Charting Our Course

FIVE-YEAR EQUITY ACTION PLAN

Fall 2012 – Spring 2017

KENT STATE UNIVERSITY
Division of Diversity, Equity and Inclusion
Excellence in Action
Executive Summary

The Division of Equity, Diversity, and Inclusion (the Division) has created Kent State University’s first Equity Action Plan. The Equity Action Plan contains goals and measurable outcomes designed to promote fairness and inclusive values for all members of the Kent State family and more specifically, to increase opportunities for underrepresented and underserved groups. The Equity Action Plan shares expectations for institutionalized, sustainable efforts that are inclusive in nature and intertwined with units, divisional and Regional Campus diversity goals. The plan has a direct impact upon all colleges and divisions and across all constituencies, including students, faculty, staff, administration, alumni and the wider community.

The Equity Action Plan will be evaluated annually by a diverse team of university members with the purpose of ensuring the success and impact diversity has upon Kent State’s mission, vision and core values. Highlights of the plan are as follows:

18. Developing a curriculum that fosters United States and global citizenship.
19. Increasing diversity across the curriculum.
20. Promoting the development of multicultural/global competence teaching and learning programs among members of the Kent State community.
21. Broadening the audience participation of Women and AALANA (African Americans, Latino Americans and Native Americans) in science, technology, engineering and mathematics (STEM).
22. Creating specific funding scholarships targeting underrepresented and underserved students with financial need.
23. Increasing support for Regional Campuses with a specific focus that addresses the challenges associated with uniquely defined diverse populations.
24. Recruiting a diverse workforce.
25. Retaining a diverse workforce.
26. Providing leadership initiatives for accommodating a diverse workforce.
27. Creating and implementing guiding principles for managing diversity.
28. Coordinating organizational change to support unit diversity goals.
29. Continuous assessment and communication of diversity programming and projects.
30. Increasing supplier diversity efforts.
31. Increasing recognition and rewards for faculty and staff.
32. Diversifying university leadership advisory boards and mid-level management across all colleges and divisions, inclusive of but not limited to, women and AALANA (African Americans, Latino, Asian and Native American populations).

The Equity Action Plan lists a number of action initiatives that will target each theme and/or task noted above. The Equity Action Plan also highlights assessment metrics for each initiative, which will be systematically and regularly monitored and evaluated.
Since Kent State University launched the Division of Diversity, Equity and Inclusion in 2009, our university has gone far in focusing our commitment to diverse values and in measuring our progress. With the completion of this Equity Action Plan, the strategic course is set for the next five years, a roadmap for diversity that merges with the overall goals of the university.

At Kent State we believe that higher education is the best way to nurture the democratic values of freedom, equality and opportunity for all. The belief in inclusive excellence is at the core of our university. Quite simply, there can be no excellence without inclusive excellence. And my priority is that Kent State pursues excellence in all its endeavors: academics, research, outreach, university life and student success.

I commend the Division of Diversity, Equity and Inclusion and Vice President Alfreda Brown for the hard work, leadership and planning that go into the crucial work of diversity in all its forms. Vice President Brown and the Division of Diversity, Equity and Inclusion staff have engaged the university in ways large (recruitment and retention; hiring and promotion) and small (individual ownership of inclusion through the Inclusive Actions Movement (IAM)). They have challenged us all to live up to our ideals and make diversity a daily commitment.

My own commitment is the desire to provide faculty, staff and students with the knowledge, skills and, especially, the understanding to succeed in today’s truly global society. I want them to make positive contributions to their communities and throughout the world.

The values of diversity, equity and inclusion are deeply embedded in Kent State’s more than 100-year-old public service mission. We should all be proud of our university’s understanding of the value of cultural and inclusive diversity. This Equity Action Plan will help expand our programs and progress on inclusion as we work together to lead Kent State confidently into the future.

Lester A. Lefton
President, Kent State University

The values of diversity, equity and inclusion are deeply embedded in Kent State’s more than 100-year-old public service mission.
Expression

A Message From Vice President
Alfreda Brown: Charting Our Future

Chipping our future at Kent State University is guided by our motivation, passion and drive to reach new heights in diversity and inclusive excellence. Our commitment is to infuse diversity and inclusion into all aspects of Kent State through engagement and collaboration with constituents across the eight Kent State campuses and the Northeast Ohio community. We are aiming for transformative leadership throughout the university, a value that can be held by all members of the Kent State family. Through collaborative efforts, we will transform our university into a place of national and international distinction for inclusive excellence in action.

Creating a diverse and inclusive culture goes beyond simply being representative of the nation and communities we serve, although that is a basic first step. Our ultimate goal is to maximize the strength of diversity through high-performing diverse work teams with the premise that diversity drives innovative, creative thinkers. The individual, collective and institutional contributions from every level of the university will drive our greater success thereby creating an environment that is inclusive, welcoming and highly productive. Consequently, all members of the Kent State family will experience inclusive excellence in action.

In creating the Equity Action Plan, the Division of Diversity, Equity and Inclusion aligned its goals and strategies with the Kent State Strategic Plan and the division’s Strategic Map of action steps (Appendix Three). The plan enriches the university strategic planning process in many areas, including institutional climate and culture; student access, recruitment, retention and success; education and scholarship; and institutional accountability, all of which are discussed in detail throughout the plan.

The Equity Action Plan is the result of a thorough process involving the input of many university leaders. Special thanks are given first and foremost to President Lester A. Lefton who provided a vision for inclusive excellence at Kent State, and to the following university committees: The 2008-2009 President’s Commission on Inclusion (Appendix Four), whose leadership and recommendations for inclusive diversity became the foundation of this plan; the University Diversity Action Council (UDAC, Appendix Five), whose ongoing commitment and tireless efforts will spearhead much of the implementation of the plan and the Division of Equity and Inclusion’s Diversity Advisory Board (Appendix Six), which is composed of several Kent State alumni and administrators who are also committed to diversity and student success.

The Equity Action Plan is not an addendum to the university’s planning, but a living particle of Kent State’s core – its values, its daily practices and its vision of a transformative future. We are excited and look forward to accomplishing much success over the next five years.

As you review the Equity Action Plan, remember that its purpose is to put into action the mission of the Division of Equity, Education and Inclusion and the Kent State mission to achieve inclusive diversity & inclusion and the Equity Action Plan as an essential element in Kent State’s ongoing transformation through innovation and excellence. For your reading pleasure, please review a philosophical declaration regarding “The Academic Need for Inclusive Excellence in Action,” Appendix Seven.

Alfreda Brown, Ed.D.
Vice President, Diversity, Equity and Inclusion
Communication

Introduction
Kent State University is a major public research university with eight campuses located throughout Northeast Ohio. Kent State’s programs, schools and colleges are ranked among the world’s best. Kent State is the largest public research institution in Northeast Ohio and has one of the nation’s largest extended campus systems.

The university’s mission is to discover, create, apply and share knowledge; foster ethical and humanitarian values; educate students to think critically; expand their intellectual horizons; and prepare them for responsible citizenship and productive careers. Along these criteria, Kent State’s vision statement addresses the need to change lives, expand dynamic leadership, and partner with others in pursuit of academic excellence.

Faculty, staff, students, alumni and community supporters serve as collaborative partners in advancing Kent State as a model for 21st-century public higher education. Kent State strives towards excellence, which requires a strong commitment to diversity by crafting an environment that is welcoming, affirming and empowering to all people.

In short, following the values and focus of President Lefton, Kent State seeks to ingrain diversity in the university’s mission and vision. President Lefton and other university leaders have committed time, effort and resources to diversity and inclusion initiatives. Kent State’s excellence in action agenda has evolved into inclusive excellence in action.

Defining Diversity

At Kent State, we define diversity as differences that come in a variety of socioeconomic levels, opinions, abilities, experiences, cultures, races, ethnicities, genders, gender identities and expressions; national origins, religions, languages, appearances, personalities and many other types of human distinctions between individuals and groups. In summary, diversity can be defined as the presence of difference.* Diversity is valued as a universal approach to increasing the quality of education. Diversity is the core principle, which in its broadest sense incorporates equity and inclusive excellence.

Defining Equity

The Division of Diversity, Equity and Inclusion has placed “equity” in a strategic position between two constructs, diversity and inclusion. Equity strengthens diversity efforts to ensure inclusive excellence as our ultimate goal. Diversity seeks the variety of differences through equitable access and outcomes, while the framework for inclusive excellence asserts that everyone in the environment is included, respected and valued regardless of difference.

Equity is defined as considerations grounded in fairness, justice and integrity. Equity considerations are informed by historical and cultural circumstances and through individual and collective responsibility. Equity, therefore, has become the catalyst of our action plan and is established through open engagement of ideas and fairness of thought and action.

Defining Inclusive Excellence in Action

The Division of Diversity, Equity and Inclusion’s role is to integrate Kent State’s pursuit of excellence in all phases of university life, while creating a welcoming environment for all. Inclusive excellence is defined as an inherent strength of Kent State that melds into a cohesive whole the vast diversity of experiences, backgrounds and disciplines. This inclusiveness binds Kent State together as a community and brings out the excellence that resides in everyone. This ongoing transformation is inclusive excellence in action.

Inclusive excellence is the concept by which we attain the high level of quality we seek in research, learning and public service. It is not only the driver for retaining talent within our underrepresented and underserved populations; it is also the axis around which we thrive in a diverse society. Inclusive excellence is evidenced by implementing excellence through diversity. We value the broad array of human distinctions between individuals and groups. Everyone at the university brings unique strengths and abilities, which contribute to our pursuit of inclusive excellence in action.

*University of Arizona
About the Division of Diversity, Equity and Inclusion

Creation of the cabinet-level Vice President for the Division of Diversity, Equity and Inclusion (the Division) was the result of a universitywide effort to expand the intellectual horizons of Kent State students. The university seeks to teach critical thinking, while preparing students for responsible citizenship and productive careers. Few American universities commit an entire division, led by a vice president, to diversity initiatives and planning.

However, Kent State has long been a leader in diversity issues, and President Lefton realized the importance of having a diversity advocate as part of the university’s core leadership. The roots of the Division can be traced to the President’s Commission on Inclusion. The commission, appointed by President Lefton, was a 13-member panel of Kent State students, faculty, staff, administrators and community leaders chaired by the Rev. Ronald Fowler, special assistant to President Lefton. The work of the commission became the foundation for the development of the Equity Action Plan.

From the commission’s 2008 report, the Division was established, and diversity issues moved quickly from concept to implementation throughout the university. The Division is structured for active, engaged involvement with committed support from students, administrators, faculty and staff to meet the needs of a diverse society and institution of higher education. A partial list of collaborations and partnerships presently conducted by the division and three major diversity focused initiatives presently conducted by the division and three major diversity focused initiatives.

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Full sites include the Kent State University’s website, Division of Diversity, Equity and Inclusion. The website provides information about the division’s mission, goals, services, programs and resources, as well as links to the Kent State University’s website, Division of Diversity, Equity and Inclusion.

www.kent.edu/diversity

Trio Upward Bound Programs: The Trio Upward Bound Programs include three federally funded programs that seek to increase educational opportunities and achieve baccalaureate for first-generation low-income students and families through comprehensive services in targeted high school districts and partnerships with the colleges of Arts and Sciences, Business and Public Health. Kent State’s Upward Bound Programs serve more than 200 students from eight high schools in the areas of Lorain, Portage, Stark and Trumbull counties.

Student Multicultural Center: The Student Multicultural Center serves as an advocate to ensure the successful enrollment, retention and graduation of underrepresented students and students from varied cultures. A signature initiative, the Academic STARS (STudents Achieving and Reaching for Success) Program, is designed for first-year students who are AALANA. Other key efforts include Kupita Transcenders, Sister Circle, Oscar Ritchie Scholars and the M.A.L.E. Initiative.

Lesbian, Gay, Bisexual, Transgender and Queer Student Center: The Lesbian, Gay, Bisexual, Transgender and Queer Student Center provides resources and support for LGBTQ students and their allies. The center works to educate the campus and larger communities about issues of sexual orientation and gender identity while providing a safe, welcoming space for all students. The center also serves as an informational clearinghouse for activities, events and opportunities related to the LGBTQ community.

Women’s Center: The Women’s Center advances and enhances the quality of educational experience and professional life for female students, faculty and staff. As a resource for advising, it provides education, information and referral programs and services. It promotes dialogue and interaction concerned with the pursuit of equity and equality and provides collaborative outreach and support services to women in Kent State’s larger educational and geographical communities.

A signature effort is the Sexual Assault Response Team (SART), which focuses on responding to and bringing awareness to sexual assault against women.

Diversity Programming and Project Management: This area focuses on building universitywide partnerships, programs and initiatives to support inclusive excellence at Kent State, the surrounding Regional Campuses and Kent State’s larger educational and geographical communities. This area provides direct support to the vice president for the Division and coordinates efforts in conjunction with academic units, faculty and staff to implement broad-based, institutionwide projects that support the Division and university’s strategic goals. A signature initiative is the development of cultural competency training and diversity workshops.

Diversity Research and Assessment: The Office of Planning, Assessment and Research provides support to the vice president for the Division in areas related to diversity assessment and research management. These include the Diversity Scorecard/ACD (Academic Quality Improvement Program) and assessment of the Equity Action Plan. The goals of these efforts are to systematically gather data for interpretation, analytic reporting and guidance for Kent State units.

AALANA Initiatives: This area focuses on strengthening the representation and success of AALANA students faculty and staff. This area targets the development of best practices in support of the Diversity Scorecard and inclusive excellence efforts.
Faculty Initiatives: Targeted actions have been implemented to support the Diversity Scorecard goals to increase the number and success of AALANA faculty and staff. Specific faculty efforts include the development of a recruitment database and annual trios, inclusive excellence. Faculty and staff in individual commitments, activities and as articulated in our strategic plan — to an innovative level, engaging students, known as the I AM initiative, takes the university’s commitment to diversity — at Kent State University.

President’s Ambassadors: The President’s Ambassadors is a vehicle for ensuring the services of a local, high-level AALANA individuals who may serve as a catalyst for change, promoting multicultural understanding and mutual respect among diverse constituencies of students, staff, faculty and administrators at Kent State University.

Inclusive Actions Movements (IAM): The Inclusive Actions Movement, also known as the IAM initiative, is the university’s commitment to diversity — as articulated in our strategic plan — to an innovative level, engaging students, faculty and staff in individual commitments, activities and movements that foster inclusive excellence.

Three Major Diversity Initiatives

Closing the Disparity Gap for AALANA Populations

The United States is rapidly becoming a more racially and ethnically diverse nation. In 2010, the Census Bureau noted that blacks (12.6 percent), Hispanics (16.4 percent), and Native Americans (3 percent) comprise 29.9 percent of the United States population. Further, the Census Bureau projects that by 2050, non-Hispanic Whites will constitute less than 53 percent of the American population while minorities will constitute more than 47 percent. Conversely, when the representation of Blacks, Hispanics and Native Americans pursuing advanced degrees is compared to the census data, it is clear that the representation of these racial and ethnic groups is considerably low in comparison to their peers. To achieve campus diversity, many colleges and universities have initiatives underway to increase participation for all students, including in particular domestic underrepresented populations. At Kent State University, these groups continue to trail most others, in efforts of recruitment, retention and other success factors. Several universitywide initiatives are underway to address these challenges.

To close the disparity gap, the diversity scorecard process was developed as an approach to provide evidence-based attentiveness for university stakeholders regarding race-based inequities among underrepresented students, faculty and staff and to support the development of multicultural competence at Kent State University.

Broadening the Participation of Women and AALANA Females in Science, Technology, Engineering and Mathematics (STEM) Education and Research

To attain the global leadership and competitiveness in STEM fields that are critical to achieving regional and national goals, Kent State University must explore the role of diversity and its impact on future success in these areas. Women, African-Americans, Latinos and Native Americans are underrepresented amongst graduate programs, specifically master and doctoral recipients in the STEM fields. This trend continues to plague the STEM disciplines throughout the pipeline — from high school to undergraduate, to graduate programs, to starting assistant professors, and advancement to senior academic administrators.

In order to support the development of multicultural competence at Kent State University, the following actions are included in the Equity Action Plan:

1. Collaborate with the Office of Global Education and Division of Human Resources to create an Office of Global Education that focuses on awareness, knowledge and skills pertaining to multiculturalism from both a domestic and global perspective.

2. Collaborate with the Office of Global Education to assess the climate of Kent State University as pertains to issues of diversity.

3. Administer the Intercultural Development Inventory to faculty and staff in order to assess current levels of intercultural sensitivity and develop strategies for increasing sensitivity over an appropriate time span.

4. Collaborate with the Office of Global Education to develop a global certificate program that prepares students for life in an increasingly multicultural and flattening world.

5. Organize a series of lectures by visiting international scholars on diversity issues.
Together We Stand

Diversity Mission, Vision, Values and Action Statements

The nucleus of the Equity Action Plan is found in the mission, vision, values and action statements of the Division of Diversity, Equity and Inclusion:

Mission:
The Division of Diversity, Equity and Inclusion is committed to the creation and nurturing of a diverse community of individuals through inclusive excellence. Diversity recognizes the value of differences and the inclusion of all members of the community including those that experience discrimination or underrepresentation. This is a core value of the university as Kent State makes every effort to build a culturally diverse student, faculty, staff and students that reflect the multicultural regions of Ohio, the nation and our world bringing unique strengths and abilities that contribute to our pursuit of inclusive excellence in action.

Vision:
The Division of Diversity, Equity and Inclusion envisions national and international recognition for inclusive excellence in action. At Kent State University, inclusive excellence is manifested in individual and collective actions, grounded in equity considerations of fairness, justice and integrity that transform, create, sustain and further enhance an environment that is conducive to the success of all. The Kent State community embraces the history and contributions of all people and cultivates sensitivities to thoughts, feelings and experiences different from one’s own while supplying and promoting the supporting curricula to achieve these priorities.

Values:
The Division of Diversity, Equity and Inclusion values:

• A diverse student body, faculty, staff and administration
• A student-centered university that acknowledges student success as a top priority
• The pursuit of knowledge through diverse traditions and inclusive efforts
• Accountability and action towards the success and management of diversity
• A welcoming environment that encourages diversity of thought, continuous personal growth and academic attainment for all members of the Kent State University family
• Engagement and collaboration across difference
• A focus on inclusive excellence in everything that we do

Action Statements:
The Division of Diversity, Equity and Inclusion will:

• Serve all members of the university
• Promote the Kent State University mission and excellence agenda by implementing programs, processes and policy recommendations that align toward sustaining an inclusive, nondiscriminatory, welcoming and highly productive workplace and learning environment

The Division of Diversity, Equity and Inclusion will promote the Kent State University mission and excellence agenda by implementing programs, processes and policy recommendations that work toward sustaining an inclusive, nondiscriminatory, welcoming and highly productive workplace and learning environment.
The Rationale for the Equity Action Plan

The Equity Action Plan spans five years, from Academic Year 2012-2013 through Academic Year 2016-2017. The Equity Action Plan brings together the diversity mission, vision, values and action statements, puts into practice the beliefs behind them and infuses their commitments into Kent State’s DNA. As a national research leader and one of the largest public postsecondary institutions in Ohio, Kent State must integrate access and equity into the ethos of the institution. Regardless of culture, identity, religion, appearance, personality, ability and other human distinctions, Kent State views all of its stakeholders as vital in the process of learning and transformational leadership.

The pursuit of knowledge is not limited to academic matters. An inclusive environment allows a campus community to take advantage of the wealth of knowledge available within diverse traditions and perspectives. The creation of a welcoming environment permits each voice to be valued and respected. Such creation cannot be left to chance or placed outside the core convictions of the university. It is the institution itself that brings accountability into the framework of diversity and inclusion. The Equity Action Plan aids in the coordination of Kent State’s many efforts to create an inclusive and equitable campus climate.

The goal of the Equity Action Plan is to create, recommend and implement strategies to improve overall diversity success at Kent State University. The plan also highlights gauges and measures that will be used to monitor diversity efforts universitywide. In addition to the array of efforts underway at Kent State that focus on access, equity and inclusion for all populations, the division implemented the Diversity Scorecard during the 2010-2011 academic year. The scorecard is an assessment tool that serves as a major focus within the Equity Action Plan. Along with the action plan, the scorecard aids in the planning and assessment of diversity initiatives and programming.

Broad in nature, the Equity Action Plan will assist with the successful implementation and assessment of several initiatives beyond the diversity scorecard focus. Initiatives within the Equity Action Plan include the following programmatic themes:

- Gender Empowerment
- Equity and Access
- Diversity Collaborations
- Sexual Orientation, Gender Identity and Expression
- Student Success
- Multicultural and Global Competency
- Interfaith and Spiritual Engagement
- Supplier Diversity Collaborations
- AALANA Faculty and Staff Recruitment and Retention
- Ability Awareness and Compliance
- Diversity in Science, Technology, Engineering and Mathematics
- Town and Gown Connections
- Diversity Strategic Planning, Assessment and Research
- Sexual Assault Response, Prevention and Awareness

For more information on diversity programming at Kent State, please visit www.kent.edu/diversity.
Framework and Dimensions of the Equity Action Plan

Diversity progress is most valuable as it relates to strengthening the overall goals and values of Kent State. In creating the Equity Action Plan, the Division aligned its goals with the Kent State Strategic Plan and vision, and followed a framework similar to one created by The Campus Diversity Initiative Evaluation Resource Project Office at Claremont Graduate University. The Equity Action Plan incorporates a similar framework that fosters inclusive excellence. It is cyclical in design as each diversity dimension is connected to provide a continuous plurality of institutional diversity success.

As depicted in Figure 1, the framework includes four dimensions to consider in planning:

- The first dimension is Institutional Climate, Culture and Community Relationships. Institutional climate refers to the campus environment with its prevailing attitudes, standards or environmental conditions of various groups within the university community. The goal is to understand the perspectives and needs of the campus community through biannual campus climate assessments and to create supportive environments by way of building community, trust and credibility for all groups, to include internal and external partners of the Kent State University family.

- The second dimension is Student Access, Recruitment, Retention and Success. This dimension focuses on greater inclusion and success of historically underrepresented student groups. It will also address the challenges for broader underserved student populations by providing access to greater opportunity that will enhance academic goals across the eight-campus system. The main area of focus for this dimension is recruitment and retention, to help underrepresented students enter, persist and graduate from the university.

- The third dimension is Education and Scholarship and pertains to the mission of the university to prepare all of its students to thrive in a pluralistic society and in an increasingly linked global community. Areas of focus will be financial and academic scholarship, teaching and learning strategies focused on multicultural competencies; and infusing diversity into the curriculum, all of which will address diversity concerns based upon the educational and scholarly role of the university.

- The fourth dimension is Institutional Accountability. This dimension will focus on the first three dimensions simultaneously to help build and sustain a successful, diverse and inclusive university, holding leadership accountable across the span of the university. The focus includes the professional development and recognition of faculty, staff and students, particularly as it relates to diversity; implementing measures to increase the recruitment and success of diverse faculty and staff; support initiatives to diversify university advisory boards; support the advancement of women, particularly in science, technology, engineering and mathematics disciplines; support growth in supplier diversity efforts; and the coordination and monitoring of organizational change that supports university-wide diversity goals.

Figure 1
Equity Action Plan Framework

Institutional Accountability
RED TEAM

Education and Scholarship
BLUE TEAM

Student Access, Recruitment, Retention and Success
GREEN TEAM

DIVERSITY DIMENSIONS

Institutional Climate, Culture and Community Relationships
YELLOW TEAM

The Division of Diversity, Equity and Inclusion’s four diversity dimensions are directly aligned with the university’s strategic goals. These four dimensions along with Kent State University’s strategic plan lay the groundwork for the university’s diversity efforts. Each dimension is viewed as an overriding goal that encompasses challenges to be addressed through detailed planning. For each challenge, there are strategic actions, incorporating key themes, projects and tasks. Metrics are also identified to ensure the success of each goal and the accompanying theme and/or task.

The following example in Figure 2, serves as the accountability and measurement tracking mechanism to be used in monitoring the Equity Action Plan progress. To ensure success of the Equity Action Plan, there is a shift in individual work plans for upper-level staff of the division who provide oversight for each of the four dimensions of the Equity Action Plan as chairs and co-chairs of the University Diversity Action Council teams. The University Diversity Action Council is also restructured into four committees with each committee assigned to one of the four dimensions. University Diversity Action Council committees are implementing several university-wide initiatives and/or assessing initiatives addressed in the Equity Action Plan. Moreover, the Equity Action Plan aligns with stated goals outlined in unit affirmative action plans and incorporates the diversity scorecard assessment tool. In addition, this process aligns with the Division’s AQIP (Academic Quality Improvement Program) goals and outcomes. This top-down, bottom-up, comprehensive and intentionally broad approach, which helps to guide and coordinate efforts, will reflect the strategies and tactics for accomplishing university-wide success in achieving diversity goals.

**Figure 2**

Framework for Assessing Equity Action Plan Objectives

<table>
<thead>
<tr>
<th>University Objective (or Goal)</th>
<th>Expected Outcomes (Theme or Task)</th>
<th>Action Initiatives (How to Accomplish Task)</th>
<th>Baseline (Current Status)</th>
<th>Target (Future Status)</th>
<th>Metrics and Findings</th>
<th>Timeframe: Year One through Five</th>
</tr>
</thead>
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Note: Appendix Three displays the Division of Diversity, Equity and Inclusion Strategy Map. The column that reads University Strategic Goals illustrates the four specific Kent State strategic goals that guide the work of the Division. All staff and offices/centers within the Division use a strategy map to guide their work and the assessment of unit-level goals. The strategy map has a natural flow with the concept of the Equity Action Plan.
Equity Action Plan Objectives

Below in greater detail is the process for aligning four of the six university strategic goals with the four related diversity dimensions. For each dimension, a list of themes and/or tasks, action initiatives, assessment metrics, and an indication of the affiliated leadership, to ensure ongoing progress and success are provided.

Kent State Strategic Objective: Engaging With the World Beyond Our Campuses

Diversity Dimension: Institutional Climate, Culture and Community Relationships

University Theme and/or Task:
• Communicating a shared mission and vision statement on inclusive values
• Creating a welcoming and inclusive environment reflective of all dimensions of diversity (i.e., gender, physical abilities/qualities, religious beliefs, income, sexual identity and/or expression)
• Forging strategic community and alumni partnerships that add significant value
• Incorporating global perspectives into all initiatives

Action Initiatives:
• Provide ongoing discussion and dissemination of the Equity Action Plan
• Provide purposeful, intellectual and social development through a variety of gatherings and programs to enhance the understanding of diversity, global awareness and global citizenry
• Encourage collaborations with the city of Kent and Portage County focusing on aspects of diversity and inclusion
• Build enhanced initiatives to reinforce the sustainability of TRIO programs at Kent State
• Institutionalize the Inclusive Actions Movement program
• Reinforce support and collaborations regarding climate, culture and community with Regional Campuses (collaborate with Green, Blue and Red teams)
• Support the implementation of the biannual University Climate Study (collaborate with Red team)
• Integrate diversity initiatives to be more inclusive of the global domain (collaborate with Green, Blue and Red teams)
• Collaborate with the Office of Global Education to assess the climate of Kent State University as pertains to issues of diversity
• Collaborate with the Office of Global Education to create external domestic and global partnerships (collaborate with Blue team)

Assessment Metric:
• Participation rate of social gatherings and programs
• Qualitative and quantitative evaluation of programs
• Results and follow-up on recommendations from the University Climate Study
• Number of new external and internal partnerships to sponsor diversity-related events and programs
• Impact of programs with global domain focus
• Impact on programs and collaborations with the city of Kent and Portage County
• Return on Investment — success rate of new partnerships and programs

Affiliated Leadership:
• Division of Diversity, Equity and Inclusion
• University Diversity Action Council Yellow Team
• Office of Global Education
• Regional Campuses
• Deans and Vice Presidents
Kent State Strategic Objective: Ensuring Student Success

Diversity Dimension: Student Access, Recruitment, Retention and Success

University Theme and/or Task:
• Recruiting a diverse student body
• Retaining a diverse student body
• Increasing annual persistence rate for underrepresented and underserved groups
• Increasing six-year graduation rates for underrepresented and underserved groups

Action Initiatives:
• Collaborate with the Admissions Office and college units to host recruitment in targeted schools and areas; build partnerships with high school administrators and counseling staff
• Collaborate with faculty to increase diversity aspects related to service learning
• Collaborate with the Office of Global Education to develop a global certificate program that prepares students for life in an increasingly multicultural society and flattening world.
• Enhance relationship between underrepresented/underserved students and administration
• Review process for students from underrepresented/underserved populations to increase access and opportunity for specific programs (i.e., Honors College, Center for Adults and Veterans, Women’s Center, Lesbian, Gay, Bisexual, Transgender and Queer Student Center) across the university
• Encourage student participation in education-abroad programs
• Create and implement programs focused on increased engagement, leadership and scholarly activities
• Implement changes in summer bridge programs (i.e., Academic STARS) to better align with corrective courses and leadership development
• Provide support to increase success for underrepresented/underserved students at Regional Campuses (collaborate with Blue Team)
• Encourage initiatives with Undergraduate Studies and Graduate Studies

Assessment Metrics:
• Participation rate in diversity specialized programming (e.g., Academic STARS, Oscar Ritchie Scholars, Kupita Transiciones)
• Participation and success rate of underrepresented/underserved students in targeted specific programs (i.e., Higher Education Compact, Honors College, Office of Global Education, Center for Adults and Veterans, Read Center for International and Intercultural Education, etc.)
• Participation rate in collaborative programming led by faculty, staff and students
• Annual persistence rate for underrepresented/underserved students
• Six-year graduation rate for underrepresented/underserved students
• Diversity competency level for students (pre- and post-test)
• Qualitative and quantitative evaluation of programs
• Number of diversity grants

Affiliated Leadership:
• Division of Diversity, Equity and Inclusion
• University Diversity Action Council Green Team
• Regional Campuses
• Division of Enrollment Management and Student Affairs
• Undergraduate Studies
• Graduate Studies
Kent State Strategic Objective: Enhancing Academic Excellence and Innovation

Diversity Dimension: Education and Scholarship

University Theme and/or Task:
• Creating new learning paradigms
• Developing a curriculum that fosters United States and global cultural competencies
• Infusing diversity across the curriculum
• Promote the development of multicultural/global competence teaching and learning programs among members of the Kent State community
• Broadening the academic participation of women and AA/ALAAN/individuals in science, technology, engineering and mathematics
• Creating specific funds for funding scholarships targeting underprivileged and underrepresented students with financial need
• Increasing support for Regional Campuses to include assistance in creating student internships in individual colleges and through the Student Multicultural Center, Women’s Center, Pre-College Programs, and Lesbian, Gay, Bisexual, Transgender and Queer Student Center
• Encourage academically related diversity goals in colleges and divisions
• Review and collaborate with the University Diversity Requirement Committee to infuse diversity across the curriculum and to incorporate inclusive values across differences.

Assessment Metrics:
• Cultural competence level for students, faculty and staff (evaluation)
• New guidelines for diversifying the curriculum
• Number of new programs across the Division of Diversity, Equity and Inclusion
• Qualitative and quantitative evaluation of programs
• Number of published articles on diversity by faculty and staff
• Dissemination and recognition of best practices for diversity education and scholarship in college and divisions

Affiliated Leadership:
• Division of Diversity, Equity and Inclusion
• Office of Global Education
• Regional Campuses
• Division of Enrollment Management and Student Affairs
• Division of Academic Affairs

• Organize a series of lectures by visiting international scholars on diversity issues.
• Work with Provost Faculty Associates in the Division of Diversity, Equity and Inclusion to increase scholarly published diversity research
• Collaborate with Regional Campus Deans to address challenges associated with education and scholarship with diverse populations (collaborate with Green Team on this initiative)
• Collaborate with Divisions of Academic Affairs and Student Affairs on recommendations from the Task Force on Women in STEM (collaborate with Red Team on this initiative)
• Promote collaborative efforts through the Division of Diversity and Inclusion: Advisory Board and initiatives for scholarship fundraising activities.

Action Initiatives:
• Provide cultural competency programming throughout the Kent and Regional Campuses
• Administer the Intercultural Development Inventory to faculty and staff groups in order to assess current levels of intercultural sensitivity and develop strategies for increasing sensitivity over an appropriate time span.
• Expand diversity learning opportunities to include assistance in creating student internships in individual colleges and through the Student Multicultural Center/Women’s Center Pre-College Program, and Lesbian, Gay, Bisexual, Transgender and Queer Student Center
• Encourage academically related diversity goals in colleges and divisions
• Review and collaborate with the University Diversity Requirement Committee to infuse diversity across the curriculum and to incorporate inclusive values across differences.

Five-Year Equity Action Plan

• Organize a series of lectures by visiting international scholars on diversity issues.
• Work with Provost Faculty Associates in the Division of Diversity, Equity and Inclusion to increase scholarly published diversity research
• Collaborate with Regional Campus Deans to address challenges associated with education and scholarship with diverse populations (collaborate with Green Team on this initiative)
• Collaborate with Divisions of Academic Affairs and Student Affairs on recommendations from the Task Force on Women in STEM (collaborate with Red Team on this initiative)
• Promote collaborative efforts through the Division of Diversity and Inclusion: Advisory Board and initiatives for scholarship fundraising activities.
Kent State Strategic Objectives: Developing and Recognizing Our People

Diversity Dimension: Institutional Accountability

University Theme and/or Task:
• Recruiting a diverse workforce
• Retaining a diverse workforce
• Providing leadership initiatives for accommodating a diverse workforce
• Creating and implementing guiding principles for managing diversity
• Coordinating organizational change to support unit diversity goals
• Continuous assessment and communication of diversity programming and projects
• Increasing supplier diversity efforts
• Diversifying university leadership, advisory boards, and mid-level management across all colleges and divisions, inclusive of but not limited to, women and ALANA (African, Latino, Asian and Native American) populations

Action Initiatives:
• Collaborate with the Division of Human Resources to develop and implement diversity training, diversity seminars, and professional development opportunities focused on diversity and managing a diverse workforce
• Collaborate with the Office of Global Education and Division of Human Resources to create an employee development program that focuses on awareness, knowledge, and skills pertaining to multiculturalism from both a domestic and global perspective
• Develop leading best practices (i.e., faculty search procedure handbook and training) in the recruitment and retention of diverse faculty and staff
• Increase participation in, and success factors of the Annual AALANA Workshop

Assessment Metric:
• Participation rate for diversity training, seminars, faculty/staff development
• Hiring rate for diverse faculty and staff
• Rankings on employer diversity
• Rankings on employee satisfaction
• Retention rates for diverse faculty and staff
• Annual increase in minority spend
• Number of diversity awards given
• Percent of diverse members serving on university advisory boards
• Distribution of an annual diversity report

Affiliated Leadership:
• Division of Diversity, Equity and Inclusion
• University Diversity Action Council Red Team
• Division of Academic Affairs
• Division of Human Resources
• Regional Campuses
• Office of Global Education
• Deans and Vice Presidents

• Promote an inclusive, nondiscriminatory welcoming and highly productive workplace throughout the university, including a focus on broadening participation with women and minority-owned businesses (collaborate with Yellow Team)
• Support and provide feedback for initiatives focused on women and AALANA in STEM disciplines (collaborate with Blue Team)
• Develop diversity awards to recognize outstanding diversity efforts
• Review and assist colleges and divisions with nonacademic related diversity goals
• Assist development and dissemination of an annual diversity report
Diversity is an exciting journey which is only successful when everyone is brought along equally. President Lester A. Lefton’s goal, and the mission of the Division of Diversity Equity and Inclusion, is to make Kent State a national model of inclusive excellence. As he puts it, inclusive excellence represents “an expanded definition of diversity.”

The Equity Action Plan provides the infrastructure for Kent State University’s pursuit of greatness. It brings together powerful initiatives that will shape the way we live and learn at Kent State. Through this action plan, the Division of Diversity Equity and Inclusion will lead Kent State in implementing the university’s highest values: fairness and respect for individuals and their ideals; opportunities for underrepresented and underserved groups; an inclusive student body and work place; academic and research excellence by way of inclusive values; and measurable initiatives in place to ensure progress in diversity equity and inclusion.

With inclusive excellence as our guide, and in a universitywide effort, our plan will take Kent State’s core values to a new level over the next five years. Our goal is to create a new reality – one in which diversity is expected and exclusion is a foreign concept. “A university that promotes diversity in all forms,” President Lefton said, “is prepared for the future.” When we accomplish our diversity vision, our university will be transformed and stand prepared for the future.

Along with the Diversity Scorecard, the Equity Action Plan aids significantly in chartering our future toward inclusive excellence. Kent State University is well on its way to become nationally and internationally known for inclusive excellence in action.
Appendix One: University Diversity Action Council (UDAC)

One important mechanism for implementing the Equity Action Plan and attaining its goals is the University Diversity Action Council. In the 2011-2012 academic year the University Diversity Action Council was realigned to do the following:

- Provide support to the vice president for the Division of Diversity, Equity and Inclusion in implementing the diversity mission and action plan.
- Ensure that divisional units represented by University Diversity Action Council members are fully informed and engaged in diversity development across the university.
- Certify that the diversity initiatives within divisional units are aligned with university direction.
- Serve as the highest leadership council for university-wide diversity matters.
- Receive and review diversity progress updates from each unit’s Diversity Scorecard.
- Implement the action initiatives of the Equity Action Plan through collaborative efforts across the university.

The members of the University Diversity Action Council consist of Kent State students, faculty, staff and administrators from a wide range of disciplines, job categories, and divisional units. All eight Kent State campuses are represented, and the council meets monthly. During the 2011-2012 academic year the University Diversity Action Council has provided input for the Equity Action Plan and aided in developing the aforementioned diversity mission, vision, values and action statements. The University Diversity Action Council will provide leadership and oversight in implementing and assessing the Equity Action Plan.

Glossary of Terms

AALANA
An acronym that is defined as African-American, Latino American, and Native American. The term describes the population of students, faculty, and staff that is the area of focus for the Kent State Diversity Scorecard.

ALANA
An acronym that is defined as African, Latino, Asian, and Native American. This acronym includes the Asian-American population and is often associated with affirmative action guidelines.

AQIP (Academic Quality Improvement Program)
This program is geared towards maintaining accredited affiliation with The Higher Learning Commission based on the principles of continuous improvement. AQIP sets goals and objectives that align with discipline-affiliated accreditation goals.

LGBTQ
Population of students, faculty, and staff who are Lesbian, Gay, Bisexual, Transgendered, Queer, or Questioning.

STEM
The term STEM — Science, Technology, Engineering and Mathematics — refers to the academic initiatives to increase the participation of women and underrepresented groups.

Underserved Populations
This is a broader term used for several populations such as Women in STEM, low-socioeconomic, standing black and Hispanic males, adult students, part-time students, commuter students, LGBTQ students, first-generation students, disabled, and others.

URM (Underrepresented Minorities)
This term is interchangeably used to identify AALANAs (African Americans, Latino Americans, and Native Americans) and/or ALANAs (African, Latino, Asian, and Native Americans).
Appendix Two: Diversity Scorecard Trends and Summary

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Access Goal 1: Increase Percentage of New AALANA Faculty, Staff and Students.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Full-Time/First-Time Freshmen</td>
<td>11%</td>
<td>14.9%</td>
<td>14%</td>
</tr>
<tr>
<td>Tenure-track Faculty - New Hires</td>
<td>3%</td>
<td>8.3%</td>
<td>9%</td>
</tr>
<tr>
<td>Nontenure-track Faculty - New Hires</td>
<td>0%</td>
<td>6.2%</td>
<td>7-9%</td>
</tr>
<tr>
<td>Unclassified Staff - New Hires</td>
<td>13%</td>
<td>4.2%</td>
<td>21%</td>
</tr>
<tr>
<td>Classified Staff - New Hires</td>
<td>17%</td>
<td>18.4%</td>
<td>20%</td>
</tr>
<tr>
<td>Retention Goal 2: Increase AALANA Faculty and Student Retention.</td>
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<td></td>
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</tr>
<tr>
<td>Student 1st-year retention rate</td>
<td>71%</td>
<td>57%</td>
<td>71-72%</td>
</tr>
<tr>
<td>Student 2nd-year retention rate</td>
<td>52%</td>
<td>51%</td>
<td>95%</td>
</tr>
<tr>
<td>Tenure-track Faculty annual retention rate</td>
<td>80%</td>
<td>71%</td>
<td>100%</td>
</tr>
<tr>
<td>Nontenure-track Faculty annual retention rate</td>
<td>108%</td>
<td>9%</td>
<td>100%</td>
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<tr>
<td>Excellence Goal 3: Increase AALANA Students Graduation Rates.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Six-year graduation rate</td>
<td>30%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Master’s degrees awarded</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Doctoral degrees awarded</td>
<td>2%</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Scorecard Trend Summary

In the table to the left, note that the baseline column denotes data from the 2009-2010 academic year. The next column represents data from the 2011-2012 academic year. The goal column indicates the five-year aspiration goal for each construct. Also, the green color signifies areas where the annual goal for the 2011-2012 academic year was met. The pink color signifies areas where the annual goal was not met.

In the table, trends for full-time/first-time AALANA freshmen enrollment, tenure-track and nontenure-track new hires and classified staff hires have increased since the baseline year. Whereas, AALANA retention rates for both students and faculty have not increased. The six-year graduation rates, along with doctoral degrees awarded to AALANA students have increased since the baseline year. All of the areas indicated in the table are being evaluated by the university’s diversity scorecard assessment.

The Division of Diversity, Equity and Inclusion has several efforts and universitywide collaborations underway to maintain areas where targets have been met and to improve areas where targets have not been met. Please note, new hire data for the baseline column and the 2011-2012 academic year signify new hires universitywide from July 1 to Nov. 1. This four-month snapshot aligns with institutional reporting for the Integrated Postsecondary Education Data Systems (IPEDS). Beginning in fall 2014, the data collection time frame will be Nov. 2 through Nov. 1.
Appendix Four:
2008 – 2009 President’s Commission on Inclusion
The Rev. Ronald Fowler, Chairperson

Members:

Rachel Anderson
Director
Adult Student Center

Tim Berard
Associate Professor
Justice Studies

Surinder Brar
Emeritus Professor
Geography

Patricia Book
Vice President
Regional Development

Willie Boston
Director, Equal Opportunity and 
Affirmative Action

Kenneth Burton
Assistant Professor
Libraries and Media Services

Jennifer Chestnut
Executive Director
Hillel

Flo Cunningham
Director
University Communications 
and Marketing

Francis Dorsey
Interim Chairperson and Professor
Pan-African Studies

Joann Kigwe Dowdy
Professor
Teaching, Leadership and Curriculum 
Studies

Alvin Evans
Associate Vice President
Human Relations

Richard Fenshaw
Professor
Anthropology

Doruelle Pickering
Graduate Assistant
Student Accessibility Services

George Garrison
Professor
Pan-African Studies

Geraldine Hayes-Nelson
Associate Dean
Undergraduate Studies

Justin Hilton
Assistant Professor
Architecture and Environmental 
Design

Gus Hoyas
Principal Owner
Gus A. Hoyas & Assoc. 
Insurance Agency Inc.

Nancy James
Assistant Professor
Nursing

Barbara Mathews
Retired Educator/Banker 
Community Member
### Appendix Five:

**University Diversity Action Council Membership 2011-2013**

**Fashaad Crawford, Chairperson**

<table>
<thead>
<tr>
<th>Members</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Heather Adams</td>
<td>Division of Diversity Equity and Inclusion</td>
</tr>
<tr>
<td>Darlene Adelman</td>
<td>Office of the President</td>
</tr>
<tr>
<td>Linden Adkins</td>
<td>College of Applied Engineering, Sustainability and Technology</td>
</tr>
<tr>
<td>Lindsey Ayers</td>
<td>Student</td>
</tr>
<tr>
<td>Elia Bielata</td>
<td>Division of Diversity Equity and Inclusion</td>
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<tr>
<td>Kaylan Bonner</td>
<td>Division of Diversity Equity and Inclusion</td>
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<td>Veronica Cook-Bell</td>
<td>Division of Business and Finance</td>
</tr>
<tr>
<td>Deborah Craig</td>
<td>Honors College</td>
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<tr>
<td>Fashaad Crawford</td>
<td>Division of Diversity Equity and Inclusion</td>
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<tr>
<td>David Dixon</td>
<td>College of Public Health</td>
</tr>
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<td>Russell Duncan</td>
<td>College of Communication and Information</td>
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<tr>
<td>The Rev. Ronald Fowler</td>
<td>Office of the President</td>
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<tr>
<td>Kimberly Garchar</td>
<td>Kent State University at Stark</td>
</tr>
<tr>
<td>Lisa Greer</td>
<td>Kent State University at Stark</td>
</tr>
<tr>
<td>Carla Gisler</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Willie Harrell</td>
<td>College of Arts and Sciences</td>
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<tr>
<td>Denise Harrison</td>
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<tr>
<td>Charles Holmes-Hope</td>
<td>Division of Enrollment Management and Student Affairs</td>
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<td>David Hughes</td>
<td>College of Architecture and Environmental Design</td>
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<td>Susan Iwanski</td>
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<td>William Jackson</td>
<td>Division of Information Services</td>
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<tr>
<td>Trinity Jean</td>
<td>Division of Diversity Equity and Inclusion</td>
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<tr>
<td>Sylvia Johnson</td>
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<tr>
<td>Ayeha Jones</td>
<td>Student</td>
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<tr>
<td>Kimberly Kennedy</td>
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<td>Yuko Kambashi</td>
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<td>Dana Lawless-Andric</td>
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<td>Shang Lee</td>
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<td>Lois Litt</td>
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<tr>
<td>Constance Longeneur</td>
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<td>Carol Moore</td>
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<td>Camp A. Moore</td>
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<td>Akuan Murphy</td>
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<td>Terr Nickolas</td>
<td>Division of University Relations</td>
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<tr>
<td>Jennifer O’Connell</td>
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<td>Kristine Olufodun</td>
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<td>Joseph Ortiz</td>
<td>College of Arts and Sciences</td>
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<td>Carmee Palmer</td>
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<tr>
<td>Anna Pohmern</td>
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<tr>
<td>Pravek Pohorskar</td>
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<td>Raman Panchal</td>
<td>University Libraries</td>
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<tr>
<td>Pamela Pataska</td>
<td>Kent State University at Tuscarawas</td>
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<tr>
<td>Kathy Davis Patterson</td>
<td>Kent State University at Tuscarawas</td>
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<td>Michael Perri</td>
<td>Division of Business and Finance</td>
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<tr>
<td>Amy Quillin</td>
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<tr>
<td>Stice Rapawy</td>
<td>Division of Intercollegiate Athletics</td>
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<tr>
<td>Randale Richmond</td>
<td>Division of Intercollegiate Athletics</td>
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<tr>
<td>James Ritter</td>
<td>Kent State University at Trumbull</td>
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<tr>
<td>Carmen Roberts</td>
<td>Division of Diversity Equity and Inclusion</td>
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<tr>
<td>Roxie Piotrowski</td>
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<tr>
<td>Rachel Runko</td>
<td>Office of Human Resources</td>
</tr>
<tr>
<td>Meri Russell</td>
<td>Kent State University at Trumbull</td>
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<tr>
<td>Gina Caragno</td>
<td>College of Applied Engineering, Sustainability and Technology</td>
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<tr>
<td>Mike Rupprecht</td>
<td>College of the Arts</td>
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<tr>
<td>Bethany Simunich</td>
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<tr>
<td>Joe Vitale</td>
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<tr>
<td>Paulina Wasko</td>
<td>Division of Research and Sponsored Programs</td>
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<tr>
<td>Velma West-Laudermill</td>
<td>Kent State University at Geauga</td>
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</tbody>
</table>

**Ken Steinkoch**

College of Public Health |

**Katherine Sorokas**

Division of Enrollment Management and Student Affairs |

**John Stailey**

College of Public Health |

**Joan Stewart**

Kent State University at Ashland |

**Samohil Tandon**

Kent State University at Salem |

**Tiffany Taylor**

College of Arts and Sciences |

**Dean Tondiglia**

Divisional Business and Finance |

**Katherine Vance-Richteri**

Kent State University at Salem |

**Michael Hughto**

Office of the Provost |

**Joe Vitale**

Division of Human Resources |

**Paulina Wasko**

Division of Research and Sponsored Programs |

**Velma West-Laudermill**

Kent State University at Geauga |
Inclusive excellence in action supports an academic commitment to recognizing, appreciating and leveraging the dynamic diversity of human differences—a commitment which allows every individual to reach their fullest potential. The foundational truths of inclusion are found within the hearts and minds of a diverse group of students, faculty, staff and administrators who understand the value of plurality and are diverse in many ways, not just race and gender. They have learned how to utilize the aspects of diversity to drive innovation and creativity through every thought process.

Inclusive excellence is revealed when diversity becomes a natural process, a welcomed aspect of institutional will and vitality. Inclusive excellence in action is an essential element of an institution's brand. It promotes an environment that conveys the power of inclusion in a matter-of-fact acceptance, without biases, hindrances or intolerant behaviors. Inclusive excellence in action dwells within a place where diversity is not only honored, but also expected. It is where the understanding of diversity is an inclusive idea, culminating in excellence across disciplines, pedagogy, clubs, classrooms, administrative offices, social networks, committees and external groups. It is a picture of a pluralistic global society where excluson is a foreign concept.

In this kind of environment, inclusive excellence is aligned with the vision and consent of its members. Therefore, it is needful that an academic community understands the value of inclusion and actively pursues a more welcoming and inviting culture that breeds success for all. This new culture will help define inclusive excellence in action within an esteemed, quality-driven, inclusive, premier academic institution.

Inclusive excellence in action incorporates the dynamic diversity of human distinctions, differences that come in a variety of opinions, abilities, experiences, cultures, personalities, influences, races, gender and gender expressions, ethnicities, languages, appearances and many other types of variation between individuals and groups. When we forge our experiences together, we become champions of individual and collective achievement. This, I believe is inclusive excellence in action at its ultimate best.

Appendix Seven:

A PHILOSOPHICAL DECLARATION

The Academic Need for Inclusive Excellence in Action

By Alfreda Brown, Ed.D.

Inclusive excellence in action supports an academic commitment to recognizing, appreciating and leveraging the dynamic diversity of human differences—a commitment which allows every individual to reach their fullest potential. The foundational truths of inclusion are found within the hearts and minds of a diverse group of students, faculty, staff and administrators who understand the value of plurality and are diverse in many ways, not just race and gender. They have learned how to utilize the aspects of diversity to drive innovation and creativity through every thought process.

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Commitment