Call to order

Approval of Minutes
   May 2, 2011 Regular & Organizational Minutes

President's Report: Senator Whitlock

Committee Elections:
- Senate Chair Nominations (election will occur at October meeting)
- Senate Vice-Chair Nominations (election will occur at October meeting)
- Committee Elections
  - Academic Quality Committee (1 vacancy)
    Replace: Lisa Bosley
    Continuing members: Senators Jones, Price, Schmelzer, Shordike
  - Budget Committee (2 vacancies)
    Replace: Mike Hesse & Amy Thieme
    Continuing members: Senators Biggin, Johnson, Senate Chair (TBA), Vice, Wray, Dean's Rep, Debbie Newsom
  - Committee on Committees (2 vacancies)
    Replace: Tom Butler & Dana Howell
    Continuing members: Senators Roush, Wang, Zhang
  - Elections Committee (1 vacancy)
    Replace: Shane Redmond
    Continuing members: Senators Awang, Day, Freed, Nelson
  - Executive Committee (1 vacancy)
    Replace: Nancy McKenney
    Continuing members: Senators Day, Frisbie, Johnson, Jones, Senate Vice-Chair (TBA), J. Palmer, Senate Chair (TBA), Vice, Wray
  - New Faculty Senator Orientation Committee (3 vacancies)
    Replace: Nancy McKenney & Jane Rainey, + 1 (committee was short one person last year)
    Continuing members: Senator Pressley, Senate Vice-Chair (TBA)
  - Rights & Responsibilities Committee (3 vacancies)
    Replace: Nancy McKenney, Carol Palmer, & Carolin Walz
    Continuing members: Senators Hensley, J. Palmer
  - Rules Committee (3 vacancies)
    Replace: Margaret Foote, Nancy McKenney, & Jane Rainey
    Continuing members: Senators May, Hensley
  - Welfare Committee (1 vacancy)
    Replace: Margaret Foote
    Continuing members: Senators Bhandari, Summers, Eser, Johnson, Gary Barksdale
  - COSFL (1 rep & 2 alternates needed)
    Replace: Nancy Mc Kenney (rep), Rick Mott and Jane Rainey (alternates)

Unfinished Business:
- General Education Restructure (discussion only)
- EKU Diversity Plan
New Business:
  • Report from Council on Academic Affairs  
    (CAA agenda is included in the Senate packet.)
    (See separate PDF file for the curriculum forms. 44 pages)

Report Overview & Questions:
  Executive Committee Chair: Senator Noblitt (interim)
  Faculty Regent: Senator Frisbie
  COSFL Representative: TBA
  Provost: Senator Vice
  Student Government Association: Rachel Mollozzi
  Financial Planning Council: Senator Noblitt (interim)
  Strategic Planning Council: Senator Noblitt (interim)

Standing Committees:
  Academic Quality Committee: TBA, Chair (last year: Senators Shordike/Schmelzer)
  Budget Committee: TBA, Chair last year: Senator Johnson
  Committee on Committees: TBA, Chair (last year: Senator Butler)
  Elections Committee: TBA, Chair (last year: Senator Nelson)
  New Senators Orientation Committee: TBA, Chair (last year: Senator Rainey)
  Rights & Responsibilities Committee: TBA, Chair (last year: Senators J. Palmer/ McKenney)
  Rules Committee: TBA, Chair (last year: Senator McKenney)
  Welfare Committee: TBA, Chair (last year: Senator Eser)

Ad Hoc Committees:
  Ad Hoc Committee on Computing: Senator Smith, Chair

Adjournment
The Faculty Senate of Eastern Kentucky University met on Monday, May 2, 2011, in the South Ballroom in the Keen Johnson Building. Senator Taylor called the eighth meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

*indicates prior notification of absence
^ ALT D. Whalen attended for M. Foote
^ ALT S. Zaragoza attended for A. Poffenberger
^ ALT A. Marshall attended for A. Shordike

Visitors to the Senate: Tina Davis, Registrar; Kevin Jones, Library; Jerry Pogatshnik, Graduate Education & Research; Sherry Robinson, Provost Office; Garett Yoder, General Education

APPROVAL OF MINUTES:
The April 4 minutes were approved as written.

REPORT FROM THE PRESIDENT: Senator Whitlock
Last Thursday the Council on Postsecondary Education set the tuition ceilings for percent increase caps for each of the institutional types in the state: 4% for the community college system, 5% for the comprehensive institutions such as Eastern, and 6% for the University of Kentucky and the University of Louisville.

Tomorrow the Board of Regents' Executive and Academic Affairs Committee will approve the recommended 5% increase for tuition. Also on the agenda for discussion is the regularly scheduled evaluation of the president. There will be a memo distributed to the campus community tomorrow from the Chairman of the Board with more details about the upcoming evaluation.

Faculty and staff will receive a salary increase this year. More details will be shared later.

Last year the Council on Postsecondary Education approved the Doctorate of Nursing Practice degrees for Eastern, Western and Northern. In the approved legislation, it was stipulated that all of the comprehensive institutions were limited to offering three Advanced Practice Doctorates and that a unanimous vote among the presidents would be needed to increase that number. Conversations will begin anew on the limitation issue at the university presidents meeting on Wednesday. At the same meeting, the presidents will review the work that the Chief Business Officers have done so far about how the performance metrics might be translated into some level of performance funding moving forward.

A draft of the Strategic Plan has been provided to each of the senators. There are a few blanks in the metrics to allow for adjustments. In a meeting last week with representatives from the Council on Postsecondary Education there was discussion about the metrics in the areas of
student success, graduation rates, retention rates, total numbers of degrees awarded, and several others. The metrics assigned to us by the Council should be well within the capacity of this institution to reach.

Following is a list of recent accomplishments from some of our outstanding students:
- Miles Owen was selected as our very first Truman Scholar
- John Simpson in English and Michelle Hull in Economics were selected as Fulbright Scholars
- Ethan Kilgore was selected as a Goldwater Scholarship recipient
- Avery Scherer received a Goldwater Honorable Mention.

UNFINISHED BUSINESS:
AQC Motion on Posting Syllabi. Senator Schmelzer moved approval of the following motion: "That course syllabi be posted on departmental, college or faculty websites at the discretion of the college, department and faculty."

Senator Day moved the following, seconded by Senator Eser.

1) Consistent with best traditions of teaching and learning, and in recognition of the impact of new media on 21st century educational practices, course syllabi shall be posted on the University website no later than the second week of class. For courses offered in multiple sections, it shall be acceptable for the department to develop and post a general departmental syllabus to satisfy this requirement.
2) The intellectual products of faculty members' work, including such teaching materials as syllabus, lecture notes, overheads, and the like, shall not be sold by Eastern Kentucky University without the express agreement of the faculty member and payment of an amount, no less than thirty percent or greater than fifty percent of the profits.

Senator Schmelzer moved, seconded by Senator Borowski, to break Senator Day's motion into two separate motions. Motion carried.

Motion 1) to amend failed for lack of support. Motion 2) to amend failed for lack of support.

The majority were in favor of the main motion as originally proposed and the motion carried.

Promotion & Tenure Principles. Senator J. Palmer moved approval of the revised promotion and tenure principles, seconded by Senator Matthews. Motion carried.

NEW BUSINESS:
Shifting of Planning Focus. JoAnn Ewalt gave an informational report on the FPC/SPC process. The original charge for the SPC was to develop a new plan, work jointly with FPC to align FPC and SPC, and to make the whole experience transparent and inclusive. A lot of progress has been made during the past two years, but there is still additional work needed to complete the charge.
General Education Restructure. Senator Noblitt reported on the proposed general education restructure. Earlier this year the Provost asked the General Education Committee to review the current general education program to 1) make sure EKU is in alignment with the most recent state legislation and 2) make sure EKU continues to be as competitive as possible with other institutions around the state while still maintaining a solid core general education program. A sub committee was formed to review the issue and the members of the sub committee each developed proposals. The General Education Committee met as a whole to review all of the proposals and narrowed the choices down to the four included in the handout provided to the Senators. There will be two forums held for the campus community. The first is tomorrow in Walnut Hall at 3:30 p.m., and the second one is scheduled for May 4th at the Noel Studio in the Discovery Classroom from 3:30-5pm. If needed, additional forums will be scheduled for the fall semester. In addition, a survey on the general education restructure was recently distributed to all faculty. Please encourage faculty to complete the survey.

Report from Council on Academic Affairs. - Senator Vice

New Programs
1. Minor in Environmental Sustainability and Stewardship
2. Minor in Fire Protection Administration
3. Minor in Industrial Fire Protection
4. Minor in Fire, Arson, and Explosion Investigation
5. Minor in Occupational Safety

Program Revisions, Reducing Hours Required to Graduate
6. Police Studies B.S.
   Reduce hours required from 128 to 120
7. Chemistry B.A.
   Revise the B.A. Chemistry Program to reflect recent course changes, adjust courses to the program, add a new option for a series of pre-professional students, and reduce the overall degree program to 120 hours.
8. History/Teaching B.A.
   Reflect the reduction of required credit hours for the History Teaching Major from 128 to 120. Also reflect the previously approved revision of HIS 312 to HIS 312A and the addition of HIS 312B and HIS 312C.
9. American Sign Language and English Interpretation
   To update and correct the program display to show the addition of the ITP 215W course, to correct the course number for ITP 330 (previously ITP 370), and to correct the number of supporting course requirements from 27 to 36 (this does not change the overall total hours required for this degree).
10. Master of Education in Special Education with Teacher Leader Track
   Approve an option in the Master of Arts in Education in Special Education Program that meets KY EPSB requirements for the Kentucky Teacher Leader Endorsement AND allows students to add an additional teaching certificate in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, OR Interdisciplinary Early Childhood Education.
11. Career and Technical Education B.S.
   Add EDF 310 (1 hour) and change CTE 261 to new course CTE 262 to Professional Education Core for Pre-Service Teacher Education. Add Technical Education Pre-Service) Teaching Option (see addition in Part III). Eliminate "Professional Skills Seminar" from College Requirements.
12. Master of Business Administration
   Change "Options" to "Majors" in the program.
13. Minor in Military Leadership (ARMY)
   Remove MSL 311 as a requirement for a Military Science Major

14. General Dietetics
   Add new course NFA 412 and delete statistic requirements of STA 215 or HEA 350

15. Occupational Science B.S.
   Remove "cycle" from the program description.

16. History B.A.
   Reflect the addition of HIS 322 and HIS 348 to the major course.

17. Physics/Teaching B.S.
   Remove the reference to NAT 101 and replace ESE 451 with ESE 561.

18. Master of Science General Psychology
   Revise program description: 1) Revise exit requirement information; 2) include degree
   requirements for students who are enrolled in the Master of Science General Psychology
   Program who are, and are not, also enrolled in the Psy.S. Program in School Psychology

19. Specialist in Psychology School of Psychology Program (Psy.S.)
   1) Revise program description to remove PSY 888 and PSY 890 as options under the
   Research, Evaluation, and Statistics section of the curriculum; 2) Revise comprehensive
   exam and exit requirement information; 3) Include information about the MS in General
   Psychology that is part of the Psy.S. Degree in School Psychology.

Action Items

20. Associate to Baccalaureate Degree Pathway, Collaborative Regional Education Program;
    Morehead State University, Eastern Kentucky University, Hazard Community and Technical
    College

21. Writing-Intensive Courses, General Education Requirements

22. Minimum Academic Standards

23. Policy 4.2.11P, Non-EKU Academic Credit

24. Protocol for Independent Studies Courses

Senator Vice moved approval of items 1-5, seconded by Senator Noblitt. Motion carried.

Senator Vice moved approval of items 6-19, seconded by Senator Pianalto. Motion carried.

Senator Vice moved approval of item 20, seconded by Senator Eser. Motion carried.

Senator Vice moved approval of item 21, seconded by Senator Nelson. Motion carried.

Senator Vice moved approval of item 22, seconded by Senator Potter. Motion carried.

Senator Vice moved approval of item 23, seconded by Senator Matthews. Motion carried.

Senator Vice moved approval of item 24, seconded by Senator Matthews. Senator Biggins
moved, seconded by Senator Lowry, to remove the numerical amount from the motion and to
allow that to be determined by the instructor, chair of the department and the dean of the
college. With a vote of 25 to 17, the motion to amend carried. The majority were in favor of
the motion as amended and the motion carried.
REPORT FROM SENATE CHAIR: Senator Taylor
Senator Taylor announced that he has received several emails complaining about the noise level at student events held outside the Powell building. He has a meeting to discuss the issue next Wednesday with the Vice President of Student Affairs Jim Conneely, Associate Vice President of Student Affairs Mike Reagle, and Special Assistant for Academics Sherry Robinson. In the meantime noise complaints should be referred to Zach Scott, Student Life Facilities Coordinator.

Senator Taylor announced that he has appointed Senator Darrin Smith as the chair of the Senate's Ad Hoc Committee on Computing which will work closely with Information Technology.

REPORT FROM FACULTY REGENT: Senator Frisbie
In April, seven members of EKU’s Board and President Whitlock participated in the Association of Governing Boards of Universities and Colleges annual conference in Los Angeles. In conjunction with the conference, our group was able to participate in an EKU alumni event for the Los Angeles area.

At the April 18 meeting, the Board heard a detailed financial report prepared by VP Newsom. A few highlights from the financial report follow. EKU’s budget (E&G = educational and general, which does not include auxiliaries, such as the bookstore, housing, food services) is about $200M. Tuition and fees provide $115M of those funds (57%); state appropriations account for $7 M, or 36% of our revenue. The remainder is generated by other things such as grants and contracts. On the expenditure side, salaries and benefits claim $130M (65%), financial aid takes $24M (12%), administration and institutional costs use $28M (14%), and facilities/physical plant requires $21M (11%). About $22M of our expenditures (out of $68M in maintenance and operation) are "flexible" – monies that can be more easily moved around for strategic initiatives.

Crowe Horwath, the firm that handled the University’s external audit last year, presented their plan for carrying out our audit this year. They were very complimentary of EKU – both in terms of working with our financial staff and in terms of the status of our financial record keeping and management.

The Board heard a recommendation to increase tuition for next year by 5%. The Board authorized its Executive Committee to act on its behalf to enact that tuition increase after the CPE sets the tuition caps. The Executive Committee will meet on May 3. Similarly, the Board approved giving the Executive Committee authority to enact a 3.75% increase in meal plan costs. The Board will receive the full budget recommendation at its next meeting, in June.

University Housing presented a contemplated plan to build a new dormitory on campus. If EKU goes through with the plan, the dorm would be the first new dormitory construction since 1969. Housing feels that they can construct the dorm using housing revenues over the 30-year life of the construction bond. No action was taken on this proposal.
In personnel actions, the Board approved two additional sabbatical leaves for 2011-12, approved emeritus status for 17 retiring faculty members and one retiring staff member, approved a host of tenure and promotion decisions, and approved EKU's newest Foundation Professor: Rodney White, from the Department of Curriculum and Instruction.

The Board passed a large packet of curriculum items that came through the Senate. These included 46 program revisions, 5 modifications to lower degree requirements to 120 hours, 1 program suspension (a minor in Canadian Studies), and a new program (a minor in Land Surveying). Also approved was the language governing when and how students may change majors. The Board discussed and approved creation, in partnership with Madison County Schools, a Middle College for high school seniors (and eventually juniors and seniors) who, for a variety of reasons, are not thriving, though academically strong, in a traditional high school setting, to be housed on EKU's campus. The Board also approved granting honorary degrees to three individuals at the May commencement ceremonies: Chunbo Li, Ralph Hacker, and Bonnie Gray.

The EKU Board will next convene for a regular quarterly meeting on June 7.

**REPORT FROM COSFL:** Senator McKenney
COSFL's new website is available at http://COSFLky.org/wordpress.

COSFL met on April 11. The majority of the meeting consisted of reports from CPE President Bob King and CPE staff Adina O'Hara, Aaron Thompson, and Lee Nimocks, followed by discussion with COSFL members.

The new Strategic Agenda for 2011-2015 has "4 areas of focus": 1) Student Readiness, 2) Student Success, 3) Research and Economic Development, and 4) Efficiency and Innovation. King discussed each new area of focus in some detail.

King emphasized that individual campus strategic plans can still be used. It is hoped that these can focus on the areas of the CPE's Strategic Agenda. Metrics will measure at the institutional, state, and national level to easily track progress. King would like to have "stretch achievable goals" The CPE plans to come up with statewide goals based on the institutional goals. This will not necessarily affect funding; the goal is to learn what works.

King referred to the "common core standards" adopted for K-12 as a result of Senate Bill 1 and noted that 100 university faculty across the state had participated in the crafting of these standards on the national level. The process was driven by governors and state school board officers, and at this time 43 states have adopted the standards.

President King has been calling university board members about tuition increases and what the presidents are requesting. The CPE is looking at enrollment growth and various expenses. The caps will definitely not be any higher than last year. King noted that the legislature in Kentucky has been much more supportive of higher education than in other places in the country. There are two budget items that get higher priority than higher education: K-12
education (as mandated by the constitution) and Medicaid. As the national health care legislation allows more people to go onto Medicaid in Kentucky, money will be taken from higher education. Even tuition increases like last year's won’t allow us to catch up.

CPE staff member Adina O’Hara reported in detail on progress made in Kentucky's Transfer Action Plan. Phases I-III have all been completed, while Phase IV is currently being implemented:

Nancy McKenney, Faculty Representative to the CPE, provided a written report covering the CPE's meeting and retreat on February 3-4 which was held in Frankfort.

REPORT FROM PROVOST: Senator Vice
CPE officially approved EKU's Doctor of Nursing Practice on Thursday, April 28.

Dr. Bob King and other CPE staff visited EKU last week to establish agreed-upon student success goals for the CPE Statewide Agenda.

On Friday, April 29, Corbin recognized more than 130 candidates for graduation, representing all five academic colleges. Included in this group were EKU's very first MBA candidates who have earned their degrees totally through the Corbin Center and distance education. Corbin also recognized its first two Associate of General Studies degree candidates. Twenty-nine of the graduates have completed a four-year General Studies degree.

Following is a list of academic work groups and committees and some of the issues they reviewed during the 2010-2011 academic year:
1. Academic Affairs Work Group (aka General Studies) - Admission Standards, Transfer Protocol, Change of Major process, College Readiness, "Use It or Lose It," Compliance with Senate Bill 1, "The Party is Over," and many other on-going discussions
2. Assessment Work Group - Recommendations for a comprehensive Assurance-of-Learning Model aimed at a) streamlining our assessment process, b) reducing the assessment layers, and c) using assessment data to enhance student learning.
3. Advising Committee - Recommendations for a comprehensive Advising Model.
4. General Education Review - Reframing General Education to maintain our transfer competitiveness, comply with House Bill 160, yet ensure an Eastern Experience required of all EKU graduates
5. Scholarship PLC - Breakfast and a Book: Boyer's Scholarship Reconsidered.
6. Inverted a 2+2 agreement with Morehead for serving Applied Associate degree holders and Hazard Community College.

The following administrative searches are underway:
1. Director of International Education (newly funded position by FPC/SPC and submitted for the President's approval)
2. Department Chair for Mathematics and Statistics (Dr. Daniel Mundfrom, currently at New Mexico State University has accepted the offer)
3. Department Chair for Counseling and Educational Psychology
4. Dean of University Programs
5. Dean of Libraries
6. Coordinator of Undergraduate Research
7. Director of Women and Gender Studies
Join the Provost for lunch on Wednesday at noon in the Powell Cafeteria, outside the Faculty Dining Room. Be sure to sign in with the cashier at either door.

COMMITTEE REPORTS

Elections Committee. Senator Nelson reported that the committee was charged with determining a process for electing the faculty member to the Board of Regents. The committee determined the following:

1. Who is eligible to vote
   - The following was voted upon as a revision to the Faculty Handbook at the last meeting: "All faculty members of the rank of instructor or above, or librarians holding comparable ranks, are eligible to vote. **However, faculty with administrative assignments at or above the level of department chair are not eligible to vote in the faculty regent election.**" (new language in bold)
   - The term "instructor" is not precisely defined but adopted by the Legislature in 2010. An informal electronic conversation with Senator McKenney of the Rules Committee has confirmed that at least some other institutions likewise have concerns over the ambiguity of the language.

2. Once the proper criteria for a list of eligible voters have been determined, HR has indicated that constructing a list of email addresses is fairly straightforward. Such a list would need to be vetted, and the following procedure is suggested for doing so:
   - Through EKU Today and a mass administrative email, inform eligible faculty members to expect an email from the list provided by HR within an appropriate time frame; include who to inform if the email is not received. It may need to be stipulated by appropriate channels that EKU Today is the official means of communication for such information to be distributed to faculty if this or some other means does not already exist.
   - Send an email to everyone on the list of eligible voters.
   - Ask department chairs to assist in verifying that eligible voters have received an email or have informed the proper person that they have not (possibly through department faculty meeting and/or individual contact).

3. Set up an online voting mechanism. General purpose free sites such as Zoomerang or Survey Monkey have been used before; other free or pay sites offer potential additional features such as additional means to vote (I.e., text, telephone), ability to include information about candidates, enhanced encryption/security. Ron Yoder provided the following as examples, with prices ranging from free to $1200 for 5000 or so voters per election:
   - http://vod.votenet.com/site/index1.cfm?CFID=2754557&CFTOKEN=54488189 - voting on demand (one time only, charges)
   - https://frovs.up.edu.ph - ballotbin (free?)
   - http://www.election-america.com/?gclid=CM-Wx_yprqgCFcW8Kgod72ol1w - Election-America

The Elections Committee is also setting up online elections for next year's part-time instructor representative to the Faculty Senate.

Rights and Responsibilities Committee. Senator J. Palmer reported that the committee continues to meet and work on the draft promotion and tenure document.

Rules Committee. Senator McKenney reported that during the 2010-2011 academic year, the Committee had the following charges:
1. Examine and determine the qualifications necessary to be able to serve as a faculty regent for Eastern Kentucky University
2. Examine and determine the qualifications necessary to be able to vote in the election of faculty regent for Eastern Kentucky University.
3. Examine and vet the current method used to elect the faculty regent for Eastern Kentucky University.
4. Examine the method for nominating and electing faculty senate chair, faculty senate vice-chair, and faculty senate committees.
5. Submit a joint report with the election committee to the faculty senate executive committee and faculty senate clarifying the necessary qualifications to serve as faculty regent, to vote for faculty regent and methods for electing the regent. In the report include the pros and cons of each method and propose policy/rules if appropriate.

The Rules Committee conducted a study and completed charges 1 and 2. The Committee shared its findings with the Elections Committee as per charge 5, and the two committees issued a joint report which was shared with the Executive Committee and the full Senate. A motion recommending that the Faculty Handbook be amended to clarify that "faculty with administrative assignments at or above the level of department chair are not eligible to vote in the faculty regent election" and also to add that "all faculty members of the rank of instructor or above are eligible to vote" was brought to the Senate on April 4, 2011. The motion was passed.

The Rules Committee decided to defer to the Elections Committee with regard to charge 3 as Elections is better able to make decisions about the practical side of the regent election. Charge 4 of the Rules Committee has been postponed until Fall 2011.

In addition to the above charges, members of the Rules Committee joined the Senate Rights and Responsibilities Committee in meeting with the university-level Promotion & Tenure drafting team to offer faculty perspectives on the drafting team's proposed revisions of P&T. Joint meetings were held on November 15, 2010, March 2, 2011, and April 29, 2011. A number of substantive changes in the P&T proposal have resulted from these joint meetings.

ADJOURNMENT
Senator Vice moved to adjourn at approximately 5pm.
The Faculty Senate of Eastern Kentucky University met on Monday, May 2, 2011, in the South Ballroom in the Keen Johnson Building. Senator Taylor called the organizational meeting of the Senate to order at approximately 5:30 p.m.

NEW BUSINESS
Senator Taylor announced that 35 members of the Senate must be present to have a quorum and as there weren’t enough members present, the election of officials was postponed until the beginning of the September meeting.

Senator Borowski, seconded by Senator Noblitt, moved that in the interim Senator Taylor should serve as Senate chair in order to conduct business at the August Executive Committee meeting. Motion carried.

ADJOURNMENT
Senator Vice moved to adjourn at approximately 5:45pm.
Revision Options for General Education

- University General Education Committee
Summer workgroups: ACCT and P&E.

Chairs & Deans retreat

CB&T Convocation

Open Forums: Aug. 17, 24, 25.

Online Survey is available now until Sept. 2nd.

UGEC will vote on these options at their Sept 27th meeting.

Proposal would then need to pass CAA and then Faculty Senate.

The goal is to have it to the Board of Regents at their January Meeting and have the changes effective for the Fall 2012 semester. (Would need to pass Senate on Dec 5th.)

I will be at the September Senate and CAA meetings. EARN?
**Block VII & VIII**

Remove Breadth of Knowledge requirement (Block VII) and Depth of Knowledge requirement (Block VIII). Remove 12 hours from GE.

<table>
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<tr>
<th>Pros:</th>
<th>Cons:</th>
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<td>• Only parts of current GE program, besides Wellness, that are not in the state-required GE core.</td>
<td>• Many good GE courses in Block VII &amp; VIII that do not fit in other GE categories, e.g: languages, quantitative reasoning courses that are not MAT courses, non-lab science courses.</td>
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<td>• Blocks VII &amp; VIII have more complicated structure, are more difficult to administer/understand.</td>
<td>• Block VII more-easily allows for multi-disciplinary courses.</td>
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<td>• Over 50% of programs use supporting courses in their majors to satisfy these requirements.</td>
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Faculty/Staff Survey:

For: **58.4%**

Against: **26.9%**
Create New Requirement: Applied Critical and Creative Thinking (ACCT). (See attached document.)

Description: This student experience is a program-directed university requirement. Options to satisfy this requirement may vary by degree program and will be determined by the department from the list below.

- Discipline-specific capstone course
- Program-approved Co-op or other applied learning experience (e.g., internship, practicum, student teaching, or clinical)
- Program-approved Service-Learning courses
- Program-approved undergraduate scholarly or creative activity
- Program-approved Honors Thesis
- Program-approved Leadership Experience
- Program-approved Study Abroad

Each option is expected to be, at a minimum, a 3 credit hour course or equivalent effort as determined by the program.
Create New Requirement: Applied Critical and Creative Thinking (ACCT). (See attached document.)

IT IS NOT:

• Part of the General Education requirements or assessments
• A mandate to add new courses or increase program hours
• A new assessment or reporting requirement
<table>
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<tr>
<th>Pros:</th>
<th>Cons:</th>
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<td>• Provides an applied experience for every student, without imposing a substantial burden on major programs.</td>
<td>• Additional administrative burden to verify things that programs are already doing well.</td>
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<td>• Draws attention to things that major programs are already doing well.</td>
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<td>• Gives students/programs more reasons to engage in study abroad, take service-learning courses, take on leadership roles, think about life after college, and apply critical and creative thinking skills acquired during their other coursework.</td>
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Create New General Education Requirement: 
**Diversity of Perspectives and Experiences. (6 hrs.)**  
*(See attached document.)*

**Philosophy of P&E Block:**

The purpose of this requirement is to expose the student to perspectives from other cultures and/or historically marginalized groups (within the U.S. or elsewhere).

As a general principle, the material of the courses would require students to study the differences that have set groups apart from one another and develop a greater capacity for intellectual open-mindedness. Examples would include, but are not limited to, courses that address intersections of race, ethnicity, language, gender, culture, class, sexuality, age, ability, and/or religion.
Option A: No course can be listed in more than one General Education category.

- Keeps categories from having too many courses, so that we have stronger, more well-defined categories.
- Keeps GE Assessment limited to one category.

Option B: A course can be listed in more than one GE category, as long as assessment performed for the rubric of each category. A single course can only satisfy one GE requirement.

- Allows for more interdisciplinary courses.
- Students would choose which category the course could satisfy on their transcript.
## P&E

### Pros:
- Addresses needs of EKU students to broaden horizons.
- Gives a home to language courses and other courses from Block VIII.
- Allows GE program to better comply with statewide SLOs that include diversity outcomes.

### Cons:
- We shouldn’t isolate diversity as separate discipline, but teach it across the curriculum.
- We are trying to reduce, not increase, required hours.
### Block VC

*Remove Block VC (Social and Behavioral Sciences) from the GE program.*

#### Pros:
- Part of the charge to UGEC is to lower number of required hours.
- Block V is a 9 hr. block compared to Block III and IV that are each just 6 hrs.
- The DPE requirement would involve many courses that also address SBS goals. (Statewide SLOs for SBS include a strong diversity outcome.)

#### Cons:
- Block V includes a History requirement (Block VA). (History is often put in the Arts and Humanities Block.) This broadens the scope of SBS, a discipline that already has great breadth. 9 hrs. is thus more appropriate for SBS.

**Faculty/Staff Survey:**
- For: 63.0%
- Against: 27.3%
Block V

Remove distinction between Blocks VA and VB. Students would take any two courses in these two blocks with different prefixes.

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<th>Pros:</th>
<th>Cons:</th>
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<tr>
<td>• Would simplify options, give students more flexibility, more choices.</td>
<td>• History is a fundamental cornerstone of a liberal arts education that underlies many different components of the curriculum and gives context to humanities, arts, social and behavioral sciences and natural sciences. It thus warrants a unique place in the program.</td>
</tr>
<tr>
<td>• Would remove a requirement for which essentially only one department can offer courses.</td>
<td>• Courses that emphasize a historical perspective from any department can be accepted in this block</td>
</tr>
</tbody>
</table>

Faculty/Staff Survey:

For: 54.4%
Against: 31.4%
Block IV

Remove distinction between Blocks IVA and IVB. Students would take any two courses in these two blocks with different prefixes.

**Pros:**
- Would simplify options, give students more flexibility, more choices.
- Would remove a requirement for which essentially only one department can offer courses.
- There is no current difference in GE goals between these two blocks.
- No other state university separates out life sciences from other natural science disciplines. (“Native” EKU students are treated differently than transfer students.)
- Some Geology and Geography courses cut across the life/physical science division by addressing evolution and analysis of biospheres and human activity.

**Cons:**
- All students should have an understanding of living systems, the interconnectedness of all life and how life has evolved.
- Evolution is a topic about which there is much misinformation in the public sphere and should be addressed directly.
- Blocks Ia, Ib, Ic, II and Va are all blocks for which essentially only one department can offer courses. Biology is not unique in this respect.

Faculty/Staff Survey:

For: 67.7%

Against: 15.5%
The wellness requirement would be moved outside of General Education but would remain a 3-hr university requirement.

**Pros:**
- Not part of standard liberal arts core.
- Not part of KY State GE transfer policy.
- Would insure that even GE certified transfer students take a Wellness course.
- Makes it easier for EKU students transferring out to be GE certified.

**Cons:**
- Wellness requirement is more vulnerable if not included in General Education requirements

Faculty/Staff Survey:

Keep Wellness in GE: **20.4%**
Remove Wellness from GE but include it as a university requirement: **47.3%**
Remove Wellness requirement altogether: **29.2%**
Allow any GE course that is also listed as a supporting course for a major to satisfy both the GE requirement and the supporting course requirement.

For:
• Keeps program simple.
• Allows programs flexibility, gets students to graduation more quickly.

Faculty/Staff Survey: For 63.2%
Sequencing

- Require that Written and Oral Communication requirements and Mathematics requirement be completed in a student’s first 45 hrs. of college work.

### Pros:
- These courses are, at least in part, designed to help students succeed in more advanced courses, including other GE courses. The value of these courses is reduced if not taken early in a student’s college career.

### Cons:
- Difficult to enforce.
- Transfer students may have issues in scheduling.
- May be difficult to structure some programs with this requirement.
- Would reduce electives for freshmen/sophomores.

Faculty/Staff Survey:
- For: 80.1% (!)
- Against: 13.3%
For clarity in advising, General Education categories will no longer be referred to as Blocks, but as **Elements**.

- With this change, advisors will know immediately when looking at a student’s DegreeWorks profile whether the student is on the new GE Program (2012) or the “old” GE Program (2006) or the old “old” GE Program (Old)

**The Elements of General Education**

1. Written & Oral Communication
2. Mathematics
3. Arts
4. Natural Sciences
5. Social & Behavioral Sciences
6. Perspectives & Experiences
### Current GE Program

<table>
<thead>
<tr>
<th>Block I:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IC: Oral Comm.</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

| Block II: | Mathematics | 3 hrs. |

<table>
<thead>
<tr>
<th>Block III:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IIIA: Arts</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IIIB: Humanities</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>or</strong> IIIA/B Integrated A&amp;H</td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block IV:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IVA: Bio. Sci.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IVB: Phys. Sci.</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block V:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VA: Hist. Sci.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>VB: SBS</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>VC: Hist/SBS</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

| Block VI: | Wellness | 3 hrs. |

| Block VII: | Breadth of Knowl. | 6 hrs. |

| Block VIII: | Depth of Knowl. | 6 hrs. |

**TOTAL GE:** 48 hrs.

### Potential Revisions

#### General Education

<table>
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| Element II: | Mathematics | 3 hrs. |

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<td>3 hrs.</td>
</tr>
<tr>
<td><strong>or</strong> IIIA/B Integrated A&amp;H</td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>

| Element IV: | Nat. Sci. | 6 hrs. |

<table>
<thead>
<tr>
<th>Element V:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VA: Hist. Sci.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>VB: SBS</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

| Element VI: | **P&E** | **6 hrs.** |

**TOTAL GE:** 36 hrs.

#### University Requirements

| Wellness | 3 hrs. |

| **ACCT** | 3 hrs.* |

**TOTAL:** 42 hrs.
Revision Proposals to General Education and University Baccalaureate Degree Requirements

Proposal 1: Remove Block VII and Block VIII from the General Education Program

Justification: The UGEC is charged with reducing and simplifying the General Education Program. General Education Blocks VII and VIII are not included in Kentucky’s Statewide Transfer Agreement unlike General Education Blocks I-V. These blocks were also more complicated than the other categories in the General Education Program and removing them will help make the program simpler and easier for students to navigate. This change removes 12 credit hours from the GE Program.

Proposal 2: Create a new General Education Element Called Diversity of Perspectives and Experiences

[See attached document that describes the proposed requirement.]

Justification: Addresses a need for students to be exposed to perspectives different from their own. Addresses statewide SLOs in Kentucky’s Statewide Transfer Agreement. Gives a home to language courses and other courses that have no place in General Education if Block VIII is removed. The P&E Element is a six credit hour requirement.

Proposal 3: Remove Block VC from the General Education Program

Justification: Social and Behavioral Sciences in the current program has nine hours, compared to Arts & Humanities and Natural Sciences, which are each six hours. Social and Behavioral Sciences disciplines have good opportunities to create courses that will fit in the newly proposed Perspectives and Experiences requirement. This change removes three credit hours from the GE Program.

Proposal 4: Remove Distinction between Block VA and Block VB.

[Students could choose any two courses that are currently in Block VA or Block VB to now satisfy the Social and Behavioral Science requirement. The two courses the student chooses must have different course prefixes.]

Justification: The change gives students more flexibility in satisfying the requirement.

Proposal 5: Remove Distinction between Block IVA and Block IVB.

[Students could choose any two courses that are currently in Block IVA or Block IVB to now satisfy the Natural Science requirement. The two courses the student chooses must have different course prefixes.]

Justification: The change gives students more flexibility in satisfying the requirement.
Proposal 6:

Option A: Prohibit any course from being listed in two separate General Education categories.

Option B: Allow a course to be listed in two separate General Education categories, provided the course completes assessment under the rubrics of both categories.

Justification: Option A would force departments to decide which general education category is the best fit for a course and would keep the options for any GE category smaller. This would be a stronger requirement, especially for the proposed Diversity of Perspectives and Experiences requirement.

Option B would allow courses that are interdisciplinary to be listed in more than one category. Students would be allowed to choose which GE requirement the course would satisfy. One course cannot satisfy more than one GE requirement.

Proposal 7: Move Block VI: Wellness from the General Education Program to a University Graduation Requirement.

Justification: The change allows for more symmetric requirement between students who start at EKU and students who transfer to EKU from other institutions. A GE certified student transferring in currently does not have to take a Wellness course. Also, EKU students can more easily be GE certified for transfer if this requirement is not a GE requirement.

Proposal 8: Create a new University Requirement called Applied Critical and Creative Thinking (ACCT).

[See attached document that describes the proposed requirement.]

Justification: Insures students are applying the knowledge and skills that they have developed in classroom settings to make the next step to careers or graduate school.

Proposal 9: General Education courses that also serve as supporting courses for a major program will be allowed to satisfy both General Education requirements and supporting course requirements.

Justification: This allows flexibility for students in working toward graduation. It is a simple policy that everyone will understand. This policy will not apply to major requirements (i.e., courses with the same prefix as the major). Courses that count as major requirements cannot be used to satisfy General Education requirements.

Proposal 10: Require that students complete both the General Education Written and Oral Communication and Mathematics requirements in their first 45 hrs. of college course work after completion of all developmental requirements.

Justification: The Written and Oral Communication courses as well as the Mathematics courses are designed to help students with their more advanced college courses. The courses lose value when students wait until their senior year to take these courses.
Proposal 11: Change the Titles of the General Education categories from General Education Blocks to Elements of General Education.

Justification: This change will help students and advisors be clear as to which version of the General Education Program a student is working in. For a number of years, EKU will have students in the General Education Program that began in 2006 and also in the revised program that will begin in 2012.
GENERAL EDUCATION REQUIREMENTS

[Effective Fall 2006 through Summer 2012. NOTE: EKU is scheduled to move to a revised general education program effective Fall 2012. Any and all students may move forward to a newer general education program at any time they wish to do so.]

The mission of general education is to promote learning that is central to the intellectual pursuits associated with our educational programs and to enable students to make informed choices about matters of public and personal significance in a diverse, democratic society and global community. The general education program helps students to become informed, independent thinkers by developing competencies in communication, quantitative analysis, and critical thinking by helping them understand and appreciate the diversity of culture, individuals, the natural environment, and the global society. For certain curricula, individual requirements are waived if they are satisfied with supporting courses in the major program. Refer to the program plans in Section Five of this Catalog.

The General Education Program consists of 48-36 hours of course work in eight six blocks (identified with Roman numerals): communication (I), mathematics (II), arts and humanities (III), natural sciences, (IV), social and behavioral sciences (V), breadth of knowledge (VI), wellness (VII), and depth of knowledge (VIII).

These blocks are subdivided into 46-9 course categories. Students must earn the specified number of hours in each of these course categories.

Some courses may be listed in more than one General Education category. However, no single course can be used to satisfy more than one General Education requirement.

Students are required to complete Elements I and II within their first 45 hours of college credit. Exceptions can be made for transfer students and students who have not completed developmental requirements.

NOTE: The courses listed award three hours of credit, unless a number appears in parentheses following the course name. This number represents the hours awarded for such courses. Course numbers followed by an asterisk (*) have prerequisites or other restrictions on enrollment. Refer to Course Descriptions in Section 6 of this Catalog for specific restrictions. Letters in brackets [ ] designate Kentucky statewide General Education core coding.

I. Communication. [WC], [OC]

IA Written Communication. Three hours required. [WC]
ENG 101* English Composition I
ENG 105* First Year Writing Seminar

IB. Written Communication. Three hours required. [WC]
ENG 102* English Composition II
HON 102* Honors Rhetoric (6; for blocks IA and IB)

NOTE: Students earning “A” or “B” in ENG 105 will earn six hours of credit, three hours of which will be applied to category IB. Those earning “C” or “D” will earn three hours credit and will then take ENG 102.

II. Mathematics. Three hours required. [MA]
MAT 105* Mathematics with Applications
MAT 106* Applied Finite Mathematics
MAT 107* College Algebra
MAT 108* Trigonometry
MAT 109* Precalculus Mathematics (5)
MAT 124* Calculus I (4)
MAT 124H* Honors Calculus I (4)
MAT 211* Calculus with Applications for Business and Economics
MAT 224* Calculus II (4)
MAT 224H* Honors Calculus II (4)
MAT 261* Calculus with Applications for Science

III. Arts and Humanities. [AH]

Select three hours in arts courses listed in IIIA and three hours in humanities courses listed in IIIB or select six hours in two of three courses listed IIIA/B, Integrated Arts and Humanities.

IIIA Arts. Three hours required. [AH]
ART 200 Art Appreciation
ENG 335* Modern Drama
HON 205W Honors Humanities I
MUH 171 Music Appreciation
MUH 271 Jazz History
MUH 272 Music Literature
MUH 273 Survey of American Popular Music
PHE 200 Dance and Culture
THE 100 Introduction to Theatre

IIIB Humanities. Three hours required. [AH]
AFA 201 & 201W The African Experience
ENG 210* & 210W Enjoying Literature
ENG 211* & 211W Survey of World Literature I
ENG 212* & 212W Survey of World Literature II
FCC 210 Topics in Culture
FCC 220 French Culture and Civilization
FCC 222 German Culture and Civilization
FCC 226 Hispanic Culture and Civilization
FCC 227 Japanese Culture and Civilization
HON 306W Honors Humanities II
PHI 110 & 110W Beginning Philosophy
PHI 130 Beginning Ethics
PHI 240 & 240W* Philosophy of Religion
PHI 300 & 300W Greek and Roman Philosophy
PHI 320 Modern Philosophy
REL 301 & 301W* World Religions

IIIA/B Integrated Arts and Humanities. Six hours required. [AH]
HUM 124 Humanities and the Search for Meaning
HUM 226 The Search for Meaning: The Ancient World
HUM 228 The Search for Meaning: The Modern World
IV. Natural Sciences. **Six hours required** [NS] [SL]

**Choose two courses with different prefixes from the list below:**

**IVA Biological Laboratory Science. Three hours required. [NS]**
- BIO 100* Introductory Biology
- BIO 101 Essentials of Biology
- BIO 102 Inquiry Biology for Teachers
- BIO 121 Principles of Biology (4)

**IVB Physical Science Laboratory. Three hours required. [NS] [SL]**
- AST 135* Introductory Astronomy
- CHE 100* Introduction to Chemistry
- CHE 101/107* Chemistry for the Health Sciences/Introductory Chemistry Lab (4)
- CHE 105/107* Chemistry for the Health Sciences/Introductory Chemistry Lab (4)
- CHE 111/111L* General Chemistry I/General Chemistry Lab I (4)
- CHE 112/112L*/112HL General Chemistry II/General Chemistry Lab II (4)
- GEO 210 Introduction to Physical Geography
- GLY 102 Earth Science for Teachers
- GLY 107 Gold and Diamonds
- GLY 108 Plate Tectonics: The Active Earth
- GLY 109 Great Moments in Earth History
- GLY 172 Geology and Human Health
- GLY 304 The World Ocean
- PHY 101* Conceptual Physics
- PHY 102 Inquiry Physics for Teachers
- PHY 131* College Physics I (5)
- PHY 132* College Physics II (5)
- PHY 201* University Physics I (5)
- PHY 202* University Physics II (5)

V. Social and Behavioral Sciences. **Six hours required** [SB]

**Choose any two courses with different prefixes from the list below:**

**VA History. Three hours required. [SB]**
- ANT 200 Anthropology of Human Society
- HIS 202 American Civilization to 1877
- HIS 203 American Civilization Since 1877
- HIS 204W* Historical Inquiry
- HIS 231* Western Civilization to 1687
- HIS 232* Western Civilization Since 1867
- HIS 246* World Civilization to 1500
- HIS 247* World Civilization Since 1500
- HON 210W Honors Civilization I

**VB Social and Behavioral Science. Three hours required. [SB]**
- ANS 200 Introduction to Animal Studies
- ANT 120 Introduction to Cultural Anthropology
- ECO 120* Economic Reasoning and Issues
- ECO 130* Contemporary Economic Problems
- ECO 230* Microeconomics
- ECO 231* Macroeconomics
- GEO 100 Regions and Nations of the World
- GEO 220 Human Geography
- POL 100 & 100S Principles of Politics and Government
- POL 101 Introduction to American Government
- POL 212 Introduction to Comparative Politics
- POL 220 Introduction to International Relations
- PSY 200 & 200W* Introduction to Psychology
- PSY 280* & 280W* Lifespan Development
- SOC 131 Introductory Sociology
- SOC 235 Social Problems
- SWK 310 & 310W Social Welfare Policy History

**VC History or Social and Behavioral Science. Three hours required. [SB]**

Select an additional three hours from categories VA or VB or select the following:

**HON 311W Honors Civilization II**

VI. Wellness. **Three hours required.**

**BIO 310 Biology of Aging**
**HEA 285 Health Across the Lifespan**
**NFA 201 Essentials of Nutrition**
**PHE 180* Lifetime Wellness**

*Student Veterans will obtain credit for PHE 180 by submitting their military service transcripts to the SOTO Office (SSB 442). For further information, contact the SOTO Office at 859-622-7838.

VI. Diversity of Perspectives and Experiences. **Six hours required.**

Select any two courses from the list below:

VII. Breadth of Knowledge. Select six hours (two courses) from two of the following four areas:

**VII(AH) Arts and Humanities.** Select an additional three hours from categories IIIA, IIIB, or IIIA/B or select one of the following:

**ARH 390 Survey of Art History I**
**ARH 391 & 391W* Survey of Art History II**
**BEM 350 Cinema History I**
**BEM 351 Cinema History II**
**ENR 112* Academic Literacy and Learning**
**HON 308* Special Topics**
**MUH 371* Survey of Music History I**
**MUH 372* Survey of Music History II**

**VII(NS) Natural Sciences.** Select an additional three hours from Block IVB or select one of the following:
Option 2. Six hours in the same language from the following:

- ASL 101 - American Sign Language I
- ASL 102 - American Sign Language II
- FLS 101 - Language Topics

VIII. Depth of Knowledge.

Select six hours from one of three options:

Option 1. Six hours in a coherent set of supporting courses for specific degree programs. Consult your advisor to determine if your major requires supporting courses in this option.

Option 2. Six hours in the same language from the following:

- ASL 101 - American Sign Language I
- ASL 102 - American Sign Language II
- FLS 101 - Language Topics
DEGREE INFORMATION AND REQUIREMENTS

Comprehensive Baccalaureate Degree Requirements:
To qualify for a baccalaureate degree, students must satisfy the following requirements:
1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics, an orientation course, a writing intensive course, a wellness course, and general education and the Applied Critical and Creative Thinking ACCT requirement; as established by appropriate University committees for each degree program.
3. Complete a minimum of 120 semester credit hours, with at least 42 hours at the 300 level or above.
4. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
5. Earn a minimum of 32 semester hours through EKU.
6. Earn the credits applicable to the major and supporting degree requirements within eight years prior to the date the degree is awarded. Credits more than eight years old may be used to meet general education, upper division and free elective requirements, as well as major requirements for the General Studies degree. The college dean of a student’s major may validate individual 8-year-old courses to count for non-General Studies major and supporting requirements.

Degree Requirement Notes:
Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI or STA.
Transfer students with 30 or more hours will not be required to take the University Orientation class.
Students must take one of the following Wellness courses:
- BIO 310 Biology of Aging
- HEA 285 Health Across the Lifespan
- NFA 201 Essentials of Nutrition
- PHE 180 Lifetime Wellness

*Student Veterans will obtain credit for PHE 180 by submitting their military service transcripts to the SOTO Office (SSB 442). For further information, contact the SOTO Office at 859-622-7838.

General Education Requirements for Baccalaureate Degrees:
The General Education Program consists of 46-48 hours of course work in eight six blocks elements (identified with Roman numerals): communication (I), mathematics (II), arts and humanities (III), natural sciences (IV), social and behavioral sciences (V), wellness (VI), breadth of knowledge (VII), and depth of knowledge (VIII), and diversity of perspectives and experiences (VI). These blocks are subdivided into 46-48 course categories. Students must earn the specified number of hours in each of these course categories. See the General Education section in this Catalog for more detailed information about general education requirements.

Individual major programs decide which course or set of courses can be used to satisfy the ACCT requirement. Refer to program descriptions in Section 5 of this catalog for more information.

Comprehensive Associate Degree Requirements:
To qualify for an associate degree, students must satisfy the following requirements:
1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics; and general education; as established by appropriate University committees for each degree program.
3. Complete a minimum of 60 semester credit hours.
4. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
5. Earn a minimum of 16 semester hours through Eastern Kentucky University.
6. Earn the credits applicable to major and supporting degree requirements within eight years prior to the date the degree is awarded. Credits more than eight years old may be used to meet general education, upper division and free elective requirements, as well as major requirements for the General Studies degree. The college dean of a student’s major may validate individual 8-year-old courses to count for non-General Studies major and supporting requirements.

Degree Requirement Notes:
Students in associate degree programs must earn a minimum of 15 hours in courses approved for general education. These hours must include ENG101 and ENG102 or their equivalent. The nine additional hours must include approved one course in each of the following categories: IIIA, IIB, or IIIA/B; or VII (arts and humanities); IV VA, VI, IVA, or VII (social and behavioral sciences); and II IV A, IV B, or IV VA (mathematics and/or natural sciences).

Taken from pages 43-44 of EKU Undergraduate Catalog 2011-2012.
According to AACSB International business accreditation standards, students enrolled in University baccalaureate degree programs, other than those within the School of Business, will not receive credit toward their degrees for more than 25 percent of their undergraduate programs in credit hours in courses offered through the School of Business and/or business courses (courses commonly taught in school of business) transferred from other colleges and universities or taken from other units within Eastern Kentucky University. Students who desire to take business courses are encouraged to enroll in the Business minor.

Degree programs offered by the College of Business and Technology have more stringent residency requirements. Please refer to degree requirements in the College of Business and Technology section of this Catalog.
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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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>2011-2015 CPE UG Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, Non-Hispanic Only</td>
<td>71</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian, Non-Hispanic Only</td>
<td>132</td>
<td>0.9%</td>
</tr>
<tr>
<td>Black, Non-Hispanic Only</td>
<td>825</td>
<td>5.7%</td>
</tr>
<tr>
<td>Hispanic or Latino, regardless of race</td>
<td>247</td>
<td>1.7%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander, Non-Hispanic Only</td>
<td>21</td>
<td>0.1%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>136</td>
<td>0.9%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>146</td>
<td>1.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>301</td>
<td>2.1%</td>
</tr>
<tr>
<td>White, Non-Hispanic Only</td>
<td>12,517</td>
<td>86.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14,396</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EKU Enrollment - Fall 2010</th>
<th>Undergraduate</th>
<th>2011-2015 EKU UG Analysis and Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, Non-Hispanic Only</td>
<td>71</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian, Non-Hispanic Only</td>
<td>132</td>
<td>0.9%</td>
</tr>
<tr>
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<td>21</td>
<td>0.1%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>136</td>
<td>0.9%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>146</td>
<td>1.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>301</td>
<td>2.1%</td>
</tr>
<tr>
<td>White, Non-Hispanic Only</td>
<td>12,517</td>
<td>86.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14,396</td>
<td>100.0%</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).
**Data:**

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

| EKU Enrollment - Fall 2010 | Graduate % | | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------------|------------|---|---|---|---|---|---|---|
| American Indian or Alaskan Native, Non-Hispanic Only | 8 | 0.4% | 9 | 9 | 10 | 10 | 10 | 10 |
| Asian, Non-Hispanic Only | 25 | 1.2% | N/A | N/A | N/A | N/A | N/A | N/A |
| Black, Non-Hispanic Only | 110 | 5.1% | 111 | 111 | 111 | 112 | 112 | 112 |
| Hispanic or Latino, regardless of race | 35 | 1.6% | 35 | 36 | 36 | 36 | 37 | 37 |
| Native Hawaiian or Other Pacific Islander, Non-Hispanic Only | 0 | 0.0% | | | | | | Not measuring due to no representation |
| Nonresident Alien | 53 | 2.4% | | | | | | |
| Race and Ethnicity Unknown | 53 | 2.4% | | | | | | |
| Two or More Races | 20 | 0.9% | | | | | | |
| White, Non-Hispanic Only | 1,867 | 86.0% | | | | | | |

**2011-2015 EKU GR Analysis and Target**

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

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

**Data:**

**Table 1.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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native, Non-Hispanic Only</td>
<td>1,018</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian, Non-Hispanic Only</td>
<td>1,718</td>
<td>0.4%</td>
</tr>
<tr>
<td>Black, Non-Hispanic Only</td>
<td>10,123</td>
<td>2.2%</td>
</tr>
<tr>
<td>Hispanic or Latino, regardless of race</td>
<td>5,609</td>
<td>1.2%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander, Non-Hispanic Only</td>
<td>69</td>
<td>0.0%</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>132</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3,557</td>
<td>0.8%</td>
</tr>
<tr>
<td>White, Non-Hispanic Only</td>
<td>431,312</td>
<td>95.1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>453,538</td>
<td>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>Data for Retention Rates</th>
<th>2011-2015 UG CPE Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2011</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2yr</td>
<td>95</td>
<td>123</td>
</tr>
<tr>
<td>3yr</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>154</td>
<td>175</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2yr</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3yr</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1yr</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2yr</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>3yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1yr</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2yr</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>3yr</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1yr</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2yr</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>3yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1yr</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2yr</td>
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<td></td>
</tr>
<tr>
<td>3yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1yr</td>
<td>1549</td>
<td></td>
</tr>
<tr>
<td>2yr</td>
<td>1237</td>
<td></td>
</tr>
<tr>
<td>3yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2249</td>
<td></td>
</tr>
</tbody>
</table>
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 UG: 6 year Rate</th>
<th>2012 UG: 6 year Rate</th>
<th>2013 UG: 6 year Rate</th>
<th>2014 UG: 6 year Rate</th>
<th>2015 UG: 6 year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2005 UG Cohort</td>
<td>Fall 2006 UG Cohort</td>
<td>Fall 2007 UG Cohort</td>
<td>Fall 2008 UG Cohort</td>
<td>Fall 2009 UG Cohort</td>
<td>Fall 2010 UG Cohort</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2/11</td>
<td>36.40%</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>13/19</td>
<td>68.40%</td>
<td></td>
<td></td>
<td></td>
<td>Not measuring until the baseline is established</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>26/100</td>
<td>26.00%</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4/9</td>
<td>44.40%</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>7/31</td>
<td>22.60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>844/2,225</td>
<td>37.90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>898/2,395</td>
<td>37.50%</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
</tr>
</tbody>
</table>

### 2011-2015 EKU 6 Year Graduation Rates Analysis and Target

<table>
<thead>
<tr>
<th></th>
<th>2010 Graduation rates</th>
<th>2011 UG: 6 year Rate</th>
<th>2012 UG: 6 year Rate</th>
<th>2013 UG: 6 year Rate</th>
<th>2014 UG: 6 year Rate</th>
<th>2015 UG: 6 year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2005 UG Cohort</td>
<td>Fall 2006 UG Cohort</td>
<td>Fall 2007 UG Cohort</td>
<td>Fall 2008 UG Cohort</td>
<td>Fall 2009 UG Cohort</td>
<td>Fall 2010 UG Cohort</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2/11</td>
<td>36.40%</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>13/19</td>
<td>68.40%</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>26/100</td>
<td>26.00%</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4/9</td>
<td>44.40%</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>7/31</td>
<td>22.60%</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>844/2,225</td>
<td>37.90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>898/2,395</td>
<td>37.50%</td>
<td>54</td>
<td>56</td>
<td>58</td>
<td>60</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 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>Degrees Awarded: 09-10</th>
<th>Undergraduate</th>
<th>2010-2015 CPE Degree Awarded 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>26</td>
<td>1.10%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>2,145</td>
<td>91.40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,347</td>
<td>100.00%</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>26</td>
<td>1.10%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>2,145</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.

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:

**EKU Diversity Plan Goal 3:**
Build and sustain the University’s capacity for excellence through recruitment and retention of diverse faculty, other professional staff and executive/administrative/managerial staff.

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

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

**Action Plan:**

- Office of Public Relations will create media products to signify EKU’s commitment to diversity and to recruit qualified diverse candidates.

- Planning Units will develop a recruitment plan designed to attract a qualified pool of diverse faculty candidates. A Reporting Unit may develop a recruitment plan, appropriate for its discipline, with the plan being approved by the head of the appropriate Planning Unit.

**Measures:**

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

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

**Action Plan:**

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

**Measures:**

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

**Data:**

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

<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>2011-2015 CPE Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13</td>
<td>1.74%</td>
<td>363,3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>32</td>
<td>4.28%</td>
<td>576,2</td>
</tr>
<tr>
<td>Asian</td>
<td>22</td>
<td>2.94%</td>
<td>181,0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0.13%</td>
<td>4,7</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2</td>
<td>0.27%</td>
<td>32,3</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>5</td>
<td>0.67%</td>
<td>84,3</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>75</td>
<td>10.03%</td>
<td>1,242,0</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>2011-2015 EKU Analysis and Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
<td>------------</td>
<td>--------</td>
</tr>
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</tr>
<tr>
<td>American Indian/Alaska Native</td>
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<tr>
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<td>84,3</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>75</td>
<td>10.03%</td>
<td>1,242,0</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
Data:

**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 11/01/2010</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</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>0.39%</td>
<td>1,603</td>
</tr>
<tr>
<td>Black or African American</td>
<td>22</td>
<td>4.29%</td>
<td>2,249</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>0.78%</td>
<td>1,039</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>23,666</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>0.19%</td>
<td>130,293</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12</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>5,401,2</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
Number of Reporting Units with a recruitment plan on file with the Planning Unit

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

Action Plan:

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

Measures:

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

Data:

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

<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</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>0.81%</td>
<td>465,3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>12</td>
<td>4.88%</td>
<td>548,3</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>0.81%</td>
<td>278,2</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>6,9</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0.00%</td>
<td>35,1</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4</td>
<td>1.63%</td>
<td>107,9</td>
</tr>
<tr>
<td>Total Racial/Ethnic Minorities</td>
<td>20</td>
<td>8.13%</td>
<td>1,442,0</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
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.

EUK 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 Educations 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
TO: Members of the Faculty Senate

FROM: Janna P. Vice, Chair
The Council on Academic Affairs

DATE: September 7, 2011

SUBJECT: CAA Agenda for Faculty Senate

As a result of the Council on Academic Affairs’ meetings on May 19, June 16, and August 18, 2011, the following items are presented for the Faculty Senate’s agenda on September 12, 2011.

**Curriculum Proposals**

<table>
<thead>
<tr>
<th>New Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Legal Studies Minor</td>
<td>CAA 1</td>
</tr>
<tr>
<td>2. Master of Arts in Mathematics</td>
<td>CAA 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Revision to Required Hours to Graduate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Mathematics Teaching B.S.</td>
<td>CAA 16</td>
</tr>
<tr>
<td><em>Revise the mathematics teaching course options.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Revisions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Athletic Training B.S.</td>
<td>CAA 19</td>
</tr>
<tr>
<td><em>Revise course descriptions within the program.</em></td>
<td></td>
</tr>
<tr>
<td>5. Health Services Administration B.S.</td>
<td>CAA 22</td>
</tr>
<tr>
<td><em>Revise the program to reflect the revisions made to the Professional Practice Experience courses (HSA 411, 412, 413).</em></td>
<td></td>
</tr>
<tr>
<td>6. Computer Science B.S.</td>
<td>CAA 24</td>
</tr>
<tr>
<td><em>Update supporting course requirements for bioinformatics option.</em></td>
<td></td>
</tr>
<tr>
<td>7. English B.A.</td>
<td>CAA 27</td>
</tr>
<tr>
<td><em>Add ENG 367 African Caribbean Literatures to the list of elective courses available to the Literature option of the English major. This course fits into the sequence of diversity courses.</em></td>
<td></td>
</tr>
</tbody>
</table>
Program Revisions Continued…

8. History B.A.  
   Add HIS 414 to the major course offerings.

9. History/Teaching B.A.  
   Add HIS 414 to the major course offerings.

10. Master of Music  
    Add additional text to the Admissions section II, modifying composition credits, 
    And clarification of electives.

11. Agriculture B.S. Area Major  
    Combine two options under BS program into one. Delete the Business Minor 
    Option. Eliminate the statement “Professional Skills Seminar” from College 
    Requirement and add “s” to Requirement.

12. Criminal Justice M.S.  
    Students cannot switch to a thesis after failing the comprehensive exam. New 
    Admissions requirements: a minimum of 850 on the verbal and math sections 
    of the GRE, a 4.0 in the writing, and only two letters of recommendation.

Discussion Items

The Council approved the following items in the May 19, 2011, meeting.

13. Independent Study Courses, Curriculum Guide Edit  
14. Additional Employment for Graduate Assistants  
15. Credit by Examination Revisions
September Executive Committee Report

The Faculty Senate Executive Committee met last month to set the agenda for the September Faculty Senate meeting and to plan future actions for the upcoming academic year. In this report, I will highlight a few items that you may wish to bring to your department’s attention.

Combining SPC/FPC

President Whitlock and I discussed his plans for combining the FPC and SPC. I was a member of both committees last year. I served on the SPC as a Faculty Senate representative and the FPC as Chair representative. I personally found serving on both committees simultaneously was a tremendous benefit. Obviously, the challenge in forming such a group will be adequate representation of all stakeholders. We will be working closely with President Whitlock to ensure that the faculty has adequate representation.

Faculty Workload

The Provost and I plan to meet to discuss a variety of issues and initiatives underway to address faculty workload. I expect that issues relating to reassigned time, credit production, and class distribution will be discussed this year. The Executive Committee hopes to bring forth updates on these initiatives in the coming months and to make sure that faculty are directly involved in these discussions.

Lecturer/Senior Lecturer Evaluation

The Deans are currently reviewing the lecturer/senior lecture evaluation process. Current policies related to tenure and merit simply do not address the situation adequately. Some departments rely heavily upon such lecturers and need to share their insight into improved systems of evaluation. Departments are encouraged to speak with their college deans about this issue at this time.

Administrative Evaluation

Faculty Senate will evaluate President Whitlock and Provost Vice in the coming year. The Executive Committee plans to work closely with Faculty Regent Malcolm Frisbie to coordinate survey efforts. As in past evaluations, while the committee plans to use a joint survey instrument, it will conduct a separate evaluation of survey results and write a separate evaluation report.

Travel and Motor Vehicle Policies

Policies 6.1.3R, Travel Requirements and Procedures, and 9.4.1R, Motor Vehicle Use Regulation, are currently undergoing the 30-day public comment period. I urge you to review these policies closely, as faculty traveling with or without students will be affected. The drafting committee is open to suggestions. Dean Sara Zeigler will be serving on the drafting committee and welcomes your comments.
Motor Vehicle Use Regulation

Statement

EKU employees have both the privilege and responsibility to safely operate any vehicle driven to complete Approved Business. Drivers operating an EKU Vehicle or a personal vehicle used to complete Approved Business will operate the vehicle safely and are reasonably expected to avoid accidents and injuries to self, passengers, property and the general public. An Approved Driver is responsible for the operation of an EKU Vehicle that is owned, leased, rented (including outside rental vehicles), or for driving a personal vehicle to complete Approved Business. It is the responsibility of each Approved Driver to know and abide by this Motor Vehicle Use Regulation.

This Regulation applies only to Eligible Drivers (as defined herein) and anyone (regardless of whether they are an Eligible Driver or not) who has need to drive a 12-passenger van.

This regulation outlines the Approved Driver designation process and the responsibilities of Approved Drivers. Employees travelling on Approved Business should also review the Travel Requirements Regulation.

Entities Affected

- Employees who operate EKU Vehicles and personal vehicles driven to complete Approved Business at least 60 times per year
- Supervisors who authorize travel for Approved Business
- The Office of Parking and Transportation and Services
- Facilities Services
- The Office of Risk Management and Insurance
- Anyone (regardless of whether they are an Eligible Drive as defined herein) who has need to drive a 12-passenger van
Background

No previous regulation existed.

Definitions

**Approved Business**

Approved Business is defined as work assisting in the completion of the mission of EKU, within the scope of EKU employment and approved by the supervisory position at the level of Director, Department Chair or higher. An EKU Vehicle will not be used for any use other than Approved Business. No driving should be approved that does not meet this definition.

**Approved Driver**

Approved Driver is an Eligible Driver who has completed the Approved Driver Process and has been approved by Parking and Transportation Services.

**Approved Drivers needing Driver’s Training**

May drive on Approved Business once a Driver’s Training Course (offered by or arranged through Parking and Transportation Services) has been successfully completed.

**EKU Vehicle**

An EKU Vehicle is defined as any licensed vehicle for expected highway use that is owned, leased, or rented, including outside rental vehicles by EKU and used to complete Approved Business.
Eligible Driver

Only current faculty, current staff and current student employees are considered Eligible Drivers and may be eligible to become an Approved Driver if they:

- are at least 21 years old, and
- have a continuous Driver’s License (U.S. Or Canada) for at least the last three (3) consecutive years, and
- have reason to drive at least 60 times per year, or need to drive a 12-passenger van within the scope of their current EKU employment

Anyone not meeting these criteria will not be considered an Eligible Driver.

Motor Vehicle Fleets and Fleet Supervisor

EKU Vehicles are managed by four Motor Vehicle Fleets each with an assigned Motor Vehicle Fleet Supervisor, as follows:

1. Facilities Services Fleet
2. Meadowbrook Farm Fleet
3. Model Bus Fleet
4. Motor Pool Fleet (to include all other EKU-owned, EKU-leased or EKU-rented vehicles and includes outside rental vehicles)

Motor Vehicle Record (MVR)

An official driving history maintained by a governmental agency for a specific driver over a specific period of time.

Restricted Driver

Will not be permitted to drive any EKU-Vehicle or a personal vehicle on Approved Business until they complete the Approved Driver Process and been approved by Parking and Transportation.

Vehicle Accident Packet

Placed in the glove box of all EKU Vehicles and includes:

1. "Proof of Insurance" Card
2. "Procedures to Follow in a Vehicle Crash" Form
Procedures

EKU employees should strive to operate EKU Vehicles and personal vehicles driven to complete Approved Business in the safest possible manner and abide by all laws and this regulation. Only Approved Drivers are permitted to operate an EKU Vehicle or their personal vehicle on Approved Business.

The Approved Driver Process is as follows:

**Approved Driver Process**

**To become an Approved Driver**

An Eligible Driver must have need to drive an EKU Vehicle or their personal vehicle on Approved Business at least 60 times per year or has need to drive a 12-passenger van.

An Eligible Driver must complete and submit to their Motor Vehicle Fleet Supervisor either or both of the following Driving Forms depending on their Approved Business driving needs:

- Driving EKU Vehicles Form [link]
- Driving Personal Vehicles Form [link]

These forms must be completed and submitted to the appropriate Motor Vehicle Fleet Supervisor each year for consideration for Approved Driver designation.

**MVR-Motor Vehicle Record**

Once either or both forms are submitted by an Eligible Driver, the Motor Vehicle Fleet Supervisor will provide the completed form(s) to the Office of Parking & Transportation Services.

The Office of Parking & Transportation Services will then order a MVR for Eligible Drivers.
Vehicle Operation Procedures

Determination of Driving Categories

The Office of Human Resources orders and reviews MVR’s of candidates who are recommended for hire and will be classified as Eligible Drivers.

Parking and Transportation Services will review the information provided in the MVR and determine if an Eligible Driver is qualified to become either an Approved Driver, an Approved Driver needing Driver’s Training or a Restricted Driver.

Parking and Transportation Services will then provide each Motor Vehicle Fleet Supervisor with a listing of employees who qualify as Approved Drivers, Approved Drivers needing Driver’s Training or Restricted Drivers. The Motor Vehicle Fleet Supervisor will notify employees of their driving designation.

Employees designated as Approved Drivers needing Driver’s Training may drive on Approved Business after they have successfully completed a Driver’s Training Course (offered by Parking and Transportation Services).

A Restricted Driver may not drive any EKU-Vehicle nor a personal vehicle on Approved Business or a 12 passenger van until they complete the Approved Driver Process and approved by Parking and Transportation.

The Eligible Driver must address any disputed MVR information with the agency providing the MVR.

Motor Vehicle Inspection

Before each day’s use of any vehicle for Approved Business, a visual inspection of the vehicle will be performed by the Approved Driver. A visual inspection should also be completed by the Approved Driver at the end of each day’s use of any vehicle.
The driver will ensure that all lights and signals are in working order, the tires are properly inflated and that there is no unknown damage to the vehicle being readied for use.

Any cargo should be inspected after loading and before driving to verify a secure load. If concerns are noted, please contact your specific Motor Vehicle Fleet Supervisor before travel.

**Safety-Belt Use**

Per Kentucky Statute KRS 189.125 (6) the Approved Driver will ensure that all occupants of the vehicle wear safety belts at all times when the vehicle is in use. Passengers will not travel in vehicles that are not equipped with restraints or in areas of the vehicle intended for cargo or where seats with restraints are not available. This applies to all EKU Vehicles and personal vehicles being used for Approved Business. No safety feature in a vehicle will be disabled.
12-Passenger Van / 15-Passenger Van Use

EKU does not own, lease or rent 15-passenger vans.

EKU owns and makes available through Parking and Transportation Services 12-Passenger Vans for use on applicable Approved Business. EKU has contracted to have available for rent 12-Passenger Vans for use on Approved Business.

When using any Passenger Van, please follow these general guidelines:

**Loading:**
- Do not load anything on the roof of any van.
- Do not load any luggage or equipment above any seat top. Spread out the luggage or equipment to allow for stability.
- All occupants must be seated and belted when riding.
- No trailers are to be used with 12-passenger vans.

**Driver:**
- Any driver of a 12-Passenger Van (owned, rented or leased) for Approved Business must be qualified as an Approved Driver and have successfully completed the 12-Passenger Van Driver’s Training Course offered by Parking and Transportation Services.

In-Case-of-Accident

Parking and Transportation Services will place within the glove box of each EKU Vehicle (intended to be driven more than 3 miles from Campus) a disposable camera (for accident documentation only), emergency flares and a Vehicle Accident Packet that includes:

1. “Proof of Insurance” Card
2. “Procedures to Follow in a Vehicle Crash” Form

At the time of any vehicle accident, please do the following:

1. Stop. Pull off the roadway and turn on vehicle hazard flashers.
2. Contact Police #911 (An official police report is required.)
3. Contact medical care #911, if necessary.
4. Open and use the Vehicle Accident Packet.

Page 7 of 12
5. Call the insurance company’s phone number on the “Proof of Insurance” card.

It is the duty of the Approved Driver to report accidents involving any EKU Vehicle to Public Safety as soon as possible but within 24 hours of the accident (859-622-1111; leave a voice message if outside regular business hours or no answer.)

The following information is required when reporting an accident:

The following information is required when reporting an accident:

1. The Police Accident Report from the responding officer, including the date and time of the accident;
2. The name, address and telephone number of any and all other drivers involved in the accident;
3. The name, address and telephone number of any and all insurance company(ies) related to any and all drivers involved in the accident;
4. The name and contact information of any witnesses to the accident, if known.

Daily Driving Distance

Each Approved Driver will limit continuous driving time to no longer than ten (10) consecutive hours after at least an eight (8) hour break.

Tobacco Use in EKU Vehicles

The use of tobacco products is prohibited in vehicles owned, leased, or rented by the University. EKU Smoke Free Zone Policy (link)

Title

Every EKU Vehicle will be titled only in the name of “Eastern Kentucky University”. Vehicle titles and vehicle leases will be controlled in the Office of Financial Affairs.
Annual Road Test

Each owned or leased EKU Vehicle will be annually road tested under the authority of each Motor Vehicle Fleet Supervisor to ensure road and intended use worthiness.

For each owned or leased EKU Vehicle, the appropriate Motor Vehicle Fleet Supervisor is charged with maintaining each vehicle per the guidelines in the vehicle manufacturer’s operating manual to ensure that appropriate scheduled maintenance and routine upkeep is performed.

Parking and Transportation Services will charge each of the Motor Vehicle Fleet Supervisors with this duty within their applicable fleet and will keep appropriate documentation of all motor vehicle maintenance on record in the Parking and Transportation Services.

Mileage Payment

EKU will pay an Approved Driver the current approved mileage rate for driving a personal vehicle on Approved Business. Payment will be made as an approved Travel Expense Voucher form is submitted. See Travel Requirements Regulation. (link)

Operating a Vehicle while Impaired

Approved Drivers will not operate any vehicle on Approved Business while under the influence of alcohol, drugs, or under any other conditions in which the driver’s ability to operate the vehicle is impaired.

Motor Vehicle Security

EKU Vehicles are to be locked when not in use and parked in the most secure location as reasonably possible. Any valuables should be removed from or secured in the vehicle.

1-800 How’s My Driving

For each owned or leased EKU Vehicle, Parking and Transportation Services will maintain a 1-800 How’s My Driving Program.
Approved Driver

- All Approved Drivers are required to undergo training as offered by or arranged through Parking and Transportation before they drive either an EKU Vehicle or their personal vehicle on Approved Business.
- Assists with pre and post trip inspections on vehicles rented by Approved Driver.
- Report accidents involving any EKU Vehicle to Public Safety (859-622-1111) as soon as possible but within 24 hours of the accident.

Directors, Department Chair, or higher supervisory positions

Designates and approves Approved Business

Eligible Driver

Must submit Driving EKU Vehicles Form and/or Driving Personal Vehicles Form to the appropriate Motor Vehicle Fleet Supervisor to be considered an Eligible Driver.

Human Resources

- Updates job templates.descriptions to incorporate driving requirements.
- Orders and reviews MVR’s of candidates who are recommended for hire and will be classified as an Eligible Driver.
- Notifies applicants and hiring officials of unsuccessful MVR checks.
- Provides completed Eligible Driver forms to the Parking and Transportation Services.

**Motor Vehicle Fleet Supervisor**
- Notifies Eligible Drivers of driving category designation.
- Maintains owned or leased EKU Vehicle per the guidelines in the vehicle manufacturer’s operating manual.
- Makes pre and post trip inspections of EKU Vehicles.
- Orders and reviews MVR’s for existing employees who are Eligible Drivers (who have need to drive at least 60 times per year) and anyone who has need to drive a 12 passenger van.
- Designates driving categories.
- Provides list to Motor Vehicle Fleet Supervisor, conducts driving training.
- Receives reports of accidents involving EKU Vehicles.

**Office of Parking and Transportation Services**
- Provides list to Motor Vehicle Fleet Supervisor, conducts driving training.
- Receives reports of accidents involving EKU Vehicles.

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**Violations of the Policy**

Failure to comply with this operational regulation may prohibit an employee from operating an EKU Vehicle or their own personal vehicle for Approved Business.

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**Interpreting Authority**

Page 11 of 12
Executive Director of Policy Compliance and Governance

Statutory or Regulatory References

KRS 189.125 (6)

Relevant Links

Travel Requirement Regulation

(forms???)

Policy Adoption Review and Approval
Travel Requirements and Procedures

Statement

Eastern Kentucky University complies with the Commonwealth of Kentucky Employee Travel Regulations as stated in 200 KAR 2:006. Text of 200 KAR 2:006 may be found at the following link: [http://finance.ky.gov/internal/travel/](http://finance.ky.gov/internal/travel/).

The purpose of this regulation is to clarify the requirements of and procedures for making travel arrangements and reporting and approving expenses incurred while traveling.

The requirements contained in this regulation shall apply to all official University travel regardless of funding source. Travel associated with state and federal grants and contracts may also be governed by state and federal regulations. The terms set forth in any grant or contract agreement governs only when such terms are more restrictive than University travel requirements and procedures.

Colleges and departments may choose to develop and implement more restrictive travel procedures in compliance with general University policies and this regulation. Any College or department choosing to implement more restrictive travel procedures must inform the Office of Financial Affairs.

Entities Affected

- Anyone who travels on Official University Business and supervisors who approve travel
- The Office of Financial Affairs
Pursuant to the Fiscal Misconduct Policy, the University requires that all employees preserve and use University resources in a prudent manner and for their designated purposes, as prescribed by law, regulation and policy. Also, pursuant to the University’s Code of Ethics University employees shall protect and conserve public property, including monetary funds or resources, and shall not use such for purposes other than authorized activities.

The University may pay for or reimburse University-related travelers for reasonable and proper expenditures incurred in the conduct of University business up to predetermined limits. Such expenditures shall be reasonable in amount and proper in nature and the purpose of the expense shall be for the benefit of EKU. The University cannot reimburse travelers for amounts reimbursed by other sources. Also, travelers cannot be reimbursed by any other organization for any of the expenses paid by the University.

When traveling on official University business, employees are expected to comply with all University policies and requirements. Good business practice requires that all expenditures be clearly and correctly recorded and any unusual items or amounts must be fully explained. Receipts are required for all expenditures except per diems.

Internal Revenue Service (IRS) regulations require that all official University travelers report all official University travel expenses accurately and completely. Travelers must include original documentation sufficient to support the amount, time, place, and business purpose of the travel expense. Official University travel expenses that are not accurately and completely reported are required to be included as personal wages on the traveler’s IRS Form W-2.

I. MAKING TRAVEL ARRANGEMENTS

Transportation

University travelers are required to select the most cost-effective means of transportation.

Airline Transportation

University travelers are required to select the most cost-effective airline ticket available.

Purchasing Airline Tickets:

- Airline tickets will be charged to the traveler’s University procurement card and cannot be charged to a central account or ghost card. If the traveler does not possess a University procurement card, the airline ticket purchase may be made with the traveler’s personal credit card with reimbursement sought upon completion of trip.

- It is the intent of the University to affect maximum practical savings in the purchase of air transportation, and all employees are required to book their own airline tickets. Travellers are urged to seek discounted airfares via web-based resources such as www.expedia.com, www.travelocity.com, www.priceline.com, and any other airline and/or travel-related websites offering discounted airfares.
• Except in the case of group or international travel, University travelers shall avoid the unnecessary expense of utilizing a travel agent for the purchase of air transportation.

• University travelers are expected to choose the least expensive flight regardless of the difference in cost or airline preference, with consideration of their travel schedule, travel time, layover time, etc.

• All travelers must travel coach or on special reduced fares when available. First Class Travel is not permitted and will not be paid or reimbursed by the University.

• Generally, it is more cost effective to avoid purchasing refundable airline tickets.

Use of Charter or Private Aircraft:

• The use of charter or private aircraft is not permitted unless specifically authorized in advance by the University President or President’s designee.

Airline Incentives:

• Airline incentives which provide benefits directly to the traveler (such as mileage programs) must not be considered in selecting a particular flight or airline.

Business/Personal Travel:

• Business travel that includes personal travel will be paid or reimbursed only for the direct or official University business portion of the trip.

Documentation for Travel Expense Report:

• Original ticket receipts or boarding passes, covering the routing of both the official and unofficial portion of the trip must be attached to the travel expense report. Copies of this documentation will not be accepted.

Flight/Luggage Insurance:

• The purchase of flight or luggage insurance is not permitted and will not be paid or reimbursed by the University.

Ground Transportation

University travelers are required to select the most cost-effective ground transportation available.

MVR/Driver Eligibility:

• Please See Motor Vehicle Use Regulation before making ground transportation arrangements.

• All drivers of University fleet vehicles, vehicles rented under a University contract agreement and their own personal vehicles for official University business, must possess a valid driver’s license, must be employees of the University, and must be approved by the University. Approval by the University includes but is not limited to an evaluation of the driver’s eligibility for use of University fleet vehicle. Drivers are required to have on file with the University a Motor Vehicle Record (MVR) and to self-report their driving history and to inform the University of any change to the MVR which is on file with the University. Generally, the official MVR is valid for a limited period of time and must be kept up to date by the employee seeking to travel on University business and be reimbursed for such travel related expenses. The Office of Parking and Transportation Services and the Office of Human Resources coordinates MVR information for the University.
Fuel Purchases:

Do not use the University procurement card for fuel purchases in a University fleet vehicle or personal vehicles used for official University business. The fleet card in the University fleet vehicle should be used for fuel purchases. See “Personal Vehicles” below for mileage reimbursement when driving personal vehicles for official University Business.

Parking and Transportation fees:

Properly documented parking fees and toll charges are reimbursable for ground transportation.

University Fleet Vehicles:

- Generally, an available University fleet vehicle should be the first vehicle of choice for day travel. Contact the Office of Parking and Transportation Services for University fleet vehicle reservations.
- Fleet vehicles may be used only for official University business. All drivers of University fleet vehicles must possess a valid Kentucky driver’s license, must be employees of the University, and must be approved by the University. Approval by the University includes but is not limited to an evaluation of the driver’s eligibility for use of University fleet vehicle.

Personal Vehicles:

- Employees are expected to maintain adequate and appropriate insurance coverage on any personal vehicle used for official University business and may be required to provide proof of insurance coverage.
- Employees may seek reimbursement for official University business travel at the current per-mile rate for the state of Kentucky. The rate is available on the internet at www.accounts.eku.edu/travel.php. When requesting reimbursement, travel shall be listed separately by trip including date, miles, and purpose. Mileage may be calculated using mileage software available on the internet at www.randmcnally.com or www.mapquest.com. Mileage claims, based on official mileage maps, must be more economical than alternate means of transportation, including vehicle rental and air transportation.
- If a traveler’s point of origin is the employee’s residence, mileage shall be paid for the shorter of mileage between the traveler’s residence and travel destination, or the traveler’s University workstation and travel destination.
- Commuting mileage from the traveler’s residence to the University is not permitted and will not be paid or reimbursed by the University.
- Neither the traveler’s University procurement card nor the University fleet card may be used to purchase fuel for a personal vehicle.

Day Travel:

- A University fleet vehicle should be the first vehicle of choice when feasible, and if available. Generally, if a University fleet vehicle is not available and the trip is more than 150 miles in total, the employee should use a rental vehicle available pursuant to an authorized University contract.
- If a University fleet vehicle is not available and the trip is less than 150 miles in total, the employee may choose to use his or her personal vehicle. If the trip is more than 150 miles in total, and an employee chooses to use his or her personal vehicle, travel reimbursement will be limited to the lesser of the estimated minimum cost of a rental vehicle and the calculated mileage reimbursement.

Rental Vehicles for Individual or Group Travel:

- Rental vehicles under any University contract agreement may be used only for official University business. All drivers of rental vehicles must possess a valid Kentucky driver’s license, must be employees of the University, and must be approved by the University. Approval by the University

Page 4 of 13
includes but is not limited to an evaluation of the driver’s eligibility for use of a University fleet vehicle.

- Vehicle rentals for official University business are covered by the University’s automobile insurance policy in generally the same way as coverage is provided for University-owned vehicles. Various forms of insurance (Collision Damage Waiver [CDW], Loss Damage Waiver [LDW], Physical Damage Waiver [PDW], Liability Insurance Supplement [LIS], Personal Accident Insurance [PAI], Personal Effects Coverage [PEC], etc.) if purchased from the rental agency by the traveler are neither authorized nor payable as an approved University travel expenditure.

- When renting a vehicle, ensure that Eastern Kentucky University is listed as the lessee (i.e. "Eastern Kentucky University / Jane Doe"). For one or two people, an intermediate size or smaller is permitted. For three or more people, full size or smaller is permitted. Larger groups and teams may rent a minivan or a twelve (12)-passenger van. Fifteen (15)-passenger vans are not permitted. When returning a rental vehicle, please adhere to the rental agency’s policy regarding refueling and do not purchase fuel through the rental agency.

- All vehicle rentals must be reported on a travel expense report accompanied by original documentation sufficient to support the amount, time, place, and business purpose of the travel expense.

**Ground Transportation at the Airport:**

- Travelers should use an airport shuttle bus or mass transit at their destination, including to and from the airport.

- Taxi fare with tip or a rental vehicle is permitted only when other more economical transportation is not available.

- A rental vehicle should be used only when absolutely necessary to conduct official University business. A vehicle rented as a personal convenience is not permitted and will not be paid or reimbursed by the University. If a rental vehicle is required, it must be pre-approved by the budget unit head and rented only for the specific time needed.

**Traffic Violations:**

- Fines or other expenses incurred as a result of traffic violations while on official University business are the personal responsibility of the violator.

**Reporting Accidents:**

Any and all vehicle accidents that occur while traveling on official University business must be reported immediately by phone (if possible) and in writing upon return to campus to:

Public Safety
Mattox Hall
521 Lancaster Avenue
Richmond, KY 40475
(859) 622-1111

**The following information is required when reporting an accident:**

- The Police Accident Report from the responding officer, including the date and time of the accident;

- the name address and telephone number of any and all other drivers involved in the accident;

- the name, address and telephone number of any and all insurance company(ies) related to any and all drivers involved in the accident;

- the name and contact information of any witnesses to the accident, if known.
Lodging

University travelers are required to select the most cost-effective lodging available.

Making Lodging Arrangements:

- The University does not have a pre-negotiated, sole-source contract or agreement with any travel agent or travel-service provider. Travelers are urged to seek discounted lodging via web-based resources such as www.expedia.com, www.travelocity.com, www.priceline.com, and any other travel-related websites offering discounted room rates.

- It is expected that employees will patronize reasonably priced lodging establishments in close proximity to their travel destination (i.e., conference site, meeting site, etc.) to minimize local transportation expenses.

Eligible Lodging Reimbursement:

- Generally, lodging must be more than 150 miles away (one way) from the employee’s site of employment to be eligible for payment by the University.

- The University will reimburse for actual expense incurred including tax, not to exceed the single room rate. If two or more employees share a room and all are eligible for reimbursement, reimbursement will be at the lesser of the single room rate or one-half (1/2) the double room rate.

- Requests for payment or reimbursement may be submitted for late travel, late or early meetings away from employee’s site of employment, weather conditions, and other relevant factors making the lodging reasonably necessary.

Extended Residence:

- For extended residence, the employee should attempt to obtain accommodations on a weekly or monthly basis at reduced rates. Travelers should check with University Purchases & Stores for any pre-negotiated, long-term extended stay rates. Attention should be paid to restrictions, cancellation policies, etc.

Cancellations:

- In the event it is necessary to change or cancel guaranteed reservations, it is the responsibility of the traveler to cancel the reservations. Be sure to obtain a cancellation number or the name of the person who took your cancellation call.

- Employees should follow the cancellation policy on their itinerary.

Business Travel Meals

Purchasing Business Meals:

- Business travel meals may not be purchased with the University procurement card.

Per Diem Rate:

- The University per diem rate for business travel meals, including associated taxes and reasonable gratuity, is $30 for low rate travel areas and $36 high rate travel areas*. For international business travel meals, the reimbursement rate is the actual meal costs with an original, itemized receipt. Credit card receipts are not acceptable documentation. If the traveler does not submit an original, itemized receipt, the per diem rate is $36.

- Meal expenses that exceed the per diem rate are the personal responsibility of the traveler.

- Reimbursement for business travel meals is available only at the appropriate per diem rate.
There is no per diem for meals that are included in conference or meeting registration expenses.

The purchase of alcoholic beverages is not permitted and will not be paid or reimbursed by the University.

University per diem rates for travel that includes overnight lodging are as follows:

<table>
<thead>
<tr>
<th>Entire Time Frames</th>
<th>KY &amp; US</th>
<th>High-Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 6:30am &amp; After 9am **Breakfast</td>
<td>$7.00</td>
<td>$8.00</td>
</tr>
<tr>
<td>Before 11am &amp; After 2pm **Lunch</td>
<td>$8.00</td>
<td>$9.00</td>
</tr>
<tr>
<td>Before 5pm &amp; After 9pm Dinner</td>
<td>$15.00</td>
<td>$19.00</td>
</tr>
</tbody>
</table>

*DO NOT CLAIM MEALS INCLUDED IN REGISTRATION FEE.

**Travel Expense High Rate Areas

** In-state travel requires overnight stay for breakfast & lunch.

For international business travel meals, the reimbursement rate is the actual meal costs with an original, itemized receipt. Credit card receipts are not acceptable documentation. If the traveler does not submit an original, itemized receipt, the per diem rate is $36

Other Meals:

- An employee assigned to attend a function of an organization not under the employee’s control (usually a luncheon or dinner meeting) may be reimbursed for the actual meal cost charged by the organization. The employee should secure a receipt for the meal in order to substantiate the reimbursement request.

Other Permissible Expenses

Other permissible business and travel-related expenses include:

- A reasonable non-meal gratuity paid in accordance with local custom.
- Telephone calls, facsimile charges, and internet access charges for official University business purposes.
- Any other official University business and travel-related expenses that are reasonable, fully explained, and approved by the budget unit head.

Travel Insurance

University employees traveling on official University business are generally covered by the University for general liability and workers’ compensation. Neither travel interruption insurance coverage nor trip cancellation insurance coverage is currently purchased as a part of the University’s commercial insurance portfolio of coverage and neither should be considered covered by the University. Please contact the Office of Risk Management & Insurance regarding any travel-related coverage questions.

United States Department of State Travel Warnings

University employees are advised not to travel to those countries listed on the United States Department of State Current Travel Warnings list. All international travel must be approved by the appropriate Dean and Vice President. For current U.S. Department travel warnings, see http://travel.state.gov/travel/travel_1744.html
II. REPORTING TRAVEL EXPENSES

Travel Forms

All travel forms are available on University website at www.accounts.eku.edu/travel.php.

Procurement Card/Travel Voucher/ Receipts

All other travel and travel-related expenditures should be paid with the traveler’s University procurement card. All travel-related expenditures paid with the University procurement card must be reported on a travel expense report accompanied by documentation sufficient to support the amount, time, place, and business purpose of the travel expense.

- Business travel meals are not permitted on the University procurement card.
- The University Procurement Card Policy requires that all original, detailed receipts be retained with traveler’s procurement card statement. For this reason, duplicate copies of receipts are permissible on the travel voucher for any relevant charges to the traveler’s procurement card.
- All other receipts attached to the travel voucher must be original.

Out of Pocket Non-Meal Expenses/No Available Receipt

The University recognizes that occasionally travelers may incur minor, out-of-pocket, non-meal expenses while traveling on University business that require payment with the traveler’s personal funds. In order for any such expenses to be reimbursed, travelers are required to submit original receipts with the travel expense report to support the amount, time, place, and business purpose of the travel expense. Original receipts are required for any non-meal expenditure of $10.00 or more.

Travel Expense Reports (Submitted within 30 days of return):

Expense reports must detail and properly categorize mileage, lodging, meals, transportation and miscellaneous expenses; and must include a full conference or meeting agenda/program, when applicable. Regardless of the method of payment for official University travel expenditures, a travel expense report must be properly completed and documented, inclusive of the entire travel period, properly approved and forwarded to the University Accounts Payable office within thirty (30) days of the traveler’s return.

- This report allows for the reimbursement of personal funds and also provides for the complete and accurate reporting of expenses for the entire trip.

Internal Revenue Service/Inaccurate Reporting:

- Internal Revenue Service (IRS) guidelines require that all official University travelers report all official University travel expenses accurately and completely. Travelers must include original documentation sufficient to support the amount, time, place, and business purpose of the travel expense. Official University travel expenses that are not accurately and completely reported may be included as personal wages on the traveler’s IRS Form W-2.
Properly Approved:

- Travelers must submit the travel expense report to his or her respective supervisory authority as outlined below:

<table>
<thead>
<tr>
<th>Traveler</th>
<th>Supervisory Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>Budget Unit Head</td>
</tr>
<tr>
<td>Budget Unit Head</td>
<td>Dean or Non-academic VP</td>
</tr>
<tr>
<td>Dean or Associate VP</td>
<td>Vice President</td>
</tr>
<tr>
<td>Vice President</td>
<td>President</td>
</tr>
</tbody>
</table>

Shared Rooms:

- In instances of shared rooms, the names of both occupants and room cost allocation must be clearly explained on the travel expense report.
- Each employee must provide a separate folio detailing his or her share of the actual expenses incurred. Travelers should stipulate the need for separate folios when signing in or paying in advance. The University will not accept copies of receipts or notarized statements in lieu of a folio receipt.

Ineligible Charges:

- Personal expenses are not eligible for payment or reimbursement by the University. These include but are not limited to charges incurred for items such as laundry, movies, mini-bar, alcohol, health club facilities, recreational events, etc.

Receipts:

- Receipts are required for any non-meal expenditure of $20.00 or more. However, travelers may choose to include with the travel voucher receipts for all non-meal travel expenditures. Copies of receipts or written explanations are not acceptable. All travel-related expenditures paid with the University procurement card must be reported on a travel expense report accompanied by a copy of the receipt for each expense regardless of amount. An incomplete or inaccurate travel expense report will be returned to the traveler for correction.

Substitution of Expenses:

- Reimbursement will not be made for any expenditure which is in lieu of a normally valid or reimbursable expense. For example, if an employee elects to stay at a relative’s or friend’s home instead of a commercial establishment, there will be no University payment or reimbursement for lodging expenses.
Definitions

Away Day

A day in which a traveler is on a trip and is away from his or her regular University workstation for the entire day. Departure travel and return travel do not occur on an away day.

Commuting Mileage

Mileage between an employee’s home and his or her regular University workstation. Commuting mileage is not a reimbursable University business expense.

Day Travel

Travel for a day or less, usually locally or within the state of Kentucky. No overnight stay is required; the traveler departs and returns within the same day.

Departure Day

The day in which a University employee departs on a trip; the first day of travel during a trip. The majority of the day, or the entire day, is spent in travel. The employee may or may not be at his or her regular University workstation for some part of the day.

Fleet Vehicle

A vehicle that is owned by Eastern Kentucky University and available only for official University business travel.

MVR

Motor Vehicle Record. Driving records, also known as MVRs, are records that provide a history of violations, suspensions, and other details about an individual’s driving history.

Official University Business

Work assisting in the completion of the missions of the University, within the scope of University employment and approved by the supervisory position at the level of Director, Department Chair or higher.

Out-of State Travel

Does not include travel to a bordering state that does not require airfare or an overnight stay.

Per Diem

A daily allowance for meal expenses while traveling on official University business. University per diem varies based upon distance and time of departure and return.

Properly documented

Travelers must include original documentation sufficient to support the amount, time, place, and business purpose of the travel expense. Official University travel expenses that are not accurately and completely reported are required by IRS regulation to be included as personal wages on the traveler’s IRS Form W-2.

Rental Vehicle
A vehicle rented under a University contract agreement for official University business travel. Rental vehicles are not owned by the University; departments and organizations may reserve vehicles by contacting the contracted rental agency.

## Return Day

The day in which a University employee returns from a trip; the last day of travel during a trip. The majority of the day, or the entire day, is spent in travel. The employee may or may not be at his or her regular University workstation for some part of the day.

## Travel Forms

All required University travel forms are available on the internet at [www.accounts.eku.edu/travel.php](http://www.accounts.eku.edu/travel.php).

### University

Eastern Kentucky University

## Responsibilities

### Traveler

- Most obtain appropriate approvals for travel
- Must notify direct supervisor of all travel plans and provide complete travel itinerary, conference registration information, complete all required pre-travel forms, and provide all relevant information, including emergency contact information prior to departure
- Required to select the most cost effective means of travel and lodging
- Must be in compliance with the University’s Motor Vehicle Operation Regulation if driving on Official University Business
- Must submit to his or her supervisor a travel expense report with original receipts sufficient to support the amount, time, place, and business purpose of the travel expenses within 30 days of return from travel. A full conference or meeting agenda/program (when applicable) must be included with the travel expense report.

### Budget Unit Head

- Approves travel request and carefully reviews and approves travel expenditures reported by unit employees
- Ensures that the expense was necessary in the conduct of Official University business and that expenditures were made in accordance to policies
- Signs each travel expense report and is responsible for monitoring travel budget and informing of travel requirements and procedures
- Must submit to his or her supervisor a travel expense report with original receipts sufficient to support the amount, time, place, and business purpose of the travel expenses within 30 days of return from travel. Budget unit heads cannot approve their own travel expense reports.
University Vice President/Dean/President

- Authorizes all out of state travel plans prior to departure and forwards signed forms to University Accounting & Financial Services.

Parking and Transportation Services

- Responsible for fleet vehicle reservations
- Coordinates Motor Vehicle Record information (for existing employees)

University Provost and Executive Vice President for Administration

- The University Provost approves all international travel for faculty
- The University Executive Vice President for Administration approves all other international travel request

University Claims Specialist

- Receives and processes reports of vehicle accidents occurring on official University business

Office of Risk Management and Insurance

- Provides information concerning travel-related insurance coverage issues

University Accounts Payable Office

- Processes the timely submitted (within 30 days of return from travel) and properly approved travel expense reports for reimbursement of expenses

Supervisor

- Approves travel request
- Carefully reviews and approves travel expenditures reported by employees
- Ensures that the expense was necessary in the conduct of Official University business and that expenditures were made in accordance to policies
- Signs each travel expense report
- Authorizes all out of state travel plans prior to departure and prior to approval by the Budget Unit Head and appropriate Vice President, Dean and/or President

University Colleges and Departments

- Must inform the Office of Financial Affairs of any additional, more restrictive travel procedures implemented in their respective College or department

University Purchases and Stores/Procurement Card Administrator

- Administers the University’s procurement card program
Violations of the Policy

Violations of this regulation may prohibit employee travel or non-reimbursement of travel expenses. Violations may result in taxable income to the employee for any amounts prepaid by the University but not properly documented on a travel expense report.

Interpreting Authority

Controller

Statutory or Regulatory References

Relevant Links

Motor Vehicle Use Regulation

Policy Adoption Review and Approval
3 May 2011, special meeting of the Executive and Academic Affairs Committee
At its April meeting, the Board considered tuition and meal plan rates for 2011-12. The Board could not act on the rate recommendations because the CPE had not yet set increase limits for the state schools. The Board authorized its Executive and Academic Affairs Committee to act on its behalf after the CPE took its action. The Committee met on 3 May to approve tuition increases of 5% and meal plan increases of 3.75%. Our instate, full time tuition for two semesters is $6960 in 2011-12. That makes us less expensive than UK, U of L, WKU, and NKU, and more expensive than Morehead, Murray, KSU, and KCTCS. CPE allowed greater tuition increases at UK and U of L (6%) than at the comprehensives (5%) or in the Community and Technical College System (4%), as it has for several years running. As a result of this differential, our yearly tuition is now $3900 greater than tuition in the KCTCS. In 1999, tuition and fees accounted for 38% of the revenue EKU took in per FTE student. In 2010, tuition and fees accounted for 61% of our revenue per student. During that same time interval, our revenue per student divided by degrees produced held steady. We are holding the line fairly effectively on expenditures and are seeing much less revenue from state appropriations. The difference largely is being made up through tuition.

7 June 2011, Regular Quarterly Meeting of the Board of Regents
The Board heard several reports concerning the financial health of the institution. The Chairman of the Foundation Board reported that the EKU endowment has grown to $48M. Financial markets continue to bounce around, so growth was tied to increases in gifts, which are up 30% and number of donors, which are up 2%. Vice President Newsom reported that EKU was on solid footing as it neared the end of the fiscal year. We were on track to exceed budget predictions for tuition revenue by $1-2M. This was largely driven by increased revenue from online courses. We continue to overspend in financial aid by about $2.2M. Some of this (~$1M) was driven by increased obligations resulting from our increase in online course fees. So, the increased fees generate more revenue, but also cause us to pay out more in financial aid. Overall, the increased fee is a net gainer for the university. VP Newsome anticipated that we would finish the year with an increased fund balance – in the neighborhood of $6M.

Dr. Robert King, President of the CPE, visited and described the CPE’s new strategic initiative to the Board. CPE will emphasize four broad areas: college readiness; student success; research, economic, and community development; and efficiency and innovation. This will be actuated by applying metrics to the state institutions. There will probably be about 10 metrics which will measure our effectiveness. These include things like number of degrees produced, graduation rates, graduation rate gaps (e.g., difference between prepared students and underprepared, African American vs. Hispanic vs. overall), degrees produced in STEM-H disciplines, and research and development funding.

The Board also learned about the 2011-2015 EKU Strategic Plan, which emphasizes four major goals: maximize student success; build and sustain the University’s capacity for excellence; create and maintain an inclusive, equitable, and diverse environment; and collaborate with regional community partners to promote academic achievement, economic development, and quality of life. President Whitlock remarked to the Board, as he has to the university community, that our strategic plan dovetails very nicely with the CPE’s.

In action items, the Board approved the budget guidelines used in developing the 2011-12 operating budget for the university. Our operating budget this year is $233M, which represents a 6.9% increase over last year’s budget. The budget included $12M in new monies that were available for strategic spending. $1.1M of these funds went to offset increases in fixed costs. Another $2M is funding increased benefit costs that the university faces. $2.6M was allocated to fund faculty and staff pay increases, which, as you know, are 2%, with the minimum raise level set at $500. $2.3M was put toward scholarships and financial aid, to offset the tuition increase and to create a $1.2M contingency fund within the financial aid/scholarship line. $264,000 was available for strategic initiatives. Of this amount, $220,000 has been allocated to Enrollment Management to fund an international recruiting initiative, put in place an enrollment/revenue management system, and to continue the predictive modeling work begun last year by Noel-Levitz. $17,000 of the strategic initiatives money is funding increases in faculty promotion rates (to $1800 for promotion to assistant professor, to $3000 for promotion to associate professor, and $4500 for promotion to professor).

On the academic side, the Board learned of a new cooperative program with Morehead and Hazard CTC to coordinate course offerings in Hazard, Jackson, and Manchester which will allow students to move from an associate degree program to completion of a baccalaureate program in general studies. The Board approved 39 curriculum revisions, new certificates, and new minors. It also approved catalog language changes related to readmission to the university and minimum academic standards. It approved a 3 + 2 plan for graduate studies under which an undergraduate student can take up to 12 hours toward a graduate degree while still an
undergraduate. The student may double-count up to nine of those hours. This will make it easier for good students to complete both a baccalaureate and a master’s degree in five years.

The EKU Board will next convene for a regular quarterly meeting on 28 September. Please feel free to contact me for further information about any of these items or to discuss topics of concern to you.

Respectfully submitted,
Malcolm P. Frisbie
622-1507 / malcolm.frisbie@eku.edu
I. Senate Bill I and College Readiness

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Freshmen With No Developmental Needs</th>
<th>Percent of Total</th>
<th>Retention Rate</th>
<th>No. of Freshmen With One or More Developmental Needs</th>
<th>Percent of Total</th>
<th>Retention Rate</th>
<th>Overall Retention Rate</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>1,623</td>
<td>63.2</td>
<td></td>
<td>946</td>
<td>36.8</td>
<td></td>
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<tr>
<td>2010-2011</td>
<td>1,475</td>
<td>56.9</td>
<td>72.8</td>
<td>1,118</td>
<td>43.1</td>
<td>55.5</td>
<td>65.3</td>
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<tr>
<td>2009-2010</td>
<td>1,457</td>
<td>56.8</td>
<td>73.0</td>
<td>1,107</td>
<td>43.2</td>
<td>60.2</td>
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<tr>
<td>2008-2009</td>
<td>1,600</td>
<td>64.1</td>
<td>74.2</td>
<td>897</td>
<td>35.9</td>
<td>58.2</td>
<td>68.3</td>
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</tbody>
</table>

Curriculum Alignment for Retention & Transition at Eastern (CARTE) – The Eastern Initiative

EKU Faculty members who teach introductory courses are participating in Professional Learning Communities. The goal: Develop student learning outcomes that align Common Course Standards and Kentucky Core Academic Standards.

STEM-H Institute – Math Transition Courses

In response to the national and state shortage of workforce in the Science, Technology/Engineering, Mathematics, and Health related (STEM-H) fields, and to comply with Kentucky Senate Bill 1 (College Readiness), Eastern Kentucky University has established the EKU STEM-H Institute. The EKU STEM-H Institute will focus on improving the teaching and learning in STEM-H fields from elementary education through graduate school by focusing on outreach, teaching, professional development, and research.

The first task of the Institute will be working with and supporting the EKU Mathematics Transitions Initiative. The Transitions Initiative was developed by a team of Mathematics Education faculty in the Department of Mathematics and Statistics. For the past three years, this team has assisted regional school districts by working with teachers to help prepare their students to be high school and college ready. They have also worked with the high school teachers to design and implement ‘transition to college’ math courses. The knowledge gained from the Mathematics Transitions Initiative and the relationships developed with the K-12 schools will serve as a foundation for the Institute’s initiatives for outreach, teaching, professional development, and research in the other STEM-H fields. With the continued success of the Math Transitions Initiative, the number of high school graduates who are STEM-H ready is expected to increase, supporting the efforts of EKU and other Kentucky Higher Education Institutions in recruitment, retention, and graduation of students in these fields.

For the 2011-12 academic year, the STEM-H Institute will be housed in the Office of Graduate Education and Research and will be directed by Dr. Jaleh Rezaie, Associate Dean of Graduate Education and Research. For information regarding the STEM-H Institute or the EKU Mathematics Transitions Initiative, contact Dr. Rezaie at Jaleh.rezaie@eku.edu or 622-1742.

II. Student Success

Collaborative Initiatives:

1. Noel-Levitz’ analysis and predictive modeling
2. Revision of Scholarship Tuition Model
3. MAP Works (Early Alert Measure for Residential Students)
4. Degree Works Audit System (Direct Path to Degree) (A critical initiative for effective ADVISING)
5. Smooth Transition for Transfers – HB 160
6. The Urgency Team – Contacts with not-yet registered students who were eligible to return to EKU.
7. Academic Practices Aimed at Student Success
   - Use It or Lose It (First-Day Disenrollment)
   - Early Alert Retention Survey
   - The Party is Over (First-Time Freshmen Mid-Term Grade Review)

III. University Office of e-Campus Learning

As of Summer 2011, the e-Campus Center formerly established in the College of Justice and Safety has become the Office of e-Campus Learning for all Eastern’s current and future online programs. Successful director of the e-Campus Center, Tim Matthews, has been named Executive Director of e-Campus Learning. Dr. Fred Kolloff will serve as Director of the Instructional Design Center. We look forward to the unique expertise Executive Director Matthews and Dr. Kolloff will bring to the growth to Eastern’s e-Campus programs.

Our online General Education offerings provide a unique feature of EKU’s Online Model. Dr. Stephen Sumithran will serve as the Program Coordinator for the General Education and Supporting Courses that support e-Campus programs. In this capacity Dr. Sumithran will serve as liaison to department chairs and faculty who develop and teach online general education and supporting courses for e-Campus.

IV. Aviation Program

The Professional Flight option in the Aviation program prepares students to pursue careers in the aerospace industry. Over the past 18 months, EKU has taken over the complete operation of the Professional Flight program. This includes performing all flight operations, acquiring aircraft, scheduling of maintenance, and hiring of flight instructors. The challenges have been great, but the response by students has been encouraging.

Over the past six years until 2010, enrollment numbers remained fairly consistent. The average number of enrollments in the flight courses was 59 from 2006 to 2009. In 2010, Aviation increased enrollments to 93. Currently, 2011 enrollments are at 116. While this number reflects student registration in one or more flight courses over the calendar year, and may contain some duplicate enrollment, the number of students in the program continues to increase as well. Active student enrollment in the Professional Flight program has increased from 38 in Fall 2009 to 144 as of July 8, 2011. Additionally, the number of active students in the Aerospace Management program increased from 20 in Fall 2009 to 62. There are approximately 50 incoming freshmen and a number of transfer students.

Initiatives are also underway to enhance the experience of the program and EKU. These initiatives include:
   - Developing a learning community for the flight students.
   - Working with housing to establish the “Flight Deck” for those living in the dorm.
   - Introducing students to flight instructors and airport operations in an Orientation session.

The Aviation Program has made great progress over the past 18 months and, with the leadership of the new Chief Flight Instructor, Mr. Ralph Gibbs, will continue to grow and improve.

Lunch with Faculty Senators

I will continue to meet with faculty senators for lunch and discussion each Wednesday following Faculty Senate. However, the lunch with Senators on Wednesday is canceled this week due to a meeting in Frankfort.

Respectfully,

Janna P. Vice
Faculty Senate IT Committee (Ad-Hoc)

Committee Members: Tom Kay, Julie Baltisberger, Tyler Huffman, Mike Hawksley, Jeff Kilgore, Gary Potter, David May, James Bliss, Jason Fuller, Mona Isaacs, Darrin Smith, Laurence Hayes, Ward Henline

Progress Report - Informational Notes from Committee Meeting (09/07/2011)

1. Desktop Management: M. Isaacs discussed the purpose of the management system. This service will make managing computers more efficient by pushing updates and patches that requires no user intervention.

   M. Isaacs gave handout detailing Desktop Management:
   - Automatic Security Updates
     - Windows Security Updates
     - Symantec Virus Protection Updates
     - MS Office Security Updates
   - Automatic installation/update of applications needed by ALL computer users
   - Pre-packaged common software applications for easy installation by users
     - MS Office Upgrades and new versions
     - Other Licensed Software: Adobe applications, SPSS, Mathematica, etc.
     - Free Software: iTunes, Pandora, etc.
   - Computer inventory, asset tracking, software license sharing

2. Secured PCs: M. Isaacs discussed the reasons for secured PCs since all faculty PC laptops will be distributed as secured PCs (will not affect Mac users, yet). Currently, < 1% of the released secured staff PCs have had malware problems: 4 Issues in 500 machines. These current issues were related to new malware without OS patches available.

   M. Isaacs gave handout detailing Secured PCs:
   - Administrator rights are not granted to local user account
   - Reduce exposure to malware
     - Protect transactions conducted online, usernames/passwords/data
     - More reliable PC performance
     - Protect information stored on PC
   - Software installation may be done in one of four methods
     - Pre-packaged software does not require administrative privileges
     - Admin credentials supplied by departmental/college technical staff
     - Admin credentials supplied by helpdesk during phone call
     - Beyond Trust third party software allows electronically signed software
The Committee posed scenarios about how the proposed options for software installation would be problematic for faculty with specific tasks that require administrator rights. Typical comments are summarized below:

What about installing new, specific software on computers when:
- The software/publisher has not been added with Beyond Trust?
- Software is needed immediately? Timeline?
- Installation occurs off-campus?
- Contact with technical staff or helpdesk is not possible (after hours)?

IT understands the need for faculty to have administrative rights and working on a process (yet to be determined) to request administrative privileges on PCs.

A set of possible solutions was discussed to address concerns. However, any of the mentioned options will need to be fully tested and vetted before implementation:
- Option: Grant admin rights with justifications (need to determine who will approve and under what circumstances)
- Option: Two accounts where one secure and one with admin rights
- Option: Unix approach for "run as" elevated rights (non-interactive admin login)

One caveat is if administrative privileges are granted, and malware becomes a problem (need to define ‘problem’), what is the solution? Administrative privileges will be removed from the local machine. Need to communicate to faculty the responsibility assumed with administrative rights.

Combination of mentioned options might be possible to address the diverse needs of faculty.

3. IT Requests / Volunteers Needed: Items were discussed where faculty involvement is needed to help with various items:
   i. **Beyond Trust – Beta Test**: Need faculty volunteers to beta test the third party software for secured PCs (October).
   ii. **Faculty Laptop Secure Configuration – Beta Test**: Need faculty volunteers to check out computers from IT that have been configured as “secured PCs” so they can try the configuration to help identify issues (October/November)
   iii. **Faculty Laptop Equipment Testing**: An RFP will be issued this fall and potential vendors will submit evaluation equipment for review. The proposed equipment will be made available for faculty to review and supply needed feedback. Need faculty feedback on PC and Apple evaluation samples (November/December) Decision must be reached by the end of the calendar year.
      - Possible Location for Laptop Evaluation Samples: Keen Johnson (TLC)
   iv. **On-line FAQ for Faculty**: Develop list of questions and get input to generate FAQ

4. Additional Items / Questions:
   i. What are options for campus wide backup? On-site or cloud?
   ii. Solution for SPSS licensing issues?