,115	15,215	2,425

Degrees Conferred (undergraduate students only)				
	2008-9	2008-9	2009-10	2009-10
	Fall Total N	Degrees	Fall Total N	Degrees
African American	747	78	748	91
Latino	157	17	164	18
All	13,030	1,836	13,206	1,988

Degrees Conferred (Master Degree only)				
	2008-9	2008-9	2009-10	2009-10
	Fall Total N	Degrees	Fall Total N	Degrees
African American	66	10	73	19
Latino	13	2	17	2
All	1,508	491	1,593	461

Local Population		
2009	% Latinos	% African American
State	2.7	7.9
County		
Boone	3.3	2.9
Campbell	1.6	2.4
Kenton	2.2	5.0
Gallatin	2.8	1.9
Grant	1.6	.8
Pendleton	1.3	1.1

Source: <http://quickfacts.census.gov/qfd/states/21000.html>

Appendix C

Financial Aid (compared to total student population)					
Data as of 1/25/2011	All Students	African American Students	%	Latino Students	%
At NKU	15748	961	6%	222	1%
Receiving Any Aid in 2010-11	12765	938	7%	209	2%
Receiving Loans in 2010-11	8984	803	9%	139	2%
Receiving Grants in 2010-11	4835	560	12%	81	2%
Receiving Scholarships in 2010-11	4843	258	5%	87	2%
Receiving Other Aid in 2010-11	2188	168	8%	44	2%

Financial Aid for Latino and African American Students (calculated)						
Data as of 1/25/2011	African American Students	%	Latino Students	%	All Students	%
At NKU	961	6%	222	1%	15748	100%
Receiving Any Aid in 2010-11	938	98%	209	94%	12765	81%
Receiving Loans in 2010-11	803	84%	139	63%	8984	57%
Receiving Grants in 2010-11	560	58%	81	37%	4835	31%
Receiving Scholarships in 2010-11	258	27%	87	39%	4843	31%
Receiving Other Aid in 2010-11	168	18%	44	20%	2188	14%

Appendix D

Employee Headcount by Race					
Race	2006	2007	2008	2009	2010
Nonresident-Alien	19	0	26	28	22
Latino	16	21	24	36	17
American Indian or Alaskan Native	5	4	4	7	4
Asian	-	-	-	-	39
Asian or Pacific Islander	33	44	34	36	-
Black or African American	90	88	92	92	83
Native Hawaiian or Other Pacific Islander	-	-	-	-	0
White	1,877	1,855	1,742	1,865	1,857
Two or More Races	-	-	-	-	7
Unknown	31	51	142	116	14
Total	2,071	2,063	2,064	2,180	2,043

Full-Time Faculty by Race					
Race	2006	2007	2008	2009	2010
Nonresident-Alien	4	0	13	17	14
Latino	7	8	7	8	6
American Indian or Alaskan Native	2	2	2	4	3
Asian	-	-	-	-	19
Asian or Pacific Islander	19	25	19	21	-
Black or African American	28	29	30	31	28
Native Hawaiian or Other Pacific Islander	-	-	-	-	0
White	519	460	450	453	459
Two or More Races	-	-	-	-	3
Unknown	0	4	17	8	0
Total	579	528	538	542	532

Full-Time Staff by Race					
Race	2006	2007	2008	2009	2010
Nonresident-Alien	9	0	7	4	5
Latino	8	8	10	12	8
American Indian or Alaskan Native	0	1	1	2	1
Asian	-	-	-	-	7
Asian or Pacific Islander	3	6	5	4	-
Black or African American	39	45	47	45	44
Native Hawaiian or Other Pacific Islander	-	-	-	-	0
White	751	808	798	837	918
Two or More Races	-	-	-	-	4
Race and Ethnicity Unknown	3	19	74	59	4
Total	813	887	942	963	991