



**WKU**<sup>®</sup>

**University-Wide  
Diversity, Equity, and Inclusion Plan**

ACADEMIC YEARS 2017 - 2022

Western Kentucky University Campus-Wide Diversity, Equity, and Inclusion Plan  
Academic Year 2017 - 2022



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## Executive Summary

In accordance with the Kentucky Public Postsecondary Education Diversity Policy for Diversity, Equity, and Inclusion, the Council on Postsecondary Education requires an institutional diversity plan. Western Kentucky University's (WKU) Campus-Wide Diversity, Equity, and Inclusion Plan, as mandated, focuses on each of the following three (3) areas.

- a. Opportunity – Recruitment and Enrollment of Diverse Students
- b. Success – Student Success
- c. Impact – Campus Climate, Inclusiveness, and Cultural Competency

### *Opportunity – Recruitment and Enrollment of Diverse Students*

For the area of *Opportunity – Recruitment and Enrollment of Diverse Students*, WKU elected to set percentage range goals for the following IPEDS<sup>1</sup> racial and ethnic categories. The categories are:

- a. Black or African American
- b. Hispanic or Latino/a
- c. Two or more Races

The focus on these particular racial/ethnic categories reflects the institution's commitment to align its goals for diversity, equity, and inclusion with those set forth in *The Postsecondary Education Improvement Act* (HB 1, 1997 Special Session), the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion, and the University's Strategic Action Plan, *Challenging the Spirit*. Secondly, students who categorize themselves as Black or African American, Hispanic or Latino/a, or as two or more races represent a significant subset of the overall underrepresented minoritized residential population within the Institution's area of geographic responsibility (AGR) or within the counties of highest yield to WKU. As a comprehensive university, WKU's emphasis on providing access and opportunity to these student populations reinforces its commitment to meet the higher education needs of the region.

### *Success – Student Success*

WKU elected to set percentage range goals focusing on three (3) student success metrics in the *Success – Student Success* component. This focus includes:

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<sup>1</sup> The Integrated Postsecondary Education Data System  
<https://nces.ed.gov/ipeds/Home/UseTheData>

- a. 1<sup>st</sup> year to 2<sup>nd</sup> year retention
- b. 6-year graduation rate
- c. Overall degrees conferred

Higher education scholarship repeatedly indicates that most students leave college for reasons other than poor academic performance. Thus, achieving these student success outcomes, retention, timely persistence to graduation, and degree attainment, is rooted in the institution's ability to successfully educate its students, and to successfully fulfill its commitment to create environments where student learning, growth, and development will occur. This ability rests with faculty and staff. In fact, Tinto argued, "Students are more likely to become committed to the institution and, therefore stay, when they come to understand that the institution is committed to them. There is no ready programmatic substitute for this sort of commitment. Programs cannot replace the absence of high quality, caring and concerned faculty and staff" (1987, p. 176). The WKU Diversity, Equity, and Inclusion Plan, then, stipulates strategies to create a successful learning environment, assist students in mastering the processes of student success, and achieve the desired student success outcomes beyond the programmatic. The approach the University has adopted to meet the student success outcomes involve high-impact practices and high-touch, high-relationship interventions from both faculty and staff to assist students in committing to their own success and to the institution.

#### *Impact – Campus Climate, Inclusiveness, and Cultural Competency*

For the area of *Impact – Campus Climate, Inclusiveness, and Cultural Competency*, the University's Diversity Plan emphasizes three (3) goals outlined in the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. These goals include:

- a. Increase the racial and ethnic diversity of faculty and staff
- b. Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity
- c. Work toward producing culturally competent students, faculty, and staff

Achieving the desired outcomes for both student success and opportunity is incumbent on the University's ability to create and sustain environments to maximize learning, growth, and development of all members of the campus community. To be fruitful in the area of impact, the University is operating under a set of assumptions for achieving a positive campus climate, achieving meaningful inclusivity, and achieving cultural competence. Among these assumptions

is the belief that the campus environment, both natural and constructed, and how individuals experience, perceive, learn, work, and play within the environment are tightly coupled. Environments, then, influence student, faculty, and staff behavior. With this in mind, the Campus–Wide Diversity, Equity, and Inclusion Plan provides foundational strategies for creating and sustaining a campus climate where enacting institutional values, such as, respect, civility, learning, leadership, and community are indicative of what we do and who we are.

### **The Planning Process**

The process for planning the new diversity and inclusion approach was a grassroots process spanning 14 months. Faculty, staff, senior leadership, and students representing a cross-section of the campus community, representatives from the extended campuses, and stakeholders from the Bowling Green community invested hundreds of hours in determining the University’s course of action. Input was solicited through focus groups, town hall style meetings, document analysis, guided purposeful dialogs, and structured and unstructured interviews.

Current planning implementation occurred in four (4) phases. Phase I involved assessment, inquiry, and community involvement to ascertain the current state of diversity, equity, and inclusion at WKU and then determining the next steps. Phase II involved document, webpage, and materials analysis to examine the University’s communication message around diversity, equity, and inclusion both internally and externally. Phase III based on the direction the University is taking in the area of diversity, equity, and inclusion, involved target setting and setting the diversity plan annual goals. Phase IV consisted of developing strategies and interventions based on findings from the previous phases. The next phases will consist of communicating to the campus community about the Campus-Wide Diversity, Equity, and Inclusion Plan, working with stakeholders for implementation, and ongoing assessment to determine the University’s effectiveness in reaching its goals and determining what modifications need to occur.

### **Closing Comments**

Western Kentucky University is committed to focusing on and espousing the values of diversity as well as recognizing how these values contribute to the preparation of productive, engaged, and socially responsible citizen-leaders of a global society. As this plan will demonstrate, WKU has made concerted efforts to enhance diversity in its learning, living, and

working environments. The University is also aware that, of necessity, this Diversity Equity, and Inclusion Plan is not a stagnant document, quite the contrary. New leadership coupled with a new strategic agenda presents a unique opportunity to situate WKU as a leader in the Commonwealth for creating an equitable and inclusive environment where faculty, staff, and students flourish. This document provides the Western Kentucky University strategic plan for diversity, equity, and inclusion.

## Introduction

Western Kentucky University is located on a hill overlooking the city of Bowling Green (population est. 60,000), and is acclaimed as one of the most beautiful in the nation. In addition, WKU serves the communities of Elizabethtown/Fort Knox, Glasgow and Owensboro through its extended campuses.

In the past twenty years, the University has achieved a presence within the Commonwealth and across the nation. The international student population has nearly tripled and WKU is the school of first-choice for many students in the states bordering Kentucky. Even with expanding enrollments and promoting a global reach, the University has not wavered in the promise to meet the needs of people in the service region. Figure 1 indicates the WKU service region.

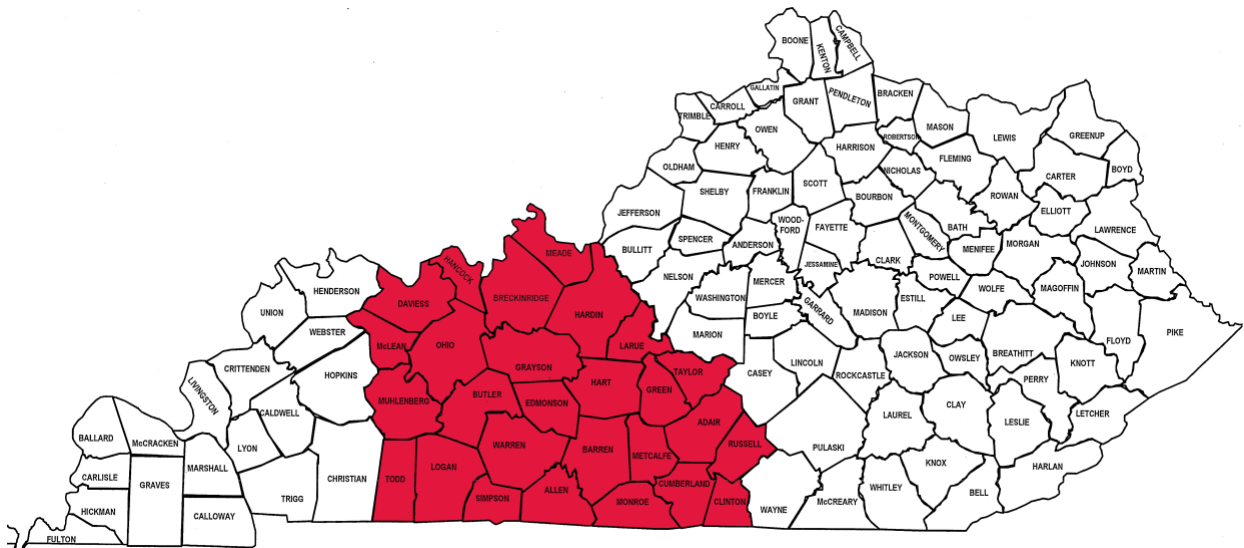


Fig. 1 WKU 27 County Area of Geographic Responsibility

WKU's area of geographic responsibility determined by the Council on Postsecondary Education covers 27 counties. These counties are: Adair, Allen, Barren, Breckenridge, Butler, Clinton, Cumberland, Daviess, Edmonson, Grayson, Green, Hancock, Hardin, Hart, Larue, Logan, Mclean, Meade, Metcalfe, Monroe, Muhlenberg, Ohio, Russell, Simpson, Taylor, Todd, Warren.

WKU's undergraduate division provides four-year programs leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Interdisciplinary Studies, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Social Work degrees. One hundred one (101) academic majors that lead to the baccalaureate degree and 111 academic minors are available. A number of professional and pre-professional advising tracks provide additional options. Nine (9) associate degree programs are offered leading to the Associate of Arts, Associate of Interdisciplinary Studies, Associate of Science, and Associate of Science in Nursing degrees. Thirty-seven (37) undergraduate certificate programs are also offered.

The Graduate School offers graduate education in 104 degree and certificate programs. The University confers the Master of Accountancy, Master of Arts, Master of Arts in Education, Master of Arts in Teaching, Master of Business Administration, Master of Fine Arts, Master of Health Administration, Master of Music, Master of Public Administration, Master of Public Health, Master of Science, Master of Science in Nursing, Master of Social Work, Specialist in Education, Doctor of Education, Doctor of Nursing Practice, Doctor of Physical Therapy, and Doctor of Psychology. WKU also offers non-degree Rank I and II and certification-only teacher education programs.

Organizationally, the University structure consist of six (6) colleges:

- The College of Health and Human Services (CHHS)
- The College of Education and Behavioral Sciences (CEBS)
- The Gordon Ford College of Business (GFCB)
- The Potter College of Arts and Letters (PCAL)
- The Ogden College of Science and Engineering (OCSE)
- The University College (UC)

Additionally, WKU has housed the Carol Martin Gatton Academy of Mathematics and Science in Kentucky since 2007. The Academy's mission is to offer a residential program for



bright, highly motivated Kentucky high school students who have demonstrated interest in pursuing careers in science, technology, engineering, and mathematics (WKU, 2016).

In 1906 when WKU was established, the institution, as a state-supported normal school, prohibited racial integration in compliance with the Kentucky legislature and the U.S. Supreme Court. The University, in 1956, admitted the first Black/African American undergraduate students. Several years later, in 1965 and 1966 respectively, the first Black/African American non-custodial staff member and the first Black/African American faculty member were hired. Thus, in the latter half of the 20<sup>th</sup> Century, the Commonwealth and WKU, began the slow process of dismantling racial segregation in education. It is within this historical context that this Diversity, Equity, and Inclusion Plan is situated. The WKU Diversity, Equity, and Inclusion Plan illustrates the University's commitment to "address the needs of and support the success of all students [faculty and staff], particularly those most affected by the institutional and systemic inequity and exclusion" in education (Council on Postsecondary Education, 2016).

### **The Institution's Vision**

Western Kentucky University—A Leading American University with International Reach.

### **The Institution's Mission**

Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

### **The Institution's Statement and Position on Diversity, Equity, and Inclusion**

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

geographic location, abilities or disabilities, and socioeconomic status.

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

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

Western Kentucky University is a community dedicated to learning, where ideas are offered, examined, and discussed.

●

As a member of this community, I have both a personal and shared responsibility to participate actively in university life by:

●

Practicing personal and academic integrity;

●

Seeking inclusion by respecting the rights of all persons;

●

Celebrating and embracing diversity;

●

Encouraging freedom of expression;

●

Acting in accordance with basic principles of citizenship;

●

Preserving and appreciating the natural beauty of the campus;

●

Enriching all aspects of life through the educational process;

and by



Embracing the ideals expressed on the University seal: "Life More Life" and "The Spirit Makes The Master," by pursuing personal growth and a life of excellence.

The values and principles outlined in the Institution's Statement and Position on Diversity, Equity, and Inclusion and the WKU Creed shape the foundation for the University's Diversity, Equity, and Inclusion Plan. The Plan is constructed in such a way as to reflect the provisions put forth in these documents. Relatedly, the intent of the Diversity Plan is to ensure congruency between the University's espoused values about diversity, equity, and inclusion, and the values enacted.

### **The Planning Process**

Work on the University's Diversity, Equity, and Inclusion Plan was centrally coordinated through the Office of the Chief Diversity Officer. Additionally, members of the Office of the Provost, the Office of Enrollment Management, the Office of Institutional Research, members of the Division of Student Affairs coupled with the President's Diversity and Embracement Committee (Appendix A) were tasked with target setting and percentage ranges, determining which metrics were most suited to WKU, and identifying interventions and strategies. A working group from the President's Diversity and Embracement Committee were responsible for crafting the physical document.

The construct for planning the Campus-Wide Diversity Equity, and Inclusion Plan was informed by the American Association for Access, Equity, and Diversity (AAAED) and the American Association of University Woman (AAUW). There were four (4) initial phases in the planning process. Phase I consisted of engaging with the campus community to generate conversations about both the diversity plan and the role of the university in ensuring diversity, equity, and inclusion. The intent was to assess our current status, listen, and gather multiple perspectives and voices in determining where we are and where we would like to be. Phase II involved examining print and web artifacts in an attempt to understand the message communicated with these tools and how those external to the campus community might interpret these messages. Phase III entailed designing the diversity plan's annual goals. This was a collaborative effort with University stakeholders and the Council of Postsecondary Education.

Finally, Phase IV consisted of developing strategies and interventions based on findings from the previous phases. Future phases will consist of Plan implementation, monitoring, assessment to determine the University’s effectiveness in reaching its goals, and modifications as needed. Each phase is described with more detail in the section below.

**Phase I: Assessment, Inquiry, and Community Conversations**

Spanning a period of 14 months, the Chief Diversity Officer, representatives from the Divisions of Student Affairs and Academic Affairs, members of the President’s Committee on Diversity and Embracement, select members of the President’s Administrative Council, and on several occasions the University President engaged in a series of focus groups, town hall meetings, structured discussions and interviews, unstructured discussions where students determined the agenda, and fireside chats. These gatherings were designed to engage the campus community in spirited dialog and critical inquiry about who we believe ourselves to be as an institution relative to diversity and inclusion, and most importantly as a community of learners, how do we create an environment where all members flourish. Students participating in these engagement opportunities reflected a cross-section of the campus population. Table 1 provides a snapshot of the make-up of students participating in this process.

**Table 1. Student Engagement in Diversity, Equity, and Inclusion Planning Process**

Student Engagement in Diversity Equity, and Inclusion Planning Process	
International students	Students involved in the Honors College
Hispanic/Latino/a	Black/African American/African
Students registered with the Student Accessibility Resource Center (SARC)	Representatives from the Student Government Association (SGA)
Representatives from the Residence Hall Association (RHA)	Representatives from Greek Life (IFC, PHC, NPHC)
Students identifying as Muslim	Students identifying as LGBTQIA+

Table 2, below, outlines questions and prompts designed to elicit engagement and spirited conversations about diversity, equity, and inclusion.

**Table 2. Prompts and Questions during Discovery Phase**

Setting the Stage: Problem Identification	Current Progress: Areas of Progress	Recommendations: Creating Synergy between Espoused Institutional Values and Actions
What is diversity and inclusion?	What does the institution do well in the area of diversity and inclusion?	What are the prevailing institutional values?
What does diversity and inclusion mean for WKU?	What does the institution do well in creating environments where individuals can flourish?	How are the University's values transmitted?
In the area of diversity and inclusion, what are our needs?	What engagement activities or strategies are currently employed in your respective units that facilitate diversity and inclusion?	What strategies should be set in motion at the University to assist individuals in achieving their desired outcomes?
Who else needs to be engaged in this conversation?		
What impedes our success in creating an environment where all members can flourish?	In what ways does the University convey institutional values?	What strategies should be set in place in the community to assist in individuals achieving their goals?

**Phase II: Document and Materials Analysis**

Phase II involved examining images on University webpages, recruiting materials, brochures, other print artifacts, and social media sites to determine what is being conveyed to an external audience and an internal audience relative to diversity, equity, and inclusion (e.g. Are there images of students of color engaged in activities other than athletic events or social activities.).

Secondly, a subset of the President's Diversity and Embracement Committee membership reviewed cultural competency literature and assessments in an effort to determine the most appropriate mechanism and method to assist the campus in developing this skill.

Thirdly, data collected through formal and informal meetings with faculty, staff, senior leadership, students, and community members were analyzed and informed the Plan’s strategies and interventions.

Other documents were analyzed as well. In 2012, senior leadership administered the WKU Faculty and Staff Campus Diversity Survey to “gather data relevant to the campus diversity climate; attitudes with respect to fairness, openness, equality, and sensitivity; and beliefs and attitudes about diversity on campus.” (Shoenfelt, 2012). Moreover, in 2014, a similar instrument with a similar purpose was administered to students on the Bowling Green campus and at our extended campuses. Additionally, in 2015, members of the Campus Pride Index Committee and the Diversity and Enhancement Committee used the Campus Pride Index to assess the cultural and physical environment for our lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally (LGBTQIA+) community. Conclusions and recommendations from these assessments were used to inform the new campus-wide plan.

### **Phase III: Development of Diversity Plan Annual Goals**

In concert with the Office of Institutional Research, the Division of Enrollment Management, the Office of the Provost, the Office of the President, the Division of Student Affairs, the Office of the Chief Diversity Officer, and the Council on Postsecondary Education annual goals for the Campus-Wide Diversity Equity, and Inclusion Plan were established.

Annual diversity plan goals for each metric were developed using linear regression modeling based on the five academic years preceding and including the baseline year. Models were then adjusted as necessary to account for known trends in contributing variables (such as changes in total enrollment) that had not yet manifested in the metric being considered. Appropriate annual target ranges for each metric were established by calculating the standard deviation of the binomial probabilities associated with each metric in the 2020/21 target year; these values are given by the following equations:

$$s = \sqrt{(pq)/n} \quad \text{for percentage-based metrics such as URM enrollment}$$

$$s = \sqrt{pqn} \quad \text{for absolute value metrics such as URM baccalaureate degrees}$$

where p and q represent the frequencies of the target and non-target groups, and n represents the total sample size. For each annual target, a range of  $\pm 1s$  was taken to constitute a non-significant

difference from the target value; this is a liberal standard, as statistical convention generally dictates that values within a range of  $\pm 2s$  are not significantly-different from the target value. We have chosen to adopt this liberal standard given the importance of the metrics being assessed, and thus the need to critically assess our progress in meeting improvement targets.

The section below outlines each of the three (3) foci for the campus-wide diversity.

- a. Opportunity – *Recruitment and Enrollment of Diverse Students*
- b. Success – *Student Success*
- c. Impact – *Campus Climate, Inclusiveness, and Cultural Competency*

### **Opportunity – Recruitment and Enrollment of Diverse Students**

Despite decades of substantial investments by the federal government, state governments, colleges and universities, and private foundations, students from low-income families as well as racial and ethnic minority groups continue to have substantially lower levels of postsecondary educational attainment than individuals from other groups (Perna, 2013). In seeking to address these challenges and opportunities, WKU has established a campus-wide plan that serves as structure for the continual creation and growth of a culturally diverse campus community.

Provided below are several tables containing demographic information on the most recent undergraduate and graduate student body (2006 to 2015). Table 3 reflects FTFY Full-time Baccalaureate Student Persistence in the aggregate. Table 4 conveys the FTFY Full-time Baccalaureate Student Persistence for Underrepresented Minoritized Students in the aggregate. Tables 5 and 6 reflect persistence rates for all graduate students in the aggregate and underrepresented minoritized graduate students in the aggregate respectively.

**Table 3. FTFY Full-time Baccalaureate Student Persistence**

Entry Term	Cohort	After 1 Year		After 4 Years				After 6 Years			
		Enrolled		Enrolled		Graduated		Enrolled		Graduated	
	N	#	%	#	%	#	%	#	%	#	%
Fall 2006	2,447	1,781	72.8%	722	29.6%	649	26.6%	119	4.9%	1,211	49.6%
Fall 2007	2,420	1,740	72.0%	718	29.8%	610	25.3%	112	4.6%	1,212	50.3%
Fall 2008	2,586	1,902	73.7%	761	29.5%	685	26.5%	124	4.8%	1,291	50.1%
Fall 2009	2,565	1,890	73.7%	732	28.6%	700	27.3%	114	4.4%	1,282	50.0%
Fall 2010	2,485	1,817	73.2%	655	26.4%	748	30.1%	69	2.8%	1,289	51.9%
Fall 2011	2,532	1,807	71.4%	680	26.9%	720	28.5%				
Fall 2012	2,507	1,798	71.7%	612	24.5%	795	31.8%				
Fall 2013	2,748	2,008	73.1%								
Fall 2014	2,805	2,030	72.4%								
Fall 2015	2,715	1,975	72.8%								

*Data Source: Western Kentucky University Office of Institutional Research*



**Table 4. FTFY Full-time Underrepresented Minority Baccalaureate Student Persistence**

Entry Term	Cohort	After 1 Year		After 4 Years				After 6 Years			
		Enrolled		Enrolled		Graduated		Enrolled		Graduated	
	N	#	%	#	%	#	%	#	%	#	%
Fall 2006	241	163	67.6%	70	29.2%	37	15.4%	14	5.8%	87	36.3%
Fall 2007	208	129	62.0%	56	26.9%	34	16.3%	12	5.8%	74	35.6%
Fall 2008	281	185	65.8%	82	29.2%	37	13.2%	19	6.8%	95	33.8%
Fall 2009	271	179	66.1%	77	28.5%	37	13.7%	13	4.8%	90	33.3%
Fall 2010	283	182	64.3%	73	25.8%	45	15.9%	12	4.2%	96	33.9%
Fall 2011	303	189	62.4%	83	27.4%	37	12.2%				
Fall 2012	349	204	58.5%	74	21.3%	56	16.1%				
Fall 2013	471	295	62.6%								
Fall 2014	455	269	59.1%								
Fall 2015	399	232	58.3%								

*Underrepresented Minority includes students selecting races of Black, Hispanic, Native American, Pacific Islander, or Two or More Races. Data Source: Western Kentucky University Office of Institutional Research*

**Table 5. Persistence of First-time Master's and Specialist Students**

Term	Cohort	After 1 Year		After 2 Years		After 3 Years		After 4 Years	
		Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
	N	%	%	%	%	%	%	%	%
Fall 2006	395	75.9%	1.8%	26.1%	44.3%	7.8%	62.5%	4.1%	68.9%
Fall 2007	372	76.9%	1.3%	34.9%	36.8%	8.3%	63.2%	3.2%	68.8%
Fall 2008	451	75.4%	2.9%	26.2%	43.9%	9.1%	63.6%	4.9%	71.4%
Fall 2009	543	80.5%	3.5%	28.9%	46.0%	8.3%	67.6%	3.1%	74.0%
Fall 2010	539	76.1%	7.6%	24.9%	50.6%	5.8%	69.9%	1.7%	75.3%
Fall 2011	492	76.8%	6.1%	30.7%	45.9%	7.9%	66.9%	3.7%	73.0%
Fall 2012	505	77.4%	4.8%	25.3%	46.9%	6.5%	68.7%	3.4%	73.3%
Fall 2013	552	75.9%	7.1%	24.8%	51.1%	6.3%	71.7%		
Fall 2014	546	76.6%	5.9%	21.4%	53.8%				
Fall 2015	505	72.3%	9.9%						

*Data Source: Western Kentucky University Office of Institutional Research*

**Table 6. Persistence of First-time Underrepresented Minority Master's and Specialist Students**

Term	Cohort	After 1 Year		After 2 Years		After 3 Years		After 4 Years	
		Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
	N	%	%	%	%	%	%	%	%
Fall 2006	24	91.7%	0.0%	37.5%	37.5%	8.3%	70.8%	0.0%	75.0%
Fall 2007	23	87.0%	4.3%	39.1%	39.1%	4.3%	69.6%	4.3%	73.9%
Fall 2008	32	81.3%	6.3%	9.4%	56.3%	3.1%	68.8%	0.0%	71.9%
Fall 2009	40	72.5%	2.5%	30.0%	35.0%	2.5%	62.5%	0.0%	67.5%
Fall 2010	59	69.5%	11.9%	11.9%	59.3%	1.7%	72.9%	0.0%	74.6%
Fall 2011	61	78.7%	3.3%	34.4%	39.3%	3.3%	67.2%	1.6%	72.1%
Fall 2012	86	80.2%	2.3%	30.2%	39.5%	4.7%	67.4%	5.8%	72.1%
Fall 2013	85	60.0%	8.2%	23.5%	36.5%	7.1%	58.8%		
Fall 2014	105	70.5%	6.7%	22.9%	42.9%				
Fall 2015	69	73.9%	7.2%						

*Underrepresented Minority includes students selecting races of Black, Hispanic, Native American, Pacific Islander, or Two or More Races. Data Source: Western Kentucky University Office of Institutional Research*

Tables 3, 4, 5, and 6 above capture persistence and degrees conferred trend data spanning a 10-year period.

**Phase IV: Annual Targets and Ranges – Opportunity, Success, Impact**

The section below provides the 5-Year Target Ranges, campus-wide goals, and strategies to meet the targeted goals. Target ranges are provided for the Opportunity foci, followed by Success, and Impact.

**Foci 1: Opportunity – Recruitment and Enrollment of Diverse Students**

The following table indicates the 5-Year Target Ranges to meet the desired outcomes relative to Opportunity – Recruitment and Enrollment of Diverse Students

**Table 7. Opportunity Ranges**

<b>Fall undergraduate enrollment as a percentage of total undergraduate enrollment. For each target group and year, annual target values are shown with associated ranges of <math>\pm</math> 1s. Baseline values are shown without associated ranges.</b>						
<b>Target Group</b>	<b>Baseline 2015/16</b>	<b>Year 1 2016/17</b>	<b>Year 2 2017/18</b>	<b>Year 3 2018/19</b>	<b>Year 4 2019/20</b>	<b>Year 5 2020/21</b>
African-American	8.9%	8.9 $\pm$ 0.3%	9.1 $\pm$ 0.3%	9.4 $\pm$ 0.3%	9.7 $\pm$ 0.3%	10.0 $\pm$ 0.3%
Hispanic	3.1%	3.1 $\pm$ 1.5%	3.4 $\pm$ 1.5%	3.6 $\pm$ 1.5%	3.9 $\pm$ 1.5%	4.0 $\pm$ 1.5%
Total URM	14.9%	15.2 $\pm$ 0.3%	15.2 $\pm$ 0.3%	15.2 $\pm$ 0.3%	15.2 $\pm$ 0.3%	15.2 $\pm$ 0.3%
<b>Fall undergraduate enrollment as a percentage of total undergraduate enrollment. For each target group and year, annual target values are shown with associated ranges of <math>\pm</math> 1s. Baseline values are shown without associated ranges.</b>						
<b>Target Group</b>	<b>Baseline 2015/16</b>	<b>Year 1 2016/17</b>	<b>Year 2 2017/18</b>	<b>Year 3 2018/19</b>	<b>Year 4 2019/20</b>	<b>Year 5 2020/21</b>
Total URM	12.6%	11.5 $\pm$ 0.6%	12.1 $\pm$ 0.6%	12.6 $\pm$ 0.6%	12.9 $\pm$ 0.6%	13.1 $\pm$ 0.6%

**Strategies to Enhance Opportunity – Recruitment and Enrollment of Diverse Students**

Identification of specific strategies for recruitment and enrollment of underrepresented minoritized students along with the responsible partners and specific strategies are charted below as well as action that will be taken, and those responsible. The four (4) strategies to enhance opportunity are:

Strategy 1: Actively pursue underrepresented minoritized (URM) high school juniors and seniors by cultivating relationships with families, target high schools, churches, and community agencies

Strategy 2: Demonstrate to students, parents, guardians, or other support individuals the relationship between degree attainment and a career pathway

Strategy 3: Implement a web of recruiting through Affinity Groups

Strategy 4: Implement *Application Fee Waiver Day*

<b>Strategy 1: Actively pursue underrepresented minority (URM) high school juniors and seniors, and cultivate relationships with families, target high schools, churches, and community agencies.</b>	
<b>Actions/Components:</b>	<ul style="list-style-type: none"><li>• Obtain a listing of service region high schools and identify key personnel to create opportunities to speak to URM students, low income students, and their families or support persons</li><li>• Host Multicultural Preview Day to inform high school students and communities about WKU (in target communities and on WKU’s campus)</li><li>• Expand the Multicultural Preview Days to the extended campuses</li><li>• Host an Hispanic/Latino/a Preview Day with bi-lingual sessions</li><li>• Conduct individualized on-site financial aid counseling during each of the multicultural preview days</li><li>• Provide application fee waivers if a student elects to attend WKU</li><li>• Award two (2) \$500.00 scholarships during each multicultural on-campus preview day event</li><li>• Provide each student and their families with a timeline to graduation (Sample: Appendix C)</li><li>• Provide each student with an individualized academic and career pathway document</li></ul>

	<ul style="list-style-type: none"> <li>• Implement a peer Journey Coach program to connect with prospective students and newly admitted students through social media and serve as a point of contact and purveyor of institutional culture and academic expectations</li> <li>• Grow support to assist first-generation students with both academic and co-curricular resources</li> </ul>
<b>Stakeholders to Affect Change:</b>	Service region high schools WKU admissions multicultural counselor Enrollment Management (admissions, financial aid) Academic and Student Affairs Representatives Peer journey coaches through the Division of Student Affairs Student Employment/work study program

**Strategy 2: Demonstrate to students, parents, guardians, or other support individuals the relationship between degree attainment and a career pathway**

<b>Actions/Components:</b>	<ul style="list-style-type: none"> <li>• Administer a career interest/exploratory survey to students prior to them creating a course schedule. The career interest/exploratory survey will serve as a springboard for consultation with a Career Coach and Academic Advisor either virtually or face-to-face. The results of the interest survey will then be used to build students’ major, course schedule, internships, and co-op experiences</li> <li>• Involve student, parent or student’s support team members in this consultation</li> <li>• Use the results of the exploratory survey to create an individualized academic and career pathway (Appendix B) to assist in selecting a major, internship, or other experiential learning opportunities</li> <li>• Use the results of the exploratory survey to create an individualized academic pathway</li> </ul>
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	<ul style="list-style-type: none"> <li>Partner with Parent’s and Family Association/Parent’s and Family Advisory Council in soliciting parent or support team members and to serve as peer Journey Coaches to parents and supporters</li> </ul>
<b>Stakeholders to Affect Change:</b>	<p>Center for Career and Professional Development</p> <p>Intercultural Student Engagement Center</p> <p>Academic Advising and Retention Center</p> <p>Division of Student Affairs Marketing Committee</p> <p>Parent’s Association and Parent’s Advisory Council</p>

<b>Strategy 3: Implement a web of recruiting through Affinity Groups</b>	
<b>Actions/Components:</b>	<ul style="list-style-type: none"> <li>Leverage relationships with specific affinity groups to increase yield</li> <li>Leverage relationships with WKU alumni to increase yield</li> <li>Targeted outreach to teachers in the service region who are WKU graduates for special recognition and recruitment partners</li> <li>Purchase WKU branded items for distribution to teachers for dissemination to students</li> <li>Enlist the assistance of teachers in the service region who are WKU graduates</li> <li>Leverage relationships between WKU and Spanish-speaking parents/families currently employed at the University</li> <li>Leverage relationship with the local Housing Authority</li> </ul>
<b>Stakeholders to Affect Change:</b>	<p>Office of the Chief Diversity Officer</p> <p>Intercultural Student Engagement Center</p> <p>WKU Alumni Association</p> <p>Department of Facilities Management</p> <p>Office of Human Resources</p> <p>College of Education and Behavioral Sciences</p>

<b>Strategy 4: Implement <i>Application Fee Waiver Day</i></b>	
<b>Actions/Components:</b>	<ul style="list-style-type: none"> <li>• Select one day in the fall semester to waive the application fee for student applicants</li> <li>• Launch a marketing and advertising campaign using social media and prevailing advertising outlets</li> </ul>
<b>Stakeholders to Affect Change:</b>	Office of Enrollment Management (admissions) Office of Public Affairs Division of Institutional Technology (IT) Division of Student Affairs Division of Academic Affairs

**Foci II: Strategies to Support Success – Student Success**

The following table, Table 8, indicates the 5-Year Target Percentage Ranges to meet the desired outcomes relative to Success – Student Success.



**Table 8. 5-Year Target Ranges for Student Success Foci\***

<b>First-to-second year retention. For each target group and year, annual target values are shown with associated ranges of <math>\pm</math> 1s. Baseline values are shown without associated ranges.</b>						
<b>Target Group</b>	<b>Baseline 2015/16</b>	<b>Year 1 2016/17</b>	<b>Year 2 2017/18</b>	<b>Year 3 2018/19</b>	<b>Year 4 2019/20</b>	<b>Year 5 2020/21</b>
Total URM	58.3%	58.3 $\pm$ 1.9%	58.7 $\pm$ 1.9%	59.1 $\pm$ 1.9%	59.6 $\pm$ 1.9%	60.0 $\pm$ 1.9%
Low-Income	63.7%	63.7 $\pm$ 1.5%	64.1 $\pm$ 1.5%	64.4 $\pm$ 1.5%	64.9 $\pm$ 1.5%	65.3 $\pm$ 1.5%
<b>Six-year graduation rate. For each target group and year, annual target values are shown with associated ranges of <math>\pm</math> 1s. Baseline values are shown without associated ranges.</b>						
<b>Target Group</b>	<b>Baseline 2015/16</b>	<b>Year 1 2016/17</b>	<b>Year 2 2017/18</b>	<b>Year 3 2018/19</b>	<b>Year 4 2019/20</b>	<b>Year 5 2020/21</b>
Total URM	33.9%	33.9 $\pm$ 1.8%	33.9 $\pm$ 1.8%	34.5 $\pm$ 1.8%	35.0 $\pm$ 1.8%	35.6 $\pm$ 1.8%
Low-Income	41.0%	41.0 $\pm$ 1.5%	41.0 $\pm$ 1.5%	41.0 $\pm$ 1.5%	41.6 $\pm$ 1.5%	42.0 $\pm$ 1.5%
<b>Baccalaureate degrees conferred. For each target group and year, annual target values are shown with associated ranges of <math>\pm</math> 1s. Baseline values are shown without associated ranges.</b>						
<b>Target Group</b>	<b>Baseline 2015/16</b>	<b>Year 1 2016/17</b>	<b>Year 2 2017/18</b>	<b>Year 3 2018/19</b>	<b>Year 4 2019/20</b>	<b>Year 5 2020/21</b>
Total URM	315	321 $\pm$ 17.5	328 $\pm$ 17.5	334 $\pm$ 17.5	340 $\pm$ 17.5	347 $\pm$ 17.5
Low-Income	1353	1373 $\pm$ 27.0	1393 $\pm$ 27.0	1413 $\pm$ 27.0	1434 $\pm$ 27.0	1455 $\pm$ 27.0

\*See Appendix C for Amended Targets

### **Strategies to Enhance and Support Success – Student Success**

Senior leadership, administrators, faculty, and staff at WKU recognize that planning for student success is essential; consequently, are committed to promoting and strengthening diversity, equity, and inclusion initiatives toward the retention, graduation, career readiness, and success of its diverse student population. Strategies that correlated with effective educational results designed to support the student retention and persistence rate and decreasing the combined graduation rate gap of low-income, underrepresented minoritized students were created. To assist in helping the University craft a course of action, during the fall semester 2016,

under the joint leadership of the Office of the Provost and the Office of the Vice President of Student Affairs, the campus community began exploring the relationship between high-impact practices and student persistence to graduation particularly for students of color who are the first in their immediate families to attend college and also fall into the category of low income.

Decades of higher education literature reveal that student attrition is indicative of a number of variables. Contrary to prevailing thought, most students leave for reasons other than poor academic performance. Based on data collected during the planning phases of this campus-wide plan, students indicated four (4) primary reasons for either stopping out of WKU or for a prolonged pathway to graduation:

- a. Financial insecurity
- b. Career and academic major uncertainty
- c. Lacking competence in the processes involved with being a college student
- d. Feeling displaced and disconnected

Additionally, the University is keenly aware that persistence to a second semester, second year, and beyond requires a firm foundation within a student's first semester. Thus, strategies outlined below reflect prevailing research, philosophy, and practices.

The Campus-Wide Diversity, Equity, and Inclusion Plan identifies several high-impact strategies and high-touch, high-relationship strategies for implementation. Identification of specific strategies for retention and graduation (degrees conferred) of underrepresented minoritized students along with the responsible partners and specific strategies are charted below. Actions that will be taken and the units responsible for execution to ensure successful achievement are also delineated. To support and achieve student success, the following strategies are proposed:

Strategy 1: Implement a pre-enrollment orientation program

Strategy 2: Create targeted Living-Learning Communities and Special Living Options

Strategy 3: Intrusive life coaching initiative

Strategy 4: Micro-financial assistance initiative

Strategy 5: Early-alert safety net system

Strategy 6: Maker Space (learning labs) implementation

<b>Strategy 1: Implement a Pre-Enrollment Orientation</b>	
<b>Actions/Components:</b>	<p>The desired outcome is to retain students from the first year to the second. To do so requires focusing on socialization and expectation setting prior to arrival, setting the stage for what will be required as a WKU student.</p> <ul style="list-style-type: none"> <li>• Administer a post-admission online orientation to familiarize first-year, first-semester students with the processes associated with being a college student. Topics may include: <ul style="list-style-type: none"> <li>a). Costs associated with attending WKU and strategies to cover the cost of attendance (e.g. completing the FASFA, follow through in the event of financial assistance verification)</li> <li>b). Academic and other behavioral expectations (e.g. self-management strategies, outlining the processes associated with student success, strategies to develop cultural competency, etc.)</li> </ul> </li> <li>• Administer MyPlan Career Inventory to pair career interest with selection of an academic pathway</li> <li>• Student placement in a cluster/pod with a peer journey coach assigned to assist in the transition from high school and home to WKU and who will engage with the incoming student before and following arrival</li> <li>• Implement a Campus-Wide First-2-Go Campaign for first generation students</li> </ul>
<b>Stakeholders to Affect Change:</b>	<p>Intercultural Student Engagement Center  Center for Career and Professional Development  Division of Student Affairs  Division of Enrollment Management</p>

<b>Strategy 2: Targeted Living-Learning Communities and Special Living Options</b>	
<b>Actions/Components:</b>	<p>Underrepresented minoritized students will participate in the Intercultural Student Engagement Center Academy (ISEC).</p> <p>ISEC Academy, “Where Scholars are Made”, is an initiative to assist first-year students who identify as students of color (Black, Hispanic/Latin, Asian, Native American, Multiracial) and/or who are first generation, Pell eligible, and have some academic need.</p> <p>Primary components of the ISEC Academy include:</p> <ul style="list-style-type: none"> <li>• Intrusive peer mentoring and coaching</li> <li>• Intrusive academic advising</li> <li>• Living and learning community</li> <li>• Linked classes</li> <li>• Personal development</li> <li>• Academic engagement</li> <li>• Service learning experience as a high-impact practice</li> <li>• Cultural and diversity competence</li> <li>• Web of support services</li> <li>• Two-year program</li> <li>• Increased direct contact with faculty members</li> <li>• Retroactive Book Scholarship program</li> </ul>
<b>Stakeholders to Affect Change:</b>	<p>Intercultural Student Engagement Center</p> <p>Division of Student Affairs Representatives</p> <p>Division of Enrollment Management</p> <p>Division of Academic Affairs Representatives</p> <p>Center for Career and Professional Development</p> <p>Center for Innovative Teaching and Learning</p> <p>Center for Citizenship and Social Justice</p>

<b>Strategy 3: Intrusive Life Coaching</b>	
<b>Actions/Components:</b>	<ul style="list-style-type: none"> <li>• Administer the StrengthsQuest/StrengthsFinder Inventory to assist students in determining their strengths and how to use those strengths to their benefit in succeeding in college</li> <li>• Teach students the processes of being a college student (the process of learning, the process of acquiring and mastering the mechanics of student success, the process of acquiring self-efficacy and resilience)</li> <li>• Activate an early alert/early warning system through the academic advising portal</li> <li>• Implement a student support safety net using a case management approach</li> </ul>
<b>Stakeholders to Affect Change:</b>	<p>Intercultural Student Engagement Center            Division of Student Affairs Representatives            Department of Housing and Residence Life            Academic Advising and Retention Center            Office of the Provost            Counseling and Testing Center            Student Accessibility Resource Center</p>

<b>Strategy 4: Implementation of a Micro-Financial Assistance Program</b>	
<b>Actions/Components:</b>	<p>Implementation of a Retroactive Book Scholarship program            Micro-loan program            Single bill payment process            Increase campus student employment positions            Re-envision scholarship allocation to need based</p>
<b>Stakeholders to Affect Change:</b>	<p>Intercultural Student Engagement Center            Division of Enrollment Management            Division of Student Affairs            Division of Finance and Administration</p>

<b>Strategy 5: Early-alert System</b>	
<b>Actions/Components:</b>	<p>Both faculty and staff will participate in a multi-tiered early detection system to identify students experiencing problems that may impede persistence and determining an appropriate intervention. Components include:</p> <ul style="list-style-type: none"> <li>Contacting students at the 2<sup>nd</sup> week marker to determine whether they have accessed requisite student services</li> <li>Contacting students at the 5<sup>th</sup> week marker to indicate current academic performance</li> <li>Touchpoints with students by Peer Journey Coaches</li> <li>Touchpoints with Academic Advisors</li> </ul>
<b>Stakeholders to Affect Change:</b>	<p>Academic Advising and Retention Center</p> <p>Division of Student Affairs</p> <p>Division of Academic Affairs</p>

<b>Strategy 6: Maker Space (Learning Lab) Implementation</b>	
<b>Actions/Components:</b>	<p>A growing body of literature indicates that there is a connection between student learning and a student's sense of belonging to a community through the use of Maker Spaces. For retaining students of color, this research is particularly promising. One of the strategies to improve student success will be the creation of an additional Makers Space in the new residence hall and exploration of a third space included in the redesign of the Garrett Center.</p>
<b>Stakeholders to Affect Change:</b>	<p>Division of Student Affairs</p> <p>School of University Studies</p>

**Foci III: Impact – Campus Climate, Inclusiveness, and Cultural Competency**

The following table, Table 9, indicates the 5-Year Target Ranges to meet the desired outcomes relative to Impact – Campus Climate, Inclusiveness, and Cultural Competency.

**Table 9. 5-Year Annual Target Ranges for Impact – Campus Climate, Inclusiveness, and Cultural Competency**

<b>Workforce URM diversity as a percentage of all employees in the target group. For each target group and year, annual target values are shown with associated ranges of <math>\pm 1s</math>. Baseline values are shown without associated ranges.</b>						
<b>Target Group</b>	<b>Baseline 2015/16</b>	<b>Year 1 2016/17</b>	<b>Year 2 2017/18</b>	<b>Year 3 2018/19</b>	<b>Year 4 2019/20</b>	<b>Year 5 2020/21</b>
Tenure-Track Faculty	9.3%	9.4 $\pm$ 1.3%	9.5 $\pm$ 1.3%	9.7 $\pm$ 1.3%	10.0 $\pm$ 1.3%	10.3 $\pm$ 1.3%
Management Occupations	14.8%	14.0 $\pm$ 3.6%	14.0 $\pm$ 3.6%	14.4 $\pm$ 3.6%	15.3 $\pm$ 3.6%	15.8 $\pm$ 3.6%

**Strategies to Enhance Impact – Campus Climate, Inclusiveness, and Cultural Competency**

Through its commitment to enhancing the diversity of its faculty, staff, and students and building a campus climate/environment where equity is both a core value and the institution’s ethos, the Campus–Wide Diversity, Equity, and Inclusion Plan reflects the University’s best efforts to shape this vision. Moreover, WKU acknowledges the critical importance of this environment being one that is culturally respectful, where faculty and staff are cultural competent, and civically responsible. Therefore, in the spirit of enacting these core values the following goals are highlighted to achieve the Impact outcome:

- a. Increasing the racial and ethnic diversity of faculty and staff
- b. Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity
- c. Work toward producing culturally competent students, faculty, and staff

The effectiveness of targeted strategies within a plan to improve the educational environment for faculty, staff, and students to flourish is predicated on the notion that opportunity, success, and impact are interconnected components, not disparate pieces. Furthermore, in an environment where diversity, and equity, and inclusion are both supported and practiced, outcomes such as retention and persistence to graduation are more likely to occur. Thus, the strategies outlined

below, in keeping with the Kentucky Public Postsecondary Education Diversity Policy for Diversity, Equity, and Inclusion, are designed to influence organizational change. These strategies are:

Strategy 1: Increase representation of faculty and staff of color through a formalized recruitment and retention process

Strategy 2: Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity

Strategy 3: Formalize mechanisms to infuse cultural competency within all aspects of the institution

<b>Strategy 1: Increase representation of faculty and staff of color through a formalized recruitment and retention process</b>	
<b>Actions/Components:</b>	<ul style="list-style-type: none"> <li>• Financial support/bridge funds for post-doctoral fellowships each year through the Minority Faculty Hiring Program (MFHP)</li> <li>• Implement cluster orientation practices: connecting new hires with other new hires to share the common experience of being new to the institution and for the purpose of orientation</li> <li>• Create a best practices handbook for recruiting and hiring diverse faculty and staff</li> <li>• Implementing training for search committees on implicit bias awareness and prevention</li> <li>• Leverage relationships with specific affinity groups for targeted recruitment</li> <li>• Leverage relationship with the Chamber of Commerce in the recruitment of faculty and staff</li> <li>• College-wide and/or division-wide mentoring and shepherding program for women and underrepresented minoritized faculty and staff</li> </ul>



	<ul style="list-style-type: none"> <li>• High-touch point practices from the Provost and Chief Diversity Office for each new hire (e.g. hand-written notes, invitations for coffee, breakfast, or lunch)</li> </ul>
<b>Stakeholders to Affect Change:</b>	Office of the Provost Council of Academic Deans Office of the Chief Diversity Officer Department of Human Resources Office of Equal Opportunity

<b>Strategy 2: Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity</b>	
<b>Actions/Components:</b>	<ul style="list-style-type: none"> <li>• Periodic assessment of the campus climate through both formal (institutional surveys) and informal (focus groups/fireside chats) means</li> <li>• Conduct an audit of course offerings to identify existing courses with a focus on diversity, equity, and inclusion and listing these courses on the university webpages in a central location</li> <li>• Institutionalize the Pride Center and resources to meet the needs of students who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally</li> <li>• Identify and implement resources to meet the needs of faculty and staff who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally</li> <li>• Identify services and implementation strategies to assist faculty, staff, and students who identify as having a disability</li> <li>• Incorporate the WKU Creed in orientations and campus wayfinding/signage</li> <li>• Implementation of a student advisory team/council to the Chief Diversity Officer</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate a mechanism for faculty development in inclusive pedagogy</li> <li>• Special recognition and monetary award for innovations in the area of diversity, equity, and inclusion linked to the curriculum</li> <li>• Creation of diversity, equity, and inclusion committees and plans within each of the academic colleges and within each of the divisions</li> </ul>
<b>Stakeholders to Affect Change:</b>	Office of the Chief Diversity Officer Office of Institutional Research Center for Innovating Teaching and Learning Student Accessibility Resource Center Office of the President University Libraries Gender and Women Studies University Police Department Bowling Green Chamber of Commerce

<b>Strategy 3: Formalize mechanisms to infuse cultural competency within all aspects of the institution</b>	
<b>Actions/Components:</b>	<ul style="list-style-type: none"> <li>• Devise mechanisms such as Intergroup Dialogue (IGD) and other programmatic initiatives to encourage and promote co-cultural engagement</li> <li>• Create an online training module for faculty and staff to convey institutional expectations and values related to diversity, equity, and inclusion</li> <li>• Implement a mini-conference with a focus on professional development in cultural competence</li> <li>• Create a centralized online portal to report bias incidences or non-emergency acts of vandalism or harassment to ensure a</li> </ul>

	<p>swift response</p> <ul style="list-style-type: none"> <li>• University-wide opportunities to engage in conversations about diversity, equity, and inclusion</li> <li>• Training on by-stander intervention in the event of a bias incident</li> <li>• Faculty professional development on pedagogical strategies that facilitate inclusive excellence</li> <li>• Staff professional development on strategies to create environments where individuals flourish</li> </ul>
<b>Stakeholders to Affect Change:</b>	<p>Center for Innovative Teaching and Learning  Center for Citizenship and Social Justice  Department of Housing and Residence Life  Department of Human Resources  Office of Equal Opportunity  Officer of the Chief Diversity Officer  Office of the Provost  Intercultural Student Engagement Center</p>

**Plan for Assessing the Campus-Wide Diversity Plan**

The section below describes the proposed methodology to be used by WKU to assess the strategies to be implemented and to determine whether the strategies were successful in reaching the desired outcomes and to determine where modifications are needed.

<b>Proposed Methodology to Assess Progress towards Goal Achievement</b>	
<b>Actions/Components:</b>	<p>Track progress towards achieving established metrics  Track changes in demographic data for faculty, staff, and students  Track bias, harassment, and discrimination reporting  Track activities across the campus with a diversity, equity, and inclusion emphasis</p>

	<p>Conduct pre- and post-test relative to events focusing on cultural competency training</p> <p>Conduct climate surveys with faculty, staff, and students to determine perceptions of the campus environment</p> <p>Conduct climate surveys with faculty, staff, and students to determine perceptions about their sense of mattering and belonging</p> <p>Conduct focus groups with faculty, staff, and students to determine what needs to be refined relative to diversity, equity, and inclusion</p> <p>Communicate reports to the campus community celebrating our successes</p>
<p><b>Stakeholders to Affect Change:</b></p>	<p>Office of the Chief Diversity Officer</p> <p>Office of the Provost</p> <p>Office of Institutional Research</p> <p>Division of Student Affairs</p> <p>Office of Human Resources</p> <p>Office of Equal Employment Opportunity</p>

**Plan and Intended Outcomes Summary**

The Campus-Wide Diversity Plan is organized around three (3) themes:

- a. Opportunity – Recruitment and Enrollment of Diverse Students
- b. Success – Student Success
- c. Impact – Campus Climate, Inclusiveness, and Cultural Competency

Goals and targets were identified to improve institutional performance in these areas. The table below provides each goal with its corresponding thematic area.

**Table 10: Goals Summary**

Opportunity – Recruitment and Enrollment of Diverse Students	Success – Student Success	Impact – Campus Climate, Inclusiveness, and Cultural Competency
Increase recruitment and enrollment of: Black or African American Hispanic or Latino/a Students identifying as two or more races	Increase: 1 <sup>st</sup> -2 <sup>nd</sup> year retention 6-year graduation rate Degrees conferred	Increase the racial and ethnic diversity of faculty and staff  Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity  Work toward producing culturally competent students, faculty, and staff

Strategies and actions steps were crafted to accomplish each of the respective goals and to reach the targeted percentage ranges over a five-year period. Data collected through focus groups, interviews, and document analysis, were used to inform the Campus-Wide Diversity, Equity, and Inclusion Plan. Lastly, a plan to assess the effectiveness of the Campus-Wide Plan was developed along with steps toward implementation.

**Challenges to Success and Next Steps**

The WKU Diversity, Equity, and Inclusion Plan reflects a good faith effort to assist the campus community in realizing its obligation to create academic space where faculty, staff, students, and other stakeholders may flourish. Additionally, this plan is guided by a philosophy that views diversity, in all of its forms, as an organizational strength and compatible to academic excellence. However, impediments in implementing the core tenets of this plan will surface. Table 11 below identifies challenges in reaching the desired outcomes.

**Table 11. Impediments to Achieving Desired Outcomes**

Opportunity – Recruitment and Enrollment of Diverse Students	Success – Student Success	Impact – Campus Climate, Inclusiveness, and Cultural Competency
Demographic/population shift: urbanization factor	Reduction in resources both human and financial	Heightened ambiguity associated with organizational change
Increased competition for finite number of URM students within the Commonwealth	Student departure because of employment opportunities	Inflexibility in the implementation of action steps
Increased competition for low-income/Pell eligible students within the Commonwealth	Demographic/population shift: urbanization factor	Organizational muscle memory
Relationship between declining enrollment and rising employment prospects	Changes in data reporting: more students selecting two or more races	Animus related to diversity, equity, and inclusion
<i>The Bubba Factor</i> : declining numbers in male enrollment	Perceptions concerning college relevance, cost, and affordability	Limited capacity~financial, human, and time resources
Changes in data reporting: more students selecting two or more races	Perceptions concerning racial or gender or gender expression animus	
Climate: societal perception concerning college relevance, cost, and affordability	Animus towards individuals holding viewpoints deemed socially or politically conservative	

Climate: perception of racial or gender or gender expression animus, perception of socially and conservative animus		
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To minimize these challenges and generate support the following steps will be set in motion:

- a. Fine tune the plan following the CPE review
- b. Present the plan to campus stakeholders for final review and approval
- c. Implement a campaign for community engagement and to present the plan
- d. Assist campus and community stakeholders in determining their role in advancing the diversity agenda
- e. Implementation of initiatives
- f. Assess exiting programmatic initiatives to determine whether duplication of services is occurring
- g. Assess existing programmatic initiatives to determine where collaboration and alignment can occur if duplication is a factor
- h. Explore reallocation of resources to achieve the desired diversity, equity, and inclusion goals
- i. Review, assess and modify as appropriate

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## Appendix-A

### President's Diversity and Embracement Committee

Several factors are provided below to set this report in the context of broader sweeping administrative and structural changes that transpired during the past academic year or will occur during the 2016-2017 academic year. This Diversity Plan draft reflects significant developments building on the targeted strategies outlined during previous plans and the Universities' strategic diversity initiatives summarized in the *Challenging the Spirit* Action Plan 2012-2013 to 2017-2018. Firstly, during the 2016 spring semester, the Office of the Chief Diversity Officer was transferred from Academic Affairs to Student Affairs to align services with other student-related services. This action resulted in the appointment of a new Chief Diversity Officer. Additionally, the newly formed President's Committee on Diversity and Embracement (formerly the Diversity and Enhancement Committee) was created and charged with the task of:

1. Coordinating efforts to plan, craft, and implement the University's Strategic Diversity, Inclusion and Equity Plan.
2. Functioning as an oversight group focused on strengthening campus civility, respect, cultural competence, and normalizing diversity.
3. Supporting an organizational structure involving multiple, smaller working groups to identify issues, best practices, and to recommend viable solutions.

The President's Committee on Diversity and Embracement membership consists of a heterogeneous group of faculty and staff involved in multiple roles throughout the University. The chart below provides the committee member's names, programs, or departments.

Dr. Fabian Alvarez  
English Department

Mr. Michael Crowe  
Office of Student Conduct

Dr. Sandra Ardrey  
Political Science

Dr. Peggy Crowe  
Counseling and Testing Center

Ms. Leah Ashwill  
Center for Citizenship and Social Justice

Mr. George Dordoni  
International Enrollment Management

Dr. Lauren Bland  
School of Communication

Dr. Evelyn Ellis  
Regional Chancellor, Elizabethtown and  
Fort Knox Campuses

Dr. Dawn Hall  
School of University Studies

Mr. Joshua Hayes  
Office of Equal Employment Opportunity

Dr. Lynne Holland  
Office of the Chief Diversity Officer

Dr. Aaron Hughey  
Counseling and Student Affairs

Dr. Grayson Hunt  
Philosophy and Religion

Ms. Sharon Hunter  
Division of Enrollment Management

Dr. Bruce Kessler  
Department of Mathematics

Ms. Angie Link  
Recording Secretary

Ms. Jennifer Markin  
Academic Advising and Retention Center

Dr. Brian Meredith  
Division of Enrollment Management

Dr. Jane Olmsted  
Gender and Women Studies

Dr. Jackie Pope-Tarrance  
Social Psychology

Ms. Carrie Pratt  
Student Publications

Dr. Martha Sales  
Intercultural Student Engagement Center  
and TRIO Programs

Ms. Stephanie Sieggreen  
International Student Office

Ms. Aurelia Spaulding  
Public Affairs

Dr. Helen Sterk  
School of Communication

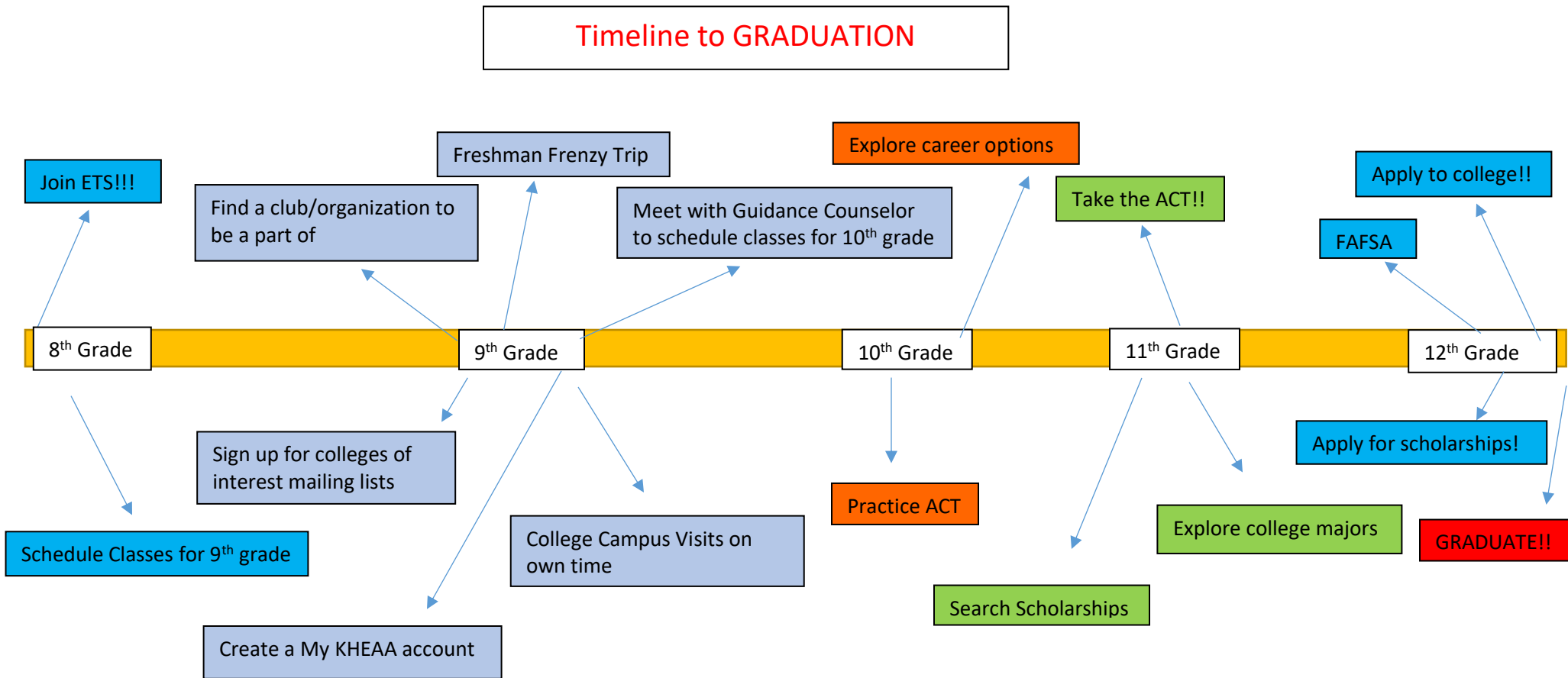
## Appendix-B

### Revised Targets and Year 5 (Five) Goal

<b>Performance Metrics</b>	<b>Baseline</b>	<b>Year 5 Goal</b>
	AY 15-16	AY 20-21
First-to Second-Year Retention (Total)	72.8%	74.6%
First-to Second-Year Retention (Low Income)	63.7%	70.1%
First-to Second-Year Retention (URM)	58.3%	67.4%
Six-Year Graduation Rate (Total)	51.9%	53.7%
Six-Year Graduation Rate (Low Income)	41.0%	45.0%
Six-Year Graduation Rate (URM)	33.9%	40.0%

# Appendix-C

## Example of Graduation Timeline





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Office of the Chief Diversity Officer