



Cleveland State University

Diversity Action Plan

A Roadmap for Inclusive Excellence

in Meeting the Challenge of a Diverse Academy

Prepared by:

Njeri Nuru-Holm, Ph.D.
Vice President for Institutional Diversity

in collaboration with the President's Council on Diversity

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TABLE OF CONTENTS

	Page
CSU Mission and Vision Statements	3
Executive Summary	4
Chapter 1. The Diversity Imperative	8
Chapter 2. The Diversity Action Plan	13
Chapter 3. Diversity Performance Indicators	23
Chapter 4. Unfinished Business	25
Chapter 5. Decades of Achievement	29
References	45

This is a fluid document which will be reviewed annually. Revisions, updates, and additions will be made as necessary to continue embedding inclusive excellence into the culture of Cleveland State University. The Diversity Action Plan is meant to be inclusive of all members of the University community who in toto are accountable for inclusive excellence.

Cleveland State University Mission and Vision Statements

Mission

Our mission is to encourage excellence, diversity, and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

Vision

We will be recognized as a student-focused center of scholarly excellence that provides an accessible, engaged and exceptional education to all. We will be a place of opportunity for those who seek truth, strive toward excellence and seek a better life for themselves and for their fellow citizens. As a leader in innovative collaboration — both internally and externally — with business, industry, government, educational institutions and the community, the University will be a critical force in the region's economic development. We will be at the forefront of moral, ethical, social, artistic and economic leadership for the future and embrace the vitality that comes with risk. We will be the strongest public university in the region and be known for our scholarship and diversity in service to students and to our community.

Executive Summary

Cleveland State University (CSU) seeks to be known as a premier institution where diversity and inclusion is valued and celebrated. Diversity is a compelling interest and core university value and commitment to diversity at all levels of the University is important and expected. In his 2009 letter appointment to members of the new President's Council on Diversity (PCD), Cleveland State University President Ronald Berkman affirmed "Diversity is a core value of Cleveland State University and the PCD and our diversity plan are critical to the foundation of my administration." Cleveland State University (CSU) has identified diversity as both a core institutional value and a presidential priority.

Cleveland State serves a population rich in diversity: religion, race, culture, age, gender, and gender orientation. Cleveland itself is a potpourri of different ethnic groups, each with its own traditions and perspectives on the world. The university embraces inclusion, recognizing the intrinsic value inherent in cultural diversity, as well as the benefits wrought by a multicultural academic environment. Accordingly, it is important that CSU reflects the people it is our responsibility to serve as a state university. CSU has emerged as a leader in the education of minority students. A thumbnail sketch of the university's record in diversity over the past decade finds that CSU:

- Continues to be among the top 100 degree producers for African-American master's graduates in all disciplines combined;
- Leads the state in producing African-American Master's graduates in education and the social sciences;
- Continues to have a diverse student body and work force. (People of color comprise 28% of students, 22% of faculty, and 33% of staff.);
- Has a campus climate marked by increased tolerance and acceptance of cultural diversity, as documented by Institutional Diversity survey data; and
- Has significantly boosted minority student retention through aggressive multicultural mentoring. (The fall-to-fall freshmen cohort retention rate from 2007 to 2008 was 68% for participants in the mentoring program, compared to 57% at the university as a whole.)

CSU embraces diversity as a multifaceted concept beyond representational diversity and campus climate, inclusive of multicultural programming, faculty and student support, financial aid, curricular and co-curricular transformation, and supplier diversity.

Diversity in higher education is also a priority nationally as higher education accrediting agencies and national organizations make their own commitments to advancing diversity. It is one of the core components of university accreditation by the North Central Association of the Higher Learning Commission of Colleges and Universities, the accrediting agency for CSU. The principle of "Inclusive Excellence", introduced by the Association of American Colleges and

Universities (AAC&U) in 2003, helped many institutions rethink their approaches to diversity and quality. A 2005 report by the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges goes beyond representational diversity and provides practical tools for identifying and assessing diversity on campus and engaging a campus-wide conversation that leads to personal and institutional change. *Chapter 1. The Diversity Imperative* discusses these issues.

The Diversity Action Plan (DAP) is presented in *Chapter 2. The Diversity Action Plan*. The plan is based on the diligent work of the President's Council on Diversity whose continuing role will be to pursue strategic issues and assist the Vice President in monitoring the DAP by receiving briefings, including reviewing data and providing advice and recommendations to the Vice President and President on all aspects of diversity applicable to the work of the University. The DAP is multifaceted and inclusive of recruitment, retention, partnerships, campus climate, professional development and assessment. DAP Goals reflect the philosophy of the CSU strategic plan, *Vision Unlimited: Building the Future through Shared Goals, Student Success, and the Advancement of Knowledge*, including academic excellence, solid financial foundation, collaborative organizational culture, commitment to student success, valued community resource, and distinctive image. Three additional design principles permeate the plan: leadership, engagement, and communication.

Chapter 3. Diversity Performance Indicators. In order for the University to build upon and sustain diversity and inclusion as both a fundamental value at the heart of our University's mission, vision, and practice, the entire campus community must take ownership of the DAP and take action. This is especially important if we are to successfully address persistent challenges (Chapter 4). The eight DAP strategic goals and their related strategies and actions should be considered and acted upon across all Centers of Responsibility for Diversity¹: President, Board of Trustees, Academic Affairs, Athletics, Business and Finance, Advancement and University Relations, Faculty, Staff, Students, Student Leadership, Enrollment Management and Student Affairs. In order to provide a helpful tool through which action partners, outcomes and assessment mechanisms can be considered. These parameters have been framed as Diversity Performance Indicators (DPIs) and will be used annually to track change.

Chapter 4. Unfinished Business focuses on the challenges we face as a public university. This year we recognize the 20th anniversary of building traditions of diversity, excellence and inclusion under leadership of a Vice President for Institutional Diversity. Strong and continuous progress has earned CSU recognition for diversity leadership at the national, regional, state and local levels, as well as on campus. Nevertheless, CSU is and will continue to be beset with challenges that push the best among us to unexpected higher levels of vision and creativity. The most persistent of these challenges are shared by the nation and the state.

CSU is recognized locally and nationally as a dynamic institution that takes its urban mission seriously. Cleveland attracts a cultural mosaic that is evident at CSU, the most diverse public university in the State of Ohio. The Office of Vice President for Institutional Diversity advances a culturally and intellectually rich campus for diversity and inclusion, supports the educational

¹ Now is the Time: Meeting the Challenge of a Diverse Academy, Association of Public and Land-Grant Universities/American Association of State Colleges and Universities, 2005.

success and personal development of diverse students, and promotes positive race and community relations--its role is University-wide. We are a campus community that reflects the multiple dimensions of inclusive excellence, from the representational diversity across students, faculty, staff and administrators, to curriculum, research, scholarship and creative production, to broader aspects of gender orientation, religion, veteran status and more. CSU is a leader in the state in enrolling and graduating minority students and is a top producer of African American masters graduates. CSU has been recognized nationally in *Diverse Issues in Higher Education* "Top 100" and highly recommended by the *Hispanic Outlook in Higher Education*. CSU is recognized as a leader in workforce diversity by the Greater Cleveland Partnership's Commission on Economic Inclusion and has the largest percentage of diverse faculty among Ohio public universities. The state of diversity at CSU is captured across a variety of regular and special reports, such as: the Vice President's Report to the Board of Trustees and Annual Report to the President, Affirmative Action Annual Workforce Analysis, NCA Self Study Report, and Campus Climate Survey on Race Relations Report. CSU diversity achievements are highlighted in *Chapter 5. Decades of Achievement*.

The Diversity Action Plan is the outcome of an entire academic year of work on the part of the Vice President for Institutional Diversity and the President's Council on Diversity. The DAP is offered to ensure that diversity is integral to excellence in access, opportunity and success at the University. It is intended to guide the University in motivating and holding all members of the academy accountable as centers of responsibility for advancing diversity in the work of our institution. These centers of responsibility for diversity are organizational units as well as individuals, including academic affairs, athletics, business and finance, enrollment management and student affairs, advancement and university relations, faculty, staff, students, and ultimately the President and the Board of Trustees. As a comprehensive strategy, the DAP encompasses representational diversity, campus climate, curricular and co-curricular transformation, recruitment-retention-achievement-graduation, multicultural programs, diversity education and professional development, community partnerships, supplier diversity and outcomes assessment. The goals, strategies and actions are intended to support and foster the advancement of access, opportunity, success, and diversity across all segments of the University in compliance with all federal and state laws applicable to civil rights and higher education. The overarching expected outcomes are increased commitment to diversity and inclusion issues university wide, improved retention and graduation of underrepresented students, focused scholarship on diversity, and continuous action in response to change.

The Vice President for Institutional Diversity extends appreciation to the 21 members of the President's Council on Diversity who were appointed by President Berkman and represent all sectors of the university. They are:

Moatasem Al Bitar	Undergraduate Student SGA Diversity Committee	College of Sciences and Health Professions
Joshua Bagaka's	Dir., Doctoral Studies	College of Education & Human Serv
Mildred Barnard	Associate Director	Affirmative Action Office
George Burke	Director	Ctr for International Services & Prog
Jeffrey Chen	Director	Institutional Research and Analysis
James Drnek	Dean of Students	Student Life
Peter Dunham	Associate Professor	Anthropology Department

Matthew Green	Assistant Professor	Cleveland-Marshall College of Law
Mounir Ibrahim	Professor, Mechanical Eng.	College of Engineering
Brenda Johnson	Asst. Prof, Diversity Mgmt Program – Psychology	College of Sciences and Health Professions
Victor Matos	Prof, Computer & Info Sci	Nance College of Business
Stacey Monroe	Planning Manager	Human Resources
Justin Perry	Asst. Prof., CASAL	Education & Human Services
Sahadeo Ramharrack	Grad Stdt, Diversity Mgmt Prog; SGA Diversity Com	College of Education & Human Services
Robert Romero	Executive-in-Residence	Nance College of Business
Zoe Tyler	Asst. Dir, Leadership Prog	Levin College of Urban Affairs
George Walker	Vice President	Research and Graduate Studies
Melodie Yates	Dir. Diversity Trng & Res	Institutional Diversity
Leonard Young, Co-Chair	Associate General Counsel	Office of General Counsel
Katherine Yurick	Asst Dir, Disability Services	Health and Wellness Services

These colleagues and students contributed their time, talent, knowledge and leadership as they worked diligently and enthusiastically in meetings, engaged in research, and participated in and led focus groups, conducted surveys and interviews and provided advice on the final document. Appreciation also is extended to the President’s Senior Staff, Deans, Department Chairs, Minority Affairs Committee of Faculty Senate, PACRSW, PACEAO, Diversity Management Program, and others helped to refine the DAP and focus the PCD on the suitability of these indicators to the campus environment and the feasibility of data collection for each indicator. External review was provided pro bono by Glendell Jones, President of the National Association of Diversity Officers in Higher Education (NADOHE) and Interim Provost, University of Arkansas. Nancy Rapp provided administrative assistance and support in finalizing this document.

Njeri Nuru-Holm, Ph.D.
Vice President for Institutional Diversity

Chapter 1. The Diversity Imperative

“This court has long recognized that education is the very foundation of good citizenship and for this reason, the diffusion of knowledge and opportunity through public higher education must be accessible to all individuals...It is essential if the dream of one nation is to be realize.” (Sandra Day O’Connor, Grutter v. Bollinger, 2003)

Diversity is a compelling interest in higher education. This has been reiterated and reinforced from the Supreme Court decisions, to core components of university accreditation agencies and disciplinary accrediting organizations, to institutional values and points of pride. In the Supreme Court’s majority opinion in the University of Michigan Law School admission case, the court said: *“In order to cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity”.* (Sandra Day O’Connor, Grutter v. Bollinger, 2003) Yet, higher education still exists in an environment where, in spite of election of the country’s first African American president in 2009, achievement of diversity still presents enormous challenges, including admission, retention, and graduation of students of color. Today, more students of color are walking through the doors of some of our colleges and universities, but the persistent challenge in public higher education, particularly those in urban centers, is retention and graduation.

Higher education institutions are responsible for nurturing and developing the potential of every student. Marginalization issues related to diversity challenge the institutions of higher education in the United States and every continent on the globe. The ability to work well with and lead a diverse team was the one common characteristic desired across a panel of CSU alumni employers at a forum several years ago, and CSU seeks to prepare every graduate accordingly. As the population of the United States and of Ohio grows more diverse, as companies do business in a global economy, as Ohio products are sold throughout the world and Ohio consumers purchase worldwide products, it is important to willingly put in place culturally transformative processes to meet them.

It is also important to have a clear understanding of and commitment to some of the most deeply rooted diversity issues in our national and local context. The United States Census Bureau projects that students of color and ethnic minorities will become the majority in K-12 classrooms by the middle of the 21st century. This dramatic shift in the proportion of minority students is already taking place, with 37% of elementary and secondary school students now identified as students of color or ethnic minorities. Forty percent of all high school graduates in the United States will be non-white by the year 2010, up from a third this year and less than 25% in 1980. Current population estimates project that “minority” students will become the majority in U.S. classrooms by 2050, with an estimated 54% of all students being people of color and ethnic minorities. Women, who in the past have constituted minority populations in colleges and universities, are now the undisputed majority. Today it is not uncommon for students, faculty, and staff to belong to more than one or more demographic category.

Defining Diversity

Diversity is a value of higher education accrediting agencies and national organizations whose statements and guidelines have been of great support to colleges and universities. It is one of the core components of university accreditation by the North Central Association (NCA) of the Higher Learning Commission of Colleges and Universities:

Excerpts from HLC Handbook for Accreditation www.ncahigherlearningcommission.org
Criterion One: Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The Commission pledged that the new accrediting standards would engage organizations in conversations fundamental to their future. What is known for certain about the future of higher education in the United States is that it will have to be responsive to increasing numbers of students of diverse cultures and ethnic backgrounds, and that it will have to prepare its students to live productively in a national and global society marked by extraordinary diversity.

Because attention to diversity is fundamental to quality higher learning in the twenty-first century, the Commission expects every organization to address diversity in its mission documents. The premises undergirding this position are found in the Commission's *Statement on Diversity*.

Diversity is a complex concept. For some organizations, ethnic and racial representation on campus, in educational programs, or in faculty and administration might be very important, particularly if their mission is to serve communities marked by ethnic and cultural diversity. For many organizations serving educational needs of rural or homogeneous communities, recognition and understanding of the impact of diversity may be more important than representation. For other organizations, particularly those that are faith-based, diversity might mistakenly be understood to mean acceptance and tolerance. The Commission acknowledges the importance of distinct cultural contexts and, therefore, recognizes the importance that organizations attach to being able to define themselves in ways that are unique to their existence and respective missions. With its expectation that even these organizations acknowledge the importance of diversity, the Commission asks that all organizations be transparently clear in their statements of expectations of college constituencies, fair in their enforcement of those expectations, and protective of the dignity of individuals whose behavior or beliefs may not always fit those expectations.

As it defines and interprets evidence related to this Core Component, an organization may wish to consider the following Examples of Evidence.

- *Mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission.*

- *The mission documents present the organization’s function in a multicultural society.*
- *The mission documents affirm the organization’s commitment to honor the dignity and worth of individuals.*
- *The organization’s required codes of belief or expected behavior are congruent with its mission.*
- *The mission documents provide a basis for the organization’s basic strategies to address diversity.*

In January 2008, the CSU Board of Trustees approved revision of the CSU Mission and Vision Statements to completely and clearly reflect its longstanding commitment to “diversity” and new core value of “engaged learning”. Those statements appear in the front of this document. In addition, the CSU website bears a diversity link on the bottom margin of the homepage which borders every page.

The tremendous diversity in organizations providing higher education degrees is a given in the United States. As we move farther into the twenty-first century, the structures of those organizations will become increasingly complex and increasingly flexible; increasingly reliant on partnerships, consortia, and collaborations to provide quality higher learning in an age transformed by technology; increasingly driven to respond to unanticipated and different opportunities to provide education to new and changing populations of students; and increasingly required to provide education relevant to a global society.

The Association of American Colleges and Universities (AAC&U) defines “liberal education” as *An approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world and helps them develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.*

A 2005 report by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land Grant Colleges (now Association of Public and Land Grant Universities – A.P.L.U.) also goes beyond representational diversity and provides practical tools for identifying and assessing diversity on campus and for engaging a campus-wide conversation that leads to personal and institutional change.

Excerpts from Now is the Time, APLU/AASCU, 2005

Diversity can be broadly defined to include all aspects of human difference, including but not limited to race, gender, age, sexual orientation, religion, disability, social-economic status and status as a veteran. ...This report focuses in particular on achieving equal access, meaningful academic and intellectual inclusion in curriculum, research and service, and holistic integration into the academic culture of higher education for underrepresented African American, American Hispanic, Native American and Asian American students.

...faculty, administrators and students at colleges and universities across the country continue to grapple with the real work of creating institutions of learning that not only provide equal opportunity for people of all backgrounds, ethnicities and races, but also provide equality of education in environments that promote individual and institutional success.

...Creating diverse – and thereby thriving- colleges and universities is not only a compelling idea, but a growing necessity, made greater by the social and demographic changes that are rapidly transforming higher education. Simply put, if higher education is to reflect the reality of our nation, it must look very different than it does at present.

Researchers estimate that 65 percent of population growth in the US over the next two decades will be people labeled today as “minority”, and that by 2015, nearly 80 percent of students entering colleges in the US will be students of color. Although the number of students of color is increasing today, the persistent challenge, especially in public higher education, is the retention, achievement and graduation of students of color.

The diversity imperative provides not only personal benefit but also common good; it has critical ramifications not only for individual development but also for learning, economic success and the health of our democracy. Diversity on campus and in the curriculum is an extraordinary resource, producing new knowledge, new respect, and a new commitment to the community. This is reflected through the words and deeds of institutional leadership, curricular and co-curricular transformation, campus climate, representational diversity and businesses with whom the university contracts. It is important for leadership to clarify expectations, invest human and fiscal resources in diversity, and expect accountability at all levels. The extent to which diversity in its broadest sense is incorporated into the curriculum and co-curriculum and efforts continue to infuse the curriculum with elements that reflects broader commitment to institutional diversity. A diverse campus climate is reflected further through programs and events, messages, images, symbols and values that make campus a welcoming and inclusive environment for all members of the university community. Representational diversity is important in attracting, retaining, and developing intellectual curiosity, perspective and debate commensurate with the university mission and service region. Doing business with minority-owned and women-owned businesses and continued outreach to those entities turns commitment into action. These elements are common across a wide spectrum of colleges and universities in helping to define and analyze what diversity is and is not, and how to leverage diversity for benefit of the academy and our society. A diverse society, taken in the broadest sense, means both diversity in individuals and cultures and also diversity in knowledge. Diversity in knowledge is an essential characteristic in the required general education curriculum.

Inclusive Excellence

The principle of “Inclusive Excellence”, introduced by the Association of American Colleges and Universities (AAC&U) in 2003, has helped many institutions to rethink its approaches to diversity and excellence. *Inclusive excellence* is both a means for accomplishing this goal and its beneficiary. Inclusive excellence involves grounding the academic experience of students and faculty in intellectual rigor that presupposes the importance and complexity of diversity and contributes to the development of the sophisticated intercultural skills necessary to work in a

diverse society and interconnected world. *Inclusive Excellence* is a commitment to creating a campus environment that not only recognizes and appreciates the talents, skills, and perspectives of every staff member, faculty member, and administrator, but also uses those skills to achieve educational and organizational objectives while producing a robust, creative environment.

Inclusive excellence is comprehensive educational reform based on research and theory as well as best practices designed to yield better outcomes for students while fulfilling the University mission. We believe that all students should have an opportunity to receive a high quality learning experience, regardless of demographic characteristics and educational background. We value all participants in our learning community as critical links in a network of relationships and talent that fosters inclusive excellence. An institution that has embraced *inclusive excellence* typically is characterized by: a welcoming campus climate wherein seeking out, listening to and respecting the perspectives of others is common; the diverse backgrounds of students, faculty and staff enrich the educational experience; organizational resources are purposefully developed and used to enhance the learning and achievement of all students and employees; and high expectations exist for the incorporation of inclusiveness in teaching, research, service and outreach; and an there is a focus on both intellectual and social development.

Chapter 2. The Diversity Action Plan

“Design, develop, and implement a comprehensive system of responsibility, accountability, and recognition for increasing campus diversity, improving campus climate, and advancing the knowledge base for creating and sustaining a culturally diverse community of learners, teachers, researchers, and workers” (Virginia Tech)

In Fall 2009, President Berkman appointed the 21-member President’s Council on Diversity (PCD) and charged it with responsibility to: 1) Provide advice and recommendations to the Vice President for Institutional Diversity and the President regarding all aspects of diversity applicable to the work of the University and its faculty, staff, students and administrators; 2) Assist the Vice President in setting goals and priorities for and monitoring and updating the Diversity Action Plan (DAP) and annual report; 3) Review and make recommendations annually regarding the state of diversity at CSU; 4) Receive briefings on matters related to diversity and be informed by data; and 5) Meet annually with the President of the University. The Diversity Action Plan is the outcome of one academic year of work on the part of the Vice President for Institutional Diversity and the President’s Council on Diversity. The DAP is based on the work of the President’s Council on Diversity, whose continuing role will be to pursue strategic issues and assist the Vice President in monitoring the DAP in accordance with its charge.

The DAP is multifaceted and inclusive of recruitment, retention, partnerships, campus climate, professional development and assessment. DAP Goals reflect the core of the CSU strategic plan *Vision Unlimited: Building the Future through Shared Goals, Student Success, and the Advancement of Knowledge*. That core is academic excellence, solid financial foundation for advancement, collaborative organizational culture, commitment to student success, valued community resource, and distinctive image with a vibrant environment. Three additional design principles permeate the DAP: leadership, engagement, and communication.

The DAP is offered to ensure that diversity is integral to excellence in access, opportunity and success at the University. It is intended to guide the University in motivating and holding all members of the academy accountable as centers of responsibility for advancing diversity in the work of our institution. These centers of responsibility for diversity are organizational units as well as individuals, including academic affairs, athletics, business and finance, enrollment management and student affairs, advancement and university relations, faculty, staff, students, and ultimately the President and the Board of Trustees. As a comprehensive strategy, the DAP encompasses representational diversity, campus climate, curricular and co-curricular transformation, recruitment-retention-achievement-graduation, multicultural programs, diversity education and professional development, community partnerships, supplier diversity and outcomes assessment. The goals, strategies and actions are intended to support and foster the advancement of access, opportunity, success with diversity across all segments of the University and in compliance with all federal and state laws applicable to civil rights and higher education. The overarching expected outcomes are increased commitment to diversity and inclusive excellence university wide, improved retention and graduation of underrepresented students, focused scholarship on diversity, and continuous action in response to change.

The DAP is framed by eight goals designed to build upon a 20-year legacy of building traditions of diversity, excellence and inclusion.

1. *Campus Climate: **Enrich and assess the campus climate for diversity and inclusion.*** Foster a campus environment that respects differences while encouraging inclusiveness. Assess and improve the cultural and organizational climate and insure an inclusive environment that encourages participation of all groups and individuals irrespective of culture, orientation or perspective.

2. *Faculty and Staff: **Ensure diversity of faculty and professional, executive, administrative and classified staff*** through understanding of this goal across all units as reflective of institutional commitment to diversity as a core value. Identify general and demographically specific challenges and opportunities related to best practices and retention of faculty and staff, and insuring adherence to disciplinary and professional standards of practice.

3. *Students: **Strengthen recruitment, retention, achievement and graduation of diverse students.*** Increase the recruitment, retention, and representation of people of color, women, people with disabilities, and other underrepresented groups among students with focus on improving programs designed to increase retention and completion rates of students from underrepresented populations, identifying both general and demographically specific challenges and opportunities.

4. *Education and Training: **Strengthen diversity education and professional development.*** Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for the benefit of the teaching-learning environment and all members of the CSU community and its alumni.

5. *Curriculum: **Engage in curricular and co-curricular transformation and professional development related to diversity.*** Incorporate global awareness and understanding of diversity and inclusion as appropriate to the disciplines.

6. *Campus Community: **Strengthen and promote multicultural programs*** in ways that continue to enrich the learning experience and personal development. Build more partnerships to strengthen co-curricular value.

7. *Outreach: **Enrich the urban and university communities through outreach, service and partnerships with diverse communities.*** Build and strengthen collaboration and partnerships with organizations, agencies and alumni to strengthen diversity and student success.

8. *Supplier Diversity: **Strengthen the supplier diversity program*** through outreach, partnerships and recognition. Build a strong supplier diversity initiative by increasing the diversity of our supplier base and spend, and increase engagement with minority-owned and women-owned businesses.

Diversity Action Plan

Goal I: Enrich the campus climate for diversity and inclusion

Strategy 1: Strengthen and maintain multiple avenues of assessment of the campus climate for diversity and inclusion

Action 1. Prepare an annual report on the state of diversity at CSU.

Action 2. Continue to conduct the Campus Climate Survey on Race Relations and Diversity every four years, including additional dimensions of diversity (e.g. disabilities, sexual orientation, religion, veteran status).

Action 3. Conduct focus groups as a safe space for difficult dialogues on diversity and targeted discussions around centers of responsibility for diversity.

Action 4. Implement a national model for diversity assessment, such as the Equity Scorecard.

Action 5. Monitor disaggregated data related to race and gender across the university.

Action 6. Add a Diversity section in the annual Book of Trends.

Action 7. Enhance the process for the collection and reporting of university-wide data and the implementation of recommendations related to diversity.

Strategy 2. Foster common understanding of and commitment to diversity.

Action 1. Increase visibility and accessibility of multicultural focused departments and programs (e.g. Office of Diversity and Multicultural Programs).

Action 2. Provide diversity training concerning multiple dimensions of diversity for the campus community, and require diversity training for Residence Hall staff and graduate student personnel.

Action 3. Create and maintain a comprehensive centralized and informative year long electronic calendar of events related to diversity.

Action 4. Incorporate diversity and inclusive excellence as a performance dimension within the annual performance appraisal for all faculty and executive, administrative, professional and classified staff; hold executives and administrators accountable for insuring that their areas are positively impacting diversity.

Action 5. Develop and publicly present awards for faculty, staff, students, student organizations and units that have made outstanding contributions to the advancement of diversity and inclusive excellence.

Action 6. Ensure that campus facilities are accessible, functional and safe at all times.

Action 7. Routinely update campus policies to maintain fairness, consistency, accuracy and compliance with changing state and federal rules and regulations governing public institutions.

Goal II. Ensure Diversity of Faculty, Professional, Classified and Executive and Administrative Staff

Strategy 1: Develop and implement a robust and inclusive recruitment plan for faculty, administrators, and staff.

Action 1. Engage various recruitment strategies to attract and hire candidates from diverse populations, including using diverse faculty and staff to identify and attract diverse candidate pools.

Action 2. Promote the University, Cleveland and Northeast Ohio as attractive places for diverse populations, using inclusive and gender sensitive language and images.

Action 3. Develop a statement of expectation for search firms regarding delivering a diverse pool of candidates and analyze their ability to do so.

Action 4. Develop and implement a process for ongoing evaluation of retention factors and identification of best practices (e.g. focus groups, exit interview data, and demographics of promotion, tenure and retirements).

Strategy 2. Develop and implement robust and inclusive recruitment and retention plan for faculty.

Action 1. Develop and maintain an effective faculty recruitment plan for each college designed to increase diversity of applicant pools, inclusive of identifying and targeting promising doctoral candidates who have completed all but the dissertation, personal and electronic outreach to professional organizations, historically Black colleges and universities, Hispanic serving institutions and Tribal Colleges.

Action 2. Strengthen current programs and design and implement new programs to support the progress of junior faculty toward tenure, inclusive of mentoring, peer evaluations, research support, and opportunities for professional development on and off-campus, and ensure broad dissemination of the availability of such programs, especially for women, people of color, and members of other underrepresented groups.

Action 3. Increase and develop funding opportunities to support underrepresented faculty and research related to diversity (e.g. Engaging Diversity Grants of Excellence program),

including seeking foundation, corporate and private donor support for course and program development related to diversity.

Strategy 3. Develop and implement robust and inclusive retention strategies for administrative, professional and classified staff.

Action 1. Develop and maintain an effective mentoring process for career advancement and development of diverse academic leaders and administrators, including succession planning that allows all to grow through broad leadership experience.

Action 2. Provide regular administrative professional development training inclusive of diversity.

Action 3. Increase opportunities for professional development and career advancement of classified and professional staff.

Goal III. Strengthen Recruitment, Retention, Achievement and Graduation of Diverse Students

Strategy 1. Strengthen recruitment of students of color and underrepresented students

Action 1. Conduct a study to establish baseline disaggregated information regarding the financial need of newly admitted students and the reasons why others chose not to enroll; annually analyze disaggregate data related to scholarships, grants and loans and track recruitment outcomes.

Action 2. Strengthen and expand financial aid for underrepresented students, including need-based financial support and incentives for high achieving students through such programs as the Study Abroad Opportunity Fund, book grants, and continuation scholarships.

Action 3. Increase the number, amount, and diversity of financial aid awards for Graduate Assistantships and undergraduate programs for high achieving students in order to achieve and maintain competitiveness.

Action 4. Centrally list all graduate assistant positions available across campus.

Action 5. Design and implement a retention program that fits the profile and needs of older commuting students.

Action 6. Engage diverse CSU students and alumni in targeted recruitment through educational and service opportunities in high schools and the local urban community, e.g. mentoring, motivational speaking, volunteerism.

Action 7. Build strong relationships with and showcase CSU to high school guidance counselors and principals in the Cleveland Municipal School District and diversity rich inner ring suburbs, with particular attention to involving CSU alums who are CMSD graduates.

Action 8. Increase and sustain the effectiveness of Multicultural Visit Days and ensure strong participation of juniors and seniors from the Cleveland Municipal School District and other municipalities with good racial/ethnic presence.

Strategy 2. Develop an outcome oriented retention plan for diverse and underrepresented students.

Action 1. Strengthen and create mentoring programs across the university, with particular attention to the retention, achievement and success of underrepresented students of color, including department based mentoring programs between graduate and undergraduate students.

Action 2. Monitor students from social groups with a low retention rate who are on academic probation and encourage these students to register for and participate in a culture-based peer or faculty mentoring program in the Office of Diversity and Multicultural Affairs.

Action 3. Develop and implement an effective roadmap to graduation for each student beginning with new student orientation and advising, reconcile annually and triage with targeted academic and personal support services to keep the student focused, motivated and on track for timely graduation.

Action 4. Utilize financial incentives to foster retention and timely graduation, e.g. textbooks, women services, funding to offset the absence of federal and state support for summer matriculation of disabled students.

Action 5. Extend the Mid-term Grades for freshmen policy to include sophomores as a failsafe checkpoint for intrusive intervention before the 60 credit hour good academic standing limit.

Strategy 3. Monitor student achievement and graduation of diverse students.

Action 1. Monitor racial and gender disaggregated data, conduct research and maintain state-of-the-art knowledge regarding programs, services and best practices for student success.

Action 2. Engage departments in effectively mentoring and monitoring progress of majors.

Action 3. Strengthen and expand formal and informal learning communities as a retention and achievement strategy for all students inside and outside the classroom and in Residence Halls.

Strategy 4. Maximize engagement of and communication with students of color.

Action 1. Maximize communication of information across campus that focuses on helping underrepresented students and getting them to those services, including registering all freshmen students of color with the Office of Diversity and Multicultural Affairs.

Action 2. Expand campus-wide events and programs that demonstrate appreciation of all students, inclusive of students with disabilities.

Action 3. Create an environment that encourages positive inquiry and engages, listens to and values all voices across the university.

Action 4. Host an annual picnic for new students and their parents to foster and reinforce networking and the concept of a village of support.

Goal IV. Strengthen Diversity Education and Professional Development

Strategy 1. Expand diversity training and diversity education opportunities across faculty, staff and students.

Action 1. Infuse cultural competency training and development into faculty, staff and student orientations, inclusive of disabilities and gender orientation.²

Action 2. Require special cultural competency training of all supervisors, student paraprofessional staff, and student leaders.

Action 3. Provide opportunities for faculty and staff to gain diversity-oriented knowledge to manage and leverage issues and strengths in a diverse classroom.

Action 4. Develop programs for regional cross-cultural educational experiences.

Strategy 2. Develop a Diversity Institute as a resource center for teaching, research, and service and fosters diversity leadership and best practices across all sectors of the university.

Action 1. Identify and promote existing diversity related interdisciplinary curriculum and research.

Action 2. Include the creation of partnerships for curriculum development, research, professional development, special programs, and diversity resources for teaching and learning.

Action 3. Prepare a proposal and seek funding to establish the Diversity Institute.

Goal V. Engage in Curricular and Co-Curricular Transformation related to Diversity

² Curriculum development, instructor salary brochures, educational supplied. Count # of sessions conducted annually.

Strategy 1. Build upon existing curriculum focused on multicultural and diversity topics.

Action 1. Introduce new courses and modules on diversity.

Action 2. Introduce diversity content into “non-diversity” courses (e.g. the College of Nursing is actively engaged in infusing diversity throughout its curriculum).

Action 3. Encourage the development of new General Education courses on diversity.

Strategy 2. Develop certificates/majors focused on multicultural and diversity topics

Action 1. Develop an undergraduate certificate in Diversity Studies.

Action 2. Develop and promote diversity components within existing certificates, e.g. nursing, health and human services, arts management, bioethics, journalism.

Strategy 3. Strengthen co-curricular activities focused on diversity and inclusion.

Action 1. Develop a network of leadership representatives from each college and units on campus to insure communication and collaboration related to diversity programs and plans.

Action 2. Maximize the value of co-curricular programs to teaching, learning and student development through involvement of faculty in their development and implementation.

Goal VI. Strengthen and Promote Multicultural Programs

Strategy 1. Support multicultural programs across campus.

Action 1. Develop a Multicultural Programming Committee to foster collaboration, strengthen co-curricular value and create more opportunities for diversity programming and multicultural forums.

Action 2. Conduct an institutional survey identifying all areas of multicultural programming.

Action 3. Define all that is included in multicultural programming and assist in creating awareness of the many groups and their traditions at CSU.

Strategy 2. Enhance marketing and public relations to promote university programs and achievements related to diversity.

Action 1. Identify a central resource for support with multicultural programming.

Action 2. Develop a web page which will include all multicultural programming

Action 3. Include and sustain diversity topics and issues in student newspapers and literary publications (e.g. writer who covers diversity, briefs from SGA Diversity Committee, diversity of published authors and subjects).

Action 4. Strategically market diversity strengths and achievements on campus, to specific academic areas, and to off campus community organizations.

Action 5. Create and maintain a comprehensive centralized year long electronic calendar of events related to diversity.

Goal VII. Enrich the urban community and university community through outreach, service and partnerships with diverse communities.

Strategy 1. Systematically promote CSU diversity achievements and solicit input from various internal and external constituencies regarding diversity issues in higher education.

Action 1. Strengthen existing and develop new collaborations with the City of Cleveland and other public and private institutions, businesses and community organizations that foster diversity and benefit the urban community.

Action 2. Provide an annual opportunity for discussion and exchange of ideas with elected officials, business and community leaders related to state and community issues impacting diversity and the urban community.

Strategy 2. Develop an internal information and assessment system to track CSU outreach to and collaboration with diverse communities.

Action 1. Secure baseline information on CSU's current outreach and partnership efforts.

Action 2. Strategically engage external leaders and alumni through recognition and involvement.

GOAL VIII. Enhance the Supplier Diversity Program

Strategy 1. Increase supplier diversity spending by the University.

Action 1. Develop and implement a comprehensive plan and assessment for managing the University's spending with minority-owned and women-owned business suppliers.

Action 2. Create ongoing in-service training opportunities for all purchasing and capital outlay personnel regarding supplier diversity initiatives and programming.³

Action 3. Establish and monitor spending with minority and women business suppliers as prescribed by the State of Ohio and annually analyze spending with Hispanic businesses,⁴ central and decentralized purchase activities and discretionary spending.

³ Certification documented annually by Purchasing Services Office and reported to DID.

Strategy 2. Enhance communication with minority and women business enterprises and external and internal stakeholders regarding CSU contract opportunities.

Action 1. Identify and annually share with purchasing units updated lists of current and potential minority and women business enterprise suppliers.⁵

Action 2. Develop a communications strategy to attract potential MWBE suppliers.

Action 3. Sponsor events to foster minority and EDGE business with CSU, including an annual networking reception.

Action 4. Join key trade organizations to establish collaborative relationships.⁶

⁴ Quarterly spending reports presented to DID

⁵ Communicate on a quarterly/semester basis (and add link to info)

⁶Including Minority Business Enterprise, CAAO, HBA for central and decentralized purchase activities and discretionary spending.

Chapter 3. Diversity Performance Indicators

"...until diversity becomes a central feature of strategic planning efforts, little will substantively change with regard to campus diversity, and diversity initiatives will remain marginal and vulnerable." (Diversity Digest, Fall 1999)

Building upon and sustaining diversity as a core value in the CSU mission, vision and practice asks the entire campus community to take ownership of the Diversity Action Plan and to act. This is especially important if we are to successfully address persistent challenges. Key to the process are the *Centers of Responsibility for Diversity*: President, Board of Trustees, Academic Affairs, Athletics, Business and Finance, Advancement and University Relations, Faculty, Staff, Students, Student Leadership, Enrollment Management and Student Affairs. Key Performance Indicators will be used as a helpful tool in preserving and nurturing campus change within the context of the CSU mission and vision. For purposes of the Diversity Action Plan, those indicators will be known as Diversity Performance Indicators (DPIs). DPIs will provide a system through which action partners, outcomes and assessment mechanisms can be considered and tangible data and operational instruments will be gathered and used for determining how well the DAP is working. DPIs also will allow for highlighting key information about those areas that need more attention. A wide array of suggested DPIs were identified by the PCD to capture outcomes for the purpose of periodically reviewing through the CSU internal webpage. The DPIs are designed to be suitable for year-end reviews.

What Do DPI Indicate?

The DPI are used to indicate broad trends for the DAP as a whole, the eight core indicators suggesting the direction of performance as rising, stable, or declining. DPI were developed by the PCD with input from the faculty, staff and students during the Spring 2010 semester.

Three principles guided the selection of DPI.

1. Commonly recognized and standard operational performance measures for institutional diversity outcomes, (e.g. retention and graduation of students by race and gender).
2. Utilization of nationally-recognized instruments for data collection with known psychometric properties.
3. Utilization of existing institutional databases thereby facilitating identification of baseline data without creating an unacceptably cumbersome progress monitoring system.

The DPI were developed for monitoring the DAP. The DPI will not only capture growth and change, but also will provide an interface with the changing external and internal realities of the CSU campus community. As with *Vision Unlimited*, this change-and-scan process is intended to guarantee that planning is continuous. The DPI will inform the planning process by generating trends and highlighting areas that are either considered strengths or those that need additional focus. Responsibility, accountability and collaboration are expected and will serve the University well.

Monitoring institutional diversity progress under the DAP is designed to be an iterative process that fits the ongoing and continuously updating nature of the plan itself. It is anticipated that through this planning process many programs and operations on CSU's campus will be enhanced. The DAP is intentionally flexible to provide senior leadership the opportunity to determine in which ways their areas will take responsibility for and contribute to specific *goals*, *strategies* and *actions*; e.g. the Nance College of Business Diversity Plan, curricular infusion by the College of Nursing, half of the Learning Communities having a cultural focus or component. The PCD will monitor University progress in implementing the DAP, including annually reviewing relevant university, division and unit level plans, reports and outcomes, and otherwise assisting the University to become known for inclusive excellence .

Chapter 4. Unfinished Business

The contribution that CSU is making is actually educating the future work force. We know what the demographics are, and after the current census we're going to see even greater diversity. Students of color come into the University, but they often don't know what they want to major in. So many are first generation college goers, who have a parent who is pushing them to do better than they achieved. We are able to motivate students beyond what they can even see.

- Dr. Njeri Nuru-Holm, Vice President for Institutional Diversity⁷

The CSU mission and vision statements, which appear in the front of this document, are designed around the core value of *diversity* that should permeate campus life and all academic and co-curricular areas. CSU serves a diverse population of learners: 40% of its students are minorities and nearly 60% are female. The 2010 Book of Trends highlights total enrollment by race in Fall 2009: 58% White, 18% Black, 3% Hispanic, 3% Asian or Pacific Islander, .3% Native American, 6% non-resident alien, and 10% unknown. Of the 16,506 students enrolled at CSU in that same semester, 56% were female and 44% were male. One of CSU's strengths is that the student population reflects the diversity of our region and the university continues to attract a high number of international students.

Although CSU has a legacy of consistent progress related to representational diversity and progress in the academic arena regarding hiring, curriculum, programs and programming, leadership from the top (President and Board), and awards at the national and regional levels, challenges persist. In a 2009 briefing paper to the CSU Board of Trustees, Vice President Nuru-Holm identified two strategic issues facing CSU related to diversity: 1) retention and graduation of students of color, and 2) a systematic university-wide approach to diversity and inclusion.

Strategic Issues Briefing Submitted for the CSU Board of Trustees Retreat 2009

Strategic Issue 1: Retention and Graduation Rates of Students of Color

CSU continues to be challenged by retention and graduation of all students, with a widening retention and graduation gap between whites and African Americans, particularly African American males.⁸ The CSU six-year cohort graduation rates for African American students places CSU near the bottom compared to 1,050 public institutions. The six-year cohort graduation rates for African American males entering in 1984⁹, 1991¹⁰ and 2001¹¹ cohorts were 3%, 20% and 13% respectively. The dynamics of first generation, under preparedness, low income, social isolation and racial climate all potentially influence retention and graduation outcomes.

⁷ 2010 Self-Study for North Central Association, p. 5.

⁸ May 2009 white paper on Undergraduate African American Enrollment, Retention, and Degree Attainment at CSU summarizes this persistent national and institutional issue: current state, initiatives, recommendations.

⁹ Jackson, Cheryl. 1992 'Few black men obtain CSU degrees', The Plain Dealer, p 1B

¹⁰ CSU 1997 IPEDS Graduation Rate Survey from Institutional Research

¹¹ CSU 2008 IPEDS Graduation Rate Survey from Institutional Research

In 1991, the Division of Institutional Diversity (DID) established the Black Male Initiative (BMI), currently part of the AHANA Peer Mentoring Program.¹² Although freshmen retention rates of 68%-85% for BMI are higher than for non-participants, only a small number of students are served and the cohort graduation rate remains consistently low in the 13%-22% range. CSU raised admissions standards in 2004 in an effort to admit students that predictably have the academic preparation to succeed. Freshmen mid-term grades were instituted and sophomore mid-term grades were recommended. Supplemental book awards and emergency funds have provided support. Faculty diversity increased with full-time tenure track faculty hires for Fall 2008: 54% minority and 54% female. A Campus Climate Race Relations Survey of students conducted over a 10 year period has provided useful data by race and gender. Data from the 2010 survey will be available in Fall 2010.

Strategies to improve retention, achievement and graduation of African American males and students of color in general require an institutional-wide response. CSU will utilize such an approach in the university-wide Diversity and Inclusion Action Plan that has as one of its areas of emphasis retention, achievement and graduation of diverse students and calls for a more systemic approach and broad based responsibility and accountability.¹³ Best practices related to retention of African American males need to be identified, developed and utilized, including engaging communities of interest, mentoring, and encouragement models. An outcomes oriented retention plan focused on the needs of diverse students should be developed, implemented and assessed. Monitoring diverse student retention, achievement and graduation, and maximizing academic and social engagement of students of color are especially important during the first two years. More need based financial aid also is important to attract and retain capable students from area high schools.

Strategic Issue 2: Systematic, University-wide Approach to Diversity and Inclusion

Diversity is a key foundation stone for excellence in American higher education and particularly reinforcing for student success in public universities. Although diversity is everyone's responsibility, it has not been a compelling interest and strategic priority across all sectors of the university. Service, administrative and structural silos and minimal commitment to addressing the challenge of a diverse academy beyond affirmative action compliance tend to weaken the overall value and impact of the university as a public good in serving our richly diverse Cleveland metropolitan area and northeast Ohio. A collaborative organizational culture with university-wide responsibility for diversity will advance student success, institutional image and competitive value. It is tempting to rest on our laurels and/or the inability to sustain an effort if vigilance and responsibility is not shared throughout the institution.

¹² Partially funded by the Black United Fund since 1997.

¹³ The AHANA RUNNING S.T.A.R.T. program and the Undergraduate Academic Boot Camp support students in the preliminary stages of matriculation.

Establishment of an office of institutional diversity at the vice presidential level was innovative in 1989. Twenty years of institutional diversity work has resulted in external recognition of CSU for diversity achievements at the local, regional and national levels. Beyond representational diversity¹⁴, there is: broadened understanding and definition of diversity; more visible leadership and better relationships and collaboration with diverse communities and campus affinity groups; improved perceptions of the racial climate¹⁵ and student satisfaction; development of curricular infusion models, diversity education, research, and degree programs and co-curricular programs. Diversity is engaged to varying degrees across most sectors of the university.

Every sector of the university should be a center of responsibility for diversity and inclusive excellence. Goals should reflect diversity commitment and accountability in a way that contributes toward university recruitment, retention, partnerships, campus climate, professional development and assessment. A CSU Diversity and Inclusion Action Plan, inclusive of college and departmental plans across all sectors of the university, needs to be formalized and implemented in order to meet the challenge of a diverse academy for all constituents, maximize opportunity, and effectively champion diversity strengths. Strategic planning, identification of national and CSU best practices, and monitoring related to representational diversity need to be a priority as nearly one-third of the workforce likely will retire and turnover within the next five years. Multiple strategies should be employed at all levels of the university to foster a common understanding of domestic and global diversity and help reinforce diversity as a core institutional value. Experiential diversity education should be a core component of new faculty, staff and student orientations. Engaging in curricular and co-curricular transformation related to diversity should be a given. The campus climate for diversity and inclusion should be assessed annually using a variety of quantitative and qualitative measures such as surveys, focus groups, targeted/reflective discussions, and utilization of national measurement systems such as the Equity Scorecard and the National Survey of Student Engagement. Disaggregated data related to racial diversity should be required so all voices are being measured and heard.

These two Strategic Issues lead to a series of questions:

- 1. How can CSU best institute a systematic university-wide response to the challenges of retention and graduation of students of color with broad based responsibility and accountability?*
- 2. How does CSU best improve the retention and graduation rates of students of color? African American males?*
- 3. How can CSU decrease the racial gaps in student retention and graduation while raising those outcomes for all students?*
- 4. What diversity expectations should the Board of Trustees and the President convey that affirm diversity as integral to institutional excellence at all levels of the academy?*
- 5. What key performance indicators related to diversity are important to the Board?*

¹⁴ For Fall 2008 ?? Full-time tenure track faculty hires, 54% were minorities and 54% were women.

¹⁵ Campus Climate Survey data 1994 to 2005; FY2010 climate assessment in process.

6. *How can development and implementation of a CSU Diversity and Inclusion Action Plan engage the type of university-wide responsibility and accountability needed to further advance diversity and excellence?*
7. *What is the best way for the President and the Board to monitor institutional efforts and progress related to diversity? (e.g. the advancement of racial diversity in student retention, achievement and graduation and in hiring and retention of faculty, staff and administrators; supplier diversity; campus climate)*

Our business related to meeting the challenge of a diverse academy is unfinished at CSU, in the State of Ohio, and nationally. Nevertheless, CSU is pleased with the breadth of its accomplishments across all sectors of the University, as described in Chapter 5. However, we need to do more to assure continuous progress and that advancement in the diversity arena is sustainable.

Chapter 5. Decades of Achievement

Institutional Diversity

In 1989, Cleveland State University was one of the first universities to establish the chief diversity officer position at the University at the vice presidential level. Originally named the Office of Minority Affairs and Human Relations, the name and structure of the office has changed over the years in conjunction with the evolution of the University. Today, the Division of Institutional Diversity has the University-wide responsibility to advance diversity, opportunity and positive race and community relations. Program initiatives, as detailed earlier in this chapter, strive to enrich the campus environment through educational experiences to enhance positive race and human relations; retention of minority students, faculty and staff; support for academic and non-academic diversity initiatives; identification and response to issues and concerns related to minority groups; review of institutional policies, procedures, priorities and programs related to serving the diverse University community; and collaboration with the urban community through outreach and service. As the chief diversity officer of the University, the Vice President of Institutional Diversity provides leadership for the Division to further the advancement of institutional diversity, community relations, diversity training and education, diversity outreach and retention and the campus climate. The Division comprises the Office of the Vice President and the Office of Diversity and Multicultural Affairs (ODAMA). Major retention, achievement and student support programs include the AHANA Peer Mentoring Program (African American, Hispanic American, Asian American and Native American), the STARS (Student Achievement in Research and Scholarship) undergraduate research program, and Gay, Lesbian, Bisexual and Transgender (GLBT) Student Services.

As we celebrate this year the 20th anniversary of the Division of Institutional Diversity, we are justifiably proud of the university's longstanding commitment to diversity and the many accomplishments we have achieved. Highlights of the first 20 years are included in the Chronology and artifacts and memorabilia have been on display in the three university exhibits, two in the Michael Schwartz University Library and currently in the corridor gallery outside the Howard A. Mims African American Cultural Center and the Marejjoyce Green Women's Center.

<http://www.csuohio.edu/offices/diversity/news/diversitytimeline.pdf>.

The first couple of years were turbulent as the University tried to redefine itself and find its way related to diversity in the aftermath of the firing of the first vice president, student protests, and in previous years a Congressional investigation and a conciliation agreement with the Office of Federal Contract Compliance Programs (OFCCP). In 1992, CSU hired Dr. Njeri Nuru-Holm, Dean of the School of Communication at Gallaudet University, as the second vice president. She has provided proactive leadership for the past 18 years, including meriting commendation from the OFCCP upon their second review. This would not have been possible without consistent support from the top, a best practice at any university, and across all sectors of the University. Evidence of that support includes presidential statements, strategic goals, and committees with diversity focus, such as the President's Advisory Committee on Equal Opportunity and Access (PACEAO); President's Council on the Conduct of Searches (PCCS); President's Advisory Council on the Role and Status of Women (PACRSW); Minority Affairs Committee (MAC) of the Faculty Senate; Diversity Committee of the Student Government Association, and new this past academic year the President's Council on Diversity.

Diversity and inclusion span the university and engage its community and its leadership, not only a small group of committed members and offices, as had been the case in the distant past. The record of major accomplishments includes: structural change, new and improved academic programs and centers, partnerships, lectures and special events, and honorees, across virtually every center of responsibility for diversity. Just this year alone: the Board of Trustees awarded an Honorary degree to the first Black Vice Chancellor of the University of the Free State in South Africa and has selected a distinguished African American intellectual and author as an honoree in December; the inaugural President's Lecture featured a prominent African American spiritual leader and author who happens to be on the CSU Board of Trustees; the President initiated the establishment of a K-12 campus international school which began at CSU in Fall 2010 in collaboration with the Cleveland Metropolitan School District; and a record \$6 million gift solicited by President Berkman has been donated by a prominent CSU alum from India for scholarships for graduates of the Cleveland city schools entering CSU in the fields of education, nursing, engineering and computer science.

CSU has a longstanding tradition of recognizing and celebrating diversity within the teaching and learning environment. Examples of some programs are: Cleveland-Marshall College of Law Lectures (34 years), Cultural Crossing Lecture Series and Conference (CLASS/8 years), Butler A. Jones Endowed Lecture Series (Sociology Dept., 13 years), Thyagaraja Festival (Music Dept., 32 years), Minority Career Fair (Career Services Center, 21 years), Black Studies Programming (35 years) with Black Aspirations Week, Black History Month, and Black Studies Lecture Arts and Media Series; Diversity Training (16 years), Office of Diversity and Multicultural Affairs (ODAMA) Multicultural Programming of Hispanic Awareness Month (19 years), Native American Heritage Celebration (8 years), Cinco de Mayo (8 years), Urban Community Forum (14 years), Hispanic Community Education Forum (11 years), a Diversity Conference (13 years), and the newly reestablished Asian Heritage Week. In addition, professional outreach has resulted in some unique opportunities, like the CSU *Town Hall: Let's Talk About Race* at the Museum of Natural History in conjunction with their *Race – Are We So Different?* exhibit.

Diversity efforts at the university level have grown over the years and are impressive. Accomplishments at Cleveland State University reflect the breadth of diversity and inclusion. From student support services like the Office of Services to Persons with Disabilities, the AHANA Peer Mentoring Program in ODAMA, the federally funded Trio Student Support Services, the Link Program in Career Services, to the Project Lambda and Gay, Lesbian, Bisexual and Transgender Services, to the annual Tri-C/CSU Martin Luther King Jr. Brunch and Curtis Wilson Scholarship Event to the John D. Holm Study Abroad Opportunity Fund that helps to make the dream of study abroad a reality for financially and socially disadvantaged students. New admissions and academic standards and a Retention Action Plan led to the establishment of Campus 411, the Campus Connection Lounge, a Recreation Center and the new Student Union building as ways to help meet the needs of the CSU's diverse student body.

Working toward Full Diversity

CSU serves a population of students rich in diversity: religion, race, culture, gender, age, and sexual orientation. The institution prides itself in meeting the needs of all its students by providing a large variety of curricular and extracurricular options and opportunities.

The Division of Institutional Diversity (DID) recently celebrated its 20 year (1989-2009) anniversary. Major accomplishments and a chronology were published and displayed as part of a three exhibit series in the Michael Schwartz University Library and the corridor gallery outside the Howard A. Mims African American Cultural Center and Mareyjoyce Green Women's Center.

Diversity representation: At the state level, CSU has the highest percentage of minority student enrollment of any four-year public university except for Central State University, a historically Black institution. CSU also continues to have the highest percentage of minority faculty of the public universities in the state. Regionally, the Commission on Economic Inclusion has recognized CSU for leadership in diversity: "Best in Class for Workforce Diversity" in 2006 and 2007, a contender in 2008, and in 2009, a strong contender across all Best in Class categories: Workforce, Senior Management, Board Representation and Supplier Diversity.

Retention and graduation: CSU has been nationally recognized for success with minority students. The University has been a highly recommended institution for Hispanic students for ten consecutive years in the *Hispanic Outlook in Higher Education* Publisher's Picks List. For 20 years, the University has been consistently among the *Diverse Issues in Higher Education* Top 100 for graduating African American students at both undergraduate and graduate levels. In 2006, 2007, 2008 and 2009, the University was listed as follows:

2006

- 1st in Ohio 47th nationally for producing African American masters graduates in all disciplines
- 1st in Ohio and 30th in the nation for producing African American masters graduates in education
- 34th in the nation for producing African American undergraduate degrees in social sciences and history

2007

- 1st in Ohio for producing African-American master's graduates in education and the social sciences
- 1st and only Ohio university in the top 50 for education and one of two Ohio universities in the top 50 for social sciences.

2008

- 1st in Ohio for producing African American Master of Education graduates, and only Ohio university ranked in the Top 50
- 1st of only two Ohio universities ranked in the Top 50 (40th nationally) for producing African American baccalaureate degrees in the social sciences, Ohio State being the second
- Top producer of African American Master of Education and Master of Social Science graduates

2009

CSU remains in the Top 100 Degree Producers for African American master's graduates for all disciplines combined (12.8%), Education (17%) and Public Administration and Social Service Professions (25.5%)

2010

Once again, CSU is listed as the top university in Ohio for producing African-American Master's degrees for all disciplines combined (13%). CSU, with 180, is #56 nationally and the University of Cincinnati, with 139 (7%), is #93. These are the only two Ohio universities listed in this category and the only category in which CSU is ranked.

Co-curricular programs and student development: The Center for Leadership and Service has as its mission to engage and educate students around the core areas of self-knowledge, leadership theory and practice, service-learning, values clarification, diversity, and civic engagement while being inclusive and accessible to all students. To that end diversity training is imbedded in the Leadership Certification through the Leadership Academy, the leadership courses, the Leadership Forum on Diversity series and diversity related presentations by students seeking certification. In addition, the peer mentors in the AHANA Peer Mentoring Program have earned points toward leadership certification in the course of their training. Thirty percent of the student organizations have a diversity, culture or ethnic focus (42 out of 141), including a Sign Language Club.

Outreach to diverse students: The Office of Diversity and Multicultural Affairs provides leadership in the area of outreach to diverse students through the AHANA Peer Mentoring Program, the Student Achievement and Research Program (STARS), the Gay, Lesbian, Bisexual and Transgender Student Services (GLBT) and Safe Space Program, the Multicultural Student Reception, GLBT Orientation and Welcome. In addition, the Vice President for Institutional Diversity sends letters to diverse students welcoming them to the university and highlighting services available to them. Other areas designed to support diverse students include the Office of Disability Services and the Center for International Services and Programs.

Diversity focused student support programs

- The **AHANA Peer Mentoring Program** is an undergraduate retention program designed to assist underrepresented students, particularly African American, Hispanic, Asian and Native American, succeed during their first year. For example, the fall-to-fall freshmen cohort retention rate from 2007 to 2008 was 68% for AHANA Program students, compared to the University retention rate of 57%, a retention rate of 61% for degree-seeking students and a minority student retention rate of 44%. In addition to one-on-one peer mentoring, the AHANA service component requires AHANA mentees and peer mentors to engage in at least one service project of their choosing, such as volunteering with Habitat for Humanity and collecting and distributing personal care items at a homeless shelter, raising funds through a Rock-a-thon. Participating in the planning of programs and events also adds to their leadership development. AHANA is currently being expanded beyond the first year.

- The **Student Achievement and Research Program (STARS)** is an undergraduate faculty-mentored student research program designed to strengthen the pipeline of diverse students aspiring careers in higher education. The STARS Program helps to prepare these students for the rigor of graduate school and ultimately for academic careers. STARS has served 103 students with a graduation rate of 91% (94), a graduate degree rate of 52% (54), and 5% (5) currently are teaching in higher education. Students present their research on campus prior to presenting it at the annual statewide conference. The 2010 statewide STARS Conference was hosted on campus by CSU.
- The **LINK Program**, a cooperative education program in Career Services for underrepresented students, averages retention rates of 80% and higher (2008-2009: 88%). LINK prepares students for careers in Business, Engineering, and the Liberal Arts and Social Sciences through corporate awareness and career development. The LINK Summer Preparatory Program is a pre-college transition program designed to enhance the academic, personal, and career development of incoming LINK students, including company tours, presentations, and internships. The professional mentoring component promotes academic achievement, social development, values clarification, personal and social development, and academic services. Scholarship awards, corporate and community network rotations (summer volunteer experiences), professional mentoring and cooperative education placements are components of LINK. The final and most significant link for the students lies with career opportunities in business and industry. Students are required to complete [CSC 121, "Career Orientation,"](#) which emphasizes career planning, resume writing, and interviewing to prepare students for co-op placement which is strengthened by a Peer Mentoring and Peer Tutoring program to assist in the out-of-class network that encourages students to succeed.

Diversity-focused committees: The University has several standing committees and councils that focus on diversity-related topics. Examples include the President's Advisory Committee on Equal Opportunity and Access (PACEAO), which advises the President on affirmative action related topics; President's Advisory Council on the Conduct of Searches (PCCS) makes recommendations to the President; and the President's Advisory Council on the Role and Status of Women (PACRSW) advises the President in regard to the experiences of women students, faculty and staff at CSU and the President's Council on Diversity (PCD) advises the Vice President for Institutional Diversity and the President on all aspects of diversity pertaining to the work of the University, including assisting in monitoring the Diversity Action Plan. The Minority Affairs Committee (MAC) is a standing committee of the Faculty Senate. The Student Government Association established a Diversity Committee in 2009, and the newest diversity-focused student organization is Women for the Advancement of a Multicultural Society.

Faculty and staff support: In order to advance institutional access, excellence and diversity and foster cultural competence across the campus community, DID supports faculty diversity-focused research, professional development and conferences. Since 2007, approximately \$21,000 has been awarded to faculty from nine academic departments through the Engaging Diversity Grants for Excellence (EDGE) Program. Affinity groups provide a culture focused network for faculty and staff, including the Black Faculty and Staff Organization (BFSO), Black Alumni Organization (BAO), Chinese American Faculty and Staff Association (CAFSA), Latino Faculty and Staff Association (LFSA), Organization of Faculty and Staff from the Indian Subcontinent

(OFSIS), and Faculty, Administrators and Staff for Equity (FASE) which focuses on GLBT concerns. Some affinity groups sponsor scholarships and graduation celebrations.

Supplier diversity: The State of Ohio has two programs to support minority and other underrepresented businesses: the Minority Business Enterprise (MBE) and the Encouraging Diversity, Growth and Equity (EDGE) program. The Purchasing Department proactively reviews these lists, and vendors are contacted to determine their interest in bidding and/or filling an order. In addition, the University uses a decentralized process for smaller purchases, so information about minority-owned vendors is available to all Departments. The University's goal is to spend 15% of purchasing dollars with MBE businesses. In 2009, the *Commission on Economic Inclusion Annual Employer's Survey* results indicated that based on 2008 data, the University demonstrates leadership in supplier diversity. The University's supplier-diversity spend was 10.7%, compared to 9% for the Diversity Inc Top 50 Companies for Diversity® and the Commission Aggregate Nonprofit of 4%. In 2010 the University joined the Northern Ohio Minority Supplier Development Council which provides access to their list of NOMSDC certified businesses.

Multicultural Programming: The University has a long-standing commitment to multicultural programming and education. Examples of some programs include: Cleveland-Marshall College of Law Lectures (35 years), Cultural Crossing Lecture Series and Conference (CLASS, 9 years), Butler A. Jones Endowed Lecture Series (Sociology Dept., 13 years), Thyagaraja Festival (Music Dept., 32 years), the Minority Career Fair (Career Services Center, 22 years), Black Studies Programming with Black Aspirations Week (36 years), Black History Month (42 years), Women's History Month (19 years), Black Studies Lecture Arts and Media Series (18 years); Diversity Training (17 years), ODAMA Multicultural Programming, Hispanic Awareness Week (20 years), Native American Heritage Celebration (7 years), Cinco de Mayo (7 years), Urban Community Forum (13 years), Hispanic Community Education Forum (9 years), and the Diversity Conference (12 years). Activities engage both the campus and Cleveland communities.

Additionally, the University has been a collaborator with the Cleveland International Film Festival since 2006. CSU annually has sponsored three cultural film series (*Cinema en Español*, *Local Heroes*, and *Cultural Journeys to Middle East and Arabic World*, *Cultural Journeys to China*, and *Pan-African Images*) and other complementary programs. In 2010, these 35 films and 83 screenings for the 11-day Festival reached an audience of 71,544. CSU also sponsored the CSU Audience Choice Award for Best Short Film and the School of Communication conducted two days of filmmaker panels (Let's Make Movies: A Series of Interactive Discussions on Filmmaking.). CSU Art Gallery exhibits consistently explore a broad range of diversity, from memorial exhibits in tribute to CSU artist Masumi Hayashi and gay high school student Robbie Kirkland, to exhibits on African American and Latin American experiences, to Jewish Ritual Art and the Art of Islam, to celebration of Native American culture and India study abroad.

- **Diversity Education:** Diversity training and education teaches students how to live in today's global society and to develop a clear appreciation for and understanding of leadership in a diverse community. Forty-one DID Diversity Education Program sessions were conducted during 2009, with a total of 1001 participants (552 students, 22 faculty, 53 staff and 375 from

the external community) and more than 151.5 contact hours. Twelve of these sessions were embedded in academic courses at the undergraduate and graduate levels, for a total of 89.9 contact hours. Seventy-eight participants have received a Certificate of Completion for the 12-hour Leadership Forum on Diversity workshop series. Collaboration and research continue, with three academic Departments infusing cultural competency development into their curricula.

Recognition of Diversity is Fundamental

General Education Requirement. CSU's academic programs are designed to prepare students for their life in a diverse, multicultural, and global world. *CSU was one of the first institutions in the nation to require all students to study the African American experience in the United States.* The original requirement has evolved into the *Human Diversity General Education requirement* of six hours related to diversity, three hours of which must be an African American Experience course. CSU also offers a multicultural curriculum, including degree programs, minors, undergraduate and graduate certificates, and specialty centers, such as the Howard A. Mims African American Cultural Center and the Mareyjoyce Green Women's Center, all of which are described later in this chapter.

Student Support Programs. CSU is located in the heart of a major urban city and provides a variety of student support programs to assist students from diverse backgrounds. The Honors and Scholars Programs meet the needs of very high achieving students. Small developmental classes and a newly instituted Summer Academic Boot Camp provide students with additional help to meet the demands of college-level work. Tutoring and Supplemental Instruction provide crucial academic support to students taking challenging classes, and concurrently give high achieving students the opportunity for paid work on-campus. Low income and first generation students have been supported for 40 years by the TRIO/SSS Program and more recently by the McNair Scholars Program. The AHANA Peer Mentoring Program and LINK cooperative education program are specifically designed to support minority students. In addition, the STARS Program, funded statewide by the Ohio Board of Regents (OBOR) through fiscal year 2010, was created to increase minority student experience in undergraduate research to stimulate the pipeline to graduate education and careers in academia.

Other service units targeted to specific student groups include Disability Student Services, which has an Adaptive Technology lab, the Center for International Services and Programs, the Gay, Lesbian, Bisexual, Transgender (GLBT) Student Services, and the nationally recognized program for veterans: Supporting Education for Returning Veterans (SERV).

In the Colleges

All of the academic colleges are contributing to diversity and their diversity efforts have grown over the years. The colleges also employ strategies to promote diversity in their hiring practices and recruitment of students.

Nance College of Business Administration

The Nance College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, which has multiple standards that underscore the importance of diversity. In 2003, AACSB members approved a revised set of standards relevant and applicable to all business programs globally and support and encourage excellence and diversity in management education globally. The Nance College of Business Mission Statement focuses on “global significance, economic vitality, and sustainability” in the Northeast Ohio region through diverse education, multidisciplinary research, and collaboration with the academic and business community locally, regionally, and nationally. The College of Business has developed its infrastructure to ensure their capacity to deliver international applied business programs and also works with the National Black MBA Association and National Society of Hispanic MBAs as community partners and hosts the NSHMBA Leaders of Tomorrow Program for high school students. The Executive MBA Program imbeds an international study tour as part of the first year curriculum..

Currently, racial minorities make up 35% of the College student body versus 34% for the University. The student population at the Nance College is African Americans (17%); Hispanics (2.1%); Asian Americans (4.4%); International students (11%).

Newly created in spring semester 2010, the **Diversity Outreach Advisory Council** will provide advice and assistance to Nance’s senior leadership team in its efforts to serve a diverse body composed of students, faculty, and staff, and to assist in the recruiting and retention of academically-qualified female and minority students at both the graduate and undergraduate levels. The Council will also assist in the formulation of policies and practices at the College that will address diversity issues with balance and sensitivity, and support seminars, conferences, and other strategic initiatives that will advance the cause of diversity at the Nance College.

College of Education and Human Services

The College of Education is distinguished by being the only nationally ranked College of Education in Ohio for producing African-American teachers with graduate degrees. It leads CSU in the diversity of faculty and students and has a unique global dimension in that 15 of its faculty were foreign born. The COEHS diverse faculty provides students with a wide range of experiences and multiple perspectives that enrich the educational process for all CSU students. COEHS is ranked by *Diverse Issues in Higher Education* as a top producer of African American graduates and is the home of the Confucius Institute, and leading partner with the Cleveland Municipal School District in establishing a K-12 Campus International School at CSU beginning Fall 2010.

In late 2009, the College was re-accredited by the National Council for Accreditation of Teacher Education (NCATE) using the new rubric that includes diversity. The standards that govern the College of Education and Human Services’ preparation programs for teachers and other school personnel clearly indicate that one of the primary objectives of any reputable teacher education program must be that of preparing teachers for a world in which diversity—in all its multiple forms—is an ever-growing hallmark of educational reality. At all levels of the educational enterprise issues of race, class, cultural difference, gender and exceptionality increasingly permeate discussions of educational purpose, curriculum development, pedagogical strategies, and assessment. In keeping with this objective, the theme of diversity is woven throughout the College of Education and Human Services’ programs. For example, the conceptual framework that governs the College’s teacher education programs clearly states, “the idea of diversity is of central significance, particularly in

urban settings where issues surrounding race, multiculturalism, socio-economic status, and exceptionality are in higher focus than in the larger society.” Elsewhere, the document asserts that “teachers will need to understand the nature and significance of diversity in all its forms. Toward this end, the role of gender, culture, race, socio-economic status, and exceptionality that is shaping candidates’ school experience must be given careful attention.” Furthermore, the College believes that understanding the role, nature, and significance of diversity is an insufficient response to the challenge at hand. Graduates of CSU’s teacher education programs must be prepared to act upon such knowledge. As reflective decision-makers they should possess the knowledge and expertise to choose and construct curriculum objectives, instructional methodologies, and assessment strategies consistent with their academic understanding of diversity in all its social and developmental varieties. COEHS has established an **Ad Hoc Committee on Diversity** to nurture faculty self-reflection, discussion, and practice about issues of diversity.

The Confucius Institute (CI) was launched at Cleveland State University in 2008. CI is housed within the COEHS and prepares up to 60 teachers of Chinese for public and private schools, colleges and other organizations and assists them to be successful on the job. CI also coordinates short and extended exchanges of faculty, teachers, and students from both China and Ohio to pursue degrees and have enriching experiences through a network of Chinese universities and school systems. In cooperation with the Nance College of Business Administration, CI will offer professional development and technical assistance to Ohio companies doing business in China and assist Chinese businesses interested in relocating to Ohio. The Capital University of Economics and Business in Beijing is CSU’s CI partner university, and will collaborate with the CI in offering short workshops to prepare Ohioans in Chinese language, culture, business practices, and other topics plus longer programs to assist a family relocating to China for business.

In Fall 2010, CSU launched the **Campus International School**, an innovative new K-12 on-campus alternative school program in partnership with the Cleveland Metropolitan School District. The school incorporates the International Baccalaureate curriculum that is recognized for high standards and academic rigor, and focus on global perspectives and foreign languages, including Chinese. The Campus International School enrolled 120 students in kindergarten through second grade and plans to extend classes to the 12th grade by 2015.

Fenn College of Engineering

The Fenn College of Engineering (FCOE) is committed to diversity and equal opportunity for students, faculty and staff. Engineering is in harmony with STEM, the national workforce priority for careers in science, technology, engineering and mathematics, and one of the priority areas endorsed strongly by the Board of Regents Chancellor Eric Fingerhut and Ohio Governor Ted Strickland. To address diversity of learners, the College has diversity events sponsored by the student chapters, such as Society of Women Engineers (SWE) and National Society of Black Engineers (NSBE). The SWE was selected to host the regional “Wow! That’s Engineering!” event at CSU during Spring 2010. Engineers Without Borders Student Chapter is working on a project in Belize to build a school that will double as a hurricane shelter for approximately 400 people in a poor farming community. The College also publishes articles in support of diversity of learners, such as a recent article in *Perspective Magazine* about the success of engineering female students.

The College of Engineering is the home of Fenn Academy, a pre-engineering consortium between FCOE and a group of high schools and local corporations, actively recruits more female and minority students from high schools. In advancing toward achieving full diversity, Fenn Academy successfully has recruited students from the all girls Catholic Regina High School and the Cleveland Metropolitan School District. The Pathways to Engineering Summer Camp for high school students is offered on the CSU campus.

To complement the learning of all students related to diversity, the College also offers special programs. For example, in spring 2010 the FCOE partnered with the Michael Schwartz University Library to bring to campus the first African American astronaut to go into space, retired U.S. Air Force Colonel Guion Bluford, who made lunch presentation for Fenn Academy students and students visiting from Design Lab High School, Cleveland School of Science, and Shaker Middle School. FCOE also participates in Goodyear's annual "Young Women in Engineering Day" in Akron, which draws up to 500 students. FCOE works with the CSU Admissions Office on events to increase diversity, including an annual Hispanic Awareness Day for students in the Cleveland Municipal School District. Also FCOE works closely with CSU's Link Program which is focused on providing career information and college opportunities for minority students who are entering their freshman year at CSU. Service learning curriculum is being planned to engage the local African-American business community, students with community based engineering projects, and develop long term initiatives that will engage students for multiple years.

College of Liberal Arts and Social Sciences

The study of humanity and human cultures in all their diversity is a signature mark of the College of Liberal Arts and Social Sciences. A remarkably diverse College of Liberal Arts and Social Sciences (CLASS) faculty and student body actively supports college diversity and students participate in an array of Study Abroad programs. CLASS faculty and its student body are diverse. As reported in *The Book of Trends*, in 2008 CLASS had six of the top seven CSU majors with the highest minority student enrollments.

CLASS also offers a rich variety of programs and courses touching on diverse cultures. Programs emphasizing cultural diversity include interdisciplinary minors in Asian Studies, Middle Eastern Studies, Black Studies, Women's Studies and Native American Studies. In addition, CLASS is also home to interdisciplinary majors in International Relations and in Women's Studies, the only program in northeast Ohio offering both a major and a minor. Moreover, a major in Black Studies has passed all campus stages of approval and now awaits approval by the Ohio Board of Regents. Finally, CLASS also offers a number of undergraduate certificate programs that help to support the study of diversity, including Latin American Studies, the History of the African Diaspora, Central and Eastern European Studies, and Cross-Cultural Communication, Language and Culture for Global Affairs, and Culture, Communication and Health.

Specific courses in a variety of CLASS departments also are directed toward the study of human diversity. The Art Department, for example, offers courses in the history of African and Islamic art, and the English and Modern Languages departments offer courses in various non-western culture and ethnic literatures. Beyond its French, Spanish, Arabic and German programs, coursework is offered in such living languages as Chinese, Italian, Japanese, Polish and Slovenian. The Department of Religious Studies offers courses in Islam and the African-

American religious experience. Finally, the Departments of Sociology and Anthropology study human diversity in generalized courses such as *Race, Class, and Gender* and *Human Diversity* (one of the most heavily enrolled courses in CLASS). The Political Science Department's Master of Arts in Global Interaction is now in its first full year of operation and has enrolled well and attracts international students.

CLASS is also home to several cultural centers. The Howard A. Mims African American Cultural Center and its many programs and activities include Black Aspirations, the Jazz Heritage Orchestra, Images weekly radio program, Howard A. Mims Lecture, Arts and Media Series, and Tombooctou Book Club. In 2009, the Black Studies program received national attention by hosting the 2009 National Conference of Black Cultural Centers. The Center for Slovenian Studies, which is supported directly by grants from Slovenia, supports language courses in Slovenian and actively engages the large Cleveland Slovenian community with multiple guest lecturers. The Mareyjoyce Green Women's Center is a major clearing house for information and resources, has provided an Outreach Program for Returning Women since 1981, has been integral to welcoming new women faculty and recognizing women's contributions to the campus, exhibits women's art and offers lectures from international women, scholars and activists. CLASS also shares responsibility with the College of Science and Health Professions for the Center for Healing across Cultures, which studies traditional healing practices from a variety of indigenous cultures worldwide and offers an annual research symposium. The K'inil Winik Center focuses on Mayan culture.

CLASS has a lively interest in India Studies, and every two years invites a scholar from India to come to campus for a semester of teaching and community interactions. The next India scholar will be on campus spring semester 2011. Also, the Music Department sponsors the annual Thyagaraja Music Festival, which presents a week of intensive concerts and lectures on traditional music and dance from Southern India.

Cultures in contact is the main theme of the Cultural Crossing Lecture Series, which brings a series of internationally-known speakers, writers, and artists to campus each year. In addition, every other year, CLASS sponsors a Crossing-Over Conference, where university scholars from across America and the world come to campus to discuss various aspects of Border Studies.

CLASS actively supports international exchange efforts as a key element in college diversity. CLASS faculty have been named Fulbright Scholars for countries including Nigeria, Botswana, Nepal, and Sri Lanka. CLASS study abroad programs take CSU students to Mexico, Costa Rica, Spain, France, Germany, Belgium, India and Korea. Additional partnerships are in development with institutions in Turkey, Hungary, Africa, China and Poland. In an effort to attract international students to study at CSU, CLASS has created programs in American Studies and Global Interactions. In Spring 2010, CLASS educated 40 international students, including from Chung Ang, CSU's partner university in Korea, and China, Russia, Turkey, Mexico, Canada, Israel, Viet Nam, South Africa, Nigeria, Nepal, Sweden, Colombia, and India. These students studied subjects including Communication, Economics, Music, Social Work, Sociology, Art, Spanish, Criminology, Film, English, and Middle Eastern Studies.

School of Nursing

The School of Nursing is home of the nationally significant accelerated *Robert Wood Johnson Foundation New Careers in Nursing Program (RWJF NCNP)*, launched at CSU in 2008 by RWJF and the American Association of Colleges of Nursing (AACN). The NCNP is designed to help alleviate the nation's nursing shortage and advance a health professionals workforce that reflects the diversity of the American public in delivering patient-centered care. NCNP targets the need to recruit students from groups underrepresented in nursing and helps them to launch careers in nursing through accelerated education not otherwise possible without scholarships. By dramatically expanding and diversifying the pipeline with students from groups underrepresented in nursing or from disadvantaged backgrounds, NCNP will leverage support for new faculty resources and provide mentoring and leadership development resources to ensure successful program completion by scholarship recipients. The undergraduate program prepares professional nurses committed to the health and well-being of all people and its graduates are prepared to function as generalists in community-based health care settings. To this end, faculty have engaged with Institutional Diversity in collaborative work related to curriculum transformation. The U.S. Health Resources and Services Administration shows that nurses entering the profession at the baccalaureate level are four times more likely than other nurses to pursue a graduate degree in nursing, a required credential to teach. The School of Nursing became an independent academic unit in 2010.

College of Sciences and Health Professions

The College of Sciences and Health Professions (COSHP) recognizes diversity of its learners by tailoring its programs both to meet their needs as well as to attract students into the basic and health sciences who are currently underrepresented in those disciplines in the greater society. This is accomplished through grant-funded programs such as the McNair Scholars Program, the premiere U.S. Department of Education TRIO program principally aimed at high achieving undergraduates who are from low-income groups or are first generation college goers, and provide both scholarship support and active mentoring to prepare them to pursue graduate degrees in the basic sciences. Most of these students are from minority groups. The U.S. Department of Education funded *Graduate Assistance in Areas of National Need (GAANN) Program* provides pre-doctoral fellowships to female and minority doctoral students for full-time study in cell and molecular biology. Fellows also have access to additional funds for supplies, conference travel, and other eligible expenses.

Under the *CSU Department of Health Sciences Agreement with Cuyahoga Community College 2+2 Program*, Tri-C students or graduates who have earned an Associate of Applied Science degree in any of more than 20 healthcare fields may transfer seamlessly to CSU and continue on to earn a Bachelor of Science degree in Health Sciences. Students enrolled in the CSU BS in Health Sciences program take core courses in culture and health, statistics, and health care ethics, among others. In addition, they must complete general education requirements and a minimum of 53 credits in an area of emphasis.

In 2009, the CSU Environmental Institute completed its third successful 10-week summer Research Experiences for Undergraduates (REU) program. Funded by the U.S. National Science Foundation, REU is focused on urban ecology, the study of the impacts of urbanization in cities and suburbs on the environment. Undergraduate students from CSU and other institutions

conducted research in the Cuyahoga Valley National Park with CSU faculty mentors. More than 40 students from institutions in Nebraska, Michigan, Pennsylvania, Georgia, Puerto Rico, Toronto, and several Ohio schools, many of whom were from underrepresented groups participated in the program. Outcomes include six student publications, contribution to scientific articles and presentation of their research at professional conferences, endangered species conservation work, environmental work with the Peace Corps, and over twenty students enrolled in graduate programs in ecology, conservation biology or environmental law.

Graduate and undergraduate academic programs actively teach and experientially engage diversity in psychology through the graduate/certificate Master of Psychology, Diversity Management Specialization Program (DMP) and bachelor's and master's programs in health sciences disciplines requiring a course in *Health and Culture* and through required clinical experience for all students in the Speech-Language Pathology, Physical Therapy and Occupational Therapy Programs. The DMP, a leadership development program for mid-career adults aimed at developing cultural competence and change leadership capacity, collaborates with the Division of Institutional Diversity in offering the annual Diversity Best Practices Conference, which in 2010 offered specialty tracks in Law and in Education.

COSHP is also proactive in outreach to diverse populations for college preparation throughout the year, preparing them for college and peaking their interest in the health sciences. Partnership with the inner city Horizon Science Academy charter school provides faculty and undergraduate/graduate student help in programs. For example, faculty and graduate students help these high school students with work on their Summer Academy projects and help to judge their science fair. COSHP is an active partner in the Health Careers in High School Program, which mentors, tutors, and counsels high school students throughout the year preparing them for college and peaking their interest in the health sciences.

Levin College of Urban Affairs

The Maxine Goodman Levin College of Urban Affairs (Levin College) is committed to achieving a diverse faculty, staff and student body and to offering opportunities for students to succeed. CUA is ranked among the top eight schools of Urban Affairs in the United States, and ranked second in graduate specialties for City Management and Urban Policy in U.S. News and World Report as one of America's Best Graduate Schools.

The Levin College encourages a diverse student body through a variety of programs, including twenty 2+2 partnerships with regional community colleges and participation in programs with the City of Cleveland and the Cleveland Metropolitan School District. External partners include the National Urban League, the Center for Community Solutions, and other organizations in the region serving a diverse citizen population. Several programs in the college feature classes in urban diversity and gender diversity issues in organizational management. Research directly links the University with concerns of the Cleveland metropolitan areas, such as racial profiling. The Junior Faculty Mini-Grant Program focuses on research and publications related to health care disparities.

More than a third of the Levin student body is African-American, Hispanic, Asian-Pacific Islander and Native American. In 2009, students enrolled in the Master of Public Administration program were 25.5% African American and over 80% female, ranking 38th in the United States among schools of public administration and social service professions. Diversity extends to age, income, and life

experience as well, with the average age among both graduate and undergraduate students being just over 30 years. Levin College full time faculty are 20% minority and 46% female.

Cleveland-Marshall College of Law

The Cleveland-Marshall College of Law received top honor as recipient of the first-ever **Diversity Matters Award** from the Law School Admission Council in June 2010. In competition with the 214 law schools in the United States, C|M LAW was chosen for its programs that educate high school and early college students about law school preparation and careers in law. The programs include workshops for local high school students in Cleveland and surrounding suburbs, outreach to community college students and a partnership with Central State University, Ohio's first and only historically black public college. Several years ago, C|M|LAW set out to help reverse the trend found in a recent study at Columbia University that racial diversity has lagged nationally at U.S. law schools for more than a decade, and that diversity in the profession of law ranks second to last among other major professions nationwide. By initiating several programs that would attract more qualified diverse students to its school, their hard work in diversifying its student body has paid off. For the past four years, applicant diversity has risen by about 10 percent per year. In addition, C|M|LAW has had the highest or second highest bar passage rate in Ohio several times in the last three years.

C|M|LAW's commitment to diversity is evidenced by its pipeline projects and pro bono initiatives. Pipeline projects are designed to increase minority representation in legal education by encouraging academic rigor and collaborative relationships with teachers and students, especially in schools with a high minority population. The projects encompass preschool years through undergraduate years, with an aim to assure that the credentials of students from diverse socio-economic backgrounds will be competitive with those of other students applying to law school. In the Law and Leadership Summer Institute (a partnership between the Supreme Court of Ohio, the Ohio State Bar Association and the Ohio Center for Law-Related Education) rising 9th, 10th, and 11th graders from the Cleveland public schools spend five weeks in an intensive legal and educational program. The two-week Summer Legal Academy, co-sponsored by the C|M|LAW with the Cleveland Metropolitan Bar Association, the Case Western Reserve University Law School, and the Norman S. Minor Bar Association, is designed to encourage minority high school students to consider law school and careers in law. Students are given reading and legal writing assignments, the opportunity to participate in mock trials, and to hear law professors lecture on social and legal issues pertinent to young African Americans in an urban environment. The half-day national Jump Start High School Program, sponsored by the Law School Admission Council's DiscoverLaw.org initiative, inspires greater numbers of students from racially and ethnically diverse backgrounds to earn college degrees and continue on to law school and careers in law. The program included faculty, administrators, and practicing attorney panels, a video, lunch with law students, and a tour of the law school. The law school admissions department also holds open houses throughout the year for minority students in college and high school.

Some examples of Pro Bono initiatives are:

- *3Rs: Rights, Responsibilities, Realities*: teams of lawyers and law students teach civics classes to high school students in the Cleveland Metropolitan School District and East Cleveland Public Schools.
- *Big Brothers/Big Sisters*: law students mentor children from underserved communities.
- *Legal Aid Society*: students assist clients who are below the poverty level at free legal advice clinics.
- *Cleveland Mock Trial*: students/administrators volunteer to act as judges and coaches to assist teams from Cleveland Metropolitan School District to prepare for competition.
- *LITC tax clinic*: students, faculty, and administrators received tax preparation training and were certified by the IRS to prepare tax returns for individuals with low incomes.

C|M|LAW's program of traditional legal training is complemented by judicial externships and by six experiential opportunities: the Urban Development Law Clinic, the Housing Law Clinic, the Law and Public Policy Clinic, the Environmental Law Clinic, the 21-year old Employment Law Clinic and the new Community Health Advocacy Law Clinic. C|M|LAW sponsors award-winning Moot Court Teams and publishes two journals, the *Cleveland State Law Review* and the *Journal of Law and Health*. Each year, the Cleveland-Marshall Fund brings some of the country's leading legal scholars to lecture to students, faculty and members of the legal community. Students are actively involved in the Student Bar Association, the Black Law Students Association, the Hispanic Bar Association, the Asian Pacific Islanders Law Student Association, the Student Public Interest Law Organization, and the Women's Law Student Association.

College of Graduate Studies

The College of Graduate Studies is northeast Ohio's largest school of graduate and professional programs, with more than 80 graduate degrees, licensure and certificate programs and the new accelerated 4 plus 1 Bachelor's/Master's programs. Graduate Studies takes pride in the diversity of its domestic and international students and faculty, who represent more than 20 countries. CSU is recognized nationally as the top producer of African-American master's graduates in the state of Ohio. High quality teaching and high quality research in a vibrant urban community are complemented by the personal attention found at a small "teaching" university and the opportunities found at a large "research" university.

Division of Continuing Education

The Division of Continuing Education has become the largest provider of continuing education in Northeast Ohio. The Division educates a diverse cadre of over 10,000 adult learners each year and is nationally recognized for innovation in adult education. Many Division programs satisfy certification and licensing requirements. Others enable professionals to increase their job skills, train for new technologies, and build communication and leadership abilities. The Division has worked collaboratively with the CSU Diversity Management Program and cosponsored programs and seminar series. Diversity is reflected across their Visiting Committee, instructors, and service population and the Division makes a concerted effort to reflect diversity in its publications. All of the Division's programs help individuals and organizations enhance their abilities and improve productivity.

Best Practices

In reviewing progress as part of our self-assessment, we have begun to identify some best practices related to diversity. This area is included as a goal in the Diversity Action Plan. Some of those best practices are:

1. The CSU Campus Climate Survey on Race Relations was cited in *Best Practices in Student Affairs Research* (2000).
2. Collaboration/partnership across the University, especially academic sector (joint development and implementation of conferences, workshops, transformation of academic program and courses)
3. Research support for faculty in the area of diversity (Engaging Diversity Grants for Excellence Program) to incentivize and reinforce scholarly productivity in this arena.
4. Leadership from the top making explicit the institutional commitment to diversity as a core value (statements and actions of the President and Board of Trustees) through policy, statements and actions.
5. Outreach services to support the urban community (internships, workshops, consultation) in the urban community.
6. Comprising teams strategically with a diverse cadre of stakeholders able to pave the route to success in achieving the particular goal(s).
7. Analyzing diversity issues using four frames: structural, political, symbolic, and human resources.(Bolman and Deal, Reframing Organizations)
8. Utilization of assessment data to strengthen and change programs and services.

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UNC: Survey of Student Perceptions of Diversity at Carolina

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University of Wisconsin: Campus Diversity Strategic Plans: Best Models (University of Wisconsin System, at ACE Educating All of One Nation Conf.)

Youngstown State: Commitment to Diversity