

**Members present:** Tina Altenhofen, Tom Barnett, David Bauer, Tiffany Budd, Chris Charnegie, Jeff Chesnut, Sara Conwell, Meg Cowherd, Rebecca Cox, Quentin Daniels, Chris Dolhancryk, Jennifer Gonzalez, Dave Groeschen, Mike Irvin, Erika Jay, Katie Lovold, Katy McBryan, Donna Neace, Josh Neumeyer, Amberly Nutini, Krista Rayford, Kimberly Sanders, Steve Slone, Terri Smith, Lori Thaxton, Collette Thompson, Mary Ann Trumble, Pam Wagar, Chris Witt

**Members absent:** Cindy Ash, Chris Bowling, Deanna Karam, Dennis Sickinger, Walter Smith, Ryan Straus

**Guests:** Janel Bloch, Adam Caswell, Sami Dada, Grace Hiles, Sue Hodges Moore, Sue Murphy-Angel, Kathleen Roberts, Arnie Slaughter, Lori Southwood

- I. Call to Order – 1:01pm
- II. Approval of August 10, 2017 minutes
  - A. Motion to approve minutes as corrected above made by Steve Slone and seconded by Chris Witt; motion approved by voice vote with no opposition or abstention.
- III. Guest: Mr. Adam Caswell, AVP for Government, Corporate, and Foundation Engagement, will provide a brief update on the status of discussion related to the funding of the state pension system (KERS). See the slides from Mr. Caswell's presentation following the meeting and committee minutes. More information about your KY state legislators can be found via the [Government Relations website](#).
- IV. Guest: Dr. Kathleen Roberts, Senior Advisor to the President for [Inclusive Excellence](#), will present the almost-final version of the campus Inclusive Excellence Plan, highlighting updates since her last visit, and accepting any additional feedback to incorporate into the final version of the plan. Documents presented by Dr. Roberts are included after Mr. Caswell's slide presentation, and further feedback can be submitted to the Office of Inclusive Excellence via its [online web form](#).
  - A. Inclusive Excellence will be important unit by unit, with action plans specific to the unique characteristics of each unit which are aligned with the central plan.
  - B. Jeff Chesnut asked if Kathleen has been involved with the accelerated online programs initiative regarding recruitment, which aligns with this plan; she was part of the initial conversations during the RFP process, and plans to engage in the implementation as well.
- V. Liaison Reports
  - A. Board of Regents – Staff Regent Arnie Slaughter
    1. Regent conference - Staff Regent coordination and support across the state
    2. NKU Board of Regents meeting on Wed 9/7 included:
      - a) Presentations from COI regarding internships
      - b) Staff Emeritus status conferred on Chuck Pettit
    3. Next Board of Regents meeting will be Wed 11/8 at 9:00am in SU 104
    4. The presidential search continues, with more news to come in the next couple of months.
  - B. Executive Team / Administration & Finance – Senior VP Sue Hodges Moore
    1. Accelerated Online Programs: RN-BSN and MBA programs will launch in January, and several more in March.
    2. Housing: Strategy and planning continue regarding construction of a new residence hall.

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3. Continuing work with Fairmont on US27 development project in cooperation with City of Highland Heights and Campbell County
  4. Parking: Lot K and Lot A expected to open in October; increase of 15-20 spaces compared to last spring.
  5. IT: a new Financial Aid scholarship application has been upgraded to be mobile friendly
  6. Facilities: Three Mile Road work continues; parking lot lighting equipment is on backorder, but additional temporary lighting will be put in place until that becomes available
  7. CPE biennial budget request: university presidents agreed this week, especially in light of the pending pension discussion, to focus the recommendation on outcomes-based funding, as well as requesting funds to support the pension question; in addition, asset preservation (building renovation, etc.) will be a priority.
  8. CFO/Budget: NKU's budget process for FY 2018-19 will begin next month, and considerations are likely to be made related to the pension reform activity expected to begin around the same time.
  9. Sue expressed the administration's understanding of the pension situation and the potential effect it has on individual employees, and welcomes any questions or concerns as the process goes forward.
  10. Some specific questions regarding the potential changes with KERS were discussed, but no definite answers can be given until the legislative proposal is actually formulated. Employees with questions about their specific retirement options should contact KERS or the HR Benefits department directly.
- C. Human Resources – Senior Director Lori Southwood
1. Compliance training will begin next month with a variety of new and refresher courses for employees.
  2. ALiCE training will be offered Wed 10/18 at 1pm and Fri 11/10 at 9:30am – register via the [CITE workshop registration site](#).
- D. Faculty Senate – Dr. Janel Bloch
1. Issues on the horizon include: quality of accelerated online programs and related academic calendar changes; awareness of both the state budget proposals and the new budget model at NKU
- E. Student Government Association – Sami Dada
1. SGA reps were sworn in Monday, including 3 international students and other non-traditional students, as well as 5 new freshmen students
  2. SGA is working on ways to support students on campus who may be affected by potential changes to DACA at the federal level
  3. SGA led a vigil for Charlottesville and a banner was sent to UVA
  4. Fundraising for Houston and Florida via various events, with funds going to Matthew:25 Ministries for direct support
- VI. President's Report – Katie Lovold
- A. Reminders of the poster policy likely to come out soon, but encouragement should be given to faculty/staff to remove offensive/unapproved posters and report them to Katie and/or Arnie for potential investigation if appropriate.
- VII. Standing Committees:
- A. Benefits – **report**

- B. Constitution & Bylaws – no report
- C. Credentials & Elections – **report**
- D. Outreach – no report
- E. Policies – **report**
- F. Scholarship – **report**

VIII. University Committees:

- A. Benevolent Association – no report
- B. Food Service Advisory – **request** – questions/concerns for the upcoming meeting can be sent to Lori at [ThaxtonL@nku.edu](mailto:ThaxtonL@nku.edu)
- C. IT Advisory Committee – **report**
- D. Regent's Distinguished Service Award – no report
- E. Transportation – no report
- F. Wellness – **report**

IX. Ad-Hoc Committee

- A. Roundtable Discussion – **report**
- B. 11/6 lunch 11:00 RT at 12:30-4, boxes out on Monday, SC website submission; submission by 9/29

X. Old Business

- A. Building closing times / after hours access – about 100 students have access to FA, but not via card swipe, so that is being worked toward; Matt Humphrey and Chris Charnegie have been checking with building “owners” regarding appropriate hours for each, and have sent an update to campus police.

XI. New Business

- A. Tina Altenhofen asked about Trans/Ally training updates and whether new trainings are the same or different; check in with Bonnie Meyer or Rae Loftis for details
- B. Jennifer Gonzalez asked about lighting on the connector road and steps to Campbell Hall – Sue Hodges Moore or Katie Lovold will follow up
- C. Volunteer leave for situations like hurricane relief, etc.: if the leave does not qualify as military, vacation time would be used through the normal request/approval process.
- D. Dave Groeschen – there was a recent issue with a fire alarm in the University Center and related communication – Katie will follow up with safety and emergency management; Tiffany Budd indicated the third and fourth floors did not receive the alarm
- E. Suggestion for Jeff Baker & John Gaffin to present on emergency management plan

XII. Announcements

- A. October Guest: Dr. Samantha Langley, Associate Provost for Graduate Education, Research, and Outreach, will share information regarding the university's accelerated online program initiative in development with Academic Partnerships.

XIII. Adjournment – Motion to adjourn made by Katy McBryan and seconded by Chris Dolhancryk; approved by voice vote with no opposition or abstention; meeting adjourned at 2:51pm.

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**Benefits Committee**  
**Meeting Minutes**

Date: September 5, 2017 at 2:00pm in GH 570  
Present: Chris Bowling, Ryan Straus, Kim Sanders, Lori Thaxton, Pam Wagar  
Absent: Jennifer Gonzalez

**Discussion:**

- We talked about tailgating before one of our Norse soccer games and decided to talk with Athletics about doing so before the women's match against Wright State on September 27. More to come.
- The Benefits Fair will be Thursday, September 28 from 11am to 3pm in the Student Union Ballroom. Emily Sumner attended our meeting and provided some information about the fair and annual enrollment. There will be more than 40 vendors attending, some of which are new.
  - Health, Counseling, and Student Wellness will be giving flu shots but you will have to make an appointment with them in advance if you want to get your flu shot at the fair.
  - There are not huge changes in the insurance offerings. However, there will be an additional HDHP plan in addition to the POS, HMO, and the current HDHP offerings.
  - There will also be four new insurance options: two AFLAC (accident insurance and critical illness insurance), legal insurance, and pet insurance for major events.
  - There will be a cost sheet available at the Benefits Fair.
  - Long-term care insurance will again be available, but that option will not roll out until spring.
  - There will be one printed communication to help you make a decision on which medical plan is best for you. Information on all of the annual enrollment options will be on the Human Resources website.
  - Annual enrollment will be October 25-November 7.
  - Our virtual doctor option has changed to Doctor on Demand effective September 1.

**Next Meeting: October 3, 2017 at 2:00pm in GH 570**

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## **Credentials & Elections Committee Meeting Minutes**

Date: 08/16/2017, 2 pm, AC 105  
Present: Tina Altenhofen, Sue Murphy Angel, Donna Neace, Maryann Trumble, Erica Jay  
Absent: N/A  
Guests: N/A

### **Discussion:**

- The Tina and Sue went over the goals and objectives of the committee with new our members.
- The committee reviewed and updated the committee yearly timetable of activities
  - Sue to send out updated version to the committee
- The committee discussed, with Grace, the SC constitution and SC By-laws for future elections process.
  - The committee discovered we have some questions and concerns regarding the upcoming elections. Grace crafted an email with our questions and sent to the SC Exe. Team on 8/17/17 for guidance.

**Next Meeting: 09/20/2017, 1:30 pm, AC 105**

## **Policy Committee Meeting Minutes**

Date: August 30, 2017, 2:30 p.m. in SU 106  
Present: Steve Slone, Tom Barnett, Quentin Daniels, Sara Conwell  
Absent: Megan Cowherd, Katy McBryan

### **Discussion:**

- This meeting was the first meeting that Rachel Green came to present policies that are under review to our committee.
- 11 policies were presented at this time. Most of the changes are in the wording and in clarification with a few being brand new policies.
- Discussions within the committee are ongoing while reviewing these policies. Rachel plans to take these 11 into the open comment period after she gathers our feedback. She has more policies that she will be bringing to our next meeting.

**Next Meeting: September 27, 2017, 2:30 p.m. in AC 615**

## Scholarship Committee Meeting Minutes

### Discussion:

- 12 applications were received for the staff book award, and the 2 awards were made to Susan Keuper in the Haile/US Bank College of Business, and Lauren Moore in the Office of Admission.

Date: 8.25.17 Time: 10:30-12:00 Location: SU 302	IT Advisory Council Minutes (ITAC)				
Attendees (x indicates attendance)					
Shannon Eastep	x	Brad McCombs	x	Chris Strobel	x
Ellen Maddin	x	Josh Neumeyer		Tam McCreless	x
Gina Fieler	x	Bethany Bowling	x	Brad Sieve	x
Nancy Jentsch	x	Vicki Cooper	x	Martha Biederman	x
Chris Bowling	x	Mike Whiteman	x		
Gary Johnston	x	Amy Ishmael	x		
Tim Ferguson	x				
IT/CITE Attendees:					
Bert Brown	x	Jeff Chesnut	x	Mary Dawn	x
Lori McMillin	x	Nick Pearson	x		
Jennifer Taylor	x	Don Stinson	x		

<b>Agenda</b>		
<b>Topic</b>	<b>Presenter</b>	<b>Discussion Points</b>
<b>I. myNKU Update</b>	Don Stinson	<p>Don presented an overview of progress on projects related to myNKU.</p> <ul style="list-style-type: none"> <li>-An automated Time Approval email will be sent to time approvers as a reminder.</li> <li>-The Admissions Application has a new look and feel to allow it to be more mobile friendly. Additional features are coming.</li> <li>-Academic Partnerships is currently the top priority of focus.</li> </ul> <p>Mary Dawn presented demonstrations of Degree Audit and Academic Plan. She received positive comments and some questions about the possibility of additional features.</p> <p><u>Degree Audit</u> is a real-time view of the student's progress. Overall GPA and Major GPA have been added. All academic history is available to view.</p>

Agenda		
Topic	Presenter	Discussion Points
		All of these options will be rolled together when the Registration User Interface is released. <u>Academic Plan</u> shows any deficiencies and holds displayed in red. You can export this to excel or pdf if it is needed for printing. Many other features were shared.
<b>II. LMS Update</b>	Jeff Chesnut	<p>Jeff gave an update on recent activities related to training for our conversion to Canvas.</p> <p>26 face to face workshops this summer with 165 participants</p> <p>5 Webex workshops with 100 attendees</p> <p>4 summer faculty institutes with 65 attendees</p> <p>294 people enrolled in Canvas 101 for faculty Plans for Fall:</p> <p>109 Canvas trainings</p> <p>528 courses active in Canvas this fall (24% of all courses)</p> <p>In the spring semester, we will be warning people about Blackboard going away in May, 2018.</p> <p>There were questions about the possibility for a sign in button on the logout splash page. A suggestion was also made to push out a new features update on a bi-weekly basis. There was also discussion about timelines for RPT and which LMS to use.</p>
<b>III. Faculty/Staff Portal</b>	Nick Pearson	Nick Pearson presented an overview of the faculty/staff portal. The student portal launched in January and the Faculty/Staff portal will launch in September. We have added a number of HR tasks and tasks from other departments that serve faculty/staff. It is the same url one.nku.edu, but has a filter capability to narrow the list of items per an individuals role (student or faculty/staff). NKU email, myNKU portal, Blackboard, and NorseSync are currently the most used items. Single sign on is now available through the portal for Blackboard, Canvas, CollegeNet, EAB, IM Leagues, myNKU, Office 365, Webmail, NorseSync, and Webex.
<b>IV. Computer Replacement</b>	Lori McMillin	Lori McMillin gave an update on the computer replacement process from last year. There were 557 devices replaced last year. Feedback was that the new process for Computer Replacement went very well. For 2018, we plan to target full-time staff, focus on a 5 year replacement plan, targeting replacing one device per person. New employee computers are not a focus of computer replacement. Departments have the option to



Agenda		
Topic	Presenter	Discussion Points
		purchase a new computer or check the NKU transition pool for a device. There was discussion about the replacement device and its validity for reuse through the transition pool or through department reallocation.
<b>IV. Review of Sub Committees and ITAC Open Discussion</b> Mobile Technology – Don Stinson Hardware – Mike Whiteman Software – Bert Brown Process Improvements & Efficiencies – Lori McMillin ELearning – Shannon Eastep	Mike Whiteman	We will send a message out about sub committee participation

## Wellness Report for September 14, 2017

The new year is now in full swing. Monday Mile started September 12. Meet each Monday at noon in front of the bookstore for an outdoor mile walk, taking about 20 minutes.

Stability Ball 101 is held Tuesdays and Thursdays from 11:45-12:15 in the Campus Rec Auxiliary Gym. This course gives you an introduction to using stability balls to strengthen your core. Power Ball kicks it up a notch, using cardio and strength training with the stability ball and is held from 12:15-12:45 in the auxiliary gym.

Airrosti Rehab Centers are proving health series on various topics including low back pain, health at your desk, tech neck, shoulder pain, health on the move, and a workshop series on knee pain. For more information, see the Wellness website.

The St. Elizabeth Mobile Mammography van will be at NKU November 1st and 2<sup>nd</sup> from 8-4:30; the cardiovascular unit will be here October 5 from 2-5 and October 31 from 8-noon. You need to call St. Elizabeth to register. Information is on the Wellness website.

## Roundtable Discussion Committee

- The roundtable event will take place Mon 11/6
- Lunch will be served at 11:00am
- Discussion will take place from 12:30-4pm
- Submission boxes will be out on Mon 9/18, and the Staff Congress website will feature a link for online submission'
- Submissions must be received by Fri 9/29 to be included in the event, but the submission link will remain open year-round.





# 2017 LEGISLATIVE SESSION

# THE MODEL CREATED

- Applies to 5% of base funding in 2018, but capable of allocating 100% as phased in over time
- Recommended phase-in:

## **2017-18**

5% of general fund appropriation  
(\$42.9 million)

## **2018-19**

100% of general fund appropriation and  
apply a hold harmless provision

## **2019-20**

100% of general fund appropriation and  
apply a 1% stop-loss provision

## **2020-21**

100% of general fund appropriation and  
apply a 2% stop-loss provision

Council on Postsecondary Education  
Funding Model for the Public Universities (Excluding KSU)

April 2, 2017

Table 3 - Distribution of Postsecondary Education Performance Fund  
Fiscal Year 2017-18

	A	B	(A x 5.0%) C	(B - C) D	E	(E x $\Sigma$ C) F	(D + F) G	(G - B) H
Institution	2017-18 Adjusted Net General Fund <sup>1</sup>	Actual Performance Contribution <sup>2</sup>	Allocable Performance Funds	Mandated Program Adjustment <sup>3</sup>	Formula Share	Performance Distribution	Total Distribution Including MPA <sup>4</sup>	Dollar Difference
UK	\$181,125,800	\$13,351,400	\$9,056,300	\$4,295,100	31.6%	\$9,116,700	\$13,411,800	\$60,400
UofL	132,076,800	6,640,900	6,603,800	37,100	22.7%	6,543,400	6,580,500	(60,400)
EKU	62,572,300	3,248,600	3,128,600	120,000	11.1%	3,201,500	3,321,500	72,900
MoSU	38,889,200	2,069,500	1,944,500	125,000	5.6%	1,617,800	1,742,800	(326,700)
MuSU	43,376,600	2,293,200	2,168,800	124,400	7.3%	2,106,900	2,231,300	(61,900)
NKU	50,123,700	2,572,400	2,506,200	66,200	9.3%	2,679,700	2,745,900	173,500
WKU	68,917,100	3,688,100	3,445,900	242,200	12.4%	3,588,000	3,830,200	142,100
Total	\$577,081,500	\$33,864,100	$\Sigma$ C = \$28,854,100	\$5,010,000	100.0%	\$28,854,000	\$33,864,000	(\$100)

<sup>1</sup> Defined as each institution's net General Fund appropriation minus applicable mandated programs.

<sup>2</sup> The enacted 2016-18 budget bill (HB 303) calls for the transfer of \$42.9 million from campus operating budgets to a Postsecondary Education Performance Fund in fiscal year 2017-18. This transfer will be implemented for every public university (except KSU, which was exempted from participation) and KCTCS. Figures shown do not include distribution of \$9.2 million that will be transferred from KCTCS institutions to the Performance Fund in fiscal 2017-18.

<sup>3</sup> Adjustment representing 5.0% of state supported mandated programs at each institution.

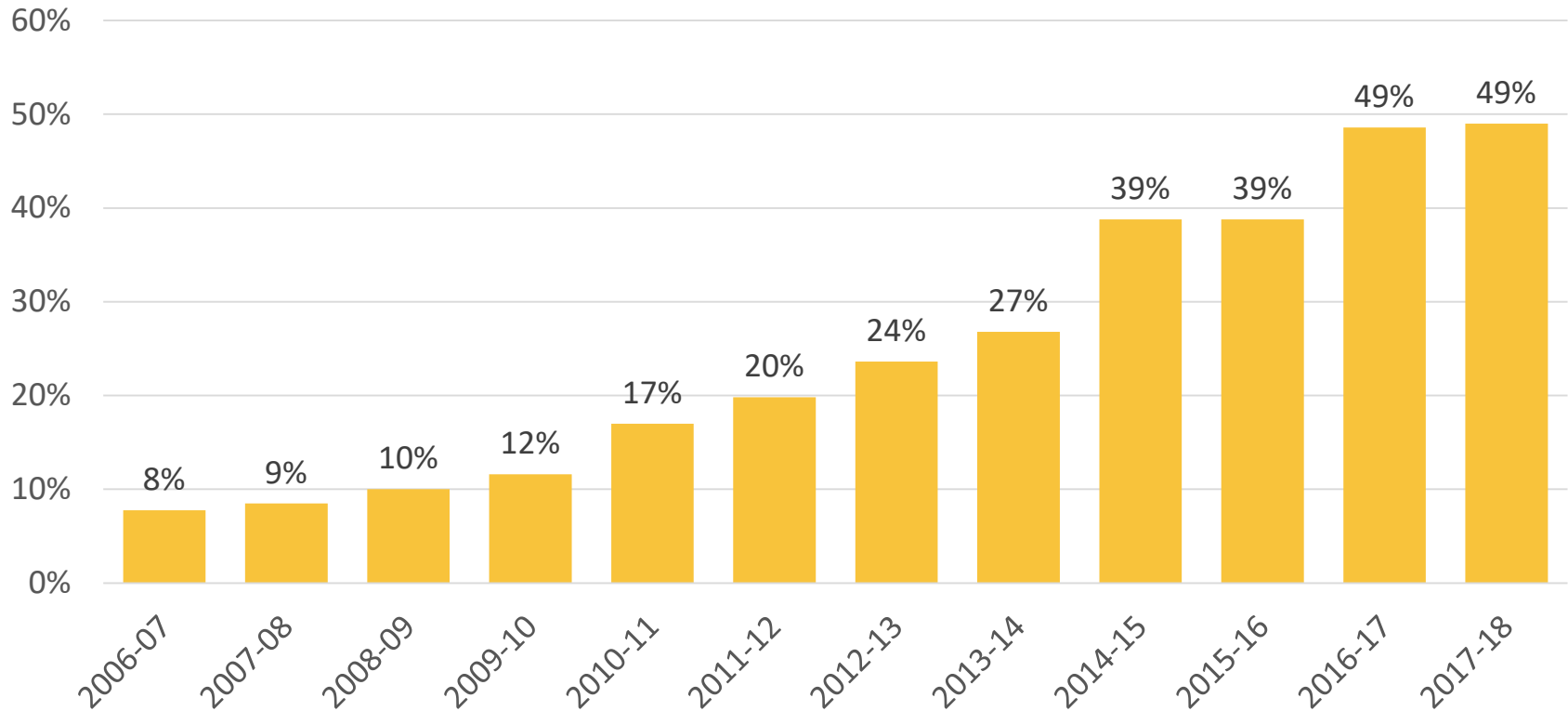
<sup>4</sup> MPA = Mandated Program Adjustment.

# FIXING THE DISPARITY

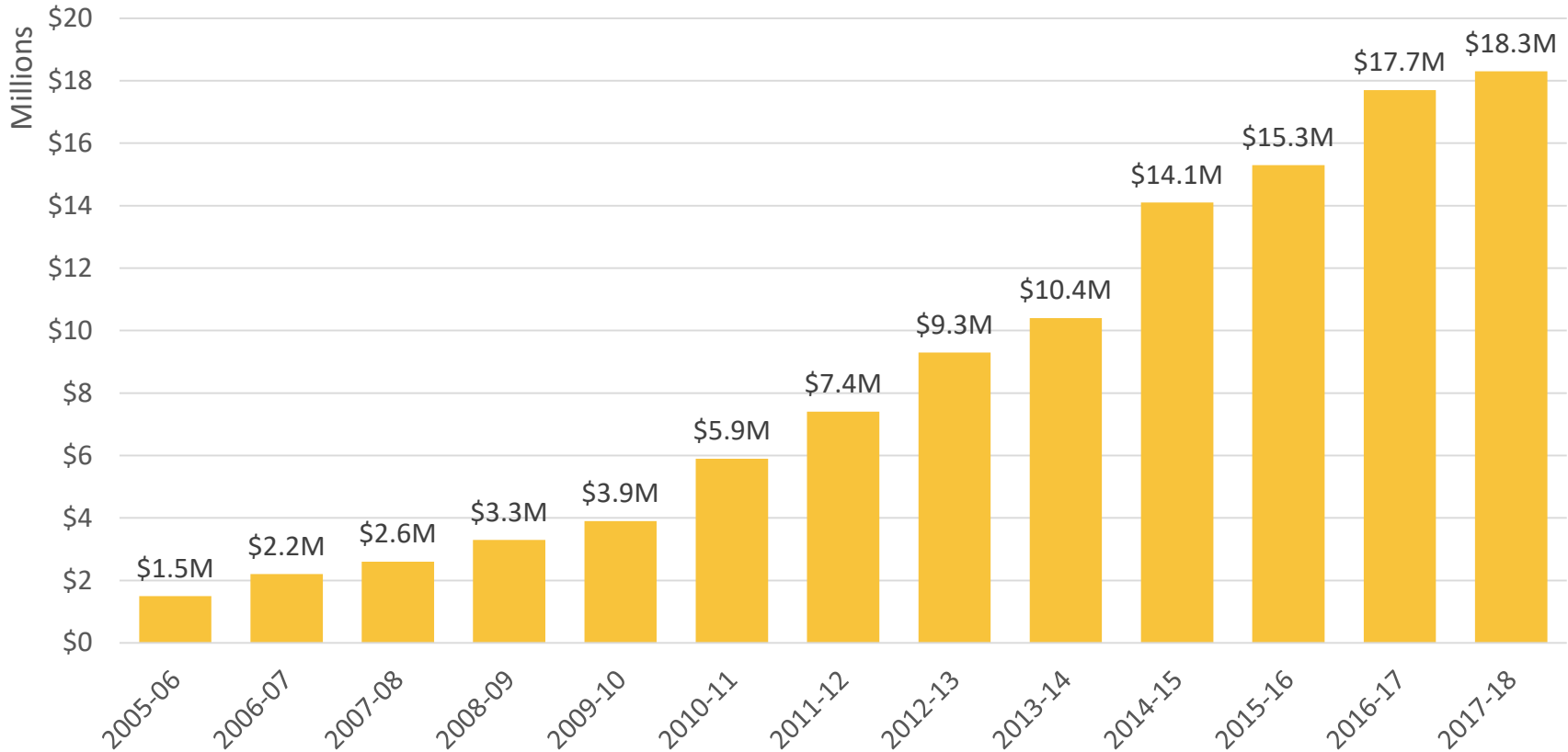
Proposed model confirms once again that NKU is substantially underfunded compared to peer universities

Report acknowledges this disparity should be remedied by providing additional funding to NKU to have a common, equitable starting point

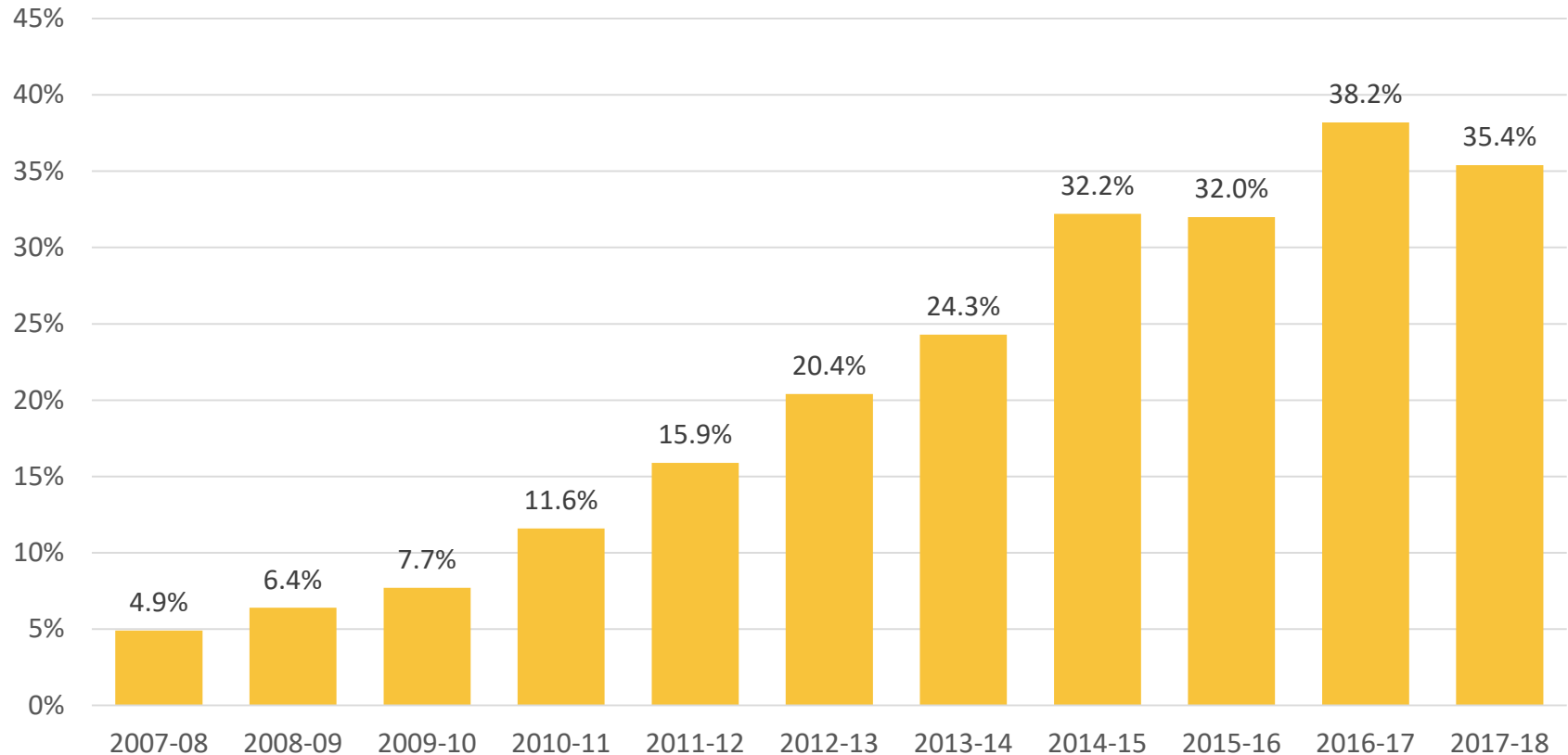
# KERS Contribution Rates



# KERS Contribution Amounts

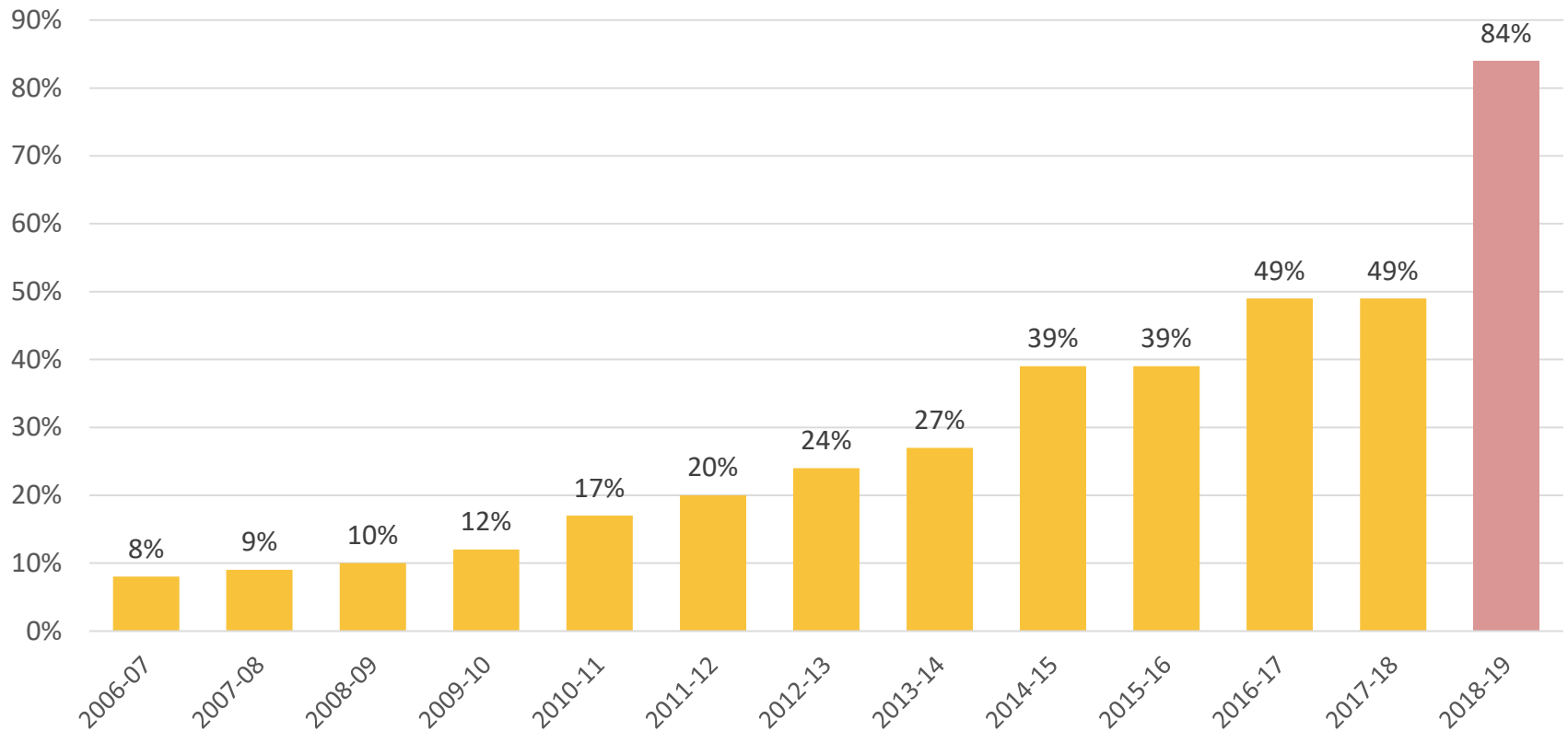


# KERS as % of State Appropriation



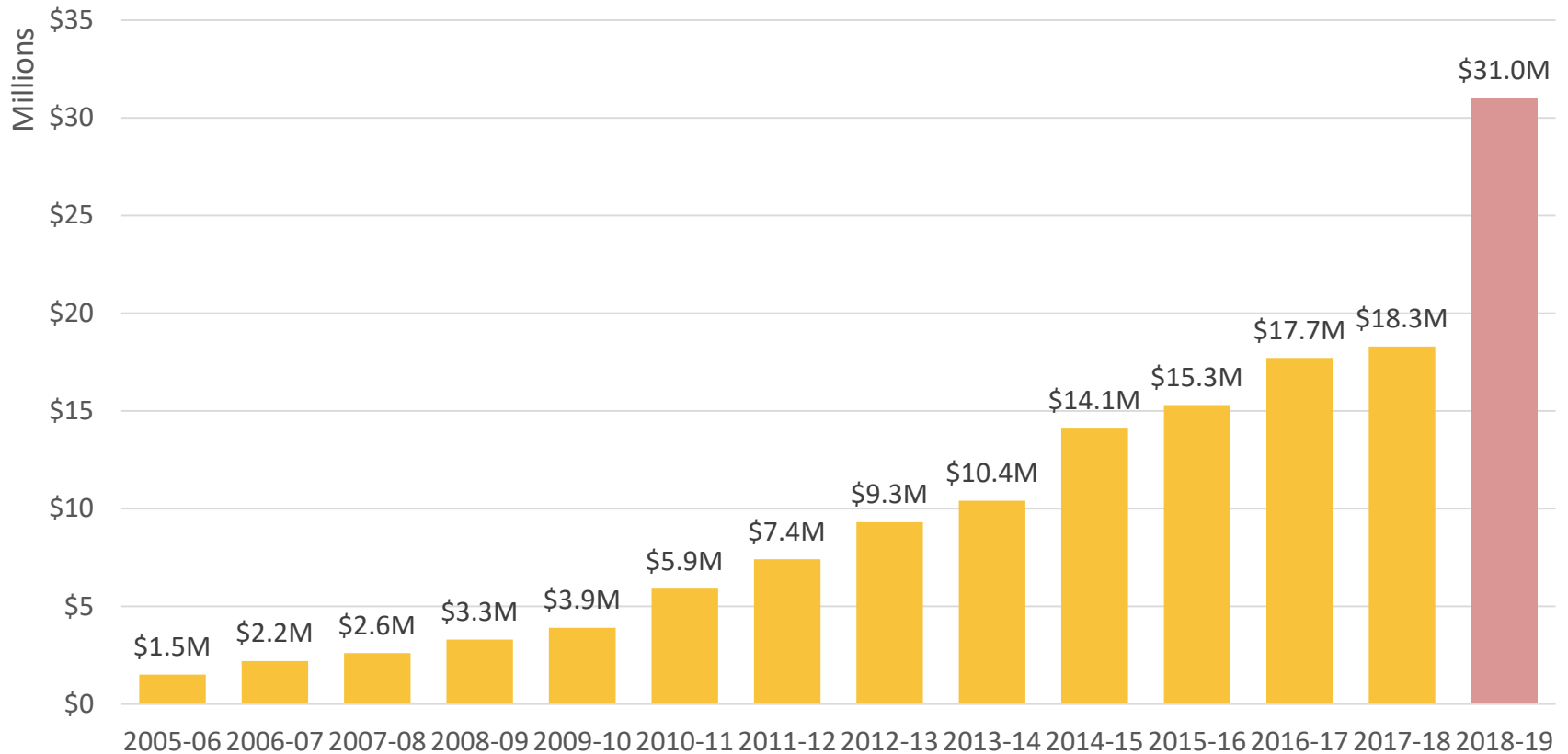


# What If...KERS Contribution Rates



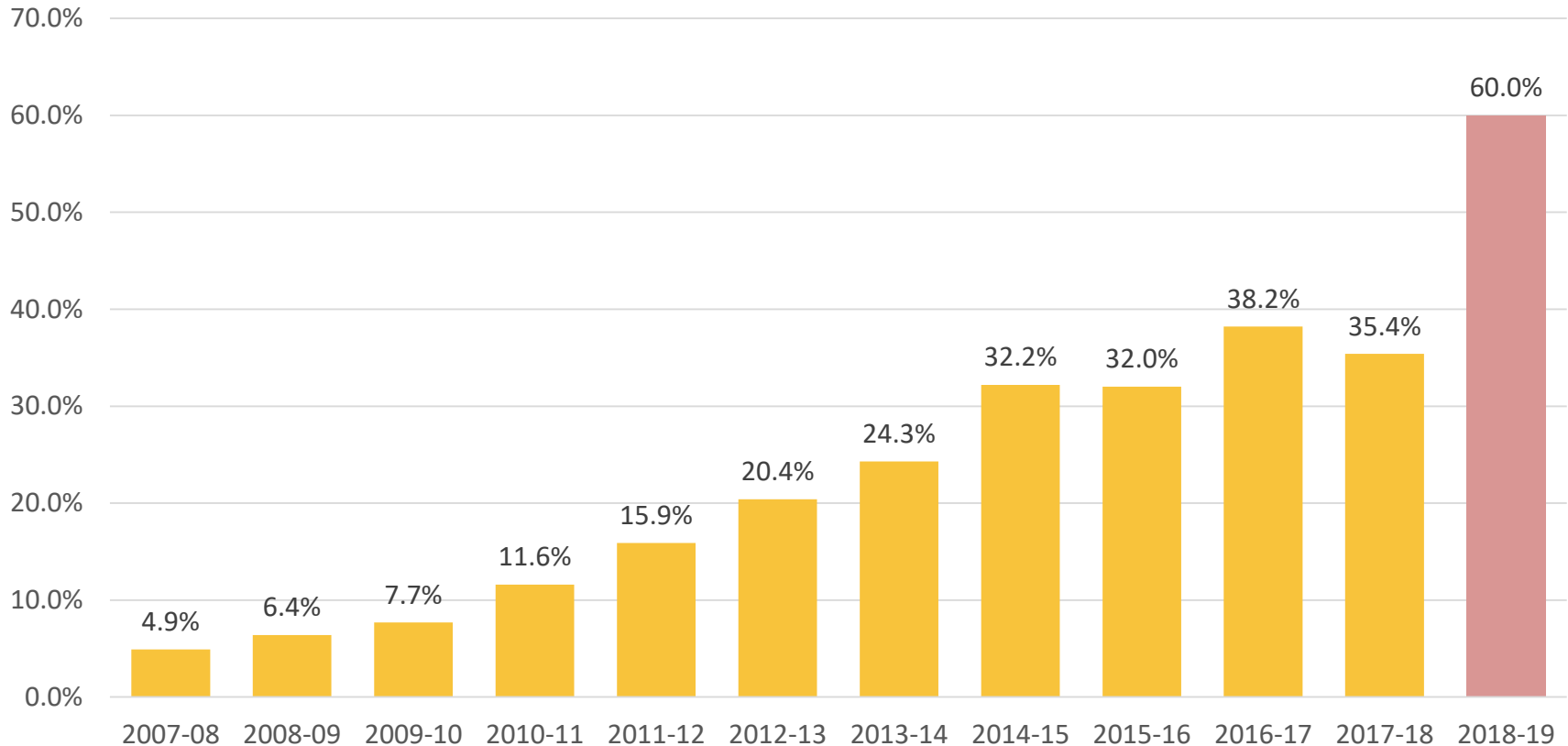
*84% based upon 2018-2020 Office of State Budget Director Salary and Benefit Defined Calculation report*

# KERS Contribution Amounts



*\$31MM based upon 2018-2020 Office of State Budget Director Salary and Benefit Defined Calculation report*

# KERS as % of State Appropriation



*60% based upon 2018-2020 Office of State Budget Director Salary and Benefit Defined Calculation report*

# The PFM Report

- Retained to develop 3 reports:
  1. History
  2. Current status
  3. Recommendations for reform

[www.kentuckypensions.com](http://www.kentuckypensions.com)

# PFM Key Findings

- 64+ billion unfunded liability
- Projections have been made on false assumptions and inadequate funding
- Using existing funding patterns, KERS will become insolvent by 2022

# PFM KERS Recommendations

- Future Hires
  - Defined-contribution (DC) system
- Current Plan Participants
  - Freeze current accrued KERS benefits and transfer participant to DC system
  - Eliminate application of unused leave time to pension benefit
  - Eliminate cost of living adjustments (COLAs) granted from 1996-2012
  - Offer voluntary buyouts allowing employee convert benefit from KERS to a lump-sum beginning balance DC plan

# Next Steps

- Governor expected to call special session in October/November
- Legislature currently hosting private meetings to find consensus
- Pension-impacted universities and KCTCS working collaboratively to assess situation







# INCLUSIVE EXCELLENCE:

Catalyzing  
Institutional  
and Educational  
Excellence



## University Contact:

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# 2017-2022

**Northern Kentucky University**

**Inclusive Excellence  
Catalyzing Institutional and Educational Excellence**

**2017-2022**

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## **STATEMENT ON INCLUSIVE EXCELLENCE**

Northern Kentucky University is committed to and accountable for advancing diversity, equity and inclusion in all of its forms. We embrace individual uniqueness and foster a culture of inclusion whereby all members experience a sense of belonging through respectful interactions and opportunities to fully participate in the life of the university. Inclusive excellence is NKU's north star, providing us with a vision and a practice for collaboratively achieving broad and specific diversity initiatives; leveraging the educational and institutional benefits of diversity; and creating the conditions for the flourishing of all students, faculty and staff.

## **EXECUTIVE SUMMARY**

The university's Inclusive Excellence Plan is situated within the framework that emerged from the efforts of CPE (Council for Post-Secondary Education) to develop a new state-wide policy on Diversity, Equity, and Inclusion and a process for setting educational opportunity goals and determining eligibility to offer new degree programs. This new policy is "grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, Kentucky higher education institutions shall develop a plan to embrace diversity and equity...commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce."<sup>1</sup>

NKU's approach to developing its diversity plan is informed by the vision and practice of inclusive excellence, defined as an active, collaborative, and comprehensive change process that catalyzes excellence in learning, teaching, student development, engagement, and institutional operations (AAC&U, 2005). The Plan aligns with CPE's vision to "address the needs of and support the success of all students, particularly those most affected by institutional and systemic equity and exclusion" (CPE Diversity Policy, p. 2) and reflects NKU's aspiration to be "a community that embraces inclusiveness, diversity, and global awareness in all dimensions of our work" (2013-

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<sup>1</sup> Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. adopted by CPE: September 23, 2016  
(<http://inclusive.nku.edu/content/dam/Inclusive/docs/KY%20CPE%20Policy%20for%20Diversity,%20Equity,%20and%20Inclusion%20Final%209.23.16.pdf>)



2018 Strategic Plan, p. 4). The Plan, structured around CPE's three focus areas, *Opportunity, Success, and Impact*, identifies a holistic approach for achieving institutional and educational excellence through quality learning and student success. The next section outlines the strategies for each focus area. Specific actions for each strategy will be detailed within the body of the Plan.

**OPPORTUNITY: Recruitment and enrollment of diverse<sup>2</sup> students**

**O1:** Engage in targeted outreach efforts to URM students

**O2:** Strengthen recruitment of traditionally underserved students

**O3:** Strengthen recruitment of underrepresented minority (URM) graduate students

**SUCCESS: Student persistence and completion**

**S1:** Create strategic support systems for URM, low-income, and traditionally underserved students

**S2:** Enhance a culture of student success through engagement and participation in student organizations and student life

**S3:** Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices

**S4:** Minimize financial barriers for URM and low-income students

**S5:** Increase success and completion of graduate students

**IMPACT: Workforce diversity, campus climate, inclusiveness & cultural competence**

**I1:** Increase diversity of faculty, management, and staff by ensuring processes are equitable and consistently applied

**I2:** Implement processes and initiatives that retain and promote diverse faculty, management, and staff

**I3:** Promote equity and inclusion through equitable policies and practices and on-going monitoring and assessment

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<sup>2</sup> Diverse is defined as underrepresented minority (URM), low-income, and traditionally underserved students

**I4:** Affirm full participation and a sense of belonging through developing cultural competence of the NKU community

**I5:** Embed inclusive excellence into all university planning and communications

## INTRODUCTION

As a public comprehensive university located in a major metropolitan area, Northern Kentucky University (NKU) delivers innovative, student-centered education and engages in impactful scholarly and creative endeavors, all of which empower our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic, and social vitality of the region. NKU's student population is approximately 13,000 undergraduate students and 1,900 graduate students served by nearly 2,000 faculty and staff on a thriving suburban campus near Cincinnati.

NKU's 8-county service region includes Boone, Campbell, Grant, Kenton, Gallatin, Pendleton, Carroll, and Owen. The population of NKU's 8-county service region is 452,826 with 66.2% between the ages of 15 and 64. Within this population, 7.7% are underrepresented minorities (URM): 2.9% Hispanic, 3.6% African-American, 0.1% Native Hawaiian/Pacific Islander, 0.1% American Indian/Alaskan Native, and 1.3% two or more races.

Table I: KY-8 County Demographic Estimates for Ages 15-64 Compared to Enrollments<sup>3</sup>

	8-County Service Area	NKU Enrollment 8-County Service Area	Total NKU URM Enrollment
	Estimated Year 2016	2015-2016	2015-2016
<b>URM</b>	<b>7.7%</b>	<b>8.1%</b>	<b>12.3%</b>
African American	3.6%	2.4%	6.6%
American Indian/Alaskan Native	0.1%	0.3%	0.3%
Hispanic or Latino	2.9%	2.9%	2.9%
Native Hawaiian/Other Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	1.3%	2.3%	2.4%
<b>White</b>	<b>92.1%</b>	<b>91.9%</b>	<b>83.1%</b>

<sup>3</sup> Eight County Service Area Population

452,826

Ages between 15-64

(299,993) 66.2%

URM between 15-64

(18,746) 7.71%



NKU recognizes that the excellence of its programs, students, and faculty depends on successfully integrating inclusive excellence into the core elements of the institution, including academic priorities, campus leadership, day-to-day operations, decision making, and organizational culture. The university also acknowledges that this level of commitment requires institutional self-assessment, a high level of accountability, and collective responsibility. NKU's 2022 Inclusive Excellence Plan Inclusive Excellence provides a road map for how to translate this commitment into campus programs and practices that ensure underrepresented students, low-income students, and traditionally underserved students are fully prepared for life, work, and citizenship.

## **PLANNING**

In Spring 2015, the Inclusive Excellence Council was created. The Council, comprised of key stakeholders across the university – students, faculty and staff –is charged with infusing principles and practices of diversity, equity, and inclusion into core aspects of the University and developing a comprehensive Inclusive Excellence Plan. Members of the Council serve as bridges to their respective units by regularly reporting the Council's initiatives and priorities to the appropriate vice-presidents and deans.

In May 2016, the Inclusive Excellence Council designed the planning process for the inclusive excellence plan. As a result of significant outreach, 65 students, faculty, and staff volunteered to serve on one of five sub-committees. Guided by CPE's framework and principles, the sub-committees began their work in August 2016. Final reports were submitted in February 2017 and reviewed for duplication and alignment with NKU's Strategic Plan and NKU's Enrollment for Student Success Plan (ESS). The draft Plan<sup>4</sup> was presented to Executive Team on Feb. 28<sup>th</sup>, Academic Council on March 2<sup>nd</sup> and Staff Congress on March 9<sup>th</sup>. Additionally, two NKU community forums were held to receive feedback and answer questions.

## **DEFINITIONS**

<b>Culture</b>	A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.
<b>Cultural Competence</b>	An ability to interact effectively with people of different cultures. A culturally competent individual: has an awareness of one's own cultural worldview;

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	possesses knowledge of different cultural practices and worldviews; and possesses cross-cultural skills to better interact with those from other cultures.
<b>Diversity</b>	Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, socioeconomic, class, gender, sexual orientation, gender identity, country of origin, differing abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. (AAC&U, 2005).
<b>Equity</b>	<p>Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority, differing abilities – cognitive physical opportunities and low-income students, in three main areas: representational equity, resources equity, and equity mindedness add footnote at bottom of the following definitions)</p> <ul style="list-style-type: none"> <li>• Representational equity: the proportional participation at all levels of an institution; and the distribution of educational resources in order to close equity gaps;</li> <li>• Resources equity: the distribution of educational resources in order to close equity gaps;</li> <li>• Equity mindedness: “involves being conscious of the ways that higher education-through its practices, policies, expectations, and unspoken rules-places responsibility for student success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization.”<sup>5</sup></li> </ul>
<b>Fidelity</b>	Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following: dedicated staff (i.e. number of staff, their level of expertise, amount of PD, mentoring and coaching, etc.); specific examples of student or staff participation; data collected on strategy inputs and outputs; participation rate of students; dedicated funding; developing of implementation timetables and milestones achieved; and narrative descriptions of the implementation process.
<b>Inclusion</b>	The active, intentional, and ongoing engagement with diversity – in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect – in ways that increase awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact within systems and institutions. (AAC&U, 2005).
<b>Inclusive Excellence</b>	A collaborative, and comprehensive change process that catalyzes excellence in learning, teaching, student development, engagement, and institutional operations (AAC&U, 2005).
<b>Low-Income</b>	Pell recipients at entry or during specific semesters (varies depending on the specific metric).
<b>Underrepresented Minority (URM):</b>	Students who self-report as Hispanic/Latino, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races.

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<sup>5</sup> Bensimon, E.M. (2007). The Underestimated Significance of Practitioner Knowledge in the Scholarship of Student Success. *Review of Higher Education* 30(4), 441-469.

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Additional definitions that speak to the LGBTQ population include:

<b>Gender</b>	A cultural notion of what it is to be a woman or a man. A construct based on the social shaping of femininity and masculinity. It usually includes identification with males as a class or with females as a class. Gender includes subjective concepts about character traits and expected behaviors that vary from place to place and person to person.
<b>Gender Expression</b>	Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, hairstyle, voice and emphasizing, de-emphasizing or changing their body's characteristics. Gender expression is not necessarily an indication of sexual orientation.
<b>Gender Identity</b>	One's core conceptualization of oneself as male or female or something other. Gender identity is often explained in terms of anatomical sex--if one is born with clearly identifiable male or female genitalia, one is usually labeled accordingly. However, one's gender identity--who you feel you are--may or may not match one's anatomically assigned sex.
<b>LGBTQ</b>	An acronym referring collectively to Lesbian, Gay, Bisexual, Transgender/Transsexual and queer/questioning people.
<b>Sexual orientation</b>	A person's emotional, physical and sexual attraction and the expression of that attraction with other individuals. Some of the better-known labels or categories include "bisexual" (or "multisexual", "pansexual", "omnisexual"), "lesbian", "gay" ("homosexual" is more clinical), or "heterosexual".
<b>Transgender</b>	Transgender refers to people whose gender expression is not dictated by their biological sex. Transgender is an umbrella term including but not limited to someone identifies as a cross-dresser, drag queen, drag king, transexual, or anyone who challenges gender boundaries

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The following Guiding Principles are the foundation of CPE's Strategic Agenda and shape the priorities that guide decisions about the State of Kentucky's promotion of diversity, equity, and inclusion

- A recognition of diversity as a vital component of the state's educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky's African-American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.

- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence and graduation than the total student population.
- The nurturing, training and production of students with the ability to interact effectively with people of different cultures (i.e. cultural competence).
- The preparation of a workforce that is diverse, culturally competent, and highly educated for a global economy.
- The creation of an inclusive environment on our campuses.

In addition to being guided by CPE' principles, NKU's Plan is also shaped by its belief in the power of collective responsibility, ownership, and accountability. As a result, each division and college will develop inclusive action plans that will align with and complement the institutional plan, while also reflecting each unit's unique mission and perspective. The following sections provide details on the university's plan

#### **OPPORTUNITY: Recruitment and enrollment of diverse students**

Charts 1-5 in APPENDIX A provides 2016 baseline data and 2021 target goals for undergraduate enrollment of URM, African American and Hispanic undergraduate students and URM graduate students.

- Increase enrollment for URM from 12.3% to 14%
- Increase enrollment for African-American from 6.6% to 7.1%
- Increase enrollment for Hispanic/Latino from 2.9% to 3.9%
- Increase graduate enrollment for URM from 10% to 15%

According to 2016 US Census, the population of Northern Kentucky University's 8-county service region is 452,826, with 66.2% between the ages of 15 and 64. Within this population, 7.7% are underrepresented minorities. For the past five years, the percentage of NKU's URM students has exceeded the percentage of the URM population in our 8-county-region. As the charts indicate, in Fall 2016 the percentage URM students was 12.3%. Recently, we have begun to conduct an analysis regarding the percentage of URM populations in our regional high schools and develop targeted efforts toward schools with relatively high URM populations, with a specific focus on

high schools with higher percentages of African American students and Hispanic students. The following strategies and actions detail NKU's Plan for addressing the focus area of Opportunity. Several of the Opportunity strategies are identified in NKU's Enrollment for Student Success Plan (ESS).<sup>6</sup> A detailed assessment plan for these strategies and actions is located in APPENDIX D.

**STRATEGY 01:** Engage in targeted outreach efforts to URM students

- **Action 01.1:** Craft and implement a multi-dimensional marketing campaign (i.e. bilingual website, cultural-specific social media, digital marketing, publications) that targets URM
- **Action 01.2:** Create a URM student recruitment council to provide ideas and guidance on recruitment programming
- **Action 01.3:** Partner with Parent Programs in outreach to Latino and African American parents on navigating the college process
- **Action 01.4:** Target high schools within KY-8 with high percentage of URM students; specifically, high percentage of African American and Hispanic/Latino students
- **Action 01.5:** Develop recruitment webinars (bilingual) and live chats with students and parents within targeted markets, particularly, high schools with high percentage of URM and low-income students
- **Action 01.6:** Develop ambassador program for undergraduate students to mentor and offer pre-college tutoring in targeted schools; offer stipend for students who wish to actively recruit
- **Action 01.7:** Establish clear admissions guidelines for undocumented and DACA students; develop faculty mentoring program for Latino students
- **Action 01.8:** Expand capacity of LAMP program and NKU ROCKS programs

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<sup>6</sup>Enrollment for Student Success Plan

<http://civicengagement.nku.edu/content/dam/StrategicPlanning/docs/ESS/ESSImplementationPlan2017-2019revised2.pdf>

- **Action O1.9:** Expand number of summer camps offered to middle and high school students by building upon existing models, such as CINSAM, Journalism, and Nursing; consider how to include staff in camps
- **Action O1.10:** Expand college preparation seminars at targeted schools on financial aid, college admissions process, access to scholarship databases etc.

**STRATEGY O2:** Strengthen recruitment of traditionally underserved students

- **Action O2.1:** Expand on-line college fair for LGBTQ students; host a face-to-face LGBTQ College Fair, in partnership with Admissions
- **Action O2.2:** Create social media marketing campaigns that highlight support initiatives for LGBTQ students, veterans, and students with differing abilities

**STRATEGY O3:** Strengthen recruitment of URM graduate students

- **Action O3.1:** Create pipelines to graduate opportunities for current URM undergraduate students
- **Action O3.2:** Enhance outreach efforts with Academic Partnership – our online marketing partner

**SUCCESS: Student persistence and completion**

Charts 6-11 in APPENDIX B identify the persistence and graduation rate for URM and low-income students. Illustrated are the annual persistence percentages from the 2016 baseline year to the 2021 target goals:

- Increase persistence for URM from 69.5% to 75%
- Increase persistence for low-income from 64.4% to 71%
- Increase graduation rate for URM students from 22.9% to 39%
- Increase graduation rate for low-income students from 30.3% to 39%
- Increase Bachelor's Degrees conferred to URM student from 209 to 230
- Increase Bachelor's Degrees conferred to low-income students from 1,037 to 1,050

Guided by historical and emerging institutional data, the university is developing a holistic first-year experience that will enhance students' classroom experience, co-

curricular engagement, and campus affinity, while simultaneously building the foundation for a seamless transition and timely progression towards a degree. This holistic approach recognizes that simply providing opportunities for students to engage in high-impact practices does not necessarily deliver progress across key performance indicators (such as an increase in retention, timely progression towards a degree, or grade point average).

To this end, NKU has undertaken a proactive approach to embedding high-impact practices within a student's transition into and through to graduation. This new approach focuses on students' assets, institutional responsibility, and personal accountability rather than students' deficits and limitations (McNair, 2014).<sup>7</sup> Below are the innovative strategies and actions that will strengthen NKU's emerging holistic student support network and increase the persistence and degrees attained by underrepresented minority students and low-income students.

**STRATEGY S1:** Create strategic support systems for underrepresented (URM) students, low-income students, and traditionally underserved students

- **Action S1.1:** Create a scholars' support program for recipients of diversity scholarships
- **Action S1.2:** Implement EAB Student Success Collaborative platform, a centralized case management system, which will assist advisors and frontline staff to better support students
- **Action S1.3:** Implement a mentoring program that matches FG faculty/staff with FG, low-income and URM students; enhance peer mentoring
- **Action S1.4:** Expand Summer Spark, NKU's summer bridge program for first-generation (FG) students
- **Action S1.5:** Increase diversity of academic advisors
- **Action S1.6:** Develop programs for 2<sup>nd</sup> year URM/low-income students

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<sup>7</sup> It is important to note that much of these analyses are disaggregated across a number of student groups, thus facilitating our understanding and ability to identify the impact of programs, services, and initiatives specifically for historically underrepresented students, low-income students, and first-generation students.



- **Action S1.7:** Publicize the Fuel NKU (food pantry) and implement periodic food drives to replenish supplies
- **Action S1.8:** Strengthen mentoring programs for LGBTQ students; develop a plan to increase Pride Index from 4.5 to 5
- **Action S1.9:** Introduce new programming and services within the Veteran Resource Station

**STRATEGY S2:** Enhance a culture of student success through engagement and participation in student organizations and student life

- **Action S2.1:** Increase awareness of available resources, opportunities for engagement, and NKU's commitment to diversity, equity, and inclusion to incoming students
- **Action S2.2:** Expand multicultural and multiethnic fraternities and sororities
- **Action S2.3:** Integrate "inclusive leadership" into student organizations and programming
- **Action S2.4:** Create student advisory committee within Inclusive Excellence
- **Action S2.5:** Educate students in the value of building social capital networks, inclusive of peers, faculty, and staff
- **Action S2.6:** Encourage participation in internships, co-ops, civic engagement, spring break initiatives and on-campus programming
- **Action S2.7:** Co-develop with students opportunities for engagement in cross-cultural dialogues

**STRATEGY S3:** Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices

- **Action S3.1:** Redesign the career service model to expand opportunities to engage in career management and experiential learning programs, such as internships, co-ops, and undergraduate research projects and creative activities
- **Action S3.2:** Create a Living and Learning Community for first generation (FG) students and develop an "I'm First!" campaign to promote interactions among first generation students

- **Action S3.3:** Increase alignment between co-curricular and curricula through intentional partnerships between Student Inclusiveness and academic departments

**STRATEGY S4:** Minimize financial barriers for URM and low-income students

- **Action S4.1:** Strategically reallocate institutional aid to support URM and low-income students
- **Action S4.2:** Integrate financial literacy into programming, course content of the First Year Experience (FYE), and into Parent Program communications for the entering cohort
- **Action S4.3:** Create podcasts, wikis, or screen capture files to educate students (and their parents) on the use of credit, work-study balance, borrowing options, and developing personal budget plans
- **Action S4.4:** Create scholarships for students with a combination of risk factors (post-traditional, first generation, returning, parents, etc.)

**STRATEGY S5:** Increase success and completion of graduate students

- **Action S4.1:** Assess integration, academic success and overall satisfaction for URM graduate students

**IMPACT: Workforce diversity, campus climate, inclusiveness & cultural competence**

Charts 12 and 13 in APPENDIX C address NKU's workforce diversity for URM tenured and tenure-track faculty and URM management. Illustrated are the annual percentages from the 2016 baseline year to the 2021 target goals:

- Increase URM tenure and tenure-track faculty from 9.7 to 12.0%
- Increase URM management from 10.5% to 12.5%

A challenge to increasing the racial diversity of faculty and management is the availability of funding needed to expand the university's workforce. Opportunities for hiring diverse candidates are currently impacted by budget constraints and new hires may be limited to position replacements due to resignations and retirements. It

is also important to note that NKU has lost 11% of its workforce within the past two years.

An added challenge to attracting URM faculty is that the disparities in the percentage of URM faculty versus white are similar to disparities among postsecondary students. According to the U.S. Department of Education (2016), in 2013-2014, 74 percent of the faculty members in all categories (full-time instructors, tenure-track, and tenured) were white, but only 4% and 5 % were Hispanic and black, respectively. Trends were similar across other faculty status categories. For instance, among tenure-track professors 65% were white, 5% were Hispanic, 6% were black, 11 percent were Asian, and 13 percent fell in another category and faculty members who had attained tenured were predominately white at 77%.

Despite these discouraging national numbers, NKU is committed to increasing the diversity of its workforce because we understand how vital a diverse workforce is to student success. Diversity of faculty is particularly critical to the success of our underrepresented (URM), low-income, and traditionally under-served students who seek role models who understand their lived experience and offer inspiration.

**STRATEGY I1:** Increase diversity of faculty, management, and staff by ensuring processes are equitable and consistently applied

- **Action I1.1:** Formalize and annually communicate required search committee processes<sup>8</sup>; including clear approval process by which selection of candidates is reviewed for each step of the process; identify/train Equity Advocates to serve as ad hoc members on search committees

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<sup>8</sup> Required search processes include: review of People Admin procedures, equitable hiring practices, and under-utilization data generated by NKU's Affirmative Action Plan; diversity-related language in position descriptions that emphasizes experience working with diverse communities and/or experience in conducting research on inclusive related topics, such as social justice, cultural competence, identity, global awareness and other related topics clear approval process by which selection of candidates is reviewed for each step of the process

- **Action I1.2:** Implement faculty Pipeline Programs: Diversity Postdoctoral and/or Diversity Teaching Fellowships; develop “grow our own” faculty program through mentoring NKU graduate students; engage in cluster hiring
- **Action I1.3:** Create Opportunity Hire Policy that outlines approval process for a search waiver when hiring faculty of exceptional merit has been identified
- **Action I1.4:** Include work experience equivalences in position descriptions for staff

**STRATEGY I2:** Implement processes and initiatives that retain and promote diverse faculty, management, and staff

- **Action I2.1** Create networking opportunities for social support, mentorships, and professional development of diverse faculty, management and staff
- **Action I2.2** Strengthen existing mentoring programs
- **Action I2.3** Provide funding for URM faculty and staff to attend professional development for purposes of advancement and promotion; include opportunities focused on emerging diverse leaders

**STRATEGY I3:** Promote equity and inclusion through equitable policies and practices and on-going monitoring and assessment

- **Action I3.1:** Create a campus environment team responsible for conducting campus climate
- **Action I3.2:** Provide professional development opportunities on creating an equitable and respectful working and learning environment
- **Action I3.3:** Develop bias response protocol that provides reporting mechanism, resources, and education for incidents of bias-related conduct
- **Action I3.4:** Develop an integrated dispute resolution system for faculty and staff

**STRATEGY I4:** Affirm full participation and a sense of belonging through developing cultural competence of members of the NKU community

- **Action I4.1:** Integrate cultural competence-related concepts into existing professional development opportunities and well-being initiatives

- **Action I4.2:** Conduct a cultural audit of curriculum and co-curriculum that integrates global awareness and topics related to diversity, equity, and inclusion
- **Action I4.3:** Research best practices for assessing cultural competence of students, faculty and staff
- **Action: I4.4:** Create a faculty/staff learning community on cultural competence and culturally inclusive teaching practices; develop cultural competence certificate program
- **Action I4.5:** Integrate inclusive excellence education into new staff and faculty orientation; increase faculty/staff participation in culturally diverse campus programs
- **Action I4.6:** Integrate module on cultural competence in Master Advisor training
- **Action I4.7:** Encourage student participation in culturally diverse activities, such as study abroad, internships, civic engagement, spring break initiatives; and participation in culturally diverse on-campus programming
- **Action I4.8:** Develop student cultural competence through curriculum and research that increase students' understanding of domestic and international issues

**STRATEGY I5:** Embed inclusive excellence into university planning & communications

- **Action I5.1:** Ensure collective responsibility through development of individual multi-year action plans at the divisional and college level
- **Action I5.2:** Integrate the message of inclusive excellence in major communications
- **Action I5.3:** Include value statements related to inclusive excellence in all admissions and marketing materials and websites
- **Action I5.4:** Develop a communications plan
- **Action I5.5:** Report progress on the Inclusive Excellence Plan to the Board of Regents

## **ASSESSMENT**

NKU's Assessment Framework identifies strategies and actions that are responsive to the following questions: are we making our university more diverse, more equitable, and more inclusive with our strategies and actions; how do the strategies and actions impact the goals set by CPE; and what indicators do we have for achieving those goals? In other words, are we making excellence inclusive?

Annual assessment of the Inclusive Excellence Plan will be integrated into the institution's comprehensive annual review. Central to this review is utilizing WEAVE, a web-based assessment tool that promotes continuous improvement and institutional effectiveness by providing various processes and analysis. Assessment will also take place at the unit level. A detailed **Assessment Plan** for all strategies and actions outlined in this document is located in Appendix D.

## **CONCLUSION**

A university community with inclusion as the fabric of the learning community, inside and outside the classroom, facilitates excellence. NKU's Inclusive Excellence Plan provides the roadmap for achieving that excellence through innovative approaches to student success, effective educational practices, and a diverse, equitable, and inclusive campus community. Our next steps include sharing the Inclusive Excellence Plan with the NKU community as they return from summer break, meeting with key stakeholders, and collaborating with divisions and colleges as they develop their individual action plans for 2017-2022.

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## SUBCOMMITTEE MEMBERSHIP

Assessment and Accountability	
Jack Harrison	Chase Law, Co-Chair
Brandelyn Tosolt	Teacher Education, Co-Chair
Kerri Beach	Planning and Performance
Quentin Daniels	University Registrar
Gayle Hilleke	Kentucky Campus Compact
Caroline Macke	Counseling, Social Work & Leadership
Josh Neumeyer	Haile/US Bank College of Business
Dionna Sholler	Human Resources
Carolyn Willhoit	Chase Law Library
Angela Zippin	Disability Programs & Services
Workforce Diversity	
Shamima Ahmed	Political Science, Criminal Justice & Organizational Leadership, Co-Chair
Alar Lipping	Kinesiology & Health, Co-Chair
Erika Jay	Human Resources
Megan Lindsey	Counseling, Social Work and Leadership
Maureen Doyle	Computer Science
Lauren Franzen	Management Services, Human Resources
Tracey Bonner	Theatre and Dance
Amy Danzo	Testing Services
Blaine Gilmore	Procurement
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Judy Voelker	Anthropology, Co-Chair
Brooklyn Butler	Political Science major
Missy Jones	Teacher Education
Cindy Knox	Disability P&S
Rae Loftis	LGBTQ Programs & Services
Dale Mahaney	Institutional Research
Anthony Mize	African American Programs & Services
Carol Ryan	College of Education and Human Services
Kimberly Vance	Fraternity & Sorority Life
Heidi Waters	Counseling, Social Work and Leadership
Lynne Zajac	Nursing

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Jaesook Gilbert	Teacher Education
Matt Hackett	Campus Recreation
Jane Hammons	Steely Library
Deborah Henry	College of Education & Human Services
Brian Hogg	Music
Tonya Krouse	English
Debra Meyers	History & Geography
Ryan Padgett	Enrollment & Student Success
Jeanne Pettit	First Year Programs
Jered Wasburn-Moses	Tutoring Programs
Belle Zembrodt	Honors Program
Ihab Saad	Construction Management
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Tracey Sigler	Haile Business/Management, Co-Chair
Lori Wright	Student Support Services, Co-Chair
Tom Barnett	Comptroller
Dawn Bell-Gardiner	Compliance & Institutional Ethics
Angela Calhoun	University Registrar
Wanda Crawford	Developmental Literacy & Writing Ctr
Aimee Krug	Mathematics & Statistics
Deja Rawlings	Political Science major
Yasue Kuwahara	Electronic Media & Broadcasting
Bonnie Meyer	LGBTQ Programs & Services
Holly Riffe	Counseling, Social Work & Leadership
Stacey Schaff	College of Education & Human Services Advising Ctr
Annette Shumard	Provost and Executive Vice President for Academic Affairs
Jennifer Sharp	Counseling, Social Work and Leadership
Ward Wenstrup	All Card Office
Donelle Drees	English
Fatimata Ndiaye	International Student & Scholars



<b>Campus Climate &amp; Cultural Competence</b>	
Megan Peek	Vice Provost for Under-graduate Academic Affairs

APPENDIX A

Chart 1: Undergraduate Enrollment URM (%) Cohort

Undergraduate Enrollment URM (%)Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
URM UG Fall Enrollment (%) Actual	%	11.0%	11.6%	12.3%	12.6%	13.0	13.3	13.7	14.0
	N	1,443	1,517	1,580	1,593				

Notes: URM equals African American, Hispanic or Latino, Native American, Native Hawaiian or Other Pacific Islander, or someone who list 2 or more races.

Chart 2: Undergraduate Enrollment of African American/Black (%)

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
AA UG Fall Enrollment (%) Actual	%	6.5%	6.7%	6.6%	6.7%	6.8	6.9	7.0	7.1%
	N	856	879	848	850				

Chart 3: Undergraduate Enrollment of Hispanic/Latino (%)

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
Hispanic UG Fall Enrollment (%) Actual	%	2.4%	2.6%	2.9%	3.1%	3.3%	3.5%	3.7%	3.9%
	N	310	338	376	393				

Chart 4: Undergraduate Enrollment of Low-Income (%)

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
UG Fall Enrollment (%) Actual	%	39.7%	39.1%	37.5%					
	N	4,344	4,255	4,017					

Chart 5: Graduate Enrollment URM (%)

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
URM Grad Fall Enrollment (%) Actual	%	8.0%	9.2%	10.0%	11%	12%	13%	14%	15%
	N	173	185	191	235				

APPENDIX B

Chart 6: 1<sup>st</sup> to 2<sup>nd</sup> Year Retention for URM Students

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017 Target	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
1st to 2nd Year Retention URM	%	66.8%	63.7%	69.5%	70.6%	71.7%	72.8%	73.9%	75.0%
	N	280/ 187	267/ 170	298/ 207					

Notes: Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

Chart 7: 1<sup>st</sup> to 2<sup>nd</sup> Year Retention for Low-Income Students

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017 Target	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
First to 2nd Year Retention (%) Actual	%	63.6%	62.7%	64.4%	65.7%	67.1 %	68.4 %	69.8 %	71.0%
	N	723/ 460	718/ 450	708/ 456					

Notes: Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

Chart 8: Six-year Graduation Rate for URM Students

Academic Year Ending		2013	2014	2015	2016	2017 Target	2018 Target	2019 Target	2020 Target	2021 Target
Entering Cohort		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Graduated on or before		August 2013	August 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020	August 2021
6-year Actual Graduation Rate	%	29.4%	22.6%	28.4%	22.9%	26.1%	29.3%	32.6%	35.8%	39.0%
	N	153/ 45	199/ 45	214/ 61	304/ 70					

Notes: The Graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, bachelor degree-seeking undergraduate students that enter in the fall semester.

Chart 9: Six-year Graduation Rate for Low-Income Students

Academic Year Ending		2013	2014	2015	2016	2017 Target	2018 Target	2019 Target	2020 Target	2021 Target
Entering Cohort		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Graduated on or before		August 2013	August 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020	August 2021
6-year Actual Graduation Rate	%	28.3%	25.8%	29.0%	30.3%	32.0%	33.8%	35.5%	37.3%	39.0%
	N	244/ 69	496/ 128	734/ 213	945/ 286					

Notes: The Graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

**Chart 10: Bachelor’s Degrees Conferred to URM Students**

Year	2013-14	2014-15	2015-16	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
Bachelor's Degrees Conferred Actual	183	185	209	213	217	222	226	230

Notes: This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.

**Chart 11: Bachelor’s Degrees Conferred to Low-Income Students**

Year	2013-14	2014-15	2015-16	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
Bachelor's Degrees Conferred Actual	962	1071	1,037	1,040	1,043	1,046	1,048	1,050

Notes: This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014

APPENDIX C

Chart 12: URM tenured and tenure-track faculty (%)

Cohort		Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
Workforce Diversity URM (%)	%	9.0%	9.7%	9.1%	10.0%	10.5%	11.2%	12.0%
	N	400/ 36	397/ 38	374/ 34				

Chart 13: URM Management (%)

Cohort		Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
Workforce Diversity Management (%)	%	8.9%	10.5%	10.0%	11.3%	11.3%	12.5%	12.5%
	N	90/8	81/7	76/8	80/8			

Notes: Management as reported to IPEDS via SOC codes

**APPENDIX D**  
**ASSESSMENT FRAMEWORK**  
**2017-2022**

**OPPORTUNITY**

**Recruitment and enrollment of diverse students<sup>9</sup>**

Strategies	Progress Indicators <sup>10</sup>	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY O1: Engage in targeted outreach efforts to URM students</b>				
O1.1: Craft and implement a multi-dimensional marketing campaign (i.e. bilingual website, cultural-specific social media, digital marketing, publications) that targets URM	<ol style="list-style-type: none"> <li>1. Create a workgroup with relevant stakeholders</li> <li>2. Enhance the multicultural website to include bilingual information/verbiage</li> <li>3. Create digital marketing efforts in Spanish</li> </ol>	Admissions/MarComm	Implement Fall 2019	Spring 2019 - Ongoing
O1.2: Create a URM student recruitment council to provide ideas and guidance on recruitment programming	<ol style="list-style-type: none"> <li>1. Identify students to serve on the Council and collaborate with Multicultural team</li> <li>2. Create a collaboration with the Multicultural recruitment team</li> <li>3. Have Council members recruit in their home high schools.</li> </ol>	Admissions	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Spring 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Ongoing</li> </ol>

<sup>9</sup> Diverse is defined as underrepresented minority (URM), low-income, and traditionally underserved students

<sup>10</sup> An indicator is a variable that is normally used as a benchmark for measuring program or project outputs. It is “that thing” that shows that an undertaking has had the desired impact. It is on the basis of indicators that evidence can be built on the impact of any undertaking. Most often, indicators are quantitative in nature, however, in some few cases, they are qualitative.

Strategies	Progress Indicators <sup>10</sup>	Lead Accountability	Target Start	Expect Completion
O1.3: Partner with Parent Programs in outreach to Latino and African American parents on navigating the college process	Expand established parent advisory board to include parents of URM, low-income and first-generation students; develop bilingual communications	VPEDM	Spring 2018	Ongoing
O1.4: Target high schools within KY-8 with high percentage of URM students; specifically, high % of African American and Hispanic/Latino students	<ol style="list-style-type: none"> <li>1. Collect relevant data to identify target schools</li> <li>2. # of URM student applicants and enrollments</li> <li>3. # of targeted schools</li> </ol>	VPEDM/IR	Fall 2017	Ongoing
O1.5: Develop recruitment webinars (bilingual) and live chats with students and parents within targeted markets, particularly, high schools with high % of URM and low-income students	Create working group to develop content and script for the webinar	VPEDM/Marcom	Spring 2018	Fall 2018
O1.6: Develop Ambassador program for undergraduate students to mentor and offer pre-college tutoring in targeted schools; offer stipend for students who wish to actively recruit	<ol style="list-style-type: none"> <li>1. # of outreach activities</li> <li>2. # of involved NKU students</li> </ol>	VPEDM	Spring 2019	Ongoing
O1.7: Establish clear admissions guidelines for undocumented and DACA students; develop faculty mentoring program for Latino students	Identify and develop faculty mentors	Colleges/AA/SA	Fall 2017	Spring 2018
O1.8: Expand capacity of LAMP and NKU ROCKS programs	Seek alternative funding - grants	VPESA	Fall 2020	Ongoing

Strategies	Progress Indicators <sup>10</sup>	Lead Accountability	Target Start	Expect Completion
O1.9: Expand number of summer camps offered to middle and high school students by building upon existing models, such as CINSAM, Journalism, and Nursing; consider how to include staff in camps	<ol style="list-style-type: none"> <li>1. Identify best practices in existing summer camps</li> <li>2. # of URM/low-income/first-generation students who participate in summer camps</li> <li>3. # the % summer camp participants who apply and enroll at NKU</li> </ol>	Colleges/VP SA	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. Summer 2018</li> <li>3. Fall 2019</li> </ol>	Ongoing (2 & 3)
O1.10: Expand college preparation seminars at targeted schools on financial aid, college admissions process, access to scholarship databases etc.	Utilize state data to identify 2-4 high schools with highly populated URM	Admissions/VP EDM	Fall 2019	Ongoing



Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY O2: Strengthen recruitment of traditionally underserved students</b>				
O2.1: Expand on-line college fair for LGBTQ students; host a face-to-face LGBTQ College Fair, in partnership with Admissions	Enhance web presence of LGBTQ Programs & Services	VPEDM/VPSA	Fall 2017	Fall 2018
O2.2: Create social media marketing campaigns that highlight support initiatives for LGBTQ students, veterans, and students with differing abilities	<ol style="list-style-type: none"> <li>Promote Pride Index 4.5 and strive for a 5</li> <li>Continue to hold Yellow ribbon status Delta Alpha Phi Honor society for students with differing abilities</li> </ol>	Relevant CSI partners/MarCom/Admissions	Fall 2018	Fall 2019 Ongoing
Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY O3: Strengthen recruitment of underrepresented minority (URM) graduate students</b>				
O3.1: Create pipelines to graduate opportunities for current URM undergraduate students	Develop workgroup Develop planning group for identifying outreach efforts	Office of Graduate Education	Spring 2018	Ongoing
O3.2: Enhance outreach efforts with Academic Partnership – our online marketing partner	<ol style="list-style-type: none"> <li>Create a workgroup with relevant stakeholders</li> <li>Enhance the multicultural website to include bilingual information/verbiage</li> <li>Create digital marketing efforts in Spanish</li> </ol>	Office of Graduate Education/Marcom	Fall 2019	Ongoing

## SUCCESS: Student persistence and completion

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY S1: Create strategic support systems for underrepresented (URM) students, low-income students, and traditionally underserved students</b>				
S1.1: Create a scholars' support program for recipients of diversity scholarships	<ol style="list-style-type: none"> <li>1. Implement regularly scheduled meetings that include previous recipients of scholarships</li> <li>2. # of study sessions</li> <li>3. # of students retained on the scholarship</li> </ol>	VPEDM/VP SA	Fall 2017	Ongoing
S1.2: Implement EAB Student Success Collaborative platform, a centralized case management system, which will assist advisors and frontline staff to better support students	<ol style="list-style-type: none"> <li>1. Monitor usage rates</li> <li>2. Utilize predictive analytics of URM students to identify strategic initiatives</li> </ol>	VPEDM	Spring 2018	Ongoing
S1.3: Implement a mentoring program that matches FG faculty/staff with FG, low-income and URM students; enhance peer mentoring	<ol style="list-style-type: none"> <li>1. Conduct critical mass assessment</li> <li>2. Measure number of pairings</li> <li>3. Measure key performance indicators of first generation students</li> </ol>	VPEDM/VP SA	Fall 2019	Ongoing
S1.4: Expand Summer Spark, NKU's summer bridge program for first-generation (FG) students	<ol style="list-style-type: none"> <li>1. Measure number of summer spark participants</li> <li>2. Measure key performance indicators of summer spark participants</li> </ol>	VPEDM	Summer 2017	Ongoing
S1.5: Increase diversity of academic advisors	<ol style="list-style-type: none"> <li>1. Prioritize diversity when hiring academic advisors</li> <li>2. Engage inclusive excellence for workshop on cultural competence</li> </ol>	VPEDM	Fall 2017	Fall 2017
S1.6: Develop programs for 2 <sup>nd</sup> year URM/low-income students	Conduct focus groups and/or implement survey of URM/low-income students to better understand needs of 2 <sup>nd</sup> year students to achieve success	VP SA/VPEDM/IE	Spring 2018 – focus groups	Fall 2019 Implement program

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
S1.7: Publicize the Fuel NKU (food pantry) and implement period food drives to replenish supplies	# increase number students who utilized pantry	VPSA	Fall 2017	Ongoing
S1.8: Strengthen mentoring program for LGBTQ students; develop a plan to increase Pride Index from 4.5 to 5	<ol style="list-style-type: none"> <li>1. Develop and implement pilot mentoring program</li> <li>2. Integrate LGBT topics into curriculum</li> <li>3. Provide education to faculty/staff around concerns related to transgender students, including the inclusive practice of using signature preferred pronouns</li> </ol>	VPSA	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2018</li> <li>3. Fall 2017</li> </ol>	Ongoing
S1.9: Introduce new programming and services within the Veteran Resource Station.	<ol style="list-style-type: none"> <li>1. Implement the PAVE student mentoring programming for student veterans</li> <li>2. Seek grant opportunities focusing on veteran transitions</li> </ol>	VPEDM/SA	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. Spring 2018</li> </ol>	Ongoing

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY S2: Enhance a culture of student success through engagement and participation in student organizations and student life</b>				
S2.1: Increase awareness of available resources, opportunities for engagement, and NKU's commitment to diversity, equity, and inclusion to incoming students	<ol style="list-style-type: none"> <li>1. Provide one-sheet or website address to incoming students showcasing student engagement opportunities</li> <li>2. Integrate inclusive excellence session into New Student Orientation</li> <li>3. Hold an open house at the Center for Student Inclusiveness (CSI)</li> </ol>	VP SA/VPEDM	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017 Ongoing</li> <li>3. Fall 2017 Ongoing</li> </ol>
S2.2: Expand multicultural and multiethnic fraternities and sororities	<ol style="list-style-type: none"> <li>1. Create multicultural Greek Council</li> <li>2. Add additional NPHC and MGC</li> </ol>	VP SA	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2018</li> </ol>
S2.3: Integrate "inclusive leadership" into student organizations and programming	<ol style="list-style-type: none"> <li>1. Develop a workshop on "inclusive leadership" to present student organization leadership</li> <li>2. Provide pathways for diverse student organizations to serve on student leadership councils</li> </ol>	VP SA/IE	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. Spring 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> </ol>
S2.4: Create student advisory committee within Inclusive Excellence	<ol style="list-style-type: none"> <li>1. # of workshops created</li> <li>2. # of students participating</li> </ol>	VP SA/IE	Fall 2017	Ongoing
S2.5: Educate students in the value of building social capital networks, inclusive of peers, faculty and staff	<ol style="list-style-type: none"> <li>1. Hold monthly faculty/student dinners</li> <li>2. Hold the 2<sup>nd</sup> NKU/Unity Forum</li> <li>3. Partner with Staff Congress to identify opportunities for staff and students to engage</li> </ol>	UCAP/IE	Fall 2018	Ongoing

S2.6: Encourage participation in internships, co-ops, civic engagement, spring break initiatives and on-campus programming	1. Develop partnership between Career Services and the Center for Student Inclusiveness on a series of workshops designed to prepare students for career-related experiences 2. # student participation	VPEDM/Deans/VPSA	Spring 2018	Ongoing
S2.7: Co-develop with students opportunities for engagement in cross-cultural dialogues	Create a programming committee that includes students, faculty and staff	IE/VPSA	Fall 2017	Ongoing

Strategies	Progress Indicators	Lead Accountability	Target Start	Expected Completion
<b>STRATEGY S3: Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices</b>				
S3.1: Redesign the career service model to expand opportunities to engage in career management and experiential learning programs, such as internships, co-ops, and undergraduate research projects and creative activities	1. Complete design and Delivery of new career services model 2. Determine method of assessment for determining how each college is delivering the new career model	VPEDM/DEANS	Fall 2018	Ongoing
S3.2: Create a Living and Learning Community for first generation (FG) students and develop an "I'm First!" campaign to promote interactions among first generation students	Create planning group to develop LC	VPSA	Fall 2018	Fall 2019

Strategies	Progress Indicators	Lead Accountability	Target Start	Expected Completion
S3.3: Increase alignment between co-curricular and curricula through intentional partnerships between Student Inclusiveness and academic departments	Develop two programs through faculty and CSI staff partnership	VP/SA/DEANS	Spring 2018	Fall 2018

Strategies	Progress Indicators	Lead/Accountability	Target Start	Expect Completion
<b>STRATEGY S4: Minimize financial barriers for URM and low-income students</b>				
S4.1: Strategically reallocate institutional aid to support URM and low-income students	Develop and track success markers to include enrollment, retention and graduation rates of student aid recipients.	Financial Assistance/IR	Spring 2018	Ongoing
S4.2: Integrate financial literacy into programming, course content of the First Year Experience (FYE), and into Parent Program communications for the entering cohort	<ol style="list-style-type: none"> <li>1. Provide financial aid workshops to UNV101 courses</li> <li>2. Financial Assistance will partner with Admissions to host financial aid workshops in select high schools</li> </ol>	Financial Assistance/Admissions	Spring 2018	Fall 2018
S4.3: Create podcasts, wikis, or screen capture files to educate students (and their parents) on the use of credit, work-study balance, borrowing options, and developing personal budget plans	Financial Assistance will explore the use of Financial Aid TV – funding would need to be identified that does not currently exist	Financial Assistance	Fall 2019	Spring 2020

S4.4: Create scholarships for students with a combination of risk factors (post-traditional, first generation, returning, parents, etc.)	<ol style="list-style-type: none"> <li>1.The current financial aid model uses a holistic approach to awarding aid</li> <li>2. Develop and track success markers to include enrollment, retention and graduation rates of student aid recipients</li> </ol>	Financial Assistance/IR	Fall 2018	Spring 2019
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Strategies	Progress Indicators	Lead/Accountability	Target Start	Expect Completion
<b>STRATEGY S5: Increase success and completion of graduate students</b>				
S5.1: Assess integration, academic success and overall satisfaction for URM graduate students	<ol style="list-style-type: none"> <li>1. Create and execute an annual survey of graduate students</li> <li>2. Develop a database to identify problem retention areas and address as necessary</li> <li>3. Expand alumni mentoring of graduate students</li> </ol>	Office of Graduate Education	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Spring 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2018</li> <li>2. Fall 2018</li> <li>3. Spring 2018 Ongoing</li> </ol>

**IMPACT: Workforce diversity, campus climate, inclusiveness and cultural competence**

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY II: Increase diversity of faculty, management, and staff by ensuring processes and practices are equitable and consistently applied</b>				
I1.1: Formalize and annually communicate required search committee processes, including clear approval process by which selection of candidates is reviewed for each step of the process <sup>11</sup> ; identify/train Equity Advocates to serve as ad hoc members on search committees	<ol style="list-style-type: none"> <li>1. % of URM faculty will more closely reflect % of URM students</li> <li>2. Annually track the # of tenure track positions, the diversity (self-identified) of applicant pools, and the % of URM hires in tenure track positions; provide data to each College</li> <li>3. # of workshops annually conducted for search committee members</li> <li>4. Discuss approaches with Deans</li> </ol>	AA/HR/IE/IR	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2018</li> <li>3. Fall 2017</li> <li>4. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. 2019</li> <li>2. Process in place Fall 2018</li> <li>3. Fall 2017 Ongoing</li> <li>4. Fall 2017</li> </ol>
I1.2: Implement faculty Pipeline Programs: e.g. Diversity Postdoctoral and/or Diversity Teaching Fellowships; develop “grow our own” faculty program through mentoring NKU graduate students; engage in cluster hiring	Engage Provost and Deans in discussions regarding feasibility and points of collaboration	AA/Deans/IE/HR	Fall 2017	Ongoing

<sup>11</sup> Required search processes include: review of People Admin procedures, equitable hiring practices, and under-utilization data generated by NKU’s Affirmative Action Plan; diversity-related language in position descriptions that emphasizes experience working with diverse communities and/or experience in conducting research on inclusive related topics, such as social justice, cultural competence, identity, global awareness and other related topics



Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
I1.3: Create Opportunity Hire Policy that outlines approval process for a search waiver when a faculty member of exceptional merit has been identified	<ol style="list-style-type: none"> <li>1. Provide sample policies to AA/Deans/HR for discussion</li> <li>2. Develop policy</li> <li>3. Implement policy</li> </ol>	AA/HR/OIE	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Spring 2018</li> </ol>	Spring 2018 Ongoing
I1.4: Include work experience equivalencies in position descriptions for staff	<ol style="list-style-type: none"> <li>1. # of posted positions descriptions with work experience equivalencies included</li> <li>2. # of diverse (self-identified) applicants</li> </ol>	HR/AA/IE	Fall 2017	Fall 2018 Ongoing

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY I2: Implement processes and initiatives that retain and promote diverse faculty, management, and staff</b>				
I2.1: Create networking opportunities for social support, mentorship, and professional development of diverse faculty, management, and staff	<ol style="list-style-type: none"> <li>1. Sponsor a reception for all URM faculty and staff</li> <li>2. Host a luncheon for new URM faculty (at institutional level)</li> <li>3. Research and implement best practices for developing Employee Resource Groups (ERGs)</li> </ol>	AA/IE/HR	Fall 2017 Fall 2017 Fall 2017	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> <li>3. Implement best practices Spring 2018</li> </ol>
I2.2: Strengthen existing mentoring programs	<ol style="list-style-type: none"> <li>1. Research and implement network model of mentoring</li> <li>2. Provide training on how to be a mentor</li> </ol>	Deans/HR/IE	Spring 2018 Fall 2018	Fall 2018
I2.3: Provide funding for URM faculty and staff to attend professional development for purposes of advancement and promotion; include opportunities focused on emerging diverse leaders	Develop equitable processes for distributing professional development opportunities	AA/IE/HR	Fall 2017	Spring 2018

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY I3: Promote equity and inclusion through equitable policies and practices and on-going monitoring and assessment</b>				
I3.1: Create campus environment team responsible for conducting campus climate	<ol style="list-style-type: none"> <li>1. Conduct campus climate every three years</li> <li>2. Recommend colleges/ divisions conduct individual assessments to develop unit-specific interventions (due to small “n” of diverse respondents and assurances of confidentiality in institutional survey)</li> </ol>	All VPs /IE	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. December 2017</li> </ol>
I3.2: Provide professional development opportunities on creating an equitable and respectful working and learning environment	<ol style="list-style-type: none"> <li>1. Annually deliver two workshops for faculty, management and staff</li> <li>2. # complaints of discrimination/harassment</li> <li>3. # the percentage of faculty/staff who complete online Title IX module</li> <li>4. Build accountability for completion of relevant online modules and inclusive excellence efforts into staff probation competition requirements and appointment processes</li> </ol>	HR/IE/AA	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Fall 2017</li> <li>4. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2018</li> <li>2. Ongoing</li> <li>3. Ongoing</li> <li>4. Fall 2018</li> </ol>
I3.3: Develop bias response protocol that provides reporting mechanism, resources and education for incidents of bias-related conduct	# of bias-related reports and the nature of resolutions	IE/SA/HR	Fall 2017	Fall 2017 Ongoing
I3.4: Develop an integrated dispute resolution system for faculty and staff	Conduct focus groups of faculty and staff to assess concerns and needs; consider a survey	HR/AA/IE	Spring 2018	Spring 2019

Strategies	Measures	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY I4: Affirm full participation<sup>12</sup> and a sense of belonging through developing cultural competence of the NKU community</b>				
I4.1: Integrate cultural competence-related concepts into existing professional development opportunities and well-being initiatives	<ol style="list-style-type: none"> <li>1. Integrate inclusivity concepts into VIA strengths</li> <li>2. Increase opportunities for mindfulness training</li> </ol>	IE/HR/AA	Fall 2017	Fall 2018
I4.2: Conduct a cultural audit of curriculum and co-curriculum that integrates global awareness and topics related to diversity, equity, and inclusion	<ol style="list-style-type: none"> <li>1. Facilitate a discussion with faculty/Colleges regarding criteria and a process</li> <li>2. Develop a micro-credential on cultural competence</li> </ol>	IE/DEANS/AA	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. Fall 2017</li> </ol>	Spring 2019
I4.3: Research best practices for assessing cultural competence of students, faculty and staff	Research and implement best practices.	IE/HR/Colleges	Fall 2017	Fall 2018 Ongoing
I4.4: Create a faculty/staff learning community on cultural competence and culturally inclusive teaching practices; develop cultural competence certificate program	Create a work groups to determine best practices for university-wide learning for developing cultural competence	IE/HR/DEAN	Fall 2017	Ongoing
I4.5: Integrate inclusive excellence education into new staff and faculty orientation; increase faculty/staff participation in culturally diverse campus programs	<ol style="list-style-type: none"> <li>1. Create new hire education modules and offer culturally diverse campus programs</li> <li>2. # participation in culturally diverse programs</li> </ol>	HR/IE	Fall 2017	Fall 2018 Ongoing

<sup>12</sup> Full participation is an affirmative value focused on creating institutions that enable people, whatever their identity, background, or institutional position, to thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of other (Sturm, 2006, 2010)

Strategies	Measures	Lead Accountability	Target Start	Expect Completion
I4.6: Integrate module on cultural competence in Master Advisor training	<ol style="list-style-type: none"> <li>1. Develop module and implement</li> <li>2. # rate of completion</li> </ol>	IE/?	Spring 2018	Fall 2018
I4.7: Encourage student participation in culturally diverse activities, such as study abroad, internships, civic engagement, spring break initiatives; and participation in culturally diverse on-campus programming	<ol style="list-style-type: none"> <li>1. Measure # of traditionally underserved students who participated in study abroad programs in the past two years; determine goals for next two years</li> <li>2. Measure number of programs currently offered</li> </ol>	AA/IE	Fall 2017	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Spring 2018</li> </ol>
I4.8: Develop student cultural competence through curriculum and research that increase students' understanding of domestic and international issues	Require all students to take two classes that highlight themes related to diversity and inclusion	Colleges	Fall 2018	Spring 2019 (?)

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY I5: Embed inclusive excellence into university planning and communications</b>				
I5.1: Ensure collective responsibility through development of individual multi-year action plans at the divisional and college level	<ol style="list-style-type: none"> <li>1. Complete multi-year Inclusive Excellence Action Plan</li> <li>2. Include progress on identified strategies and actions in annual reports</li> </ol>	DEANS/VPs	<ol style="list-style-type: none"> <li>1. December 2017</li> <li>2. Annually</li> </ol>	Ongoing
I5.2: Integrate the message of inclusive excellence in major communications	# number of communications	IE/MarCom	Fall 2017	Ongoing
I5.3: Include value statements related to inclusive excellence in all admission and marketing materials and websites	Develop a subcommittee in Inclusive Excellence Council (including students) to annually review admission materials	VPEDM/IE	Spring 2018	Fall 2018
I5.4: Develop a communications plan	<ol style="list-style-type: none"> <li>1. Meet with MarCom</li> <li>2. Develop related subcommittee in the IE Council</li> </ol>	IE/MarCom	Fall 2017	Spring 2018
I5.5: Report progress on the Inclusive Excellence Plan to the Board of Regents	Submit action to the Board of Regents meeting agenda for discussion	IE/Office of President	Fall 2017	Ongoing

## APPENDIX A

**Chart 1: Undergraduate Enrollment URM (%) Cohort**

Undergraduate Enrollment URM (%) Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
URM UG Fall Enrollment (%) Actual	%	11.0%	11.6%	12.3%	12.6%	13.0	13.3	13.7	14.0
	N	1,443	1,517	1,580	1,593				

Notes: URM equals African American, Hispanic or Latino, Native American, Native Hawaiian or Other Pacific Islander, or someone who list 2 or more races.

**Chart 2: Undergraduate Enrollment of African American/Black (%)**

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
AA UG Fall Enrollment (%) Actual	%	6.5%	6.7%	6.6%	6.7%	6.8	6.9	7.0	7.1%
	N	856	879	848	850				

**Chart 3: Undergraduate Enrollment of Hispanic/Latino (%)**

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
Hispanic UG Fall Enrollment (%) Actual	%	2.4%	2.6%	2.9%	3.1%	3.3%	3.5%	3.7%	3.9%
	N	310	338	376	393				

**Chart 4: Undergraduate Enrollment of Low-Income (%)**

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
UG Fall Enrollment (%) Actual	%	39.7%	39.1%	37.5%					
	N	4,344	4,255	4,017					

**Chart 5: Graduate Enrollment URM (%)**

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
URM Grad Fall Enrollment (%) Actual	%	8.0%	9.2%	10.0%	11%	12%	13%	14%	15%
	N	173	185	191	235				

## APPENDIX B

**Chart 6: 1<sup>st</sup> to 2<sup>nd</sup> Year Retention for URM Students**

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017 Target	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
1st to 2nd Year Retention URM	%	66.8%	63.7%	69.5%	70.6%	71.7%	72.8%	73.9%	75.0%
	N	280/ 187	267/ 170	298/ 207					

Notes: Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

**Chart 7: 1<sup>st</sup> to 2<sup>nd</sup> Year Retention for Low-Income Students**

Cohort		Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017 Target	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
First to 2nd Year Retention (%) Actual	%	63.6%	62.7%	64.4%	65.7%	67.1 %	68.4 %	69.8 %	71.0%
	N	723/ 460	718/ 450	708/ 456					

Notes: Fall-to-fall 1st to 2nd year retention is calculated as the number of entering students who return the following fall semester. The retention rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

**Chart 8: Six-year Graduation Rate for URM Students**

Academic Year Ending	2013	2014	2015	2016	2017 Target	2018 Target	2019 Target	2020 Target	2021 Target
Entering Cohort	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Graduated on or before	August 2013	August 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020	August 2021
6-year Actual Graduation Rate	%	29.4%	22.6%	28.4%	22.9%	26.1%	29.3%	32.6%	35.8%
	N	153/ 45	199/ 45	214/ 61	304/ 70				

Notes: The Graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, bachelor degree-seeking undergraduate students that enter in the fall semester.



**Chart 9: Six-year Graduation Rate for Low-Income Students**

Academic Year Ending		2013	2014	2015	2016	2017 Target	2018 Target	2019 Target	2020 Target	2021 Target
Entering Cohort		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Graduated on or before		August 2013	August 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020	August 2021
6-year Actual Graduation Rate	%	28.3%	25.8%	29.0%	30.3%	32.0%	33.8%	35.5%	37.3%	39.0%
	N	244/69	496/128	734/213	945/286					

Notes: The Graduation rate is based on the standard cohort of entering students defined by the U.S. Department of Education. This cohort includes only first-time, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.

**Chart 10: Bachelor's Degrees Conferred to URM Students**

Year	2013-14	2014-15	2015-16	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
Bachelor's Degrees Conferred Actual	183	185	209	213	217	222	226	230

Notes: This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014.

**Chart 11: Bachelor's Degrees Conferred to Low-Income Students**

Year	2013-14	2014-15	2015-16	2016-17 Target	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target
Bachelor's Degrees Conferred Actual	962	1071	1,037	1,040	1,043	1,046	1,048	1,050

Notes: This report is based on a year (summer, fall, and spring). 2013-2014, for example, includes the summer and fall semesters 2013 and spring semester 2014

## APPENDIX C

**Chart 12: URM tenured and tenure-track faculty (%)**

Cohort		Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
Workforce Diversity URM (%)	%	9.0%	9.7%	9.1%	10.0%	10.5%	11.2%	12.0%
	N	400/ 36	397/ 38	374/ 34				

**Chart 13: URM Management (%)**

Cohort		Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
Workforce Diversity Management (%)	%	8.9%	10.5%	10.0%	11.3%	11.3%	12.5%	12.5%
	N	90/8	81/7	76/8	80/8			

Notes: Management as reported to IPEDS via SOC codes

**APPENDIX D**  
**ASSESSMENT FRAMEWORK**  
**2017-2022**

**OPPORTUNITY**

**Recruitment and enrollment of diverse students<sup>1</sup>**

Strategies	Progress Indicators <sup>2</sup>	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY O1: Engage in targeted outreach efforts to URM students</b>				
O1.1: Craft and implement a multi-dimensional marketing campaign (i.e. bilingual website, cultural-specific social media, digital marketing, publications) that targets URM	<ol style="list-style-type: none"> <li>1. Create a workgroup with relevant stakeholders</li> <li>2. Enhance the multicultural website to include bilingual information/verbiage</li> <li>3. Create digital marketing efforts in Spanish</li> </ol>	Admissions/MarComm	Implement Fall 2019	Spring 2019 - Ongoing
O1.2: Create a URM student recruitment council to provide ideas and guidance on recruitment programming	<ol style="list-style-type: none"> <li>1. Identify students to serve on the Council and collaborate with Multicultural team</li> <li>2. Create a collaboration with the Multicultural recruitment team</li> <li>3. Have Council members recruit in their home high schools.</li> </ol>	Admissions	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Spring 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Ongoing</li> </ol>

<sup>1</sup> Diverse is defined as underrepresented minority (URM), low-income, and traditionally underserved students

<sup>2</sup> An indicator is a variable that is normally used as a benchmark for measuring program or project outputs. It is “that thing” that shows that an undertaking has had the desired impact. It is on the basis of indicators that evidence can be built on the impact of any undertaking. Most often, indicators are quantitative in nature, however, in some few cases, they are qualitative.

Strategies	Progress Indicators <sup>2</sup>	Lead Accountability	Target Start	Expect Completion
O1.3: Partner with Parent Programs in outreach to Latino and African American parents on navigating the college process	Expand established parent advisory board to include parents of URM, low-income and first-generation students; develop bilingual communications	VPEDM	Spring 2018	Ongoing
O1.4: Target high schools within KY-8 with high percentage of URM students; specifically, high % of African American and Hispanic/Latino students	<ol style="list-style-type: none"> <li>1. Collect relevant data to identify target schools</li> <li>2. # of URM student applicants and enrollments</li> <li>3. # of targeted schools</li> </ol>	VPEDM/IR	Fall 2017	Ongoing
O1.5: Develop recruitment webinars (bilingual) and live chats with students and parents within targeted markets, particularly, high schools with high % of URM and low-income students	Create working group to develop content and script for the webinar	VPEDM/Marcom	Spring 2018	Fall 2018
O1.6: Develop Ambassador program for undergraduate students to mentor and offer pre-college tutoring in targeted schools; offer stipend for students who wish to actively recruit	<ol style="list-style-type: none"> <li>1. # of outreach activities</li> <li>2. # of involved NKU students</li> </ol>	VPEDM	Spring 2019	Ongoing
O1.7: Establish clear admissions guidelines for undocumented and DACA students; develop faculty mentoring program for Latino students	Identify and develop faculty mentors	Colleges/AA/SA	Fall 2017	Spring 2018
O1.8: Expand capacity of LAMP and NKU ROCKS programs	Seek alternative funding - grants	VPESA	Fall 2020	Ongoing

Strategies	Progress Indicators <sup>2</sup>	Lead Accountability	Target Start	Expect Completion
O1.9: Expand number of summer camps offered to middle and high school students by building upon existing models, such as CINSAM, Journalism, and Nursing; consider how to include staff in camps	<ol style="list-style-type: none"> <li>1. Identify best practices in existing summer camps</li> <li>2. # of URM/low-income/first-generation students who participate in summer camps</li> <li>3. # the % summer camp participants who apply and enroll at NKU</li> </ol>	Colleges/VP SA	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. Summer 2018</li> <li>3. Fall 2019</li> </ol>	Ongoing (2 & 3)
O1.10: Expand college preparation seminars at targeted schools on financial aid, college admissions process, access to scholarship databases etc.	Utilize state data to identify 2-4 high schools with highly populated URM	Admissions/VP EDM	Fall 2019	Ongoing

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY O2: Strengthen recruitment of traditionally underserved students</b>				
O2.1: Expand on-line college fair for LGBTQ students; host a face-to-face LGBTQ College Fair, in partnership with Admissions	Enhance web presence of LGBTQ Programs & Services	VPEDM/VPSA	Fall 2017	Fall 2018
O2.2: Create social media marketing campaigns that highlight support initiatives for LGBTQ students, veterans, and students with differing abilities	<ol style="list-style-type: none"> <li>Promote Pride Index 4.5 and strive for a 5</li> <li>Continue to hold Yellow ribbon status Delta Alpha Phi Honor society for students with differing abilities</li> </ol>	Relevant CSI partners/MarCom/Admissions	Fall 2018	Fall 2019 Ongoing
Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY O3: Strengthen recruitment of underrepresented minority (URM) graduate students</b>				
O3.1: Create pipelines to graduate opportunities for current URM undergraduate students	Develop workgroup Develop planning group for identifying outreach efforts	Office of Graduate Education	Spring 2018	Ongoing
O3.2: Enhance outreach efforts with Academic Partnership – our online marketing partner	<ol style="list-style-type: none"> <li>Create a workgroup with relevant stakeholders</li> <li>Enhance the multicultural website to include bilingual information/verbiage</li> <li>Create digital marketing efforts in Spanish</li> </ol>	Office of Graduate Education/Marcom	Fall 2019	Ongoing

## SUCCESS: Student persistence and completion

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY S1: Create strategic support systems for underrepresented (URM) students, low-income students, and traditionally underserved students</b>				
S1.1: Create a scholars' support program for recipients of diversity scholarships	<ol style="list-style-type: none"> <li>1. Implement regularly scheduled meetings that include previous recipients of scholarships</li> <li>2. # of study sessions</li> <li>3. # of students retained on the scholarship</li> </ol>	VPEDM/VP SA	Fall 2017	Ongoing
S1.2: Implement EAB Student Success Collaborative platform, a centralized case management system, which will assist advisors and frontline staff to better support students	<ol style="list-style-type: none"> <li>1. Monitor usage rates</li> <li>2. Utilize predictive analytics of URM students to identify strategic initiatives</li> </ol>	VPEDM	Spring 2018	Ongoing
S1.3: Implement a mentoring program that matches FG faculty/staff with FG, low-income and URM students; enhance peer mentoring	<ol style="list-style-type: none"> <li>1. Conduct critical mass assessment</li> <li>2. Measure number of pairings</li> <li>3. Measure key performance indicators of first generation students</li> </ol>	VPEDM/VP SA	Fall 2019	Ongoing
S1.4: Expand Summer Spark, NKU's summer bridge program for first-generation (FG) students	<ol style="list-style-type: none"> <li>1. Measure number of summer spark participants</li> <li>2. Measure key performance indicators of summer spark participants</li> </ol>	VPEDM	Summer 2017	Ongoing
S1.5: Increase diversity of academic advisors	<ol style="list-style-type: none"> <li>1. Prioritize diversity when hiring academic advisors</li> <li>2. Engage inclusive excellence for workshop on cultural competence</li> </ol>	VPEDM	Fall 2017	Fall 2017
S1.6: Develop programs for 2 <sup>nd</sup> year URM/low-income students	Conduct focus groups and/or implement survey of URM/low-income students to better understand needs of 2 <sup>nd</sup> year students to achieve success	VP SA/VPEDM/IE	Spring 2018 – focus groups	Fall 2019 Implement program

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
S1.7: Publicize the Fuel NKU (food pantry) and implement period food drives to replenish supplies	# increase number students who utilized pantry	VPSA	Fall 2017	Ongoing
S1.8: Strengthen mentoring program for LGBTQ students; develop a plan to increase Pride Index from 4.5 to 5	<ol style="list-style-type: none"> <li>1. Develop and implement pilot mentoring program</li> <li>2. Integrate LGBT topics into curriculum</li> <li>3. Provide education to faculty/staff around concerns related to transgender students, including the inclusive practice of using signature preferred pronouns</li> </ol>	VPSA	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2018</li> <li>3. Fall 2017</li> </ol>	Ongoing
S1.9: Introduce new programming and services within the Veteran Resource Station.	<ol style="list-style-type: none"> <li>1. Implement the PAVE student mentoring programming for student veterans</li> <li>2. Seek grant opportunities focusing on veteran transitions</li> </ol>	VPEDM/SA	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. Spring 2018</li> </ol>	Ongoing



Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY S2: Enhance a culture of student success through engagement and participation in student organizations and student life</b>				
S2.1: Increase awareness of available resources, opportunities for engagement, and NKU's commitment to diversity, equity, and inclusion to incoming students	<ol style="list-style-type: none"> <li>1. Provide one-sheet or website address to incoming students showcasing student engagement opportunities</li> <li>2. Integrate inclusive excellence session into New Student Orientation</li> <li>3. Hold an open house at the Center for Student Inclusiveness (CSI)</li> </ol>	VP SA/VPEDM	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017 Ongoing</li> <li>3. Fall 2017 Ongoing</li> </ol>
S2.2: Expand multicultural and multiethnic fraternities and sororities	<ol style="list-style-type: none"> <li>1. Create multicultural Greek Council</li> <li>2. Add additional NPHC and MGC</li> </ol>	VP SA	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2018</li> </ol>
S2.3: Integrate "inclusive leadership" into student organizations and programming	<ol style="list-style-type: none"> <li>1. Develop a workshop on "inclusive leadership" to present student organization leadership</li> <li>2. Provide pathways for diverse student organizations to serve on student leadership councils</li> </ol>	VP SA/IE	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. Spring 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> </ol>
S2.4: Create student advisory committee within Inclusive Excellence	<ol style="list-style-type: none"> <li>1. # of workshops created</li> <li>2. # of students participating</li> </ol>	VP SA/IE	Fall 2017	Ongoing
S2.5: Educate students in the value of building social capital networks, inclusive of peers, faculty and staff	<ol style="list-style-type: none"> <li>1. Hold monthly faculty/student dinners</li> <li>2. Hold the 2<sup>nd</sup> NKU/Unity Forum</li> <li>3. Partner with Staff Congress to identify opportunities for staff and students to engage</li> </ol>	UCAP/IE	Fall 2018	Ongoing

S2.6: Encourage participation in internships, co-ops, civic engagement, spring break initiatives and on-campus programming	1. Develop partnership between Career Services and the Center for Student Inclusiveness on a series of workshops designed to prepare students for career-related experiences 2. # student participation	VPEDM/Deans/VPSA	Spring 2018	Ongoing
S2.7: Co-develop with students opportunities for engagement in cross-cultural dialogues	Create a programming committee that includes students, faculty and staff	IE/VPSA	Fall 2017	Ongoing

Strategies	Progress Indicators	Lead Accountability	Target Start	Expected Completion
<b>STRATEGY S3: Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices</b>				
S3.1: Redesign the career service model to expand opportunities to engage in career management and experiential learning programs, such as internships, co-ops, and undergraduate research projects and creative activities	1. Complete design and Delivery of new career services model 2. Determine method of assessment for determining how each college is delivering the new career model	VPEDM/DEANS	Fall 2018	Ongoing
S3.2: Create a Living and Learning Community for first generation (FG) students and develop an "I'm First!" campaign to promote interactions among first generation students	Create planning group to develop LC	VPSA	Fall 2018	Fall 2019

Strategies	Progress Indicators	Lead Accountability	Target Start	Expected Completion
S3.3: Increase alignment between co-curricular and curricula through intentional partnerships between Student Inclusiveness and academic departments	Develop two programs through faculty and CSI staff partnership	VP/SA/DEANS	Spring 2018	Fall 2018

Strategies	Progress Indicators	Lead/Accountability	Target Start	Expect Completion
<b>STRATEGY S4: Minimize financial barriers for URM and low-income students</b>				
S4.1: Strategically reallocate institutional aid to support URM and low-income students	Develop and track success markers to include enrollment, retention and graduation rates of student aid recipients.	Financial Assistance/IR	Spring 2018	Ongoing
S4.2: Integrate financial literacy into programming, course content of the First Year Experience (FYE), and into Parent Program communications for the entering cohort	<ol style="list-style-type: none"> <li>1. Provide financial aid workshops to UNV101 courses</li> <li>2. Financial Assistance will partner with Admissions to host financial aid workshops in select high schools</li> </ol>	Financial Assistance/Admissions	Spring 2018	Fall 2018
S4.3: Create podcasts, wikis, or screen capture files to educate students (and their parents) on the use of credit, work-study balance, borrowing options, and developing personal budget plans	Financial Assistance will explore the use of Financial Aid TV – funding would need to be identified that does not currently exist	Financial Assistance	Fall 2019	Spring 2020

S4.4: Create scholarships for students with a combination of risk factors (post-traditional, first generation, returning, parents, etc.)	<ol style="list-style-type: none"> <li>1.The current financial aid model uses a holistic approach to awarding aid</li> <li>2. Develop and track success markers to include enrollment, retention and graduation rates of student aid recipients</li> </ol>	Financial Assistance/IR	Fall 2018	Spring 2019
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Strategies	Progress Indicators	Lead/Accountability	Target Start	Expect Completion
<b>STRATEGY S5: Increase success and completion of graduate students</b>				
S5.1: Assess integration, academic success and overall satisfaction for URM graduate students	<ol style="list-style-type: none"> <li>1. Create and execute an annual survey of graduate students</li> <li>2. Develop a database to identify problem retention areas and address as necessary</li> <li>3. Expand alumni mentoring of graduate students</li> </ol>	Office of Graduate Education	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Spring 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2018</li> <li>2. Fall 2018</li> <li>3. Spring 2018 Ongoing</li> </ol>

**IMPACT: Workforce diversity, campus climate, inclusiveness and cultural competence**

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY II: Increase diversity of faculty, management, and staff by ensuring processes and practices are equitable and consistently applied</b>				
I1.1: Formalize and annually communicate required search committee processes, including clear approval process by which selection of candidates is reviewed for each step of the process <sup>3</sup> ; identify/train Equity Advocates to serve as ad hoc members on search committees	<ol style="list-style-type: none"> <li>1. % of URM faculty will more closely reflect % of URM students</li> <li>2. Annually track the # of tenure track positions, the diversity (self-identified) of applicant pools, and the % of URM hires in tenure track positions; provide data to each College</li> <li>3. # of workshops annually conducted for search committee members</li> <li>4. Discuss approaches with Deans</li> </ol>	AA/HR/IE/IR	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2018</li> <li>3. Fall 2017</li> <li>4. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. 2019</li> <li>2. Process in place Fall 2018</li> <li>3. Fall 2017 Ongoing</li> <li>4. Fall 2017</li> </ol>
I1.2: Implement faculty Pipeline Programs: e.g. Diversity Postdoctoral and/or Diversity Teaching Fellowships; develop “grow our own” faculty program through mentoring NKU graduate students; engage in cluster hiring	Engage Provost and Deans in discussions regarding feasibility and points of collaboration	AA/Deans/IE/HR	Fall 2017	Ongoing

<sup>3</sup> Required search processes include: review of People Admin procedures, equitable hiring practices, and under-utilization data generated by NKU’s Affirmative Action Plan; diversity-related language in position descriptions that emphasizes experience working with diverse communities and/or experience in conducting research on inclusive related topics, such as social justice, cultural competence, identity, global awareness and other related topics

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
I1.3: Create Opportunity Hire Policy that outlines approval process for a search waiver when a faculty member of exceptional merit has been identified	<ol style="list-style-type: none"> <li>1. Provide sample policies to AA/Deans/HR for discussion</li> <li>2. Develop policy</li> <li>3. Implement policy</li> </ol>	AA/HR/OIE	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Spring 2018</li> </ol>	Spring 2018 Ongoing
I1.4: Include work experience equivalencies in position descriptions for staff	<ol style="list-style-type: none"> <li>1. # of posted positions descriptions with work experience equivalencies included</li> <li>2. # of diverse (self-identified) applicants</li> </ol>	HR/AA/IE	Fall 2017	Fall 2018 Ongoing

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY I2: Implement processes and initiatives that retain and promote diverse faculty, management, and staff</b>				
I2.1: Create networking opportunities for social support, mentorship, and professional development of diverse faculty, management, and staff	<ol style="list-style-type: none"> <li>1. Sponsor a reception for all URM faculty and staff</li> <li>2. Host a luncheon for new URM faculty (at institutional level)</li> <li>3. Research and implement best practices for developing Employee Resource Groups (ERGs)</li> </ol>	AA/IE/HR	Fall 2017 Fall 2017 Fall 2017	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> <li>3. Implement best practices Spring 2018</li> </ol>
I2.2: Strengthen existing mentoring programs	<ol style="list-style-type: none"> <li>1. Research and implement network model of mentoring</li> <li>2. Provide training on how to be a mentor</li> </ol>	Deans/HR/IE	Spring 2018 Fall 2018	Fall 2018
I2.3: Provide funding for URM faculty and staff to attend professional development for purposes of advancement and promotion; include opportunities focused on emerging diverse leaders	Develop equitable processes for distributing professional development opportunities	AA/IE/HR	Fall 2017	Spring 2018

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY I3: Promote equity and inclusion through equitable policies and practices and on-going monitoring and assessment</b>				
I3.1: Create campus environment team responsible for conducting campus climate	<ol style="list-style-type: none"> <li>1. Conduct campus climate every three years</li> <li>2. Recommend colleges/ divisions conduct individual assessments to develop unit-specific interventions (due to small “n” of diverse respondents and assurances of confidentiality in institutional survey)</li> </ol>	All VPs /IE	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. December 2017</li> </ol>
I3.2: Provide professional development opportunities on creating an equitable and respectful working and learning environment	<ol style="list-style-type: none"> <li>1. Annually deliver two workshops for faculty, management and staff</li> <li>2. # complaints of discrimination/harassment</li> <li>3. # the percentage of faculty/staff who complete online Title IX module</li> <li>4. Build accountability for completion of relevant online modules and inclusive excellence efforts into staff probation competition requirements and appointment processes</li> </ol>	HR/IE/AA	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>3. Fall 2017</li> <li>4. Fall 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2018</li> <li>2. Ongoing</li> <li>3. Ongoing</li> <li>4. Fall 2018</li> </ol>
I3.3: Develop bias response protocol that provides reporting mechanism, resources and education for incidents of bias-related conduct	# of bias-related reports and the nature of resolutions	IE/SA/HR	Fall 2017	Fall 2017 Ongoing
I3.4: Develop an integrated dispute resolution system for faculty and staff	Conduct focus groups of faculty and staff to assess concerns and needs; consider a survey	HR/AA/IE	Spring 2018	Spring 2019



Strategies	Measures	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY I4: Affirm full participation<sup>4</sup> and a sense of belonging through developing cultural competence of the NKU community</b>				
I4.1: Integrate cultural competence-related concepts into existing professional development opportunities and well-being initiatives	<ol style="list-style-type: none"> <li>1. Integrate inclusivity concepts into VIA strengths</li> <li>2. Increase opportunities for mindfulness training</li> </ol>	IE/HR/AA	Fall 2017	Fall 2018
I4.2: Conduct a cultural audit of curriculum and co-curriculum that integrates global awareness and topics related to diversity, equity, and inclusion	<ol style="list-style-type: none"> <li>1. Facilitate a discussion with faculty/Colleges regarding criteria and a process</li> <li>2. Develop a micro-credential on cultural competence</li> </ol>	IE/DEANS/AA	<ol style="list-style-type: none"> <li>1. Spring 2018</li> <li>2. Fall 2017</li> </ol>	Spring 2019
I4.3: Research best practices for assessing cultural competence of students, faculty and staff	Research and implement best practices.	IE/HR/Colleges	Fall 2017	Fall 2018 Ongoing
I4.4: Create a faculty/staff learning community on cultural competence and culturally inclusive teaching practices; develop cultural competence certificate program	Create a work groups to determine best practices for university-wide learning for developing cultural competence	IE/HR/DEAN	Fall 2017	Ongoing
I4.5: Integrate inclusive excellence education into new staff and faculty orientation; increase faculty/staff participation in culturally diverse campus programs	<ol style="list-style-type: none"> <li>1. Create new hire education modules and offer culturally diverse campus programs</li> <li>2. # participation in culturally diverse programs</li> </ol>	HR/IE	Fall 2017	Fall 2018 Ongoing

<sup>4</sup> Full participation is an affirmative value focused on creating institutions that enable people, whatever their identity, background, or institutional position, to thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of other (Sturm, 2006, 2010)

Strategies	Measures	Lead Accountability	Target Start	Expect Completion
I4.6: Integrate module on cultural competence in Master Advisor training	<ol style="list-style-type: none"> <li>1. Develop module and implement</li> <li>2. # rate of completion</li> </ol>	IE/?	Spring 2018	Fall 2018
I4.7: Encourage student participation in culturally diverse activities, such as study abroad, internships, civic engagement, spring break initiatives; and participation in culturally diverse on-campus programming	<ol style="list-style-type: none"> <li>1. Measure # of traditionally underserved students who participated in study abroad programs in the past two years; determine goals for next two years</li> <li>2. Measure number of programs currently offered</li> </ol>	AA/IE	Fall 2017	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Spring 2018</li> </ol>
I4.8: Develop student cultural competence through curriculum and research that increase students' understanding of domestic and international issues	Require all students to take two classes that highlight themes related to diversity and inclusion	Colleges	Fall 2018	Spring 2019 (?)

Strategies	Progress Indicators	Lead Accountability	Target Start	Expect Completion
<b>STRATEGY I5: Embed inclusive excellence into university planning and communications</b>				
I5.1: Ensure collective responsibility through development of individual multi-year action plans at the divisional and college level	<ol style="list-style-type: none"> <li>1. Complete multi-year Inclusive Excellence Action Plan</li> <li>2. Include progress on identified strategies and actions in annual reports</li> </ol>	DEANS/VPs	<ol style="list-style-type: none"> <li>1. December 2017</li> <li>2. Annually</li> </ol>	Ongoing
I5.2: Integrate the message of inclusive excellence in major communications	# number of communications	IE/MarCom	Fall 2017	Ongoing
I5.3: Include value statements related to inclusive excellence in all admission and marketing materials and websites	Develop a subcommittee in Inclusive Excellence Council (including students) to annually review admission materials	VPEDM/IE	Spring 2018	Fall 2018
I5.4: Develop a communications plan	<ol style="list-style-type: none"> <li>1. Meet with MarCom</li> <li>2. Develop related subcommittee in the IE Council</li> </ol>	IE/MarCom	Fall 2017	Spring 2018
I5.5: Report progress on the Inclusive Excellence Plan to the Board of Regents	Submit action to the Board of Regents meeting agenda for discussion	IE/Office of President	Fall 2017	Ongoing