Northern Kentucky University

Inclusive Excellence Plan

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I.   INTRODUCTION

Northern Kentucky University (NKU) is a growing regional university of approximately 14,000 students served by more than 2,000 faculty and staff on a thriving suburban campus near Cincinnati. As a public comprehensive university, NKU delivers innovative, student-centered education and engages in impactful scholarly and creative endeavors. These endeavors are focused on empowering our graduates to have fulfilling careers and meaningful lives and inspiring them to contribute to the economic, civic, and social vitality of the region.

Northern Kentucky University, as a community and as an institution, is committed to educational excellence and learning. The University recognizes that in order to achieve this excellence, it must actively cultivate a community that embraces inclusiveness, diversity and global awareness in all dimensions of our work by promoting a culture of respect that afford dignity to all. To this end, the university has identified inclusion as a core value and has embraced inclusive excellence as a strategic priority. Specifically, inclusive excellence (making excellence inclusive MEI) is about integrating diversity, equity, and educational quality efforts into the university's mission and its operational operations. "It is an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities" (AAC&U, n.d.b.).

Making excellence inclusive encourages institutional self-assessment and requires shared responsibility for improvement efforts and high levels of accountability. It also requires comprehensive organizational change efforts centered on transforming the structure, systems, policies, and practices in ways that benefit the entire institutional community, with a particular focus on historic issues of access and equity. NKU's Inclusive Excellence Plan identifies objectives, strategies, and action steps that will exemplify what it means to make excellence inclusive.

II.   HISTORY

In 2010, the President of Northern Kentucky University established the Campus Diversity Plan Task Force, which was charged with developing the university's first

campus-wide diversity plan. After conducting a situational analysis and identifying gaps, the Task Force developed a comprehensive plan, addressing student success, student diversity, workforce diversity, and campus climate. In developing its diversity plan, Northern Kentucky University examined the minority population of its designated eight-county service region in Kentucky. The 2010 Census data shows that the institution's eight- county service area population is 2.75% Hispanic, 3.02% African-American, 0.07% Native Hawaiian/Pacific Islander, 0.14% American Indian/Alaskan Native, and 1.73% two or more races. The 2011-2015 Diversity Plan did not include Native Hawaiian/Pacific Islander and American Indian/Alaskan Native because the proportions of this population in NKU's service area was so small that it would have been difficult to identify meaningful targets for the college-age group of these subpopulations. Therefore, NKU's 2011-2015 diversity plan focused on goals and strategies that targeted the African-American and Latino populations, including those who self-identify as two or more races. The NKU Board of Regents and The Council on Postsecondary Education approved the University's Diversity Plan in September 2011.

During 2013, the University engaged in a strategic planning process that resulted in the 2011-2018 strategic plan, *Fuel the Flame*, approved by the Board of Regents in November 2013. The University's strategic plan includes objectives for promoting inclusive excellence to achieve its first goal – Student Success – and for fostering a culture of diversity and inclusive excellence to achieve its fifth goal – Institutional Excellence. The strategic plan also recognize that inclusive excellence significantly contributes to educating culturally competent and informed global citizens. To further clarify and enumerate strategies for improvement, the University approved the Inclusive Excellence Strategic and Implementation Plan in 2014, one of ten implementation plans developed during 2014, designed to add context to the University's strategic plan and assist organizational units in determining priorities for action.

A key recommendation of the 2011-2015 Diversity Plan was to create a senior level diversity position that would report to the President. In 2013, the university launched a national search for the position of Senior Advisor to the President for Inclusive Excellence. As an interim measure, the role of Special Assistant to the

President was created. The Senior Advisor to the President for Inclusive Excellence was hired in August 2014.

In order to introduce the concept of inclusive excellence to the NKU community, the Senior Advisor for Inclusive Excellence held the Inclusive Excellence Café in February 2015, where students, faculty, and staff came together learn from and engage with each another around the meaning of an inclusive campus at NKU. The data obtained through this event shaped the questions for the Campus Climate survey.

In November 2014, a campus-wide campus climate survey committee was formed to design and administer a campus climate survey. The committee consisted of 22 stakeholders representing students, faculty and staff. The survey was finalized and administered in March 2015. Results, findings and preliminary recommendations were presented to the NKU community in Fall 2015. The power point presented at these community forums is posted on the inclusive.nku.edu website. A task force was then formed to study the findings and make recommendations to the Executive Team. These recommendations are included as actions steps in the new Inclusive Excellence Plan.

In Spring 2015, the Inclusive Excellence Council was created. The Council is comprised of key stakeholders across the university – students, faculty and staff – with the purpose to serve in an advisory capacity to the President and the Senior Advisor to the President for Inclusive Excellence. Specifically, the Council is charged with advancing inclusive excellence by infusing principles and practices of diversity, equity, and inclusion into core aspects of the University. The Council is charged with developing a comprehensive Inclusive Excellence Plan that aligns with CPE Diversity Policy and the University's Strategic Plan. Under the leadership of the Senior Advisor to the President for Inclusive Excellence, the Council developed a framework that identified priorities: access and equity, teaching and learning, campus climate, strategic partnerships, and research and scholarship. Members of the Council also serve as bridges to their respective units by regularly reporting the Council's initiatives and priorities to the appropriate vice-presidents and deans.

III.   PLANNING PROCESS

In May 2016 the Inclusive Council determined that the planning process for the 2022 IE Plan required five sub-committees: Student Diversity, Student Success, Workforce Diversity, Campus Climate/Cultural Competence, and Assessment & Accountability. Each sub-committee was co-chaired by members of the Inclusive Excellence Council. Co-chairs were subsequently designated as the Steering Committee for the planning process. Outreach to potential sub-committee members was guided by the principle of radical inclusion. In June 2016, The Office of Inclusive Excellence sent an email to vice-presidents and deans requesting that that the email be forwarded to all members in their respective units. The email, an invitation to anyone interested in serving on one of the sub-committees, included a qualtric survey that inquired about demographics; a text box that asked individuals to describe their interest in serving on a sub-committee; and an opportunity to rank order their preferred sub-committees. Seventy (70) individual faculty & staff responded. A similar email sent to students, resulted in eighty (80) responses.

The sub-committees' work began in August 2016 with a kick-off event that included welcoming remarks by President Mearns and greetings from The Council for Post-Secondary Education delivered by Dr. Caroline Atkins. After receiving an overview of the process and relevant documents, which included CPE's framework and a guiding template, the sub-committees began the work that continued through Fall 2016. In January 2017, sub-committees submitted their templates for review by the Assessment & Accountability Committee. This review included aligning goals, objectives, and strategies with CPE's Diversity Policy, NKU's Strategic Plan, and the university's new enrollment plan, Enrollment for Student Success (ESS). On February 23, 2017, sub-committee members came together to review the draft Inclusive Excellence Plan. Feedback was provided and integrated into the Plan. The draft Plan[1] was first presented to Executive Team on February 28th, Academic Council on March 2nd and

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[1] The draft Inclusive Excellence Plan, vetted to various stakeholders, was the excel spread sheet version of the Plan (See Appendix C). This iteration of the Plan identified three goals with accompanying objectives, strategies, and action steps. The draft Plan also identified the "lead" (responsible party), "target start", and "expected completion".

Staff Congress on March 9th. Additionally, two NKU community forums were held to receive feedback and answer questions. A presentation will be made to Faculty Senate on April 24th.

IV.   OVERVIEW OF INCLUSIVE EXCELLENCE PLAN

The overview framework of NKU's Inclusive Excellence Plan mirrors the Strategic Agenda for The Council for Post-Secondary Education: Opportunity, Success, and Impact. Within this framework, NKU's Inclusive Excellence Plan contains three goals with accompanying objectives, strategies, and action steps. NKU's inclusive excellence plan is an institutional plan. Once the institutional plan is approved, each College and Administrative Division will create their individual inclusive excellence plans. Given the decentralized nature of higher education, universities need a decentralized approach to diversity planning that aligns and complements the institutional plan and requires each division and college to own the diversity planning and implementation process within a locally implemented and centrally orchestrated framework (Williams, 2007).

The rationale for this approach is three-fold: 1) it ensures collective responsibility, ownership and accountability; 2) allows each division and college to identify action action steps from the unique perspective each unit's mission; and 3) it is symbolic. Centralized, campus-wide diversity plans are inadequate for achieving sustainable change (Williams 2007). Institutional plans often fail to penetrate deep into the culture, thereby, failing to obtain buy-in and overcome resistance. Accountability is often misplaced in centralized plans and identified action steps in an institutional plan often do not match the unique environmental contexts where campus change efforts must occur, i.e. colleges and divisions.

A decentralized approach requires strategic consistency and encourages creativity and individuality in the planning and implementation process. The unit-level plans are due the first week in December. Review of divisional and college plans will be conducted by a team identified by the President and Provost. Utilizing an assessment rubric, the review team will comment on the quality of the plan, the clarity of the recommendations, and the overall merits of each college or divisional effort. Annual progress will be tracked by university's annual reporting mechanism.

OPPORTUNITY

Northern Kentucky University has a long-standing belief in the power of diversity to transform its campus. We recognize that diverse learning environments help students sharpen their critical thinking and analytical skills; prepare students to succeed in an increasingly diverse and interconnected world; break down stereotypes and reduce bias; and enable schools to fulfill their role in opening doors for students of all backgrounds. Specifically, NKU has a commitment to the recruitment and retention of diverse students, with a particular focus on the success of students from low income and historically underrepresented communities. This commitment, accelerated in the past three years, is shaping NKU into an equity-minded campus committed to practicing inclusion and promoting cultural understanding.

The foundation of this commitment is grounded in a data-driven approach to strategic decision-making. Approximately four years ago, the President of NKU formed the President's Data Team. A cross-divisional team of staff with a comprehensive background in research and data analytics, the Data Team conducts and analyzes institutional data to identify opportunities to advance or enhance student success initiatives. These data are then disseminated across campus to inform faculty and staff of emerging trends or areas of opportunities. It is important to note that much of these analyses are disaggregated across a number of student groups, thus helping to identify the impact of programs, services, and initiatives across all students.

In an effort to embed student success within the lifecycle of the student, NKU proactively made re-organizational changes to better align student success programs and services within the academic progression. Vetted student success departments with empirical evidence documenting their impact across a number of key performance indicators were moved under the organizational umbrella of Enrollment and Degree Management within the Division of Academic Affairs. Under this organizational structure, student success begins during recruitment, continues into the student's transition into college, supports students during the vulnerable first year, and prepares them for graduation and life post-college. This strategic alignment of departments, programs, and services under Enrollment and Degree Management complements the academic curriculum in an effort to provide a holistic support network for students.

These departments included New Student Orientation and Parent Programs, University Connect and Persist (includes NKU's early alert support services), Career Services, TRiO Student Support Services, and the Veterans Resource Station.

The Opportunity Focus is addressed through goal (1): to increase enrollment, persistence, and graduation rate for URM, low income and traditionally underserved students. The primary objective for this goal is to strengthen the enrollment and transition pipeline for URM, low income, and traditionally underserved students. The strategies guiding this objective are two-fold:

1) Increase enrollment for URM and low income students.

2) Increase enrollment for traditionally underserved students, such as LGBTQ students, students with disabilities, and international students (it is also worth noting NKU's strategic initiatives to increase enrollment of veteran and active duty students and their dependents).

The action steps for this strategy outline a multi-year plan to expand recruitment efforts. In addition to building new relationships and partnerships, the action steps outline outreach, communication, and marketing efforts to highlight NKU's student service and support programs for URM, low income and traditionally underserved students.

In 2017, NKU re-organized its scholarship and financial aid awarding. The following are the goals of the new award packaging:

- Increase student enrollment
- Maintain academic profile
- Improve accessibility and affordability
    - Low/Middle Income
    - Diversity
    - First Generation
    - Murky Middle
    - Geographical
- Address unmet need to impact student success

These strategy and goals were guided by years of institutional enrollment and retention data. By re-packaging and bundling financial awards, NKU is positioned to increase

enrollment, persistence, and graduation rate for URM, low income, and traditionally underserved students.

In alignment with CPE's Strategic Agenda, NKU's Inclusive Excellence Plan tracks the enrollment, persistence, and graduation for URM (underrepresented minority) (see Appendix A "Definitions) and low-income students. Charts 1-4 illustrate trend data from 2010-2016. Fall enrollment of 2016 for URM doubled since 2007.

The University is currently completing setting its targets for all metrics. Below charts indicate trend data, which will inform NKU's targets.

GOAL 1:

Increase Enrollment, Persistence, and Graduation Rate for URM, Low-Income and Traditionally Underserved Students.

Objective 1.1

Strengthen enrollment and transition pipeline for URM, Low-Income, and Traditionally Underserved Students

Strategy 1.1.1 increase enrollment for URM and low income students
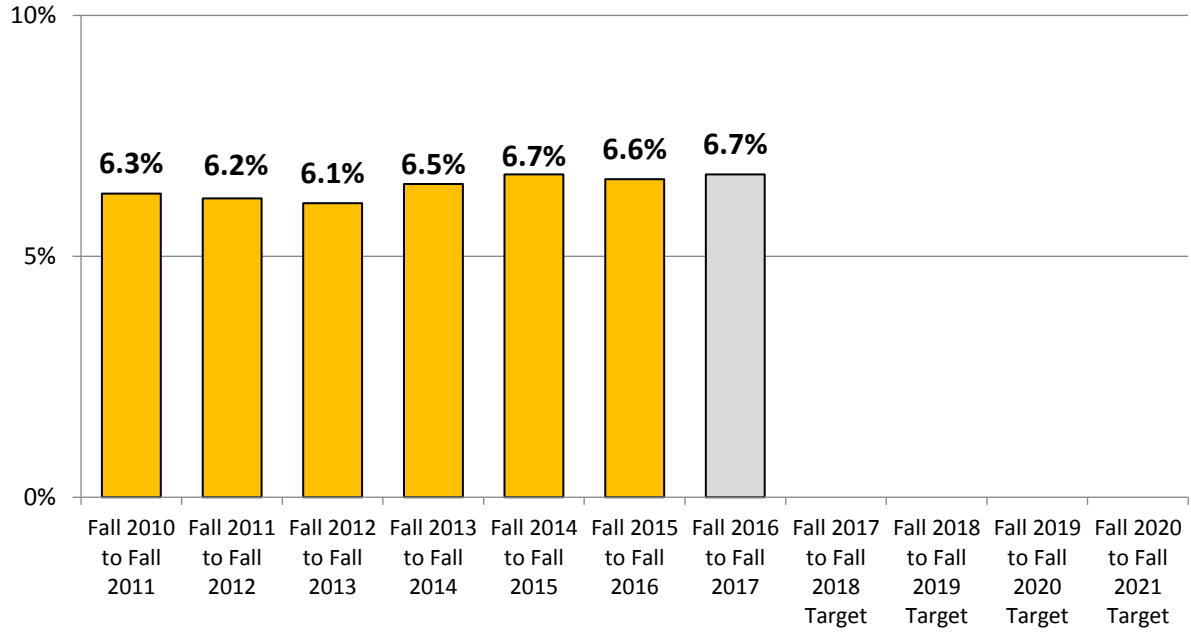
- Craft a multi-dimensional marketing campaign (i.e. bi-lingual website, cultural-specific social media, digital marketing, publications) that target URM and low-income students
- Develop new recruitment and outreach efforts to connect with the growing URM and low-income student population in the Metro and Kentucky areas
- Strategically reallocate institutional resources to expand diversity scholarships
- Partner with Parent Programs to design programs for Latino and African American parents to assist in understanding and navigating the college search process
- Increase partnerships with local high schools in developing relationships with URM and low-income populations

- Create a minority student recruitment council to provide ideas and guidance on recruitment programming income utilizing current students from identified student populations
- Identify, support and build upon successful youth programs for recruitment (e.g., summer camps, school based scholars, spring break initiatives, etc.)
- Build capacity within the services offices (i.e. admissions, financial aid, registrar) to better serve URM (bilingual services, extended office hours, etc.) through reallocation
- Expand NKU ROCKS and LAMP program

Strategy 1.1.2 Increase enrollment for traditionally underserved students, such as LGBTQ students, and students with disabilities

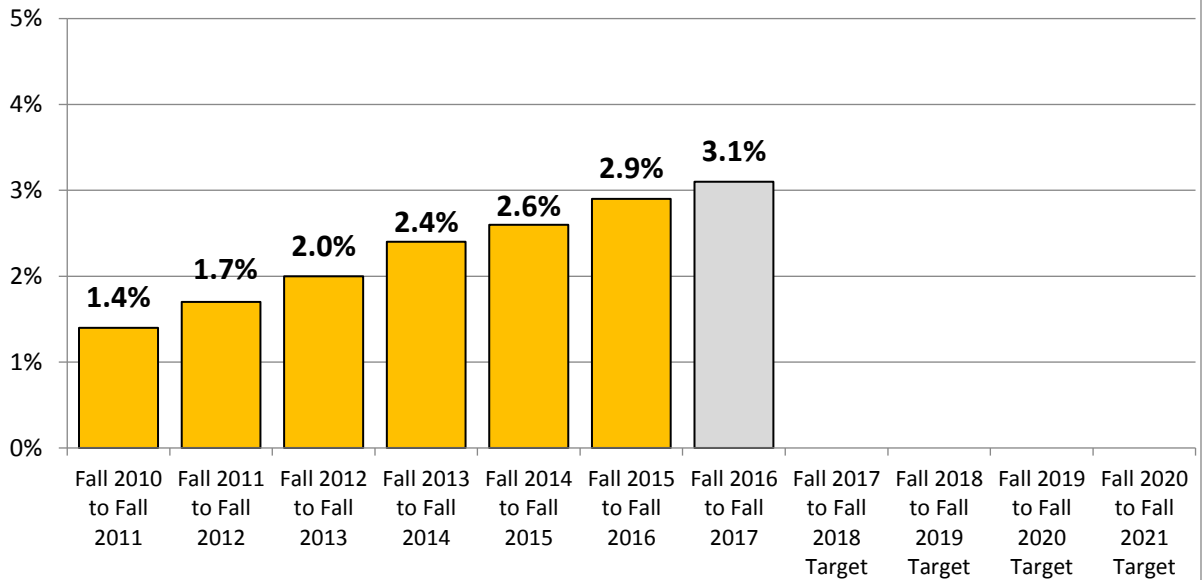- Disability Programs and Services will continue to work with area high schools and administrators by attending transition fairs geared towards students with disabilities.
- Create an annual survey for the international student population assessing integration, academic success and overall satisfaction at NKU to determine current strengths and areas of opportunity, as related to retention and international student success

1. Undergraduate Enrollment of African American/Black (%)

Cohort		Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	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	%	6.3%	6.2%	6.1%	6.5%	6.7%	6.6%	6.7%				
	N	857	830	815	856	879	848	850				

2. Undergraduate Enrollment of Hispanic/Latino (%)

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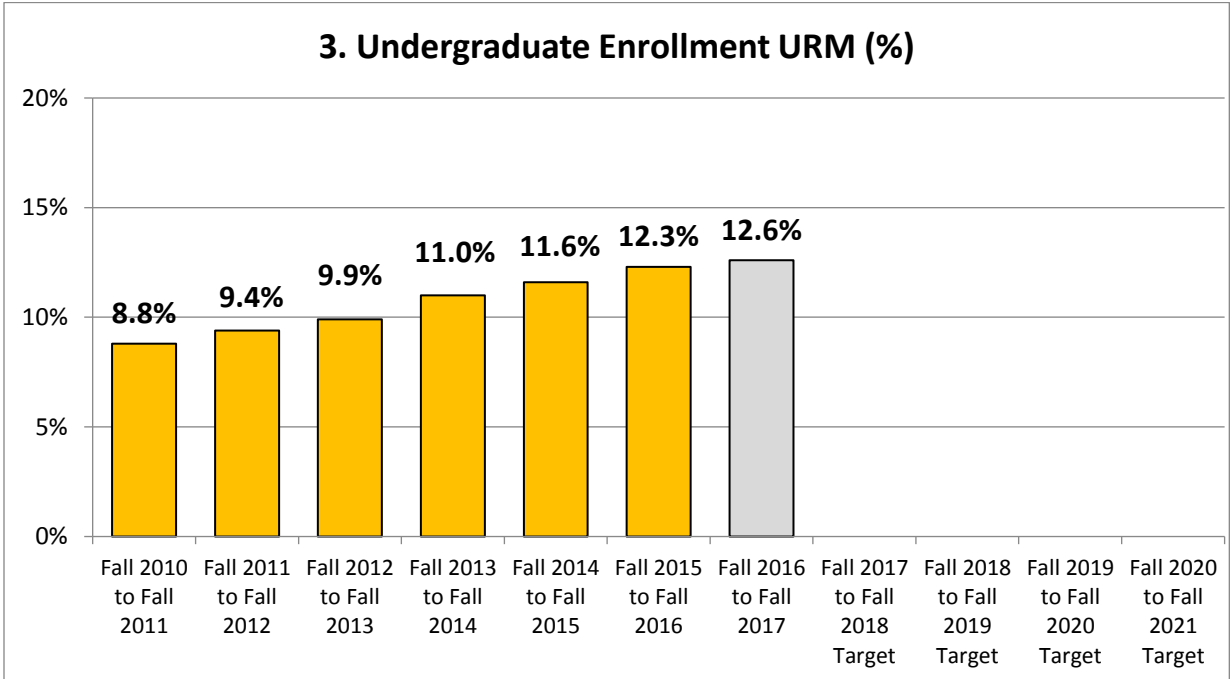| Cohort		Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
Hispanic UG Fall Enrollment (%) Actual	%	1.4%	1.7%	2.0%	2.4%	2.6%	2.9%	3.1%				
	N	195	230	273	310	338	376	393				

3. Undergraduate Enrollment URM (%)

Cohort		Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	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	%	8.8%	9.4%	9.9%	11.0%	11.6%	12.3%	12.6%				
	N	1,183	1,246	1,327	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.

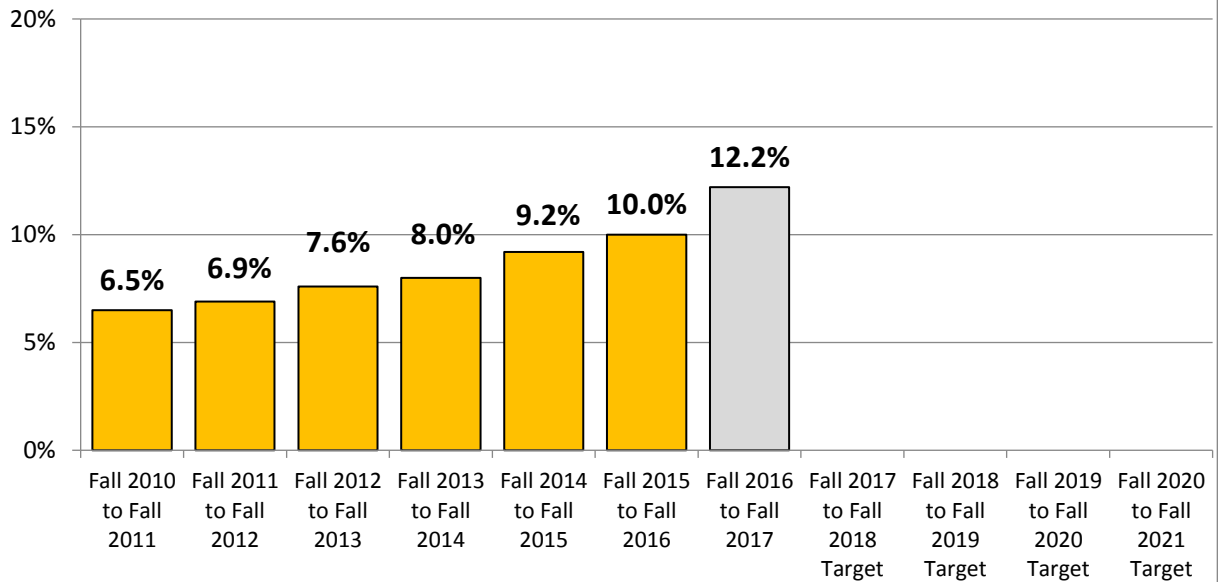## 4. Graduate Enrollment URM (%)

Cohort		Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	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	%	6.5%	6.9%	7.6%	8.0%	9.2%	10.0%	12.2%				
	N	145	166	176	173	185	191	235				

5. 1st to 2nd Year Retention for URM Students
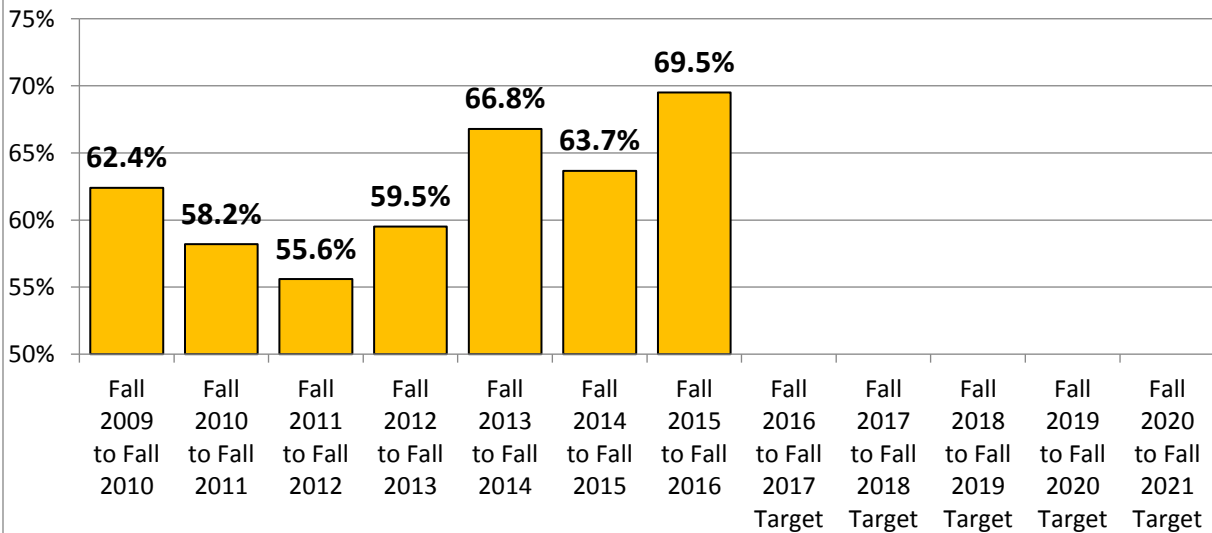
Cohort		Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017 Target	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
1st to 2nd Year Retention URM	%	62.4%	58.2%	55.6%	59.5%	66.8%	63.7%	69.5%					
	N	215/ 134	306/ 178	297/ 165	247/ 147	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.

SUCCESS

Over the past few decades, NKU has offered a number of traditional high-impact educational practices (as defined by AAC&U, 2008), including a first-year seminar, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments, undergraduate research, diversity/global learning, service learning projects, internships, and capstone courses. As suggested by recent and emerging research, 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 begun to undertake a proactive approach to embedding high-impact practices within a student's transition into and through to graduation. Proposed student success initiatives that are projected to rollout over the next couple years include:

1) A mandatory first-year experience for all incoming first-time students. The first-year experience will include a fall semester learning community component and a spring semester career preparation component. These students will likely engage in common intellectual experiences and collaborative assignments/projects.

2) A re-design of NKU's career service model that will expand opportunities for all students to engage in career management and experiential learning programs, including internships, co-ops, and undergraduate research projects.

Other emerging student success initiatives at NKU include:

1) The expansion of Summer Spark, NKU's summer bridge program for first-generation students who have a high school GPA between a 2.5-3.5. Institutional

data found these students to be the most at-risk of not persisting to the second fall.

2) The rollout of the EAB Student Success Collaborative platform. Utilized by all advisors and frontline staff within student service departments, this platform will better centralize a case management approach to support students.

3) Leverage technology to better enhance advising and student service practices and communications.

Objective 1.2

Strengthen URM and low-income students' progressions a degree (decrease the achievement gap of URM to general populations)

Strategy 1.2.1 Create Strategic Support Systems for URM/low-income students

- Improve visibility among academic departments and programs to increase effectiveness in their advocacy of URM student issues, as well as to increase recruitment of faculty/staff mentors.
- Enhance orientation for URM freshmen and URM transfer students with a focus on increased awareness of available resources, such as Career Services, Student Support Services, Center for Student Inclusiveness; and Inclusive Excellence initiatives
- Establish Council of Multicultural Organizations so student groups work together towards student success
- Expand governing body for multicultural and multiethnic fraternities and sororities Develop a more comprehensive approach to the student lifecycle by creating a systematic, coherent, first-year experience program that spans the college experience
- Increase academic advisors and diversity of academic advisors

Strategy 1.2.2 Create Strategic Support Systems for traditionally underserved students, such as *such as LGBTQ, students with disabilities, and first generation*

- Office of Disability Programs and Services recently established an honor society for high-achieving students with disabilities and is developing an associated student organization, which will provide leadership opportunities and build community for students with disabilities.

- Strengthen LGBTQ mentoring group, which will bring students to campus early, provide transitional support and leadership skills.

- Implement a campaign to change the perception of tutoring as remedial help. Publicize impact of Supplemental Instruction (SI) on performance. Offer online tutoring and SI options.

- Develop a residential shared floor living arrangement for first-generation students. Create a series of floor assignments within University Housing for first-g Create an "I'm First!" campaign to promote interactions between FG students. Include faculty staff as role models in the campaign. Implement a mentoring program that matches FG faculty/staff with FG students.
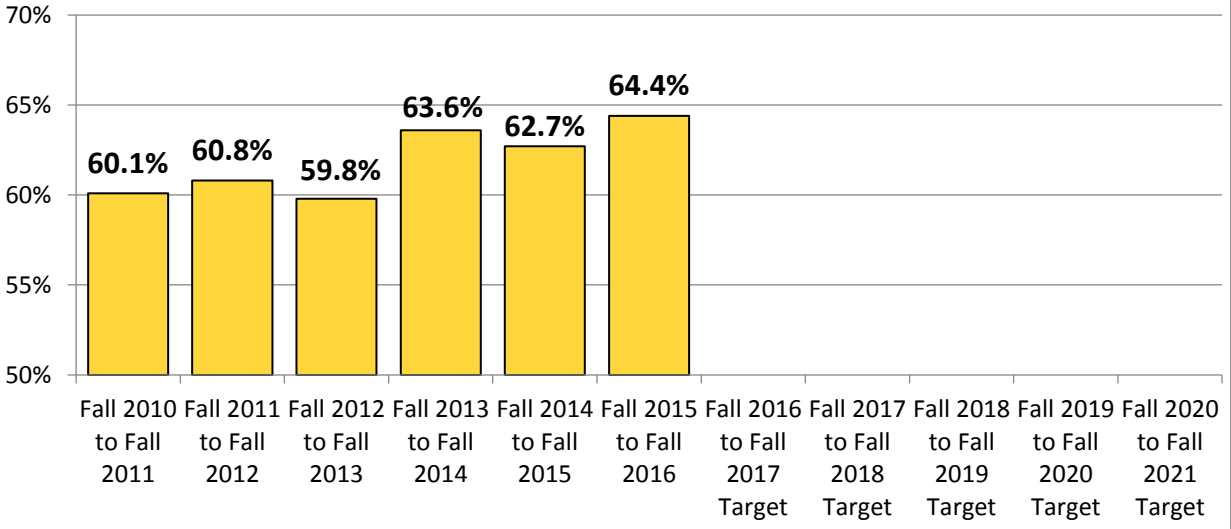
Strategy 1.2.3 Minimize financial barriers for URM, low income and traditionally underserved students

- Integrate financial literacy into programming and course content and into Parent Program communications for the entering cohort; embed financial literacy into course content components of the FYE

Strategy 1.2.4 Enhance academic experience through curriculum development, teachings practices), and co-curricular partnerships

- Implement LEAP high-impact pedagogies into classrooms and learning communities

- Foster and increase alignment between co-curricular programming and curriculum through intentional partnerships between CSI and faculty; Improve the visibility of CSI among academic departments and programs to increase effectiveness in their advocacy of URM student issues, as well to increase recruitment of faculty/staff

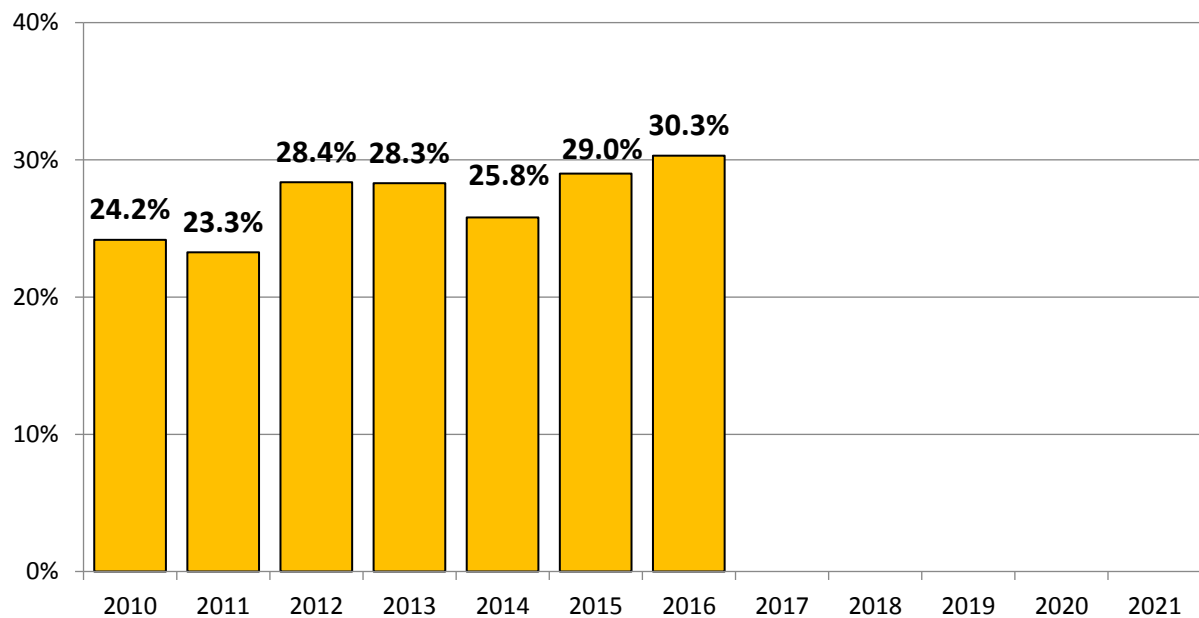## 6. 1st to 2nd Year Retention for Low-Income Students

Cohort		Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	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	%	60.1%	60.8%	59.8%	63.6%	62.7%	64.4%					
	N	946/ 569	865/ 526	661/ 395	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.

7. Six-year Graduation Rate for Low-Income Students

Academic Year Ending		2010	2011	2012	2013	2014	2015	2016	2017 Target	2018 Target	2019 Target	2020 Target	2021 Target
Entering Cohort		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Graduated on or before		August 2010	August 2011	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020	August 2021
6-year Actual Graduation Rate	%	24.2%	23.3%	28.4%	28.3%	25.8%	29.0%	30.3%					
	N	479/ 116	400/ 93	435/ 124	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.
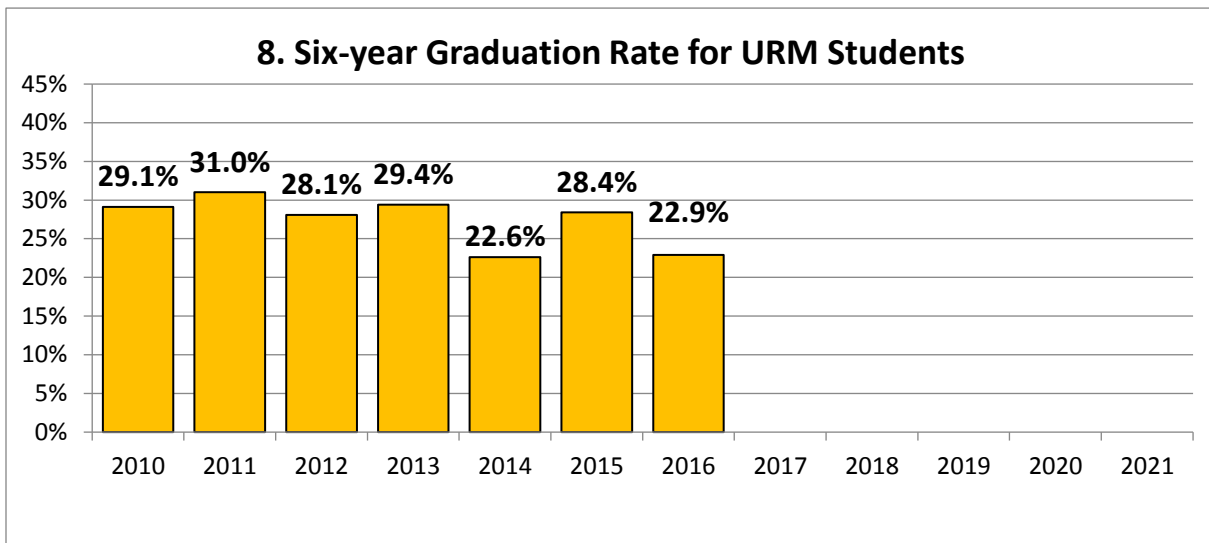

8. Six-year Graduation Rate for URM Students

Academic Year Ending		2010	2011	2012	2013	2014	2015	2016	2017 Target	2018 Target	2019 Target	2020 Target	2021 Target
Entering Cohort		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Graduated on or before		August 2010	August 2011	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020	August 2021
6-year Actual Graduation Rate	%	29.1%	31.0%	28.1%	29.4%	22.6%	28.4%	22.9%					
	N	148/ 43	116/ 36	139/ 39	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, full-time, bachelor-degree-seeking undergraduate students that enter in the fall semester. Transfer and part-time students are excluded.
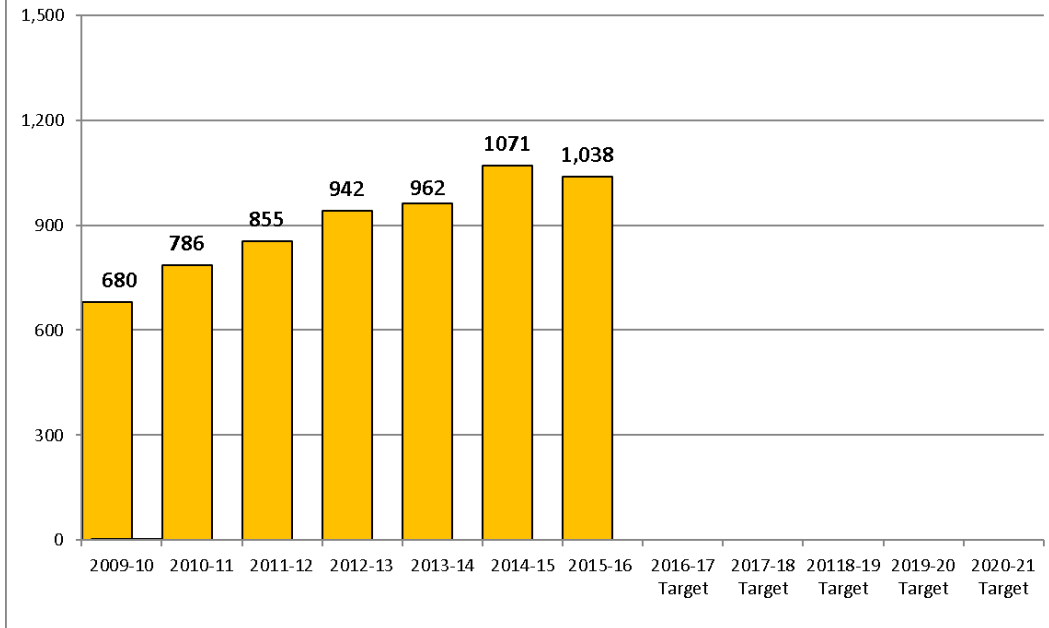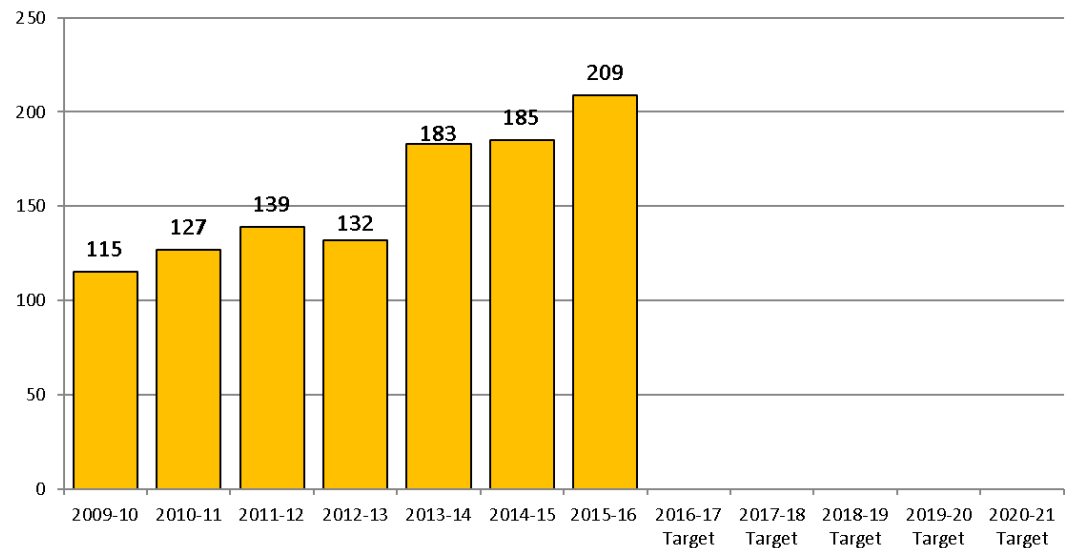
9. Bachelor's Degrees Conferred to Low-Income Students

Chart data:

Year	Bachelor's Degrees Conferred
2009-10	680
2010-11	786
2011-12	855
2012-13	942
2013-14	962
2014-15	1071
2015-16	1,038

Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 Target	2017-18 Target	20118-19 Target	2019-20 Target	2020-21 Target
Bachelor's Degrees Conferred Actual	680	786	855	942	962	1071	1,038					

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.

10. Bachelor's Degrees Conferred to URM Students

Chart data:

Year	Bachelor's Degrees Conferred
2009-10	115
2010-11	127
2011-12	139
2012-13	132
2013-14	183
2014-15	185
2015-16	209

Year	2009-10	2010-11	2011-12	2012-13	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	115	127	139	132	183	185	209					

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.

IMPACT

GOAL 2:

Attract, Develop, and Retain a Diverse Workforce

NKU recognizes the importance of attracting, developing, and retaining a diverse workforce. In higher education, a diverse workforce is critical for several reasons: prepares students for work in a global society; enhances the learning environment; expands the institutional knowledge base; and promotes creative and innovative thinking. Research shows that diverse faculty play a crucial role in achieving excellence in education and advancing and sustaining the intellectual and social vitality of a university community (Williams, 2015). For example, faculty members' scholarship, curricular decisions and pedagogy, including their individual interactions with students, can foster inclusive climates. Students report that it is important for them to see themselves reflected in the faculty and that the curriculum to which they are exposed to can create a sense of belonging and inclusiveness. Diverse students, particularly, in a predominately white institution such as NKU, need role models, faculty and staff, because the impact on minority students if they don't see people who may have faced similar life experiences negatively impacts how they view career possibilities and life choices (Sidanius, J., Levin, S., van Laar, C., Sears, D.O 2008).

Unfortunately, disparities in the percentage of faculty of color 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. Faculty members who had attained tenured were predominately white at 77%.

Nationally the percentage of faculty of color has slowly increased since 1993. Faculty who are Hispanic increased from 3% - 4% and faculty who are African American increased from 4% - 6%. However, according to the Department of Education, the fastest growth in faculty has occurred in the non-tenure track or part-time categories from 1993-2013 and a significant percentage of this growth can be found at two-year, public, and less selective institutions compared to four-year, private, and more selective institutions.

The action steps identified in the inclusive excellence plan are the result of extensive research into best practices for recruiting a diverse workforce. All of the strategies and actions particularly, tracking the efforts and results of search committees requires establishing creative partnerships with the affirmative action and equal employment opportunity office, the institutional research office, the registrar, and the office of admissions to identify academic, human resources, and other data systems that can be mined to generate new insights.

Objective: 2.1

Attract a diverse workforce

Strategy 2.1.1 Increase the diversity of NKU leadership
- Strengthen search processes for senior leadership positions by ensuring diverse search committees: position descriptions that emphasize experience working with diverse communities: and developing monitoring points a key points in the search process (skype interviews and campus interviews); and educating all search committees on implicit bias and equitable practices.

Strategy 2.1.2 Increase faculty diversity
- Develop a process by which faculty searches are centralized and that includes regular policy and procedural updates; a strong statement to all faculty regarding the University's commitment to diversity hiring; and specific accountability measures that ensure all procedural steps are followed by all searches.

- Include in position descriptions language that emphasize experience working with diverse communities and/or experience in conducting research on inclusive related topics, such as social justice, cultural competence, LGBTQ/gender identity, and global awareness; implement a clear approval process by which selection of candidates is reviewed for each step of the process, such as phone/skype interviews and campus interviews.

- Implement a cohort hiring plan for increasing faculty diversity; implement a pipeline program; examples include creating a Diversity Fellows program and/or Visiting Professorship

- Educate search committees on implicit bias and equitable practices; inform search committees of under-utilization data generated by the Affirmative Action Plan; create the role of Equity Advocate to serve on search committees ex officio

Strategy 2.1.3 Increase the diversity of NKU staff

- Develop staff job descriptions that consider work experience and academic preparation; add a question in People Administration regarding applicants' experience working with diverse communities; educate all search committees on inclusive excellence and implicit bias; inform search committees of under-utilization data generated by the Affirmative Action Plan.

- Communicate job opportunities with community organizations that serve underrepresented and low income communities.

- Create and implement an "Opportunity Hire Policy", which includes a search waiver process for candidates that meet explicit criteria

- Annually track the diversity of faculty applicants initially reviewed by search committees; the number of diverse candidates advanced in the search process, the total number of hires made in an academic year; and the percentage of diverse hires.

Strategy 2.1.4 Implement measures that ensure accountability for diverse hiring

- Annually track the diversity of faculty applicants initially reviewed by search committees; the number of diverse candidates advanced in the search

process, the total number of hires made in an academic year; and the percentage of diverse hires.

Objective 2.2:
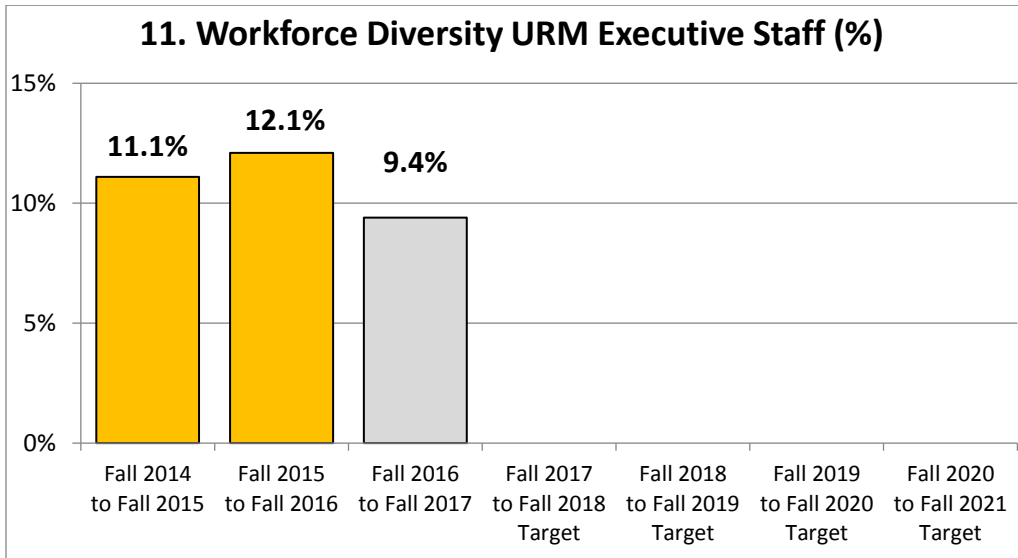
Develop and retain a diverse workforce

Strategy 2.2.1. Staff Retention: create policies and procedures that ensure professional development opportunities are equitably distributed within each unit

- Develop manager evaluations that include metrics for equitable distribution of professional development opportunities; create a process by which staff may apply for funding to participate in professional development opportunities
- Create a resource list of regional professional development opportunities for URM staff. Eg. KY Association for Blacks in Higher Education (KABHE); provide funding for URM staff to take advantage of these opportunities
- Investigate and implement best practices for developing Employee Resource Groups (ERGs)
- Strength existing mentoring programs in colleges and units. Implement a mentor training program for potential mentors.
- Provide networking opportunities for URM faculty and staff.

Strategy 2.2.2. Develop a professional development training for faculty and staff who serve as mentors for URM and women (STEM) faculty and URM staff

- Strengthen existing mentoring programs in colleges and units. Implement a mentor training program for potential mentors.
- Provide regularly-scheduled social and networking opportunities for URM faculty and staff.
- Faculty: provide explicit criteria for RPT (Review, Promotion & Tenure) to tenure-track faculty.

NKU has had reduced faculty lines for the past two years. Faculty of color that we have lost has been a combination of higher salaries, reduced teaching loads, and family reasons. Below decrease in URM Executive Staff was due to losing an African American chair who obtained a position where her spouse is located.

11. Workforce Diversity URM Executive Staff (%)

A bar chart showing the following values:
- Fall 2014 to Fall 2015: 11.1%
- Fall 2015 to Fall 2016: 12.1%
- Fall 2016 to Fall 2017: 9.4%
- Fall 2017 to Fall 2018 Target
- Fall 2018 to Fall 2019 Target
- Fall 2019 to Fall 2020 Target
- Fall 2020 to Fall 2021 Target

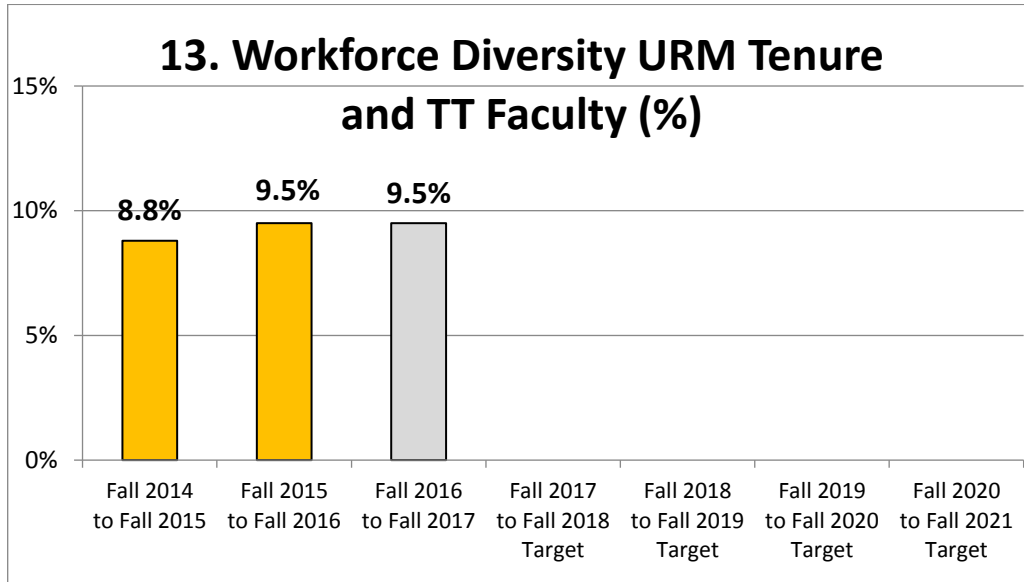| Cohort		Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018 Target	Fall 2018 to Fall 2019 Target	Fall 2019 to Fall 2020 Target	Fall 2020 to Fall 2021 Target
AA UG Fall Enrollment (%) Actual	%	11.1%	12.1%	9.4%				
	N	63/7	66/8	64/6				

Notes: Executives staff with titles: President, Provosts, Associate Provosts, Assistant Provosts, Vice Presidents, other titles consistent with VP roles, Assistant Vice Presidents, Deans, Associate Deans, and Academic Chairs. CPE didn't start collecting these breakouts until 2014-2015
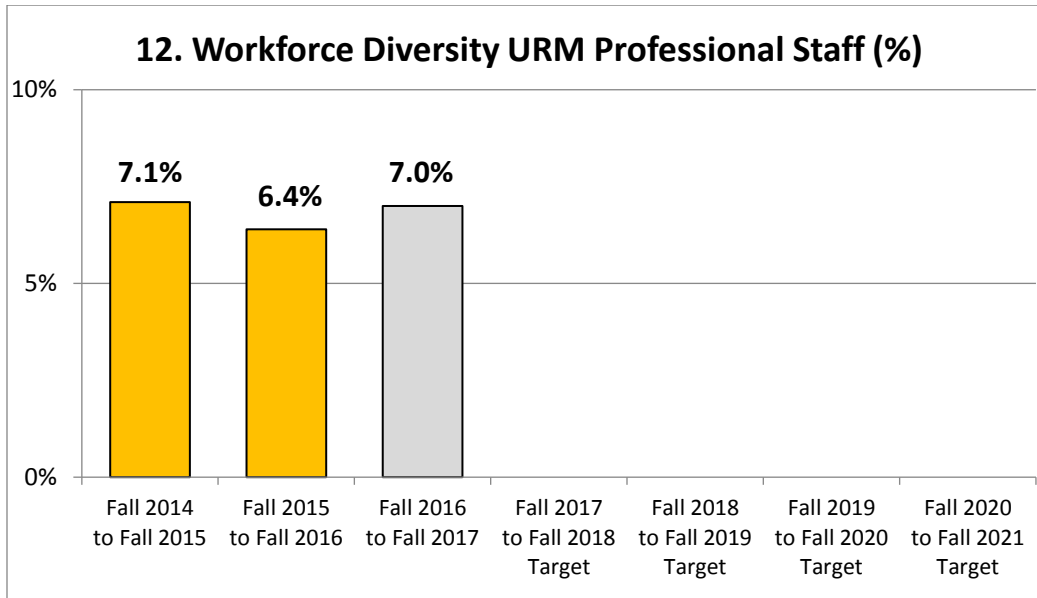
12. Workforce Diversity URM Professional Staff (%)

A bar chart showing the following values:
- Fall 2014 to Fall 2015: 7.1%
- Fall 2015 to Fall 2016: 6.4%
- Fall 2016 to Fall 2017: 7.0%
- Fall 2017 to Fall 2018 Target
- Fall 2018 to Fall 2019 Target
- Fall 2019 to Fall 2020 Target
- Fall 2020 to Fall 2021 Target

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 Professional Staff (%)	%	7.1%	6.4%	7.0%				
	N	127/9	126/8	115/ 8				

Notes: Professional Staff with titles: Directors, Executive Directors, and Associate Directors

CPE didn't start asking for these groupings until 2014-2015

13. Workforce Diversity URM Tenure and TT 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 (%)	%	8.8%	9.5%	9.5%				
	N	385/ 34	378/ 36	360/ 34				

Notes: Tenure and Tenure Track Faculty only. Those that are not of this category: Chairs, AVP, Associate Deans, Assistant Deans, Assistant Provosts or other administrative positions.

CPE did not specifically ask for this information until 2014-2015

GOAL 3:

Foster a Diverse, Equitable, and Inclusive Campus Environment

Many factors can affect campus climate. Campus composition makes a difference: underrepresented students tend to experience less frequent discrimination at

more compositionally diverse institutions, compared to less diverse institutions. Students, faculty and staff often report less discrimination and bias at institutions where they perceive a stronger institutional commitment to diversity.

NKU's inclusive excellence plan includes three approaches to embedding intercultural competency throughout the University: 1) coupling inclusion training and education within larger initiatives, such as orientations for new employees, new faculty, and new students as a way of building intercultural competencies; 2) identifying ways to support student-, staff-, and faculty-led initiatives that incorporate conversations about diversity and inclusion into campus life; and 3) developing a series of workshops that provide a baseline training in intercultural awareness and practices of inclusion to all students, faculty, and staff.

As a foundation, a recommended best practice is for institutions to conduct an assessment of their campus climate related to diversity, equity, and inclusion in order to identify areas for improvement — for instance, assess ways different groups of students perceive discrimination on campus or if and why they do not feel a sense of belonging on campus. A similar assessment for similar reasons should also be conducted for faculty and staff. These assessments can inform a continuous process of planning, implementing, and reflecting on progress made and lessons learned. Conducting assessments that address experiences of belonging and inclusion can ensure that campus efforts to improve campus climates are effective and are resulting in retention of diverse faculty and staff and positive student outcomes.

A unique challenge for PWIs (predominately white institutions) is that the sample number ("N") of diverse constituents is small and often the "N" of diverse constituents, who actually take the survey, is even smaller. This challenge is an obstacle to being able to inform administrative divisions and colleges on survey results for their respective units because of the strong likelihood the identity of the survey respondent will be revealed and confidentiality compromised. This obstacle becomes a barrier for realizing the potential benefits of a climate survey. To overcome this barrier to improving campus climate, NKU's inclusive excellence plan recommends unit-specific assessment processes to probe more deeply into climate issues that can guide each divisions' and colleges' climate improvement initiatives.

Objective 3.1:

Cultivate collective responsibility and ownership

Strategy 3.1.1. Each administrative division and college will develop an inclusive excellence plan, guided by the institution's plan; units' plan will annually be integrated into units' strategic plan.

- Develop inclusive excellence team within each College and Administrative Division to facilitate the development of a unit-level inclusive excellence plan that aligns with the institutional inclusive excellence plan; ensure each team has an active well-defined mission and resources to accomplish their work; appoint a representative from each unit's Inclusive Excellence Team/Committee to serve on institution-wide Inclusive Excellence Council.

Objective 3.2

Embed cultural competence throughout the university: curriculum development, scholarship, teaching practices, professional development

Strategy 3.2.1: Maximize opportunities for development of culturally responsive pedagogies and curriculum development and co-curricular programming, highlighting high-impact practices.

- Research best practices for assessing cultural competence; research best practices for integrating diversity-related courses. (Examples: General Education, UNV 101, required courses etc.)
- Conduct a cultural audit of curriculum that integrate topics related to diversity, equity, and inclusion for purposes of building on what exists and identifying gaps
- Infuse diversity issues, topics, and perspectives into undergraduate and graduate courses as relevant to the topic and scope of the course; integrate themes related to inclusive excellence into academic majors
- Increase student understanding of contemporary U.S. diversity-related issues within national, international, and historical contexts by engaging students in

culturally diverse activities and in high impact practices, such as study abroad, internships, civic engagement, experiential learning, and research. Examples of diversity-related topics include race, gender, sexual orientation and gender identity, socio-economic etc.

- **Faculty**: orientation for new faculty include workshops on inclusion and cultural intercultural competence in the classroom and on the advising and mentoring of students. Develop a faculty learning community focused on culturally responsive teachings practices and related curriculum development
- **Students**: Increase co-curricular opportunities for training and cross-cultural dialogues on inclusion and respect. Ex. include: inclusion workshops in in new student Orientation and welcoming events for returning students; for leadership of student organizations - Greek life, SGA (Student Government Association), and students and staff in Residence Halls; partner with faculty in development of inclusion workshops. Expand existing cross-cultural dialogues among domestic students and with international students
- **Leadership & Staff**: Develop and implement a baseline training on intercultural awareness and practices of inclusion for leadership and staff. Require all new employees to complete at least one workshop within the first three months of start date. Develop a process by which all existing employees will complete at least two workshops within a defined period of time. it is recommended that HR update all existing job descriptions and include in all new job descriptions an expectation of competence in intercultural awareness and inclusion. This expectation will be reflected in performance evaluations.
- Integrate a cultural competence module into Master Advisor training

Objective 3.3

Ensure that all university-wide policies, procedures, and practices promote equity and foster inclusion

Strategy 3.3.1 Implement a process for ongoing review of policies and procedures for potential inequitable outcomes

- Create a campus environment team responsible for conducting campus climate survey every three years. Recommend unit-specific assessment processes to probe more deeply into climate issues to guide unit climate improvement initiatives. Consider conducting a Student Inclusivity survey.
- Document and track the number of discrimination and harassment complaints and bias-motivated incidents to further understand the environmental culture
- Develop a bias response protocol that provides a reporting mechanism, resources, and education around bias-motivated conduct
- Include accountability for adherence to NKU's Nondiscrimination Policy in all employees' performance evaluations; include engagement with diversity and practices of inclusion in employees' performance evaluations.
- Track number of faculty, staff, and students who have completed on-line Title IX training and hold managers accountable through evaluations
- Provide annual report to CPE on university-wide inclusive excellence efforts
- A higher rating on the Campus Pride Index (4.5 to 5)
- Annually track the diversity of faculty applicants initially reviewed by search committees; the number of diverse candidates advanced in the search process, the total number of hires made in an academic year; and the percentage of diverse hires

Objective 3.4:

Educate internal and external stakeholders about inclusive excellence

Strategy 3.4.1 Develop a comprehensive communication strategy

- Integrate the message of inclusive excellence in all major communications, linking it to the institution's mission and to institutional excellence
- Include value statements related to inclusive excellence in all marketing materials; update inclusive excellence website; develop inclusive excellence logo
- Link elements of inclusive excellence in all planning documents
- Integrate inclusive excellence educational program into new staff and faculty

orientation

- Collaborate with community partners in programming that promotes diversity, equity, and inclusion

V.   ASSESSMENT PLAN

The need for new accountability structures and assessment processes arise as institutions implement interventions to advance equity and inclusion. Initiatives focused on improving climate can increase individuals' sense of personal accountability for creating an equitable and supportive environment; however, the university recognizes the need for structural interventions, particularly institutional processes or functions that assign responsibility for actions, policies, and reporting on key concerns. The lack of accountability and assessment processes is a serious risk to the sustainability and consistency of NKU's efforts to achieve the three goals articulated in this Plan.

The inclusive excellence plans developed by the divisions and colleges will include progress and outcome indicators and each plan will identify who is responsible for implementing and monitoring progress. Once the unit-level plans are completed, an institutional review team will assess each plan, guided by a diversity plan assessment rubric. A second level of review will occur when divisions and colleges annually collect data on the process and outcome indicators. Data will be forwarded to the institutional team for review. When review is completed, the institutional team will engage the divisions and colleges in a conversation about progress.

Additional assessment and accountability measures will include the integration of each unit's inclusive excellence initiatives into their respective unit's strategic implementation plan, which is annually downloaded into WEAVE, the university's assessment and accountability tool. Additional metrics that will track the effectiveness of action steps are described in Section 3.3.2 in the inclusive excellence plan. Examples include tracking discrimination and harassment complaints and the number of bias-motivated incidents; tracking the diversity of faculty applicant pool and the number of diverse hires within an academic year; an increase in the Campus Pride Index from 4.5

to 5; and accountability for engagement with diversity and practices of inclusion in employees' performance evaluations.

Assigning accountability and defining assessment can be viewed as measures to increase the transparency of processes. NKU recognizes if accountability and assessment for diversity, equity and inclusion is managed informally and handled only by individuals with particular interest in these issues, sustainable organizational change will not take place. We are committed to this change and will engage in continuous reflection and learning to ensure we are headed in the right direction and engaged in effective actions.

VI.   CONCLUSION

Diversity in higher education is critically important to ensuring student success. NKU continues to strive with great intentionally to ensure that underrepresented students and low-income students, first generation students, LGBTQ students, and students with disabilities have the academic and social supports they need to thrive in college. Utilizing evidenced-based practices, we continue to strengthen our advising programs, increasing mentoring opportunities, and implementing comprehensive social structures to ensure these students feel welcome and are ready to succeed at all levels.

More to come....