University Diversity Action Council

Progress Report

June 2016
Division of Diversity, Equity and Inclusion

The purpose of this report is to review the goals and strategies UDAC has made in progress of meeting goals of the Equity Action Plan (EAP). The EAP 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. As consequence, this report documents progress that has been made on each initiative from 2012 to present as well as provide the plan for next steps.

Summary

Representing all eight Kent State campuses, the members of the University Diversity Action Council (UDAC) consist of Kent State students, faculty, staff and administrators from a wide range of disciplines, job categories and divisional units. Meeting monthly during the academic year, the role of UDAC is to:

- 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.
- Implement the action initiatives of the Equity Action Plan through collaborative efforts across the university.

The council is divided into four dimensions or subcommittees that are aligned and delineated from four goals of the University’s Strategic Plan. The UDAC’s dimension followed by the University’s objective it represents include: 1) Institutional Climate, Culture and Community Relationships (Engaging with the World Beyond Our Campuses); 2) Student Access, Recruitment, Retention and Success (Ensuring Student Success); 3) Education and Scholarship (Enhancing Academic Excellence and Innovation); and 4) Institutional Accountability (Developing and Recognizing Our People).

The contents reported herein outline the progress of programs and initiatives developed and coordinated through UDAC from AY 2012-13 to AY 2015-16. Each year the subcommittees are tasked to identify action initiatives to pursue or to continue to pursue during the new academic term.
EQUITY ACTION PLAN
UNIVERSITY DIVERSITY ACTION COUNCIL
YEAR TO DATE REPORT
June 2016

UDAC Yellow Team Diversity Dimension:
Institutional Climate, Culture and Community Relationships
Kent State Strategic Objective: Engaging with the World Beyond Our Campuses

To understand the perspectives and support the needs of the campus community and external partners and to create supportive environments by way of building community, trust and credibility for all groups.

Year 1 (AY 2012-13)

Tasks:
1. Create a welcoming and inclusive environment reflective of all dimensions of diversity
2. Communicating a shared mission and vision statement on inclusive values

Action Initiatives:
1. (a) Implement a focus group and planning committee with diverse groups of male students; increase student awareness of team work dynamics; (b) Determine specific needs of academic advising and Student Success Services; develop a pre-assessment to determine competency-related needs of staff members;
2. Diversity Tab (homepage link) on university site to support better communication of the Kent State diversity message to internal and external constituents

Related Goals / Outcomes:
1a. Increased attendance rates of conference participants by 50%, including participation from the internal and surrounding KSU community (Conference attendance nearly doubled with over 100 participants, all participants were males).
   • Utilized different marketing approaches to increase participants and scope (diverse groups attended, at least 20 younger males from the surrounding school district were in attendance; the superintendent of Akron City schools also participated).
   • Individual assessments for three concurrent sessions of the M.A.L.E. Initiative were provided:
     - 85% felt they learned more information to prepare them for the workforce
     - 95% stated information shared was helpful for their professional careers
1b. Attendance at pilot training for advising directors (15 participants attended; recommendations for pre and posttest was provided)
2. Placement of the Diversity Tab on main university web page. (The Diversity Tab will need to be re-evaluated. The tab was placed on the left side column of Flashline. However, one would need an email address and password to access Flashline; therefore, the outcome is
unsatisfactory for first time external viewers)

Related TIP (Transformative Institutionalized Progression)

Task One:
- Create metrics to measure interest level directly related to college persistence and completion
- Create metrics that provide demographics data to ensure the goal of inclusion across several human distinctions
- Create metrics for learning outcomes to support increased student academic success
- Utilize pre and post assessments to determine change in cultural competency for participants

Task Two:
- Create benchmark reports to establish data that shows disparity between universities that have diversity tabs on main page, or one click away versus those that do not

Year 2 (AY 2013-14)

Tasks:
1. Create a welcoming and inclusive environment reflective of all dimensions of diversity
2. Communicating a shared mission and vision statement on inclusion values
3. Forging strategic community and alumni partnerships that add significant value
4. Increasing supplier diversity efforts *(diversity dimension, Institutional Accountability)*
5. Incorporating global perspectives into all initiatives

Action Initiatives:
1. Regional Campus Needs Assessment Survey: administer a needs assessment to regional campuses to inform on diversity initiatives and individual campus needs
2. Resource Rack Cards: Design, produce, disseminate, & maintain rack card and phone application.
3. *(a)* Garment Games/Gay Games 9 (GG9): A large-scale fashion event, *Garment Games Inclusion by Design*, connected to the Gay Games 9 international event in Cleveland, August 2014. The event focused on messages of inclusion, awareness of LGBTQ resources and community partners as well as allowed senior fashion design students to design the opening games outfit for the GG9 chairs.
4. Diversity Supplier Workshop: Set-up workshops to provide information and training for business managers and interested faculty/staff members at regional campuses.
5. *(a)* TRIO sustainability: Establish an infrastructure plan to track, engage and monitor TRIO students that attend and graduate from Kent State and to organize an advocacy plan in support of Kent State’s five TRIO programs; develop mechanisms by which TRIO students and alumni can be identified that attend Kent State and graduate from Kent State; and, establish regularly TRIO director meetings focused on sustainability goals; *(b)* Develop an institutionalized-driven strategic plan, mission and eventual re-launch of I AM; conclude the current iteration of I AM: The Inclusive Action Movements has worked to involve students in various diversity events across campus as noted below. Throughout this past year, the I AM steering committee identify the needs to develop a long-term identify and framework for the sustainability of the effort long-term.

Related Goals & Outcomes:
1. Subcommittee to determine action initiatives based on responses. Three items identified *(i.e. diversity resources, diversity supplier workshop, diversity research grant)* which will be focus for 2014-15.
2. Design and distribute rack cards to regional campuses, and design process and content for phone application. *To begin 2014-15*

3. Acquired big name talent to draw folks to event; Enlist partnerships, drew spectators to the event. Skylar Grey named talent in attendance; School of Fashion key collaborator and organizer for GG; Over 200 people participated and attended the Garment Games and received messages of inclusion.

4. Develop and pilot diversity supplier workshop. *To begin 2014-15.* Collaborate with regional business managers/staff to support diversity suppliers including those in their campus communities. Align institutional efforts in Supplier Diversity at the Kent Campus throughout the regional system in support of Supplier Diversity goals.

5. (a) Determine the number of TRIO students who are now actively enrolled at Kent State University; track number of TRIO incoming students, applied and yield, graduating from KSU; track number of TRIO graduates (future donor engagement strategy to support scholarships for TRIO students). *To begin 2014-15;* (b) Wrap-up the current iteration of I AM; begin long-term planning discussions. I AM steering committee members and students supported Oxfam Social Issues Banquet in which three students presented on hunger issues; participated in the 2013 Homecoming Parade; and served on the M.A.L.E. Initiative and Walk A Mile planning committees; steering committee begin process of dialogue and assessment of I AM's current mission and future mission.

**Related TIP (Transformative Institutionalized Progression)**

**Task One:**
1. TIP based on action initiatives derived from survey results (TBD)

**Task Two:**
2. Support regional campuses through informational materials that focus on diversity resources and initiatives pertinent to individual campuses.

**Task Three:**
3. Based on the event’s success, there is interest to look at how the Rock the Runway event held in spring by the School of Fashion can focus on inclusive messages as an ongoing effort to use fashion to communicate messages of inclusion. This will be explored this upcoming year. Further, this event established relationships with individuals and companies, which will lead to new external partnerships for the university and will/has brought recognition for KSU and at GG9.

**Task Four:**
4. Collaborate with regional business managers/staff to support diversity suppliers including those in their campus communities. Align institutional efforts in Supplier Diversity at the Kent Campus throughout the regional system in support of Supplier Diversity goals.

**Task Five:**
5. (a) With the establishment of an infrastructure plan to track and engage students and alumni, these efforts can directly support the long-term sustainability of the TRIO programs at Kent State; (b) Creation of a strategic framework and re-launch will allow I AM to be institutionalized into the fabric of DEI and the university, led by a clear mission, vision and ways to engage in the movement throughout the university community on an ongoing basis. These efforts will continue over the course of the EAP timelines.

**Year 3 (AY 2014-15)**

**Tasks:**
1. Creating a welcoming and inclusive environment reflective of all dimensions of diversity
2. Forging strategic community and alumni partnerships that add significant value
3. Incorporating global perspectives into all initiatives

**Action Initiatives:**
1. (a) Establish an infrastructure plan to track, engage and monitor TRIO students that attend and graduate from Kent State and to organize an Advocacy Plan in support of Kent State’s five TRIO programs; (b) Develop mechanisms by which TRIO students and alumni can be identified that attend Kent State and graduate from Kent State; (c) Design, produce, disseminate and maintain rack card and phone application

2. (a) Encourage collaborations with the city of Kent and Portage County focusing on aspects of diversity and inclusion. Coordinate an Unconscious Bias training for the City of Kent (eventually Portage County) (b) Set-up workshops to provide information and training for business managers and interested faculty/staff members at regional campuses regarding diversity suppliers

3. Create a strong Green Dot structure and presence on all campuses; Increase the number of certified educators to assist in reaching capacity of Kent State University

Related Goals / Outcomes:
1. (a) Questioned clarifying freshmen and transfer student’s prior experience with a TRIO Program and now this is added to the Kent State Admission’s Application; (b) established regular SSS (Student Support Services) and UB (Upward Bound) Department Meetings; (c) Academic Achievement Pathway developed by DEI Associate Faculty, Dr. Oscar Rocha which is in partnership with Lorain Board of Education; Lorain High School; the Hispanic Community & KSU Upward Bound Program to ensure sustainability with Hispanic Students and KSU; (d) Gathered data to be included in RC rack card. Drafted a sample RC rack card to be used for design of campus-based cards

2. (a) Met with Kent City Manager & KSU Leadership to begin the discussions about joint Unconscious Bias training opportunities. Two training dates were scheduled (April 10 & May 13) resulting in six hour Executive Group joint training to include the City of Kent & KSU Chief of Police & KSU Director of Public Safety. Evaluations forthcoming; (b) Completed a video on diversity suppliers; produced 2 rack cards on diversity supplies

3. Planned a training for faculty and staff to be certified as Green Dot Educators to be held summer 2015

Related TIP: Transformative Institutionalized Progression
Task One:
1. **TRIO sustainability**: By establishing mechanisms to foster sustainability and data of TRIO students at Kent State, a Donor Strategy can be developed and implemented to engage TRIO students & alumni to consistently support TRIO programs at Kent State University; and **Regional campus rack cards**: Regional Campus Cards maintained and updated by the campus Diversity Advisory Committee in collaboration with Dean's Office and distributed to students through the Admissions office as part of the student packets and the orientation classes as well as placed in high traffic areas

Task Two:
2. **Collaborations with the city of Kent & Portage County**: Provide on-going diversity and inclusion training opportunities through the DEI Training Lab for the City of Kent and the surrounding communities. Provide joint training with KSU staff when feasible; and **Diversity supplier cards & workshop**: Diversity Supplier cards will be maintained through the supplier diversity office and distributed to regional campuses and other business managers through the BASS Forum

Task Three:
3. **Green Dot growth**: Green Dot will be present on all campuses and become part of the Kent State culture through education, messaging and becoming the norm of the university.

Next Steps
- Develop plans to schedule Unconscious Bias training for all public safety and administration staff leadership from the City of Kent & the Division of Finance & Administration for KSU
- Produce RC Diversity Resource and Service rack card in Summer 2015
- Distribute RC cards, diversity supplier cards and video in August
• Ability to access Cognos Reports delineating TRIO students applying to KSU
• Consistent Meetings & Advocacy with all TRIO programs: SSS; McNair; & Upward Bound
• Scholarships for qualified TRIO students attending KSU
• Initiate monthly meetings for all certified educators for Green Dot
• Work with regional campuses to adapt Green Dot to fit their campus culture
• Create an ongoing assessment model for campuses

Year 4 (AY 2015-16)

Tasks:
1. Create a welcoming and inclusive environment reflective of all dimensions of diversity.
2. Forging strategic community and alumni partnerships that add significant value.
3. Increase support for Regional Campuses with specific focus that addresses the challenges associated with uniquely defined diverse populations (See tasks under Blue Team).
4. Incorporating global perspectives into all initiatives.
5. Communicating a shared mission and vision statement on inclusive values.

Action Initiatives:
1. (a) Build enhanced initiatives to reinforce the sustainability of TRIO programs at Kent State.
   i. Question clarifying freshmen and transfer student’s prior experience with a TRIO Program added to the Kent State Admission’s Application.
   ii. Established regular TRIO Department Meetings; development of the TRIO Trail.
   iii. Academic Achievement Pathway (Dr. Rocha): In partnership with community partners; Lorain High School; the Hispanic Community; & UB to ensure sustainability with Hispanic Students and KSU.
   iv. Joint programming between the KSU TRIO programs.
(b) Placement of the Diversity Tab on main university web page.
(c) Institutionalize Green Dot movement on the Kent Campus.
   i. Continuing to grow Green Dot on the Kent Campus.
2. Encourage collaborations with the city of Kent and Portage County focusing on aspects of diversity and inclusion.
3. (a) Reinforce support and collaborations regarding climate, culture and community with Regional Campuses.
   i. Develop a series of rack cards for regional campuses which promote diversity resources for students. Created a draft card.
   ii. Create a supplier diversity webinar and rack card to provide information and training for business managers and interested faculty/staff members at regional campuses regarding diversity suppliers.
   iii. Establish a Green Dot movement on each regional campus that is adapted to meet the culture of that campus.
   - Trained members of 4 regional campuses as Green Dot Educators.
4. Provide purposeful, intellectual and social development through a variety of gatherings and programs to enhance the understanding of diversity, global awareness and global citizenry.

Related Goals / Outcomes:
1. (a) Scholarships for qualified TRIO students attending KSU; Ability to access Cognos Reports delineating TRIO students applying to KSU.
(b) In order to be aligned with the Equity Action Plan, the goal was to have the link (Diversity Tab) visible and easily accessible to Kent State, community and public constituents. Goal was achieved. DEI is now accessible from (Homepage - About KSU - Diversity) (also Task 5).
2. (a) Met with Kent City Manager & KSU Leadership to begin the discussions about joint Unconscious Bias training opportunities.
   (b) Compiled a list of City of Kent & KSU attendees for the joint training and met with DEI Training Lab to discuss options.
   (c) Two rounds of training (April 2015-April 2016).
3. (a) Present to regional campus Deans information about the diversity supplier webinar and rack cards (also Task 1).
   (b) Reassess the purpose and focus of the rack cards given other outreach materials that have been created (also Task 1).
4. (a) Develop a Green Dot launch plan for each of the regional campuses with educators in order to launch in Fall 2016. Training members of remaining regional campuses (also Tasks 1 & 3).
   (b) Training this summer in Cleveland (Case Western Reserve University) where we will be sending Kent State members to become certified Green Dot Educators.
   (c) Expand the reach of Green Dot on the Kent Campus with greater numbers of students going through overview talks and workshops. Establish a presence of Green Dot messaging for Kent State University (also Task 1).
      i. Increase attendance at workshops (Fall semester: 20 overview talks /300 + students and 6 workshops/120 students).
      ii. Green Dot week each fall to raise awareness, greater social media presence.

Related TIP (Transformative Institutionalized Progression)
1. TRIO/Upward Bound: By establishing mechanisms to foster sustainability and data of TRIO students at Kent State, a Donor Strategy can be developed and implemented to engage TRIO students & alumni to consistently support TRIO programs at Kent State University. Providing collaborative support to TRIO students once matriculated to Kent State will improve retention and graduation. (Task 1).
   ULI 1.1: Students First: Enhance and expand student success programs system-wide to improve retention and graduation rates.
2. City of Kent Diversity Training: The DEI Training Lab will provide on-going diversity and inclusion training opportunities for the City of Kent and the surrounding communities and joint training with KSU staff when feasible. We have strengthened and solidified relationships with colleagues in the Office of Government & Community Relations have enabled us to complete this task. (Tasks 1 & 4).
   ULI 4.3: Regional Impact: Expand and align strategic corporate partnerships system-wide.
3. Regional Campus Efforts: Webinar has been embedded on supplier diversity website. Once created regional rack cards would be updated and reprinted through regional campuses. Rack cards would help to foster a climate that communicates support for diverse students.
   ULI 1.4 Students First: Strengthen diversity and the cultural competence of students, faculty and staff system-wide (Task 1 & 3).
4. Diversity Tab on Kent State Homepage: We have strengthened and solidified relationships with colleagues in University Communications and Marketing that have enabled us to complete this task. (Tasks 1 & 5).
   ULI 1.4: Students First: Strengthen diversity and the cultural competence of students, faculty and staff system-wide.
   ULI 2.3: A Nationally Distinctive Kent State: Implement a “Great Place Initiative” that prioritizes attention to the diverse human element of the university.
   ULI 3.1: Globally Competitive: Increase enrollment of international students and enhance their engagement in campus life.
   ULI 3.2: Globally Competitive: Enhance the internationalization of the university through programmatic and partnership engagement.
   ULI 4.1: Regional Impact: Create a system-wide cross-sector educational partnership to strengthen the pre-kindergarten to postsecondary pipeline.
ULI 4.2: Regional Impact: Enhance and advance, system-wide, university/community engagement efforts.
ULI 4.3: Regional Impact: Expand and align strategic corporate partnerships system-wide.

5. **Green Dot Movement**: The Green Dot workshop is a high impact experience that teaches life skills in bystander action which goes beyond just parties in college (Task 1 & 4).

ULI 1.2: Students First: Adopt a student engagement strategy that enhances learning through increased participation in high-impact experiences.

Green Dot movement on all campuses to promote bystander engagement and impact beyond Kent.

ULI 4.2: Regional Impact: Enhance and advance, system-wide, university/community engagement efforts.

Green Dot movement is about bystander action to prevent power-based personal violence and keep students safe.

ULI 5.1: Organizational Stewardship: Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff.

**Next Steps:**

1. **TRIO/Upward Bound**: Scholarships for qualified TRIO students attending KSU; Ability to access Cognos Reports delineating TRIO students applying to KSU.
2. **City of Kent Diversity Training**: Future Efforts: Develop plans to schedule Unconscious Bias training for all public safety and administration staff leadership from the City of Kent & the Division of Finance & Administration for KSU.
3. **Regional Campus Efforts**: Promote diversity supply webinar and distribute rack cards. Changeover of staff, working on rebuilding committee to finish development of rack cards. Goal is to have cards developed by fall 2016.
4. **Diversity Tab on Kent State Homepage**: To work with DEI website team so that our site is comprehensive of all of our services.
5. **Green Dot Movement**: Reach out to regional campuses for additional educators, meet individually with all educators to ensure buy in and understanding of Green Dot movement and their role as an educator. Continue to work to get university level support for Green Dot.

**UDAC Green Team Diversity Dimension:**

**Student Access, Recruitment, Retention and Success**

**Kent State Strategic Objective: Ensuring Student Success**

To gain greater inclusion and success of historically underrepresented student groups; and to address the challenges for broader underserved student populations by providing access to increased opportunity across the Kent State eight-campus system.

**Year 1 (AY 2012-13)**

**Tasks:**

1. Retaining a diverse student body.
2. Increasing annual persistence rates for underrepresented and underserved groups.

**Action Initiatives:**

1. Enhance relationship between underrepresented and underserved students and administration through the DEI Advocates program.
2. Implement a retention plan for CMSD students to increase persistence rates [Achievement, Retention, Matriculation, Success (ARMS)]

**Related Goals / Outcomes:**
1. Determine specific needs of underrepresented/underserved students through the use of focus groups. Two focus groups were held with a total of 22 African American, Latino, and Native American students participating. Participants indicated course remediation, lack of diversity, student support, financial aid, and making social connections were barriers to the college going process.
   - Based upon feedback, a comprehensive list, or Tip Sheet, of campus resources was supplied to Advocates to share with students.
2. Increased annual persistence rates for underrepresented/underserved students. Increased first-year retention rates of CMSD students by 33 percentage points (retained 63% of the 2011 cohort and 96% of the 2012 cohort).

Related TIP (Transformative Institutionalized Progression):
Task One and Two:
- This year the Green team worked to sustain and institutionalize the Advocate program through pilot programs with the College of Education, Health, and Human Services and the College of Business with plans to expand the initiative to other colleges. Also worked to cement the program within the Student Multicultural Center for COMPACT students.

Year 2 (AY 2013-14)

Tasks:
1. Retaining a diverse student body.
2. Increasing annual persistence rates for underrepresented and underserved groups.

Action Initiatives:
1. Enhance the relationships and engagement between students and administration.
2. Collaborate with OGE to develop a Global Leadership certificate program.

Related Goals / Outcomes:
1. Participation in Advocates will give students a personalized university experience by connecting them with knowledgeable faculty and staff who will assist them through period contacts in achieving personal, academic, and social success. Currently there are two programs, one within college of EHHS and a general education major program with the desire to continuously introduce the program to additional colleges.
2. For a well-defined program, identification and development of 9 requirements/components students must meet to receive certificate (i.e., application, orientation, leadership workshop, experiential learning, seminar, project, cultural events, peer engagement, ceremony).

Related TIP (Transformative Institutionalized Progression):
Task One:
- Create strategic partnerships of the DEI Advocate Program in various colleges (UDAC to serve as the umbrella/advisory board to colleges with an advocate program). Institutionalization will also include the development and implementation of the “Professor’s Tip Sheet” for students as a tab on Flashline and in print.

Task Two:
- Well-developed certificate of completion program housed within a departmental area at Kent State University (e.g. Student Multicultural Center, Office of Global Education), which will continuously enroll students each year.

Year 3 (AY 2014-15)

Tasks:
1. Recruiting a diverse student body
2. Retaining a diverse student body
3. Increasing annual persistence rate for underrepresented and underserved groups
4. Increasing six-year graduation rates for underrepresented and underserved groups

**Action Initiatives:**
1. Enhance relationships between underrepresented and underserved students and administration
2. Collaborate with Office of Global Education to develop global leadership certificate program
3. 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
4. Provide support to increase success for underrepresented/underserved students at Regional Campuses (collaborate with Blue Team)

**Related Goals / Outcomes:**
1. Development, expansion and sustainability of the *Advocates* Program: The *Advocates* program connects university faculty and staff with targeted students to build relationships, share resources and foster a community network. Year 3’s outcomes have focused on creating sustainability by scaling the *Advocates* program to specific areas (College of Architecture & Environmental Design, College of Public Health and selected regional campuses) and to identify individual champions of the program to ensure its continuation.
2. Creation and implementation of a Global Leadership Certificate Program that fosters intercultural competency among participants: The program components have been established; recruitment for participants is underway and the program will launch officially fall 2015.
3. Create and align opportunities within the Student Multicultural Center's Faculty Student Connection Program and Honor's College that would allow underrepresented and underserved students to engage in meaningful research including a Honors thesis
4. Develop Bridge Program model that would work with Regional campuses to support and identify needs for Upward Bound, AALANA, URM and underserved students.

**Related TIP (Transformative Institutionalized Progression)**

**Task One:**
1. Building a strong connection between DEI and the Advocate Champion. The Advocate Program will provide a means of support for retaining students

**Task Two:**
2. To embed the Global Leadership Program within a College

**Task Three:**
3. Completion of the program will culminate with a partial/full funded study abroad opportunity

**Task Four:**
4. Honoring the academic and intellectual contributions of our underrepresented and underserved students reinforces the value and commitment to inclusive excellence. This initiative will better prepare students to persist and graduate from the university prepared for success.
5. Establishing support services at regional campuses for our underrepresented and underserved students enforces commitment to diversity and support of students by enhancing academic goals across the eight-campus system.

**Next Steps:** Each subcommittee has outlined specific timelines, action steps and metrics
1. Create sustainability by scaling program to specific focused areas & identifying individuals to be "champions" for the program. Building a strong connection between DEI and the Advocate Champion. The Advocate Program will provide a means of support for retaining students.

**Next Steps:** Identify champions for regional campus/colleges. Explore interest of implementing
Advocacy Program. Identify items that should be included in electronic training manual. Identify resources to continue Advocacy work. Gather resources and finalize electronic training manual. Train regional campus/colleges on Advocacy Program. Advocacy champions to implement Advocacy Program at regional campus/colleges.

2. Collaborate with the Office of Global Education to develop a global leadership certificate program. This will be a certificate of completion program that entails a six-step process and students will gain knowledge, skills, and experience in three knowledge areas.

**Next Steps:** Launch Pilot program- Fall 2015.

3. 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. Create & align opportunities within the Student Multicultural Center's Faculty Student Connection Program and Honor's College that would allow underrepresented and underserved students to engage in meaningful research including an Honors thesis.

**Next Steps:** Meet with SMC Director to identify program needs. Establish timeline. Meet with Honors College re: Honors Thesis. Market to prospective students.

4. Provide support to increase success for underrepresented/underserved students at Regional Campuses (collaborate with Blue Team). Develop Bridge Program model that would work with Regional campuses to support and identify needs for Upward Bound, AALANA, URM and underserved students.

**Next Steps:** Meet with Upward Bound staff. Clarify goals & realistic expectations for students with program administration. Meet with Stark and Twinsburg staff. Focus groups with UB Stark and Twinsburg.

**Year 4 (AY 2015-16)**

**Tasks:**

1. Retaining a diverse student body.
2. Recruiting a diverse student body.
3. Increasing annual persistence rate for underrepresented and underserved groups.
4. Increasing six-year graduation rate from underrepresented and underserved groups.

**Action Initiatives:**

1. Created a Global Leadership Certificate Program (GLCP) infrastructure (criteria, three knowledge areas and passport).
2. 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 (See page 25 of EAP, *Ensuring Student Success* (also Tasks 1, 3 & 4).
3. Provide support to increase success for underrepresented/underserved students at Regional Campus (also Tasks 1, 2, & 4).
4. Enhance relationships between underrepresented/underserved students, faculty and administration (also Tasks 1, 2, & 3).

**Related Goals / Outcomes:**

1. Implemented pilot certificate program Fall 2015; find a home for the GLCP (in progress); secure funding for study abroad experience (in progress).
2. Identify and/or align process that would allow undergraduate students enrolled in the 8-campus system to complete an honor’s thesis before graduation. This would create a pipeline to the Honors College.
3. Create hub in the Center for Student Involvement (CSI) for already established effort to unite student involvement initiatives across the 8-campaus system. This hub would include support and resources for student life, activities and organizations.

4. Create sustainability by scaling program to specific focused areas & identifying individuals to be “champions” for the program; started separate divisions of the Advocate Program –K/T Advocates, LGBTQ “Quest”, Autism Advocate Pilot Program, and Salem-LGBTQ and Veterans Advocates Programs; IRB approval and preliminary research data collection; creation of DEI website for the Advocates Programs.

Related TIP (Transformative Institutionalized Progression)
1. Global Leadership Certificate Program: Currently having conversations to develop a long term home within the College of Arts and Sciences in collaboration with the Office of Global Education and DEI. Established a partnership with Kristin Stasiowski, Director of International Programs and Education Abroad, Assistant Professor of Italian Language and Literature.
   ULI 3.2: Globally Competitive: Enhance the internationalization of the university through programmatic and partnership engagement (Task 1).

2. Honors Thesis: We have identified University College (UC) as home base for this initiative. Currently in talks with UC (Tasks 1, 2, 3 & 4).
   ULI 1.1: Students First: Enhance and expand student success programs system-wide to improve retention and graduation rates.

3. Regional Campus Involvement: CSI will take ownership of this initiative as they continue to support student success across the 8-campus system.
   ULI 4.2: Regional Impact: Enhance and advance, system-wide, university/community engagement efforts (Tasks 1, 2, 3 and 4).

4. Advocates Program: The advocates program has found a variety of home as follows: Student Multicultural Center (SMC), LGBTQ Center, Autism Initiatives program, and Salem regional campus (Tasks 1, 2, 3 & 4).
   ULI 1.1: Students First: Enhance and expand student success programs system-wide to improve retention and graduation rates.
   ULI 1.2: Students First: Adopt a student engagement strategy that enhances learning through increased participation in high-impact experiences.

Next Steps: Each subcommittee has outlined specific timelines, action steps and metrics.
2. Honors Thesis: Continue to meet with staff from University College to identify home for initiative.
3. Regional Campus Involvement: Meet with CSI staff to transfer materials.
4. Advocates Program: Data Collection and analysis will be completed and results will be used to make suggestion for improving the existing and future Advocate Programs. Possible Publication in *Journal of College Student Retention: Research, Theory & Practice*.
To support the mission of the university in preparing students to thrive in a pluralistic society and in an increasingly linked global society.

Year 1 (AY 2012-13)

Tasks:
1. Creating new learning paradigms
2. Infusing diversity across the curriculum

Action Initiatives:
1. Cultural Competency training with graduate teaching assistants
2. (a) Diversity in research component developed;
   (b) Online cultural competency model established, inclusive of regional campuses

Related Goals / Outcomes:
1. Development of scenario-based cultural competency workshops to be facilitated through Graduate Studies Orientation program offered in the Fall and Spring of each year, targeting new graduate and teaching assistants
2. (a) As a result of the development of the diversity module integrated into the CITI Social and Behavioral and Biomedical Basic/Refresher Modules, any university faculty, staff, or student interested to conduct research must review and complete a quiz related to the National Institutes of Health requirements. Over 200 researchers completed the module;
   (b) Development of online cultural competency assessment and workshop to prepare faculty teaching online courses how to foster, incorporate and consider diversity into their classes and online environments.

Related TIP (Transformative Institutionalized Progression):
Task One:
- Graduate Studies has committed and continued their interest to further develop cultural competency within entering and current graduate students.

Task Two:
- The CITI Module is institutionalized as a permanent part of the training; additional sustainability may include assessing diversity in research proposals submitted for approval to IRB.
- Efforts seek to integrate diversity within the curriculum; among the goals for colleges, regional campuses and departments; and, promote collaboration and opportunities for experiences to increase cultural competency.

Year 2 (AY 2013-14)

Tasks:
1. Infusing diversity across the curriculum
2. Increasing support for Regional Campuses with specific focus that addresses the challenges associated with uniquely defined diverse populations.
3. Promoting the development of multicultural/global competence teaching and learning programs among members of the Kent State community.

Action Initiatives:
1. Developing a diversity statement that emphasizes the commitment of the University to diversity and inclusion within academic courses.
2. Competitive grants will be awarded to support faculty members at regional campuses in conducting research on diversity-related subjects (to uncover the uniqueness of their campus community).

3. Work with International Scholars to provide opportunities for lectures and learning from them for the University community.

Related Goals / Outcomes:

1. Developed a statement for the Adolescent and Young Adult Education Program (ADED)/Teaching, Learning and Curriculum Studies (TLC): “Diversity is valued at Kent State University as a universal approach to increasing the quality of education. It is an education grounded in equity, justice, and integrity that creates and sustains an environment conducive to the success of all. In keeping with the values of our college and school, the (INSERT PROGRAM NAME HERE) is committed to processes of social justice, inclusion, and to diverse ways of knowing and being. Discrimination due to race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, or identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veterans is therefore unacceptable and may be subject to disciplinary action.”

2. Design the grant application; establish grant process/protocol to include marketing of grant RFP; Begin soliciting grant proposals and award grants. To begin 2014-15.

3. Collaboration with the Office of Global Education to identify a list of international scholars at Kent State; create a series of lectures by visiting international scholars, continue work with the Gerald H. Read Center to infuse diversity element into their series of lectures by international scholars.

Related TIP (Transformative Institutionalized Progression):

Task One:

- Statement will be shared across the University and utilized by faculty on syllabi to articulate a commitment to diversity within the curriculum. Secondly, the diversity statement will be incorporated into already established training offered by DEI Education and Training Lab and Faculty Professional Development Center.

Task Two:

- The uniqueness of each regional campus becomes an integral component of its education and scholarship by enhancing regional campus opportunities for faculty, staff, and students to overcome barriers that inhibit educational achievement among diverse populations. Research will be shared with Regional Campuses towards the purpose of providing a foundational understanding of diversity represented on their respective campuses. Also, research that is conducted will be submitted to diversity research journals, and specifically, DEI’s Trends in Diversity online journal (when implementation is complete) to promote new knowledge about “unique” definitions of diversity.

Task Three:

- Increased participation among KSU student population engaging in KSU programming through the Office of Global Education. Secondly, an increase in students of color participation in Study Abroad options, etc. In addition, The Visiting Scholar Lecture Series will be promoted to faculty for the purpose of incorporating educational opportunities into their syllabi, and the lecture series will be institutionalized in the Student Multicultural Center through partnerships with the Gerald H. Read Center and Office of Global Education.

Year 3 (AY 2014-15)

Tasks:

1. Infusing diversity across the curriculum
2. Promoting the development of multicultural/global competence teaching and learning programs among members of the Kent State community
3. Creating specifics for funding scholarships targeting underrepresented and underserved students with financial need
4. Increase support for Regional Campuses (RC) with a specific focus that addresses the challenges associated with uniquely defined diverse populations

Action Initiatives:
1. Developing a diversity statement that emphasizes the commitment of the University to diversity and the inclusion within academic courses.
2. Work with International Scholars to provide opportunities for lectures and engaging University awareness about various cultures and perspectives of diversity.
3. Development and implementation of scholarship opportunities.
4. Offer diversity-related research grants to regional campus faculty.

Related Goals / Outcomes:
1. Statement written and approved by Provost’s office, Legal, and Ombuds; Statement adopted by Adolescent and Young Adult Education Program; multiple diversity statements in syllabi across EHHS
2. Built collaboration between Center for International and Intercultural Education (CIIE) and Student Multicultural Center (SMC); hosted 5 lectures between Fall 2014 and Spring 2015.
3. Targeting underrepresented students through Kupita/Transiciones, Academic STARS, and First Year experience to receive mentorship and scholarship award.
4. To emphasize scholarship of teaching, research and discovery related to DEI, with focus on student’s first and transformational university-wide change that provides students opportunity to thrive in a pluralistic society and increasing linked global community.

Related TIP (Transformative Institutionalized Progression):
Task One:
- Statement would be shared across the University and utilized by faculty on syllabi to articulate a commitment to diversity within the curriculum.

Task Two:
- Lecture series will promote greater knowledge and understanding of current and continuing international and global issues (with a focus on diversity) amongst KSU students, faculty and staff.

Task Three:
- Utilizing financial efficiencies through collaboration to alleviate the burden of cost and to further develop our diverse student population, and to continue development of relationships across campus for mentorship opportunities, with a specific focus on underrepresented students.

Task Four:
- Research will be shared with Regional Campuses towards the purpose of providing a foundational understanding of diversity represented at their respective campuses. Also, research that is conducted will be submitted to diversity research journals (as well as DEI’s Trends in Diversity online journal) to promote new knowledge about “unique” definitions of diversity.

Next Steps:
1. Still in the process of meeting with EHHS and University leadership to discuss how to expand diversity statement throughout all of EHHS departments and into the university.
2. Work with academic departments who offer Diversity courses to include opportunities for students to earn academic pints by participation in lecture series; also conceptualizing how to work with First Year Experience (FYE) courses.
3. Further frame the requirements of the Scholarship to later begin promoting and soliciting applications by Fall 2015.
4. Finalization of the Regional Campus grant is underway with plans to rollout summer 2016; Fall 2015 will begin the work of a marketing campaign to bring awareness of this new offering.

Year 4 (AY 2015-16)

Tasks:
1. Creating specifics for funding scholarships targeting underrepresented and underserved students with financial need.
2. Increase support for Regional Campuses (RC) with a specific focus that addresses the challenges associated with uniquely defined diverse populations.
3. Infusing diversity across the curriculum and promoting the development of multicultural/global competence teaching and learning programs among members of the Kent State community.

Action Initiatives:
1. Review criteria of existing scholarships.
2. Offer diversity-related research grants to regional campus faculty.
3. Work with International Scholars to provide opportunities for lectures and learning from them for the University community.
4. Revamping the Diversity statement for university syllabi (Task 3).

Related Goals / Outcomes:
1. We will review the criteria and stipulations to determine ways in which the awarding of current scholarship funding can be strengthened to enhance learning value for student awardees. Possible considerations include: completion of Student Online Donor Acknowledgement Form (SODA), a formalized give back, and ensuring long-term sustainable funding.
2. (a) Finalized grant proposal and timeline (in relation to feedback from Dr. Brown, Dr. Collins and Regional Campuses Administration).
   (b) Created electronic proposal submission form and documents to be linked through websites.
   (c) Constructed rubric for the evaluation of grant proposals.
   (d) Developed marketing strategy for rollout of the call for grant proposals.
3. There were four lectures in Fall 2015: Dr. Behsat Savas (Professor at Mehmet Akif Ersoy University in Turkey), Xian Mayo (Research Scholar in Exercise Physiology at the University of A Coruna), Haihua Wang (Professor in Applied Linguistics at Dalian Maritime University), and Ning Jai (Associate Professor in Educational Psychology Hebei Normal University).

Related TIP (Transformative Institutionalized Progression)
1. **Scholarships**: Follow up and track scholarship recipients and seek additional sources of funding to ensure longevity (Task 1).
   ULI 1.1: Students First: Enhance and expand student success programs system-wide to improve retention and graduation rates.
   ULI 5.2: Organizational Stewardship: Build alumni and philanthropic engagement commensurate with national peer institutions.
2. **Regional Campus Grants**: These grants will enhance collaborative research efforts at the regional campuses and support greater understanding and engagement with diverse populations throughout the regional system (Task 2).
   ULI 2.1: A Nationally Distinctive Kent State: Build a culture of research and innovation.
   ULI 4.2: Regional Impact: Enhance and advance, system wide, university/community engagement efforts.
3. **Visiting Scholars Series**: (Task 3)
   ULI 3.2: Globally Competitive: Enhance the internationalization of the university through programmatic and partnership engagement.
4. **Diversity Statement**: (Task 3)
   ULI 1.4: Students First: Strengthen diversity and the cultural competence of students, faculty and staff system-wide.

**Next Steps:** Each subcommittee has outlined specific timelines, action steps and metrics.

1. **Scholarships**: Will convene with individuals who have oversight of scholarships to further discuss possible alignment and enhancement efforts. Depending on conditions, the committee will put forward recommendations to include: Completing the SODA; all scholarship recipients should be required to “give back” (e.g. participating in a DEI or scholarship specific related event, mentor a future scholarship recipient); after the scholarship is awarded provide a written follow-up to the recipient and invite them to the UDAC retreat; track recipients long-term to determine how the scholarship funding impacted their ability to succeed at KSU and beyond; explore ways to increase scholarship funds through additional fundraising events or campaigns.

2. **Regional Campus Grants**: Launch call for proposals and link through DEI and regional campus websites. Work with RCFAC, Regional Campus Faculty Councils, RCAOC, Regional Deans and other stakeholders to encourage faculty submissions. Solicit additional regional campus members for grant review committee. Convene grant review committee and recommend grants to be funded.

3. **Visiting Scholars Series**: Continue collaboration with Gerald H. Read Center. Work with academic departments who offer Diversity courses. Considering work with First Year Experience (FYE) courses. Merge efforts with Global Leadership Certificate (GLC) Program (Require GLC students to attend Visiting Scholars series to complete the certification process) *(work with Green Team)*.

4. **Diversity Statement**: Faculty will meet and find where the language for the statement might be in existing policy, and run it through lawyers and university ombudsman for form’s sake.

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**UDAC Red Team Diversity Dimension: Institutional Accountability**

**Kent State Strategic Direction: Developing and Recognizing Our People**

To sustain a successful, diverse and inclusive university through leadership accountability.

**Year 1 (AY 2012-13)**

**Tasks:**

1. Increasing recognition of and rewards for faculty and staff
2. Retaining a diverse workforce

**Action Initiatives:**

1. Develop diversity awards to recognize outstanding diversity efforts
2. Increase participation in and success factors of the Annual AALANA Faculty Workshop through surveying past participants

**Related Goals / Outcomes:**

1. Three areas of focus and outcomes: (a) Recruit nominations and select Diversity Trailblazer Awardee; one awardee was selected from a pool of 5 nominations; (b) Developed and implemented the first Annual UDAC Committee Reception and Awards Ceremony for UDAC members; all members were celebrated and nine individuals were chosen by the four UDAC teams and honored for their work; (c) Develop KSU Diversity Story Bank - the stories of 6 faculty, staff and students were captured through audio recording and digital photography and posted in the Student Multicultural Center’s Diversity Story gallery.
2. Increase participation in and success factors of the Annual AALANA Faculty Workshop based on surveys from past participants - two workshops were held with a combined total of eleven faculty in attendance
Related TIP (Transformative Institutionalized Progression):

Task One:

a. The nature of an annual award and the nomination process engages the community in identifying those individuals who are leaders in the area of diversity. In addition, honoring Diversity Trailblazers communicates the value of diversity and inclusion in our university to the greater community.

b. The nature of annual awards and the nomination process engages and enriches the appreciation and sense of community and commitment to the work amongst UDAC members. In addition, honoring UDAC members and teams communicates the value of diversity work to our university via the departments that UDAC members represent.

c. The Diversity Story Bank will capture, present and archive, through its status and existence as a reoccurring special topics course, a running record and growing storehouse, the many varied and personal stories of Kent state staff, students, faculty and alumni along with the varied occurrences of the presence of diversity in action at KSU – next step in this process is creating a special topics course that can be sustained through a college.

Task Two:

- Surveys will assist the DEI staff and Faculty Associates to refine the annual AALANA Faculty Workshop to increase participation and engagement and communicate to the university the value of the workshop for all faculty.

Year 2 (AY 2013-14)

Tasks:

1. Increasing recognition of and rewards for faculty and staff.
2. Retaining a diverse workforce

Action Initiatives:

1. Develop diversity awards to recognize outstanding diversity efforts
2. Increase participation in and success factors of the Annual AALANA Faculty Workshop through surveying past participants

Related Goals / Outcomes:

1. Three areas of focus and outcomes:
   a. Refine the already established, Diversity Trailblazer Award (DTA) process; Increase community participation and number of nominations by 10-15%; sustained community interest and participation in the DTA leading to understanding of the value of the award: Nominations increased from 5 to 15 total between AY12-13 and AY13-14 which was an increase of 200%;
   b. Sponsor the annual recognition reception for the members of UDAC, specifically recognizing those individuals whose work is particularly exceptional and publicizing the annual results of all UDAC Teams - the recognition process was scaled back to recognize only one individual from each team for their contributions throughout the year; and
   c. Creation and preservation of 20 total artifacts; 5 for each Diversity Story Bank preservation medium, at year one - 15 of 20 diversity artifacts needed to establish the story bank have been collected. These artifacts are in the mediums of photography, written, audio and audio/Visual documentation.

2. Increase yearly participation at AALANA faculty workshop from 11 faculty participants in 2013; increase workshop satisfaction - there were over 25 registered participants attending the workshop in Fall 2014.

Related TIP (Transformative Institutionalized Progression)
Task One:
- (a,b) The nature of an annual award and the nomination process engages the community in identifying those individuals who are leaders in the area of diversity. In addition, honoring Diversity Trailblazers communicates the value of diversity and inclusion in our university to the greater community;
- (c) The Diversity Story Bank (DSB) will capture, present and archive, through its status and existence as a recurring special topics course, the many varied and personal stories of Kent state staff, students, faculty and alumni. Talks have begun to request permission to develop and house this special topics course within the School of Library Sciences through a collaboration agreement between the School of Journalism and Mass Communication and Library Sciences. A DSB advisory group will be organized with the hope that this group will provide the leadership, administration and development of the DSB in the months ahead. DSB artifacts will be a categorically organized, running record and growing storehouse of observed occurrences of the presence of diversity in action at KSU.

Task Two:
- The survey results will aid DEI staff and DEI Faculty Associates to refine the annual AALANA Faculty Workshop to increase participation and engagement and communicate to the university the value of the workshop for all faculty.

Year 3 (AY 2014-15)

Tasks:
1. Providing leadership initiatives for accommodating a diverse workforce
2. Coordinating organizational change to support unit diversity goals
3. Creating and implementing guiding principles for managing diversity
4. Increasing recognition for faculty and staff

Action Initiatives:
1. Developing leading best practices in the recruitment and retention of diverse faculty and staff
2. Review and assist colleges and divisions with nonacademic related diversity goals
3. Provide leadership initiatives for accommodating a diverse workforce
4. Develop diversity awards to recognize outstanding diversity efforts

Related Goals / Outcomes:
1. Partner with HR/Training & Development to expand/improve ways of connecting with faculty/staff from the very beginning of the hiring process; currently in process to develop a handbook and digital link to Welcoming Partners resources; selecting facilitators (Welcoming Partners) for each of the 8 campuses.
2. Develop a diversity toolkit for First Year Experience instructors to use as a guide in their course on this subject matter; in the process of finalizing the Diversity toolkit; currently meeting with College Coordinators for FYE to pitch the idea to the group.
3. Create a student arm of UDAC that would support in implementing the diversity mission and goals of the Equity Action Plan; Finalizing the concept; presented plan to UDAC for vetting of the process; recruitment of students to begin in September.
4. Two areas of focus and outcomes: (a) Create an award or event that celebrates a department that has gone above and beyond as far as diversity initiatives (i.e. talks, programs, recruitment). Developed the Unity Award for Diversity; waiting final approval; nominees will be solicited during the fall 2015 semester; (b) Incorporate another level of recognition within the UDAC Year-End Celebration to recognize the work of UDAC members - Superlatives were designed to recognize committee
members in various inspirational categories; Categories were Most Inspirational, Reliable, Humorist, Creative and Optimistic.

Related TIP (Transformative Institutionalized Progression)

Task One:
- Create a strong bond between DEI and the Welcoming Partners to foster a climate that sustains and supports a welcoming community at Kent State University.

Task Two:
- To embed the Diversity Toolkit within FYE as a viable resource in teaching diversity; to place on DEI website as a resource.

Task Three:
- The Student Diversity Action Council (SDAC) will assist in promoting and strengthening diversity at Kent State University by coordinating with multi-cultural student groups and UDAC. The group will strengthen connections and build stronger bridges between faculty, staff administration and students; empower students to become leaders in their communities and provide crucial insight and perspectives from student life.

Task Four:
- To sustain the Diversity Trailblazer Award and its nomination process, the committee has established a solid foundation for a Unity Award, which recognizes not just one individual, but also many, as a unit, (hence, Unit-y) a department, a college, and a division. Currently creating a set of guidelines for future subcommittee members
- The Recognition Reception encourages UDAC members to continue with their important work by acknowledging those who exemplify the mission of UDAC; the award inspires each member with appreciation of their results throughout the year, and by expressing gratitude to each member for their participation in the group and continuous display of commitment to its mission.

Next Steps:
1. Confirm approval for the Unity in Diversity Award; create marketing and nomination process; select awardee; recognize at the Annual MLK, Jr. Celebration.
2. Finalize Diversity toolkit concept; present to college coordinators for buy-in and incorporation into curriculum.
3. Finalize SDAC concept; recruit and select students for membership.
4. Finalize Diversity toolkit concept; present to college coordinators for buy-in and incorporation into curriculum.
5. Develop initiative with HR to improve ways of connecting with faculty/staff from the very beginning of the hiring process; develop handbook and digital link to Welcoming Partners resources; selecting facilitators (Welcoming Partners) for each of the 8 campuses.
6. Continue discussion and possible finalization of the Diversity Story Bank initiative.

Year 4 (AY 2015-16)

Tasks:
1. Providing leadership initiatives for accommodating a diverse workforce.
2. Coordinating organizational change to support unit diversity goals.
3. Diversifying university leadership, advisory boards and mid-level management across all colleges and divisions.
4. Increasing recognition and rewards for faculty and staff.
5. 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) (see Yellow Team tasks).
6. Retaining a diverse workforce.

**Action Initiatives:**

1. Developing leading best practices in the recruitment and retention of diverse faculty and staff.
2. Review and assist colleges and divisions with nonacademic related diversity goals.
3. Create the first student-led, university-wide, and diversity-focused committee at Kent State to provide a student perspective to the administration in regard to diversity policy (not a direct EAP action initiative, but related to Task 3).
4. Develop diversity awards to recognize outstanding diversity efforts.
5. 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.

**Related Goals / Outcomes:**

1. Incorporate the building blocks of successful onboarding into the process at Kent State:
   - Compliance: Teaching employees basic legal and policy-related rule and regulations.
   - Clarification: Ensuring that employees understand their new jobs and all related expectations.
   - Culture: Providing employees with a sense of organizational norms both formal and informal.
   - Connection: The vital interpersonal relationships and information networks that new employees must establish.
2. Develop and implement a diversity toolkit which will aid first-year students in developing cultural competency skills by:
   - Understanding their cultural identity and respecting cultural identities different from their own;
   - Developing a global consciousness;
   - Learning to deal with bias;
   - Learning to shift attitudes and perspectives; and
   - Learning to build teams and allies by finding commonalities among differences.
3. Creation of the Student Diversity Action Council (SDAC).
   - Held application process in April, received a record 20 applications within one week.
   - Expanded SDAC board to 11 members, up from 9.
   - Strengthened diversity on the board.
   - SDAC participated in KENTalks to engage with students.
   - Drafted internal policy to establish conduct.
   - Met with various student groups.
4. Develop an award to recognize the contributions of Kent State University units that have demonstrated significant contributions in the areas of diversity, equity, and/or inclusion.
5. Increase a feeling of belonging for diverse individuals on all campuses (tasks 5 & 6).
   - **(a) Resource Guides**
     - i. Create a resource guide for diverse faculty (accomplished for Kent Campus only)
     - ii. Develop a resource guide for LGBTQ individuals (The new/faculty/staff LGBTQ Group (SPECTRUM) is doing this (in progress).
     - iii. Distribute the resource guides electronically and in hard copy. (Not yet accomplished).
   - **(b) Communicate with HR to determine policy vs. practice.**
     - i. It is concerning that only upper level managers would answer our questions on LGBTQ policies and diverse faculty retention because we were “faculty.” An upper level
administrator said this was due to fear of faculty grievances if questions are answered incorrectly.

ii. She expressed that all faculty are treated equally by HR (but we know many grievances have been threatened or filed with AAUP for LGBTQ issues in particular).

iii. For retention she suggested a mentoring program for diverse faculty…to have “someone that looks like them” as a mentor.

iv. She said HR would help to co-sponsor a diverse faculty retreat.

(c) Determine the status of exit interviews (surveys) from HR and Dr. Collins and request them for review.

i. HR administrator said exit interviews are conducted via e-mail after the employee leaves (if HR has an e-mail address).

ii. She said she would have someone compile these and share the results with us.

Related TIP (Transformative Institutionalized Progression)

1. **Successful Onboarding**: Create C.A.T. teams to represent each of the divisions to understand their process and their culture.
   ULI 2.3: A Nationally Distinctive Kent State: Implement a “Great Place Initiative” that prioritizes attention to the diverse human element of the university.

2. **Diversity Toolkit**: Integrate the toolkit into the Training Lab and train upcoming FYE student instructors on how to use and implement the kit in their course(s).
   ULI 1.4: Students First: Strengthen diversity and the cultural competence of students, faculty and staff system-wide.

3. **SDAC**: SDAC has established partnerships with the Division of Diversity, Equity and Inclusion, and the Division of Student Affairs; SDAC has been integrated into UDAC (University Diversity Action Council) by attending meetings and providing updates and information.
   ULI 1.2: Students First: Adopt a student engagement strategy that enhances learning through increased participation in high-impact experiences.
   ULI 1.4: Students First: Strengthen diversity and the cultural competence of students, faculty and staff system-wide.
   ULI 3.1: Globally Competitive: Increase enrollment of international students and enhance their engagement in campus life.

4. **Diversity Awards**: The Trailblazer and Unity Award for Diversity nomination committee will be integrated into the MLK Planning committee as a subcommittee.
   ULI 1.4: Students First: Strengthen diversity and the cultural competence of students, faculty and staff system-wide.
   ULI 2.3: A Nationally Distinctive Kent State: Implement a “Great Place Initiative” that prioritizes attention to the diverse human element of the university.
   ULI 2.4: A Nationally Distinctive Kent State: Tell Kent State University’s compelling story through execution of a national strategic communication plan.

5. **Increase a feeling of belonging**: Improving the campus climate to be more welcoming will lead to more retention of diverse faculty and staff. This will be transformational to our campus where diversity is needed and valued.
   ULI 1.4: Students First: Strengthen diversity and the cultural competency of students, faculty and staff system wide.
   ULI 2.3: A Nationally Distinctive Kent State: Implement a “Great Place Initiative” that prioritizes attention to the diverse human element of the university.
   ULI 5.1: Organizational Stewardship: Create a healthy campus initiative that prioritizes the health and wellness of students, faculty and staff.

**Next Steps**: Each subcommittee has outlined specific timelines, action steps and metrics.

1. **Successful Onboarding**: The effort is addressing current challenges:
• Perception gaps between employees and management.
• Understanding the “true cultural climate” of the university.
• Being able to get all internal departments to work together collaboratively.
• Promote all departments to work collaboratively to enhance the new hire onboarding experience.
• Retention of employee’s greater than 2 years.
• Promotes diversity of thought and employee engagement.
• Being able to set realistic, time sensitive and attainable goals towards building and implementing a successful onboarding program.
• Providing in-depth research efforts of other organizations who have a solid comprehensive onboarding strategy in place which can assist in providing strategy mapping for to Kent State University.

2. **Diversity Toolkit:** Work with Student Affairs and Residence Services in training their resident assistants to use the toolkit in program development for the year.

3. **SDAC:** Update the SDAC website with current information. Continue to work with DEI and Student Affairs to develop further KentTalks. Continue discussion on regional integration. Expand awareness of the organization. Draft policy and initiative recommendations. Ensure that organization functions in the years to come. Partner with USG on diversity initiatives.

4. **Diversity Awards:** Invite committee members to be a part of the MLK Planning Committee and begin planning for the 2017 honorees.

5. **Increase a feeling of belonging:** Procure HR exit interview results and use them to make recommendations for improvements in campus climate. Meet with HR to discuss diversity issues/problems (per AAUP) and propose solutions re: policies and insurance issues. Plan and implement stage 2 of welcoming partners for new faculty. Stage 2 involves pairing new faculty with a welcoming partner/mentor. Reformat welcoming partners resource guide and put online on DEI website and perhaps HR website. Develop welcoming partner resource guides for regional campuses.