



Diversity Plan
Self-Assessment

REPORT TO THE KENTUCKY COUNCIL
ON POSTSECONDARY EDUCATION

NOVEMBER 16, 2012

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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 continued its work during 2011-12 by developing 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 percent Hispanic, 3.02 percent African-American, 0.07 percent Native Hawaiian/Pacific Islander, 0.14 percent American Indian/Alaskan Native, and 1.73 percent 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 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 27 percent in two years, and graduate enrollment for underrepresented minorities has grown 19 percent. The six-year graduation rate for underrepresented minorities has tripled in the past two years. The number of undergraduate degrees conferred to underrepresented minorities, including STEM+H degrees, has increased substantially in two 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, LGBT, 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 less successful in improving the workforce diversity of the campus. While the number of underrepresented minorities employed in executive, administrative, and managerial positions increased by one last fall, the number of underrepresented minorities in faculty and other professional positions decreased. In response, NKU has made significant changes in the recruitment process, reaching out to national minority publications and discipline-specific organizations for advertisement of faculty and professional positions. In addition, NKU is conducting 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. Colleges on campus are establishing diversity committees to help direct activities in support of reaching our institutional goals. In addition, various departments on campus are creating mentoring programs designed to help new faculty acclimate to the region and the campus, and a training module on diversity is being developed that will be incorporated into faculty and staff orientation sessions and presented as standalone sessions. The institution has faith that renewed and improved efforts will 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. In addition to the Diversity Dashboard, 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. These efforts demonstrate clear examples of the role of the diversity plan in support of and in relation to the university's strategic plan.

Under the leadership of the new NKU president, Geoffrey Mearns, the campus climate committee is being restructured and refocused with the aim to infuse a deeper understanding of diversity throughout the university campus. NKU will continue to make 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 make improvements in the student body diversity. The total undergraduate enrollment of African-American students was 830 in the fall of 2011, and the Latino student population number 230. Although there appeared to be a slight decline in African-American students, more students are now selecting to self-identify as two or more races. Combining African-Americans, Latinos, and those who declare themselves as two or more races, the underrepresented minority population in undergraduate programs increased five percent between 2010 and 2011, and it has increased more than 27 percent in the past two years. In fall 2011, over nine percent of the undergraduate students were underrepresented minorities, which exceeds the 7.5 percent 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	PRELIMINARY FALL 2011
African-American/Black	784	857	830
Hispanic/Latino	164	195	230
Two or more races	N/A	93	145
Total	948	1,145	1,205

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 2011 and 31 Latino graduate students. Combining African-Americans, Latinos, and students who self-identify as two or more races, NKU's graduate student population (including law school enrollment) increased 13 percent in one year and 19 percent between 2009 and 2011. Therefore, NKU has exceeded its diversity plan target which was to grow by one percent at the graduate level.

Table 2: Graduate Enrollment (Including Law)

CATEGORY	FALL 2009	FALL 2010	PRELIMINARY FALL 2011
African-American/Black	106	104	114
Hispanic/Latino	26	27	31
Two or more races	N/A	8	12
Total	132	139	157

STRATEGIES FOR INCREASING STUDENT BODY DIVERSITY

The NKU 2011-13 Diversity Implementation Plan includes the following enumerated 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 percent per year. In addition, increase donor (private) scholarships earmarked for diverse students by 10 percent annually, and create scholarship funds specifically for qualified community college transfers from Gateway and Cincinnati State.

- NKU increased the number of offers for the Educational Diversity Scholarships by 34 percent between 2010 and 2011 (50 offered in fall 2010, 67 offered in fall 2011).
- As an example, the Gordon Brisker Memorial Scholarship was initiated in 2005 to serve as a supplement to the EMPOWER Program, a program designed to introduce urban and at-risk youth to African-American artistry in jazz and blues music. The scholarship encourages potential students to consider NKU as an option to study African-American artistry in jazz. In 2011, a Memorandum of Understanding was initiated with two high school music programs that serve a diverse population of urban and at risk youth in the northern Kentucky region. The MOU creates an ongoing relationship between the Department of Music and the local high schools, with an annual blues festival that utilizes students from both schools in a performance alongside students involved in jazz performing groups at NKU.
- NKU has developed scholarships specifically for qualified community college transfer students. The KCTCS Scholarship program supports students who transfer from the KCTCS system and the Transfer Scholarship supports students who transfer from Cincinnati State.
- University Development solicits private gifts in support of scholarships, seeking to maximize donor contributions and university flexibility. These scholarship fundraising efforts are in support of scholarships for the strategic enrollment management plan and the diversity plan. This approach ensures that our scholarship fundraising efforts comply with legal requirements and constraints.
- In 2010-11, \$1,932,987 in private contributions was received in support of scholarships, and in 2011-12, \$4,071,530 in private contributions was received in support of scholarships, or a 111 percent increase over FY2011 scholarship support.
- The number of African-American and Latino students receiving private donor scholarships increased from 19 in 2010-11 to 22 for 2012-13, an increase of 16 percent.

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

- The NKU Office of Student Financial Assistance administered, monitored, and fully expended \$1.25M in need-based aid in 2011-12. Of the 820 students who received need-based aid, 161 students (20%) were identified as a minority.
- The STRIVE Program was expanded in an effort to increase and reach a broader base of diverse students and students who demonstrate high levels of financial need. Staff members visited STRIVE schools during spring to offer assistance with the financial aid process. Staff members presented financial aid workshops during high school visitation days at NKU. Private scholarship resources are used to support the STRIVE Program.
- The Student Retention Award is provided to first-generation, single-parent, and other non-traditional student populations.
- In 2011-12, for the fourth year, the Office of Latino Student Affairs partnered with various community organizations, including the English Language Learning Foundation (ELL), to promote scholarships and aid to qualified Latinos. In addition, NKU students applied and received scholarships from the Greater Cincinnati Hispanic Chamber of Commerce, the Hispanic Scholarship Fund, and League of United Latin American Citizens, among others. There were 11 scholarships awarded this year from five different organizations, a number of which provided students with need-based aid.

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 online college readiness guide went into development in 2011-12 as a collaborative effort of the university's Strategic Enrollment Management committee. Launch of the online guide is anticipated by the end 2012-13.
- The Latino Student Affairs website has a link to valuable information translated into Spanish (see <http://latino.nku.edu/padres/index.php>).
- The Office of Latino Student Affairs conducted four college fairs at Centro de Amistad, Su Casa, and Boone County High School. At these bilingual presentations, students learned about the college application process, college preparation, the life of a minority student at a predominately white institution, careers, resources, and scholarships. The college students spoke to approximately 160 prospective students, some of which attended the Latino Student Affairs Recognition Banquet.
- A Multicultural Viewbook was created and redesigned in 2011-12.

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 Student Achievement Center works with UNV 101 and Peer Mentors/Tutors to assist with financial literacy and college transition for first-year students. Student Support Services and the Early Alert Program provide additional financial literacy counseling and information as needed.
- Online financial literacy services were developed in the summer of 2011 through the Student Achievement Center website, *Financial Fitness* (<http://sac.nku.edu/services/financialfitness.html>). Collaborative work between the Office of Student Financial Assistance and the Student Achievement Center ensures that Educational Diversity Scholarship recipients and STRIVE grant recipients are required to meet with staff in the Student Achievement Center at least twice a semester.
- The Center for Economic Education, within the College of Business, is developing an online academic credit course in personal finance for NKU students with a course proposal for an experimental offering on or before fall 2013 and a course proposal for a permanent course on or before spring 2014. In addition, the CEE offered a graduate-credit personal finance course (ECO594) for in-service teachers in summer 2012 that included helping teachers develop a personal finance teaching unit for their classroom. Several professional development programs for K-12 teachers are offered in NKU's 8-county service area as well as events/programs for students. The following include a few representative examples:
 - InvestYourself was presented to a select group of 45 high school students from two schools in Northern Kentucky (Pendleton County High School and Walton-Verona High School) on April 2, 2012. A full-day of information and activities on investing culminated in a campus tour. The program was sponsored by the CEE, the Kentucky Council on Economic Education, and Kentucky Department of Financial Institutions.
 - The CEE has provided support to Conner High School which received a Pathway to Financial Success grant from Discover. On October 22, 2012, 84 students visited the NKU campus for a morning of financial fitness, an afternoon learning about business majors, ending the day with a campus tour.
- The Office of Student Financial Assistance staff presented at and/or attended the following programs: New Student Orientation; NKU ROCKS (Responsibility, Opportunity, Community, Knowledge and Success), a freshman transition program offered by the office of African-American

Student Affairs; Latino Student Orientation; UNV 101 Classes; Friends and Family (Chase Law School Orientation); and Grad Finale (Provide Loan Exit Counseling).

- A subcommittee of the Strategic Enrollment Management Committee is working on development of an online readiness webpage that includes an online budget experience. A target completion date is set for 2012-13.

1.5 Strengthen partnerships with local community and technical colleges (e.g. Gateway/Cincinnati State) with efforts such as increased recruitment visits and the “Gateway to NKU” transition program; ensure diverse students are aware of transfer options.

- In 2011-12, the Admissions Office scheduled and completed 25 visits to Gateway, more than tripling the number of visits from the prior year.
- The “Gateway to NKU” transition program was launched in fall 2011, with an enrollment of 15 students. Sufficient enrollment was not met to offer this program in fall 2012. Reimagining of the Transfer Partnership Agreement with Gateway, including the Gateway to NKU Transition Program, dual enrollment and articulation agreements, are in progress for completion by July 1, 2013.
- In addition, the Department of Physics and Geology’s Engineering Technology Program has developed articulation agreements with local community and technical colleges in the region (e.g., Cincinnati State Technical and Community College) in an on-going effort to help students from two-year schools (who are often members of underrepresented groups) transition into a four-year program in a STEM-related discipline.
- The office of Latino Student Affairs has attended the U.S. Hispanic Leadership Institute (USHLI) Conference in Chicago for five years. This conference features nationally prominent motivational speakers; teambuilding exercises; networking opportunities; and workshops on financial literacy, nutrition and healthy living, and advance leadership skills development. Recruiters provide information on scholarships, graduate schools, internships, and employment opportunities. The conference prepares student leaders of college organizations to be more effective within their respective spheres of influence and to help them make good career choices that are conducive to professional growth, career advancement, and public service. A survey of students who attended the conference found that all participants would recommend this conference to other Latino students.

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; ongoing 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 usually serves between 50 to 60 first-time, full-time African-American students and has assisted with the overall acclimation and adjustment of participants, tracking students from their first year at NKU to graduation. In addition, the Special Advisor to the President on Diversity speaks to the incoming freshmen on how to be a successful college student. The Advisor lists himself as a potential mentor and encourages the freshmen to find a personal and academic mentor, pointing out that students with a mentor have an 85 percent greater chance of success in graduating from college. The presentation follows the model as outlined in the text, *Black College Student Survival Guide*.
- Academic Prep Workshops are a series of interactive workshops that highlight resources/subjects intended to assist students with being academically successful. Workshops focus on topics such as time management, successful transition from high school to college, goal setting, and financial stability. Academic Workshops help students create networks with faculty and staff members on campus, and give them the knowledge that will support their academic aspirations. The workshops serve 15 to 20 students per session.
- For four years, the office of Latino Student Affairs has offered an orientation to incoming freshman and transfer Latino students. The office partners with other departments on campus such as Housing, the Learning Assistance Center, and Student Financial Assistance, with participating students given the opportunity to move in a day early. Survey results show that participating students agree or strongly agree that orientation provides good information about the services available at NKU and that it provides a platform to meet and socialize with other Latino students. Many students also noted on surveys that the presence of the Latino Student Affairs office affected their decision to come to NKU.
- The Kroger Mentor Program engages students from diverse backgrounds through various programs such as Professional Tuesdays and the Mentor Training. These programs promote professional growth, leadership skills, organizational skills, and social responsibility. Topics challenge participants to be critical thinkers in regard to current issues and trends. In addition to their involvement, 26

percent of the students who participated in the Kroger Mentor Program are leaders in three different student organizations that focus on Latino issues: Latino Student Organization (LSO), Educating Latinos for Kentucky's Future (ELKF), and League of United Latin American Citizens (LULAC). During 2011-12, the Kroger Mentor Program achieved 96 percent student retention.

- Latino Student Leadership Workshops provide customized leadership training to the growing Latino student population. Workshop topics include academic achievement, leadership development, effective communication skills, and community outreach/service learning. Among the presenters were Maria Molina from Procter & Gamble and Lisa Araya from the Northern Kentucky Sanitation District, both prominent leaders within the Latino community. Presenters emphasized the importance of education and the role of family to achieve success and civic responsibility.
- A cross-functional committee, the Multicultural Leadership Alliance, was created in May to provide multicultural high school students with information and resources on college readiness, application, financial aid, student services, housing, and other services offered at NKU. The target audience is 9th-12th graders. The team will participate in high school visits, college fairs, and programs/events providing materials and resources to prospective students. The team will also work with campus partners on retention of multicultural students. Training will include recruitment best practices, diversity initiatives, admissions standards, financial aid, housing, and student support services.

1.7 Improve recruitment initiatives.

- NKU expanded the "Norse on the Go" (traveling recruitment program) to offer additional programs for diverse populations in Lexington, Louisville and Dayton. An event was held in Louisville during the fall 2010, with 60 students securing reservations for the program and 50 attending. Of the students attending, 76 percent applied for admission and 12 enrolled in the fall of 2011. The Office of Admissions is planning additional events for the fall 2014 recruitment class.
- A multicultural viewbook was created and redesigned for the fall 2011 recruitment cycle. This publication is sent to all multicultural prospects, inquiries, applicants, admits and confirmed students.
- NKU doubled the number of recruitment visits made to local community colleges with diverse student populations from two times annually to five visits conducted at Jefferson Community College and Bluegrass Technical and Community Colleges during 2011-12.
- A multicultural transfer student guide called the "Transfer Experience" viewbook was developed for the 2011-12 recruitment year.

- Humanities Day, a project initiated by the Arts and Humanities Grants group, is being planned for the fall 2013 with the goal to increase the number and diversity of student applications and enrollments in the humanities disciplines (English, history, world languages and philosophy) in the fall 2014. It will specifically target urban high schools in northern Kentucky (Covington, Newport, and Bellevue) in outreach to minority high school juniors to demonstrate the availability of financial aid, loans and scholarships, as well as jobs for graduates, and that these majors are fun.
- The Department of Theatre and Dance is exploring internships for NKU Theatre majors with local organizations that promote multiculturalism, such as the Freedom Center, Cincinnati Museum Center, and the Contemporary Arts Center. In addition, the department has sent outreach troupes to middle and high schools that have a majority of minority and diverse students. These initiatives are having the desired impact; African-Americans, Latinos, LGBT persons, minority transfer students, and students with disabilities now comprise nearly 25 percent of total Theatre majors. Interviews of incoming freshmen Theatre majors and of graduating BFA students supports the link between these initiatives and students' choices to attend – and to persist – as Theatre majors at NKU.
- The *Fun with Science Camp for English Language Learners (ELL)* recruits students from all the Greater Cincinnati/Northern Kentucky Area schools through the English as a Second Language teachers and community partnerships such as Centro de Amistad, Su Casa, and the YMCA Black and Latino Achievers. In 2012, these community partners were approached to recruit students for all the camps offered through the Center for Integrated Sciences and Mathematics (CINSAM), not just the ELL camp. Evaluations from camp participants demonstrate that the experience significantly raises awareness and interest in STEM careers. Several students who were enrolled in previous *Fun with Science* camps now attend NKU. At least five are in the STEM disciplines, and one has served as a teaching assistant in subsequent camps. The students feel comfortable at NKU in part because of their familiarity with faculty and Latino Student Affairs officers, which contributes to their success and closes the achievement gap. The inclusion of undergraduate NKU students as teaching assistants has improved campus climate. They become mentors and friends of the minority students and tend to interact more with all minority students on campus, Latinos in particular.
- Summer Computer Camp offered by College of Informatics COI/Business Informatics is for Newport Middle School students. At least 30 percent of this school's demographic are low income students.

- The COI has recruited at high schools with high minority populations. In April 2012, COI participated in a STEM college day for young men (80% African-American) sponsored by Winton Woods High School. In October 2012, Woodward High scheduled a campus tour of Griffin Hall for primarily African-American junior and senior high school students.
- In November 2012, COI and CINSAM will participate in a similar STEM college day for young women sponsored by Winton Woods High School.
- Summer camps sponsored by the College of Health Professions, Nurse Camp and Pathways to Nursing, target diverse and low-income students.
- The College of Health Professions has expanded student recruitment efforts by attending and advertising in conference materials for the National Black Nurse Association's Annual Institute and Conference and the National Hispanic Nurses Association Annual Conference.
- Chase College of Law had a presence at the Mid-Atlantic Pre-Law Conference at Howard on September 21, 2012, and the Latino Justice Law Day on October 7, 2012, in NYC.
- Chase College of Law strives to generate interest and applications from diversity applicants through a number of recruitment efforts including: Candidate Referral Service (CRS) searches; off-campus recruiting events targeted to underrepresented groups; collaboration with the university's offices of Latino Affairs and African-American Student Affairs and Ethnic Services; and participation in the Law School Admission Council fee waiver program. The Black Law Students Association and the Chase Latino Law Association assist the Admissions Office with recruitment efforts and sponsor programming to promote and benefit their members. For example, a Multicultural Law Academy was held on campus in 2010 and 2011 – with another planned for spring 2013 – to increase the awareness of legal professions among racially and ethnically diverse high school students and to provide advice on making the journey from high school to law school. African-American attorneys with the Ohio Justice & Policy Center gave the keynote address.
- The College of Informatics is developing a COI Student Ambassador group which will be recruiting high school students in the region. Training plans for this group include diversity training for student ambassadors.

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 124 to 129 between 2009 and 2010. Preliminary Program Eligibility data for 2011 shows 165 African-American and Latino students retained from first year to second year. Therefore, NKU has shown improvement in first-to-second year retention of total underrepresented minority students.

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

CATEGORY	RETAINED 2009	RETAINED 2010	PRELIMINARY RETAINED 2011
African-American/Black	97 of 163	103 of 168	130 of 226
Hispanic/Latino	27 of 40	26 of 33	35 of 49
Two or more races			10 of 23
Total	124 of 203	129 of 201	175 of 298

Data from the annual Program Eligibility report from CPE demonstrates that the total number of African-American and Latino students retained from the second year to the third year increased from 66 to 79 between 2009 and 2010. Preliminary Program Eligibility data for 2011 shows 90 African-American and Latino students retained from second year to third year. Therefore, NKU has shown improvement in second-to-third year retention of total underrepresented minority students. Cohort numbers for Hawaiian/Pacific Islander and American Indian/Alaskan Native students are very small and are not included in the diversity plan at this time.

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

CATEGORY	RETAINED 2009	RETAINED 2010	PRELIMINARY RETAINED 2011
African-American/Black	56 of 104	61 of 115	71 of 108
Hispanic/Latino	10 of 25	18 of 32	19 of 25
Total	66 of 129	79 of 147	90 of 133

The six-year graduation rates for underrepresented minorities at NKU have nearly tripled in the past two years. The six-year graduation rate for African-American students increased from 11 percent to 29.7 percent between 2009 and 2010, and the rate increased again in 2011 to 31.9 percent. Similarly, the six-year graduation rate for Latino students increased from 13.3 percent in 2009 to 16.7 percent in 2010 and again to 31.6 percent in 2011. NKU has already surpassed its target to increase the graduation rate of African-American and Latino students by one percent per year through 2015.

Table 5: Undergraduate Student Six-year Graduation Rates

CATEGORY	2009	2010	PRELIMINARY 2011
African-American/Black	11.0%	29.7%	31.9%
Hispanic/Latino	13.3%	16.7%	31.6%

The six-year graduation rate gaps for underrepresented minorities at NKU have significantly decreased in the past two years. The six-year graduation rate gap for African-American students declined from 22 percent to 4.8 percent in 2010 and rose slightly to 5.6 percent in 2011. The small increase in the latest year was due to a relatively larger increase in the graduation rate of white, non-Hispanic students rather than a decrease in the graduation rate of African-American students. The six-year graduation rate for Latino students has decline in two years from 19.9 percent to 5.9 percent in 2011. Graduation rate gaps for both minority groups have decreased significantly due to the rise in six-year graduation rates for each group. NKU’s diversity plan includes targets for increasing the graduation rate for African-American and Latino students, and the institution has surpassed its targets for this year. In addition, 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	PRELIMINARY 2011
African-American/Black	-22.2	-4.8	-5.6
Hispanic/Latino	-19.9	-17.8	-5.9

The number of underrepresented minorities receiving a baccalaureate degree at NKU has increased over the past two years. Bachelor’s degrees conferred to African-American students increased from 91 students in 2009-10 to 98 in 2011-12. The number of degrees conferred to Latino students increased from 18 to 19 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 135 between 2009-10 and 2011-12, an increase of 24 percent. These figures surpass the targets established in the NKU diversity plan which were to increase degrees conferred to African-American students by five percent and to increase degrees conferred to Latino students by one percent.

Table 7: Baccalaureate Degrees Conferred

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

The number of STEM+H undergraduate degrees awarded to underrepresented minority students increased from 20 in 2010-11 to 28 in 2011-12.

Table 8: Undergraduate Student Degrees: STEM+H

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

The number of underrepresented minority undergraduate student who transferred from KCTCS to Northern Kentucky University declined between 2010-11 and 2011-12. 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	PRELIMINARY 2011-2012
African-American/Black	43	27
Hispanic/Latino	8	7
Two or more races	2	6
Total	53	40

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* which was approved and distributed September 26,

2011. 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.

- NKU is developing an interactive dashboard that will provide additional web-based information on retention and graduation rate information for each of the colleges on campus.
- All units within the university were asked to incorporate diversity objectives into their unit plans effective with the 2011-12 unit alignment plans. Over 10 offices and departments identified activities that linked to 18 of the strategies within the Diversity Plan, and one or more objectives were identified under each of the 14 Diversity Dashboard indicators.
- African-American Student Affairs and Latino Student Affairs identified two goals: (a) establish clear learning outcomes and assessment measures for all programs and services offered, and (b) plan and implement a strategy for meeting student-related objectives of the diversity plan.
- All co-curricular programs support the improvement of diversity and attempt to track student success, when possible. For example, Campus Recreation tracks staff participation in diversity programs. All Campus Recreation team members attended at least one diversity/multi-cultural programming on campus and shared their experiences at team meetings. These activities included: International Studies Program, Alternative Spring Break Mexico, 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 Student Affairs, whiffle ball all-star tribute to Negro league baseball with African-American Student Affairs, UJIMA Awards Celebration, and Latino Student Affairs Awards Celebration.
- The College of Arts and Sciences developed a college-wide diversity plan with departmental assignments spanning the 13 academic departments and the dean's office.
- The Marketing and Communication Office identifies and purchases advertising with key minority-focused media vehicles including the WIZ, a Cincinnati Hip Hop and R&B station, and the Spanish Journal, a publication for the Northern Kentucky/Greater Cincinnati Latino community. Additionally, they partner with the NAACP on area awards ceremonies and recognition events; issue press releases to promote minority-focused events (such as a hate crime documentary produced by a NKU faculty member); collaborate with offices to ensure an appropriate amount of diversity (photography and content) in marketing recruitment materials; and ensure that the NKU website presents an accurate reflection of diversity on campus via pages and photos.

2.2 Identify and strengthen support services that help students.

- In collaboration with various university departments and student organizations, an MLK commemoration week honors the life and legacy of Dr. Martin Luther King, Jr. Programs serve both an educational and an inspirational outlet through speakers, university wide service projects, poetry, art showcase, and musical performances to honor one of the nation's most revered civil rights leaders.
- 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 AASA and the Black Faculty and Staff Association, this event honors faculty, staff, and students who have been outstanding contributors to their communities, striving to make difference and achieving academic and professional excellence. Fifteen faculty, staff, and students are awarded individual distinctions, four of which are scholarships to current students. 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 intimate and 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 student recognized at each Sherehe varies based on the number of graduates each fall and spring semesters.
- A series of events sponsored by the office of Latino Student Affairs throughout National Hispanic Heritage Month reached over 630 students, faculty, staff, and community members. For 11 years, the office of Latino Student Affairs has 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. Three years ago, Potluck (Free Food Fridays) was created to build community among students, faculty, and staff, and these have been very effective in attracting a diverse student population and guest speakers.
- The NKU Latino Institute for Excellence (NKU LIFE) supports the NKU strategic goals for student success in academics, leadership, multi-cultural diversity, and civic engagement. NKU LIFE enhances the quality of ongoing successful initiatives, creates further initiatives extending benefits to a broader spectrum of students and community participants, and guarantees NKU with high visibility in the region as a center for Latino education and community relations. Events and

programs educate and serve the community in areas where educators, professionals, and community members have seen and experienced firsthand the greatest need. Members of NKU LIFE have made presentations to the community that demonstrates the need to improve our educational system especially for Latino children.

- Each year since 2002, the office of Latino Student Affairs has celebrated and honored Latino students' accomplishments, including students with the highest GPA within each college, volunteerism, Latino/a of the Year, and the Kroger Mentor and Mentee of the Year.
- The Director of the office of Latino Student Affairs is a board member of the YMCA of Greater Cincinnati and chairs the YMCA International Committee. This committee has developed a partnership with the YMCA in Mexico City, and a delegation of the YMCA Mexico City traveled to Cincinnati in March, visiting NKU to explore the possibility of a partnership between NKU and the YMCA University in Mexico City.
- Information Technology network space has been provided for student groups and organizations related to international, LGBT, low-income, veterans, and minority STEM+H majors.
- The 2012 Youth Summit for the LGBTQ sponsored by the Gay, Lesbian, Straight Education Network (GLSEN) of Cincinnati was held on the NKU campus with 200 in attendance.
- NKU established a Veterans Advocacy Committee (VAC) in 2009 which works to create campus awareness of issues faced by veterans. Six faculty/staff training webinars have focused on how to increase awareness of the challenges veterans experience when transitioning from deployment to campus. Extensive communications efforts inform and support student veterans through mailings, news releases, an enhanced website, and a new educational benefits document created in 2012. NKU improved its tracking of veterans through a change on the admissions application, and a separate veterans' orientation was created in 2012. A new student organization, Veterans for Education and Transition Support, was recognized by Student Life in spring 2011 with a Community Service and Public Engagement Award. In 2011, a class was created that allows veterans to gain up to 18 hours of academic credit for the learning obtained while in military service, and in 2012 a veterans learning community was formed. In acknowledgment of its work, NKU was recognized by GI Jobs as "Veteran Friendly" for the past three years.
- NKU's American English Language Program offers semester long sessions of intensive English study, and when students enter AELP, they are paired with Ambassadors – student volunteers who serve to mentor AELP students to campus life. AELP students also participate in culturally relevant

field trips to acclimate to American culture and to the local community. International student enrollment has climbed from 349 in fall 2010 to 627 in fall 2012.

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

- NKU hosted the Allied Zone campaign which trains students, staff, administrators, and faculty to be allies for members of the lesbian, gay, bisexual, and transgender (LGBT) community on campus (http://safe.nku.edu/Allied_Zone.html).
- College and departmental diversity committees offered a variety of 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 College of Education and Human Services sponsors a semiannual Distinguished Scholar Series which began in 2010-11 to bring distinguished and thoughtful scholars to campus to engage faculty, staff, and students in contemporary and futuristic societal issues that address improving the human condition. All Distinguished Scholar Lectures are open to the campus and greater communities.
 - Gloria Ladson-Billings (Spring 2012) spoke to faculty, staff and students on critical race theory applications to education. Dr. Ladson-Billings also did a workshop with College of Education and Human Services (COEHS) faculty on increasing numbers and support for underrepresented faculty.
 - Yong Zhao (October 4, 2012) 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) will address issues such as the psychosocial development of African-American males; the process and outcome in cross-cultural counseling; and the resiliency and coping process of urban adolescents.
- All programs in the COEHS have requirements for participation by students in diverse learning environments. Most of the programs within the college require significant elements of diversity as a requirement for accreditation.
- The College of Health Professions brought Dr. Josepha Campinha-Bacote to campus in April 2011 to give a presentation on issues concerning transcultural health care. Dr. Campinha-Bacote has developed *The Process of Cultural Competence in the Delivery of Healthcare Services* which describes a culturally conscious model of care. She was hired as a consultant to conduct a curriculum review of the core MSN courses and several NEL courses and provided her suggestions to integrate cultural concepts into the curriculum. Many of her recommendations were integrated in the curriculum for

the 2011-12 academic year. All of her recommendations were fully integrated into the curriculum by the beginning of the 2012-13 academic year. In addition, Marian Cummins served as a consultant to review content in the graduate program related to underserved and rural populations. Her recommendations were completed in July 2012 and will be integrated over the next year.

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.

- For 2012-13, a greater emphasis on data collection has been placed on all co-curricular programs. This initiative will provide additional empirical evidence to evaluate the best practice strategies of each program across all diverse student populations.
- NKU ROCKS is a program proven to assist first-year African-American students with their academic and social adjustment to NKU. The program assists with the overall acclimation and adjustment of participants, tracking students from their first year at NKU to graduation.
- Academic Prep Workshops are also a highly effective series of interactive workshops that highlight resources/subjects intended to assist students with being academically successful. Workshops focus on topics such as: time management, successful transition from high school to college, goal setting, and financial stability.

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

- NKU is developing a new program that will be implemented in fall 2013 to provide a multitude of support services, including workshops, for those undergraduate students admitted into the university with two or more academic deficiencies.
- The Center for Educator Excellence (within the College of Education and Human Services) provides extensive outreach efforts throughout the region. Several of the projects underway 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.). These efforts strive to close the gap between math and reading scores of males and females, as well as students with challenges, while increasing the rate of students achieving college readiness.
- The Department of Chemistry is currently developing an academic readiness workshop program that will seek to improve student success in freshmen and sophomore courses. This program will incorporate face-to-face, online, and/or hybrid interactions between faculty and students. While all students can benefit, those of diversity will be specifically targeted to participate. These workshops

are being developed and are planned for implementation prior to the fall 2013 term.

- Honors faculty offered an essay writing workshop in October 2012 for students for whom Spanish is their first language.
- Stealy Library offered library instruction sessions with students who speak English as a second language (9 classes with 154 students in 2011-12). In addition, the Library conducted a workshop on September 13, 2012, for 30 international students on storytelling tips for student teachers. The staff is establishing library tours in more languages for 2012-13 (Korean was developed in 2011-12) and drafting a “Top 10 Stealy Tips for International Students” handout.

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.

- The Office of Student Financial Assistance conducts FAFSA completion workshops each spring.
- The Office of Student Financial Assistance partners with the offices of African-American Student Affairs and Latino Student Affairs to promote financial literacy programs. For example, financial aid workshops were made at NKU ROCKS (a freshman transition program for African-American students) and at Latino Student Orientation.
- The director of Student Financial Assistance serves on the Multicultural Leadership Alliance and presented a financial literacy/financial aid workshop at the annual Multicultural Leadership Conference.
- Financial aid workshops were presented at the Multicultural reception during Black & Gold Days.
- The Student Achievement Center provides a number of initiatives and programs that directly support students’ financial challenges, including Early Alert and Student Support Services. Further, the Student Achievement Center works collaboratively with the Office of Financial Assistance to coordinate allocation of grant and scholarship funds.

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

- In addition to the increase in institutional and private donor scholarships mentioned under 1.2, other need-based opportunities include two NSF grants, college scholarships and departmental efforts. A few examples include:
 - Project SOAR (Scholarships, Opportunities, Achievements & Results). A \$600,000 National Science Foundation Scholarships in Science, Technology, Engineering and Mathematics (STEM) grant to establish a program that seeks to recruit, retain and graduate financially needy, academically talented students who will enter the graduate school or the workforce in a STEM discipline. Active recruitment of African-American and Latino students is a priority. It awards a

four-year scholarship to 17 incoming freshmen in each of four years (68 total full scholarships). The first two years are paid from grant funds and the last two are paid by the university. In its fourth year, the program has financially supported a total of 79 students, 41 of which would be considered an under-represented group in STEM (52%). [Note: This is the second NSF scholarship grant received by NKU. In 2010, NKU received a five-year grant of nearly \$1 million to recruit and retain STEM students. Through that program, the university currently enrolls 60 scholars.]

- FORCE: Focus on Occupations, Recruiting, Community, and Engagement. In May 2010, NKU was awarded a grant (\$999,930) from the National Science Foundation's STEM Talent Expansion Program. FORCE targets students less likely, historically, to succeed in STEM disciplines, including Latino and African-American Students. The project offers paid research experiences to students with no previous paid or for-credit research experience.
- Department of Physics and Geology's Scholarship Selection Process. Scholarship selection committees within the Department of Physics and Geology are given access to a database that includes applicant information on 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 the discipline, then the student from that group will be offered the scholarship.
- Noyce Scholarship (Department of Mathematics and Statistics) 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 (MERR) Scholarships – State funds to assist designated minority and underrepresented populations students to pursue a career in education.
- COEHS offers a scholarship opportunity with preference given to single parents who are residents of Kentucky. The amount of the award last year was \$400.
- Chase College of Law awarded the following diversity-related scholarships for 2012-13:
 - John Marshall Harlan Diversity Scholarship (33 awards to minority students; 9 accepted. Average amount: \$17,500).
 - Kentucky Legal Education Opportunity Scholarship (* 5 students -- 4 minority; 1 educational disadvantage) selected from the entering class. Award amount: \$5,000 per year.

- Toyota Diversity Scholarship (* 1 award to a continuing law student from low-income family. Award amount: \$10,000.)
- The Whitney M. YOUNG (Youth Organized to Understand New Goals) Scholars Program recruits academically talented, economically disadvantaged seventh grade students in the Louisville Metro area, and over a six year period, prepares them for high school graduation and successful transition into college. This scholarship has assisted 13 students through graduation since 2000.

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 NKU's 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. HR is also recruiting for an ADA Coordinator to assist with ADA, AA/EEO, Diversity, and Employee Relations issues.
- The police department focuses crime prevention strategies toward specific minority groups to promote personal safety and crime/theft prevention by meeting with these groups throughout the year, giving presentations on various topics including ROCKS-Orientation; Introduction to the NKU Police, Alcohol and Drug presentation to African-American Student Affairs and Latino Student Affairs. NKU police are often invited by these groups to socials such as pizza parties. They often interact with groups in an informal, "Get to know you" type settings as well.
- The police department follows written departmental policy on how to report racially motivated incidents. Policies have been reviewed and have received accreditation through the Kentucky Association of Chiefs of Police.
- The police department is also mandated through specific acts and legislation such as the Clery Act/Minger Act, Campus Security Act, and the FBI Uniform Crime Report to report racially motivated incidents.

- The police department has built relationships with Student Affairs and specifically residence life and the Dean of Students' office to provide documents to make information available to minority students about how they can report to the police if discrimination occurs and who specifically at the police department they can call if they feel they are a victim of discrimination.

2.9 Strengthen diversity education for students by creating a strong one-week diversity curriculum that is implemented in all University 101 courses.

- The standard UNV 101 curriculum includes a module on appreciating diversity that was implemented into the UNV 101 curriculum for all courses effective fall 2012.
- UNV 101 offers sections specifically designed for African-American students (ROCKS Program), Latino students, and international students. The course targets topics on development of college survival skills, establishment of learning communities within the university, familiarization with university resources, and an examination of the purpose of higher education. Students are also encouraged to attend campus events highlighting different cultures.
- In the fall of 2011, the director of Latino Student Affairs presented a workshop for UNV 101 faculty on Latino student programs, which included a panel of Latino students.
- Diversity is also considered when choosing the Book Connection selection. In 2011-12, *Kabuki*, a graphic novel that represents many aspects of Japanese pop culture, was selected. 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 chosen. The author, Wes Moore, gave a very compelling presentation to students, staff, faculty and members of the community on September 25, 2012.
- The office of Latino Student Affairs provides opportunities for students to receive one credit hour for service learning experiences with the Dean of Students, African-American Student Affairs, Latino Institute for Excellence, biological sciences, honors program, and the study abroad program.

WORKFORCE DIVERSITY

The number of African-American and Latino executives/administrators/managerial staff decreased by one from 2009-10 to 2010-11, then increased by one in 2011-12. NKU continues to work toward improving the number of underrepresented minority executive/administrator/managerial staff.

Table 10: Full-time Executives/Administrators/Managerial Staff Diversity

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

The number of faculty who are African-American, Latino, or two or more races declined from 41 in 2009-10 to 38 in 2010-11 and then to 33 in 2011-12. NKU continues to work toward increasing the number of underrepresented minority faculty.

Table 11: Full-time Faculty Diversity

CATEGORY	FALL 2009	FALL 2010	PRELIMINARY FALL 2011
African-American/Black	32	29	24
Hispanic/Latino	9	6	5
Two or more races	N/A	3	4
Total	41	38	33

The number of full-time, professional staff who are African-American, Latino, or two or more races stayed steady at 31 in 2009-10 and 2010-11, and then declined to 27 in 2011-12. NKU continues to work toward increasing the number of underrepresented minority professional staff.

Table 12: Full-time Professional Staff Diversity

CATEGORY	FALL 2009	FALL 2010	PRELIMINARY FALL 2011
African-American/Black	23	22	20
Hispanic/Latino	8	5	3
Two or more races	N/A	4	4
Total	31	31	27

The total number of full-time, tenured faculty who are African-American or Latino decreased from 16 in 2010-11 to 14 in 2011-12. NKU continues to work to improve this number.

Table 13: Full-time Tenured Faculty Diversity by Department

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

The total number of underrepresented minorities within professional, faculty, and executive/administrative/managerial positions who were retained from 2009 to 2010 was 77. The workforce retention for these employee classifications was 65 from 2010 to 2011. NKU continues to work on the workforce retention of underrepresented minorities in professional, faculty, and executives/administrators/managerial positions.

Table 14: Workforce Diversity Retention, Full and Part-time, Fall 2010 and Fall 2011

CATEGORY*	RETAINED 2009 TO 2010	RETAINED 2010 TO 2011
African-American/Black	57	47
Executive/Admin/Managerial	5	2
Primarily Instruction	33	28
Professional/Non-Faculty	19	17
Hispanic/Latino	20	11
Executive/Admin/Managerial	2	2
Primarily Instruction	11	7
Professional/Non-Faculty	7	2
Two or More Races		7
Primarily Instruction		3
Professional/Non-Faculty		4
Total	77	65

*See appendix tables 16 & 17 for details by department and classification

The Northern Kentucky University Board of Regents included one African-American and one Latino representative during 2011-12.

Table 15: Board Diversity

CATEGORY	2011-12
African-American/Black	1
Hispanic/Latino	1
Two or more races	0
Total	2

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.

- NKU has identified a faculty subcommittee of the president’s campus climate committee that will convene in 2012-13 to begin its work. The subcommittee includes faculty representatives from college/department diversity committees to ensure continuity as university-wide efforts are considered. The 2012-13 plan of work includes conducting and analyzing an anonymous survey of faculty, and reviewing existing information already gathered during the development of the university’s diversity plan as well as information available from the college/department diversity committees. The committee will make recommendations to improve processes, establish new programs/services, and enhance the campus workforce climate.
- During summer 2012, work was done to refine the process for faculty recruitment. Human Resources now serves as the center for faculty postings once justifications, advertisements, and all relevant paperwork are completed. HR has purchased a package from Diverse Issues in Higher Education. As part of the package, Diverse Issues sweeps postings every night and includes the vacancies in their job postings. NKU has also purchased a package through Historically Black Colleges and Universities that not only allows advertisement of vacant faculty lines but also allows access to information regarding candidates who are completing a terminal degree. In addition, HR has information on posting positions to discipline-specific organizations for minority faculty such as the Association for Black Nursing Faculty. This information has been communicated via meetings with Deans and Department Chairs as well as posted on the division’s resource site. An example is

the College of Arts and Sciences that created a diversity gift folder to be given to candidates for the position of department chair when visiting for in-person interviews. These folders will be presented to the candidate by a member of the college diversity committee at a larger meet-and-greet event. The folder will contain the “Committed to Diversity” flier, brochures highlighting the cultural diversity we enjoy in Northern Kentucky and Greater Cincinnati, fun facts and recipes representing different ethnic groups concentrated in the region, and a copy of the 2012-13 book connection selection, *The Other Wes Moore*. The folders will be given to all interviewees to emphasize that the college values diversity and we hope anyone choosing to join NKU will do the same.

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

- As a means of addressing the decrease in minority faculty, NKU’s Special Advisor to the President has identified the following steps that minority faculty can utilize to move from habits of survival to strategies for success in obtaining tenure and promotion: (1) *Identification* – identify any habit and how it is organized in such a way to prevent the obtaining of tenure and promotion, then begin the process of replacing the habit(s); (2) *Mindfulness* – observing thoughts, feelings, and behaviors, then make effort to release these to the extent they work against achieving tenure and promotion; (3) *The roots of the habit* – identify the conditions and dynamics experienced growing up that led to the development of this habit; (4) *Gains and losses* – identify and celebrate the functional aspects of habit, and if this habit is no longer working, it is time to replace it; (5) *Alternative behaviors* – consider specific behaviors that would lead to more success in obtaining promotion and tenure; and (6) *Exercising choice* – take the course of action deemed best (Rockquemore and Laszloffy, 2008). The idea is that minority faculty can be more active in the process of obtaining tenure and promotion. The university’s mentoring programs support the efforts that aid faculty in being successful in obtaining tenure and promotion.
- The Department of Political Science and Criminal Justice and the Department of Music have formal mentoring programs in place for all new faculty hires. While these programs are not limited to minority or underrepresented populations, it is expected that those groups would benefit from a structured mentoring program.
- The Communication Department’s Diversity Committee plans to begin development of a mentoring program for underrepresented faculty, with a focus on successful retention, during 2012-13.
- In fall 2012, the COEHS began a pilot program to support and retain the best faculty and staff through reappointment, promotion and tenure (RPT) and professional development (PD) coaches.

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

- The faculty Special Advisor to the President on Diversity along with a research team from the social work program conducted 16 focus groups in fall 2010 to assess campus climate and diversity as it related to our workforce.
- A research group consisting of two faculty members and three graduate students are conducting a qualitative assessment through a survey of African-American faculty that left NKU between 2007 and 2012. The data is still being analyzed, and it is hoped that the data will provide critical information to improve the university's retention, promotion, and tenure of African-American and other minority faculty.

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 CUPA minimum for the position they will occupy. If compression issues occur, any affected faculty members' salaries are reviewed and adjusted accordingly as the 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.). In addition, an extensive review and analysis of compensation is being conducted this fall based on the November 2012 payroll. A plan for addressing any discrepancies discovered will be developed and, if possible, adjustments will be made in the spring semester or when the contract is renewed.

3.5 Improve communications about workforce diversity goals.

- The President's 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. The colleges of Arts & Sciences, Informatics, and Education & Human Services are establishing diversity committees to help them support diversity efforts specific to their college and achieve the university's diversity plans.

- 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.
- A training module on diversity is being developed that will be incorporated into faculty and staff orientation sessions and presented as standalone sessions.
- Workforce diversity goals were included in the institution's 2012-14 strategic plan, *Points of Focus*. That plan is available on the institution's website, and the president sent an email to all on campus with information about the plan. In addition, the diversity goals have been incorporated into the institution's document management software for annual unit alignment plans, and programs and departments associate their unit objectives to those targets that the objectives support.
- At the annual Planning Collaboration Retreat held in October 2011 and 2012, information was provided on the institution's progress toward workforce diversity goals. Over 80 people were in attendance, including the president, vice presidents, deans, chairs, and various directors.

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.
- Workforce diversity goals were established in the NKU Diversity Plan, and those targets are included in the institution's strategic plan.

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.

- The office of Human Resources is currently working on this initiative, and implementation is expected in January when an upgrade for applicant tracking to the PeopleAdmin software has been deployed.

3.8 Hire an ADA coordinator for faculty/ staff.

- The office of Human Resources has posted a job announcement for a Coordinator of Equal Opportunity Programs who will assist with ADA, AA/EEO, Diversity, and Employee Relations issues and compliance. The university expects to have the position filled by January 2013.

CAMPUS CLIMATE

Campus climate is a measure – real or perceived – of the campus environment as it relates to interpersonal, academic, and professional interactions. In a healthy climate, individuals and groups generally feel welcomed, respected, and valued by the university. A healthy climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and is evidenced by a pattern of civil interactions among community members. (University of California, 2007, p. 1)

This quote clearly states the purpose of the campus climate committee at NKU. Campus climate is a reflection and direct outcome of diversity as it is on the campus of NKU. Climate speaks to the experience of individuals and groups on the campus of NKU. Diversity must include and directly address climate for all campus members to feel welcome. NKU believes that its attempts to address campus climate must be found within the diversity plan developed at NKU.

The NKU standing Campus Environment Team was converted to the Campus Diversity Plan Task Force in 2010-11. Its charge was to develop the campus wide diversity plan. Its members included: Dr. Zebulun Davenport, Vice President of Student Affairs, and Dr. Miriam Steinitz-Kannan, Regents Professor, Biological Sciences as the co-leaders of the task force; members 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 Assistant to the 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/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 & Human 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).

The purpose of the team was to develop the campus wide diversity plan which it accomplished. In addition, the team commissioned the social work program to complete a campus-wide survey which was followed up with 16 focus groups to assess current climate conditions. During the following year, the campus faced a leadership transitioning phase with then-President James C. Votruba announcing his leaving the office of presidency and plans to step up to the faculty. During this transition period, it was deemed prudent to defer decisions concerning the committee until the new president was hired. With President Geoffrey Mearns in place, NKU has begun the process of determining the direction of the new campus climate committee. Working with the new president and executive team, NKU will have a new committee in place January 1, 2013. The charge of the committee will include transforming the climate of diversity at Northern Kentucky University. It is intended that the committee will infuse a deeper understanding of diversity into teaching, learning, and research in units across the university and beyond its walls.

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 were included in the *Points of Focus: 2012-14 Integrated Strategic Plan* which was

approved in September 2011. In addition, the Diversity Plan and the metrics for the plan were incorporated into the annual unit alignment planning process. Colleges, departments, and offices now link their unit alignment plans to the strategies in the Diversity Plan and the metrics for the plan. The Office of Planning and Performance tracks the institutional progress toward diversity goals and provides updates to the administration.

- In response to the university's diversity plan, the College of Arts and Sciences and its individual departments placed a focused effort to better articulate, emphasize, advertise, and implement commitment to that value. This began with the creation of a college-level diversity committee in 2011-12 tasked with brainstorming ways to put the university's diversity plan into action. A college-level diversity plan was developed, and the dean's office and the departments then committed to specific items on the plan for which they would be responsible in 2011-12. The committee is on-going and will continue to focus on college-level implementation of the diversity plan. A few examples:
 - Raising General Awareness – In an effort to improve campus climate for diversity and inclusion, the dean's staff developed an "Importance of Diversity" video and posted it on the college website (<http://artscience.nku.edu/about/diversityvideo.html>).
 - 2011-12 SPARK Award – Each year at the college's fall convocation, the dean gives out a "Spark" Award. This award is unique to the college and can be given to any faculty or staff (or group) within the college for any work that exemplifies the college's motto of "engaging mind and heart." The award is characterized as "the spark that lights the flame of knowledge" for NKU. This year, the award was given to six faculty members who have demonstrated a significant commitment to diversity in their work. In addition to the award money, the Office of the Provost provided \$5,000 for these individuals to decide (as a committee) on a way to spend it to promote diversity. The Spark Award Recipient Kommittee (SPARK) is currently developing a plan aimed at bringing Latino and African-American high school juniors and seniors to NKU's campus for Saturday camps.
 - Fundraising – The Department of Biological Sciences, in cooperation with the Ohio River STEM Institute, is aggressively seeking donations from organizations committed to diversity. The department has met with some success; Proctor & Gamble provided \$3,000 for the Fun with Science camp and organized a field trip to the P&G research lab. In addition, the Department of World Languages and Literatures reports actively fundraising each year to support travel abroad. The department also received its first endowed scholarship, the Carol

Swarts Milburn Endowed Scholarship for International Travel, specifically intended to promote cultural understanding.

- Curriculum Development – The Department of English has offered, and will continue to offer, numerous classes that celebrate diversity and teach students about diversity. A few examples: ENG 217, African-American Literature I; ENG 218, African-American Literature, II; ENG 213, Middle Eastern Literature; ENG 306, Multicultural American Literature; and ENG 316, Social Issues in Literature.

The Department of Theatre and Dance re-visited their general education curriculum and decided to make their play choices more inclusive. The department reports these plays have stimulated open discussions and honest reactions, challenging students in these classes to evaluate their own positions on culture, nationality, or preference other than their own. Interviews with graduating BFA students offer support for this strategy as an effective tool; the department intends to continually evaluate play choices to ensure inclusiveness.

The Department of Music added a new ensemble to the curriculum in the spring 2011 semester that performs Latino music. The department employed a highly qualified and respected Latin musician to teach the course. The performing ensemble is highly successful and makes every effort to spread the music to the community.

- Chase College of Law is currently engaged in a comprehensive strategic planning process, and the issue of diversity will be addressed in recommendations and strategies identified in the final plan. The strategic planning team studying the composition of the student body is working to identify strategies for increasing student diversity.
- The police department works very closely with Human Resources when it comes to hiring practices in terms of recruiting/hiring minority candidates. The goal in hiring is ultimately to have a police force that somewhat mirrors the student population in terms of diversity. Progress can be seen from this practice in the current diversity of the police force which is 14 percent African-American or Latino.
- The Division of Student Affairs has a targeted goal for 2012-13 that examines the engagement of students in co-curricular and diversity programs that promote leadership development, social responsibility, and cultural awareness. To measure this goal, a greater emphasis on data collection has been placed on all co-curricular programs. This initiative will provide additional empirical evidence to evaluate the best practice strategies of each program across all diverse student populations.

- 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 Special Events office engages the Presidential Ambassador student organization, which includes many cultural diverse students, in support of numerous events it manages for the university's donors and special guests.
- 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. On-campus opportunities are particularly encouraged through awareness of opportunities and by providing flexibility in work schedules to permit attendance. As vacancies occur, hiring managers seek to recruit minority candidates through targeted advertising.

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 offices 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 and reformatting all policies. A new website is being created to make all policies more easily accessible to all.
- Offices collaborates with Human Resources to ensure that search committee members are knowledgeable on guidelines, criteria, compliance regulations, and processes for successfully conducting a search, including the process of informing employees on how to track important compliance guidelines and to make every effort to advertise positions that best attract a diverse applicant pool.
- 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/>).

- In addition, training is provided to all incoming students through new student orientation. An orientation on reporting practices is currently being developed for department chairs and faculty, with an anticipated delivery date scheduled for summer 2013.
- During 2012-13, the university's Faculty Senate will begin discussions regarding diversity policies for inclusion on syllabi. These discussions will be informed by the current college/department practices that already require diversity-related statements. For example, the College of Arts and Sciences developed the following diversity/non-discrimination statements for inclusion in course syllabi. All 13 departments with A&S are incorporating 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 has made a targeted effort to employ bilingual student employees within student service offices. The Division has had some success, including in Latino Student Affairs.

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.

- HR is expanding its Office of Diversity & Employee Relations to include an ADA officer and more ADA resources for managers and employees. HR 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.
- Information Technology staff attended a presentation at the May 2012 Kentucky Innovations Conference by Norb Ryan, Kentucky ADA Coordinator, who spoke about website accessibility as explained in the Americans with Disabilities Act.
- TTD/TTY phones have been placed in the University Center (first floor), Student Union (first floor) and Stealy Library (loggia).

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. The university's reconstituted campus climate committee will assist in furthering these efforts.

As outlined in this assessment report, NKU will be implementing new activities during this year and next that are in support of the NKU 2011-13 Diversity Implementation Plan and the campus Diversity Plan. In particular, the university will implement activities such as the following for next steps during 2012-13.

- Launch a new scholarship process which will include a 10 to 15 percent increase in Educational Diversity Scholarships by fall 2013.
- Complete an online college readiness guide that includes an online budget component by fall 2013.
- Develop an online academic credit course in personal finance by fall 2013.
- Finalize dual enrollment and articulation agreements, including those with Gateway, by fall 2013.
- Provide 9th to 12th grade multicultural high school students with information and resources about NKU through visits by the Multicultural Leadership Alliance.
- Provide training through the Multicultural Leadership Alliance to faculty and staff on best practices for retention of multicultural students.
- Host a Humanities Day in the fall 2013 at urban high schools to increase diversity of student applications and enrollments in the humanities disciplines.
- Explore the concept of internships for NKU theater majors with local organizations that promote multiculturalism.
- Host a Multicultural Law Academy in spring 2013 to increase awareness of legal professions among racially and ethnically diverse high school students.
- Develop a College of Informatics Student Ambassador group trained in diversity awareness to recruit high school students in the region.
- Host Courtland Lee for the Distinguished Scholar Lectures in spring 2013 who will address the psychosocial development of African-American males.

- Develop a new program to be implemented in fall 2013 to provide a multitude of support services for undergraduates admitted with two or more academic deficiencies.
- Develop an academic readiness workshop program for fall 2013 to improve student success in freshmen and sophomore chemistry courses.
- Expand the array of languages in which library tours are offered.
- Establish a faculty committee that will make recommendations to improve processes, establish new programs/services, and enhance the campus workforce climate, including conducting and analyzing an anonymous survey of tenured and non-tenured faculty on employment practices during 2012-13.
- Provide diversity gift folders to all Arts & Sciences faculty candidates interviewed on campus during 2012-13 to emphasize that the college values diversity.
- Develop a mentoring program for underrepresented faculty in the Communications department with a focus on successful retention.
- Review and analyze minority faculty compensation during 2012-13 and develop a plan for addressing any discrepancies discovered.
- Develop a training module on diversity that will be incorporated into faculty and staff orientation sessions and presented as standalone sessions.
- Upgrade and implement an applicant tracking module in PeopleAdmin software by spring 2013 to assist hiring managers in submitting justifications before screening final candidates.
- Hire a Coordinator of Equal Opportunity Programs by spring 2013 to assist with ADA, AA/EEO, Diversity, and Employee Relations issues and compliance.

NKU is structuring its campus climate committee as a collaborative cross-divisional team that will be overseen by the Provost, the Vice President of Student Affairs, and the Vice President of Administration and Finance. This will inspire a dedicated focus on diversity at the senior management level and will maximize resources for programming as well as create a synergy among the divisional resources. As additional structure for the campus climate committee, a subcommittee of faculty representatives from each college will provide support for key responsibilities directed toward student recruitment, student retention, and workforce diversity. The President will provide the vision, mission, and charge for the committee, and that message will be communicated to the entire campus and surrounding community in an effort to positively impact the campus and community environment. One function of the committee will be to evaluate the diversity data provided through the assessment process of the programs and services. Another function of the committee will be to operationalize the concept of “diversity” specifically for NKU. In this regard, this definition will make it possible to measure campus climate at NKU. A significant part of the

measure of campus climate will be a follow-up to the first survey and focus groups data that served as the foundation for the Diversity Plan.

Another significant function of this committee will be to evaluate the effectiveness of the implementation of the Diversity Plan. In an effort to do this, the committee will conduct a campus-wide survey every five years to ascertain changes in the campus climate over this time period. The survey will be based upon the campus-wide survey completed in 2010-11 through the efforts of a social work research team and the Special Advisor to the President on Diversity. All of these efforts are geared toward NKU improving its campus environment for all diverse students, faculty, and professional staff.

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 committee will work in accordance to statewide policy to address campus diversity issues and to improve the campus climate for students and employees of diverse backgrounds. The campus climate committee will assist the institution in promoting and accomplishing the strategic priorities identified in the 2011-13 Diversity Implementation 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 intensive efforts on improving workforce diversity.

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