Agenda
Eastern Kentucky University
Board of Regents
Regular Quarterly Meeting
September 28, 2011
Eastern Kentucky University
Board of Regents
Regular Quarterly Meeting
September 28, 2011
Student Success Building, Room 549
Eastern Kentucky University
Richmond, Kentucky 40475

Schedule

9:30 a.m.  Finance and Planning Committee
           Student Success Building (SSB) 549

11:00 a.m. Executive and Academic Affairs Committee
           Student Success Building (SSB) 549

11:45 a.m. Student Life, Discipline and Athletics Committee
           Student Success Building (SSB) 549

12:15 p.m. Luncheon with Information Session
           Tour of Elmwood
           Regents Dining Room, Powell Building

2:00 p.m.  Convene Board Meeting
           Student Success Building (SSB) 549
Eastern Kentucky University
Board of Regents
Regular Quarterly Meeting
September 28, 2011
2:00 p.m.

Agenda

I. Call to Order

II. Swearing in of New Members (Ms. Judy Spain)

III. Election of Officers (Mr. Gary Abney)

IV. Approval of the June 7, 2011 Minutes

V. Remarks by Mr. Dustan McCoy, EKU Foundation Chair

VI. President’s Remarks to the Board

VII. Information Agenda

A. Executive and Academic Affairs Committee

1. Committee Report (Mr. Gary Abney)
2. Construction and Capital Projects Update (Mr. James Street)

B. Finance and Planning Committee

1. Committee Report (Mr. Craig Turner)
2. Financial Update (Ms. Debbie Newsom)
3. 2010-11 External Audit Report, Crowe Horwath LLP (Ms. Debbie Newsom)
4. Enrollment Management Presentation (Dr. James Conneely & Mr. James Street)

C. Student Life, Discipline and Athletics Committee

1. Committee Report (Dr. Malcolm Frisbie)
2. Confirmation of Ohio Valley Conference Governing Board Certification Form (Dr. Whitlock)
VIII. Executive Session

IX. Action Agenda

A. Finance and Planning Committee

1. Approval of Audit for the Fiscal Year Ended June 30, 2011 (Ms. Debbie Newsom) 5
2. Authorization of Bond Sale for New Student Residence Facility (Ms. Debbie Newsom) 6
3. Approval and Adoption of EKU Comprehensive Diversity Plan (Ms. Sandra Moore) 7

B. Executive and Academic Affairs Committee

1. Personnel Actions (President Whitlock) 55
2. University Organization Chart (President Whitlock) 63
3. Proposed Policy, Policy 4.2.11 Non-EKU Academic Credit (Dr. Sherry Robinson) 65
4. Approval of Candidates for Fall 2011 Commencement (President Whitlock) 67

C. Student Life, Discipline and Athletics Committee

1. Proposed Policy 5.2.1P, Student Assistance and Intervention Team 68 (Dr. James Conneely Associate Provost and Vice President for Student Affairs & Dr. Claire Good, Associate Vice President and Dean of Students)

X. Resolution of Appreciation

1. Recognizing Dr. John Bizzack (Mr. Gary Abney) 76

XI. New Business

XII. Other Business

A. Regular Quarterly Meetings of the Board

1. January 2012 (TBD)
2. April 2012 (TBD)
3. June 2012 (TBD)

B. EKU Events

1. October 8, 2011, EKU Football, Eastern Illinois University, Charleston, IL
2. October 10-11, 2011, EKU Fall Break
3. October 15, 2011, EKU Football, Southeast Missouri State University, Richmond, KY
4. October 21-23, 2011, EKU Homecoming Weekend
5. October 22, 2011, EKU Football, Tennessee State University, Richmond, KY
6. October 29, 2011, EKU Football, Murray State University, Murray, KY
7. November 5, 2011, EKU Football, Jacksonville State University, Jacksonville, AL
8. November 12, 2011, EKU Football, Tennessee Tech University, Richmond, KY
9. November 19, 2011, EKU Football, University of Tennessee at Martin, Richmond, KY
11. December 9, 2011, Last Day of Classes
12. December 17, 2011, Commencement Exercises
14. June 4-8, 2012, International Town and Gown Conference, City of Richmond and Eastern Kentucky University

XIII. Adjournment
I. Approval of Audit for the Fiscal Year Ended June 30, 2011

II. Issue

Crowe Horwath LLP, the University’s external auditor, has completed the institutional audit for the fiscal year ended June 30, 2011. The audited financial statements for the fiscal year ended June 30, 2011, with comparative statements for the fiscal year ended June 30, 2010, are included in the board materials. Representatives from Crowe Horwath will be present at the Finance and Planning Committee meeting to discuss the audit report. Ms. Newsom will highlight sections of the audited financial statements for the full board.

III. President’s Recommendation

It is recommended that the Board officially receive the audit report and make it part of the official records of the institution.
I. Authorization of Bond Sale for New Student Residence Facility

II. Issue

The Board is asked to approve a resolution authorizing the sale of up to $21.6 million in Eastern Kentucky University General Receipts Bonds, 2011 Series A, to plan and construct a new student residence hall facility. While the cost of the project is still under discussion as a part of the planning process, the intent is for the amount of the net proceeds to equal no more than $21 million after payment of bond issuance costs and related expenses. Further, the Board is asked to authorize the Finance and Planning Committee or the Committee’s designee to act on its behalf to accept bids on the date the bonds are sold.

The formal resolution for approval is included with these board materials.

III. Background and Process

A presentation by Student Affairs/Housing was made to the Board earlier this calendar year regarding the need for a new type/style of student residence facility. The majority of the current residence halls on campus were built in the late 1960s and, in order to attract more students, a suite style student housing facility will be constructed. The estimated project scope for this project is $21 million.

While the specifications related to General Receipts Bonds indicate all institutional revenues may be used to service the debt, the intent is for the debt service to be paid from residence hall fees. The budget for this debt service and the cost to maintain this new facility has been projected by University Housing and will be included in the auxiliary budgets. No permanent funding for this project will be expended from Educational and General funds.

IV. Alternatives

The alternative is to not move forward or to defer this project.

V. President’s Recommendation

The President recommends approval of the authorization of up to $21 million in General Receipts Bonds, 2011 Series A, for the planning and construction of a new student residence facility and the designation of the Finance and Planning Committee or its designee to act on the Board’s behalf in accepting bids on the bonds.
I. Approval and Adoption of EKU Comprehensive Diversity Plan

II. Issue
The Eastern Kentucky University Comprehensive Diversity Plan was reviewed by the Council on Postsecondary Education’s Committee on Equal Opportunities on June 9, 2011. The CEO found that the Eastern Kentucky University Comprehensive Diversity Plan meets the requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. (Please see attachments.) The next step is for the EKU Comprehensive Diversity Plan to go before the Eastern Kentucky University Board of Regents for approval. Upon receipt of the University’s final plan, as approved by the EKU Board of Regents, the EKU Comprehensive Diversity Plan will be placed on the CPE agenda for review and action.

III. Background
In Spring 2011, the Council on Postsecondary Education required the public institutions to develop a diversity plan in compliance with the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. A collaborative endeavor among Academic Affairs, Student Affairs, Administrative Affairs, EKU Strategic Planning Council, EKU Diversity Planning Council and others has resulted in the development of the EKU Comprehensive Diversity Plan. The EKU Comprehensive Diversity Plan as presented to the CEO of CPE consisting of 44 pages is attached.

IV. Alternatives
Without approval of the EKU Comprehensive Diversity Plan the University will not be in compliance with the Kentucky Public Postsecondary Education Policy and Framework for Institution Diversity Plan Development and will not be able to request new academic programs for review and approval by CPE.

V. President’s Recommendation
The President recommends approval based on the recommendation of the Associate Provost for Diversity Planning and the approval of Diversity Planning Council.
June 29, 2011

Ms. Sandra Moore  
Eastern Kentucky University  
SSB CPO 57  
University Diversity Office  
521 Lancaster Ave  
Richmond, KY 40475

Dear Ms. Moore:

The Eastern Kentucky University Comprehensive Diversity Plan was reviewed by the Council on Postsecondary Education’s Committee on Equal Opportunities on June 9, 2011. Based on the review:

The CEO found that the Eastern Kentucky University Comprehensive Diversity Plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the Eastern Kentucky University Diversity Plan be sent to the Council on Postsecondary Education for review and acceptance.

Upon receipt of the university’s final plan, as approved by the Eastern Kentucky University Board of Regents, Council staff will place the EKU Comprehensive Diversity Plan on the CPE agenda for the September 22, 2011 meeting for review and action. All agenda materials are due at the Council office by close of business Thursday, September 1, 2011.

If you have any questions, or if you require additional information, please contact me at the Council office.

Thank you,

Rana Johnson, Ph.D.  
Chief Diversity Officer
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

Revision Date: May 18, 2011
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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 EKU 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 EKU 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 EKU Comprehensive Diversity Plan, two measures are presented. The “EKU Comprehensive Diversity Plan Target” sets forth the target and reporting as required by the Diversity Policy and 13 KAR 2:060.

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

<table>
<thead>
<tr>
<th>EKU Enrollment - Fall 2010</th>
<th>Undergraduate</th>
<th>%</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native, Non-Hispanic Only</td>
<td>71</td>
<td>0.5%</td>
<td>71</td>
<td>71</td>
<td>71</td>
<td>72</td>
<td>73</td>
</tr>
<tr>
<td>Asian, Non-Hispanic Only</td>
<td>132</td>
<td>0.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, Non-Hispanic Only</td>
<td>825</td>
<td>5.7%</td>
<td>826</td>
<td>826</td>
<td>827</td>
<td>827</td>
<td>827</td>
</tr>
<tr>
<td>Hispanic or Latino, regardless of race</td>
<td>247</td>
<td>1.7%</td>
<td>247</td>
<td>248</td>
<td>248</td>
<td>248</td>
<td>248</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander, Non-Hispanic Only</td>
<td>21</td>
<td>0.1%</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>136</td>
<td>0.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>146</td>
<td>1.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>301</td>
<td>2.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic Only</td>
<td>12,517</td>
<td>86.9%</td>
<td>165</td>
<td>166</td>
<td>167</td>
<td>168</td>
<td>169</td>
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<tr>
<td>TOTAL</td>
<td>14,356</td>
<td>100.0%</td>
<td>165</td>
<td>166</td>
<td>167</td>
<td>168</td>
<td>169</td>
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</table>

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<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>136</td>
<td>0.9%</td>
<td>137</td>
<td>137</td>
<td>137</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>146</td>
<td>1.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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<td>Two or More Races</td>
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<td>12,517</td>
<td>86.9%</td>
<td>1738</td>
<td>1738</td>
<td>1740</td>
<td>1742</td>
<td>1744</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14,356</td>
<td>100.0%</td>
<td>1738</td>
<td>1738</td>
<td>1740</td>
<td>1742</td>
<td>1744</td>
</tr>
</tbody>
</table>

Source: EKU Official Enrollment (Type 1) and EKU Official Degrees Awarded (Type 5) files as submitted to the Kentucky Council on Postsecondary Education (CPE).
### Table 1.B - EKU Enrollment of Diverse Graduate Students

<table>
<thead>
<tr>
<th>EKU Enrollment - Fall 2010</th>
<th>Graduate</th>
<th>%</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native, Non-Hispanic Only</td>
<td>8</td>
<td>0.4%</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Asian, Non-Hispanic Only</td>
<td>25</td>
<td>1.2%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black, Non-Hispanic Only</td>
<td>110</td>
<td>5.1%</td>
<td>111</td>
<td>111</td>
<td>112</td>
<td>112</td>
<td>112</td>
</tr>
<tr>
<td>Hispanic or Latino, regardless of race</td>
<td>35</td>
<td>1.6%</td>
<td>35</td>
<td>36</td>
<td>36</td>
<td>36</td>
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</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander, Non-Hispanic Only</td>
<td>0</td>
<td>0.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>53</td>
<td>2.4%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>53</td>
<td>2.4%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>20</td>
<td>0.9%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White, Non-Hispanic Only</td>
<td>1,867</td>
<td>86.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>112</td>
<td>112</td>
<td>112</td>
<td>112</td>
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<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

### 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% |
| TOTAL | 3,315,996 | 100.0% |

Source: U.S. Census Bureau 2010
Data:

Table 1.D – EKU Service Region Population

<table>
<thead>
<tr>
<th>EKU Service Region (18 years and over, 2010 U.S. Census Bureau)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native, Non-Hispanic Only</td>
<td>1,018 0.2%</td>
</tr>
<tr>
<td>Asian, Non-Hispanic Only</td>
<td>1,718 0.4%</td>
</tr>
<tr>
<td>Black, Non-Hispanic Only</td>
<td>10,123 2.2%</td>
</tr>
<tr>
<td>Hispanic or Latino, regardless of race</td>
<td>5,609 1.2%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander, Non-Hispanic Only</td>
<td>69 0.0%</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>132 0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3,557 0.8%</td>
</tr>
<tr>
<td>White, Non-Hispanic Only</td>
<td>431,312 95.1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>453,538</strong> 100.0%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau 2010

EKU 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.

EKU Analysis and Target for Undergraduate Enrollment:

EKU 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 EKU Comprehensive Diversity Plan and the EKU 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 EKU Service Region is 10,123 / 2.2%. EKU African American undergraduate enrollment is 825 / 5.7%. The EKU enrollment numbers and percentages are better than the EKU 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 EKU Service Region is 1,018 / 0.2%. EKU American Indian or Alaskan Native, Non-Hispanic student undergraduate enrollment is 71 / 0.5%. The EKU enrollment numbers and percentages are better than the EKU 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 EKU Service Region is 5,609 / 1.2%. EKU Hispanic or Latino student undergraduate enrollment is 247 / 1.7%. The EKU enrollment numbers and percentages are better than the EKU 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 EKU Service Region is 69 / 0.0%. EKU Native Hawaiian or Other Pacific Islander undergraduate enrollment is 21 / 0.1%. The EKU enrollment number percentages are better than the EKU 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 EKU Service Region is 1,718 / 0.4%. EKU undergraduate enrollment is 132 / 0.9%. The EKU enrollment number and percentages are better than the EKU 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 EKU Service Region is 3,557 / 0.8%. EKU undergraduate enrollment is 301 / 2.1%. The EKU enrollment number and percentages are better than the EKU 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 EKU Service Region or the Commonwealth. The EKU 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.

**EKU 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.

**EKU Analysis and Target for Graduate Enrollment:**

EKU 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 EKU Comprehensive Diversity Plan and the EKU 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 EKU Service Region is 10,123 / 1.2%. EKU African American graduate enrollment is 110 / 5.1%. The EKU enrollment percentages are better than the EKU 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 EKU Service Region is 1,018 / 0.2%. EKU American Indian or Alaskan Native, Non-Hispanic student graduate enrollment is 8 / 0.4%. The EKU enrollment number and percentages are better than the EKU 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 EKU Service Region is 5,509 / 1.2%. EKU Hispanic or Latino student graduate enrollment is 35 / 1.6%. The EKU enrollment percentages are better than the EKU 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 EKU Service Region is 69 / 0.0%. EKU Native Hawaiian or Other Pacific Islander graduate enrollment is 0.0%. The EKU enrollment percentage is the same as the EKU 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 EKU Service Region is 1,718 / 0.4%. The EKU graduate enrollment number and percentage is
The EKU enrollment number and percentage is better than the EKU 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 EKU Service Region is 3,557 / 0.8%. EKU graduate enrollment is 20 / 0.9%. The EKU enrollment number and percentages are better than the EKU 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 EKU Service Region or the Commonwealth. The EKU 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 EKU Comprehensive Diversity Plan and the EKU 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 EKU Best Practices for Diversity Enrollment:**

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

The EKU 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 EKU 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 EKU 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.
### Table 2.A – Retention Rates of Diverse Students

<table>
<thead>
<tr>
<th>Cohort Team</th>
<th>2011-2015 UG CPE Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Data for Retention Rates</td>
<td></td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>1yr</td>
</tr>
<tr>
<td></td>
<td>2yr</td>
</tr>
<tr>
<td></td>
<td>3yr</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1yr</td>
</tr>
<tr>
<td></td>
<td>2yr</td>
</tr>
<tr>
<td></td>
<td>3yr</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1yr</td>
</tr>
<tr>
<td></td>
<td>2yr</td>
</tr>
<tr>
<td></td>
<td>3yr</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1yr</td>
</tr>
<tr>
<td></td>
<td>2yr</td>
</tr>
<tr>
<td></td>
<td>3yr</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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<tr>
<td></td>
<td>3yr</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1yr</td>
</tr>
<tr>
<td></td>
<td>2yr</td>
</tr>
<tr>
<td></td>
<td>3yr</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>1yr</td>
</tr>
<tr>
<td></td>
<td>2yr</td>
</tr>
<tr>
<td></td>
<td>3yr</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Cohort Team</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Data for Retention</strong></td>
<td></td>
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<tr>
<td>Black, Non-Hispanic</td>
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<tr>
<td>1yr</td>
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<td>65</td>
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<tr>
<td>Total</td>
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<td>Asian or Pacific Islander</td>
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<td>10</td>
</tr>
<tr>
<td>Total</td>
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<td>Nonresident Alien</td>
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<td>2yr</td>
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</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
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</tr>
<tr>
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<td>2yr</td>
<td>1237</td>
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<tr>
<td>3yr</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2249</td>
</tr>
</tbody>
</table>

Source: EKU Official Enrollment (Type I) and EKU Official Degrees Awarded (Type S) files as submitted to the Kentucky Council on Postsecondary Education (CPSE).

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 EKU Comprehensive Diversity Plan and the EKU 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**

<table>
<thead>
<tr>
<th></th>
<th>2010 Graduation Rates</th>
<th>2011-2015 CPE 5 Year Graduation Rates Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full 2005 UG Cohort</td>
<td>Fall 2006 UG Cohort</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2/11 36.40%</td>
<td>2</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>13/19 68.40%</td>
<td></td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>26/100 26.00%</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4/9 44.40%</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>7/31 22.60%</td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>844/2,225 37.90%</td>
<td>33</td>
</tr>
<tr>
<td>Overall</td>
<td>898/2,395 37.50%</td>
<td>33</td>
</tr>
</tbody>
</table>

**Table 2.C – 2011-2015 EKU 6 Year Graduation Rates Analysis and Target**

|                                | 2010 Graduation rates | 2011-2015 EKU 6 Year Graduation Rates Analysis and Target |
|                                | Full 2005 UG Cohort    | Fall 2006 UG Cohort | Fall 2007 UG Cohort | Fall 2008 UG Cohort | Fall 2009 UG Cohort | Fall 2010 UG Cohort |
| 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%       | 54   | 56   | 58   | 60   | 63   |
| Overall                         | 898/2,395 37.50%       | 54   | 56   | 58   | 60   | 63   |

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 EKU Comprehensive Diversity Plan and the EKU 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 and graduate degrees awarded
Data:

Table 2.C – Number of Degrees Awarded to Diverse Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>0.10%</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>15</td>
<td>0.70%</td>
<td>Not measuring until the baseline is established</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>95</td>
<td>4.00%</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15</td>
<td>0.60%</td>
<td>15</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>47</td>
<td>2.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>25</td>
<td>1.10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>2,245</td>
<td>91.40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,347</td>
<td>100.00%</td>
<td>114</td>
<td>115</td>
<td>118</td>
<td>117</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees Awarded: 09-10</th>
<th>Undergraduate</th>
<th>% 2010-2015 EKU Degree Awarded Analysis and Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>0.10%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>16</td>
<td>0.70%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>95</td>
<td>4.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15</td>
<td>0.60%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>47</td>
<td>2.00%</td>
</tr>
<tr>
<td>Unknown</td>
<td>25</td>
<td>1.10%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>2,245</td>
<td>91.40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,347</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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 Degrees Awarded:

- The University will annually increase through 2015 the number of degrees awarded to diverse student population 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 Degrees Awarded:

EKU analysis and target are based upon the degrees awarded to 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 EKU Comprehensive Diversity Plan and the EKU 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.
of degrees awarded to diverse students by the aggregate of all diverse students in Fall 2010 plus two diverse students.

Present EKU 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:

**EUK 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

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2010 Institutional Base as of 11/01/2010</th>
<th>Total in Reasonable Recruitment Area (United States)</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>13</td>
<td>1.74%</td>
<td>363.3</td>
<td>5.42%</td>
<td>14</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Black or African American</td>
<td>32</td>
<td>4.29%</td>
<td>576.2</td>
<td>8.60%</td>
<td>32</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Asian</td>
<td>22</td>
<td>2.94%</td>
<td>181.0</td>
<td>2.70%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0.13%</td>
<td>4.7</td>
<td>0.07%</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2</td>
<td>0.27%</td>
<td>32.3</td>
<td>0.48%</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>5</td>
<td>0.67%</td>
<td>84.3</td>
<td>1.26%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>75</td>
<td>10.03%</td>
<td>1,242.0</td>
<td>18.54%</td>
<td>48</td>
<td>50</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2010 Institutional Base as of 11/01/2010</th>
<th>Total in Reasonable Recruitment Area (United States)</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>13</td>
<td>1.74%</td>
<td>363.3</td>
<td>5.42%</td>
<td>14</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Black or African American</td>
<td>32</td>
<td>4.28%</td>
<td>576.2</td>
<td>8.60%</td>
<td>32</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Asian</td>
<td>22</td>
<td>2.94%</td>
<td>181.0</td>
<td>2.70%</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0.13%</td>
<td>4.7</td>
<td>0.07%</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2</td>
<td>0.27%</td>
<td>32.3</td>
<td>0.48%</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>5</td>
<td>0.67%</td>
<td>84.3</td>
<td>1.26%</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>75</td>
<td>10.03%</td>
<td>1,242.0</td>
<td>18.54%</td>
<td>71</td>
<td>79</td>
<td>81</td>
</tr>
</tbody>
</table>

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
### Table 2.B – EKU Recruitment and Hiring of Diverse Other Professional Staff

<table>
<thead>
<tr>
<th>Other Professionals</th>
<th>2010 Institutional Base as of 11/11/2010</th>
<th>Total in Reasonable Recruitment Area (United States)</th>
<th>2011-2015 CPE Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>0.39%</td>
<td>1,603,4</td>
</tr>
<tr>
<td>Black or African American</td>
<td>22</td>
<td>4.29%</td>
<td>2,249,1</td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>0.78%</td>
<td>1,959.8</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>23.6</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>0.19%</td>
<td>130.2</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>17</td>
<td>2.34%</td>
<td>178.7</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>41</td>
<td>7.99%</td>
<td>5,401.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Professionals</th>
<th>2010 Institutional Base as of 11/11/2010</th>
<th>Total in Reasonable Recruitment Area (United States)</th>
<th>2011-2015 EKU Analysis and Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>0.39%</td>
<td>1,603.4</td>
</tr>
<tr>
<td>Black or African American</td>
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<td>4.29%</td>
<td>2,249.1</td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>0.78%</td>
<td>1,959.8</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>23.6</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>0.19%</td>
<td>130.2</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>17</td>
<td>2.34%</td>
<td>178.7</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>41</td>
<td>7.99%</td>
<td>5,401.4</td>
</tr>
</tbody>
</table>

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 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 faculty.

- 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

44
- 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 2.8 – EKU Recruitment and Hiring of Diverse Executive, Administrators, and Managerial Staff**

<table>
<thead>
<tr>
<th>EAM</th>
<th>2010 Institutional Base as of 11/01/2010</th>
<th>Total in Reasonable Recruitment Area (United States)</th>
<th>2011-2015 CPE Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Percentage</td>
<td>Total Percentage</td>
<td>2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>665.3 5.30%</td>
<td>1 2 2 3 4</td>
</tr>
<tr>
<td>Black or African American</td>
<td>12</td>
<td>548.3 6.25%</td>
<td>12 12 13 13 13</td>
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<tr>
<td>Asian</td>
<td>2</td>
<td>593.5 3.17%</td>
<td>- - - - -</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>6.9 0.08%</td>
<td>Not measuring due to not low representation</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>35.1 0.40%</td>
<td>Not measuring due to not low representation</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4</td>
<td>167.5 1.23%</td>
<td>- - - - -</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>20</td>
<td>1,422.0 16.43%</td>
<td>13 14 15 16 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EAM</th>
<th>2010 Institutional Base as of 11/01/2010</th>
<th>Total in Reasonable Recruitment Area (United States)</th>
<th>2011-2015 EKU Analysis and Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Percentage</td>
<td>Total Percentage</td>
<td>2011 2012 2013 2014 2015</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>665.3 5.30%</td>
<td>1 2 2 3 4</td>
</tr>
<tr>
<td>Black or African American</td>
<td>12</td>
<td>548.3 6.25%</td>
<td>12 14 15 15 15</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>593.5 3.17%</td>
<td>3 3 3 3 4</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>6.9 0.08%</td>
<td>- 1 1 1 2</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>35.1 0.40%</td>
<td>- - - - -</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4</td>
<td>167.5 1.23%</td>
<td>4 4 5 5 5</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>20</td>
<td>1,422.0 16.43%</td>
<td>22 24 26 28 32</td>
</tr>
</tbody>
</table>

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:
- EKU 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:
- EKU 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:
- EKU will provide resources for the retention of 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 EKU 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 EKU 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 EKU 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 EKU 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 EKU General Education curriculum.

- The DPC will recommend that the EKU 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 EKU 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 EKU 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 EKU Best Practices for Campus Climate**

- Campus Climate Survey
- University Diversity Committee
- Diversity Planning Council
- Eastern Kentucky University Comprehensive Diversity Plan
I. Personnel Actions

II. Issue

The following pages reflect the employment of new and continuing faculty and staff, new and continuing employment of persons whose employment is contingent on outside funding, retirements and faculty and staff whose service has ended.

III. Background and Process

Prior action of the Board has authorized the President to act on necessary personnel matters, including those listed above, between meetings of the Board and to bring to the Board for its confirmation at its next meeting. All of the listed actions have been handled through the normal personnel processes of the institution and have been recommended by respective chairpersons, deans, directors and appropriate vice presidents.

IV. Alternative

The alternative is not to confirm the personnel actions.

V. President’s Recommendation

It is recommended that the Board of Regents confirm the following personnel actions.
<table>
<thead>
<tr>
<th>Candidate</th>
<th>Position Title &amp; Dept.</th>
<th>Hire Date &amp; Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baggett, Ryan Keith</td>
<td>Assistant Professor Justice &amp; Safety Center</td>
<td>Current hire date – 08/01/11&lt;br&gt;Base salary - $65,000</td>
</tr>
<tr>
<td>996940*</td>
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<tr>
<td>Barnes, April</td>
<td>Director, Student Life University Housing</td>
<td>Current hire date – 07/01/11&lt;br&gt;Base salary - $59,083</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Brocato, Jennifer</td>
<td>Clinical Faculty Baccalaureate &amp; Graduate Nursing</td>
<td>Current hire date – 08/01/11&lt;br&gt;Base salary - $56,000</td>
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<tr>
<td>Carter, Angela Mable</td>
<td>Senior Residence Hall Coordinator University Housing</td>
<td>Current hire date – 07/01/11&lt;br&gt;Base salary - $26,554</td>
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<tr>
<td>Cizmar, Anne M.</td>
<td>Assistant Professor Department of Government</td>
<td>Current hire date – 08/01/11&lt;br&gt;Base salary - $46,000</td>
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<tr>
<td>Crawford, Kristen N.</td>
<td>Academic Advisor College of Health Sciences</td>
<td>Current hire date – 05/16/11&lt;br&gt;Base salary - $32,000</td>
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<tr>
<td>Davis, Rita R.</td>
<td>Interim Associate Dean/Professor College of Business &amp; Technology</td>
<td>Current hire date – 07/01/11&lt;br&gt;Base salary - $115,569</td>
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<td>Gibbs, Donald Ralph</td>
<td>Assistant Professor Department of Aviation</td>
<td>Current hire date – 07/01/11&lt;br&gt;Base salary - $73,500</td>
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<td>Hampton, Tiffany Jean</td>
<td>Academic Advisor College of Business &amp; Technology</td>
<td>Current hire date – 06/01/11&lt;br&gt;Base salary - $34,679</td>
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<td>Herlihy, John Jack</td>
<td>Stewardship Program Administrator College of Education</td>
<td>Current hire date – 07/01/11&lt;br&gt;Base salary - $86,272</td>
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<td>Hodges, Michael B.</td>
<td>Assistant Football Coach Intercollegiate Athletics</td>
<td>Current hire date – 05/31/11&lt;br&gt;Base salary - $35,000</td>
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<td>999716</td>
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*Indicates new position
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Current hire date</th>
<th>Base salary</th>
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<tbody>
<tr>
<td>Howard, John Clayton</td>
<td>Reference Team Leader</td>
<td>Associate Librarian</td>
<td>07/01/11</td>
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<td>Library</td>
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<tr>
<td>Jones, Anthony E.</td>
<td>Residence Hall Coordinator</td>
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<td>07/01/11</td>
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<td>Liford, Nicole Mae</td>
<td>Residence Hall Coordinator</td>
<td>University Housing</td>
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<td>Mundfrom, Daniel</td>
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<td>Parker, Thomas Carl</td>
<td>Coordinator, RS Degree Initiatives</td>
<td>Regional Stewardship</td>
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<td>Riley, Richard A.</td>
<td>Assistant Coach, Men’s Basketball</td>
<td>Intercollegiate Athletics</td>
<td>05/24/11</td>
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<td>Robinson, Jordan</td>
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<td>Sexton, Larry Charles</td>
<td>Chair/Professor</td>
<td>Department of Counseling</td>
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<td>Stull, Casey M.</td>
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<td>Wallace, Teresa Taylor</td>
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<td>Whitehouse, Nancy</td>
<td>Associate Professor</td>
<td>Department of Communication</td>
<td>07/01/11</td>
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</tbody>
</table>

*Indicates new position
OUTSIDE FUNDED POSITIONS NEW & CONTINUING

The following persons have been employed in positions contingent upon outside funding. The outside funding is now in place, and I recommend that the following persons be approved for continued employment. All will remain contingent upon outside funding. The terms of assignment are noted, and I recommend their approval by the Board of Regents.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Position Title &amp; Dept.</th>
<th>Hire Date &amp; Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agee, Donna G.</td>
<td>Nurse Manager Bluegrass Community Health Center</td>
<td>Current hire date – 05/16/11 Base salary - $58,500</td>
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<tr>
<td>O’Neal, Ernest Thompson</td>
<td>Staff Physician Bluegrass Community Health Center</td>
<td>Current hire date – 07/05/11 Base salary - $145,000</td>
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<tr>
<td>Turley, Sarah Mae</td>
<td>Training Specialist UTC Targeted Case Management</td>
<td>Current hire date – 07/11/11 Base salary - $31,762</td>
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<tr>
<td>Wilbur, Lorraine Lynn</td>
<td>Independent Living Coordinator UTC Independent Living Project</td>
<td>Current hire date – 05/23/11 Base salary - $29,500</td>
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<td>Wolfe, Wesley Thomas</td>
<td>Financial Manager Bluegrass Farmworkers Health Center</td>
<td>Current hire date – 08/01/11 Base salary - $40,016</td>
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## RETIREMENTS

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<tbody>
<tr>
<td>Byrn, Stephen A.</td>
<td>Director</td>
<td>06/30/2011</td>
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<tr>
<td>Davis, Bruce E.</td>
<td>Professor</td>
<td>06/30/2011</td>
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<tr>
<td>Fardo, Stephen W.</td>
<td>RTP-Retired Transition Faculty</td>
<td>07/15/2011</td>
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<tr>
<td>Lawson, Kimberly Marie</td>
<td>Associate Deputy Director</td>
<td>07/31/2011</td>
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<tr>
<td>Ramsey, Marianne P.</td>
<td>Professor</td>
<td>06/30/2011</td>
</tr>
<tr>
<td>Watkins, Thomas Gregory</td>
<td>Professor</td>
<td>06/30/2011</td>
</tr>
<tr>
<td>Wiles, Diana</td>
<td>Project Administrator</td>
<td>07/01/2011</td>
</tr>
<tr>
<td>Wolford, Bruce</td>
<td>Professor</td>
<td>04/30/2011</td>
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# FACULTY & STAFF
## WHOSE SERVICE HAS ENDED/WILL END

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashford, Dahlia Leondrea</td>
<td>Residence Hall Coordinator</td>
<td>06/15/2011</td>
</tr>
<tr>
<td>Baxley, Karen</td>
<td>Academic Advisor</td>
<td>06/01/2011</td>
</tr>
<tr>
<td>Bray, Corey D.</td>
<td>Assistant Athletic Director</td>
<td>07/22/2011</td>
</tr>
<tr>
<td>Brown, Karen</td>
<td>Assistant Professor</td>
<td>08/05/2011</td>
</tr>
<tr>
<td>Carfagno, Jacalyn D.</td>
<td>Visiting Instructor</td>
<td>05/31/2011</td>
</tr>
<tr>
<td>Chen, Yanfen</td>
<td>Data Coordinator</td>
<td>05/19/2011</td>
</tr>
<tr>
<td>Cooper, Carrie Lynn</td>
<td>Libraries-Dean</td>
<td>06/30/2011</td>
</tr>
<tr>
<td>Davidson, Laura Ann</td>
<td>Programmer Analyst</td>
<td>06/17/2011</td>
</tr>
<tr>
<td>Eicher, Carol Z.</td>
<td>Assistant Director</td>
<td>06/30/2011</td>
</tr>
<tr>
<td>Eldridge, Melissa Griffin</td>
<td>Instructor/Computer Specialist</td>
<td>05/16/2011</td>
</tr>
<tr>
<td>Ewalt, Jo Ann</td>
<td>Professor</td>
<td>08/05/2011</td>
</tr>
<tr>
<td>Garrett, Shanearra R.</td>
<td>Sr. Residence Hall Coordinator</td>
<td>06/10/2011</td>
</tr>
<tr>
<td>Goldschmidt, Megan Marie</td>
<td>5th Grade Teacher</td>
<td>07/31/2011</td>
</tr>
<tr>
<td>Hyndman, June Overton</td>
<td>Assistant Professor</td>
<td>08/05/2011</td>
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<tr>
<td>Jacobs, Allison</td>
<td>Assistant Professor</td>
<td>06/17/2011</td>
</tr>
<tr>
<td>Jarnagin, Mary Patricia</td>
<td>Behavioral Health Professional</td>
<td>05/20/2011</td>
</tr>
<tr>
<td>Petrey, Chessica S.</td>
<td>Visiting Instructor</td>
<td>07/31/2011</td>
</tr>
<tr>
<td>Sandförd, Katherine</td>
<td>Assistant Professor</td>
<td>08/14/2011</td>
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<tr>
<td>Sartin, Lyndsey Marie</td>
<td>Coordinator, Student Recruitment</td>
<td>07/15/2011</td>
</tr>
<tr>
<td>Schmidt, Donna M.</td>
<td>Project Coordinator</td>
<td>07/15/2011</td>
</tr>
<tr>
<td>Smith, Tyler William</td>
<td>Assistant Professor</td>
<td>06/01/2011</td>
</tr>
<tr>
<td>Stephan, Lynne Rac</td>
<td>Registered Nurse</td>
<td>07/05/2011</td>
</tr>
<tr>
<td>Talcott, Megan R.</td>
<td>Residence Hall Coordinator</td>
<td>06/15/2011</td>
</tr>
</tbody>
</table>
Cont'd faculty & staff whose service has ended/will end

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Ronald Scott</td>
<td>Director, Meadowbrook Farms</td>
<td>06/30/2011</td>
</tr>
<tr>
<td>Tice, Nathan</td>
<td>Assistant Professor</td>
<td>07/31/2011</td>
</tr>
<tr>
<td>Ulrich, Janice Lynn</td>
<td>Marketing Specialist</td>
<td>06/01/2011</td>
</tr>
<tr>
<td>Waterstrat, Amanda Jo</td>
<td>Assistant Professor</td>
<td>05/31/2011</td>
</tr>
<tr>
<td>Weitkamp, Laura Allen</td>
<td>Associate Director</td>
<td>07/14/2011</td>
</tr>
<tr>
<td>Whitaker, Misty Linette</td>
<td>Visiting Assistant Professor</td>
<td>07/31/2011</td>
</tr>
<tr>
<td>Winter, Arron</td>
<td>Residence Hall Coordinator</td>
<td>06/12/2011</td>
</tr>
<tr>
<td>Zeitz, Jessica Grace</td>
<td>Online Coordinator, Distance Ed</td>
<td>07/20/2011</td>
</tr>
</tbody>
</table>
**LEAVES OF ABSENCE**

Upon recommendation by the respective chair, dean, and the appropriate vice president, the following requests for a leave of absence are submitted for your approval:

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
<th>Department/Division</th>
</tr>
</thead>
</table>

No leaves of absence to report at this time.
I. University Organization Chart

II. Issue

The proposal is to accept the updated University Organization chart, as presented.

III. Background and Process

The University Organization chart has been vetted by appropriate Department Leaders, Vice Presidents, Chairpersons and Deans.

IV. Alternative

The alternative is not to accept the University Organization chart.

V. President’s Recommendation

It is recommended that the Board of Regents adopt the updated University Organization chart.
I. Approve Policy 4.2.11P Non-EKU Academic Credit

II. Issue

The proposal is to adopt Policy 4.2.11P.

III. Background and Process

Policy 4.2.11P has been created to ensure compliance with SACS standards 3.5.2 and 3.6.3 by defining the limit of non-EKU credit that can be applied to an EKU degree. Further, the policy assists the University with compliance with CPE initiatives regarding transferability.

IV. Alternative

The alternative is to revise the proposed policy.

V. President’s Recommendation

Based upon the recommendations of the Council on Academic Affairs, the Faculty Senate, the Provost Council and the President recommends approval.
Non-EKU Academic Credit

Policy Statement

Eastern Kentucky University recognizes that students may have achieved through a variety of non-EKU sources the knowledge, skills, or experiences comparable to that attained by students who have completed the course work offered at the University. Sources of this non-EKU academic credit may include coursework from other institutions, national standardized examinations, or other credit-worthy experiences. All such credit is subject to evaluation by the receiving institution before credit can be awarded.

Degree seeking students may apply up to seventy-five percent (75%) of non-EKU academic credits to an EKU undergraduate degree or twelve (12) credit hours of non-EKU credit to an EKU graduate degree. Credits will only be applied to program and degree requirements following a review by the appropriate academic department and other entity (i.e., graduate school, general education committee, etc.) as appropriate. For non-degree students, only credits earned at EKU will be recorded into their academic history.

Entities Affected by the Policy

- Students
- Academic Departments
- Colleges
- Advisors
- Office of the Registrar
- Student Outreach and Transition Office
- Office of Academic Readiness and Testing

Procedures

Specific procedures for each type of non-EKU academic credit are available in the corresponding regulation or protocol.

Interpreting Authority

Provost and Vice President of Academic Affairs

Policy Review and Approval

<table>
<thead>
<tr>
<th>Date</th>
<th>Entity</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6, 2011</td>
<td>President Whitlock</td>
<td>Recommended Approval</td>
</tr>
<tr>
<td>May 9, 2011</td>
<td>Provost Council</td>
<td>Recommended Approval</td>
</tr>
<tr>
<td>May 2, 2011</td>
<td>Faculty Senate</td>
<td>Recommended Approval</td>
</tr>
<tr>
<td>April 21, 2011</td>
<td>Council on Academic Affairs</td>
<td>Recommended Approval</td>
</tr>
</tbody>
</table>
I. Approval of Candidates for Fall 2011 Commencement

II. Issue

Candidates who have completed degree requirements for fall 2011 commencement need approval for their degrees.

III. Background

All requirements for degrees are verified by the appropriate chairs, deans, Office of the Registrar and the Provost/Vice President for Academic Affairs for the fall 2011 commencement. Board of Regents approval is required for granting degrees from Eastern Kentucky University.

IV. Alternatives

Not to approve candidates for fall 2011 commencement

V. President’s Recommendation

Based upon recommendations from the appropriate chairs, deans, Office of the Registrar and the Provost/Vice President for Academic Affairs, these individuals will meet the requirements as determined by the appropriate personnel. The President recommends approval.
I. Student Assistance and Intervention Team Policy

II. Issue

This policy defines authority and purpose of the Student Assistance and Intervention Team. This policy was approved by the President on an interim basis on May 17, 2011 pending further vetting. The vetting is now complete.

III. Background

Numerous postsecondary institutions have developed standardized procedures and policies that address student behavior deemed to be potentially threatening through threat assessment teams similar to the SAIT. The SAIT is a resource for the University community and is not designed to replace current University practices.

The Student Assistance and Intervention Team (SAIT) is a standing committee appointed by the President to gather information, evaluate student behaviors and develop and implement appropriate intervention and/or support strategies for those students whose behaviors may be deemed to be threatening to themselves or members of the campus community. The SAIT consists of qualified University officials from the University. The SAIT is not a policy making body; however, it may act as a resource to other University committees or University officials regarding policies and procedures relating to student behavior and campus safety. The SAIT will operate within all federal and state laws and include due process procedures.

IV. Alternatives

Continue under the current process.

V. President’s Recommendation

Based on the recommendation from the Administrative Council, the President recommends approval of this policy.
Student Assistance and Intervention Team

Statement

The Student Assistance and Intervention Team (SAIT) is a standing committee appointed by the President to gather information, evaluate student behaviors and develop and implement appropriate intervention and/or support strategies for those students whose behaviors may be deemed to be threatening to themselves or members of the campus community. The SAIT consists of qualified University officials from the University. The SAIT is not a policy making body; however, it may act as a resource to other University committees or University officials regarding policies and procedures relating to student behavior and campus safety. The SAIT will operate within all federal and state laws and ensure inclusion of due process procedures.

Entities Affected

The entire University community including regional campuses

Background

Numerous postsecondary institutions have developed standardized procedures and policies that address student behavior deemed to be potentially threatening through threat assessment teams similar to the SAIT. The SAIT is a resource for the University community and is not designed to replace current University practices.
Procedures

The President appoints members of the SAIT. Core members of the SAIT include the following positions:

- Associate Vice President/Dean of Students
- Executive Director of Public Safety
- Director of University Housing
- Director of University Counseling Center

All core members will have an identified designee/alternate to serve in case of absence.

The SAIT reports to the Associate Provost and Vice President for Student Affairs.

The Associate Vice President/Dean of Students serves as the chair for the SAIT.

The University Counsel serves as an advisor to the SAIT.

The SAIT may also request assistance from and/or involve other offices on an as-needed basis including but not limited to the following:

- Associate Provost and Vice President of Student Affairs
- EKU Police Department
- Equal Opportunity Office/Affirmative Action
- Human Resources
- Office of Services for Individuals with Disabilities
- Office of Student Rights & Responsibilities
- Local Law Enforcement
- Policy, Compliance and Governance
- Provost’s Office
- Regional Campus Directors
- Veteran’s Affairs

The SAIT is authorized to open an Inquiry into any student’s behavior that is deemed or reported to be a possible threat to the safety of themselves and/or the University community.
Through the Inquiry, the SAIT will develop comprehensive fact-based assessments of threat, based on all available information, to determine if the student may present a threat to themselves or to the University community.

The SAIT Inquiry will be in accordance with applicable federal and state laws pertaining to student rights and standards of confidentiality. Students who are the subject of inquiry by the SAIT will be afforded due process rights as set forward in the SAIT Operating Procedures.

The SAIT will utilize a comprehensive approach to obtain written, verbal or recorded accounts of the potentially threatening and/or aberrant behavior, including the examination of social media.

As a matter of practice, every effort will be made to preserve confidentiality. Identities of individuals reporting possible threatening or aberrant behavior or otherwise participating in the Inquiry of such behavior will remain confidential in accordance to SAIT protocol and to the extent permitted by law.

The SAIT’s Inquiry procedures are not intended to be punitive in nature; however, based on the comprehensive fact-based assessment, intervention and support strategies may include referral to the Office of Student Rights and/or EKU Police. The SAIT’s Inquiry process is not designed to replace University policies and procedures already in place.

The SAIT develops and implements appropriate intervention and/or support strategies, consistent with the judgment of the SAIT, University policy and applicable federal and state laws. Intervention and support strategies may include:

- Behavioral contract
- Law enforcement intervention
- Referral to the Office of Student Rights and Responsibilities
- Family/Parental notification and involvement
- Psychological assessment or hospitalization
- Options for leave or separation from the University
  - Voluntary leave
  - Interim suspension
  - Involuntary leave
  - Removal from housing
- Modification of the environment
- Modification of student’s academic schedule
- Victim protection actions

Information about the SAIT and its role are provided to students and others in the university community through the University Handbook for Students, the
Undergraduate and Graduate Catalog(s), and other university publications as needed.

**Definitions**

Inquiry

The SAIT's internal process of gathering and analyzing information regarding any reports of disruptive, aberrant and/or threatening behavior of students.

**Responsibilities**

Please see SAIT threat assessment process flow chart (Appendix A).

Threat reporting responsibilities and processes are provided on the SAIT web page [http://sait.eku.edu](http://sait.eku.edu).

**Violations**

Violations of this policy by members of the SAIT will be reviewed on a case by case basis. The SAIT is intended to promote safety and offer assistance. Its purpose is not intended to be punitive in nature; however, necessary actions will be taken consistent with university policy, student codes of conduct, state and federal laws relative to violent behavior threats of violent behavior and intimidation.

**Interpreting Authority**
Associate Provost and Vice President for Student Affairs

**Statutory or Regulatory References**

Americans with Disabilities Act of 1990 (ADA) as amended by the ADA Amendments Act of 2008


Civil Rights Act (1991) (CRA)

Clery Act (1990)

Health Insurance Portability and Accountability Act (HIPAA) (1999)

Kentucky Statute 164.370 (Suspension or Expulsion of Students)

Kentucky Statute, Rule 507 (Psychotherapist-patient privilege)


Rehabilitation Act of 1974

Title VI & VII of the Civil Rights Act (1964)

Title IX of the Education Amendments Act of 1972

**Relevant Links**

SAIT's website [http://sait.eku.edu](http://sait.eku.edu)
Adoption Review and Approval

Approved by the President on an Interim basis 5/17/11
Adapted from The Handbook for Campus Threat Assessment & Management Teams (p. 78), by Gene Deisinger, Marisa Rendazzo, Daniel O'Neill and Jenna Savage, 2008, Massachusetts: Applied Risk Management, LLC. Adapted with permission.
Eastern Kentucky University

Board of Regents

RESOLUTION

WHEREAS, Dr. John Bizzack served with distinction as a member of the Eastern Kentucky University Board of Regents, chair of the Institutional Advancement and Honors committee, and on various committees; and

WHEREAS, he selflessly shared with the University and colleagues the resources of his time, professional expertise, and counsel; and

WHEREAS, he contributed significantly to the deliberations of the Board and its committee process, demonstrating an unfailing commitment to the University and the well being of its students, faculty, and staff; and

WHEREAS, he steadfastly served as a valued and effective advocate for Eastern Kentucky University and the higher education community of the Commonwealth, be it therefore,

RESOLVED, that the Eastern Kentucky University Board of Regents officially records it sincere appreciation for the service and leadership given by Dr. John Bizzack.

Done this Twenty-Eighth day of September, 2011, by the Board of Regents of Eastern Kentucky University.

Gary Abney
Chairman, Board of Regents