



EASTERN KENTUCKY UNIVERSITY

## Diversity, Equity, and Inclusion Plan

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## Executive Summary

The strategy for *Diversity, Equity, and Inclusion Plan* arises in the context of a rich institutional history. The roots of Eastern Kentucky University (EKU) began in Central University, which was founded in 1874 after a split in the Presbyterian Church in Kentucky. President Herman Lee Donovan led the school to receive its first accreditation, with the Southern Association of Colleges and Secondary Schools in 1928. EKU is positioned to make significant strides to broaden and strengthen its inclusiveness. Through intentional, collaborative and concerted effort, we will create a more diverse, equitable, and inclusive environment for our entire campus community.

The Diversity, Equity, and Inclusion steering committee was formed in the spring of 2017 and charged with articulating recommendations for a campus wide diversity strategic plan. Due to our institution's demographic composition, we chose to embark on a distributed planning process where campus leaders could make specific recommendations based on their particular needs. Thus, campus leaders worked within their respective colleges to identify best strategies and initiatives that could be used to create a more diverse, equitable, and inclusive campus. We celebrate and promote diversity, equity, and inclusion in all its forms and we are committed to creating an environment in which ideas may be freely expressed and challenged, and all persons are welcomed and respected in their academic and social

development. The plan was to focus on three areas including a) opportunity, b) success, and c) impact. A summary of each focus areas is briefly discussed below.

To address opportunity, that is, maintaining a diverse student body, we plan to increase our enrollment by creating new networks, extending our outreach beyond our service area, and hosting campus visits. Additionally, we want to focus on retention and graduation rates by using high impact learning strategies and early warning alert systems that allow us to identify students who may be struggling and need support.

To address success, that is, providing necessary supports so that students can have successful college careers, we are intentionally creating committees and initiatives that specifically focus on the needs of URM and low income students (Pell grant eligible as determined by Free Application for Federal Student Aid (FAFSA)). The initiatives we have already started planning include the curriculum to identify ways to diversify the curriculum. We also want to identify and increase funding sources and scholarships through strategic partnerships.

To address impact, that is, providing an inclusive and supportive environment for all students, we have already started several initiatives that include a) creating online professional development courses that feature high impact learning strategies and topics such as culturally responsive pedagogy, and b)

providing inclusive excellence workshops for faculty, staff and students on topics such as cultural competency, implicit bias, micro-aggressions, and cultural and identity taxation.

EKU is positioned to make significant strides in creating a more diverse inclusive environment, where all of our students are fully prepared to contribute to the success and vitality of their communities, the Commonwealth, and the world. Our *Diversity, Equity, and Inclusion Plan* as detailed in the pages that follow will provide the blueprint to help us achieve our goals.

# Introduction

## Setting and Geography

Eastern Kentucky University, with a record-high enrollment of approximately 17,000 students in 2016, is a regional, coeducational, public institution of higher education, offering general and liberal arts programs, pre-professional and professional preparation programs in education and various other fields at both the undergraduate and graduate levels.

Located in picturesque Richmond, Madison County, Kentucky, Eastern has a distinguished record of more than a century of educational service to the Commonwealth. Richmond, the county seat of Madison County, is one of the Commonwealth's fastest-growing cities, with about 33,000 residents. The community provides an excellent environment for the university student and boasts a Center for the Arts. Fort Boonesborough State Park, birthplace of Kentucky, is located 12 miles to the north. Many other historical sites are within easy driving distance. Scenic and recreational areas surround this section of the state.

## History

The Kentucky General Assembly of 1906 enacted legislation establishing the Eastern Kentucky State Normal School. Governor J.C. Beckham signed the bill into law on March 21, 1906. On May 7 of that year, the Normal School Commission, meeting in Louisville, selected the campus of the old Central University, founded in 1874 in Richmond, as the site of the new school. On

June 2, 1906, Ruric Nevel Roark was chosen President of the Normal School and the training of teachers was begun.

In 1922, Eastern became a four-year institution known as the Eastern Kentucky State Normal School and Teachers College. The first degrees were awarded by this institution in 1925. In 1928, the College was accredited by the Southern Association of Colleges and Secondary Schools. In 1930, the General Assembly renamed the school the Eastern Kentucky State Teachers College. In 1935, a graduate program was approved at Eastern, leading to the Master of Arts degree in Education. In 1948, the General Assembly removed the word "Teachers" from the name of the college and granted the college the right to award nonprofessional degrees.

The most significant day since its founding came for Eastern on February 26, 1966, when Governor Edward T. Breathitt signed into law a bill renaming the institution Eastern Kentucky University and sanctioning the awarding of graduate degrees in academic fields other than education.

Ever mindful of the purpose of its founding, Eastern continues to recognize its historic function of preparing quality teachers for the elementary and secondary schools of the Commonwealth. However, a strong liberal arts curriculum leading to appropriate degrees, together with pre-professional courses in several areas and graduate programs, enable Eastern to serve the

Commonwealth as a regional comprehensive university.

Today, EKU offers 108 academic programs at the associate, baccalaureate and graduate levels, including four doctoral programs, all launched since 2008: Educational Leadership and Policy Studies (Ed.D.), Nursing (DNP), Occupational Therapy (OTD), and Clinical Psychology (Psy.D.).

EKU is organized into six academic colleges: College of Business and Technology, College of Education, College of Health Sciences, College of Justice and Safety, College of Letters, Arts and Social Sciences, and College of Science. In addition to its main campus in Richmond, Eastern maintains regional campuses in Corbin, Danville, Manchester, and Lancaster.

Additionally, diverse attributes of Eastern are briefly described below.

### **Unique Attributes**

- EKU is one of only two institutions in Kentucky to receive the 2016 Higher Education Excellence in Diversity (HEED) Award from *Insight into Diversity* magazine.
- Minority Access honored EKU as an institution committed to diversity for 2016.
- Diversity Award, Minority Access Inc., 2013-2017, and has met all eight objectives of the Statewide Diversity Policy.
- More than 72% of the students attend full-time. Within the student body, more than 58% of the students are women and nearly 18% are minorities. Approximately 85% of the students are from Kentucky. The Fall 2016 freshman class was the second largest in Eastern Kentucky's history, behind only the Fall 2015 class, and the best ever academically prepared class.

### **“Make No Little Plans: A Vision for 2020”**

Behind every successful institution is a strategic plan that accurately reflects its vision, mission and values; effectively appropriates its human, physical and financial resources; and undergras its direction, its hopes, and its dreams. Eastern Kentucky University has such a plan.

As the University continues to move forward, *Make No Little Plans: A Vision for 2020* focuses on six strategic goals: Academic Excellence, Commitment to Student Success, Institutional Distinction, Financial Strength, Campus Revitalization, and Service to Communities and Region.

The best, most effective strategic plan is one driven by the aspirations of those who live and breathe it every day. EKU's new *Diversity, Equity, and Inclusion Plan* is the result of the collaborative efforts of a cross-section of the campus community: a dedicated team of faculty, staff, and students whose members are committed to the betterment of Eastern Kentucky University, its continued growth and, most of all, the success of all students.

### **Vision**

Eastern Kentucky University will be a premier university dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world.

### **Mission**

As a school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world. EKU is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.

## Value

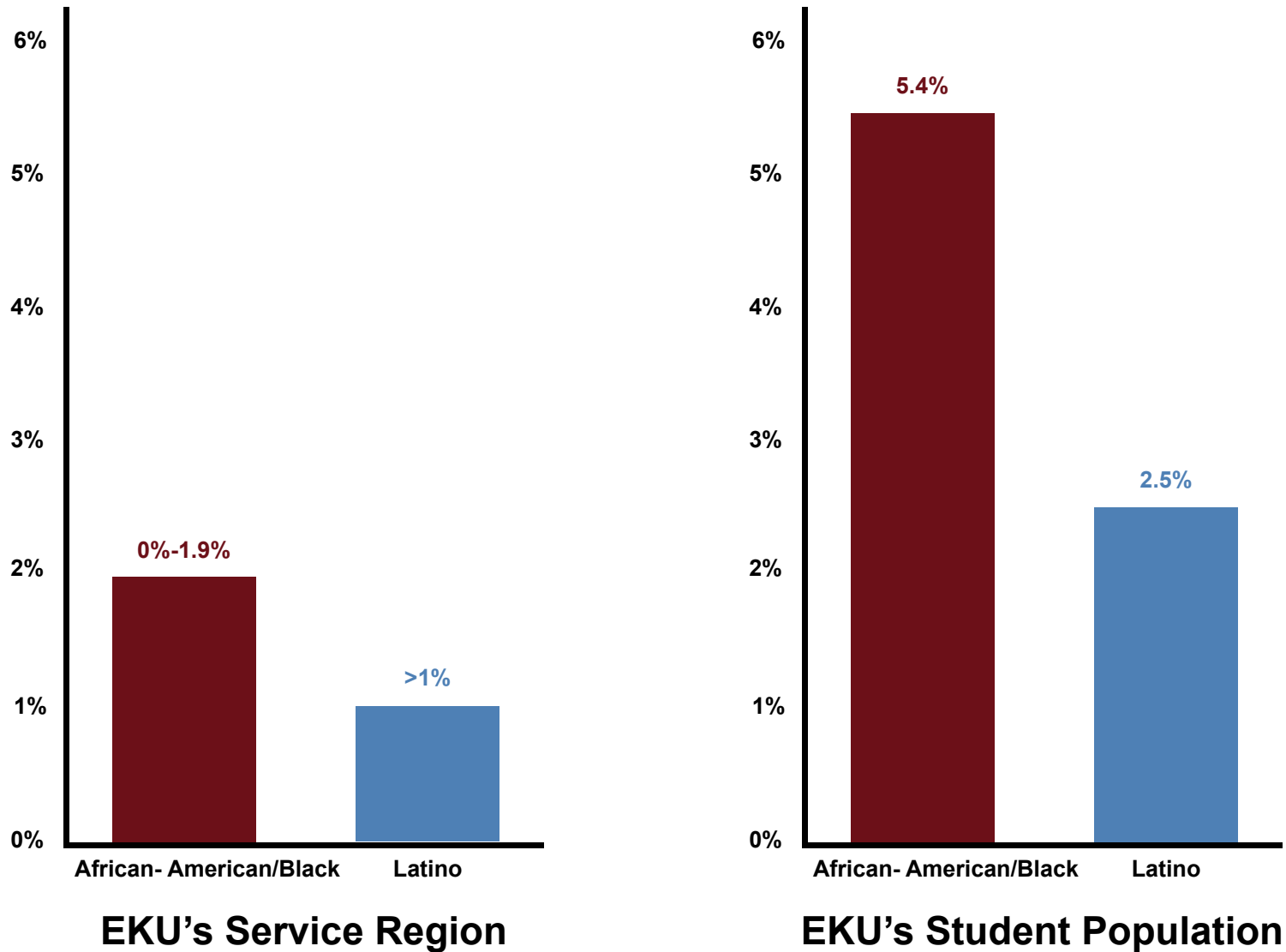
Eastern Kentucky University's values shall permeate the mission and will be the fiber of the institution for it to achieve its vision.

- Intellectual vitality, characterized by knowledge, scholarly inquiry, creativity, critical thinking, and curiosity all with a global perspective.
- Sense of community, characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose.
- Cultural competency, characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas.
- Stewardship of place, by which the University enhances the intellectual capacity, economic vitality, environmental sustainability, and quality of life of the communities it serves.
- Accountability, characterized by fiscal responsibility, operational transparency, and responsiveness to the needs of internal and external stakeholders.
- Excellence, achieved through integrity, continuous quality improvement, and a focused emphasis on the personal and professional growth of students, faculty, and staff.

For more information, visit <http://www.eku.edu/>.

The next section provides graphs that highlight EKU's diverse student population and workforce.

# Figure 1. Demographics: ECU Versus Service Region (Undergraduate and Graduate)



\*Based on ECU's enrollment as of November 2016



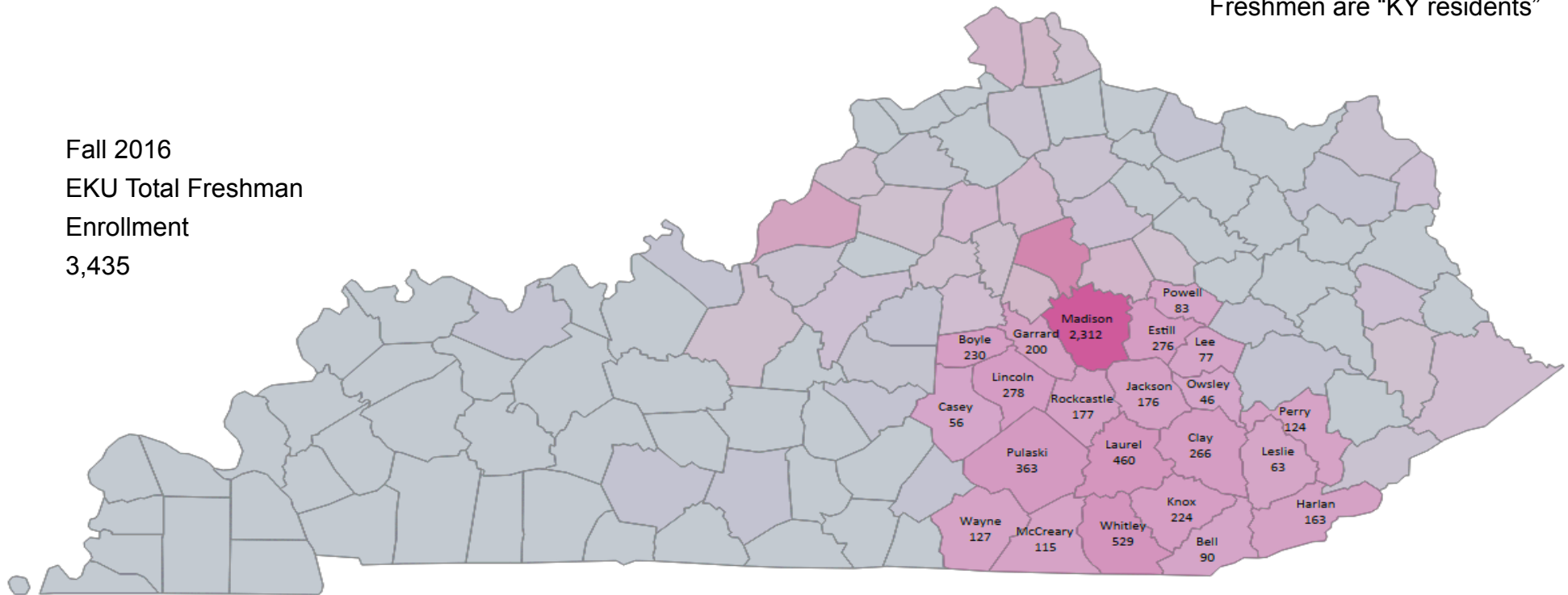
## Figure 2. Percent of Kentucky Residents Students

### EKU is Kentucky's University

More than 85% of EKU undergraduate and graduate students are Kentucky residents

90% of Fall 2016 EKU Freshmen are "KY residents"

Fall 2016  
EKU Total Freshman  
Enrollment  
3,435



## Figure 3.1. EKU Service Region vs. Distribution of URM Population in Kentucky

### Service Region



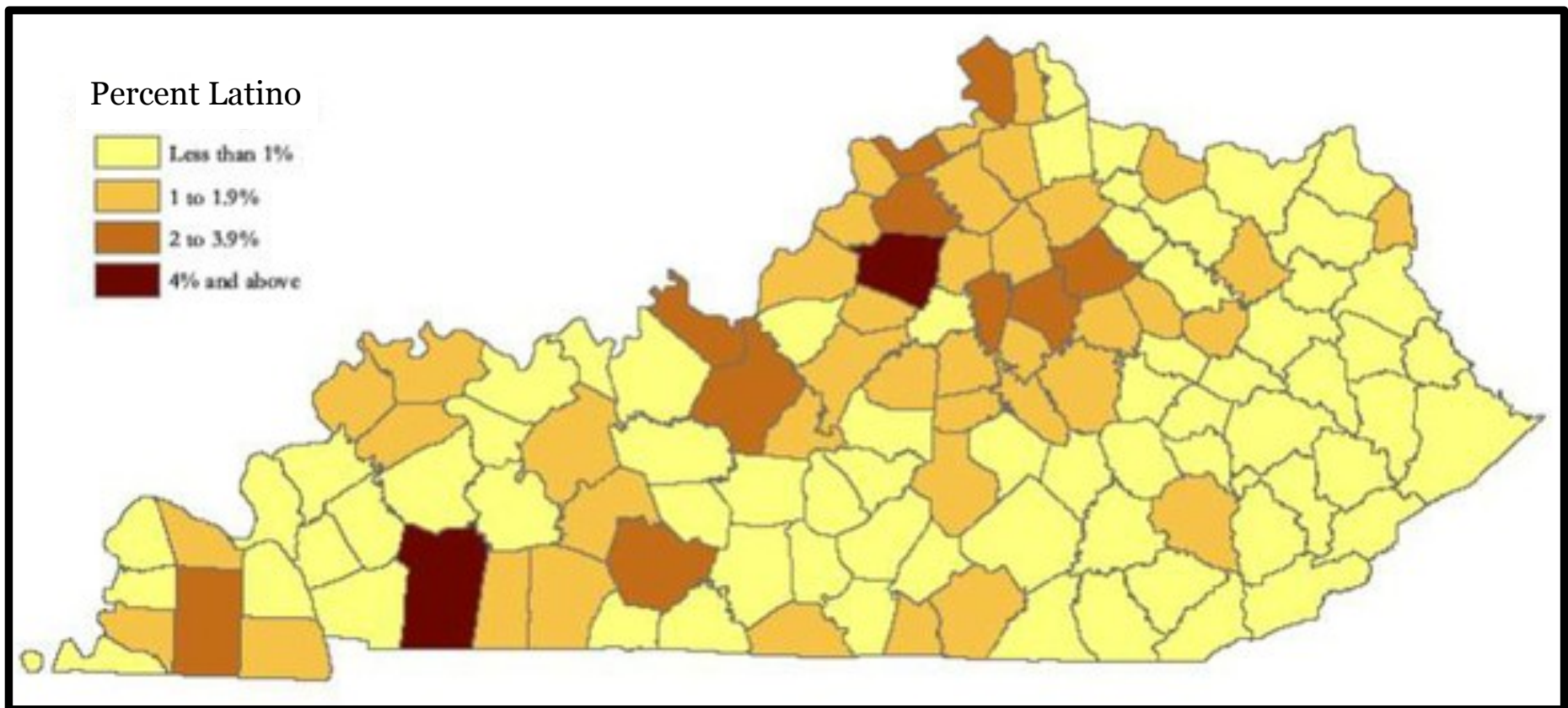
Low-income students make up **43%** of the undergraduate population, 2nd among Kentucky comprehensives.

## Figure 3.2. EKU Service Region vs. Distribution of URM Population in Kentucky

### Kentucky County Latino Populations

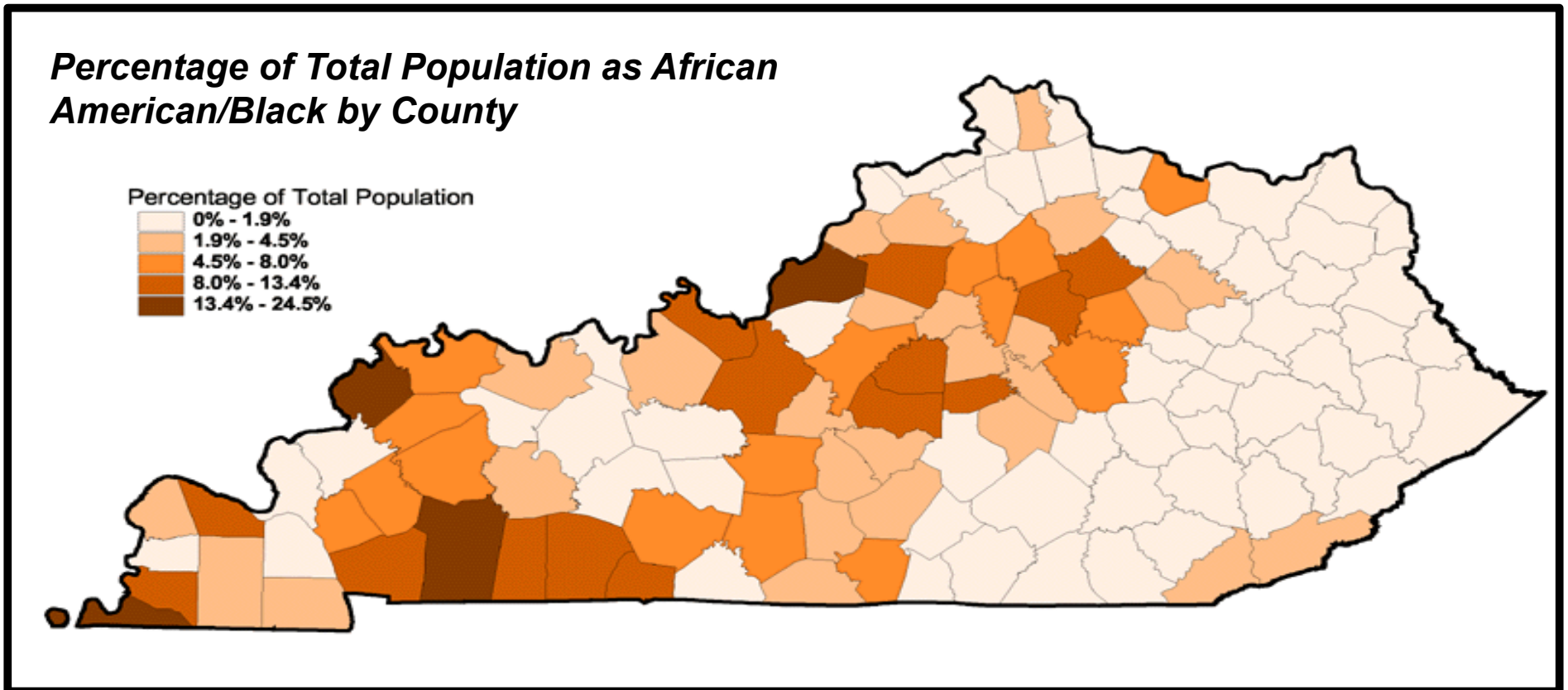
Source 2000 Census

Produced by Kentucky Population Research, University of Louisville



Under-represented minority students account for **11%** of the undergraduate population, which is double the **5.2%** accounted for in the 22 county service region.

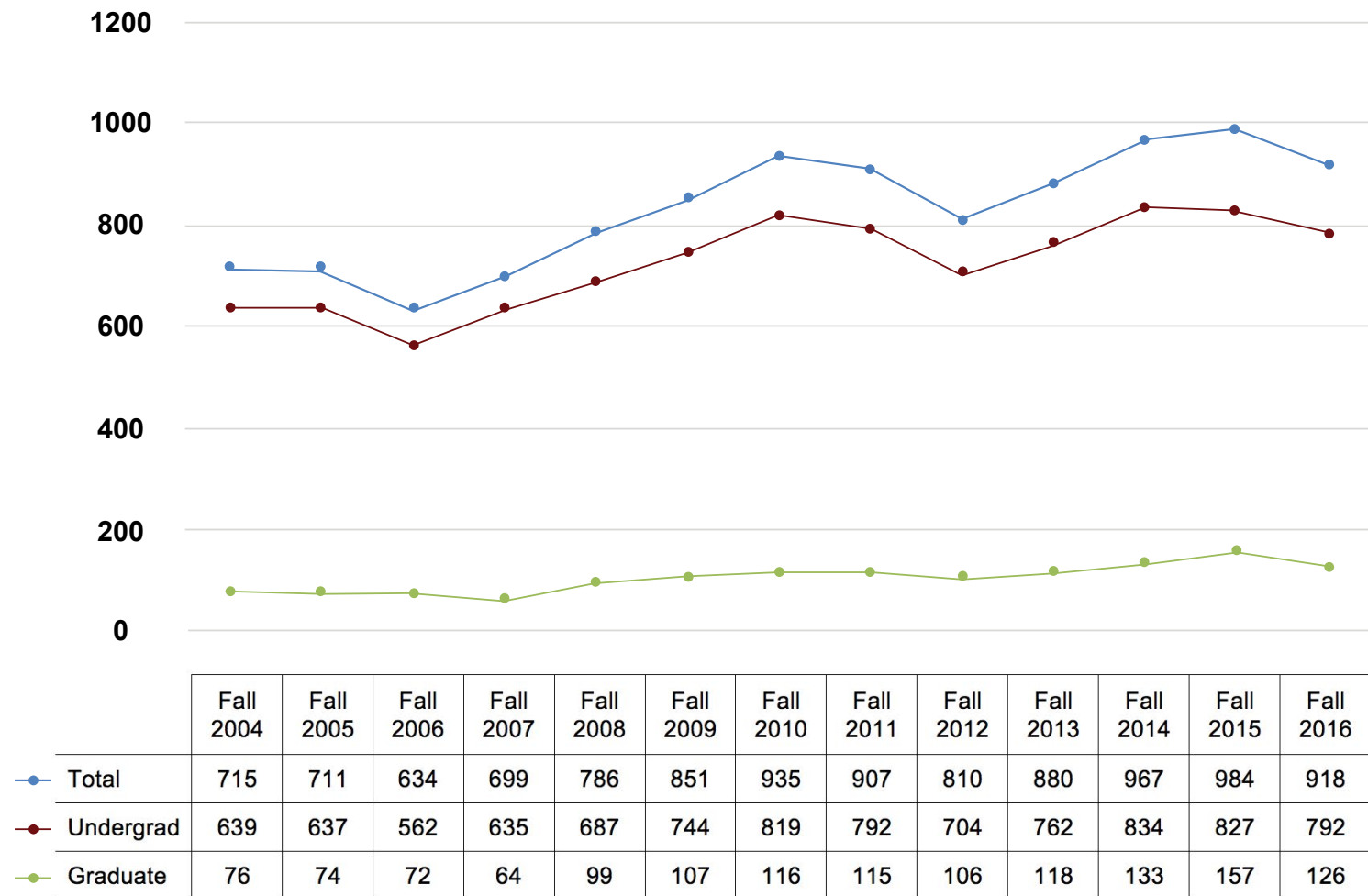
## Figure 3.3. EKU Service Region vs. Distribution of URM Population in Kentucky



Under-represented minority students account for **11%** of the undergraduate population, which is double the **5.2%** accounted for in the 22 county service region.

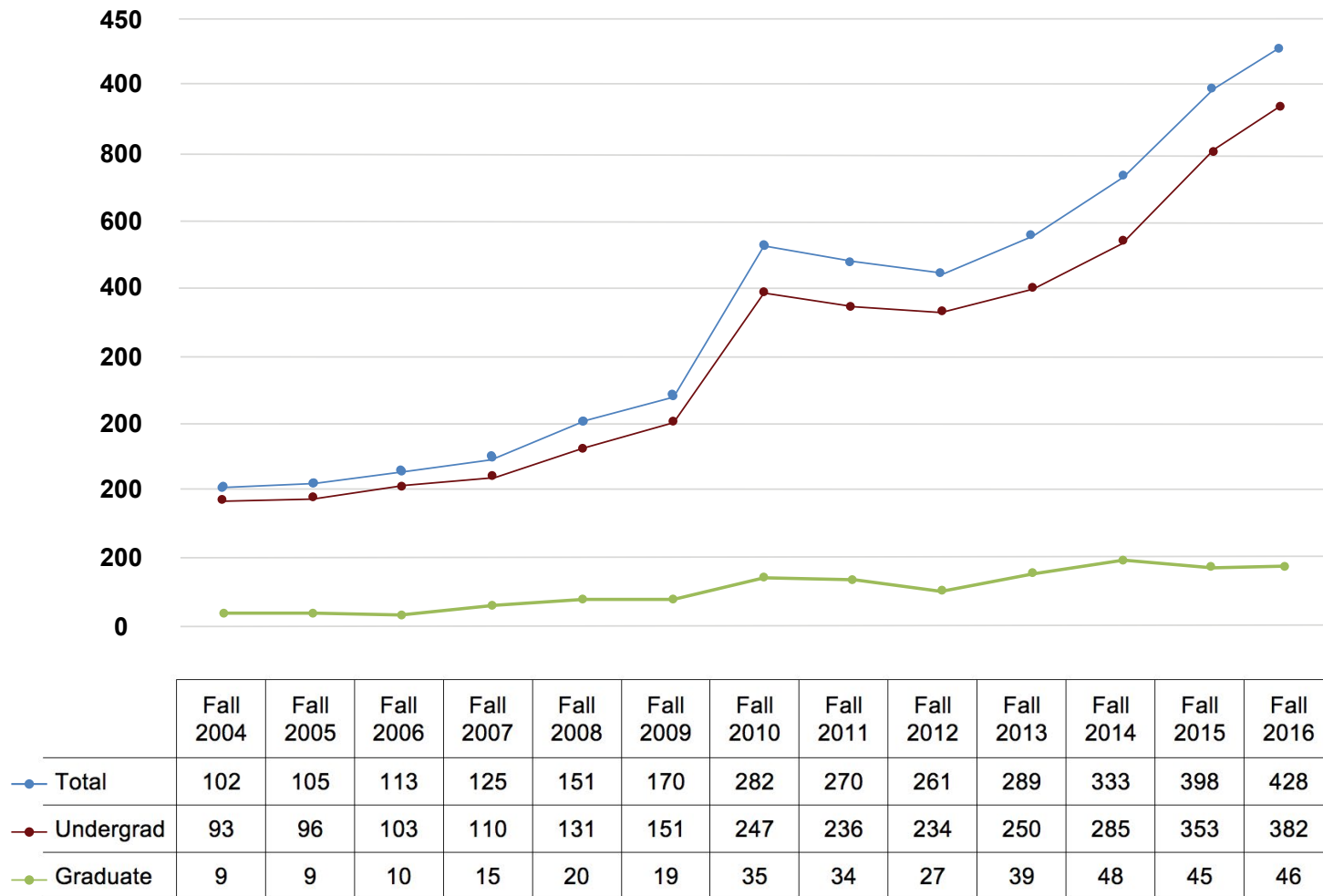
# Figure 4. EKU's African American/Black Enrollment

## African-American/Black Enrollment

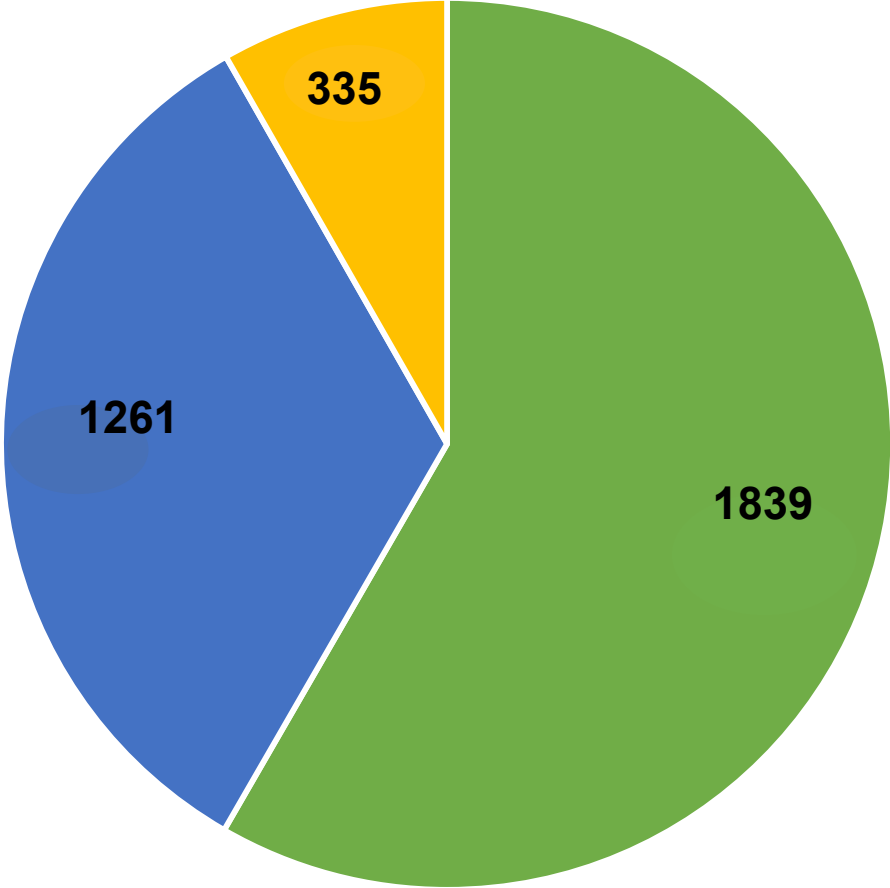


# Figure 5. ECU's Latino Enrollment

## Latino Enrollment

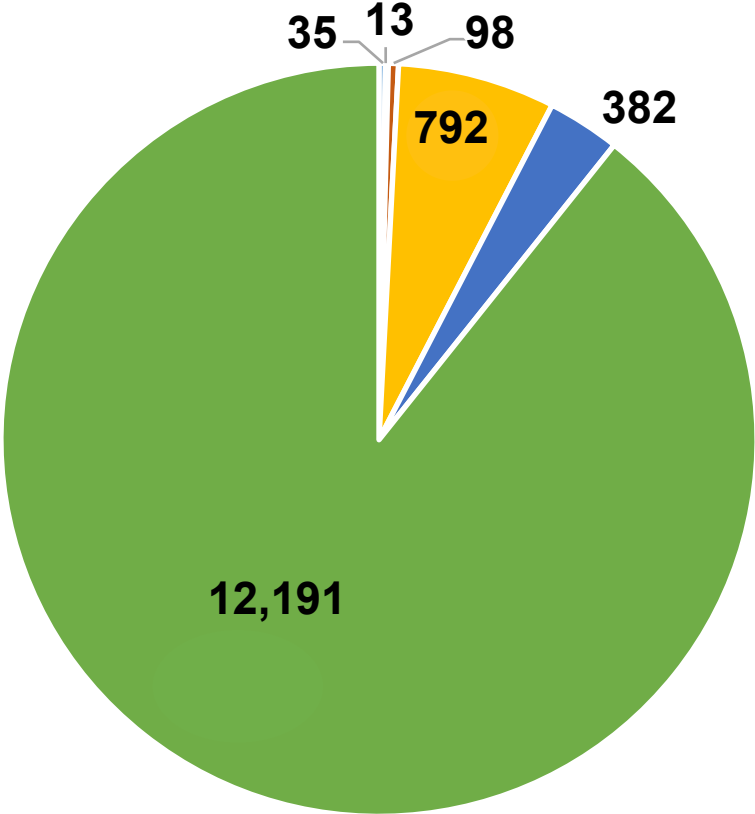


**Figure 6. ECU's Fall 2016 Freshman Enrollment**



■ ECU's Non-Service Region    ■ ECU's Service Region    ■ Non-Kentucky

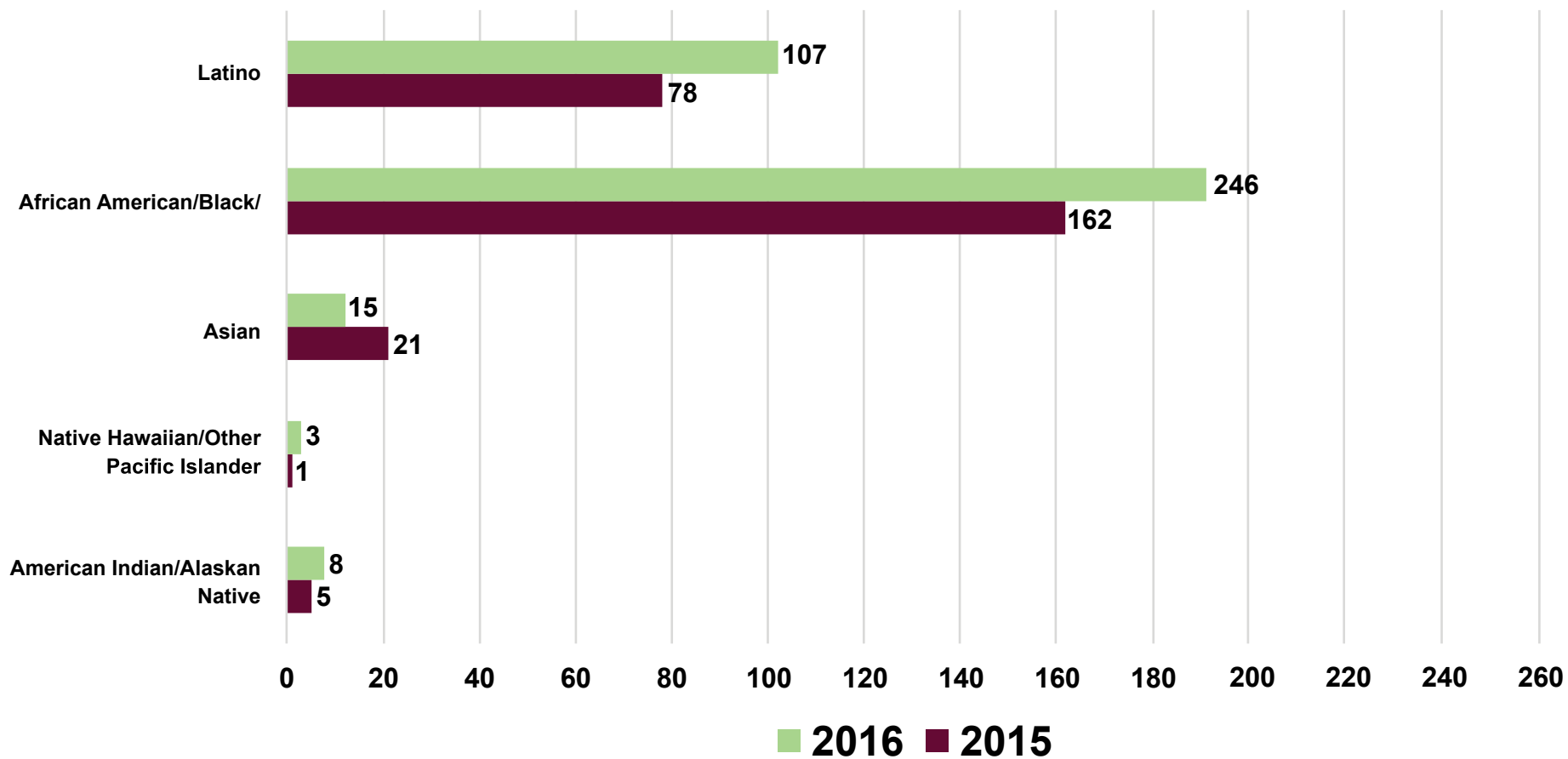
**Figure 7. ECU's Fall 2016 Undergraduate Diversity**



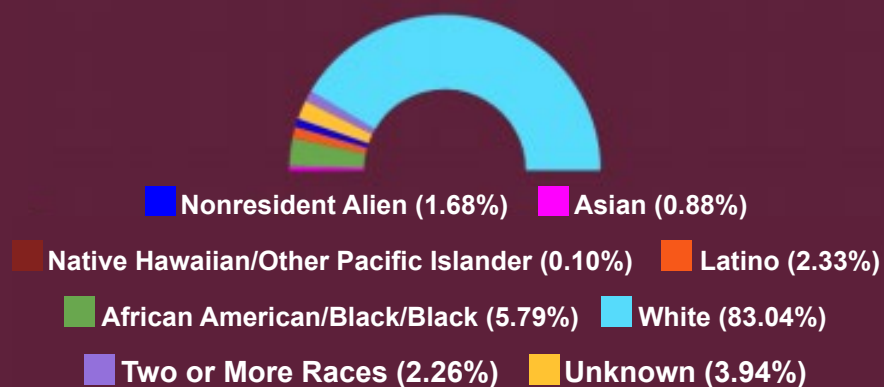
**American Indian/Alaskan Native**    **Native Hawaiian/Other Pacific Islander**    **Asian**  
**African American/Black**    **Latino**    **White**



## Figure 8. ECU Freshman Fall 2015 to Fall 2016 Diversity Comparison



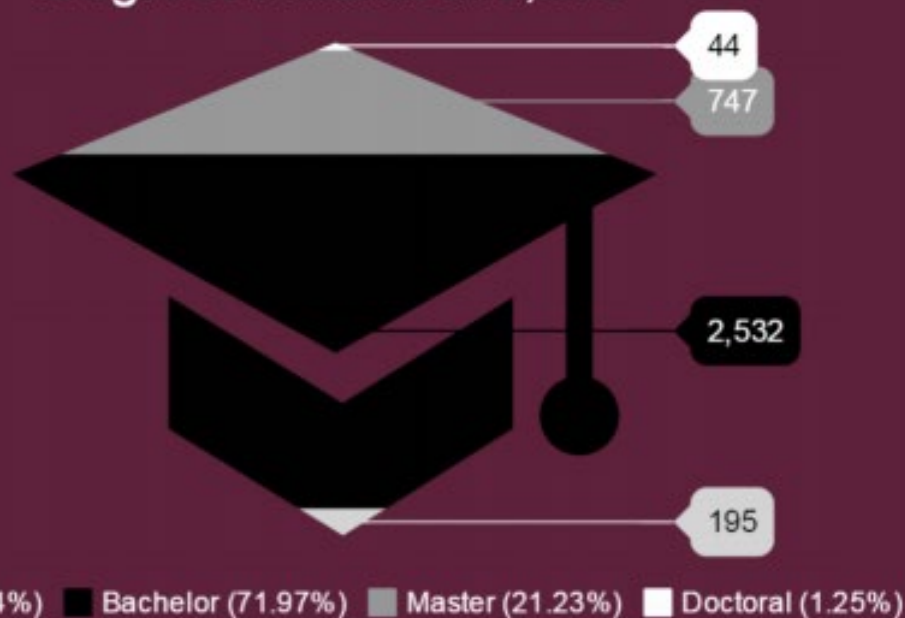
# Figure 9. EKU's Fast Facts



## Undergraduate Status



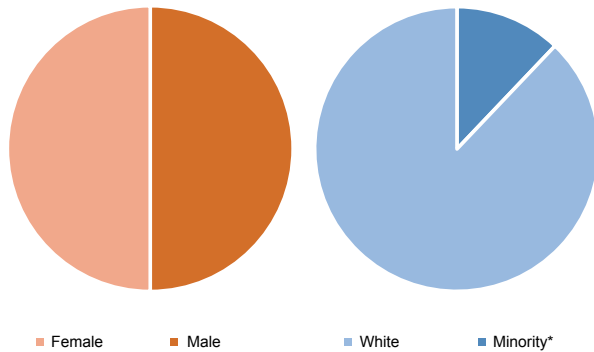
## Degrees Awarded: 3,635



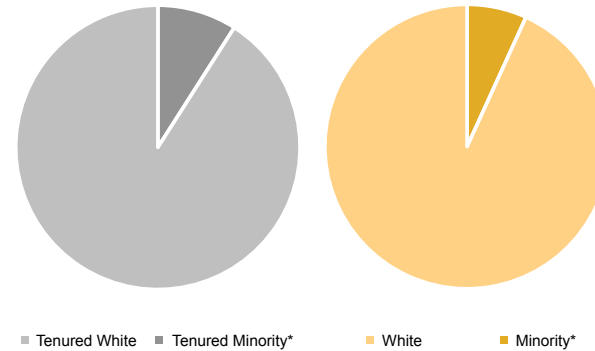
\*Source: Office of Institutional Research (official data)

# Figure 10. ECU's 2016 Workforce Diversity

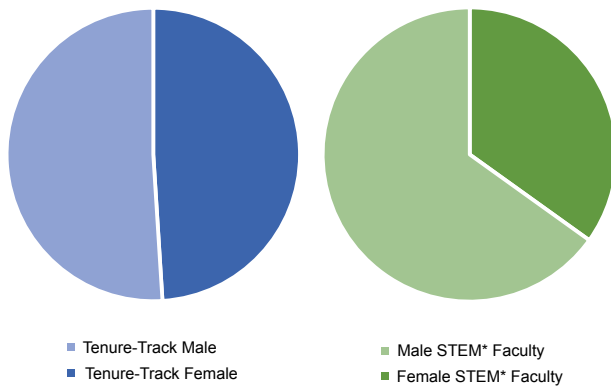
## EKU's Employees: Administrative and Deans



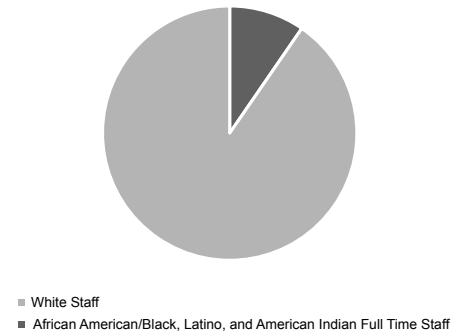
## EKU's Full Time Faculty



## EKU's Full Time Female Faculty



## EKU's African American/Black, Latino, and American Indian Full Time Staff



\*Minority: African American/Black, Latino, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander

\*STEM Departments include (Agriculture, Applied Engineering and Tech, Biological Sciences, Chemistry, Computer Science, Geo-sciences, Math & Statistics, Physics & Astronomy. Office of Institutional Effectiveness and Research, ECU 2016



## Diversity Planning Process

The ECU *Diversity, Equity, and Inclusion Plan* is a document which has been strategically aligned with the University's Strategic Plan, the CPE Strategic Agenda, and the Diversity Policy. The plan is designed to prepare the university community for a global society. We believe that it is the duty of Eastern Kentucky University to promote an understanding of the benefits of higher education and social justice to the citizens of southeastern Kentucky, the Commonwealth of Kentucky, the nation, and the world.

To initiate this process the release of the plan, in the Spring of 2017, the Chief Diversity Officer convened a steering committee composed of campus leaders from across the campus. We used a distributed approach where each campus leader could identify strategies, challenges, and opportunities from their respective schools. Additionally they were charged to:

1. Identify and recommend practices and initiatives that with help create a more inclusive campus; and
2. Identify the appropriate metrics to ensure accountability for the objectives and strategies identified in the *Diversity, Equity, and Inclusion Plan*.

### *The Diversity, Equity, and Inclusion Plan Approach*

The diversity steering committee was assembled to focus

on the three areas of our diversity plan, namely, opportunity, success, and impact. We developed the plan in phases through an iterative process over several months. Each phase is briefly outlined below:

- Phase I - Initial Charge - The diversity steering committee was divided into three small subcommittees based on each members' expertise and interest. Further, each subcommittee was assigned one focus area, either opportunity, success, or impact. Some committee members served on two subcommittees. Each subcommittee member talked to colleagues in their respective colleges and departments to identify ongoing diversity related initiatives and to brainstorm about best practices they would like to see implemented.
- Phase II - Subcommittee draft - The information from each subcommittee was drafted into one document for review by the committee and the Chief Diversity Officer. Each subcommittee also had a chance to review each other's work and note any duplications or overlap. Finally, the subcommittee identified their top priorities.
- Phase III - Consensus - All subcommittees were convened to discuss and identify the top priorities to be included in the *Diversity, Equity, and Inclusion Plan*. Once priorities were established, the plan was then reviewed by our finance team, the Provost and Senior Vice President for Academic affairs, and the Executive Vice President and General Counsel.

**Diversity, Equity, and Inclusion Plan Steering Committee during Academic Year 2016-17 included:**

<b>Dr. Ogechi Anyanwu</b>	Director, African/African American/Black Studies/Professor
<b>Dr. Russell Carpenter</b>	Executive Director, Noel Studio for Creative Activity/Associate Professor
<b>Dr. Laurie Carter</b>	Executive Vice President and University Counsel
<b>Ms. Lori Davis, J.D.</b>	Director, Equity Center for Student Access
<b>Ms. Dana Fohl, J.D.</b>	Deputy Counsel
<b>Dr. Timothy Forde</b>	Vice Provost for Diversity and Chief Diversity Officer
<b>Ms. Joslyn Glover, J.D.</b>	Chief Equity Officer, Title IX
<b>Dr. Laurence Hayes</b>	Associate Dean, College of Education
<b>Dr. Victor Kappeler</b>	Dean, College of Justice & Safety
<b>Ms. Lisa Mendenhall, M.A.</b>	Assistant Director of Resident Life, Living Learning Center and Retention
<b>Dr. Brett Morris</b>	Executive Director, Enrollment Management
<b>Dr. Minh Nguyen</b>	Associate Director of the Honors Program; Director of the Asian Studies Program; Coordinator of National and International Scholarships and Fellowships
<b>Dr. Shirley O'Brien</b>	Professor/Foundation Professor/EKU Faculty Senate Chair
<b>Dr. Eugene Palka</b>	Vice President, Student Success
<b>Dr. Eric Parker</b>	Executive Director, Model Laboratory School
<b>Dr. Sheila Pressley</b>	Interim Dean, College of Health Sciences/Professor
<b>Dr. Tanea Reed</b>	Associate Professor, Chemistry
<b>Dr. Luv'Tesha Robertson</b>	Director First Year Courses and Learning Communities
<b>Dr. Lara Vance</b>	Associate Director, Student Success Center
<b>Dr. Janna Vice</b>	Provost and Senior Vice President for Academic Affairs
<b>Dr. Socorro Zaragoza</b>	Associate Professor, Cultures & Humanities
<b>Dr. Weiling Zhuang</b>	Associate Professor, Management/Marketing/International Business

To support diverse populations not specifically addressed in this plan, such as non-traditional, LGBTQ, first-generation, and veterans ECU has the following initiatives: Freshman Academy; Upper Class Academy; First Colonel Program; the Alphabet Center; Student Success Center; Life Skills Coach; Diversity Office Scholarship Program; and Older Wiser Learners. ECU has been ranked No. 1 or No. 2 national “Best for Vets” in four of the last five years by *Military Times EDGE* magazine; *Victory Media* has placed ECU among the top “Military Friendly School” for the past six years. ECU will conduct a biannual campus climate survey for faculty, staff, and students to monitor the campus community environment.

To attract underrepresented minority staff and faculty ECU advertises in the following diversity publications: *Diverse Issues in Higher Education*; *Insight into Diversity*; and *Latino Outlook in Education*. All employee searches by ECU are expected to include diverse candidates as part of the pool of job applicants.

## EKU Diversity, Equity, and Inclusion Plan Overview

Diversity at Eastern Kentucky University is an inextricable component of academic excellence. It is intricately interwoven into creating a culture of preeminence as was envisioned in our strategic plan, *Make No Little Plans: A Vision for 2020*. Diverse learning environments nurture higher order critical thinking, foster civic learning and engagement, and prepare us to be productive citizens in an increasingly global and complex society. Diversity is also rooted in our six strategic goals: Academic Excellence, Commitment to Student Success, Institutional Distinction, Financial Strength, Campus Revitalization, and Service to Communities and Region.

In the table that follows, each area has identified objectives, strategies, assessment, method of assessment, and frequency of assessment.

# Eastern Kentucky University Diversity, Equity, and Inclusion Plan

## Opportunity

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students.

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
Objective 1: Increase enrollment of African American/Black undergraduate students by 1% annually	1.1 Design STEM-H Prospective Student Days targeting African American/Black students 1.2 Create EKU campus visits for African American/Black KCTCS and Gateway Community College students 1.3 EKU Student Outreach and Transfer Office (SOTO), Diversity and Accessibility Offices will meet with KCTCS and GCC centers coordinators to share the various EKU programs	1.1.1 Number of African American/Black undergraduate students recruited through STEM-H Prospective Student Days 1.2.1, 1.3.1 Number of African American/Black KCTCS and GCC transfer students	1.1.1, 1.2.1, 1.3.1 Banner Information System and Student Success Collaborative	1.1.1, 1.2.1, 1.3.1 Evaluate annually data availability, Feb 1 (fall)



# Opportunity

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
Objective 2: Increase enrollment of Latino undergraduate students by 3% annually	2.1 Design STEM-H Prospective Student Days targeting Latino students 2.2 Create ECU campus visits for Latino KCTCS and GCC students 2.3 ECU SOTO, Diversity and Accessibility Offices will meet with KCTCS and GCC center coordinators to share the various ECU programs that align with KCTCS and GCC programs	2.1.1 Number of undergraduate Latino students recruited through STEM-H Prospective Student Days 2.2.1, 2.3.1 Number of KCTCS and GCC transfer Latino students	2.1.1, 2.2.1, 2.3.1 Banner Information System and Student Success Collaborative	2.1.1, 2.2.1, 2.3.1 Evaluate annually data availability, Feb 1 (fall)
Objective 3: Increase enrollment of URM undergraduate students by 2% annually	3.1 Design STEM-H Prospective Student Days targeting URM students 3.2 Create ECU campus visits for URM KCTCS and GCC students; share transfer information	3.1.1 Number of URM undergraduate students recruited through STEM-H Prospective Student Days 3.2.1, 3.3.1 Number of KCTCS and GCC transfer URM students	3.1.1, 3.2.1, 3.3.1 Banner Information System and Student Success Collaborative	3.1.1, 3.2.1, 3.3.1 Evaluate annually data availability, Feb 1 (fall)

# Opportunity

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
	3.3 ECU SOTO, Diversity and Accessibility Offices will meet with KCTCS and GCC center coordinators to share the various ECU programs			
Objective 4: Increase enrollment of URM graduate and professional students by 1% annually	4.1 Increase targeted marketing of ECU online masters and doctoral programs to URM adults	4.1.1 Number of adult students admitted into ECU online masters and doctoral programs	4.1.1 Banner Information System and Student Success Collaborative	4.1.1 Evaluate annually data availability, Feb 1 (fall)

# Success

Because maintaining a diverse student body is essential, institutions must commit to helping those admitted students be successful when they arrive on campus.

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
Objective 1: Increase the six-year graduation rate of first-time, full-time baccalaureate degree-seeking low income undergraduate students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree within six years from their institution of entry by 3.1% annually	1.1 Expand current initiatives (Freshman Academy, Upper Class Academy, Life Skills Coach, Diversity Office Scholarship Program) to mentor low income, non-traditional, LGBTQ, first-generation and veteran undergraduate students and keep them on track to graduate	1.1.1 Number of low income undergraduate students who participated in the initiatives (Freshman Academy, Upper Class Academy, Life Skills Coach, Diversity Office Scholarship Program) who graduate within six years of their institution entry	1.1.1 Banner Information System and Student Success Collaborative	1.1.1 Evaluate annually data availability, Feb 1 (fall)
Objective 2: Increase the six-year graduation rate of first-time, full-time baccalaureate degree-seeking URM undergraduate students entering in the fall semester (or entering in the summer and returning	2.1 Broaden current diversity initiatives (Freshman Academy, Upper Class Academy, Life Skills Coach, and Diversity Office Scholarship Program) to mentor URM, low income and non-	2.1.1 Number of URM, low income and non-traditional, LGBTQ, first-generation, and veteran undergraduate students who participated in the initiatives (Freshman Academy, Upper Class Academy, Life Skills	2.1.1, 2.2.1, 2.3.1, 2.4.1 Banner Information System and Student Success Collaborative	2.1.1, 2.2.1, 2.3.1, 2.4.1 Evaluate annually data availability, Feb 1 (fall)

# Success

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
<p>in the fall), who graduate with a bachelor's degree within six years from their institution of entry by 3.1% annually</p>	<p>traditional, LGBTQ, first-generation, and veteran undergraduate students and keep them on track to graduate</p> <p>2.2 Minimize financial barriers for URM and low income students by providing application fee waivers, specific information about financial aid, EKU Rodney Gross and Trail Blazer Scholarships, and FAFSA support</p> <p>2.3 Create and increase diversity scholar support groups with representatives from current diversity initiatives</p> <p>2.4 Develop mini-grants for low income and URM students who have financial barriers</p>	<p>Coach, and Diversity Office Scholarship Program) and graduate within six years of their institutional entry</p> <p>2.2.1, 2.4.1 Number of student recipients of applications fee waivers and diversity scholarships</p> <p>2.3.1 Number of low income students in diversity scholar support groups (Freshman Academy, Upper Class Academy, Diversity Office Scholarship Program, Rodney Gross Program, Life Skills Coach)</p>		

# Success

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
<p>Objective 3: Increase first to second year retention of first-time, degree-seeking low income students who return to the institution to continue their studies the following fall by 0.6% annually</p>	<p>3.1 Expand existing early warning system to increase outreach to URM and low income students</p> <p>3.2 Minimize financial barriers for URM and low income students by providing application fee waivers, specific information about financial aid, ECU Rodney Gross and Trail Blazer Scholarships, and FAFSA support</p> <p>3.3 Expand and create a diversity scholar support groups with representatives from current diversity initiatives</p> <p>3.4 Expand the mini-grants for low income and URM students who have financial barriers</p>	<p>3.1.1 Number of low income students identified and retained through early warning systems</p> <p>3.2.1, 3.4.1 Number of student recipients of application fee waivers and diversity scholarships</p> <p>3.3.1 Number of low income students in diversity scholar support groups, (Freshman Academy, Upper Class Academy, Diversity Office Scholarship Program, Rodney Gross Program, Life Skills Coach)</p>	<p>3.1.1, 3.2.1, 3.3.1, 3.4.1 Banner Information System and Student Success Collaborative</p>	<p>3.1.1, 3.2.1, 3.3.1, 3.4.1 Evaluate annually data availability, Feb 1 (fall)</p>

# Success

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
<p>Objective 4: Increase first to second year retention of first-time, degree-seeking URM students who return to the institution to continue their studies the following fall by 0.6% annually</p>	<p>4.1 Expand existing early warning system to increase outreach to URM and low income students</p> <p>4.2 Minimize financial barriers for URM and low income students by providing application fee waivers, specific information about financial aid, ECU Rodney Gross and Trail Blazer Scholarships, and FAFSA support</p> <p>4.3 Expand and create a diversity scholar support groups with representatives from current diversity initiatives</p> <p>4.4 Expand the mini-grants for low income and URM students who have financial barriers</p>	<p>4.1.1 Number of low income students identified and retained through early warning systems</p> <p>4.2.1, 4.4.1 Number of student recipients of application fee waivers and diversity scholarships</p> <p>4.3.1 Number of low income students in diversity scholar support groups, (Freshman Academy, Upper Class Academy, Diversity Office Scholarship Program, Rodney Gross Program, and Life Skills Coach) Assessments</p>	<p>4.1.1, 4.2.1, 4.3.1, 4.4.1 Banner Information System, Student Success Collaborative</p>	<p>4.1.1, 4.2.1, 4.3.1, 4.4.1 Evaluate annually data availability, Feb 1 (fall)</p>

# Success

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
Objective 5: Increase the number of bachelor's degrees awarded to low income students during the academic year (July 1 through June 30) by 1.1% annually	5.1 Expand collaboration with KCTCS and GCC to increase the number of low income transfer students by sending personalized communications to low income KCTCS and GCC students encouraging them to transfer to ECU	5.1.1 Number of bachelor's degrees awarded to low income KCTCS and GCC transfer students during an academic year (July1-June 30) 5.1.2 Number of personalized communications to low income KCTCS and GCC students	5.1.1, 5.1.2 Banner Information System and Student Success Collaborative	5.1.1, 5.1.2 Evaluate annually data availability, Feb 1 (fall)
Objective 6: Increase the number of bachelor's degrees awarded to URM students during the academic year (July 1 through June 30) by 1% annually	6.1 Expand collaboration with KCTCS and GCC to increase the number of URM transfer students by sending personalized communications to URM KCTCS and GCC students encouraging them to transfer to ECU	6.1.1 Number of bachelor's degrees awarded to URM KCTCS and GCC transfer students during an academic year (July1-June 30) 6.1.2 Number of personalized communications to URM KCTCS and GCC students	6.1.1, 6.1.2 Banner Information System and Student Success Collaborative	6.1.1, 6.1.2 Evaluate annually data availability, Feb 1 (fall)

# Impact

To fully realize the positive effects of diversity, Kentucky's public institutions must become communities that provide an inclusive and supportive environment for a diverse faculty and management occupations.

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
<p>Objective 1: Workforce Diversity - Increase URM tenured and tenure track faculty by 1% annually</p>	<p>1.1 Create conferences and fellowship programs designed to attract URM potential faculty</p> <p>1.2 Join the KY Higher Education Recruitment Consortium which will afford EKU the opportunity to have access to a great number of diversity consulting and conferences, non profit organizations and recruitment advertising firms including Chambers in Richmond and Lexington, Small Business Development, and minority business owners for EKU's thorough search processes to hire faculty who see EKU as a good fit</p>	<p>1.1.1 Identify the number of conferences and fellowship programs to attract URM faculty</p> <p>1.2.1 Identify the number of working relationships with KY professional organizations</p> <p>1.3.1 Identify the increase the diversity of job candidates pools</p> <p>1.4.1 Conduct biannual campus climate surveys to monitor campus community environment</p>	<p>1.1.1, 1.2.1, 1.3.1 HR's Online Employment System (OES)</p> <p>1.4.1 Campus climate surveys</p>	<p>1.1.1, 1.2.1, 1.3.1 Evaluate annually data availability, Feb 1 (fall)</p> <p>1.4.1 Evaluate every two years</p>



# Impact

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
	<p>1.3 To attract URM faculty EKU advertises in the following diversity publications: <i>Diverse Issues in Higher Education</i>; <i>Insight into Diversity</i>; and <i>Latino Outlook in Education</i></p> <p>1.4 Develop a campus climate that promotes equity and inclusion</p>			
<p>Objective 2: Workforce Diversity - Increase URM management occupations by 1% annually</p>	<p>2.1 Join the KY Higher Education Recruitment Consortium which will afford EKU the opportunity to have access to a great number of diversity consulting and conferences, non profit organizations and recruitment advertising firms including Chambers in Richmond and Lexington, Small Business</p>	<p>2.1.1 Number of working relationships with KY professional organizations</p> <p>2.1.2 Identify the increase the diversity of job candidates pools</p> <p>2.2.1 Campus climate surveys</p>	<p>2.1.1, 2.1.2 HR's Online Employment System (OES)</p> <p>2.2.1 Campus climate survey</p>	<p>2.1.1, 2.1.2 Evaluate annually</p> <p>2.2.1 Evaluate every two years</p>

# Impact

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
	<p>Development, and minority business owners for EKU's thorough search processes to hire management occupations who see EKU as a good fit</p> <p>2.2 Conduct biannual campus climate survey for faculty, staff and students to monitor campus/community environment</p>			
<p>Objective 3: Expand opportunities by 10% for faculty professional development including professional learning communities, to learn more about issues of diversity, equity, and cultural competency efforts focused on diversity</p>	<p>3.1 Develop faculty set of related pedagogical resources focused on DEEP (Developing Excellence in Eastern's Professors) in courses in diversity to encourage participation in culturally responsive faculty development programming among all faculty (i.e. implicit bias</p>	<p>3.1.1 The increased number of pedagogical and faculty development initiatives focused on cultural competency and inclusive excellence</p> <p>3.2.1, 3.3.1 The number of faculty participation in culturally response faculty development programming and faculty participation in faculty</p>	<p>3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1, 3.7.1, 3.8.1</p> <p>Noel Studio</p>	<p>3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1, 3.7.1, 3.8.1</p> <p>Evaluate Annually</p>

# Impact

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
	<p>and its effect on the workplace environment; cultural competence</p> <p>3.2 Escalate participation in culturally responsive faculty development programming among all faculty</p> <p>3.3 Urge participation in faculty leadership development opportunities such as the Faculty Leadership Institute and the Bluegrass Higher Education Consortium Academic Leadership Academy</p> <p>3.4 Incorporate diversity training for adjunct faculty as a part of the 3-year certification/annual instructor training</p> <p>3.5 Require all student success seminar instructors complete</p>	<p>leadership development opportunities</p> <p>3.4.1 The number of diversity components added to the 3-part year certification/annual instructor training</p> <p>3.5.1 Number of student success seminar instructors who complete diversity workplace training through the Office of Equity and Inclusion</p> <p>3.6.1 Number of new DEEP courses focused on diversity</p> <p>3.7.1 Number of culturally responsive professional development opportunities</p> <p>3.8.1 Number of High-Impact Practices created to advance inclusive excellence</p>		

# Impact

Objective	Strategies	Assessment	Method of Assessment	Frequency of Assessment
	<p>a diversity workplace training through the Office of Equity and Inclusion to promote a culture of inclusivity in all student success seminars</p> <p>3.6 Create DEEP courses focused on priorities in diversity</p> <p>3.7 Develop culturally responsive professional development opportunities for all faculty</p> <p>3.8 Institute High-Impact Practices – such as related mentored research and education abroad that support faculty development and involvement, and continue efforts to advance inclusive excellence, especially among student learners</p>			

## Objectives: Annual Targets

Objectives	2015-2016 BASELINE	2016-2017 TARGET	2017-2018 TARGET	2018-2019 TARGET	2019-2020 TARGET	2020-2021 TARGET
Increase enrollment of African American/ Black undergraduate students by 1% annually	5.7%	5.79%	5.85%	5.91%	5.97%	6.03%
Increase enrollment of Latino undergraduate students by 3% annually	2.4%	2.51%	2.58%	2.66%	2.74%	2.8%
Increase enrollment of URM undergraduate students by 2% annually	10.9%	11.08%	11.29%	11.52%	11.75%	12.0%
Increase enrollment of graduate and professional students by 1% annually	9.9%	10.03%	10.13%	10.23%	10.34%	10.44%
Increase six-year graduation rate of first- time, full-time baccalaureate degree-seeking undergraduate students (low income): First- time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree within six years from their institution of entry by 3.1% annually	36.3%	37.2%	38.4%	39.6%	40.8%	42%

<b>Objectives</b>	<b>2015-2016 BASELINE</b>	<b>2016-2017 TARGET</b>	<b>2017-2018 TARGET</b>	<b>2018-2019 TARGET</b>	<b>2019-2020 TARGET</b>	<b>2020-2021 TARGET</b>
Objective 2: Increase six-year graduation rate of first-time, full-time baccalaureate degree-seeking undergraduate URM students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree within six years from their institution of entry by 3.1% annually	37.0%	37.0%	39.9%	40.3%	40.7%	43%
Increase the first-time, degree-seeking low income students who return to the institution to continue their studies the following fall by 0.6% annually	69.9%	70.3%	70.7%	71.1%	71.6%	72%
Increase the first-time, degree-seeking URM students who return to the institution to continue their studies the following fall by 0.9% annually	64.1%	64.7%	65.3%	65.9%	66.5%	67%
Increase the number of bachelor degrees awarded to low income students during the academic year (July 1 through June 30) by 1.1% annually	1378	1395	1411	1426	1442	1458
Increase the number of bachelor degrees awarded to URM students during the academic year (July 1 through June 30) by 1% annually	207	209	211	213	215	218

Objectives	2015-2016 BASELINE	2016-2017 TARGET	2017-2018 TARGET	2018-2019 TARGET	2019-2020 TARGET	2020-2021 TARGET
Increase URM tenured and tenure track faculty by 1% annually	8.3%	8.4%	8.5%	8.5	8.6	8.7%
Diversity - Increase URM management occupations by 1% annually	8.5%	8.5%	8.6%	8.7%	8.8%	8.9%

## Conclusion and Next Steps

This strategic plan will serve as an umbrella for the entire campus. Our distributed approach to developing our *Diversity, Equity, and Inclusion Plan* was designed to address specific challenges and to promote a sense of collective ownership of the final product. During our planning period, we noted that we have already designed and implemented several new initiatives designed to promote diversity, equity, and inclusion.

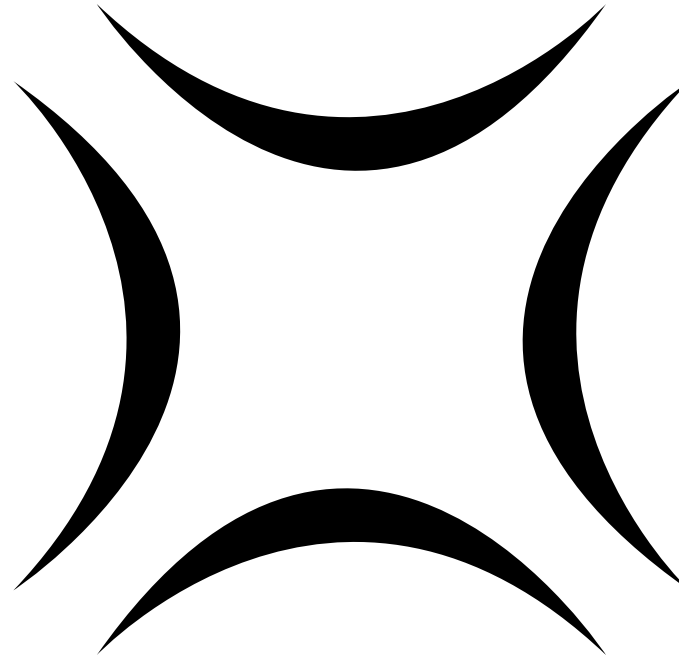
In addition to the new initiatives outlined in this plan, the different schools will continue to provide foundational support and infrastructure for this work. From programs designed to promote diversity, equity, and inclusion to those that offer inclusive excellence training, financial support, and professional development in cultural competency, the ongoing programs will play a vital role in achieving our goals of diversity, equity, and inclusion.

Because we are committed to holding ourselves accountable for achieving progress under our plan, we will annually track metrics that represent important factors in assessing our progress toward achieving our goals. We will use these metrics to determine whether specific shifts up or down, or lack of activity, represent positive outcomes relative to creating a more diverse, equitable, and inclusive campus. This tracking will occur at the university as well as the school and college levels.

Our rich tradition and strong desire to strive for change has led us to this concerted effort to create a more diverse, equitable, and inclusive environment for our entire campus community.







**University Diversity Office**  
[diversity.eku.edu](https://diversity.eku.edu)



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Eastern Kentucky University, 521 Lancaster Avenue, Richmond, Kentucky 40475-3102, (859) 622-8020 or the Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue, SW, Washington, DC. 20202 1-800-421-3481 (V), 1-800-877-8339(TDD).