The Division of Diversity, Equity and Inclusion (DEI) had a successful and change-filled year complete with many highlights and successes, including the launch of the Equity Action Plan (EAP). The Equity Action Plan serves as the guiding strategic framework for diversity and inclusion work across the university. We will continue working toward inclusive excellence in the coming year, as guided by the Equity Action Plan and diversity framework built since the Division of Diversity, Equity and Inclusion’s inception in 2009.

**Division Mission**

The Division of Diversity, Equity and Inclusion serves all members of the university. Diversity promotes 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 for all members of the university community.
Highlights of Report

• Equity Action Plan launch, see more on pg. 2

• Lester A. Lefton Persistence Scholarship Award launch, see more on pg. 5

• Expansion of Services, see more on pg. 7

• Increased AALANA student retention, see more on pg. 8

• Increased AALANA faculty hiring, see more on pg. 10

• NADOHE Winner, see more on pg. 13
The Division of Diversity, Equity and Inclusion launches the university’s first-ever Equity Action Plan (EAP)

The Equity Action Plan, 2012 – 2017, connects four university strategic goals to metric-driven outcomes in diversity, equity and inclusion. The goals are based on diversity dimensions, which serve as the framework for the plan.

The plan is implemented through the University Diversity Action Council (UDAC), composed of more than 100 Kent State faculty and staff who serve as systemwide representatives to carry out the Equity Action Plan objectives. The goal of the Equity Action Plan is to create, recommend and implement strategies to improve overall diversity success at Kent State.
Key accomplishments from year one include:

• Creation of cultural competency scenario-based videos and dialogues to equip incoming teaching and graduate assistants with skills to foster inclusion in the classroom.

• Administration of a Diversity Training Survey to assess Kent State’s diversity training needs.

• Development of a Diversity in Research module in the Collaborative Institutional Training Initiative (CITI); CITI training is required by all faculty and students interested in performing research, and now includes a component focusing on diversity in research considerations.

• Completion of AALANA (African-American, Latino-American, Native American) student focus groups to inform the development of retention strategies and programming.

• Creation/redevelopment of employee recognition awards (Diversity Trailblazer Award, University Diversity Action Council Recognition Award)
External Funding and Fundraising

In 2012-13, the Division of Diversity, Equity and Inclusion secured more than $1 million in external funding. Although the major portion of funding came from the five-year renewal of our three federal Upward Bound TRIO grants, additional funding derived from a variety of grants received throughout the academic year. These varied programs focused on pre-college initiatives and persistence of current students.
Tee Up for Scholarships

The division hosted its inaugural golf outing, *Tee Up for Scholarships*, in May 2013. Hosted by the Division's Diversity Advisory Board, the event raised more than $35,000 for scholarship funds. The proceeds target underrepresented and underserved juniors and seniors with financial need, who are in good academic standing. Thirty thousand dollars will be endowed this year with the initial awards presented in spring 2014 in honor of President Lester A. Lefton’s vision of inclusive excellence. *The Lester A. Lefton Persistence Award* will be offered annually to qualified students.
Diversity Scorecard

The Diversity Scorecard is a tool used to enhance campus diversity and increase participation of underrepresented groups in higher education. Modifying a similar metrics for business, the Center for Urban Education at the University of Southern California laid the groundwork to help construct new institutional knowledge and change regarding educational outcomes for marginalized groups. Through the use of the center’s scorecard, an approach was developed to offer evidence-based monitoring of racial or ethnic inequities. The premise of the scorecard is twofold: (1) allows institutional administration, faculty and staff an opportunity to become knowledgeable about the experiences and outcomes of underrepresented students on their campuses; and (2) view, understand and approach inequality of student outcomes as a matter of institutional responsibility.¹

The Kent State Diversity Scorecard focuses on educational access, first- and second-year retention, and degree completion for AALANA students. Additionally, the scorecard explores trends related to access (hiring), retention and promotion/tenure for AALANA faculty. Finding ways to increase diversity regarding access and equity of outcomes for AALANA faculty, staff and students will enhance the learning environment at Kent State, thereby advancing progress toward our strategic university goals.

Beginning in 2009, the established baseline year, the figures below highlight the university's progress in two areas the Diversity Scorecard measures: full-time, first-time freshman enrollment and degree completion. The first chart depicts the total number of full-time, new AALANA freshmen and shows that the university has been able to recruit and enroll a growing number of AALANA freshmen over time, most recently to 916 students. In addition, the second chart presents the number of degrees awarded universitywide to AALANA students from 2009 to 2013. As shown, AALANA undergraduate degree recipients have increased to 409 in 2013, and the number of graduate degrees (master's and doctoral) awarded has grown to 95.

**Student Services and Success**

Enhanced growth to meet the diversity of student needs

- In fall 2013, the Division of Diversity, Equity and Inclusion launched the Office of Sexual and Relationship Violence Support Services. The purpose of the office is to educate students about personal safety and violence prevention, empower them to build healthier relationships and prevent sexual violence, and to be responsive to students in need. The office is led by a full-time coordinator.

- Programs were expanded, and lounge space was dedicated for the Lesbian, Gay, Bisexual, Transgender and Queer Student Center. The center continues to grow to meet the needs of LGBTQ students and allies. With a full-time coordinator funded this past year, an increase in programs, dialogues, support services and awareness activities followed. Specifically, Safe Space trainings were held to increase the number of LGBTQ Safe Zones around campus, reaching 47 faculty and staff and 158 students.
Student Services and Success

Increased efforts to support AALANA student retention

The Division of Diversity, Equity and Inclusion has invested strategic resources and efforts to support the persistence of AALANA students. These efforts include the Academic STARS program, Oscar Ritchie Scholars Guild, Kupita Transiciones and the Kent State Higher Education Compact for Cleveland.

- 93 percent of Academic STARS cohort 2012 were retained into the 2013 academic year; for cohort years 2008-2010, 73 percent of Academic STARS students persisted year-to-year toward graduation.

- 80 percent of AALANA students that participated in Kupita Transiciones, orientation program, were enrolled for fall 2013.

Kupita Transiciones, the Division of Diversity, Equity and Inclusion’s AALANA orientation program, has welcomed into Kent State nearly 200 participants since 2011 and has demonstrated successful impact on participant overall persistence.

Academic STARS, a flagship Division of Diversity, Equity and Inclusion persistence program, continues to demonstrate excellent retention results as noted on the right. Further, the 2013 cohort fall grade point average was 3.4.
Student Services and Success

Outreach efforts

The Division of Diversity, Equity and Inclusion was successful in securing five more years of additional funding for the TRIO Upward Bound programs, serving eight area high schools and more than 200 first-generation, low-income high school students. The TRIO Upward Bound programs provide college readiness and academic preparation through partnerships with the College of Business Administration, College of Public Health and Department of Biology.

Other outreach efforts included partnerships with Cleveland Central Catholic High School, Breakthrough Schools and Health Professions Affinity Community (HPAC) of Portage County.

HPAC students of Portage County

Upward Bound students
Faculty and Staff Initiatives

AALANA recruitment and retention

Since the Division of Diversity, Equity and Inclusion’s inception, a strategic focus to recruit and diversify faculty has remained central and yielded impressive successes over the past year, including:

- Annual recruitment trips to the Institute on Teaching and Mentoring, the largest gathering of AALANA doctoral students interested in careers in the professorate.

- Development of the Seminar on Diversifying and Retaining Faculty and Staff, offered twice over this past year and reaching more than 60 faculty and staff.

- AALANA Faculty Workshop offered each August to support AALANA faculty promotion, tenure and reappointment.

- Development of AALANA Faculty Learning Communities. Led by Division of Diversity, Equity and Inclusion Faculty Associates, the Learning Communities seek to support the success of AALANA faculty.

Most impressive has been the hiring of eight new tenure-track AALANA faculty this past fall. This has been the highest number of AALANA tenure-track faculty in over six years. Through the Division of Diversity, Equity and Inclusion’s support and partnership with various colleges and departments, increased faculty diversity is being achieved.

Fall 2013 — Eight New Tenure-Track AALANA Faculty, the Highest Number in over Six Years
Faculty and Staff Initiatives

Support to women faculty and staff

The Women’s Center continues to grow with the addition of a new assistant director and programming to meet the myriad needs of female students, faculty and staff. The Women’s Center has transformed from a resource center into a comprehensive, welcoming place that drives personal and professional development; focuses on the advancement of women from all walks of life and at all levels; provides crisis-intervention services for faculty, staff and students; and offers educational programming focusing on issues important to women.

The Women’s Center has used four foundational pillars of best practice for women’s centers to guide its strategic plan: Sexual Assault Education and Response, Women’s Health and Wellbeing, Women’s Leadership and Faculty Initiatives. For example, 150 Mobile Mammograms were offered this past year to Kent State staff and spouses.

Brown Bag lunch at the Women’s Center

Walk a Mile in Her Shoes, international men’s march to stop rape, sexual assault and gender violence
Women in STEM

On Sept. 22, 2011, President Lester A. Lefton, in the annual State of the University Address, announced the formation of a Taskforce on Women in STEM Education and Research. The formation of the Taskforce, chaired by Vice President Alfreda Brown, Ed.D., and Chair of the Department of Geography Mandy Munro-Stasiuk, Ph.D., was in response to the need to promote the participation and success of underrepresented groups, including women and AALANA women at all levels of STEM education and research.

The Taskforce includes more than 40 faculty and staff, serving on various subcommittees to carry out key recommendations. Highlights of those recommendations that are in progress include:

- Creation of a central STEM website to serve as a clearinghouse of all things STEM for potential STEM students. The website will feature videos and profiles of women and diverse students, as well as snapshots of faculty labs and research.

- Time-Use Study: The time use study, administered through the Department of Sociology, will allow an accurate understanding of the various ways female faculty use their time and how those time demands may impact tenure and promotion.

- Implementation of a mentoring program to support female faculty success in STEM. The College of Arts and Sciences is currently structuring a mentoring model based on national research, to support female faculty success in reaching tenure and promotion.
Awards and Recognitions

The Division of Diversity, Equity and Inclusion has been recognized nationally for the innovative and strategic diversity work being led by Vice President Alfreda Brown, Ed.D.

- NADOHE Institutional Excellence Award
- Higher Education Excellence in Diversity
- Diversity Inc.
- Phenomenal Women
- President’s Ambassadors

Former U.S. Representative Louis Stokes
Kent State University’s President’s Ambassador for 2013-2014

National Association of Diversity Officers in Higher Education (NADOHE) award presented to Dr. Alfreda Brown and staff.