



Diversity Plan

Mission Statement

The mission of Western Kentucky University is to prepare students to be productive, engaged, socially responsible citizens and leaders of a global society. The success of these future leaders is enhanced through the encouragement and support of faculty, staff, and community, as well as a willingness to embrace the multiple dimensions of diversity. The encompassing dimensions of diversity involve an appreciation of the differences and unique contributions represented by individual identity, opinion, and culture. Differences may be represented through areas such as race, gender, ethnicity, language, religion, sexual orientation, geographic location, abilities or disabilities, and socioeconomic status.

Western Kentucky University places a premium on teaching and student learning and growth; therefore, it is important for the University to seek achievement of diversity among its faculty, staff and student populations. As a leading American university with international reach, Western Kentucky University insists on a welcoming environment in which it is committed to promoting acceptance, providing support, and encouraging diversity. Embracing diversity is an essential component to maintaining the University's efforts toward connecting faculty, staff, and student populations in striving for a high standard of excellence and success. The University is committed to recognizing and supporting meritorious talent and achievement by supporting diversity and equal opportunity in its educational and community/global service obligations. The University's dedication and persistence in its efforts to promote and strengthen its diversity initiatives serves as an institutional priority in which valuable contributions towards recruitment, retention and advancement of students, faculty, and staff may be realized.

In summary, Western Kentucky University is committed to focusing on and espousing the values of diversity as well as recognizing how these values contribute to the preparation of productive, engaged and socially responsible citizen-leaders of a global society.

Diversity Definition

Diversity is a natural and enriching emblem of life. Diversity as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences. The policy "focusing on a diverse student body and workforce" advocates the inclusion of students and employees from historically underserved populations, both historical and ongoing.

The Achievement Gap

One of the most pressing education-policy challenges facing American education administrators is recognizing and addressing the “achievement gap” that exists among groups of students. Across the United States, a gap in academic achievement persists between minority and disadvantaged students and their White counterparts (NGA, n.d.).

The achievement gap is commonly defined as the difference between the academic performance of poor students and wealthier students and between minority students and their non-minority peers (McCall, Hauser, Cronin, Kingsbury & Houser, 2006). Anderson, Medrich and Fowler (2007) assert that at the school level, there are at least two kinds of gaps with particular salience for policy: the internal gap (average differences between distinct racial and ethnic groups and their White peers within a school) and the external gap (average differences between the aggregate school scores for each student subgroup in the school and aggregate scores for white students across the state).

Another way to measure the achievement gap is to compare the highest level of educational attainment for various groups. Here too there are gaps at all levels. Hispanic and African-American high school students are more likely to drop out of high school in every state. Of these high school graduates, college matriculation rates for African-American and Hispanic high-school students remain below those of White high-school graduates – although they have risen in recent years. Furthermore, of those students enrolling in college, Hispanic and Black young adults are only half as likely to earn a college degree as White students (NGA, n.d.). These large and persistent gaps, as noted in the trend data from the National Assessment of Educational Progress (NAEP), have become a focal point of education reform efforts. Looking at the NAEP data, the Education Trust (2004) concluded that, “By the time [minority students] reach grade 12, if they do so at all, minority students are about four years behind other young people. Indeed, 17 year-old African American and Latino students have skills in English, mathematics and science similar to those of 13-year-old White students.” According to the Center on Educational Policy (2010), Kentucky showed gaps between the African American and White subgroups which widened in reading at grade 4 and 10. Additionally, in grade 4 reading, gaps widened between the Latino and White subgroups and between boys and girls and in math, gaps between the African American and White subgroups widened in grades 8 and 11 (Center for Educational Policy, 2010).

Achievement gaps in elementary and secondary schools receive much attention. However, stubbornly large and growing gaps also exist at the other end of the educational pipeline: college. Demographic trends suggest that the nation’s **college-age population and workforce** will include more and more students who currently are the least prepared to enroll in college, and who face a higher dropout risk (NGA, n.d.). At the postsecondary level, the gaps in degree attainment are partially due to the gaps in college-going rates, but they also reflect racial disparities in students’ success once in college (Engle & Theokas, 2010).

In a policy primer, the NGA (National Governor’s Association) Center for Best Practices examined the achievement gap and its effect on states. Two areas of focus include (1) college access and completion and (2) factors that impact college success rates.

Trends: College Access & Completion

Over the last 30 years, college enrollment has more than doubled. More than 14 million students now participate in some form of postsecondary education. Despite these dramatic enrollment increases, there are wide disparities in college access and completion according to:

- Socio-economic status
- Race
- Ethnicity

Today, White adults in their late 20s are twice as likely to have earned at least a bachelor's degree as African-American and Latino students of the same age. Students from high-income families who complete high school are considerably more likely to go to college immediately after high school (77%) than their peers from low-income families (46%).

These differences in college enrollment mirror differences in courses taken and student academic preparation. According to a recent U.S. Department of Education study, in 1992 only 47% of African-American and 53% of Latino high school graduates were academically qualified for college – compared to 68% of White students.

Helping More Students into (and through) College

Research has shown that strong, positive **parent and peer influences** greatly increase the chance of college enrollment for low-income and minority youth.

Also, research by Clifford Adelman (U.S. Department of Education) shows that the quality and intensity of the secondary school curriculum is the strongest predictor of college degree completion for low-income and minority youth.

In sum, existing research suggests three critical factors to address in order to improve gaps in college enrollment rates:

- **High educational aspirations:** In order to close the achievement gap, more students must desire to attend college. Intervention on this front must start earlier than high school. High school graduates whose parents did not attend college tend to report lower educational aspirations than their peers as early as eighth grade. Low educational aspirations affect students' curricular choices, as well as their selection of peer groups.
- **Strong academic preparation:** A clear policy lever is to make universally required high-school courses more rigorous. Low-income and ethnic minority students are least likely to enroll in a college-preparatory curriculum, so this effort should address the courses that all students must take.
- **Financial support.** Many low-income students simply cannot afford to go to college without scholarship support and reduced tuition options. However, despite the significant financial aid available, college "sticker prices" remain a barrier to first-generation students.

WKU Goals & Strategies

In seeking to address these challenges and opportunities, WKU has established a plan that serves as a structure for the continual creation and growth of a culturally diverse campus community at Western Kentucky University. The Chief Diversity Officer is responsible and has the authority to monitor and ensure compliance with each of the university's diversity goals.

Goal 1: Prepare WKU students to be productive, engaged, socially responsible citizens and leaders of a global society.

- **Objective:** WKU students will be prepared upon graduation to be responsible, global citizens.
 - a) Students are encouraged to engage in study abroad experiences.
 - b) Continue to offer culturally-related courses and programs each semester.
 - c) Encourage students to engage in service learning activities.
 - d) Encourage students to participate in sponsored activities, including seminars, related to citizenship, social responsibility and diversity.

Goal 2: Support WKU faculty, staff, and community to embrace the multiple dimensions of diversity.

- **Objective:** Support the awareness and inclusion of diversity in academic and co-curricular programming.
 - a) WKU will establish a diversity awareness orientation survey in which all employees will demonstrate an understanding and appreciation of diversity.
 - b) WKU will continue to establish, market and promote diversity-related programming (University-sanctioned activities).
 - c) Incorporate an appreciation for diversity into the orientation process for university employees.

Goal 3: Achieve diversity among our student population.

- **Objective 1:** WKU will increase the presence of diverse student groups at all levels of the institution.

Based on WKU's area of geographic responsibility, the total percentage for the following 5 racial groups— Blacks, American Indian/Alaskan Native, Asian/Native Hawaiian/Pacific Islander; Hispanic/Latino; and 2 or more races— is 7.2%.

Western Kentucky University | Racial Demographics by Area of Geographic Responsibility (AGR)

*based on 2009 Data of the U.S. Census Bureau

AGR County	Black	American Indian/Alaskan Native	Asian/Native Hawaiian/Pacific Islander	Hispanic/Latino	2 or more Races	White, non-Hispanic
Adair	3.4	.2	.4	1.0	.9	94.1
Allen	1.4	.2	.1	1.3	.7	96.4
Barren	4.2	.2	.6	1.6	.8	92.7
Breckinridge	3.0	.2	.1	1.1	1.1	94.7
Butler	1.2	.2	.2	3.5	.7	94.2
Clinton	.4	.3	.3	3.0	.5	95.9
Cumberland	3.6	.1	.1	.8	1.2	94.3
Daviess	5.0	.2	.7	1.9	1.2	91.3
Edmonson	1.7	.4	.2	1.0	.6	96.2
Grayson	.7	.2	.2	.9	.8	97.2
Green	2.6	.1	.3	1.5	.9	94.8
Hancock	1.4	.3	.2	1.3	.8	96.1
Hardin	11.5	.4	2.5	4.0	2.1	80.4
Hart	5.3	.2	.1	1.4	.8	92.3
Larue	3.6	.2	.1	1.7	1.4	92.9
Logan	7.4	.2	.3	2.0	1.2	89.0
McLean	.6	.2	0	2.3	.7	96.2
Meade	4.0	.6	.8	2.7	1.1	91.1
Metcalfe	2.0	.2	.1	.9	.8	96.0
Monroe	2.8	.2	.3	3.6	.8	92.5
Muhlenberg	4.8	.1	.2	1.0	.9	93.0
Ohio	1.1	.2	.2	2.2	.7	95.7
Russell	.9	.1	.2	1.7	.7	96.6
Simpson	9.7	.2	1.4	1.3	1.1	86.5
Taylor	5.1	.1	.2	1.5	.9	92.2
Todd	8.8	.2	.2	3.1	.7	87.3
Warren	8.8	.3	1.5	4.4	1.2	84.1
Total % Avg. of AGR	3.89%	.22%	.42%	1.95%	.94%	92.7%

Baseline data, as indicated in the table below, shows the five-year baseline data for the enrollment of minority students at the graduate and undergraduate level at WKU. For the past five years, minority student enrollment and African American student enrollment have increased at both levels.

Enrollment	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	%	N	%	N	%	N	%	N	%	N
UG African-American	9.2	1480	9.6	1587	10.1	1718	11.0	1938	10.9	1941
UG American Indian/Alaskan Native	.3	145	.3	57	.3	51	.3	53	.2	42
UG Asian, Native Hawaiian/Pac. Islander	.9	141	1.0	169	1.1	182	1.1	194	1.0	184
UG Hispanic/Latino	1.2	194	1.3	211	1.5	254	1.4	245	1.8	329
UG Overall Minority	11.6	1960	12.2	2024	13.0	2205	13.8	2430	15.0*	2701
Grad African-American	6.0	155	6.2	171	6.0	169	6.9	212	7.1	218
Grad American Indian/Alaskan Native	.3	8	.1	4	.3	8	.3	8	.2	7
Grad Asian, Native Hawaiian/Pac. Islander	1.0	26	.5	15	.5	14	.7	23	.9	28
Grad Hispanic/Latino	1.6	42	1.6	45	1.1	32	1.1	35	1.3	40
Grad Overall Min.	8.9	231	8.4	235	7.9	223	9.0	278	9.9*	306

*The Fall 2010 Cohort includes the 2 or more races category in the total Undergraduate Overall Minority percentage.

The student enrollment data obtained from the WKU Office of Institutional Research provides an overview of student racial demographics from fall 2006 to fall 2010. The total student population for fall 2010 was 20,903 with those identified as minority being 15.2% (undergraduate) and 9.9% (graduate). The fall 2010 enrollment of 17,827 undergraduate students plus 3,076 graduate students reveal 3,007 or 14.4% from minority groups. The fall undergraduate 2010 data above reflects a net increase of only three (3) African-American students compared to fall 2009. This small increase is in part due to the introduction of the new IPEDS race categories which includes a “two or more” category. In fall 2010, 61 students, who under the former IPEDS race categories would have been identified as African-American, were identified in the “two or more” race category. The minority groups are identified as African-American/Black, Hispanic/Latino, Asian/ Native Hawaiian/Pacific Islander and American Indian/Alaskan Native. Those listed as Non-Resident Alien and Unknown were not included nor discussed for purposes of this document.

The five-year goals for overall minority student enrollment and African American student enrollment at WKU are listed in the table below:

Five-Year Target Goals (2012-2017):

Enrollment	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
UG African-American*	11.1%	11.2%	11.3%	11.4%	11.5%	11.5%
UG American Indian/Alaskan Native	.3%	.3%	.4%	.4%	.4%	.4%
UG Asian, Native Hawaiian/Pac. Islander	1.1%	1.1%	1.1%	1.1%	1.2%	1.2%
UG Hispanic/Latino	2.0%	2.2%	2.3%	2.4%	2.6%	2.8%
Grad African-American	7.2%	7.3%	7.4%	7.5%	7.5%	7.5%
Grad American Indian/Alaskan Native	.2%	.3%	.3%	.3%	.3%	.3%
Grad Asian, Native Hawaiian/Pac. Islander	.9%	.9%	1.0%	1.0%	1.1%	1.1%
Grad Hispanic/Latino	1.3%	1.4%	1.5%	1.5%	1.5%	1.6%

*The modest projections in undergraduate African-American enrollment from fall 2012 to fall 2017 is a reflection of the new IPEDS race categories which includes a “two or more” race category.

In order to meet these goals, WKU will make it a priority to actively recruit underrepresented students at the undergraduate and graduate level by the following methods:

- a) Increase time and focus on recruitment efforts targeting historically underrepresented students.
- b) Increase the number of historically underrepresented students who apply and enroll through enhanced recruitment.
- c) Incorporate diversity consideration in the allocation of scholarship funds.
- d) Establish pre-college programs targeted at recruiting a diverse student population from predominantly African American, Hispanic American and economically disadvantaged communities.
- e) Increase the number of academic departments involved with recruitment of underrepresented students.
- f) Increase partnerships with agencies that serve diverse populations.

Undergraduate Student Transfer from KCTCS to WKU.

WKU is committed to promoting opportunities for transfer students from KCTCS institutions to matriculate in its degree programs through articulation agreements and program-to-program affiliations. For students who transfer from KCTCS institutions, consideration is given to courses whose content suggests competencies at least equivalent to courses offered by WKU.

Ethnicity	Actual				
	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010	AY 2010-2011
	N	N	N	N	N
Black or African American	26	28	29	46	40
American Indian/Alaskan Native	2	2	1	1	2
Asian	3	6	2	9	1
Hispanic (of any race)	3	5	7	12	13
White	480	445	451	572	560
Race and Ethnicity Unknown	15	5	9	2	10
Two or More Races					6
Native Hawaiian/Pacific Islander					2
All	529	491	499	642	634

Based on baseline data, the mean of previous years and anticipated trends, the targets for undergraduate student transfer students are as follow:

Ethnicity	Projected			
	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010
	N	N	N	N
Black or African American	39	40	41	42
American Indian/Alaskan Native	2	2	2	2
Native Hawaiian/Pacific Islander	2	2	2	2
Hispanic (of any race)	9	9	9	10

Goal 4: Achieve diversity among our faculty, administration, and staff populations.

- **Objective 1:** WKU will increase the representation of diverse persons among the general faculty, especially in tenured and tenure track positions.

The table below provides a summary of WKU’s full-time faculty by ethnicity and tenure status.

		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		#	%	#	%	#	%	#	%	#	%
American Indian/Alaska Na	On Track	.	.	1	33.33%	1	33.33%	2	50.00%	2	50.00%
	Tenured	2	100.00%	2	66.67%	2	66.67%	2	50.00%	2	50.00%
	Subtotal	2	100.00%	3	100.00%	3	100.00%	4	100.00%	4	100.00%
Asian	Ineligible	4	.	6	.	7	.	8	.	6	.
	On Track	5	31.25%	20	57.14%	16	51.61%	29	64.44%	31	65.96%
	Tenured	11	68.75%	15	42.86%	15	48.39%	16	35.56%	16	34.04%
	Subtotal	20	100.00%	41	100.00%	38	100.00%	53	100.00%	53	100.00%

Full-time Faculty by Ethnicity and Tenure Status											
		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		#	%	#	%	#	%	#	%	#	%
Black or African American	Ineligible	6	.	6	.	8	.	7	.	10	.
	On Track	7	29.17%	12	40.00%	11	39.29%	14	43.75%	13	40.63%
	Tenured	17	70.83%	18	60.00%	17	60.71%	18	56.25%	19	59.38%
	Subtotal	30	100.00%	36	100.00%	36	100.00%	39	100.00%	42	100.00%
Hispanic (of any race)	Ineligible	1	.	4	.	3	.	4	.	6	.
	On Track	2	100.00%	4	100.00%	3	100.00%	3	100.00%	2	28.57%
	Tenured	.	.	.	.	.	.	.	.	5	71.43%
	Subtotal	3	100.00%	8	100.00%	6	100.00%	7	100.00%	13	100.00%
Two or More Races	Ineligible	.	.	.	.	.	.	.	.	2	.
	On Track	.	.	.	.	.	.	.	.	4	28.57%
	Tenured	.	.	.	.	.	.	.	.	10	71.43%
	Subtotal	.	.	.	.	.	.	.	.	16	100.00%
White	Ineligible	151	.	166	.	160	.	150	.	156	.
	On Track	193	41.24%	195	41.76%	186	39.41%	174	36.63%	153	33.41%
	Tenured	275	58.76%	272	58.24%	286	60.59%	301	63.37%	305	66.59%
	Subtotal	619	100.00%	633	100.00%	632	100.00%	625	100.00%	614	100.00%
Total Institution	Ineligible	162	.	182	.	178	.	169	.	180	.
	On Track	207	40.59%	232	43.04%	217	40.41%	222	39.71%	205	36.48%
	Tenured	305	59.80%	307	57.38%	320	59.93%	337	60.61%	357	63.52%
	Subtotal	674	100.39%	721	100.43%	715	100.33%	728	100.33%	742	100.00%

Faculty by Ethnicity, Time and Status

		Full Time	Part Time
Term	Ethnicity		
Fall 2006	Black or African American	30	5
	American Indian/Alaska Native	2	1
	Asian	20	1
	Hispanic (of any race)	3	4
	White	619	352
	Total	674	363

		Full Time	Part Time
Fall 2007	Ethnicity		
	Black or African American	36	10
	American Indian/Alaska Native	3	1
	Asian	41	2
	Hispanic (of any race)	8	2
	White	633	390
	Total	721	405
Fall 2008	Ethnicity		
	Black or African American	36	12
	American Indian/Alaska Native	3	1
	Asian	38	1
	Hispanic (of any race)	6	4
	White	632	367
	Total	715	385
Fall 2009	Ethnicity		
	Black or African American	39	9
	American Indian/Alaska Native	4	2
	Asian	53	2
	Hispanic (of any race)	7	4
	White	625	380
	Total	728	397
Fall 2010	Ethnicity		
	Black or African American	42	11
	American Indian/Alaska Native	4	6
	Asian	53	6
	Hispanic (of any race)	13	3
	White	614	385
	Two or More Races	16	3
	Total	742	414

Faculty Diversity: Five-Year Target/Goals (2011-2015)

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black or African American	44	46	48	50	53
American Indian/Alaskan Native	5	6	7	8	9
Asian/Pacific Islander	55	57	59	60	61
Hispanic	15	18	20	22	24
Two or more races	18	18	19	19	20

To meet this goal, the following expectations have been established:

- a) WKU will study the feasibility of continuing support for its post-doctoral fellowship program for minority doctoral and ABD candidates.
- b) WKU will obtain, review and forward Diversity Snapshots, which are reports of baseline data and hiring trends by race/ethnicity categories for each institutional department and unit, to each departmental head.
- c) Search committees and department heads at WKU will use personal contacts, listservs, websites, professional associations and other sources, such as the Southern Regional Education Board recruitment conferences, to attract a diverse candidate pool.
- d) WKU will establish a goal of increasing the number of full-time, ethnic minority faculty by at least two (2) for each of the next five years.
- e) Monitor annually the progress of probationary minority faculty toward tenure.

- **Objective 2:** WKU will increase the representation of diverse persons among administrative and professional staff and executive and professional positions among staff.

The tables below provide a summary of WKU's full-time staff by ethnicity and projected targets.

All Executive and Administrative Staff by Ethnicity and Time Status

		Full Time	Part Time
Fall 2006	Ethnicity		
	Black or African American	10	.
	Asian/Pacific Islander	3	.
	White	97	3
	Total	110	3
Fall 2007	Ethnicity		
	Black or African American	10	.
	Asian/Pacific Islander	3	.
	Hispanic (of any race)	1	.
	White	97	3
Total	111	3	
Fall 2008	Ethnicity		
	Black or African American	11	.
	Asian/Pacific Islander	3	.
	White	97	3
	Total	111	3
Fall 2009	Ethnicity		
	Black or African American	12	.
	Asian/Pacific Islander	3	.
	White	98	3
	Total	113	3
Fall 2010	Ethnicity		
	Black or African American	12	.
	Asian/Pacific Islander	4	.
	Hispanic (of any race)	3	.
	White	94	2
Total	113	2	

*American-Indian/Alaskan Native does not appear in this chart due to the absence of any employees in this racial category.

Executive/Administrative/Managerial Staff Diversity: Five-Year Target/Goals (2011-2015)

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black or African American	12	13	13	13	14
American Indian/Alaskan Native	-	-	-	-	-
Asian/Pacific Islander	4	4	5	5	5
Hispanic	3	3	4	4	4
Two or more races	-	-	-	-	-

Other Professional Staff (non-faculty) by Time and Status

		Full Time	Part Time
Term	Ethnicity		
Fall 2006	Black or African American	46	5
	American Indian/Alaska Native	1	.
	Asian/Pacific Islander	3	.
	Hispanic (of any race)	7	2
	White	397	49
	Total	454	56
Fall 2007	Ethnicity		
	Black or African American	46	4
	American Indian/Alaska Native	2	.
	Asian/Pacific Islander	11	1
	Hispanic (of any race)	9	1
	White	426	56
	Total	494	62
Fall 2008	Ethnicity		
	Black or African American	49	4
	American Indian/Alaska Native	2	.
	Asian/Pacific Islander	13	.
	Hispanic (of any race)	8	1
	White	463	49
Total	535	54	
Fall 2009	Ethnicity		
	Black or African American	56	2
	American Indian/Alaska Native	2	.
	Asian/Pacific Islander	14	.
	Hispanic (of any race)	9	1
	White	490	62
	Total	571	65
Fall 2010	Ethnicity		
	Black or African American	61	4
	American Indian/Alaska Native	1	.
	Asian	13	1
	Hispanic (of any race)	10	1
	White	519	73
	Two or More Races	1	.
	Native Hawaiian/Pacific Islander	1	.
Total	606	79	

Professional Staff (Non-Faculty) Diversity: Five-Year Target/Goals (2011-2015)

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black or African American	62	62	63	63	65
American Indian/Alaskan Native	1	1	1	1	1
Asian/Pacific Islander	14	14	15	15	16
Hispanic	10	10	11	11	12
Two or more races	1	1	1	1	1

- a) WKU will continue its broad scale effort to enhance recruiting and advertising plans for faculty and professional staff searches.
 - b) Data will be retrieved from the university's annual and quarterly Affirmative Action Plan, which will be provided to search committee chairs, and those who have underrepresentation of minorities and/or females will be provided with statistics to encourage a recruitment plan to achieve workforce diversity.
 - c) WKU will develop action-oriented initiatives and programs to help meet established placement goals and identify problem areas. The following measures will be utilized:
 - i. WKU will compile an organizational profile which is a depiction of the staffing pattern within WKU. The profile displays data that will assist the university in identifying where, in the organization's workforce, Blacks are underrepresented and concentrated.
 - ii. A workforce analysis is a listing of each job title ranked from the lowest paid to the highest paid position within each department or similar organizational unit, including departmental or unit supervision.
 - iii. A job group analysis will be conducted, which the comparison of Blacks in the national workforce is based on the Census 2000 data with the estimated availability of Blacks qualified to be employed. This a method for combining job titles within several identifiable larger groups for comparison purposes. The focus will be on Job Groups 10 (Executive/Administrative), 20 (Faculty) and 30 (Professional Staff) for this analysis.
 - iv. The utilization analysis is an assessment to determine whether or not African Americans or other underrepresented groups are employed in each major job classification consistent with the availability of validly qualified individuals in the relevant labor market. The 2000 Census data will be used as the basis for finding national workforce availability.
 - v. Placement goals will be established based on an analysis of incumbency versus availability, which will be performed in order to determine if there are any job groups where underrepresentation exists for Blacks. Where a shortfall exists (identified problem area), as defined by WKU's methodology, Placement Goals are set based on the Census 2000 data and Affirmative Action Plan statistical analysis. If there is underrepresentation of Blacks in any job group, the university will be encouraged to create and implement an action-oriented program to improve and expand recruitment and outreach efforts when vacancies occur, based on the internal audit that includes a review of each problem area.
- **Objective 3:** WKU will focus upon the retention and effective utilization of the contributions of diverse groups at WKU.

- **Objective 4:** WKU will determine where inequities occur, which hinder the presence and retention of staff and faculty.
- **Objective 5:** WKU will ensure salary equity in faculty as well as professional and staff positions where possible.
- **Objective 6:** WKU will identify barriers to providing equitable rewards for staff and will take proactive steps, where feasible, to eliminate those barriers.
 - a) Ensure that there is a responsible and accountable partnership in assuring equal employment opportunities for all individuals at WKU.
 - i. The President of WKU is accountable for the university's adherence to its diversity plan policy. This entails, but is not limited to the appointment of the Chief Diversity Officer (CDO) in 2008 to oversee, administer, implement and monitor the diversity plan; ensuring the CDO has the necessary authority and top management support to successfully accomplish his assigned duties; and providing personal direction necessary to assure total commitment to and involvement with the university's diversity plan.
 - ii. The Chief Diversity Officer has a delegated responsibility to guide efforts to nurture and cultivate diversity as an institutional and educational resource; oversee diversity initiatives for the university; ensure the promotion of diversity programs across the campus and in the broader Bowling Green area community; and assist in efforts to increase the hiring and retention of minority faculty and staff and overseeing faculty and staff hiring procedures. The Chief Diversity Officer is responsible and has the authority to monitor and ensure compliance with each of the university's diversity goals.
 - iii. Deans and Vice Presidents at WKU have delegated authority within their respective senior management areas for ensuring the university fills its commitment to workforce diversity by assisting in the development of workforce diversity programs or initiatives; communicating the importance of workforce diversity in all facets of their division; assisting in the identification of barriers to workforce diversity and in developing action-oriented programs to alleviate these barriers; responding to an appropriately referring complaints of discrimination and harassment in accordance with university policy; and approving personnel transactions in an equitable, consistent and non-discriminatory manner.
 - iv. Department managers and supervisors are critical to effective implementation of the diversity plan by developing job responsibilities that precipitate personal and professional growth and development; ensuring all interviews, employment offers, wage commitments, internal promotions and transfers are consistent with WKU's diversity plan; and identifying problem areas and providing

information necessary for establishing and meeting departmental and institutional diversity plans goals and objectives.

- v. Faculty and staff shall take an active role in developing and establishing workforce diversity by assisting in promoting an understanding and support of workforce diversity and nondiscrimination policies and procedures; maintaining liaison among diverse community organizations; promoting good hiring practices; assessing faculty and staff development needs regarding workforce diversity and assisting in offering courses and training on multicultural issues; maintaining and improving communications across campus about diversity issues and encouraging diversification of the curriculum; and promoting equitability in the hiring, tenure review, and peer review process for faculty and administrators evaluations.
 - vi. The Human Resource Director is accountable for WKU's adherence to its diversity plan by reviewing qualifications of all employees being considered for transfers or promotions to ensure they receive equitable opportunity based on their job-related skills, qualifications and/or experiences; conducting periodic and systematic audits of all training programs, hiring/promotion patterns and all educational, recreational, social and training activities sponsored by WKU to ensure they are available to all employees; ensuring all advertising related to recruitment of personnel for available positions at WKU is placed in publications marketed purposely to diverse applicants; and regularly reviewing all job descriptions and job-related qualifications to ensure they are free of discriminatory provisions.
 - vii. The Equal Opportunity Director and ADA Coordinator for Equal Opportunity/Affirmative Action/University ADA Services is accountable for WKU's adherence to its diversity plan by identifying problem areas related to implementation and establishing procedures for solving such problems; conducting regular discussions with institutional personnel to ensure guidelines are enforced; coordinating, with the Chief of Staff/General Counsel and other institutional administrators, the investigation and conciliation of any discrimination allegations or charges; providing individual counseling and guidance to employees, on an as-needed basis, regarding workforce diversity concerns; developing and implementing proactive, action-oriented training and educational programs; and conducting periodic reviews of employee qualifications to ensure underrepresented groups are given full and equal access.
- b) Address campus and community issues with the goal of improving the campus climate for diverse individuals within campus community via the Diversity Enhancement Committee (see Appendix B for description of and information about the Diversity Enhancement Committee).

Goal 5: Foster a welcoming environment which is committed to promoting acceptance, providing support, and encouraging diversity.

- **Objective 1:** Build partnerships to strengthen a diverse campus community.
- **Objective 2:** Provide all students, faculty and staff an accessible, secure campus environment.
- **Objective 3:** Engage campus communities in reimagining strategies to promote acceptance of a diverse workforce and student body.
- **Objective 4:** Promote opportunities for staff and faculty to engage in educational training and professional development that focuses on diversity and inclusiveness in all aspects of the campus community.
- **Objective 5:** Continually assess the perceptions and levels of satisfaction among all members of the campus community.
 - a) The quantitative survey (see Appendix A) will be issued to campus groups/constituencies:
 - i. 1. Students
 - ii. 2. Faculty
 - iii. 3. Administration (in leadership roles)
 - iv. 4. Staff (in supportive, non-leadership roles)
 - b) Once results from the survey are received, tabulated, analyzed and interpreted, four focus groups will be conducted.
 - c) A final report, based on both the quantitative and the qualitative aspects of the research, will be synthesized utilizing the results presented with concrete recommendations that can be supported by the conclusions that emerge from the findings.

Goal 6: Recognize and support meritorious talent and achievement by supporting diversity and equal opportunity in our educational and community/global service obligations.

- **Objective:** Identify and focus on significant contributions made toward the achievement of campus diversity goals.
 - a) Honor individuals (faculty, staff and students) annually for diversity efforts – the President’s Award for Diversity.
 - b) Maintain a reward and incentive program for academic departments that have made contributions to the advancement of diversity hiring.

Goal 7: Promote and strengthen diversity initiatives in which valuable contributions towards recruitment, retention and advancement of faculty and staff may be realized.

- **Objective:** Implement and sustain initiatives that focus upon the recruitment, retention and advancement of diverse groups at WKU.
 - a) Implement a career development/succession planning program that affords diverse employees the opportunity to grow through a myriad of leadership experiences.
 - b) Implement and manage a professional development fund to provide individuals with an enhancement of diversity-related skills and knowledge.
 - c) Establish a mentoring network to provide support and to aid in retention of diverse faculty members.

Goal 8: Promote and strengthen diversity initiatives towards the retention and success of WKU's diverse student population.

The tables below show 1st to 2nd year and 2nd to 3rd retention rates by degree level and ethnicity. Note that the retention rates for African American and other minority students are consistently lower at the baccalaureate level than that for all students each year. These data reflect the need for further attention to strengthen academic support and retention efforts at WKU.

**First-Time Full-Time Degree-Seeking Students
First and Second Year Retention by Ethnicity**

Persistence Detail		Year 1				Year 2		
		Cohort	Enrolled - University	Graduated - Cohort Degree	Not Retained	Enrolled - University	Graduated - Cohort Degree	Not Retained
Cohort Term	Ethnicity	Cohort	%	%	%	%	%	%
Fall 2005	American Indian/Alaska Native	6	33.33%		66.67%	33.33%		66.67%
	Asian	14	57.14%		42.86%	50.00%		50.00%
	Black or African American	136	60.29%		39.71%	48.53%		51.47%
	Hispanic (of any race)	22	50.00%		50.00%	59.09%		40.91%
	White	2,094	73.37%		26.63%	65.71%		34.29%
Fall 2006	American Indian/Alaska Native	10	70.00%		30.00%	50.00%		50.00%
	Asian	20	75.00%		25.00%	65.00%		35.00%
	Black or African American	193	66.84%		33.16%	50.52%		49.48%
	Hispanic (of any race)	38	71.05%		28.95%	55.26%		44.74%
	White	2123	73.36%		25.49%	64.37%		29.41%
Fall 2007	American Indian/Alaska Native	6	16.67%		83.33%	0.00%		100.00%
	Asian	27	81.48%		18.52%	70.37%		29.63%
	Black or African American	171	63.74%		36.26%	49.71%		50.29%
	Hispanic (of any race)	31	61.29%		38.71%	51.61%		48.39%
	White	2,134	72.86%		27.14%	66.26%		33.74%
Fall 2008	American Indian/Alaska Native	6	50.00%		50.00%	33.33%		
	Asian	21	76.19%		23.81%	71.43%		
	Black or African American	221	68.33%		31.67%	51.13%		
	Hispanic (of any race)	54	57.41%		42.59%	61.11%		
	White	2,216	74.64%		25.36%	65.13%	0.09%	34.78%
Fall 2009	American Indian/Alaska Native	9	44.44%		55.56%			
	Asian	33	66.67%		33.33%			
	Black or African American	226	64.16%		35.84%			
	Hispanic (of any race)	36	83.33%		16.67%			
	White	2,217	74.52%	0.05%	25.44%			

**First-Time Full-Time Degree-Seeking Students
Second and Third Year Retention by Ethnicity**

Persistence Detail		Year 2				Year 3		
		Cohort	Enrolled - University	Graduated - Cohort Degree	Not Retained	Enrolled - University	Graduated - Cohort Degree	Not Retained
Cohort Term	Ethnicity	Cohort	%	%	%	%	%	%
Fall 2005	American Indian/Alaska Native	6	33.33%		66.67%	33.33%		66.67%
	Asian	14	50.00%		50.00%	42.86%		57.14%
	Black or African American	136	48.53%		51.47%	44.12%	0.74%	55.15%
	Hispanic (of any race)	22	59.09%		40.91%	59.09%		40.91%
	White	2,094	65.71%		34.29%	60.99%	0.29%	38.73%
Fall 2006	American Indian/Alaska Native	10	50.00%		50.00%	30.00%	10.00%	60.00%
	Asian	20	65.00%		35.00%	65.00%		35.00%
	Black or African American	193	50.52%		49.48%	47.40%		52.60%
	Hispanic (of any race)	38	55.26%		44.74%	55.26%		44.74%
	White	51	70.59%		29.41%	59.72%	0.14%	40.14%
Fall 2007	American Indian/Alaska Native	6			100.00%			100.00%
	Asian	27	70.37%		29.63%	66.67%		33.33%
	Black or African American	171	49.71%		50.29%	46.20%		53.80%
	Hispanic (of any race)	31	51.61%		48.39%	41.94%		58.06%
	White	2,134	66.26%		33.74%	58.96%	0.38%	40.67%
Fall 2008	American Indian/Alaska Native	6	50.00%		50.00%	33.33%		66.67%
	Asian	21	76.19%		23.81%	71.43%		28.57%
	Black or African American	221	68.33%		31.67%	51.13%		48.87%
	Hispanic (of any race)	54	57.41%		42.59%	61.11%		38.89%
	White	2,216	74.64%		25.36%	65.13%		34.78%
Fall 2009	American Indian/Alaska Native	9	44.44%		55.56%			
	Asian	33	66.67%		33.33%			
	Black or African American	226	64.16%		35.84%			
	Hispanic (of any race)	36	83.33%		16.67%			
	White	2,217	74.52%	.05%	25.44%			

- **Objective: Implement and sustain initiatives that focus upon the retention of diverse student groups at WKU.**
 - A. Determine the current status and needs of underrepresented students by conducting an analysis of data annually. This will include:
 - i. 1st to 2nd year retention

African American undergraduate student first to second year retention rates have fluctuated since fall 2004. In 2004, data show a first to second year retention rate of 79.33% for baccalaureate degree seekers. The most recent data show a first to second year retention rate of 64.16% for baccalaureate degree. The retention rate for other minority students seeking baccalaureate degrees has also fluctuated since the fall semester of 2006 with 50% being the lowest rate in 2006; however, it has increased and as of the fall semester of 2009, the rate was at 71.79%. Based on baseline data, 5 year mean retention rate, anticipated trends and increased academic profiles of incoming students, the goal for the retention rates of ethnic minority Baccalaureate Degree Seekers by year at WKU is as follows:

1 st – 2 nd Year Retention	2012	2013	2014	2015	2016	2017
Black/ African American	66.0%	66.5%	67.0%	67.5%	68.0%	68.5%
American Indian/Alaskan Native	43.0%	43.0%	43.5%	44.0%	44.5%	45.0%
Asian/Pacific Islander	71.5%	72.0%	72.5%	73.0%	73.5%	74.0%
Hispanic	64.0%	64.5%	65.0%	65.5%	66.0%	67.0%

- ii. 2nd to 3rd year retention

African American undergraduate students' second to third year retention rates have fluctuated slightly since the fall semester of 2004. In 2004, data show a second to third year retention rate of 62% for baccalaureate degree seekers. The most recent data show a second to third year retention rate of 51.13% for baccalaureate degree. The second to third year retention rate for other minority students seeking baccalaureate degrees has also fluctuated slightly since the fall semester of 2006 with 52.3% being the lowest rate in 2006; however, it has increased and as of the fall semester of 2009, the rate was at 61.7%. Based on baseline data, 5 year mean retention rate for 2nd to 3rd year ethnic minority students, and the impact of higher admission standards, a 1% to 5% increase in retention rates over the next six years is projected. Consequently, the goal for the 2nd to 3rd year retention rates of ethnic minority Baccalaureate Degree Seekers by year at WKU is as follows:

2 nd – 3 rd Year Retention	2012	2013	2014	2015	2016	2017
Black/African American	56.0%	56.5%	57.0%	58.0%	59.0%	60.0%
American Indian/Alaskan Native	45.0%	45.0%	45.5%	46.0%	47.0%	47.5%
Asian/Pacific Islander	66.0%	66.5%	67.0%	67.5%	68.0%	69.0%
Hispanic	61.5%	62.0%	62.5%	63.0%	64.0%	64.5%

iii. Overall/6 year graduation rate

According to the 2010 WKU Fact Book, the six-year graduation rate at WKU has increased four percentage points over five years (this includes all undergraduate students). The 2009 graduation year marked a five year high with an overall graduation rate of 49.5% for the university. However, for African American undergraduate students, the rate has decreased by approximately 7 percentage points since the 2006 graduation year. Additionally, for other minority undergraduate students, the rate has increased somewhat, by about 1.2%, since the 2006 graduation year. The achievement gap relative to graduation rates of African Americans and other minority students has widened for the last three cohorts (Fall 2002 to Fall 2004). This is reflected in the table below.

**Six year Graduation Rate by Ethnicity
First Time Full Time Baccalaureate Degree Seeking**

	Fall 2000	Graduated by Summer 2006	
	Cohort*	# graduated	% graduated
American Indian/Alaska Native	3	1	33.33%
Asian	24	13	54.17%
Black or African American	162	74	45.68%
Hispanic (of any race)	21	5	23.81%
White	1873	929	49.76%
Total	2096	1030	49.14%

	Fall 2001	Graduated by Summer 2007	
	Cohort*	# graduated	% graduated
American Indian/Alaska Native	4	2	50.00%
Asian	21	8	38.10%
Black or African American	145	65	45.52%
Hispanic (of any race)	9	5	55.56%
White	1980	953	49.82%
Total	2125	1044	49.13%

	Fall 2002	Graduated by Summer 2008	
	Cohort*	# graduated	% graduated
American Indian/Alaska Native	7	2	28.57%
Asian	26	16	61.54%
Black or African American	177	69	39.20%
Hispanic (of any race)	20	5	25.00%
White	2239	1067	47.98%
Total	2495	1179	47.25%

	Fall 2003 Cohort*	Graduated by Summer 2009	
		# graduated	% graduated
American Indian/Alaska Native	5	3	60.00%
Asian	29	12	41.36%
Black or African American	141	60	42.86%
Hispanic (of any race)	27	11	40.74%
White	2230	1120	50.47%
Total	2471	1211	49.41%

	Fall 2004 Cohort*	Graduated by Summer 2010	
		# graduated	% graduated
American Indian/Alaska Native	5	3	60.00%
Asian	17	7	41.18%
Black or African American	150	58	38.67%
Hispanic (of any race)	13	4	30.77%
White	1984	985	49.75%
Total	2205	1074	48.71%

*Valid exclusions (death or military service) were removed from the cohort.

Based on baseline data, mean of previous 6-year graduation rates and anticipated trends, the goal for the overall graduation rates of ethnic minority students by year at WKU is as follows:

Six Year Graduation Rate*	2012	2013	2014	2015	2016	2017
Black/African American	39.5%	40.0%	40.5%	41.0%	42.0%	43.0%
American Indian/Alaskan Native	46.5%	47.0%	47.5%	48.0%	49.0%	50.0%
Asian/Pacific Islander	41.5%	42.0%	42.5%	43.0%	44.0%	45.0%
Hispanic	35.0%	35.5%	36.0%	36.5%	37.0%	38.0%

* Six-year graduation rate is calculated by determining the number of first-time fulltime baccalaureate degree-seeking students entering during a specified cohort year who graduated within six years of that entrance date. Individuals in the cohort who passed away or who left college due to military service are excluded from the cohort.

iv. Degrees conferred

Baccalaureate degrees conferred by Race/Ethnicity	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Black	102	135	138	148	174	156	126	189
American Indian/Alaskan Native	3	6	4	6	3	7	6	10
Asian/Pacific Islander	21	17	19	18	29	21	21	16
Hispanic	11	15	19	15	21	29	24	35
White	1724	1912	1953	2078	2105	2134	2139	2347

SOURCE: Kentucky Council on Postsecondary Education Comprehensive Database-May 2009 & WKU Institutional Research

Based on baseline data, 4-year mean proportion of Bachelors' degrees awarded and increased projected retention rates, the following table reflects projected Bachelor degrees awarded for Academic Year 2010-2011 through Academic Year 2014-2015. These estimates reflect variability in baseline data in Academic Year 2008-2009 and Academic Year 2009-2010.

Target for Undergraduate Student Degrees Conferred					
Projection based on 4-year Average Proportion					
	2010-2011	2011-12	2012-13	2013-14	2014-15
Black	172	175	178	183	188
American Indian/Alaskan Native	7	7	7	7	8
Asian/Pacific Islander	23	24	24	25	26
Hispanic	29	29	30	31	32
White	2330	2375	2419	2486	2552

- B. Review disaggregated grade point average (GPA) data by semester to determine how diverse groups are performing.
- C. Evaluate existing programmatic efforts that focus on support and retention of underrepresented students.
- D. WKU will continue to support university-wide efforts and initiatives to retain students from diverse backgrounds and encourage diverse staff and faculty to serve as role models/mentors.
- E. Develop an avenue to track and assess underrepresented students who are not retained at WKU.
- F. Foster the growth of student organizations to promote campus diversity and/or offer diverse students avenues for social connectedness.
- G. Increase and assess efforts to promote the participation of underrepresented students in academic and co-curricular programs and advising that have been established to enhance student retention (i.e., HRL learning communities, The Learning Center/Rowe Learning Center, BEP, Academic Advisement and Retention Center, The Learning Center (TLC), Minority Teacher Recruitment Center (MTRC), Project Early Start, etc.).

The following outlines some of the institution's academic enrichment activities that assist with the retention and graduation of WKU's diverse campus populations.

- Living Learning Communities & Themed-Living Options, sponsored by the Department of Housing and Residence Life (HRL), are living environments where students with similar interests and goals live and study together in

the same residence hall and enroll in two or three courses with the same small, core group of students. These communities offer unique settings where academic success is supported in the residence hall. Additionally, it sponsors Themed Living Options, which are opportunities for students to live with other students who share a particular interest in an academic major, social interest, cultural interest or hobby.

- Project Early Start, an orientation for minority students with special admittance status hosted during MASTERPlan (Making Academic and Social Transitions Educationally Rewarding Plan), is a transition program designed for first-year students at WKU. It focuses on providing pertinent information and support for newly admitted minority students whose academic profiles indicate that their chances for academic success would be enhanced as a result of a carefully constructed program of transition activities, academic support, and faculty/staff mentorship.
- Housed in the Academic Advising and Retention Center, Best Expectations' mission is to equip WKU's diverse undergraduate student population with the necessary resources to improve their academic performance. We work with each student individually to identify realistic academic goals as well as addressing other academic and non-academic concerns. Ultimately, the efforts of BEP will help retain at-risk students so they may be academically successful and graduate from WKU.
- Free peer-to-peer course specific tutoring services are offered at the Academic Advising and Retention Center through The Learning Center (TLC). In addition, the Alice Rowe Learning Assistance Center, located at the South Campus, through peer and faculty tutors, provides academic counseling, study skills instruction, and tutorial assistance for introductory classes.
- The Minority Teacher Recruitment Center (MTRC) at Western Kentucky University is committed to creating racially and culturally heterogeneous school districts by increasing the number of minority teachers in Kentucky classrooms. The MTRC is dedicated to assisting minority students who are pursuing teacher education as a major and is a cooperative effort bringing together the resources of the Kentucky Department of Education and area school districts. The Coordinator of the Minority Teacher Recruitment Center encourages all interested persons to explore the possibilities of the various programs.

Goal 9: WKU will assess progress and realign programs to achieve the institution's diversity goals and objectives.

- **Objective:** Identify curriculum, initiatives and programs via a program review process that are not in alignment with institutional diversity goals.

DRAFT

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Appendix-A

The Diversity Enhancement Committee

The Diversity Enhancement Committee (DEC), which serves as the campus environment team, is composed of faculty, staff and students with the mission of improving the diversity climate for all WKU by assessing, monitoring, reviewing, and reporting issues that affect minority faculty, staff, and student success. The President has charged the Diversity Enhancement Committee (DEC) with the following goals:

- 1) Ensure achieved status in all eight categories of the Kentucky Plan, the state's set of mandated measurables;
- 2) Play a central role in the development and promotion of diversity programs across the campus and in the broader Bowling Green area community;
- 3) Lead the University in ongoing discussions and definition of diversity to promote inclusion and acceptance of differences among people;
- 4) Promote diversity in learning outcomes and international learning experiences;
- 5) Assist in efforts to increase the hiring and retention of minority faculty and staff;
- 6) Assist in efforts to increase the recruitment, retention and graduation of minority students, and prepare as many as possible for graduate school at WKU;
- 7) Monitor achievement of diversity indicators in the WKU Strategic Plan; and
- 8) Select and administer the President's Award for Diversity.

Members of the Diversity Enhancement Committee include:

Dr. Monica G. Burke
Assistant Professor,
Counseling and Student Affairs and Assistant
to the Chief Diversity Officer

Ms. Beatrice J. Cobb
Military Programs Counselor
Elizabethtown/Ft. Knox Extended Campus

Mr. Ricardo Nazario-Colon
Director
Office of Diversity Programs

Ms. Pamela M. Herriford
Associate Director
Athletics

Ms. Michelle Hollis
Associate Professor
Academic Support
University College Commonwealth School

Mrs. Huda N. Melky
Director
Office of Equal Opportunity/504/ADA
Compliance

Dr. Richard C. Miller, Committee Chair
Vice Provost & Chief Diversity Officer

Dr. Zubair M. Mohamed
Department Chair
Department of Management

Ms. Tracey E. Moore
Assistant Professor
Theatre and Dance Department

Mrs. Martha J. Sales
Director
Talent Search

Mr. Quentin M. Hollis
Assistant Professor
Liberal Arts & Science
University College Commonwealth School

Dr. Saundra H. Starks
Associate Professor
Social Work Department
(University Senate Representative)

Dr. Aaron W. Hughey
Professor
Counseling and Student Affairs

Ms. Jessica G. Staten
Assistant Director
Academic Advising and Retention Center

Mrs. Sharon E. Hunter
Coordinator of Developmental Education
Enrollment Management
Wetherby Administration Bldg 330

Deborah T. Wilkins, J.D.
Chief of Staff / General Counsel
Wetherby Administration Bldg 135

Ms. Katja Michaels
WKU Student

Mr. Abraham Williams
Executive Director
Housing Authority of Bowling Green

Dr. Karl S. Laves
Assistant Director
Counseling and Testing Center

Mrs. Finley C. Woodard
Associate Director
Office of Admissions

Dr. Harold T. Little
Associate Professor
Accounting Department

Mrs. Janet Hall
Office Coordinator
Environment, Health & Safety
(Staff Council Representative)

Goals of the DEC include:

1. To periodically assess the perceived diversity climate of the university and report these perceptions to the President.
2. To review minority/diversity programming issues facing Western Kentucky University and report results of any reviews to the President.
3. To continuously monitor the diversity climate of the university and report major concerns to the President.
4. To administer the President's Awards for Diversity.
5. To meet on a regular basis.

Objectives for the DEC include:

1. Conduct diversity climate assessments of the university climate.
2. Conduct reviews significant programming issues directly affecting minority students.
3. Utilize university resources to monitor the diversity climate of the university.
4. Select and award individuals contributing to improving the diversity climate at Western Kentucky University.
5. Meet at least quarterly.