

# **EASTERN KENTUCKY UNIVERSITY**

## **Eastern Kentucky University Comprehensive Diversity Plan**

**Academic Year 2011-15**



**Presented to the**

**Kentucky Council on Postsecondary Education**

**on behalf of**

**President Charles D. Whitlock**

**Prepared by the Office of the Associate Provost for Diversity Planning**

**and the**

**University Diversity Planning Council**

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## **EASTERN KENTUCKY UNIVERSITY DIVERSITY PLANNING COUNCIL**

The Eastern Kentucky University Diversity Planning Council was established during the fall semester of 2011. The primary goal of the Diversity Planning Council is to provide counsel to the Associate Provost for Diversity Planning. The objectives of the Diversity Planning Council are as follows: 1) develop and provide oversight of the Eastern Kentucky University Comprehensive Diversity Plan; 2) review on-going University programs and policies for diversity initiative; 3) assess the University's progress toward achieving the goals of the Eastern Kentucky University Comprehensive Diversity Plan; and 4) review funding for diversity initiatives.

The membership of the Diversity Planning Council is representative of diversity as it exists within the University. The members are faculty, staff, and students that are representatives from academic and non-academic units of the University.

Sandra Moore – Chair, Associate Provost for Diversity Planning

Faridah Awang, Associate Professor, Department of Management/Marketing/Administrative Communication - College of Business and Technology

Gary Barksdale, Director of Human Resources

Roger Cleveland, Associate Professor, Department of Educational Leadership – College of Education

Melinda Compton, Academic Affairs Business Officer

Markus Cross, Director of Marketing and Public Relations for Regional Campuses and Model Laboratory School

George Gallien, Program Director for Multicultural Student Affairs

Charles Hickox, Dean – College of Continuing Education and Outreach Administration

James Keller, Chair/Professor/Chair of Chairs, Department of English and Theatre – College of Arts and Sciences

Bethany Miller, Director of Institutional Research

Tom Otieno, Associate Dean/Professor – College of Arts and Sciences

Gerald Pogatshnik, Dean of Graduate Education and Associate Vice President for Research

Henry Poston, Assistant Professor, Department of Baccalaureate and Graduate Nursing – College of Health Sciences

Mark Sandy, Director of Athletics

Norman Spain, Associate Dean/Professor – College of Justice and Safety

John Taylor, Associate Professor/Chair of Faculty Senate, Department of Communication –  
College of Business and Technology

Virginia Underwood, Chief of Staff/Executive Director of Equal Opportunity and Affirmative  
Action

Socorro Zaragoza, Assistant Professor, Department of Foreign Languages and Humanities –  
College of Arts and Sciences

Sara Zeigler, Interim Dean – University Programs

Caleb Armbrust, 2010-2011 Student Body President/2010-2011 Student Board of Regents

Mustapha Jourdini, Graduate Student/Academic Advisor – Honors Program

## EXECUTIVE SUMMARY

Eastern Kentucky University (EKU) has been a leading force in diversity planning for more than two decades and has received awards and recognition throughout the country and internationally for its diversity initiatives. The University's on-going commitment to diversity has continued through the charge given by the President of Eastern Kentucky University to the Associate Provost for Diversity Planning for developing the Eastern Kentucky University Comprehensive Diversity Plan (Plan/EKU Comprehensive Diversity Plan). The Diversity Planning Council (DPC) was created by the Associate Provost for Diversity Planning to complete this task. The DPC has an inclusive membership that is a diverse body representing the various units within EKU. In addition to providing leadership in the development of the EKU Comprehensive Diversity Plan, the DPC will implement and assess the University's progress toward achieving the goals of the Plan.

The University recognizes the role of diversity in fulfilling its mission. Diversity is fundamental to critical thinking and thus enhances what we learn, how we interact with others, and how we participate as citizens in a global community.

The EKU Comprehensive Diversity Plan will facilitate the University's commitment to diversity. Additionally, the Plan has been developed to align with the University's 2011-15 Strategic Plan, the 2011-15 Kentucky Council on Postsecondary Education (CPE) Strategic Agenda, and the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development (Diversity Policy).

The Diversity Policy which was developed by the CPE on behalf of its Committee on Equal Opportunities (CEO) in partnership with the public institutions provides the framework for the development of all public postsecondary institution's diversity plans. The EKU Comprehensive Diversity Plan was developed within this framework while putting the University's historical commitment to diversity to the forefront of the Plan.

### **CPE Diversity Policy:**

It is the policy of the CPE that to truly prepare students for life and work in an increasingly diverse society the public postsecondary institutions within the Commonwealth shall embrace diversity within constitutional and legal parameters, seek to reflect that diversity in their student body and workforce, and commit to eliminate achievement gaps among all students. This policy is the expression of a vital governmental interest, but does not compel or advocate racial balancing or the establishment of quotas.

### **CPE Institutional Diversity Planning:**

To implement this policy, the CPE requires that each public institution submit to CPE for approval a campus-based diversity plan which shall set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to population. Nothing in this policy shall be construed as a requirement that institutions attain and/or maintain specific percentages of minority group enrollment. The campus-based diversity plans will, at a minimum, address four areas: 1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, 2) achievement gaps, 3) workforce diversity, and 4) campus climate. The plans will be developed using a framework which includes guiding principles, commitments, and action statements that will assist institutions as they develop or refine their own diversity plans. Institutional plans shall be narrowly tailored so as to further those areas of interest set forth above. Each campus-based plan shall:

- Assure consistency with system wide and institutional diversity policies and practices.
- Describe diversity and equal opportunity for students, faculty, administrators, and staff in action plans that address the campus environment.
- Implement a system of institutional accountability by using metrics that are specific and measurable.
- Recognize that equal opportunity is essential to all members of the campus communities.
- Preserve broad access to high quality postsecondary education opportunities.

## EASTERN KENTUCKY UNIVERSITY COMPREHENSIVE DIVERSITY PLAN

### INTRODUCTION

The EKU Comprehensive Diversity Plan is a document which has been strategically aligned with the University's Strategic Plan, the CPE Strategic Agenda, and the Diversity Policy. The Plan is designed to prepare the University community for a global society. We believe that it is the duty of Eastern Kentucky University to promote an understanding of the benefits of higher education and social justice to the citizens of southeastern Kentucky, the Commonwealth of Kentucky, the nation, and the world. An emphasis on civic responsibility teaches our students the value of democratic decision-making, participatory democracy, and active citizenship. At the heart of civic responsibility lies another value: civility. The University community strives for civility in public discourse and social life and encourages democratic conflict resolution through reason and public debate.

### 2011-2015 UNIVERSITY STRATEGIC PLAN

#### MISSION STATEMENT

As a comprehensive public institution, Eastern Kentucky University prepares students to lead productive, responsible, and enriched lives. To accomplish this mission, the University emphasizes: 1) student success; 2) regional stewardship; and 3) critical and creative thinking and effective communication.

#### VALUES

Eastern Kentucky University values

- *intellectual vitality*, which is characterized by knowledge, scholarly inquiry, creativity, critical thinking and curiosity;
- *sense of community*, which is characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose;
- *diversity*, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas;
- *stewardship of place*, by which the University enhances the intellectual capacity, economic vitality, environmental sustainability, and quality of life of the communities it serves;
- *accountability*, which is characterized by fiscal responsibility and responsiveness to the needs of internal and external stakeholders; and
- *excellence*, which is achieved through integrity, continuous quality improvement, and a focused emphasis on the personal and professional growth of students, faculty, and staff.

## **VISION**

Eastern Kentucky University will be an accessible, nurturing, and academically rigorous center of learning and scholarship that transforms lives and communities and enables them to adapt and succeed in a dynamic, global society.

### **Goal 3: Create and maintain an inclusive, equitable, and diverse environment**

#### **Strategic Direction:**

**3.1:** Improve recruitment and retention of diverse students, faculty, staff, and University administrators.

- Develop and implement the University Plan for Diversity.\*
- The number of diverse new college-ready freshmen, transfers, graduate students, and new faculty and staff hires will increase.\*
- The freshman to sophomore retention rate of diverse students will increase.\*
- Diverse faculty/staff retention will increase.\*
- International enrollment will increase.\*

\*All metrics will be in alignment with the EKU Comprehensive Diversity Plan.

#### **Strategic Direction:**

**3.2:** Build a climate of respect for diversity, inclusion, and equity, including the enhancement of multicultural and international experiences.

Student, faculty and staff responses to the campus climate survey will show:

- A climate supportive of diversity.
- A positive perception of University efforts to enhance a climate supportive of diversity.
- Multicultural and international experiences will be enhanced, as reflected in NSSE results.

## **UNIVERSITY DIVERSITY DEFINITION**

Eastern Kentucky University is a community that respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity.

## **PLANNING**

The University honors the present diversity definition. However, the University acknowledges the need for continued evaluation of the definition and to expand its scope and focus as necessary, with approval by the EKU Board of Regents. Ongoing efforts will continue to be in



alignment with the University's 2011-15 Strategic Plan as discussions are focusing upon possible expansion of the diversity definition to include, but not limited to, age, military status, social justice, and international campus representation. Future ECU Diversity Plan opportunities may include outreach opportunities in the area of regional stewardship to promote and enhance diversity issues in the region.

## **ACCOUNTABILITY**

In compliance with the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, the Eastern Kentucky University Comprehensive Diversity Plan will address four areas: 1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area; 2) student success/achievement gaps; 3) workforce diversity; and 4) campus climate.

## **GOALS**

The goals of the ECU Comprehensive Diversity Plan are aligned with the Diversity Policy and the following areas at a minimum will be addressed:

- I. Student Body Diversity
  - A. Undergraduate student enrollment
  - B. Graduate student enrollment
  
- II. Student Success
  - A. Student retention
  - B. Graduation rates
  - C. Degrees conferred
  - D. Credentials conferred
  
- III. Workforce Diversity
  - A. Faculty
  - B. Staff
  - C. Executive/Administrative/Managerial
  
- IV. Campus Climate (written report submitted by institutions)
  - A. Campus Environment Team
  - B. Comprehensive assessment of strategies and best practices implemented in support of the institutional and KCTCS diversity plans
  - C. Employment retention and promotion

## **CPE PERFORMANCE METRICS AND ASSESSMENT**

Using data analysis and gap analysis, institutional performance in each strategic area will be measured to establish the status of each institution toward achieving the objectives of the diversity policy and campus diversity plan. Nothing in this policy shall be construed as a requirement that institutions attain and/or maintain specific percentages of minority group enrollment or employment. Instead, each institution will be assessed according to its implementation of specific strategies designed to achieve, within established constitutional parameters, diverse populations among students, faculty, and staff.

## **EKU PERFORMANCE METRICS AND ASSESSMENT**

In the ECU Comprehensive Diversity Plan, two measures are presented. The “ECU Comprehensive Diversity Plan Target” sets forth the target and reporting as required by the Diversity Policy and 13 KAR 2:060.

The “ECU Analysis and Target” sets forth the institutional parameters for annual assessment of the ECU Comprehensive Diversity Plan. These assessments will form the basis for determining the achievement of the objectives identified in the ECU Comprehensive Diversity Plan and the ECU Strategic Plan.

## STUDENT BODY DIVERSITY

Many students have not experienced global diversity. In order for our students to compete in a global society, it is imperative that ECU, as an institution of higher learning, provide opportunities for our students to learn, live, and thrive in a diverse environment. Therefore, we are committed as an institution to enhance their learning and living experience through the provision of diversity programs, services, and educational opportunities both in and outside of the classroom.

### **Undergraduate Student Enrollment, Graduate Student Enrollment, and International Student Enrollment:**

#### **EKU Diversity Plan Goal 1:**

Increase enrollment of diverse students.

#### **Strategic Direction:**

**1.1:** Increase undergraduate, graduate, and international student diversity enrollment.

#### ***Key Performance Indicator:***

**1.1.1:** The University will increase the undergraduate student diversity enrollment, including new college-ready freshmen and transfers.

#### **Action Plan:**

- Enrollment data for diverse undergraduate students will be collected on an annual basis at both the University and College levels, and information regarding diversity enrollment trends will be analyzed by the Office of Institutional Effectiveness and the Office of Institutional Research and distributed to the appropriate units.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

#### **Measures:**

- First year student diversity enrollment
- Transfer student diversity enrollment
- Undergraduate student diversity enrollment

#### ***Key Performance Indicator:***

**1.1.2:** The University will increase the graduate student diversity enrollment.

**Action Plan:**

- Enrollment data for graduate students will be collected on an annual basis at both the University and College levels, and information regarding diversity enrollment trends will be analyzed by the Office of Institutional Effectiveness and the Office of Institutional Research and distributed to the appropriate units.
- The appropriate units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

**Measures:**

- Graduate student diversity enrollment in comparison to the diverse population of the service region
- Graduate student diversity enrollment in comparison to the diverse population of the Commonwealth

***Key Performance Indicator:***

**1.1.3:** The University will increase cultural diversity by increasing the enrollment of international students.

**Action Plan:**

- Enrollment data for international students at the graduate and undergraduate levels will be collected on an annual basis at both the University and College levels, and information regarding diversity enrollment trends will be analyzed by the Office of Institutional Effectiveness and the Office of Institutional Research and distributed to the appropriate units.
- The appropriate units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.
- The Diversity Planning Council will recommend to the Strategic Planning Council and Financial Planning Council to consider reducing the out-of-state tuition multiplier to make ECU more economical for international students.
- The Diversity Planning Council will recommend to the Strategic Planning Council and Financial Planning Council to consider improvements to the infrastructure of the International Education Office.

**Measures:**

- Undergraduate international student enrollment
- Graduate international student enrollment

**Data:**

**Table 1.A – EKU Enrollment of Diverse Undergraduate Students**

<b>EKU Enrollment - Fall 2010</b>	<b>Under-graduate</b>	<b>%</b>	<b>2011-2015 CPE UG Target</b>				
			<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
American Indian or Alaskan Native, Non-Hispanic Only	71	0.5%	71	71	71	72	73
Asian, Non-Hispanic Only	132	0.9%					
Black, Non-Hispanic Only	825	5.7%	826	826	827	827	827
Hispanic or Latino, regardless of race	247	1.7%	247	248	248	248	248
Native Hawaiian or Other Pacific Islander, Non-Hispanic Only	21	0.1%	21	21	21	21	21
Nonresident Alien	136	0.9%					
Race and Ethnicity Unknown	146	1.0%					
Two or More Races	301	2.1%					
White, Non-Hispanic Only	12,517	86.9%					
<b>TOTAL</b>	<b>14,396</b>	<b>100.0%</b>	<b>1165</b>	<b>1166</b>	<b>1167</b>	<b>1168</b>	<b>1169</b>
<b>EKU Enrollment - Fall 2010</b>	<b>Under-graduate</b>	<b>%</b>	<b>2011-2015 EKU UG Analysis and Target</b>				
			<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
American Indian or Alaskan Native, Non-Hispanic Only	71	0.5%	71	71	72	72	72
Asian, Non-Hispanic Only	132	0.9%	132	133	133	134	135
Black, Non-Hispanic Only	825	5.7%	826	826	826	827	827
Hispanic or Latino, regardless of race	247	1.7%	247	248	248	248	248
Native Hawaiian or Other Pacific Islander, Non-Hispanic Only	21	0.1%	22	22	22	22	23
Nonresident Alien	136	0.9%	137	137	137	137	137
Race and Ethnicity Unknown	146	1.0%	N/A	N/A	N/A	N/A	N/A
Two or More Races	301	2.1%	301	301	302	302	302
White, Non-Hispanic Only	12,517	86.9%	-	-	-	-	-
<b>TOTAL</b>	<b>14,396</b>	<b>100.0%</b>	<b>1736</b>	<b>1738</b>	<b>1740</b>	<b>1742</b>	<b>1744</b>

Source: EKU Official Enrollment (Type 1) and EKU Official Degrees Awarded (Type 5) files as submitted to the Kentucky Council on Postsecondary Education (CPE).

Data:

**Table 1.B – ECU Enrollment of Diverse Graduate Students**

EKU Enrollment - Fall 2010	Graduate	%	2011-2015 CPE GR Target				
			2011	2012	2013	2014	2015
American Indian or Alaskan Native, Non-Hispanic Only	8	0.4%	9	9	10	10	10
Asian, Non-Hispanic Only	25	1.2%	N/A	N/A	N/A	N/A	N/A
Black, Non-Hispanic Only	110	5.1%	111	111	111	112	112
Hispanic or Latino, regardless of race	35	1.6%	35	36	36	36	37
Native Hawaiian or Other Pacific Islander, Non-Hispanic Only	0	0.0%	Not measuring due to no representation				
Nonresident Alien	53	2.4%					
Race and Ethnicity Unknown	53	2.4%					
Two or More Races	20	0.9%					
White, Non-Hispanic Only	1,867	86.0%					
EKU Enrollment - Fall 2010	Graduate	%	2011-2015 ECU GR Analysis and Target				
			2011	2012	2013	2014	2015
American Indian or Alaskan Native, Non-Hispanic Only	8	0.4%	8	8	9	9	9
Asian, Non-Hispanic Only	25	1.2%	26	26	27	27	28
Black, Non-Hispanic Only	110	5.1%	111	111	111	112	112
Hispanic or Latino, regardless of race	35	1.6%	35	36	36	36	37
Native Hawaiian or Other Pacific Islander, Non-Hispanic Only	0	0.0%	Not measuring due to no representation				
Nonresident Alien	53	2.4%	53	53	53	54	54
Race and Ethnicity Unknown	53	2.4%	N/A	N/A	N/A	n/A	N/A
Two or More Races	20	0.9%	20	21	21	21	21
White, Non-Hispanic Only	1,867	86.0%	-	-	-	-	-
<b>TOTAL</b>	<b>2,171</b>	<b>100.0%</b>	<b>253</b>	<b>255</b>	<b>257</b>	<b>259</b>	<b>261</b>

Source: ECU Official Enrollment (Type 1) and ECU Official Degrees Awarded (Type 5) files as submitted to the Kentucky Council on Postsecondary Education (CPE).

Data:

**Table 1.C - Kentucky Population**

**Kentucky Population (18 years and over, 2010 U.S. Census Bureau)**

American Indian or Alaskan Native, Non-Hispanic Only	6,972	0.2%
Asian, Non-Hispanic Only	35,428	1.1%
Black, Non-Hispanic Only	241,115	7.3%
Hispanic or Latino, regardless of race	82,887	2.5%
Native Hawaiian or Other Pacific Islander, Non-Hispanic Only	1,431	0.0%
Some Other Race	1,761	0.1%
Two or More Races	28,883	0.9%
White, Non-Hispanic Only	2,917,519	88.0%
<b>TOTAL</b>	<b>3,315,996</b>	<b>100.0%</b>

Source: U.S. Census Bureau 2010

**Data:**

**Table 1.D – ECU Service Region Population**

**ECU Service Region (18 years and over, 2010 U.S. Census Bureau)**

American Indian or Alaskan Native, Non-Hispanic Only	1,018	0.2%
Asian, Non-Hispanic Only	1,718	0.4%
Black, Non-Hispanic Only	10,123	2.2%
Hispanic or Latino, regardless of race	5,609	1.2%
Native Hawaiian or Other Pacific Islander, Non-Hispanic Only	69	0.0%
Some Other Race	132	0.0%
Two or More Races	3,557	0.8%
White, Non-Hispanic Only	431,312	95.1%
<b>TOTAL</b>	<b>453,538</b>	<b>100.0%</b>

Source: U.S. Census Bureau 2010

**ECU Comprehensive Diversity Plan Target for Undergraduate Enrollment:**

- The University will annually increase through 2015 undergraduate student diversity enrollment by the aggregate of students self-identified as Black or African American, American Indian or Alaskan Native, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander in Fall 2010 plus one diverse student.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

**ECU Analysis and Target for Undergraduate Enrollment:**

ECU analysis and target are based upon undergraduate student diversity enrollment, with Fall 2010 serving as baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the ECU Comprehensive Diversity Plan and the ECU Strategic Plan.

- The University will annually increase through 2015 undergraduate student diversity enrollment by the aggregate of all undergraduate student diversity enrollment in Fall 2010 plus two diverse students.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

- The representation of Black, Non- Hispanic students eligible for enrollment in the ECU Service Region is 10,123 / 2.2%. ECU African American undergraduate enrollment is 825 / 5.7%. The ECU enrollment numbers and percentages are better than the ECU Service Region; therefore, it is necessary to maintain this status while closing the gap with the Commonwealth numbers and percentage, 241,115 / 7.3%. Therefore, it is the target to maintain this status with the minimum target to annually increase through 2015 undergraduate student diversity enrollment by the aggregate of all undergraduate student diversity enrollment in Fall 2010 plus two diverse students.
- The representation of American Indian or Alaskan Native students eligible for enrollment in the ECU Service Region is 1,018 / 0.2%. ECU American Indian or Alaskan Native, Non-Hispanic student undergraduate enrollment is 71 / 0.5%. The ECU enrollment numbers and percentages are better than the ECU Service Region and the Commonwealth numbers and percentage, 6,972 / 0.2%. Therefore, it is the target to maintain this status with the minimum target to annually increase through 2015 undergraduate student diversity enrollment by the aggregate of all undergraduate student diversity enrollment in Fall 2010 plus two diverse students.
- The representation of Hispanic or Latino students eligible for enrollment in the ECU Service Region is 5,609 / 1.2%. ECU Hispanic or Latino student undergraduate enrollment is 247 / 1.7%. The ECU enrollment numbers and percentages are better than the ECU Service Region. Therefore, it is necessary to maintain this status while closing the gap with the Commonwealth numbers and percentage, 82,887 / 2.5% with the minimum target to annually increase through 2015 undergraduate student diversity enrollment by the aggregate of all undergraduate student diversity enrollment in Fall 2010 plus two diverse students.
- The representation of Native Hawaiian or Other Pacific Islander student eligible for enrollment in the ECU Service Region is 69 / 0.0%. ECU Native Hawaiian or Other Pacific Islander undergraduate enrollment is 21 / 0.1%. The ECU enrollment number percentages are better than the ECU Service Region and the Commonwealth numbers and percentages, 69 / 0.0%. Therefore, it is the target to maintain this status with the minimum target to annually increase through 2015 undergraduate student diversity enrollment by the aggregate of all undergraduate student diversity enrollment in Fall 2010 plus two diverse students.
- The representation of Asian students eligible for enrollment in the ECU Service Region is 1,718 / 0.4%. ECU undergraduate enrollment is 132 / 0.9%. The ECU enrollment number and percentages are better than the ECU Service Region. Therefore it is necessary to maintain this status while closing the gap with the Commonwealth numbers and percentage, 35,428 / 1.1% with the minimum target to annually increase through 2015 undergraduate student diversity enrollment by



the aggregate of all undergraduate student diversity enrollment in Fall 2010 plus two diverse students.

- The representation of Two or More race students eligible for enrollment in the ECU Service Region is 3,557 / 0.8%. ECU undergraduate enrollment is 301 / 2.1%. The ECU enrollment number and percentages are better than the ECU Service Region and the Commonwealth numbers and percentages, 28,883 / 0.9%. Therefore, it is the target to maintain this status with the minimum target to annually increase through 2015 undergraduate student diversity enrollment by the aggregate of all undergraduate student diversity enrollment in Fall 2010 plus two diverse students.
- There is no representation of Nonresident Alien students eligible for enrollment in the ECU Service Region or the Commonwealth. The ECU undergraduate enrollment is 136 / 0.9%. Therefore, it is the target to maintain this status with the minimum target to annually increase through 2015 undergraduate student diversity enrollment by the aggregate of all undergraduate student diversity enrollment in Fall 2010 plus two diverse students.

#### **ECU Comprehensive Diversity Plan Target for Graduate Enrollment:**

- The University will annually increase through 2015 graduate student diversity enrollment by the aggregate of graduate students self-identified as Black or African American, American Indian or Alaskan Native, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander in Fall 2010 plus one diverse student.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

#### **ECU Analysis and Target for Graduate Enrollment:**

ECU analysis and target are based upon graduate student diversity enrollment, with Fall 2010 serving as baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the ECU Comprehensive Diversity Plan and the ECU Strategic Plan.

- The University will annually increase through 2015 graduate student diversity enrollment by the aggregate of all graduate student diversity enrollment in Fall 2010 plus two diverse students.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

- The representation of Black, Non-Hispanic students eligible for enrollment in the ECU Service Region is 10,123/ 1.2%. ECU African American graduate enrollment is 110/ 5.1%. The ECU enrollment percentages are better than the ECU Service Region. Therefore, it is necessary to maintain this status while closing the gap with the Commonwealth numbers and percentage, 241,115/ 7.3% with the minimum target to annually increase through 2015 graduate student diversity enrollment by the aggregate of all graduate student diversity enrollment in Fall 2010 plus two diverse students.
- The representation of American Indian or Alaskan Native students eligible for enrollment in the ECU Service Region is 1,018 / 0.2%. ECU American Indian or Alaskan Native, Non-Hispanic student graduate enrollment is 8 / 0.4%. The ECU enrollment number and percentages are better than the ECU Service Region and the Commonwealth number and, 1,018/ 0.2%. Therefore, it is necessary to maintain this status with the minimum target to annually increase through 2015 graduate student diversity enrollment by the aggregate of all graduate student diversity enrollment in Fall 2010 plus two diverse students.
- The representation of Hispanic or Latino students eligible for enrollment in the ECU Service Region is 5,509/1.2%. ECU Hispanic or Latino student graduate enrollment is 35/ 1.6%. The ECU enrollment percentages are better than the ECU Service Region. Therefore, it is necessary to maintain this status while closing the gap with the Commonwealth numbers and percentage, 82,887/ 2.5% with the minimum target to annually increase through 2015 graduate student diversity enrollment by the aggregate of all graduate student diversity enrollment in Fall 2010 plus two diverse students.
- The representation of Native Hawaiian or Other Pacific Islander student eligible for enrollment in the ECU Service Region is 69/ 0.0%. ECU Native Hawaiian or Other Pacific Islander graduate enrollment is 0.0%. The ECU enrollment percentage is the same as the ECU Service Region and the Commonwealth, 0.0%; therefore there is no gap. Furthermore based upon the insufficient numbers in our Service Region, the Commonwealth and current 0 enrollments in the baseline graduate data (2010) no measurements are required for this population. The minimum target is to attempt to increase through 2015 graduate student diversity enrollment by the aggregate of all graduate student diversity enrollment in Fall 2010 plus two diverse students.
- The representation of Asian students eligible for enrollment in the ECU Service Region is 1,718 / 0.4%. The ECU graduate enrollment number and percentage is

25 / 1.2%. The ECU enrollment number and percentage is better than the ECU Service Region and the Commonwealth number and percentage, 35,428 / 1.1%. There is no gap. The minimum target is to increase through 2015 graduate student diversity enrollment by the aggregate of all graduate student diversity enrollment in Fall 2010 plus two diverse students.

- The representation of Two or More race students eligible for enrollment in the ECU Service Region is 3,557 / 0.8%. ECU graduate enrollment is 20 / 0.9%. The ECU enrollment number and percentages are better than the ECU Service Region and are equivalent to the Commonwealth numbers and percentages, 28,883 / 0.9%. Therefore, it is the target to increase this status with the minimum target to annually increase through 2015 graduate student diversity enrollment by the aggregate of all graduate student diversity enrollment in Fall 2010 plus two diverse students.
- There is no representation of Nonresident Alien students eligible for enrollment in the ECU Service Region or the Commonwealth. The ECU graduate enrollment is 53 / 2.4%. Therefore, it is the target to maintain this status with the minimum target to annually increase through 2015 graduate student diversity enrollment by the aggregate of all graduate student diversity enrollment in Fall 2010 plus two diverse students.

#### **EKU Analysis and Target for International Student Enrollment:**

EKU analysis and target are based upon international student enrollment, with Fall 2010 serving as a baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the ECU Comprehensive Diversity Plan and the ECU Strategic Plan.

- The University will annually increase through 2015 international student diversity enrollment by the aggregate of international student diversity enrollment in Fall 2010 plus two diverse students.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

#### **Present ECU Best Practices for Diversity Enrollment:**

- Diversity Recruitment Specialist in the Admission Office
- Dr. Rodney Gross Scholarship for African American Kentucky Resident Students
- ECU Minority Graduate Assistantships
- ECU African American Fellowships
- Part time position moved to full-time Director of International Education

## STUDENT SUCCESS

The ECU community acknowledges that its students, faculty, staff, and alumni are the source of its strength. They determine the spirit, eminence, and efficacy of the institution. The future of ECU directly hinges on the success of its students, so our most central value is “student success”-- in the classroom, at work, and on the world stage where students will represent the collective efforts of the ECU community.

### **Student Retention, Graduation Rates, Degrees Conferred, and Credentials Conferred:**

#### **EKU Diversity Plan Goal 2:**

Increase retention, graduation rates, degrees and credentials conferred to diverse students.

#### **Strategic Direction:**

**2.1:** Increase the retention, graduation rates, degrees, and credentials conferred to diverse students.

#### ***Key Performance Indicator:***

**2.1.1:** The University will increase the freshman to sophomore retention rates of student diversity enrollment.

#### **Action Plan:**

- Retention data for first-time first-year student diversity enrollment will be collected on an annual basis at both the University and College levels and will be analyzed by the Office of Institutional Effectiveness and Office of Institutional Research and distributed to the appropriate units.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

#### **Measures:**

- University and College level retention data
- Data for this KPI has not been assessed by the institution in previous years. Benchmark has now been established.

Data:

**Table 2.A – Retention Rates of Diverse Undergraduate Students**

**2011-2015 UG CPE Retention Rates**

Cohort Term		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Data for Retention Rates		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>Black, Non-Hispanic</b>	<b>Base</b>	<b>154</b>	<b>175</b>	<b>175</b>	<b>176</b>	<b>178</b>
	<b>1yr</b>	95	123	95	96	96
	<b>2yr</b>	65	75	65	66	66
	<b>3yr</b>	-	55	56	57	58
<b>American Indian or Alaskan Native</b>	<b>Base</b>	<b>10</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>15</b>
	<b>1yr</b>	5	10	6	6	7
	<b>2yr</b>	2	2	3	3	4
	<b>3yr</b>	-	2	3	3	4
<b>Asian or Pacific Islander</b>	<b>Base</b>	<b>19</b>				
	<b>1yr</b>	15				
	<b>2yr</b>	11				
	<b>3yr</b>	-				
<b>Hispanic</b>	<b>Base</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>
	<b>1yr</b>	17	17	18	19	20
	<b>2yr</b>	11	12	12	13	13
	<b>3yr</b>	-	10	11	12	12
<b>Unknown</b>	<b>Base</b>	<b>30</b>				
	<b>1yr</b>	20				
	<b>2yr</b>	16				
	<b>3yr</b>	-				
<b>Nonresident Alien</b>	<b>Base</b>	<b>5</b>				
	<b>1yr</b>	3				
	<b>2yr</b>	2				
	<b>3yr</b>	-				
<b>White, Non-Hispanic</b>	<b>Base</b>	<b>2249</b>				
	<b>1yr</b>	1549				
	<b>2yr</b>	1237				
	<b>3yr</b>	-				

**2011-2015 UG EKU Retention Rates Analysis and Target**

Cohort Term		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Data for Retention Rates		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>Black, Non-Hispanic</b>	<b>Base</b>	<b>154</b>	<b>175</b>	<b>178</b>	<b>180</b>	<b>180</b>
	<b>1yr</b>	95	123	95	97	97
	<b>2yr</b>	65	65	65	66	66
	<b>3yr</b>	-	50	50	52	51
<b>American Indian or Alaskan Native</b>	<b>Base</b>	<b>10</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>14</b>
	<b>1yr</b>	5	10	7	7	9
	<b>2yr</b>	2	2	4	4	6
	<b>3yr</b>	-	2	4	4	6
<b>Asian or Pacific Islander</b>	<b>Base</b>	<b>19</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>25</b>
	<b>1yr</b>	15	18	18	19	19
	<b>2yr</b>	11	11	12	12	12
	<b>3yr</b>	-	8	9	9	9
<b>Hispanic</b>	<b>Base</b>	<b>28</b>	<b>29</b>	<b>32</b>	<b>33</b>	<b>34</b>
	<b>1yr</b>	17	17	19	21	22
	<b>2yr</b>	11	13	13	15	16
	<b>3yr</b>	-	10	12	14	14
<b>Unknown</b>	<b>Base</b>	<b>30</b>	<b>55</b>	<b>55</b>	<b>55</b>	<b>55</b>
	<b>1yr</b>	20	37	21	21	22
	<b>2yr</b>	16	16	16	17	17
	<b>3yr</b>	-	10	10	11	11
<b>Nonresident Alien</b>	<b>Base</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
	<b>1yr</b>	3	5	3	4	4
	<b>2yr</b>	2	2	3	3	3
	<b>3yr</b>	-	1	1	1	1
<b>White, Non-Hispanic</b>	<b>Base</b>	<b>2249</b>				
	<b>1yr</b>	1549				
	<b>2yr</b>	1237				
	<b>3yr</b>	-				

Source: EKU Official Enrollment (Type 1) and EKU Official Degrees Awarded (Type 5) files as submitted to the Kentucky Council on Postsecondary Education (CPE).

**EKU Comprehensive Diversity Plan Target for Sophomore Retention Rates:**

- The University will annually increase through 2015 freshman to sophomore student diversity retention rates by the aggregate of students self-identified as Black, Non-

Hispanic, American Indian or Alaskan Native, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander in Fall 2010 plus one diverse student.

- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

### **EKU Analysis and Target for Sophomore Retention Rates:**

EKU analysis and target are based upon the retention of diverse students, with Fall 2010 serving as baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the ECU Comprehensive Diversity Plan and the ECU Strategic Plan.

- The University will annually increase through 2015 freshman to sophomore retention rates by the aggregate of all freshmen to sophomore diverse student retention rates in Fall 2010 plus two diverse students.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.
  - The Black, Non-Hispanic student retention rate for the fall 2008 cohort for the first year is 95/154 - 61.7%, second year 65/154 – 42.2% and the fall 2009 cohort is 123/175 - 70.3%. Therefore, the minimum target is to annually increase through 2015 the student diversity retention rate by the aggregate of all diverse student retention rates in Fall 2010 plus two diverse student.
  - The American Indian or Alaskan Native student retention rate for the fall 2008 cohort for the first year is 5/10 - 50%, second year 2/10 - 40% and the fall 2009 cohort is 10/13 -76.9%. Therefore, the minimum target is to annually increase through 2015 the student diversity retention rate by the aggregate of all diverse student retention rates in Fall 2010 plus two diverse students.
  - The Hispanic student retention rate for the fall 2008 cohort for the first year is 17/28 - 60.7%, second year 11/28 – 39.3% and the fall 2009 cohort is 17/29 - 58.6%. Therefore, the minimum target is to annually increase through 2015 the student diversity retention rate by the aggregate of all diverse student retention rates in Fall 2010 plus two diverse students.
  - The Native Hawaiian / Pacific Islander are represented by the Asian or Pacific Islander student and therefore we do not have a true representation for Native Hawaiian / Pacific Islander and cannot provide a retention rate until we establish baseline data. Therefore, the minimum target is to annually increase through 2015 the student diversity retention rate by the aggregate of all diverse student retention rates in Fall 2010 plus two diverse students.

- The Asian student retention rate for the fall 2008 cohort for the first year is 15/19 – 78.9%, second year 11/19 – 57.9% and the fall 2009 cohort is 18/24 – 75.0%. Therefore, the minimum target is to annually increase through 2015 the student diversity retention rate by the aggregate of all diverse student rates in Fall 2010 plus two diverse students.
- Two or More Races baseline data currently does not exist and a retention rate cannot be provided for this reason. Therefore, the minimum target is to annually increase through 2015 the student diversity retention rate by the aggregate of all diverse student rates in Fall 2010 plus two diverse students.
- The Nonresident Alien rate for the fall 2008 cohort for the first year is 3/5 – 60.0%, second year 2/5 – 40.0%, and the fall 2009 cohort is 5/8 – 62.5%. Therefore, the minimum target is to annually increase through 2015 the student diversity retention rate by the aggregate of all diverse student rates in Fall 2010 plus two diverse students.

***Key Performance Indicator:***

**2.1.2:** The University will increase the six-year graduation rates for the diverse student population.

**Action Plan:**

- Six-year graduation data for first-time first year diverse students will be collected on an annual basis at both the University and College levels and will be analyzed by the Office of Institutional Effectiveness and Office of Institutional Research and distributed to the appropriate units.
- The appropriate Planning Units will meet with the Associate Provost for Diversity Planning annually to review the data and develop strategies to address areas of concern.

**Measures:**

- University and College level graduation data.



Data:

**Table 2.B – Graduation Rates of Diverse Students**

		<b>2011-2015 CPE 6 Year Graduation Rates Target</b>					
	<b>2010 Graduation Rates</b>	<b>UG: 6 year Rate</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
	<i>Fall 2005 UG Cohort</i>		<i>Fall 2006 UG Cohort</i>	<i>Fall 2007 UG Cohort</i>	<i>Fall 2008 UG Cohort</i>	<i>Fall 2009 UG Cohort</i>	<i>Fall 2010 UG Cohort</i>
American Indian or Alaskan Native	2/11	36.40%	2	3	3	3	3
Asian or Pacific Islander	13/19	68.40%	Not measuring until the baseline is established				
Black, Non-Hispanic	26/100	26.00%	27	27	27	27	28
Hispanic	4/9	44.40%	4	4	5	6	6
Unknown	7/31	22.60%					
White, Non-Hispanic	844/2,225	37.90%					
<b>Overall</b>	<b>898/2,395</b>	<b>37.50%</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>
		<b>2011-2015 EKU 6 Year Graduation Rates Analysis and Target</b>					
	<b>2010 Graduation rates</b>	<b>UG: 6 year Rate</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
	<i>Fall 2005 UG Cohort</i>		<i>Fall 2006 UG Cohort</i>	<i>Fall 2007 UG Cohort</i>	<i>Fall 2008 UG Cohort</i>	<i>Fall 2009 UG Cohort</i>	<i>Fall 2010 UG Cohort</i>
American Indian or Alaskan Native	2/11	36.40%	3	4	4	5	6
Asian or Pacific Islander	13/19	68.40%	13	13	14	14	14
Black, Non-Hispanic	26/100	26.00%	27	27	27	28	29
Hispanic	4/9	44.40%	4	5	6	6	7
Unknown	7/31	22.60%	7	7	7	7	7
White, Non-Hispanic	844/2,225	37.90%					
<b>Overall</b>	<b>898/2,395</b>	<b>37.50%</b>	<b>54</b>	<b>56</b>	<b>58</b>	<b>60</b>	<b>63</b>

Source: EKU Official Enrollment (Type 1) and EKU Official Degrees Awarded (Type 5) files as submitted to the Kentucky Council on Postsecondary Education (CPE).

**EKU Comprehensive Diversity Plan Target for Six Year Graduation Rates:**

- The University will annually increase through 2015 the six year diverse student graduation rates by the aggregate of students self-identified as Black or African American, American Indian or Alaskan Native, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander in Fall 2010 plus one diverse student.

- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.

### **EKU Analysis and Target for Six Year Graduation Rates:**

EKU analysis and target are based upon the graduation rates of diverse students, with Fall 2010 serving as baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the ECU Comprehensive Diversity Plan and the ECU Strategic Plan.

- The University will annually increase through 2015 the six year diverse student graduation rates by the aggregate of diverse students in Fall 2010 plus two diverse students.
- The appropriate units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.
- It is the target to increase the six year graduation rate of Black, Non-Hispanic students with the minimum target to annually increase through 2015 the six year diverse student graduation rate by the aggregate of all diverse students in Fall 2010 plus two diverse students.
- It is the target to increase the six year graduation rate of American Indian or Alaskan Native students with the minimum target to annually increase through 2015 the six year graduation rates by the aggregate of all diverse students in Fall 2010 plus two diverse students.
- It is the target to increase the six year graduation rate of Native Hawaiian or Other Pacific Islander students with the minimum target to annually increase through 2015 the six year diverse student graduation rates by the aggregate of all diverse students in Fall 2010 plus two diverse students.
- It is the target to increase the six year graduation rate of Hispanic students with the minimum target to annually increase through 2015 the six year diverse student graduation rates by the aggregate of all diverse students in Fall 2010 plus two diverse students.
- It is the target to increase the six year graduation rate of Asian students with the minimum target to annually increase through 2015 the six year diverse student graduation rates by the aggregate of all diverse student in Fall 2010 plus two diverse students.

- After the establishment of the baseline data for Two or More Races the target is to increase the six year graduation rate of Two or More Races with the minimum target to annually increase through 2015 the six year diverse student graduation rates by the aggregate of all diverse student in Fall 2010 plus two diverse students.
- After the establishment of the baseline data for Nonresident Alien the target is to increase the six year graduation rate of Two or More Races with the minimum target to annually increase through 2015 the six year diverse student graduation rates by the aggregate of all diverse student in Fall 2010 plus two diverse students.

***Key Performance Indicator:***

**2.1.3:** The University will increase the number of degrees awarded to the diverse student population.

**Action Plan:**

- Data on the number of degrees awarded for diverse students will be collected on an annual basis at both the University and College levels and will be analyzed by the Office of Institutional Effectiveness and Office of Institutional Research and distributed to the appropriate units.
- The appropriate Planning Units will meet with the Associate Provost for Diversity Planning annually to review the data and develop strategies to address areas of concern.

**Measures:**

- University level undergraduate degrees awarded



to determine the achievement of the objectives of the ECU Comprehensive Diversity Plan and the ECU Strategic Plan.

- The University will annually increase through 2015 the number of degrees awarded to diverse student population by the aggregate of all diverse students in Fall 2010 plus two diverse students.
- The appropriate Planning Units within Academic Affairs and Student Affairs will meet annually to review the data and develop strategies to address areas of concern.
  - It is the target to increase the number of degrees awarded to Black , Non-Hispanic students with the minimum target to annually increase through 2015 the number of degrees awarded to diverse students by the aggregate of all diverse students in Fall 2010 plus two diverse students.
  - It is the target to increase the number of degrees awarded to American Indian or Alaskan Native students with the minimum target to annually increase through 2015 the number of degrees awarded to diverse students by the aggregate of all diverse students in Fall 2010 plus two diverse students.
  - It is the target to increase the number of degrees awarded to Hispanic students with the minimum target to annually increase through 2015 the number of degrees awarded to diverse students by the aggregate of all diverse students in Fall 2010 plus two diverse students.
  - It is the target to increase the number of degrees awarded to Native Hawaiian or Other Pacific Islander students with the minimum target to annually increase through 2015 the number of degrees awarded to diverse students by the aggregate of all diverse students in Fall 2010 plus two diverse students.
  - It is the target to increase the number of degrees awarded to Asian students with the minimum target to annually increase through 2015 the number of degrees awarded to diverse students by the aggregate of all diverse students in Fall 2010 plus two diverse students.
  - It is the target to increase the number of degrees awarded to Two or More Race students with the minimum target to annually increase through 2015 the number of degrees awarded to diverse students by the aggregate of all diverse students in Fall 2010 plus two diverse students.
  - It is the target to increase the number of degrees awarded to Nonresident Alien students with the minimum target to annually increase through 2015 the number

of degrees awarded to diverse students by the aggregate of all diverse students in Fall 2010 plus two diverse students.

**Present ECU Best Practices for Student Success:**

- NOVA - The NOVA program is a federally funded TRiO Student Support Services project whose mission is to increase the retention and graduation rates of first generation college students.
- Student Outreach and Transition Office (SOTO)
- Cooperative Education
- International Education
- McNair Scholars Program

## WORKFORCE DIVERSITY

Members of the EKU community expect one another to reflect high principles and professional standards both inside and outside of the University setting. We honor and pursue a University community that respects and supports the diversity of people, acknowledges all individuals, and prohibits decrees and discriminations based on race, ethnicity, age, religion, socioeconomic status, gender, sexual orientation, disabilities, and military status.

### **Faculty, Other Professional Staff, and Executive/Administrative/Managerial Staff:**

#### **EKU Diversity Plan Goal 3:**

Build and sustain the University's capacity for excellence through recruitment and retention of diverse faculty, other professional staff and executive/administrative/managerial staff.

#### **Strategic Direction:**

**3.1:** Increase representation of diverse faculty, other professional staff, and executive/administrative/managerial staff through recruitment efforts.

#### **Key Performance Indicator:**

**3.1.1** – The University will increase the representation of diverse faculty through recruitment efforts to attract qualified diverse candidates.

#### **Action Plan:**

- Office of Public Relations will create media products to signify EKU's commitment to diversity and to recruit qualified diverse candidates.
- Planning Units will develop a recruitment plan designed to attract a qualified pool of diverse faculty candidates. A Reporting Unit may develop a recruitment plan, appropriate for its discipline, with the plan being approved by the head of the appropriate Planning Unit.

#### **Measures:**

- Number of media products created
- Number of hits on EKU website
- Number of Planning Units with a recruitment plan on file with the Office of the Associate Provost for Diversity Planning
- Number of Reporting Units with a recruitment plan on file with the Planning Unit

**Key Performance Indicator:**

**3.1.2** - The University will increase the number of diverse faculty based upon hiring the best qualified candidate with consideration of the positive impact of improving workplace diversity.

**Action Plan:**

- Prior to implementing a faculty search, the Department Chair and search committee will complete recruitment, selection, and diversity training provided by the Office of the Associate Provost for Diversity Planning and the University Equal Opportunity Office.

**Measures:**

- Number of diverse candidates for faculty positions will increase
- Number of diverse faculty hires will increase
- Number of members of the search committee who have completed diversity awareness training.

**Data:**

**Table 3.A – EKU Diverse Faculty Recruitment and Hiring**

Faculty	2010 Institutional Base as of 11/01/2010		Total in Reasonable Recruitment Area (United States)		2011-2015 CPE Target				
	Total	Percentage	Total	Percentage	2011	2012	2013	2014	2015
Hispanic	13	1.74%	363,3	5.42%	14	14	15	16	16
Black or African American	32	4.28%	576,2	8.60%	32	33	33	33	34
Asian	22	2.94%	181,0	2.70%	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	1	0.13%	4,7	0.07%	1	1	1	1	1
American Indian/Alaska Native	2	0.27%	32,3	0.48%	2	2	2	2	2
Two or More Races	5	0.67%	84,3	1.26%	-	-	-	-	-
<b>Total Racial/Ethnic Minorities</b>	<b>75</b>	<b>10.03%</b>	<b>1,242,0</b>	<b>18.54%</b>	<b>49</b>	<b>50</b>	<b>51</b>	<b>52</b>	<b>53</b>

  

Faculty	2010 Institutional Base as of 11/01/2010		Total in Reasonable Recruitment Area (United States)		2011-2015 EKU Analysis and Target				
	Total	Percentage	Total	Percentage	2011	2012	2013	2014	2015
Hispanic	13	1.74%	363,3	5.42%	14	14	15	16	16
Black or African American	32	4.28%	576,2	8.60%	32	33	33	33	34
Asian	22	2.94%	181,0	2.70%	23	23	24	24	25
Native Hawaiian or Other Pacific Islander	1	0.13%	4,7	0.07%	1	1	1	1	1
American Indian/Alaska Native	2	0.27%	32,3	0.48%	2	2	2	2	2
Two or More Races	5	0.67%	84,3	1.26%	5	6	6	7	7
<b>Total Racial/Ethnic Minorities</b>	<b>75</b>	<b>10.03%</b>	<b>1,242,0</b>	<b>18.54%</b>	<b>77</b>	<b>79</b>	<b>81</b>	<b>83</b>	<b>85</b>

Source for EKU Employment Data: 2010-2011 IPEDS Human Resources and Fall Staff Survey  
 Source for Availability Data: U.S. Census Bureau 2010



### **EKU Comprehensive Diversity Plan Target for Recruitment and Hiring of Diverse Faculty:**

- The University will annually increase through 2015 the number of diverse faculty by the aggregate of faculty self-identified as Black or African American, American Indian or Alaskan Native, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander employed in Fall 2010 plus one diverse faculty.
- The appropriate Planning Units within Academic Affairs will meet annually to review the data and develop strategies to address areas of concern.
- The Office of Public Relations will create appropriate media products to highlight the University's commitment to diversity aimed at recruitment of qualified diverse candidates.
- Planning Units will develop a recruitment plan designed to attract qualified diverse candidates into the recruitment and selection process.

### **EKU Analysis and Target for Recruiting and Hiring of Diverse Faculty:**

EKU analysis and target are based upon recruitment and hiring of diverse faculty, with Fall 2010 serving as the baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the EKU Comprehensive Diversity Plan and the EKU Strategic Plan.

- The University will annually increase through 2015 the number of diverse faculty by the aggregate of all diverse faculty employed in Fall 2010 plus two diverse faculty.
- The appropriate units within Academic Affairs will meet annually to review the data and develop strategies to address areas of concern.
- Prior to implementing a faculty search, the Department Chair and search committee will complete recruitment, selection, and diversity training.
- It is the target to increase the number of diverse faculty by one annually with the minimum target to annually increase through 2015 the number of diverse faculty by the aggregate of all diverse faculty employed in Fall 2010 plus two diverse faculty.

### ***Key Performance Indicator:***

**3.1.3:** The University will increase the representation of diverse other professional staff through recruitment efforts to attract qualified diverse candidates.

**Action Plan:**

- Office of Public Relations will create media products to signify EKU's commitment to diversity and to recruit qualified other professional staff.
- Planning Units will develop a recruitment plan designed to attract a qualified pool of diverse other professional staff. A Reporting Unit may develop a recruitment plan, appropriate for its area, with the plan to be approved by the head of the appropriate Planning Unit.

**Measures:**

- Number of media products created
- Number of hits on EKU website
- Number of Planning Units with a recruitment plan on file with the Office of the Associate Provost for Diversity Planning
- Number of Reporting Units with a recruitment plan on file with the Planning Unit

**Key Performance Indicator:**

**3.1.4:** The University will increase the number of diverse other professional staff based upon hiring the best qualified candidate with consideration of the positive impact of improving workplace diversity.

**Action Plan:**

- Prior to implementing a search, the hiring official and/or search committee will complete recruitment, selection, and diversity training provided by the Office of the Associate Provost for Diversity Planning and the University Equal Opportunity Office.

**Measures:**

- Number of diverse candidates for other professional staff will increase
- Number of diverse hires in other professional staff will increase
- Number of members of the search committee who have completed diversity awareness training

Data:

**Table 2.B – ECU Recruitment and Hiring of Diverse Other Professional Staff**

Other Professionals	2010 Institutional Base as of 11/01/2010		Total in Reasonable Recruitment Area (United States)		2011-2015 CPE Target				
	Total	Percentage	Total	Percentage	2011	2012	2013	2014	2015
Hispanic	2	0.39%	1,603,4	6.64%	3	3	4	4	5
Black or African American	22	4.29%	2,249,1	9.31%	22	23	23	24	24
Asian	4	0.78%	1,039,8	4.30%	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	0	0.00%	23,6	0.10%	<i>Not measuring due to no/ low representation</i>				
American Indian/Alaska Native	1	0.19%	130,2	0.54%	1	1	1	1	1
Two or More Races	12	2.34%	178,7	0.74%	-	-	-	-	-
<b>Total Racial/Ethnic Minorities</b>	<b>41</b>	<b>7.99%</b>	<b>5,401,2</b>	<b>22.35%</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>

  

Other Professionals	2010 Institutional Base as of 11/01/2010		Total in Reasonable Recruitment Area (United States)		2011-2015 ECU Analysis and Target				
	Total	Percentage	Total	Percentage	2011	2012	2013	2014	2015
Hispanic	2	0.39%	1,603,4	6.64%	3	3	4	4	5
Black or African American	22	4.29%	2,249,1	9.31%	22	23	23	24	24
Asian	4	0.78%	1,039,8	4.30%	4	5	5	6	6
Native Hawaiian or Other Pacific Islander	0	0.00%	23,6	0.10%	0	0	1	1	1
American Indian/Alaska Native	1	0.19%	130,2	0.54%	1	1	1	1	1
Two or More Races	12	2.34%	178,7	0.74%	12	12	12	12	13
<b>Total Racial/Ethnic Minorities</b>	<b>41</b>	<b>7.99%</b>	<b>5,401,2</b>	<b>22.35%</b>	<b>42</b>	<b>44</b>	<b>46</b>	<b>48</b>	<b>50</b>

Source for ECU Employment Data: 2010-2011 IPEDS Human Resources and Fall Staff Survey  
 Source for Availability Data: U.S. Census Bureau 2010

**ECU Comprehensive Diversity Plan Target for Recruitment and Hiring of Diverse Other Professional Staff:**

- The University will annually increase through 2015 the number of diverse other professional staff by the aggregate of other professional staff self-identified as Black or African American, American Indian or Alaskan Native, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander employed in Fall 2010 plus one diverse other professional staff.
- The appropriate Planning Units will meet annually to review the data and develop strategies to address areas of concern.
- The Office of Public Relations will create appropriate media products to highlight the University’s commitment to diversity aimed at recruitment of qualified diverse candidates.
- Planning Units will develop a recruitment plan designed to attract qualified diverse other professional staff into the recruitment and selection process.

## **EKU Analysis and Target for Recruiting and Hiring of Diverse Other Professional Staff:**

EKU analysis and target are based upon recruitment and hiring of diverse other professional staff, with Fall 2010 serving as the baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the EKU Comprehensive Diversity Plan and the EKU Strategic Plan.

- The University will annually increase through 2015 the number of other professional staff by the aggregate of all other professional staff employed in Fall 2010 plus two diverse staff.
- The appropriate Planning Units will meet annually to review the data and develop strategies to address areas of concern.
- Prior to implementing a search, the hiring official and/or search committee will complete recruitment, selection, and diversity training.
- It is the target to increase the number of diverse other professional staff by one annually with the minimum target to annually increase through 2015 the number of other professional staff by the aggregate of all other professional staff employed in Fall 2010 plus two diverse other professional staff.

### ***Key Performance Indicator:***

**3.1.5:** The University will increase the representation of diverse executive/administrative/ managerial staff through recruitment efforts to attract qualified diverse candidates.

### **Action Plan:**

- Office of Public Relations will create media products to signify EKU's commitment to diversity and to recruit executive/ administrative/ managerial staff.
- Planning Units will develop a recruitment plan designed to attract a qualified pool of diverse executive/administrative/managerial staff candidates. A Reporting Unit may develop a recruitment plan, appropriate for its discipline, with the plan being approved by the head of the appropriate Planning Unit.

### **Measures:**

- Number of media products created
- Number of hits on EKU website
- Number of Planning Units with a recruitment plan on file with the Office of the Associate Provost for Diversity Planning

- Number of Reporting Units with a recruitment plan on file with the Planning Unit

**Key Performance Indicator:**

**3.1.6:** The University will increase the number of diverse executive/administrative/managerial staff based upon hiring the best qualified candidate with consideration of the positive impact of improving workplace diversity.

**Action Plan:**

- Prior to implementing a search, the hiring official and/or search committee will complete recruitment, selection, and diversity training provided by the Office of the Associate Provost for Diversity Planning and the University Equal Opportunity Office.

**Measures:**

- Number of diverse candidates for executive, administrative, and managerial positions will increase
- Number of diverse hires in executive, administrative, and managerial positions will increase
- Number of members of the search committees who have completed diversity awareness training

**Data:**

**Table 2.B – EKU Recruitment and Hiring of Diverse Executive, Administrators, and Managerial Staff**

EAM	2010 Institutional Base as of 11/01/2010		Total in Reasonable Recruitment Area (United States)		2011-2015 CPE Target				
	Total	Percentage	Total	Percentage	2011	2012	2013	2014	2015
Hispanic	2	0.81%	465,3	5.30%	1	2	2	3	4
Black or African American	12	4.88%	548,3	6.25%	12	12	13	13	13
Asian	2	0.81%	278,2	3.17%	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	0	0.00%	6,9	0.08%	<i>Not measuring due to no/ low representation</i>				
American Indian/Alaska Native	0	0.00%	35,1	0.40%	<i>Not measuring due to no/ low representation</i>				
Two or More Races	4	1.63%	107,9	1.23%	-	-	-	-	-
<b>Total Racial/Ethnic Minorities</b>	<b>20</b>	<b>8.13%</b>	<b>1,442,0</b>	<b>16.43%</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
EAM	2010 Institutional Base as of 11/01/2010		Total in Reasonable Recruitment Area (United States)		2011-2015 EKU Analysis and Target				
	Total	Percentage	Total	Percentage	2011	2012	2013	2014	2015
Hispanic	2	0.81%	465,3	5.30%	2	3	2	3	4
Black or African American	12	4.88%	548,3	6.25%	13	14	15	15	15
Asian	2	0.81%	278,2	3.17%	3	3	3	3	4
Native Hawaiian or Other Pacific Islander	0	0.00%	6,9	0.08%	-	-	1	1	2
American Indian/Alaska Native	0	0.00%	35,1	0.40%	-	-	1	1	2
Two or More Races	4	1.63%	107,9	1.23%	4	4	4	5	5
<b>Total Racial/Ethnic Minorities</b>	<b>20</b>	<b>8.13%</b>	<b>1,442,0</b>	<b>16.43%</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>32</b>

Source for EKU Employment Data: 2010-2011 IPEDS Human Resources and Fall Staff Survey

Source for Availability Data: U.S. Census Bureau 2010

### **EKU Comprehensive Diversity Plan Target for Recruitment and Hiring of Diverse Executive/Administrative/Managerial Staff:**

- The University will annually increase through 2015 the number of diverse executive/administrative/managerial staff by the aggregate of executive/administrative/managerial staff self-identified as Black or African American, American Indian or Alaskan Native, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander employed in Fall 2010 plus one diverse executive/administrative/managerial staff.
- The appropriate Planning Units will meet annually to review the data and develop strategies to address areas of concern.
- The Office of Public Relations will create appropriate media products to highlight the University's commitment to diversity aimed at recruitment of qualified diverse candidates.
- Planning Units will develop a recruitment plan designed to attract qualified diverse executive/administrative/managerial staff into the recruitment and selection process.

### **EKU Analysis and Target for Recruiting and Hiring of Diverse Executive/Administrative/Managerial Staff:**

EKU analysis and target are based upon recruitment and hiring of diverse executive/administrative/managerial staff, with Fall 2010 serving as the baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the EKU Comprehensive Diversity Plan and the EKU Strategic Plan.

- The University will annually increase through 2015 the number of executive/administrative/managerial staff by the aggregate of all executive/administrative/managerial staff employed in Fall 2010 plus two diverse executive/administrative/managerial staff.
- The appropriate Planning Units will meet annually to review the data and develop strategies to address areas of concern.
- Prior to implementing a search, the hiring official and/or search committee will complete recruitment, selection, and diversity training.
- It is the target to increase the number of diverse executive/administrative/managerial staff by one annually with the minimum target to annually increase through 2015 the number of diverse executive/administrative/managerial staff by the aggregate of all diverse executive/administrative/managerial staff employed in Fall 2010 plus two diverse executive/administrative/managerial staff.

**Strategic Direction:**

**3.2:** Increase the retention of diverse faculty, other professional staff, and executive/administrative/managerial staff.

**Key Performance Indicator:**

**3.2.1:** The University will increase the retention of diverse faculty.

**Action Plan:**

- ECU will provide resources for the retention of diverse faculty.
- Each department or college will provide ongoing mentoring for their diverse faculty.

**Measure:**

- Diverse faculty will be retained at the same rate as all faculty members.

**Key Performance Indicator:**

**3.2.2:** The University will increase the retention of diverse other professional staff.

**Action Plan:**

- ECU will provide resources for the retention of diverse other professional staff.
- Each Reporting Unit will provide ongoing mentoring for diverse other professional staff.

**Measure:**

- Diverse other professional staff will be retained at the same rate as all other professional staff.

**Key Performance Indicator:**

**3.2.3 –** The University will increase the retention of diverse executive/administrative/managerial staff.

**Action Plan:**

- ECU will provide resources for the retention of diverse executive/administrative/managerial staff.
- Each Reporting Unit will provide ongoing mentoring for diverse executive/administrative/managerial staff.

**Measure:**

- Diverse executive/administrative/managerial staff will be retained at the same rate as all other executive/administrative/managerial staff.

**EKU Comprehensive Diversity Plan Target for Retention of Faculty, Other Professional Staff, and Executive/Administrative/Managerial Staff:**

- The University will increase the retention of diverse faculty, other professional staff, and executive/administrative/managerial staff by the aggregate of each employment category of employees self-identified as Black or African American, American Indian or Alaskan Native, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander employed in Fall 2010 plus one diverse faculty, other professional staff, executive/administrative/managerial staff.
- On an annual basis, Human Resources will analyze employment data to identify areas of concern in the retention of diverse faculty, other professional staff, and executive/administrative/managerial staff. This information will be shared with the Associate Provost for Diversity Planning and appropriate Planning Units.

**EKU Analysis and Target for Retention of Faculty, Other Professional Staff, and Executive/Administrative/ Managerial Staff:**

EKU analysis and target are based upon retention of faculty, other professional staff, and executive/administrative/managerial staff, with Fall 2010 serving as the baseline for the data. These assessments will form the basis for the institution to determine the achievement of the objectives of the EKU Comprehensive Diversity Plan and the EKU Strategic Plan.

- The University will increase the retention of faculty, other professional staff, and executive/administrative/managerial staff by the aggregate of each employment categories of employment of faculty, other professional staff, and executive/administrative/managerial staff employed in Fall 2010 plus two diverse executive/administrative/managerial staff.
- On an annual basis, Human Resources will analyze employment data to identify areas of concern in the retention of diverse faculty, other professional staff, and executive/administrative/managerial. This information will be shared with the Associate Provost for Diversity Planning and appropriate Planning Units.



## **Present ECU Best Practices for Workforce Diversity**

- Eastern Kentucky University Diversity Faculty Recruitment and Retention Incentive Plan and Funding
- T.R.A.V.E.L. - Travel for Retention through Academic Values and Educational Leadership
- College of Arts and Sciences, Junior Faculty Mentoring Program

## CAMPUS CLIMATE

A campus climate that is capable of encouraging and sustaining diversity and making it systemic at ECU is characterized by equitable opportunities and treatment, justice, mutual respect, and the inclusion and recognition of diverse people and ideas. It also includes a sense of community that is characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose. Excellence is achieved through integrity, continuous quality improvement, and an emphasis on the personal and professional growth of students, faculty, and staff.

### **Campus Environment Team(s):**

*Diversity Planning Advisory Council (DPC)* provides counsel to the Associate Provost for Diversity Planning and is responsible for the development and oversight of the ECU Comprehensive Diversity Plan, for the review of on-going University programs and policies related to diversity initiatives, for the assessment of University progress toward achieving the goals of the ECU Comprehensive Diversity Plan, and for the review of funding for diversity initiatives.

*University Diversity Committee (UDC)* assists the University in achieving its diversity goals to promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population and serves as an advisory body on diversity issues.

### **Campus Climate Report, Campus Environment Team, Comprehensive Assessment of Strategies and Best Practices Implemented in Support of the Institutional Diversity Plans, and Employment, Retention and Promotion:**

#### **EKU Diversity Plan Goal 4:**

Create and maintain an inclusive, equitable and diverse environment.

#### **Strategic Direction:**

**4.1:** Enhance campus climate for diversity.

#### **Key Performance Indicator:**

**4.1.1:** The University will conduct a survey of diversity climate once every planning cycle.

#### **Action Plan:**

- The UDC will design a comprehensive climate assessment instrument to be administered once every planning cycle.

- The UDC will coordinate with the Offices of Institutional Effectiveness, Institutional Research, and Public Relations to analyze and disseminate the data.
- The UDC will use the data to propose and implement diversity programming.
- The DPC will use the data to revise and create diversity policies.
- The DPC will conduct an open campus forum on diversity related policies and programs and share information pertaining to University diversity policies and programs as needed.

**Measures:**

- A comprehensive annual report prepared by the Office of Associate Provost for Diversity Planning that demonstrates an enhancement of the campus climate for diversity.

**EKU Comprehensive Diversity Plan Target for Campus Climate:**

- The University will promote respect for diversity, inclusion, and equity in the University's learning, living, and working environment.
- The University will utilize the services of the UDC to as an advisory body on diversity issues, in promoting and building a climate of respect for diversity, inclusion and equity, and including the enhancement of multicultural experiences.
- The University will administer a comprehensive climate assessment instrument to be conducted once every planning cycle.
- The Associate Provost for Diversity Planning and the DPC will meet annually to review the data and develop strategies to address areas of concern.

**Strategic Direction:**

**4.2:** Enhance campus climate for diversity by increasing visibility of diversity activities.

**Key Performance Indicator:**

**4.2.1:** The University will plan and promote diversity programs.

**Action Plan:**

- The UDC will meet and plan two diversity programs annually.

- The UDC will encourage, support and help publicize diversity events organized by Planning Units, Reporting Units, and other campus organizations.

**Measures:**

- Number of program proposals
- Number of evaluation surveys for appropriate programs

**EKU Comprehensive Diversity Plan Target for Campus Climate for Increasing Visibility of Diversity Initiatives:**

- The DPC will conduct annually at minimum one open campus forum on diversity related policies and programs.
- The DPC will encourage, support, and help publicize diversity related programs organized and presented by University Planning Units, University Reporting Units, and other campus organizations.
- The Associate Provost for Diversity Planning will ensure that evaluation surveys are prepared and administered for all University-wide diversity programs, as appropriate.
- The Associate Provost for Diversity Planning, in cooperation with appropriate University officials, will prepare an annual report that details annual planned diversity programs and outcomes of evaluations of those programs, as appropriate.

**Strategic Direction:**

**4.3:** Enhance campus climate by promoting communication among University stakeholders on issues of diversity.

**Key Performance Indicator:**

**4.3.1:** The University will promote increased communication among stakeholders on issues of diversity.

**Action Plan:**

- Invite stakeholders to DPC meetings to exchange information and receive feedback.
- Utilize the services of Office of Public Relations to promote DPC and UDC information and programs.
- The UDC, in cooperation with the DPC, will submit an annual report to the Associate Provost for Diversity Planning.

**Measures:**

- Number of media products
- A comprehensive annual report prepared by the Office of Associate Provost for Diversity Planning that demonstrates an enhancement of the campus climate for increased communication.

**EKU Comprehensive Diversity Plan Target for Increased Communication:**

- The Associate Provost for Diversity Planning will invite University stakeholders to specified DPC meetings to interact with the Council through exchanging information on issues of diversity.
- The University will promote and highlight UDC programs and activities.
- The UDC will submit an annual report highlighting the UDC activities to the Associate Provost for Diversity Planning.

**Strategic Direction:**

**4.4:** Eastern Kentucky University will promote multi-cultural and international experiences.

**Key Performance Indicator:**

**4.4.1:** The University will promote the enhancement of multi-cultural and international experiences.

**Action Plan:**

- The DPC will recommend that a diversity and/or international requirement be part of the ECU General Education curriculum.
- The DPC will recommend that the ECU curriculum promote multi-cultural and international experiences as well as cultural competence.
- The DPC will promote study abroad experiences and international education.
- The DPC will promote the exchange of ECU faculty members and students with international universities.
- The DPC will encourage each Department to promote its programs to attract diverse and international students.

**Measures:**

- Number of General Education course(s) that have a diversity/international component
- Number of courses that have a diversity/international component
- Number of media products for promotion of study abroad experiences and international education
- Number of ECU faculty members and students involved in international exchange programs

**EKU Comprehensive Diversity Plan Target for Enhancement of International and Multi-Cultural Experiences:**

- The DPC, in cooperation with the General Education Committee, will identify courses within the general education curriculum that provide for a multi-cultural and/or international experience.
- The DPC and UDC will promote and encourage study abroad and multi-cultural experiences for students as well as faculty.

**Present ECU Best Practices for Campus Climate**

- Campus Climate Survey
- University Diversity Committee
- Diversity Planning Council
- Eastern Kentucky University Comprehensive Diversity Plan