Alfreda Brown
Vice President for Diversity, Equity and Inclusion

B.S., Organizational Management, Roberts Wesleyan College
M.S., Career and Human Resources Development, Rochester Institute of Technology
Ed.D., Higher Education Administration, Nova Southeastern University

Job Responsibilities: As the vice president for the Division of Diversity, Equity and Inclusion, Alfreda Brown, Ed.D., works in partnership with the university president and senior leadership in advancing diversity, equity and inclusion. To achieve these goals, Brown must implement, evaluate, refine the university's diversity strategic plan, and provide leadership, counsel, information and advocacy. Periodic reports are provided as necessary that include preparation of an annual report to the president and Board of Trustees. In order to foster inclusion for faculty, staff, students, alumni, visitors and others, Brown provides recommendations for policy implementation, programs and practices. She also serves as a resource to improve diversity recruitment and retention efforts for faculty, staff and students. Working collaboratively with faculty and staff to expand cultural competencies and overseeing development and execution of diversity training programs are primary initiatives for this division.

Profile: In fall 2009, Brown was appointed as the first vice president for the Division of Diversity, Equity and Inclusion at Kent State University. The new division was created as an integral part of the excellence agenda at Kent State. Its mission is to promote diversity, equity and inclusion across all eight Kent State campuses. Brown joined Kent State after serving 21 years in various positions at Rochester Institute of Technology, including three years as interim chief diversity officer. She served as senior staff member to the institution's president, chairing the Commission for Promoting Pluralism, implementing and coordinating efforts that led to a multicultural and inclusive campus. Brown’s experience ranges from grassroots mentoring of individuals and underrepresented groups to teaching classes abroad and leading university and community diversity initiatives. She is a strong advocate for strategic planning and results-oriented assessments, facilitating fact-based decision-making and continuous improvement of diversity initiatives.

Direct Reports: Dana Lawless-Andric, Executive Director, Diversity and Inclusion
Keith Wisdom, Ph.D., Interim Executive Director, AALANA Initiatives and Student Multicultural Center
Heather Adams, Executive Director, Women’s and Gender Centers
Edward Collins, Ph.D., Director, Diversity Assessment and Research
Shana Lee, Director, Special Projects and Initiatives
Direct Report: Dana Lawless-Andric
Executive Director
Diversity and Inclusion

Responsibilities: Dana Lawless-Andric currently serves as Kent State’s Executive Director for Diversity and Inclusion within the Division of Diversity, Equity and Inclusion (DEI). In this role, she oversees university-wide diversity programming and training efforts; management of broad-based inclusion initiatives; leadership for division-level communications and administrative functions, including staff development; and serves as second in leadership to the vice president. Prior to this role, she oversaw three federal TRIO programs as well as a STEM learning community. She has also been active at the state, regional and national level in policy analysis, access and graduation advocacy for first-generation, low-income students.

Profile: Lawless-Andric graduated with a Bachelor of Arts degree in psychology and philosophy from Mount Union College in 1998 and went on to complete her master’s degree in higher education administration in 2001 at Kent State. She is currently working toward her doctoral degree in cultural foundations. Her office, Diversity and Inclusion Leadership, includes the university’s three federal TRIO Upward Bound Programs, the division’s business manager, diversity research specialist and administrative assistant.

Direct Report: Keith Wisdom, Ph.D.
Interim Executive Director
AALANA Initiatives and Student Multicultural Center

Responsibilities: In 2013, Keith Wisdom, Ph.D., was hired for the position of interim executive director of AALANA Initiatives within the Division of Diversity, Equity and Inclusion and is responsible for developing and strengthening efforts to successfully recruit and retain African-American, Latino-American and Native-American (AALANA) faculty, staff and students. The responsibilities include development of diverse candidate pools and the management of an up-to-date recruitment database. This position is also responsible for fostering relationships between the Division of Diversity, Equity and Inclusion and the various Kent State academic units by serving as a liaison between the division and such Kent State constituencies as deans, directors, chairs, faculty and academic advisors. Wisdom is also a general advocate for underrepresented international students and will assist in the resolution of conflicts. The director is also a general advocate for other underserved or underrepresented groups such as international students, adult students, LGBTQ students, veterans and others.

Profile: Wisdom, a native of Nassau, the Bahamas, received his B.S. degree in speech and theatre arts from Mankato State University and a Master of Fine Arts in performance and directing from the University of Georgia. He holds a Ph.D. in drama and theatre anthropology, also from the University of Georgia. While in the Bahamas, he served most recently as the deputy director-general of tourism in the Bahamas Ministry of Tourism – The Commonwealth of The Bahamas – where he coordinated Global Communications and Public Relations for that Ministry. During the 14 years prior to this position, Wisdom served as the director of public affairs for Cable Bahamas Ltd. and coordinated all public relations, public giving and educational initiatives for that company. While at Cable Bahamas, he also served as the executive producer of Cable 12 – a community television station that he established in 1998.
Direct Report: **Heather Adams**

**Executive Director, Women’s and Gender Centers**

Responsibilities: As the executive director for the Women’s and Gender Centers, in the Division of Diversity, Equity and Inclusion, Heather Adams provides organizational leadership and directs the development and delivery of programming, services and advocacy for women faculty, staff and students. In addition, Adams provides oversight in regard to the lesbian, gay, bisexual, transgendered and queer populations and gender-related issues for LGBTQ, including sexual assault, violence against women, parity and equity issues, and the advancement and quality of the educational experience of women at Kent State University.

Profile: Adams has worked for the university, in several professional positions, for more than 30 years. She has been an instructor in the Department of Integrated Health Studies for 10 years. As a lifelong learner at Kent State, Adams holds a Bachelor of Arts degree in individual and family studies and a master’s degree in liberal studies.

Direct Report: **Edward Collins, Ph.D.**

**Director**

**Diversity Assessment and Research**

Responsibilities: Edward Collins, Ph.D., serves as director of diversity assessment and research in the Division of Diversity, Equity and Inclusion. In this role, he provides direction for the systematic gathering, analysis, interpretation and reporting of assessments and planning processes for the university as it relates to the Diversity Scorecard and other associated diversity efforts. Additionally, he evaluates and assesses diversity initiatives, programs and service areas that target diverse populations across the university.

Profile: Collins’ academic background includes a B.S. in nutrition from Louisiana State University, M.Ed. in education administration from the University of New Orleans, and a Ph.D. in higher educational leadership from the University of Nevada, Las Vegas. Prior to coming to Kent State, Collins was the research and assessment manager for the Division of Educational Outreach at the University of Nevada, Las Vegas and, prior to that, a research assistant for UNLV’s Office of Diversity Initiatives and Office of Admissions. His scholastic interests include issues of college choice among students transitioning to undergraduate and graduate education and the experiences of black students in postsecondary education. Collins was awarded the 2013 Doctoral Award by the American Association of Blacks in Higher Education and the 2013 Summer Fellow award with the National Data Institute: Using Federal Data to Support Research on Science, Engineering and Postsecondary Education.
Direct Report: Shana Lee
Director
Special Projects and Initiatives

Responsibilities: As the director for special projects and initiatives for the Division of Diversity, Equity and Inclusion, Shana Lee provides leadership, coordination and supervision for division-level projects and other outreach functions, which strengthen the Division of Diversity, Equity and Inclusion's role in internal and external university partnerships in a manner consistent with the university's mission. She provides direct supervision for the Academic STARS (STudents Achieving and Reaching Success) and VISTA (Volunteers in Service to America) programs, as well as serves as an advocate for student needs/issues that might arise.

Profile: Outside of work, Lee is extremely involved in state and local organizations. She currently serves as the president for the Ohio Consortium for Multicultural Centers in Higher Education and holds elected positions with Delta Sigma Theta Sorority Inc. and the Ohio Black Women's Leadership Caucus.

Lee holds a B.S. degree in mass communication and information from The Ohio State University and is currently pursuing a master's degree in cultural foundations at Kent State University.
1. Development and launch of the university’s Equity Action Plan (EAP): Diversity, Equity and Inclusion worked over an extended period of time to create the university’s EAP. The EAP 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 EAP addresses 24 universitywide themes aligned with four diversity dimensions and guided by action initiatives to address each theme. The EAP is linked directly to the university’s Strategic Plan and seeks to accomplish goals within a five-year period, 2012-2017.

2. Institution of the university Diversity Scorecard process: In 2010, Diversity, Equity and Inclusion began the process of implementing the Diversity Scorecard approach. The scorecard is a strategic assessment method for achieving inclusive excellence for African-American, Latino-American and Native American (AALANA) students, faculty and staff. The scorecard process benchmarks and monitors educational access, first- and second-year retention and degree completion for AALANA students, as well as access and retention for AALANA faculty and staff. The university scorecard, along with individual colleges and divisions, is updated annually to provide constituents with accurate data for reaching inclusive excellence.

3. Creation of inclusion offices and centers: Under Diversity, Equity and Inclusion leadership, the Lesbian, Gay, Bisexual, Transgender and Queer Student Center was launched in 2010 to meet the needs of LGBTQ students and allies. In 2013, the office of Sexual and Relationship Violence Support Services (SRVSS) was developed. SRVSS provides critical support to students who may be victims of sexual assault, as well as prevention training and awareness programs.

4. Faculty initiatives: Diversity, Equity and Inclusion has led two large-scale faculty initiatives — diversifying and retaining AALANA faculty, and increasing and supporting women in STEM. Diversity, Equity and Inclusion has coordinated targeted strategies aimed to increase the pool of diverse faculty. Efforts include recruitment trips to the Southern Regional Education Board Compact for Faculty Diversity (the largest pool of AALANA doctoral students nationally); development of an AALANA faculty database of potential candidates, and creation of a training seminar to identify bias in the faculty selection and hiring process, titled “Diversifying and Retaining Faculty: Keys to Improving Organizational Sustainability.” Results have yielded an unprecedented hiring of eight tenure-track AALANA faculty for AV2013-14. Retention efforts have accompanied the recruitment initiatives, including the development of an annual AALANA workshop and faculty cohort learning communities. Membership was secured in the National Center for Faculty Development and Diversity, and individualized retention plans developed for new AALANA faculty. The Commission on Women in STEM Education and Research was formed in 2012 to provide a universitywide approach to broaden participation of AALANA women faculty in STEM and increasing the success, advancement and tenure of faculty women in STEM. The commission has developed recommendations, which are currently in implementation for Phase I, which include review of family leave policies, mentoring, professional development,
TIER ONE

5. Diversity Advisory Board: In 2011, Vice President Brown formed the Diversity Advisory Board, comprised of university and community leaders committed to advancing and supporting the success of student diversity at Kent State. The board focused its efforts on developing a scholarship for underrepresented or underserved junior/senior Kent State students. In May 2013, Diversity, Equity and Inclusion's first annual Tee Up for Scholarships was launched to raise funds for the scholarship and found incredible success—raising more than $30,000 in the inaugural Golf Outing. Planning has begun to endow this scholarship, named the Lester A. Lefton Persistence Award, for Kent State's departing president. The first presentation of this award will be announced spring 2014.

TIER TWO

1. Division Expansion and Growth: Since Diversity, Equity and Inclusion's inception in 2009, the division has seen remarkable growth to meet the growing diversity needs throughout the campus system. The growth has included the additional staff within the Women's, LGBTQ and Student Multicultural centers, as well as within Diversity, Equity and Inclusion; development of new offices to better serve the wide range of needs, including universitywide programming and academic support and development of several core partnerships to foster inclusive excellence.

2. Increase of External Funding: Diversity of Equity and Inclusion was able to secure more than $1 million in federal funding through the Department of Education for the TRIO Upward Bound programs through 2016. Additional funding has been secured through local grants and fundraising, reaching more than $100,000 including an AmeriCorps Vista grant.

3. University Diversity Action Council: The University Diversity Action Council (UDAC) is composed of more than 80 faculty and staff across all parts of the university that work to implement the action initiatives outlined in the Equity Action Plan. UDAC serves as a high-function, action-oriented group that facilitates inclusive excellence through measurable outcomes across the university community. The group was re-formed in 2010 to focus on action and has since achieved initial EAP results. Diversity, Equity and Inclusion's work in diversity has been recognized by Insight Into Diversity magazine as a recipient of the "Higher Education Excellence in Diversity" (HEED) Award. The HEED award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

4. Supplier Diversity Program: A joint partnership with the Division of Finance and Administration, supplier diversity efforts have been prioritized over the past three years and excelled in developing networks and opportunities for diverse business owners in the area. Significant accomplishments include Matchmaker events, development of a supplier database and increases in the number of diverse businesses being used by Kent State.

5. Signature Programs: Diversity, Equity and Inclusion developed two signature programs in 2010 that have had great success to date. The President's Ambassadorship is a high-level position designated for area minority leaders to serve for one year. There have been four ambassadors to date, including U.S. Rep. Louis Stokes, who foster Kent State's interests with the community, as well as bring ambassadors' expertise to the campus. Diversity, Equity and Inclusion Provost Faculty Associates, also created in 2010, allow interested faculty to work in diversity and to have a reduced teaching load to perform research and related diversity efforts. Faculty associates have been highly successful in advancing faculty diversity efforts, support to students and related initiatives.
KEY GOALS

TIER ONE
1. Complete transition of Diversity Scorecard as an institutionalized, sustainable process.
2. Implement Stage Two, Women in STEM Recommendations.
3. Implement Diversity Education Training Lab.
5. Implement University Climate Study.

TIER TWO
1. Increase student persistence goals; specifically with Regional Campuses.
2. Improve and widen participation and collaborative efforts for diversity and inclusion programming to include Town and Gown initiatives.
3. Implement Diversity Advisory Board Fundraising Event: Tee Up for Scholarships.
4. Develop, plan, strategize goals for new and improved women and inclusion centers.
5. Improve black male persistence.

OCCUPUNITIES

TIER ONE
1. Diversity Training and Education Lab: As society and our university become increasingly more diverse in demographic composition, the need for faculty and staff to foster inclusive environments throughout the university community becomes critically important. Diversity, Equity and Inclusion intends to meet this need through the implementation of an Education and Training Lab aimed to develop within faculty and staff, diversity and cultural competency awareness, knowledge and skills. The lab will have a soft launch in January 2014 with a full launch planned for fall 2014. The lab will provide offerings that meet functional, barrier and/or competency needs. Opportunities beyond the lab's initial development include external training offerings and revenue streams that can be developed; creation of a Diversity Certificate in Leadership or Management; and the eventual development of diversity bearing courses.

2. Women's Center Transformative Vision: The visionary future of the Women's Center is an inviting, welcoming place that drives personal and professional development and healthier minds and healthier bodies — consequently creating greater engagement and leadership among women throughout the university. It is a center that encourages the advancement of women from all walks of life and at all levels and from all disciplines and work categories. Women faculty will have a place in the center; it will be their networking, research development hub. The new Women's Center will be the place to go to for meeting the needs of all women and gender groups. There are four foundational pillars, specific to best practices for university women's centers, which are the focus of the Kent State Women's Center's Transformative Vision: Sexual Assault Education and Response, Women's Health and Wellness, Women's Leadership and Faculty Initiatives.

3. Preparing the university to meet increasingly diverse demographics in enrollment, hiring and retention of staff, students and faculty: As the country and region’s demographics continue to shift and become increasingly diverse, Diversity, Equity and Inclusion believes this is a great opportunity to continue to prepare the university to support the range of diversity needs that these changes will bring. Opportunities include increasing the university's inclusion of bilingual materials and staff; creating and building outreach programs that cultivate students prepared for success within the university; support/development of faculty and staff networking interest groups; and connection with the Education and Training Lab efforts.

4. Kent State Diversity Climate Study: Plans, infrastructure and a consultant have been secured to launch a universitywide climate study. The purpose of the study is captured by its tagline — “growing ideas and perspectives.” The climate study will aid Kent State in better understanding the status of diversity in community through descriptions of experiences, beliefs and hopes. The climate study is an exceptional opportunity to better understand the diverse needs of the Kent State community and how best to focus efforts to meet those needs.
5. Infusing Diversity Into the Curriculum: As Kent State launches its Academic Affairs Strategic Plan, this is an exciting opportunity to revisit how diversity is infused across the curriculum and identify intentional ways to foster domestic and global diversity skills, awareness, knowledge and competencies among our graduates. Through review of the diversity requirement of the Kent Core, we may identify opportunities to develop courses that link diversity learning outcomes throughout the curriculum. And exploring diversity-based course offerings can greatly aid in developing Kent State graduates ready to embrace the diversity of the 21st century.

1. Building and Sustaining Buy-In and Value: The case for diversity must continually be made and reiterated as central themes in teaching and research. Diversity also impacts management and bottom-line considerations. Unfortunately, diversity initiatives and efforts may be treated in auxiliary or in a compensatory way versus being seen as mission-critical. Given the changing demographics and clear connection to increasing success of all students, an inclusive approach and value of diversity is needed and specifically, an approach that will place diversity at the core of teaching and research.

2. Leadership Accountability: In addressing diversity buy-in and systemic challenges, leadership accountability to ensure greater success of diversity and inclusion is needed. Clear indicators, metrics and accountability measures are needed at all levels throughout the university community to address the accountability factor in achieving inclusive excellence.

3. Capacity and Growth to Meet Increasing Needs: Given the changing demographics and growing needs resulting from increased diversity, capacity and growth to meet those needs continue to be a challenge. There are new initiatives, opportunities and priorities that emerge regularly – strategic questions related to capacity and human/financial resources are significant challenges to consider.

4. Policies and Bureaucratic Barriers to Diversity: Throughout the university, archaic as well as newer policies and procedures create needless barriers for faculty, staff and students – particularly when considerations of race, gender, ethnicity and sexual/gender identity are factors. A systemic review of these issues is needed to address the often hard-to-reach challenges that prevent our students from being successful, faculty from reaching tenure and staff from working at their fullest potential.

5. Addressing Climate: The Climate Study provides a great opportunity to address the environmental challenges that exist. These challenges range from bias within the search process for staff and faculty to classroom issues that underrepresented and underserved students may experience. The need persists to address these challenges in open and authentic ways.