

Appendix F

EXECUTIVE SUMMARY

Partnership Agreement Status Report for Eastern Kentucky University

The report summarizes the current status, impact, and positive outcomes of programs and initiatives designed to meet the Agreement's commitments to Access and Equal Opportunity, Recruitment, Retention, and Graduation of Kentucky Resident African-Americans, Graduate School Enrollment, Campus Climate, and Diversity of Staff, Faculty, and Cabinet Level Positions.

The primary objective of the Partnership Agreement is the commitment to **Access and Equal Opportunity**. EKU has strived to fulfill this commitment in numerous ways, including its participation in the Governor's Minority Student College Preparation Program, the Academically Proficient African-American High School Senior Conference, and the Minority Consumer Expo in Louisville. All three of these programs have served in an outreach role to the state's African American communities and made the University more accessible to those groups.

Additionally, EKU has committed substantial resources to its continuing efforts to achieve the **Recruitment, Retention, and Graduation of Kentucky Resident African-Americans** commitment of the Partnership Agreement. EKU's programs and initiatives are each designed to address at least one of the three components of the commitment. The programs and initiatives, and the intended target of each, include:

- Recruitment
 - Presidential support and involvement in minority recruiting efforts
 - Improved communication with high school counselors and students in Kentucky's concentrated African-American communities with Counselor Campus Visitation Days, Campus Visitation Days, Future Teacher Days, and Future Teacher Corps
 - Faculty involvement through Admissions Office events and faculty-driven initiatives, such as Dr. Rezaie's Computer Science Summer Camp
 - Community relationships with YMCA Black Achievers, Louisville Urban League, Jefferson Community College's Power Hour Workshop and the Lincoln Foundation
 - Scholarships established to benefit African-Americans and diversity efforts
 - Admissions Counselors focused on recruiting from Kentucky's concentrated African-American communities and community colleges

- Admissions Office recruiting efforts through informational mailings, a strategic recruiting plan, the processing center, the campus visitation program, and Spotlight Days
- Continued recruiting efforts of the Office of Multicultural Student Services
- Establishment of the Office of Diversity and the appointment of a Special Assistant to the Provost for University Diversity
- Retention and Graduation
 - The NOVA Program works to retain and graduate low income and first generation students, graduating African-Americans in the program at a rate 19% higher than other ECU students.
 - The proposed McNair Project seeks to increase the attainment of the PhD by students from underrepresented segments of society
 - First year retention programs, including New Student Days, Orientation Classes, Weaver Tutoring and Enrichment Center, and the PLUS Mentoring Program, have familiarized students with the University's student and academic life, and have consistently and actively addressed diversity issues.
 - First Steps to College Success Summer Bridge Program, which remediates basic skills and emphasizes community building, retains 60 to 75% of its African-American student participants, whereas African-Americans non-participants are retained at a rate of 35 to 55%.
 - Academic Advising and its Early Alert Program work collaboratively with the Office of Diversity to ensure continued focus on the success of minority students.
 - Education Pays Center works to retain its participants, 24% of which are African-American, by addressing educational, social, financial and personal barriers hindering its participants' quest for higher education.
 - Health Science Student Retention and Success Program provides counseling, supplemental instruction, and mentoring to students from the Appalachian region pursuing a career in health science, and has actually recruited minority students.
 - Continued efforts of the Office of Multicultural Student Services and Office of Diversity to retain minority students and encourage their academic and social success

With respect to Recruitment, Retention, and Graduation of Kentucky Resident African-Americans, the following trends have occurred since the inception of the Partnership Agreement:

- Recruiting
 - From fall 1997 to fall 2001, enrollment of Kentucky Resident African-American undergraduates increased from 473 to 521, despite some fluctuations caused by a decline in overall enrollment.

- It is anticipated that fall 2002 enrollment numbers for Kentucky Resident African-American undergraduates will indicate a decrease from fall 2001 numbers.
- The diversity initiatives of President Glasser, together with the continuation of existing strategies and initiatives, are expected to reverse declines in minority enrollment.
- Retention
 - From fall 1999/fall 2000 to fall 2000/fall 2001, the University increased its retention of first-year Kentucky Resident African-American undergraduates from 56.4% (57 of 101) to 66.7% (58 of 87).
 - From fall 1999/fall 2000 to fall 2000/fall 2001, the University increased its retention of all Kentucky Resident African-American undergraduates from 64.1% (300 of 468) to 67.6% (323 of 478).
- Graduation
 - From the 1999-2000 academic year to the 2000-2001 academic year, the graduation rate increased from 13.0% to 19.4%.

Retention and graduation rates improved over the duration of the Partnership Agreement. However, despite these increases, the University realizes the need for continued improvement in these areas and will be steadfast in continuing its efforts.

EKU has achieved the Agreement's commitment to **Graduate School Enrollment** through the implementation of several programs and initiatives for recruiting African-American graduate students. Those efforts include recruiting African-American students from the University's undergraduate population, offering graduate assistantships, scholarships and fellowships to Kentucky Resident African-Americans, and annually cosponsoring a Multicultural Career Fair that emphasizes graduate study. As a result of the efforts made in this area, the number of full-time Kentucky Resident African-American graduate students has risen from 10 to 12 since Fall 2001. Overall enrollment of both full-time and part-time Kentucky Resident African-American graduate students has risen from 34 in fall 2001 to 60 as of fall 2002. As with the undergraduate area, ECU recognizes and is committed to continued improvement in graduate school enrollment, retention and graduation. New initiatives and the appointment of a Graduate School Task Force are intended to further improve the recruitment and graduation of African-American graduate students.

The **Campus Climate** commitment has been supported by the President's personal commitment, the establishment of a Campus Environment Team, faculty development, conferences, efforts from various campus departments and offices, and other activities. Examples of such efforts include:

- President Glasser has repeatedly made her commitment to maintaining an environment of openness and inclusiveness clear to the University Community.
- A Campus Environment Team, known on campus as the University Diversity Committee, was established in 2000 “to create a climate at ECU where 100% of its members feel valued.”
- Faculty development through programs and efforts of the Teaching and Learning Center has produced faculty who are committed to making the University climate and curricula more inclusive for all faculty and students.
- The College of Education sponsored its first annual conference on diversity in January 2002 to promote diversity issues in Kentucky classrooms.
- Training, consultation, community relations, and minority event programming was continually provided by the Office of Multicultural Student Services.
- The 2001-2002 *Chautauqua Lecture Series* focused its purpose on the exploration of human rights.
- The Office of Diversity provided campus-wide event programming to explore and celebrate diversity.
- The Equal Opportunity Office conducted nondiscrimination and harassment workshops, and supported and cosponsored campus diversity and justice events.
- Residential Housing and Student Development have worked to ensure students’ comfort level with residential life as a part of campus climate with supportive, diverse staff members and diversity programming.

The **Diversity of Staff, Faculty, and Cabinet Level Positions** commitment of the Partnership Agreement has been addressed in the President’s Cabinet, in the ECU workforce, and through a number of campus initiatives designed to improve employee diversity. President Glasser has illustrated her commitment to diversity by including more African-American members in the President’s Cabinet and encouraging African-American faculty and staff to become administrative interns to Cabinet-level administrators.

The percentages of African-American employees in the categories of Executives, Administrators, and Managers, Faculty, and Other Professionals have fluctuated over the duration of the Agreement, producing trends as follows:

- The Executives, Administrators and Managers category has experienced a decrease in the number of African-Americans to a rate of 5.43% in the 2001-2002 academic year, but still exceeds the goal percentage of 5%.
- The Faculty category has experienced a decrease in representation by African-Americans to a current level of 3.57%. This does not meet the goal percentage of 4%. The University realizes the need for improvement in this area, and is implementing initiatives and strategies to do so.

- The Other Professional category has experienced an increase in representation since 1997 and is at its highest level since that time. As of the 2001-2002 academic year, African-Americans comprise 7.69% of Other Professionals, exceeding the goal percentage of 5%. At the time the report was submitted to the CPE, official fall 2002 numbers were not available.

University initiatives intended to improve employee diversity have included the establishment of the Office of Diversity, the Equal Opportunity Office, and the Teaching and Learning Center. The Office of Diversity provides services and programs that address the needs of EKU's underrepresented students, faculty, and staff and serves as a resource to the entire campus. The Equal Opportunity Office 'promote[s] a learning and working environment that provides equal opportunity, that is fair and responsible, and that is free of discrimination and harassment for all members of the University community.' The Teaching and Learning Center offers services designed to enhance the teaching effectiveness of EKU faculty members and provides professional development and support services.

Additionally, the College of Education and the College of Business and Technology's EKUBusiness program have created plans for enhancing diversity of the students and faculty. Attachment A presents a copy of the College of Education's *Minority Student/Faculty Recruitment and Retention Action Plan*. Attachment B sets out a *Plan for a More Effective and Inclusive Learning Environment for EKUBusiness' Students, Faculty, and Staff*.

Eastern Kentucky University has undertaken substantial programming, initiatives, and strategies prior to and since the inception of the Partnership Agreement in an effort to achieve the commitments of the Kentucky Plan and the Partnership Agreement, to support postsecondary education reform, and to demonstrate the University's own commitments to (1) provide access and equal opportunity, (2) recruit, retain and graduate undergraduate and graduate students, (3) create an open, inclusive, welcoming and supportive campus environment for all, and (4) enhance the diversity of EKU's faculty and staff. This report has summarized those undertakings, the positive outcomes, and the remaining challenges. EKU will remain unwavering in its commitment to access and equal opportunity for Kentucky Resident African American undergraduate students, graduate students, faculty and staff, and to being an open, inclusive and welcoming educational and work environment to all.