

EASTERN KENTUCKY UNIVERSITY
Eastern Kentucky University Comprehensive Diversity Plan
Academic Year 2011-15



2013 – 2014 Diversity Plan Assessment Report

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EXECUTIVE SUMMARY

Eastern Kentucky University is addressing our diversity initiatives in a five phase process outlined in the University's Comprehensive Diversity Plan ("The University Diversity Plan"). For the time period applicable to this report, the University focused on Phase III of the University Diversity Plan, Operationalizing Diversity. The University's efforts in this phase have been informed by the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development ("Statewide Diversity Policy"). By focusing its efforts in this manner, the University has been able to meet its goals in large part and, when goals have not been met, the University's approach has allowed it to identify methods that will permit it to meet those goals in the future.

The University tracks a total of nine groups of minority and underrepresented individuals. Those nine groups consist of the four targeted groups tracked statewide (Black/African American, Hispanic/Latino, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander) as well as the following five groups: (1) Asian, (2) International, (3) Two or More Races, (4) Unknown Race or Ethnicity, and (5) White. The University tracks both students and employees who self-identify as being members of those none groups. Based on the data currently available the University has largely met the goals set forth in the University Diversity Plan. Despite having done so, the University recognizes the need for improvement in certain areas and has put in place methods by which to improve in the future.

PLAN ASSESSMENT OVERVIEW

Eastern Kentucky University (“the University”) respects and celebrates all aspects of the background of its community. This includes, but is not limited to, celebration of race, religion, socioeconomic status, gender, sexual orientation, disabilities, and cultural or national backgrounds in pursuit of common unity. The University strives to build an exemplary educational community that is nurturing and intellectually challenging, while offering a genuine understanding and a respect for the full spectrum of human diversity including, but not limited to, race, ethnicity, and gender.

The University works to eliminate discrimination, marginalization, and exclusion based on race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status. The initiatives outlined in the University Strategic Plan 2011-2015 (“the University Strategic Plan”) and the University Comprehensive Diversity Plan 2011-2015 (“the University Diversity Plan”) provide guidance to the University community on how to achieve those goals.

The University Diversity Plan contains a five phase goal-driven process. The five phases identified by the plan are as follows:

- Phase I: Research/Assessment/Data/Baseline
- Phase II: Educational/Implementation Phase via Campus Wide Diversity Seminars
- Phase III: Operationalizing Diversity
- Phase IV: Review and Evaluation
- Phase V: Conclusion

For the 2012-2013 and 2013-2014 academic years, the University focused on Phase III: Operationalizing Diversity.

The University Strategic plan includes the following guiding principles, which are evaluated in this report:

- Increase the number of diverse new college-ready freshman, transfers, graduate students, and new faculty and staff hires;
- The freshman to sophomore retention rate of diverse students will increase;
- The four-year and six-year graduation rates of diverse students will increase;
- Diverse faculty and staff retention will increase; and
- Increase the enrollment of International students.

Following a state-wide trend, the University experienced a decline in overall enrollment during the 2011-2012 and 2012-2013 academic years.¹ This decline also affected the enrollment of minority and underrepresented students. To help address the enrollment decline, the University restructured its admissions department and increased its focus on enrollment and retention. This report will discuss these changes in more detail below.

¹ The most recent complete academic year data set available to the University for purposes of evaluating student information is the 2012-2013 academic year. Consequently, this report analysis that data in comparison to the previous academic year.

The University's student retention rates increased overall, but have decreased in regard to some minority and underrepresented student groups. The University has taken steps to remedy these decreases through a number of programs detailed below.

In regard to four and six year graduation rates, the University saw an overall increase, with decreases in some minority and underrepresented student populations that the University tracks. The University has implemented and planned a number of initiatives, discussed in more detail in this report, to address this issue.

The University has taken steps to increase the recruitment and retention of minority and underrepresented faculty and staff members. These efforts include a reorganization of the structure of the Human Resources Department and implementation of mentoring programs. These efforts are discussed below.

The University has worked to increase its enrollment of international students and has done so in its graduate student population. Regardless, the University has made a number of changes in the Admissions Department to increase the enrollment of international students.

In order to promote diversity and measure progress through goals, The University organized a Campus Environment Team. This team was created by The University Diversity Planning Council and The University Diversity Committee. The team's mission is to create a community of inclusiveness that appreciates, celebrates, and respects diversity. Additionally, the team serves in an advisory capacity to the campus community in meeting diversity initiatives set forth in the University Diversity Plan and the University Strategic Plan.

This report addresses the University's performance in four areas: (1) Student Body Diversity, (2) Student Success/Closing the Achievement Gap, (3) Workforce Diversity, and (4) Campus Climate. The University tracks the progress of a number of minority and underrepresented groups and will provide data for each of those groups in each of the four areas. In addition to the four groups identified and tracked statewide (Black/African American, Hispanic/Latino, Native American/Alaskan Native, and Native Hawaiian/Other Pacific Islanders), the University also tracks the progress of international students and students who self-identify as Asian, two or more races, unknown race or ethnicity, and white. The University also serves students who self-identify as LGBTQ, those with underrepresented socio-economic status, veterans, and a number of other groups.

STUDENT BODY DIVERSITY

1. Student Enrollment

The University increased total student enrollment by .8% between 2012 and 2013.² In addition to the overall student enrollment increase, the Black/African American and Hispanic/Latino student populations increased. However, the University experienced a decline in the American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander student populations.

Target Populations <i>UG & GRAD</i>	2012	2013	Variance	Percentage of Change	
Black/African American	810	880	70	8.6%	↑
American Indian or Alaskan Native	61	51	-10	-16.3%	↓
Hispanic/Latino	261	289	28	10.7%	↑
Native Hawaiian or Other Pacific Islander	23	15	-8	-34.7%	↓

The University also tracks student enrollment in five additional race/ethnicities. During the comparison years, the Two or More Races, Ethnicity Unknown, and White student population increased; however, the Asian and International enrollment declined.

Additional Populations <i>UG & GRAD</i>	2012	2013	Variance	Percentage of Change	
Asian	173	161	-12	-6.9%	↓
International	359	347	-12	-3.3%	↓
Two or More Races	307	328	21	6.8%	↑
Unknown Race or Ethnicity	607	613	6	.9%	↑
White	13,367	13,427	60	.4%	↑

² Unless otherwise indicated, all student data was obtained from the Eastern Kentucky University Institutional Research Factbook. The University used the most recent data available to it in drafting this report.

To address the decline in enrollment of students from underrepresented or marginalized populations for the University, and to achieve a more diverse student body, the Office of Admissions created a more diverse workforce by increasing the number of employees from underrepresented populations.

The University has also increased funding for the Rodney Gross Scholarships by \$275,000 to increase recruitment and retention of students from underrepresented populations. Students who receive a Rodney Gross Scholarship are required to participate in the academic monitoring program. First-time freshman recipients have six hours of study per week in the Rodney Gross Study Lounge. Graduate student recipients assist in mentoring incoming freshman recipients.

Another method by which the University is working to increase the diversity of the student body is through the University TriO Stars, a registered student organization which serves students through (1) the Educational Talent Search, (2) the Upward Bound program, (3) Student Support Services (NOVA), and (4) the McNair Scholars Program. The TriO Stars look to create friendships and networks, have community service and social events, and enhance leadership skills of those who participate.

The University Student Outreach and Transition Office (“SOTO”) remains engaged in diversity initiatives through its support of the Rodney Gross Scholars program. Fifty-five Black/African American Kentucky residents were served over the course of 2012-13 academic year, with 3 scholars graduating in spring 2013. The University was selected to receive a second round of grant funding in the amount of \$35,000 from the Kentucky Latino Educational alliance (“K’LEA”) to increase educational access and attainment of Latinos residing in Madison, Pulaski, Boyle, Garrard, Mercer, and Wayne counties. Additionally, the University will expand services to school counselors, high school students, and parents regarding GED completion and college options for first-generation and non-citizen Latinos in partnership with Centre College and Centre Latino.

Additionally, the University has instituted the following programs and practices to increase diversity, enrollment, and retention of students:

- Implementation of the Freshman Academy for Diverse Students. This initiative began in Fall 2014 and focuses on assisting minority students in navigating their first year at the University.
- Development of the Black Male Initiative, which is led by Dr. Wardell Johnson.
- Appointment of a Latino Student Outreach Specialist, Liliana Gomez de Coss.
- Expansion of eligibility for the Rodney Gross Scholarship to Black/African American, American Indian, Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, and Hispanic or Latino applicants.
- Early outreach activities designed to increase college awareness in students at the elementary, junior high, and high school levels and enlarge the pool of college-bound minority students.
- Recruitment activities have been expanded to engage students of color in community centers, churches, and other nontraditional settings. Involvement of current minority students as well as alumni in the recruitment effort. Recruiters engage and build relationships with the parents and other family members rather than focusing exclusively on the prospective student.
- Improve and extend partnerships and alliances with community colleges.

The University also strives improve its enrollment and retention of a number of student groups that are not tracked statewide, including veterans. The Office of Military and Veterans Affairs was ranked number one in the nation for 2013 with an enrollment of 1,300 Veterans. The University was named ‘Best for Vets’ by *Military Times EDGE Magazine*. A few of the initiatives included in their ‘Operation Veteran Success’ are:

- No admission fees for undergraduate veterans or dependents.
- In-state tuition for all out-of-state veterans nationwide.
- Maximum credit hours for military experience.
- Priority registration.
- Book vouchers and Books for Boots Exchange Library.
- Veterans Bridge to College Success cohort classes.
- Veterans’ orientation course.
- Publication of “The Journal of Military Experience,” a compilation of stories, poetry, and artwork by student veterans.
- Veteran-helpful withdrawal and readmission policy.
- Vet-2-Vet sponsorship program and active Vets Club.
- Recreational and other extracurricular activities.
- Specially designated housing for student veterans.

STUDENT SUCCESS/CLOSING THE ACHEIVEMENT GAP

1. Undergraduate Student Enrollment

The University experienced an increase in undergraduate enrollment in both the Black/African American and Hispanic/Latino populations. However, the University saw a decline in undergraduate enrollment of the Native American/Alaskan Native and the Native Hawaiian/Other Pacific Islander. These trends are reflected in the table below.

Target Populations <i>Undergraduate</i>	2012	2013	Variance	Percentage of Change	
Black/African American	706	763	57	8%	↑
American Indian or Alaskan Native	55	47	-8	-14.5%	↓
Hispanic/Latino	234	250	16	6.8%	↑
Native Hawaiian or Other Pacific Islander	22	13	-9	-40.9%	↓

The additional student populations tracked by the University also saw both increases and decreases as indicated by the table below.

Additional Populations <i>Undergraduate</i>	2012	2013	Variance	Percentage of Change	
Asian	151	146	-5	-3.3%	↓
International	292	276	-16	-5.5%	↓
Two or More Races	280	293	13	4.6%	↑
Unknown Race or Ethnicity	364	365	1	.3%	↑
White	11,843	11,738	-105	-.9%	↓

2. Undergraduate Student Retention

The retention rate of the University specific racial/ethnic groups from the 2012 cohort (freshman year to sophomore year) is still being validated by the Council on Postsecondary Education and the University's Institutional Research Department. However, this report does identify the retention of the 2011 cohort and new transfers to the University.

Retention of American Indian/Alaskan Native New Freshman and Black/African-American New Freshman significantly increased. However, newly enrolled freshman of the Hispanic/Latino and Native Hawaiian/Other Pacific Islander groups slightly decreased.

Target Populations New Freshman	Retention Fall 2012	Retention Fall 2013	Variance	Percentage of Change	
Black/African American	49.1%	52.9%	3.8%	7.8%	↑
American Indian or Alaskan Native	25.0%	53.3%	28.3%	113.2%	↑
Hispanic/Latino	71.0%	51.1%	-19.9%	-28.0%	↓
Native Hawaiian or Other Pacific Islander	72.0%	33.3%	-38.7	-53.8%	↓

The analysis of the five additional races/ethnicities tracked by the University revealed retention of New Freshman increased in all populations except international students.

Additional Populations New Freshman	Retention		Variance	Percentage of Change	
	Fall 2011- Fall 2012	Fall 2012- Fall 2013			
Asian	56.0%	86.7%	30.7%	54.8%	↑
International	91.7%	78.6%	-13.1%	-14.3%	↓
Two or More Races	45.7%	56.3%	10.6%	23.2%	↑
Unknown Race or Ethnicity	60.8%	61.4%	0.6%	1.0%	↑
White	65.8%	69.8%	4.0%	6.1%	↑

Retention of American Indian/Alaskan Native New Transfer students increased, the Native Hawaiian/Other Pacific Islander remained flat while the Black/African American and Hispanic/Latino groups realized a decrease.

Target Populations <i>New Transfers</i>	Retention Fall 2012	Retention Fall 2013	Variance	Percentage of Change	
Black/African American	68.1%	63.3%	-4.8%	-7.0%	↓
American Indian or Alaskan Native	75.0%	83.3%	8.3%	11.1%	↑
Hispanic/Latino	75.0%	71.4%	-3.6%	-4.8%	↓
Native Hawaiian or Other Pacific Islander	50.0%	50.0%	0	0	-

Of the five additional races/ethnicities tracked by the University, retention of the New Transfers students increased in the Asian and White population of students. However, the New Transfer student population in the International, Two or More Races and Ethnicity Unknown student population declined.

Additional Populations <i>New Transfers</i>	Retention Fall 2012	Retention Fall 2013	Variance	Percentage of Change	
Asian	78.0%	89.3%	11.3%	14.5%	↑
International	93.8%	85.7%	-8.1%	-8.6%	↓
Two or More Races	56.3%	50.0%	-6.3%	-11.2%	↓
Unknown Race or Ethnicity	75.0%	61.7%	-13.3%	-17.7%	↓
White	69.4%	71.8%	2.4%	3.5%	↑

3. Undergraduate Student Retention: 2nd year to 3rd year

Data reflecting undergraduate student retention from the 2nd to the 3rd year are currently unavailable as they are to be validated by the University's Institutional Research Department and the Council on Postsecondary Education

4. Undergraduate Student Graduation Rates

The University is committed to increasing student graduation rates and has implemented a number of programs and practices, including those listed below, to help achieve this goal:

- McNair Scholarship Program;
- ECU African American Fellowships;

- EKU Retention Scholarship; and
- Introduction of an initiative to unite the efforts of Academic Affairs, Student Affairs, Administrative Affairs, and Advancement to enhance Student Success at the University by “discovering silos, ceilings, and walls in order to identify pathways” for students to enter the University, to persist, and to graduate.

When analyzing the graduation rates of the Fall 2006 Cohort that graduated in 2012 to the Fall 2007 Cohort graduating in Fall 2013, it was determined the Black/African American and the American Indian/Alaskan Native graduation rates increased in Fall 2013, but the Hispanic/Latino student population saw fewer graduates. The Native Hawaiian/Other Pacific Islander students are not represented here as the University did not begin collecting that data until Fall 2010.

Target Populations Graduation Rates	Fall 2006 Cohort	Fall 2007 Cohort	Variance	Percentage of Change	
Black/African American	21.0%	26.8%	5.8%	27.6%	↑
American Indian or Alaskan Native	12.5%	40.0%	27.5%	220%	↑
Hispanic/Latino	50.0%	34.8%	-15.2%	-30.4%	↓

The graduation rates of the Fall 2006 Cohort that graduated in 2012 to the Fall 2007 Cohort graduating in Fall 2013, shows an increase in the Unknown Race or Ethnicity group and the White students. However, the Asian and International population saw fewer graduates. The students self-identifying as Two or More Race are not represented here as the data was not collected until Fall 2010.

Additional Populations Graduation Rates	Fall 2006 Cohort	Fall 2007 Cohort	Variance	Percentage of Change	
Asian	42.3%	26.9%	-15.4%	-36.4%	↓
International	50.0%	30.8%	-19.2%	-38.4%	↓
Two or More Races	N/A	N/A	N/A	N/A	
Unknown Race or Ethnicity	30.0%	36.8%	6.8%	22.7%	↑
White	38.4%	40.4%	2.0%	5.2%	↑

While the six-year graduation rates show slight decreases in some populations, the four-year graduation rates for the Fall 2008 and Fall 2009 Cohorts show increases in all student groups tracked statewide, with the exception of Native Hawaiian or Other Pacific Islander. As mentioned previously, the University did not begin recording that data until 2010 and is unable to provide graduation rate data for that population as a result.

Target Populations Graduation Rates	Fall 2008 Cohort	Fall 2009 Cohort	Variance	Percentage of Change	
Black/African American	4.0%	16.5%	12.5%	312.5%	↑
American Indian or Alaskan Native	0.0%	33.3%	33.3%	3,330%	↑
Hispanic/Latino	7.1%	20.8%	13.7%	193%	↑

The additional student populations tracked by the University also show increases in four-year graduation rates in Asian and White populations, with some decreases in International students and those reporting unknown race or ethnicity.

Additional Populations Graduation Rates	Fall 2008 Cohort	Fall 2009 Cohort	Variance	Percentage of Change	
Asian	5.3%	25.0%	19.7%	371.7%	↑
International	20.0%	12.5%	-7.5%	-37.5%	↓
Two or More Races	N/A	N/A	N/A	N/A	
Unknown Race or Ethnicity	16.7%	12.2%	-4.5%	-30.0%	↓
White	21.2%	24.2%	3%	12.4%	↑

5. Undergraduate Student Degrees and Credentials

Based on the most recent data, Black/African American and American Indian/Alaska Native students earned more associate and bachelor degrees while Hispanic/Latino students received more bachelor degrees in the comparison. The only reductions in degrees awarded were the Black/African American population earned fewer certificates and the Native Hawaiian/Other Pacific Islander earned fewer bachelor degrees.

Target Populations Undergraduate Degrees & Credentials	2012	2013	Variance	Percentage of Change	
Black/African American					
<i>Associate Degree</i>	3	4	1	33.3%	↑
<i>Bachelor Degree</i>	86	101	15	17.4%	↑
<i>Certificate</i>	4	2	-2	-50.0%	↓
American Indian or Alaskan Native					
<i>Associate Degree</i>	0	2	2	200.0%	↑
<i>Bachelor Degree</i>	5	7	2	40.0%	↑
<i>Certificate</i>	0	0	0	-	-
Hispanic/Latino					
<i>Associate Degree</i>	4	4	0	-	-
<i>Bachelor Degree</i>	30	33	3	10.0%	↑
<i>Certificate</i>					
Native Hawaiian or Other Pacific Islander					
<i>Associate Degree</i>	0	0	0	-	-
<i>Bachelor Degree</i>	4	1	-3	-75.0%	↓
<i>Certificate</i>	0	0	0	-	-

There was a noteworthy increase in the number degrees and certificates earned by the five remaining groups tracked, as shown below.

Additional Populations Undergraduate Degrees & Credentials	2012	2013	Variance	Percentage of Change	
Asian					
<i>Associate Degree</i>	1	3	2	200.0%	↑
<i>Bachelor Degree</i>	14	18	4	28.5%	↑
<i>Certificate</i>	0	1	1	100.0%	↑
International					
<i>Associate Degree</i>	1	0	-1	-100.0%	↓
<i>Bachelor Degree</i>	49	58	9	18.3%	↑
<i>Certificate</i>	0	0	0	-	-
Two or More Races					
<i>Associate Degree</i>	5	2	3	60.0%	↑
<i>Bachelor Degree</i>	47	36	-11	-23.4%	↓
<i>Certificate</i>	0	0	0	-	-
Unknown Race or Ethnicity					
<i>Associate Degree</i>	1	1	0		
<i>Bachelor Degree</i>	19	27	8	42.1%	↑
<i>Certificate</i>	1	0	-1	-100.0%	↓
White					
<i>Associate Degree</i>	162	192	30	18.5%	↑
<i>Bachelor Degree</i>	2002	2076	74	3.6%	↑
<i>Certificate</i>	35	47	12	34.2%	↑

6. Undergraduate Student Degrees: STEM-H

Data for the applicable years is currently being validated by the University's Institutional Research Department and the Council on Postsecondary Education. However, the University has taken proactive steps, as discussed below, to increase the award of STEM-H degrees to minorities and underrepresented groups.

The Governor's Minority Student College Preparation Program ("GMSCPP") was established to assist in addressing the issues of attrition, lower GPAs, and undecided majors experienced by minority students according to grant research. The involvement of the University's STEM-H Institute also works to address these issues by offering academic enrichment activities as tools to encourage students to remain in school and

ultimately enroll in college. From January – May 2014, the University held After-School Educational Enhancement Sessions for approximately 25 middle school children enrolled in GMSCPP. The children were provided bus transportation from their schools to the ECU campus, where they were mentored by ECU GURUs in homework, time management, Kahn Academy, and other engaging activities. Once each month the University also conducted Saturday STEM “hands-on” sessions at the New Science Building with ECU STEM faculty.

In June 2014, the University was honored to host the GMSCPP Annual Conference. Nearly 200 middle school GMSCPP students and their sponsors from across the Commonwealth came to the ECU campus for an over-night STEM-themed camp. The first day included a campus tour, planetarium program, and a showing of the documentary “American Promise.” Day 2 was filled with hands-on STEM programs conducted by ECU faculty at the New Science Building for the students, and the program “Why STEM-H/Why Middle School” for the student sponsors. The day concluded with a visit to the College Fair in Powell Building.

In 2013, the University joined the Kentucky Girls STEM Collaborative, part of the National Girls STEM Collaborative. The vision of the National Girls STEM Collaborative is to bring together organizations throughout the United States committed to informing and encouraging girls to pursue careers in STEM. The Collaborative focuses on reaching and serving underrepresented girls, providing professional development, and increasing awareness of barriers to girls’ interest and engagement in STEM.

The University served as host for the 5th Annual KGSC Conference, “Reaching for the Stars!” in June 2013. The conference highlighted career opportunities in the STEM fields and provided proactive steps girls can take to overcome roadblocks to success in these fields. In conjunction with the conference, a “Girls STEM Day” was held. Girls in grades 5 through 11 were provided hands-on/minds-on activities that mirror real-world STEM tasks and creative problem solving. Participants were also provided information on how to best prepare themselves to study STEM fields in high school and college.

Additionally STEM-H provided and/or participated in a variety of initiatives during Fiscal Years 2011 through 2014, including the Soar to New Heights summer camp, LEGO Robotics summer camps on ECU and extended campuses, NASA In-Flight Education Downlink, Microsoft TEALS program in Lee County, Kentucky Science & Engineering Fair, annual STEM-H Day, and Madison County Library summer STEM programs. All of these programs were open to all age-appropriate students and/or the general public.

7. Undergraduate Student Transfer from KCTCS to Four-Year University

Data for the applicable years is currently being validated by the University’s Institutional Research Department and the Council on Postsecondary Education. However, the University has taken proactive steps to increase the number of transfers from KCTCS. The Admissions Department, as discussed previously, has reorganized itself with a focus on recruitment of minority and underrepresented groups. As part of this reorganization, Admissions has also focused on improving partnerships and alliances with KCTCS campuses statewide and with extending its existing programs to other campuses.

8. Graduate Student Enrollment

The University's graduate programs experienced a significant increase in enrollment with three new doctoral programs at the University:

- Educational Doctorate Program (Ed.D.) in the Department of Educational Leadership & Policy Studies;
- Doctor of Nursing Practice (DNP) in Department of Baccalaureate and Graduate Nursing; and
- Doctor of Occupational Therapy (OTD) in Department of Occupational Therapy.

Enrollment improved in the groups of Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander. However, graduate enrollment decreased for the American Indian/Alaskan Native population.

Target Populations Graduate	2012	2013	Variance	Percentage of Change	
Black/African American	104	117	13	12.5%	↑
American Indian or Alaskan Native	6	4	-2	-33.3%	↓
Hispanic/Latino	27	39	12	44.4%	↑
Native Hawaiian or Other Pacific Islander	1	2	1	100.0%	↑

Graduate enrollment also increased in other race/ethnicities tracked by the University. All groups increased enrollment except Asian graduate students.

Additional Populations Graduate	2012	2013	Variance	Percentage of Change	
Asian	22	15	-7	-31.8%	↓
International	67	71	4	5.9%	↑
Two or More Races	27	35	8	29.6%	↑
Unknown Race or Ethnicity	243	248	5	2.0%	↑
White	1524	1689	165	10.8%	↑

WORKFORCE DIVERSITY

The University's goal for the 2012-2013 and 2013-2014 academic years in regard to workforce diversity was to increase the number of minority and underrepresented employees hired by the University as well as to increase the rates of retention for those employees. To help meet these goals, the University has implemented the following initiatives and programs:

- The University reorganized its Human Resource department to encourage more interaction between individual members of Human Resources and members of the faculty and staff in an effort to increase retention rates of all employees.
- The University worked to allow members of Human Resources and the Office of Equity and Inclusion (formerly the Equal Opportunity Office) to have meaningful input regarding the methods of position advertisement, recruitment of employees, and drafting of position descriptions to target minorities and underrepresented populations.
- The University hosted breakfast meetings targeted to Black/African American faculty members. The University President facilitated these breakfasts with the intent of discussing ideas to support Black/African American faculty members.
- Implementation of a mentor program for minority and underrepresented faculty members led by Dr. Tom Otieno.
- In conjunction with Human Resources, the College of Arts and Sciences was able to successfully recruit five new tenure-track faculty members from three underrepresented groups.
- The University's Diversity Faculty Recruitment and Retention Incentive Plan awards have enhanced equal opportunity through expanded recruitment and retention efforts. Through this program, the College of Business and Technology recruited Michael Randolph as a lecturer in the Department of Communications. The Incentive Plan also allowed the College of Arts and Sciences to recruit Dr. Maxellende Ezin as a lecturer in Department of Biological Sciences
- The University has worked to promote academic scholarship on issues related to diversity and human rights. Within one academic year, faculty members from the College of Justice and Safety made 28 scholarly presentations and published 23 articles on those topics.
- The University encourages diversity among faculty and staff organizations. Dr. Sheila Pressley was chosen as the first Black/African American female to chair the Faculty Senate, and Glenn Raglin, who is Black/African-American, serves as the President of the University International Alumni Association.

This report includes a breakdown of the diversity statistics for the following three elements of the workforce: (1) Executive/Administrators/Managerial Staff, (2) Faculty members, and (3) Staff members. To provide context for these three groups, a breakdown of total numbers of employees in the tracked minorities and underrepresented groups employed by the University³ is included below:

³ All data for University employees was obtained from the University's Banner system.

Targeted Populations	2013	2014	Variance	Percentage of Change
American Indian or Alaska Native	8	6	-2	-25.00%
Asian	39	43	4	10.26%
Black or African American	115	119	4	3.48%
Hispanic/Latino	7	14	7	100.00%
White	1940	1945	5	0.26%
Unknown Race or Ethnicity	41	96	55	134.15%
Two or More Races	42	41	-1	-2.38%
Total Number of Employees	2192	2264	72	3.28%

1. Executives/Administrators/Managerial Staff Diversity

The total number of employees within this group decreased significantly between 2013 and 2014, from 564 to 309, a 45% decrease. This is largely the result of a University-wide restructuring that took place during Fiscal Year 2013. As a result of that restructuring a number of employees within this group either participated in a voluntary “buy-out” program or had their positions eliminated. Consequently, the only tracked group which experienced an increase in numbers within this population was the Unknown Race or Ethnicity group.

Targeted Populations	2013	2014	Variance	Percentage of Change
American Indian or Alaska Native	1		-1	-100.00%
Asian	7	4	-3	-42.86%
Black or African American	29	11	-18	-62.07%
Hispanic/Latino	1		-1	-100.00%
White	515	278	-237	-46.02%
Unknown Race or Ethnicity	5	11	6	120.00%
Two or More Races	6	5	-1	-16.67%
Total Number of Employees	564	309	-255	-45.21%

2. Faculty Diversity

The overall number of full-time faculty members experienced an increase of 3.7% from 675 faculty members in 2012-2013 to 700 faculty members in 2013-2014. The majority of populations tracked by the University experienced a corresponding increase or remained the same. The only population tracked by the University to experience an overall decrease are the individuals identifying as Two or More Races.

Target Populations Full-Time Faculty	2013	2014	Variance	Percentage of Change
American Indian or Alaska Native	2	2	0	0.00%
Asian	30	33	3	10.00%
Black or African American	31	32	1	3.23%
Hispanic	3	4	1	33.33%
White	579	579	0	0.00%
Unknown Race or Ethnicity	17	38	21	123.53%
Two or More	13	12	-1	-7.69%

3. Professional Staff

Between 2012-2013 and 2013-2014, the University had an overall increase in the number of Professional Staff it employed despite the University-wide restructuring during the 2013 Fiscal Year. This is likely due to the reclassification of positions previously classified as “Executive” or “Administrator” into the “Professional Staff” category. As a result, the only population to experience a decrease is the American Indian or Alaska Native category. The remaining populations all experienced growth.

Targeted Populations	2013	2014	Variance	Percentage of Change
American Indian or Alaska Native	5	4	-1	-20.00%
Asian	2	6	4	200.00%
Black or African American	55	76	21	38.18%
Hispanic/Latino	3	10	7	233.33%
White	846	1088	242	28.61%
Unknown Race or Ethnicity	19	47	28	147.37%
Two or More Races	23	24	1	4.35%

4. Faculty Diversity

The University does not yet have access to the number of tenured faculty members in the tracked populations by department for the 2013-2014 years. However, based upon the preliminary numbers of total full-time faculty members it is likely that all targeted populations did not experience a change, or experienced a slight increase. Regardless, as noted elsewhere, the University has taken a number of steps to support members of its faculty who self-identify as members of a minority or underrepresented population.

5. Workforce Diversity

By comparing the data from the 2012-2013 and 2013-2014 years, the University was able to determine that despite the restructuring that occurred during the 2013 Fiscal Year it was able to retain minority or underrepresented employees at a greater percentage than those employees self-identifying as white. The table below provides a breakdown of all non-faculty University employees, organized by targeted population, year, and status as an Executive or Professional Staff member. The University is able to provide, upon request, an additional breakdown of this information by department within the University. Due to the voluminous nature of that information that breakdown is not included herein.

Targeted Populations and Department	2013 Executive	2013 Professional Staff	2014 Executive	2014 Professional Staff	Variance	Percentage of Difference
American Indian or Alaska Native	1	5		4	-2	-33.33%
Asian	7	2	4	6	1	11.11%
Black or African American	29	55	11	76	3	3.57%
Hispanic	1	3		10	6	150.00%
White	515	846	278	1088	5	0.37%
Unknown Race or Ethnicity	5	19	11	47	34	141.67%
Two or More Races	6	23	5	24	0	0.00%

6. Workforce Diversity – Special Areas or Groups

The University additionally tracks the number of veterans it employs. For the 2012-2013 year, the total number of eligible veterans employed by the University was 48. In the 2013-2014 academic year, the University employed 44 eligible veterans. This change represents a 8.3% decrease in the total number of veterans employed. The University attributes this change to the University wide restructuring that occurred at the beginning of the 2013 Fiscal Year.

7. Workforce Diversity – Board of Regents

Eleven individuals serve on the University's Board of Regents. Within that group there are 5 females, 6 males, 1 Black/African American member, and 10 members who identify as white.

CAMPUS CLIMATE

The University strives to encourage and promote a campus community that is welcoming and supportive to all individuals, including those individuals who are members of a minority or underrepresented group. To that end, the University has implemented the following programs to assess and address areas of need:

- Campus community surveys to determine what campus organizations are doing to celebrate diversity.
- Provides support for all students to overcome barriers and achieve goals by ensuring a low faculty-to-student ratio, offering a variety of tutoring services, and by promoting various programs with TRiO.
- Providing a safe, welcoming, fair, and enjoyable environment by providing opportunities for students to join one of more than 200 student organizations dedicated to allowing students to pursue a variety of interests, offering mentoring programs to both students and employees, and by promoting awareness of the University’s commitment to diversity initiatives.
- The University provides specific support for diverse students through a number of mentoring, diversity, and cultural awareness programs.

The Campus Environment Team (“CET”) is comprised of members of the University Diversity Committee. The CET’s mission is to create a community of inclusiveness that appreciates, celebrates, and respects diversity. Additionally, the CET assists the University in achieving its diversity goals per the University Strategic Plan and serves as an advisory body on diversity issues to the President of Eastern Kentucky University. The CET meetings are publicized to the entire campus community through the EKU Today announcement system. Members of the campus community are regularly invited to speak to the Committee regarding a variety of topics.

The members of the CET are as follows:

Name	Position	Department
Gladys Miller, Co-Chair	Director	Center for Career Services and Co-op
Lisa Day, Co-Chair	Director/Associate Professor	Women & Gender Studies
Teresa Belluscio	Director	Office of Services for Individuals with Disabilities
Emily Davis	Associate Director	University Housing
Andrea Ford	I.S.A.	International Education

George Gallien	Assistant Dean for Student Diversity Initiatives	Office of Multicultural Student Affairs
Dan Hendrickson	Degree Audit Specialist	Registrar
Sandy Hunter	Professor	College of Health Sciences
Molly McKinney	Assistant Professor	Department of Health Promotion and Administration
Kimberly Merritt	Assistant Director Student Recruitment	Admissions
Minh Nguyen	Associate Professor	Department of Philosophy and Religion
Salome Nnororme	Professor	Department of English and African/African American Studies
Gene Palka	Associate V.P. of Student Success	Student Success
Norman Powell	Associate Professor	Department of Educational Leadership
Sheila Pressley	Associate Professor	Department of Environmental Health Sciences
Rich Richmond	Director	McNair Project
Debbie Sowers	Academic Coordinator	McNair Project
Frank Sundram	WEKU Corporate Support Specialist	WEKU Public Radio
Jane Tinsley	Director	NOVA
Loni Crowe Yost	Coordinator	First Year Programs
Socorro Zaragoza	Associate Professor	College of Arts & Sciences
Sara Zeigler	Dean	University Programs

CET has the following purpose and goals:

- Facilitate communication of the University's commitment to diversity.
- Engage the campus in supporting and celebrating diversity.
- Assist with the continued development of a campus climate and culture that supports and celebrates diversity.
- Serve in an advisory capacity to campus community to meet diversity goals of strategic plan.
- Be available to collaborate with and build coalitions among campus groups.
- Promote a culture of respect for physical environments.
- Serve as campus environment team under the statewide diversity policy. The team demonstrates the University's role in supporting the statewide Diversity Policy and the work of the University Diversity Office.

The CET recently implemented the following programs on campus:

- Presentation of Global Café discussions to the campus community on the topics of:
 - Diversity in the Classroom
 - Academic Integrity and Diverse Student Populations
 - Veterans in the Classroom
- The CET invited the President of the Alphabet Center to a committee meeting to discuss issues affecting the LGBTQ, community and identifying a plan of action to address the issues.
- Project Speak Out training was offered to the campus community. Molly McKinney, Assistant Professor of Health Promotion & Administration, took the lead on this project.
- All student leaders on campus were requested that they lead their organization in adopting a policy reflecting their organizations commitment to diversity. Specifically, UDC requested that they adopt the University's Non-Discrimination Policy.
- The Committee hosted the Sixth Annual Diversity Breakfast with more than 200 University faculty, staff, and students in attendance, and with President Michael Benson as the keynote speaker. The event is designed to demonstrate the University's active support of diversity initiatives. The Diversity Breakfast is an opportunity for campus affiliates to come together and share ideas related to diversity initiatives, identify areas for growth, and share areas of improvement. It is also an opportunity for the committee to collect information concerning any current issues involving diversity.
- The CET has worked to develop a campus climate survey to assess areas of need within the University. The next Campus Climate Survey will be conducted during the 2015-16 academic year to align with the next Strategic Planning cycle.

As demonstrated by the above programs and recommendations the CET has been very active in promoting and publicizing the University's commitment to increasing and supporting diversity.

CONCLUSION

As indicated by the information and data provided, the University is committed to promoting and improving the diversity of its faculty, staff, and student body. The University has taken a number of steps to increase awareness of diversity issues on campus, to promote its commitment to diversity, and to improve the retention and recruitment of faculty, staff, and students.