



Division of Diversity, Inclusion
and University Engagement

CLEVELAND STATE UNIVERSITY

Diversity Report & Action Plan

Engaged Equity

2019 – 2020

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The *2019 - 2020 Diversity Action Plan* builds on the *Pursuing Inclusive Excellence* document of 2016 with practical objectives designed to impact diversity at CSU and move the ball forward in our region leading up to CSU's 60th Anniversary in 2024. The university is committed to creating a climate that acknowledges, respects, and values all aspects of diversity. To that end, inclusive excellence and engaged diverse learning are guiding principles of all our work at CSU.

Engaged Diverse Learning: CSU provides students opportunities and learning experiences within and outside the classroom that broaden their perspectives beyond their personal experiences.

Inclusive Excellence: A campus environment that uses the talents, abilities, and perspectives of every member of the CSU community to empower our students and improve our community.

Diversity Statement: CSU celebrates diverse backgrounds, cultures, experiences and thought that embody Inclusive Excellence for our students and the community.

“All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be.” — *Martin Luther King, Jr.*

When we recognize that our actions affect everyone else, when we are mindful of others and value their unique perspectives, humanity can build a more harmonious and vibrant world for the next generation. This is the broader purpose of diversity work at CSU – to ensure that tomorrow's leaders appreciate the contributions of those who are different from them yet see the common thread that binds us all together.

CSU seeks to contribute to the success and inclusion of all students, while paying particular attention to traditionally marginalized groups, including, but not limited to, students of color and those with disabilities. To succeed in this mission, we must work strategically on multiple levels to address systemic failures that keep traditionally marginalized students behind. Isolated interventions to help struggling students are not sufficient, as this assistance may come too late and does not address disparities between traditionally marginalized students and their peers from a broad perspective. As such, we will work to mediate inequities comprehensively, at the university level, at the community level within Cleveland, and regionally across Ohio to foster the right environment and design educational and public policies that can address systemic issues to help all CSU students, faculty, and staff succeed and excel.

Our overarching priority for diversity work is to build a culture of diversity and inclusion at CSU. To strengthen our inclusive culture, we will target our efforts by focusing on the following areas:

- Faculty and Staff Diversity
- Student Diversity
- Student Success

I. Faculty and Staff Diversity

Historic issues of race, gender, and social class – and continuing concerns about access to and success in higher education for students from traditionally marginalized populations and low-income students – are still a challenge within higher education (see University College Plan, pg. 3). However, addressing these issues should not be viewed as an issue only for one particular group. Rather, the problem must be addressed collectively by university leaders at all levels – from the board of trustees down – and spelled out in university and college plans, policies, and practices.

Diversity in the workplace has been heavily researched, demonstrating that diverse organizations are smarter organizations. The Higher Education Recruitment Consortium reports that increasing employee diversity is not only the right thing to do, but also essential to achieving the academic missions of higher education institutions. According to the Consortium, educating people of all backgrounds, beliefs, and cultures requires a diverse academic workforce. Creating a diverse faculty allows for divergent perspectives in solving problems and creating innovative programs, contributing to the success of all students. As such, colleges and universities committed to closing student opportunity gaps, a diverse faculty, staff, and administration is a critical component.

Table 1

2017 Demographic Percentages and Frequencies for Cleveland State University						
Gender/Race/Ethnicity	All Students	FT Faculty	PT Faculty	FT Staff	PT Staff	Management
All Female	54% (8,680)	46% (256)	54% (323)	61% (452)	48% (361)	57% (150)
All Male	45% (7,241)	54% (295)	46% (270)	39% (286)	52% (393)	43% (112)
All Students	100% (15,921)	100% (551)	100% (593)	100% (738)	100% (754)	100% (262)
International M	5% (881)	3% (16)	0% (0)	1% (5)	12% (92)	0% (0)
International F	3% (403)	2% (12)	1% (2)	0% (2)	8% (63)	0% (0)
All International	8% (1,084)	5% (28)	1% (2)	1% (7)	20% (155)	0% (0)
Black/African American M	5% (806)	2% (12)	3% (18)	8% (18)	5% (37)	4% (11)
Black/African American F	11% (1,763)	3% (18)	10% (59)	19% (59)	6% (46)	10% (26)
All Black/African American	16% (2,569)	5% (30)	13% (77)	28% (77)	11% (83)	14% (37)
White M	29% (4,714)	38% (209)	41% (244)	28% (210)	34% (254)	33% (87)
White F	36% (5,749)	35% (193)	40% (236)	36% (265)	31% (236)	46% (121)
All White	65% (10,463)	73% (402)	81% (480)	64% (475)	65% (490)	79% (208)
Hispanic/Latino M	2% (336)	1% (8)	0% (0)	0% (0)	0% (0)	2% (5)
Hispanic/Latino F	3% (496)	1% (5)	1% (6)	3% (22)	1% (9)	0% (0)
All Hispanic/Latino	5% (832)	2% (13)	1% (6)	3% (22)	1% (9)	2% (5)
Asian M	2% (311)	9% (50)	1% (8)	1% (10)	0% (0)	3% (9)
Asian F	2% (254)	4% (23)	3% (16)	1% (11)	1% (7)	1% (2)
All Asian	4% (565)	13% (73)	4% (24)	3% (21)	1% (7)	4% (11)

*Percentages in columns will not equal 100%, as ethnicities with zero or very low frequencies were excluded (e.g., American Indian, Other Pacific Islander, Two or More Races, Unknown).

While the student body is very diverse at CSU, the faculty does not represent the diversity of our student body. Table 1 shows that 73% of our full-time faculty and 81% of our part-time faculty are White, compared to 65% of students. It also shows that part-time faculty is 13% African American (AA), which suggests that CSU can conceivably increase diversity among its full-time faculty by tapping this surplus pool of part-time AA faculty. Data from CSU's Office of Institutional Research and Analysis shows that the percent of White full-time faculty has been on the rise while African American and Asian faculty has declined over the past five years. International faculty are also increasing, as are the number of female faculty. Asian faculty, particularly males, are the second largest cohort of full-time faculty, but among part-time faculty African Americans represent the second largest cohort, particularly African American females. Once again, this indicates that there is room for growth among full-time African American faculty, as well as part-time Asian faculty.

Faculty that share students’ backgrounds are often able to connect with and inspire students in the classroom and serve as role models. Table 2 reveals that the lowest student to faculty ratio is among Asians at 8:1, and the highest is among African Americans at 86:1. Similarly there are significant disparities in the student to faculty ratio for Hispanics/Latinos at 64:1, and International at 46:1.

Table 2

Student to Faculty Ratios			
Race/Ethnicity	Student	FT Faculty	Student-to-Faculty Ratio
American Indian/Alaskan Native	15	0	0
Asian	565	73	8-1
Black or African American	2569	30	86-1
Hispanic/Latino	832	13	64-1
International	1284	28	46-1
Two or More Races	190	4	48-1
White	10463	402	26-1

Source: Cleveland State University Office of Institutional Research and Analysis

Table 1 also indicates that the CSU staff is more diverse than the faculty, with African Americans for example, comprising 28% of staff versus 5% of faculty. There are more females among African American and White staff, but this is not the case for other racial/ethnic groups. Overall the percentage of females is increasing among staff.

As Table 1 makes clear, management is far less diverse than other staff, lacking Internationals altogether, which represents the greatest area of need for increased diversity, in management. African American managers comprise 14%, Asian 4%, and Hispanic 2%, with White managers holding the vast majority of the roles at 79%. The number of both White and African American managers has increased over time, while Asian and Hispanic cohorts remained the same.

As with other staff, there are more female managers among African American and White managers, but this is not the case for Asian and Hispanic cohorts, suggesting a need for more female Asian and Hispanic managers.

Table 3

Senior Executive Leadership	
Gender/Race/Ethnicity	# (%)
Female	3 (25%)
Male	9 (75%)
All Cabinet Members	12 (100%)
White Female	1 (8%)
White Male	7 (58%)
All White	8 (67%)
Black/African American Female	2 (17%)
Black/African American Male	1 (8%)
All Black/African American	3 (25%)
Asian Female	0 (0%)
Asian Male	1 (8%)
All Asian	1 (8%)
Percentages in columns will not equal 100% due to rounding.	

Table 3 highlights the senior executive management positions in the President’s Cabinet. Currently, the cabinet consists of 12 members, of which 75 % are male. White members (both genders) make up 67 percent of the cabinet, while African Americans comprise 25 % and Asians are 8 % of all cabinet members. There are no Hispanic or International members of the senior executive leadership team. It should be noted that the senior executive leadership team members above were identified from a different data source than the management population from Table 1. Table 4 below indicates that 60 % of all deans of CSU colleges are white (both male and female). While African Americans and Asians are 40 percent of the President’s Cabinet, the absence of Hispanics and Internationals and dearth of females in the cabinet and among deans illustrates the need for increased racial, ethnic, and gender diversity in management at CSU.

Table 4

Deans by Gender/Race/Ethnicity						
College	AA Women	AA Men	Asian F	Asian M	White F	White M
Business					1	
CLASS						1
Education					1	
Engineering						1
Nursing						1
Science						1
Honors College						1
Graduate College					1	
Law						1
Urban Affairs			1			
Total	0	1	0	3	3	3

Faculty and Staff Diversity Benchmarks

The following faculty and staff diversity benchmarks are set to provide aspirational goals that the university can strive for in order to achieve greater diversity among faculty, staff and management.

Table 5

Faculty and Staff Diversity Benchmarks					
Gender/Race/Ethnicity	Management	3-year goal	5-year goal	10-year goal	
Women	57%	57%		57%	57%
Men	43%	43%		43%	43%
Black or African American	14%	15%		17%	20%
White	78%	72%		67%	61%
Hispanic / Latino	3%	6%		8%	10%
Asian	4%	5%		5%	5%
Two or More Races	1%	1%		2%	3%
International	0%	1%		1%	1%
Gender/Race/Ethnicity	FT Faculty	3-year goal	5-year goal	10-year goal	
Women	46%	47%		48%	50%
Men	54%	53%		42%	50%
Black or African American	5%	6%		8%	10%
White	73%	72%		69%	65%
Hispanic / Latino	2%	3%		4%	5%
Asian	13%	13%		12%	12%
Two or More Races	1%	1%		2%	3%
International	5%	5%		5%	5%
Gender/Race/Ethnicity	FT Staff	3-year goal	5-year goal	10-year goal	
Women	55%	55%		55%	55%
Men	45%	45%		45%	45%
Black or African American	24%	30%		35%	40%
White	67%	59%		50%	42%
Hispanic / Latino	4%	5%		7%	8%
Asian	3%	4%		5%	7%
Two or More Races	1%	1%		2%	2%
International	1%	1%		1%	1%

II. Student Diversity

CSU has one of the most racially and ethnically diverse student bodies among Ohio universities, so we have a unique responsibility to sustain, promote and advance our inclusive environment. Cultural and individual differences include race, ethnicity, class, gender, sexual orientation, national origin, first language, physical and learning ability, and learning style. The following sections describe student diversity at CSU.

Racial Diversity

CSU boasts a diverse student body that is 16% African American, 5% Hispanic, 4% Asian, and 8% International. This racial diversity is an integral part of our inclusive environment and our mission to provide opportunities for all students to succeed.

The vast majority of students that graduate from CSU each year are White. Almost five times as many White students graduate from the university annually with an average of 2,505 graduates compared to African American students, which is the next highest group of students by race, with an average of 529 graduates (Book of Trends, 2017).

International students have the next highest number of graduates per year with an average of 373, followed by students of unknown backgrounds at 178, Hispanics/Latinos with 132, and Asians with an average of 104 graduates. The average number of students graduating each year of two or more races, American Indian/Alaskan Native and Native Hawaiian/Pacific Islander backgrounds are negligible with 47, 7, and 2 respectively receiving their degree (Book of Trends, 2017).

Looking at the enrollment of Asian students, Table 1 indicates that we have significantly more Asian males than females, 311 vs 254 in 2017, following a spike in Asian male enrollment in 2015 and 2016. Table 4 below indicates that 35.2% of Asian females declare science as their major when they matriculate to CSU, versus 25.1% of Asian males, 29.5% of whom pursue engineering. Table 1 also highlights that we have more Hispanic females at 496 vs 336 males, following a spike in Latino female enrollment in 2016 and 2017. Table 6 below indicates that 29.5% of Hispanic females pursue liberal arts, and 26.7% science, while 24% of Hispanic males pursue liberal arts, and 20.7% pursue engineering.

Table 6

First Term Major Distribution by College										
College	AA Women	AA Men	Asian F	Asian M	Latino F	Latino M	Inter F	Inter M	White F	White M
Business	11%	18%	12%	19%	8%	18%	25%	25%	8%	19%
CLASS	25%	25%	18%	11%	30%	24%	18%	6%	27%	23%
Education	11%	5%	6%	3%	7%	4%	6%	2%	11%	5%
Engineering	3%	16%	7%	30%	3%	21%	21%	58%	4%	25%
Nursing	6%	1%	11%	1%	7%	3%	3%	0%	9%	2%
Science	25%	15%	35%	25%	27%	16%	18%	6%	30%	16%
Undergrad. Studies	18%	16%	8%	10%	17%	11%	7%	1%	9%	9%
University Studies	3%	3%	2%	1%	2%	2%	0%	0%	1%	1%
Urban Affairs	0%	1%	1%	0%	1%	1%	1%	1%	1%	1%

Source: Cleveland State University Office of Institutional Research and Analysis

Gender differences exist between African American students within the university as well. Table 1 shows that CSU has more than twice the number of African American females than males at 1,763 vs 806. Additionally, both African American female and male enrollment has fallen sharply from a combined enrollment of 3,204 in 2012 to 2,570 in 2016, putting CSU’s student diversity in jeopardy (Book of Trends, 2017). Table 6 shows that 24.6% of African American females begin their studies in science and the same proportion pursue liberal arts, while 24.7% of African American males pursue liberal arts, and 18.4 pursue business.

Table 1 reveals that we have more White females than males at 5,749 vs 4,717. Table 6 indicates that 27.5% of White females declare liberal arts and 30% declare science, while 25% of White males pursue engineering as their starting majors.

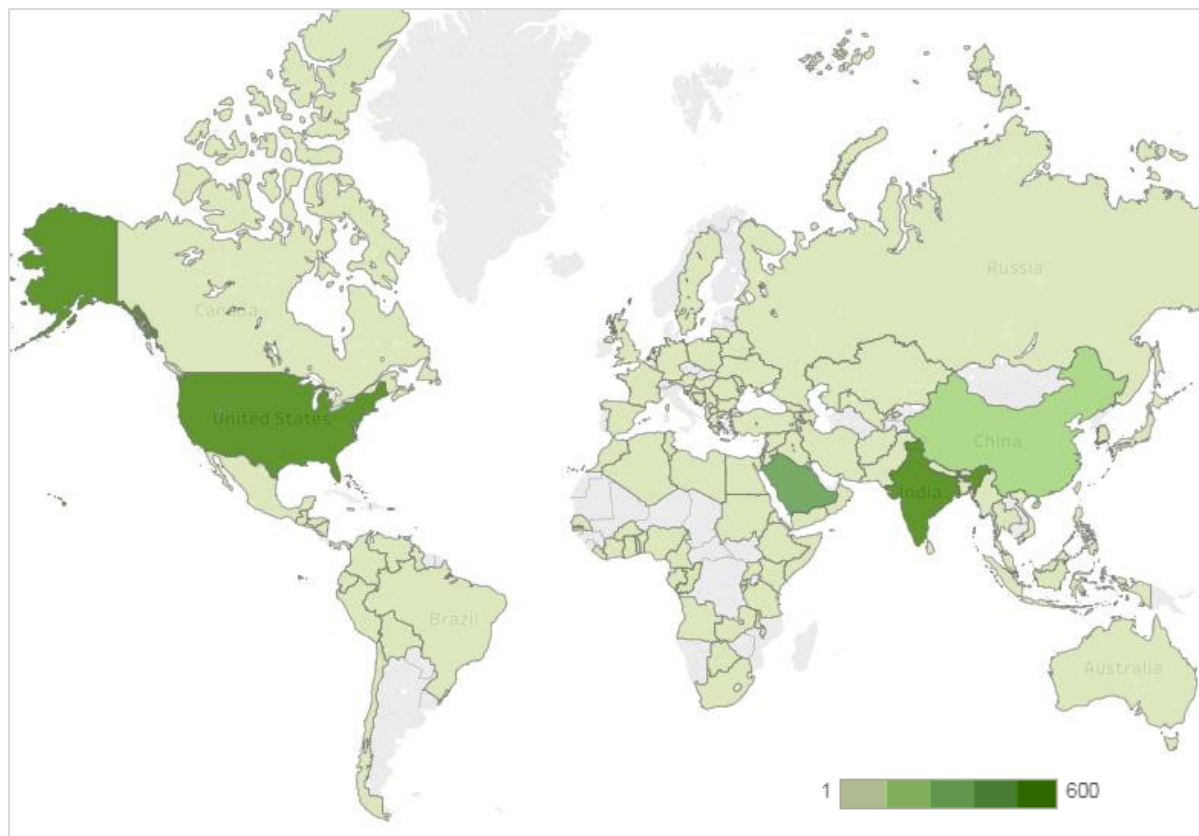
Based on the makeup of our campus and the surrounding community, CSU can continue to increase the racial diversity of our campus, especially among the African American and Hispanic populations. Whether we look at Cleveland, Cuyahoga County, or even the five-county Greater Cleveland metropolitan area encompassing 2 million people, we see that this region has a high percentage of historically marginalized people, far more than the makeup of our institution (Table 7). This is encouraging for student, as well as faculty and staff recruitment efforts. In addition, the university strives to attract, maintain, and graduate students from across the globe.

Table 7

Regional Demographics				
Race/Ethnicity	Cleveland	Cuyahoga	Greater Cleveland	USA
African American	53%	30%	20%	13%
White	37%	64%	72%	62%
Asian	2%	3%	2%	5%
Hispanic/Latino	10%	5%	5%	17%
Two or More Races	3%	2%	2%	3%

Source: United States Census Bureau, 2010 Census.

Global Map of Student Enrollment at CSU



Ethnic Diversity

When students speak about the diverse, mind-opening atmosphere on campus, often they refer to the ethnic diversity throughout CSU. When they sit down with a classmate from across the world, when they walk into the cafeteria and hear five different languages, and when they learn about other cultures through group projects with international students, their world expands in phenomenal ways. This is why it is so crucial to secure and increase the international student population on campus.

More than twice the number of International males are enrolled at CSU, at 881 vs 403 females. Given that other countries do not have the same gender equity in education as the United States, we have a responsibility to reach out and engage future female students from other parts of the world. Twenty five percent of International females and males pursue business, while 21% of females and 58% of males pursue engineering (Table 6), which fills an important skills gap in the U.S. workforce.

More than 1,200 students from 82 countries study at CSU at any given time (Center for International Services & Programs). They constitute 8% of the student body at CSU (Table 1), making this campus a global cultural microcosm of international languages, customs, ways of thinking, and traditions that permeate classrooms, student organizations, and the broader social fabric of CSU.

One recent challenge has been a decrease in international student enrollment amidst the competitive University landscape in America. We are also living in a time when the political rhetoric of immigration quotas and visa status changes are affecting the desire of international students to come to the United States to study and work. This makes it imperative for CSU to share the positive stories of the success and contributions of international students on campus, and the success they attain post-graduation in their careers as a result of studying at CSU.

For U.S. students, CSU provides opportunities to travel, learn and discover the world outside this country in ways that are impossible to experience in the classroom setting. Faculty-led study abroad programs in Spain, Africa, France, India, UK, United Arab Emirates, Israel, Brazil, Cuba, Panama, and the Dominican Republic enable CSU students to experience other cultures. Every year, CSU Fulbright Scholars go abroad to study in other countries. The university also maintains reciprocal student exchange agreements with multiple countries ranging from China to Ireland.

Religious Diversity

Just as CSU is comprised of ethnically diverse students, our students are also religiously diverse, representing Muslim, Hindu, Buddhist, Jewish, Christian, and other world religions. To support different faiths on campus, CSU hosts a Multi-Faith Communities Council, which represents a variety of faiths, traditions, and beliefs. The council provides religious services, spiritual counseling, education, volunteer opportunities, retreats, forums, fellowship, and general awareness programs that foster deeper understanding and mutuality between all faiths.

The members of the council include Hillel at CSU, Muslim Student Association, Newman Catholic Campus Ministry, United Protestant Campus Ministries, and Inter-Varsity Christian Fellowship. Members actively sponsor student faith-based organizations at CSU and work together to guide, strengthen, and enhance the college experience. The council participates in volunteer opportunities on campus, assists with Weeks of Welcome activities, and holds programs on campus to educate the community about religious opportunities and different faiths.

In addition to this council, CSU also has a student-run Interfaith Committee made up of faith-based student leaders and CSU students who are interested in collaborating with and supporting one another's faith-based journey. This group discusses common challenges, works toward collaborative solutions between faiths, and invites the CSU campus community into discussions about how faith impacts daily life.

Gender Diversity

CSU is a campus that also promotes gender diversity in the student body, as well as faculty and staff. Female students represent 54% of the student body (Table 1). CSU hosts the Mareyjoyce Green Women's Center that provides support for female students on campus. The Center strives to remove barriers to student success through education, services, support and referrals, with an emphasis on women, student-parents and returning learners. This central support network helps female students navigate their way around campus and provides a positive environment for their academic and personal needs.

Lively discussions related to the intersectionality of gender, race, class, etc. are common in the Women's Center, where the presiding voice is female, and programs and services are women-focused. Pregnant / parenting-students and returning female learners receive 1:1 support and guidance, including financial aid review and personal guidance to navigate their path in higher education. Mothers' Rooms have been made available on campus to support parenting-students, faculty and staff. Additionally, the Lift Up Vikes! Resource Center & Food Pantry services approximately 200 women and their 80 minor children.

Sexual Orientation / Identity Diversity

The morning of Thursday October 12, 2017, Cleveland State University woke up to a new reality of hate. Six white supremacist flyers with racist, anti-LGBTQ+, and anti-religious illustrations were posted throughout CSU. Although quickly removed, these flyers left an indelible mark on the CSU campus community.

In response, CSU quickly crafted messages and strategies to deescalate the situation and build coalitions that would support the community. We quickly developed public events that engaged students, faculty, staff, and community leaders to partner with CSU to find solutions to hate speech on campus.

In these conversations, we learned about the importance of vulnerability training, the lack of cultural sensitivity orientation on campus, and the desperate need to come together as a community and within micro communities on campus.

In our research and analysis, we have discovered limitations in the data capturing the social demographics of all students who are enrolled at CSU, including sexual orientation/identity. Moving forward, efforts will be made to capture all relevant data for all student populations.

Veterans

CSU is also home to a number of veterans. There are approximately 500 veteran students on campus, with 80-90% of veteran undergraduates being admitted as transfer students or in a post-baccalaureate status. Many of them are older and have global perspectives and experiences that are different from the average undergraduate student.

Orientation is often one first step to address the stress of the transition to university life experienced by many veterans, regardless of their branch of service or the nature of their service. Addressing

transition stress can help improve retention and success while making CSU more military friendly.

In the spring 2018 semester, CSU began a new mandatory orientation program, INDOC (short for Indoctrination). More than 75% of veterans attended one of three INDOC offerings or received one-on-one INDOC at other times if their situation required.

In addition to acquiring knowledge of the layout of the campus and locations of colleges and departments, academic advising services, and academic standards, veterans are briefed about the Office of Disability Services, Testing Services and the Counseling Center. They are also made aware of entitlements and services available to them from the Department of Veterans Affairs in northeast Ohio, the different types of local VA offices, including the Louis Stokes VAMC, CBOCs & Vet Centers.

Students with Disabilities / Special Needs

CSU engages students of all abilities, which includes those with disabilities and special needs. As of January 2018, there are a reported 1,047 students with disabilities / special needs on campus, 629 of them female and 418 males. Students often come to CSU diagnosed with a disability. These include behavioral disorders such as, Attention Deficit Hyperactivity Disorder (ADHD), High Functioning Autism, Schizophrenia, anxiety, depression, bipolar disorder, Post-Traumatic Stress Disorder (PTSD), and learning disorders such as dyscalculia, dysgraphia, and dyslexia.

The largest cohort has reached senior status, with 45% of the students classified as seniors since many of these students transfer in large numbers of credits. Seventy-eight percent of students with disabilities come to campus as transfers with more than 90 credit hours. This extends the time that they will need to complete their undergrad degree as they often transfer courses that are not applicable to the major. This often results in the exhaustion of their financial aid.

While students with disabilities face challenges far too numerous to mention here, it must be remembered that their difficulties often over-arch “traditional” stressors of college age students, fear of isolation, anxiety, insecurity, establishing a sense of purpose and direction. This is important to note as the population of students with disabilities or special needs may continue to grow.

Current statistics demonstrate that 56.7 million people in the U.S. have a disability; 38% are considered severe. With current medical technology the number of individuals with disabilities will increase as life-saving and life-extending treatments will increase life expectancy and ability. Creating an environment that is inclusive and maximizes success is imperative for this population of future American workers to be competitive.

Student Diversity Benchmarks

The following student diversity benchmarks are set to provide aspirational goals that we can strive for regarding student diversity, with incremental increases in diverse students.

Table 8

Student Diversity Benchmarks					
Gender/Race/Ethnicity	Students	3 year goal	5 year goal	10 year goal	
Women	54%	54%		54%	54%
Men	46%	46%		46%	46%
Black or African American	16%	18%		19%	22%
White	61%	59%		57%	51%
Hispanic / Latino	5%	5%		5%	6%
Asian	3%	3%		4%	4%
Two or More Races	3%	3%		3%	3%
International	9%	10%		10%	12%

III. Student Success

Although we know meaningful engagement with diversity benefits students educationally, little has been done to create a comprehensive framework for excellence that incorporates diversity at its core. Similarly, new research about how to help students from traditionally marginalized backgrounds and differentially prepared students succeed has not yet provoked widespread change across higher education, and diversity is not typically a focus at any level in “quality improvement” efforts.

As a result, education leaders routinely work on diversity initiatives within one committee on campus and work on strengthening the quality of the educational experience within another. This disconnect serves students – and all of education – poorly. The retention and achievement of students from traditionally marginalized populations is one of the most crucial issues impacting both our campus environment, and bottom line for the institution (AAC&U, 2015).

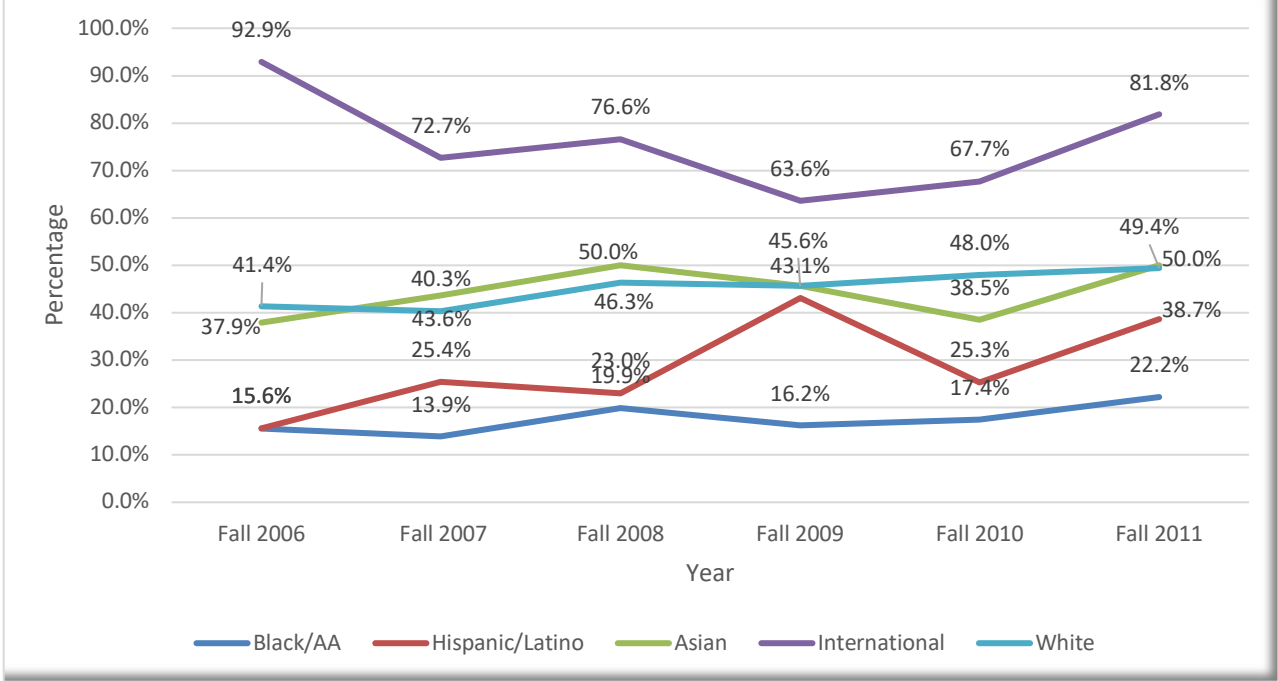
There has been significant progress in expanding access to college for students from traditionally marginalized populations. Yet many of these students experience differential retention rates and inequities in academic achievement. This troubling opportunity gap, especially across specific racial and ethnic groups and across different income levels, signals failure, not only for the individual students affected, but also for the colleges and universities they attend and for the educational system as a whole (AAC&U, 2015).

Historically, students of color have faced more systemic obstacles on their path to success versus the opportunities provided to their White peers. As a result, we are seeing far lower retention and achievement rates among AA and Hispanic students at CSU versus other populations. Figure 1 illustrates the six-year graduation rate for each race/ethnicity. The years on the x-axis represent

six-year cohorts where the 2011 cohort is the latest six-year data we have available, based on their status at CSU in 2017. We are seeing a vast opportunity gap between White students who graduate at a 50% rate, and AA students, just 22% of whom graduate within six years. This is the biggest area for growth for the university.

Figure 1

6-Year Graduation Rate by Race/Ethnicity

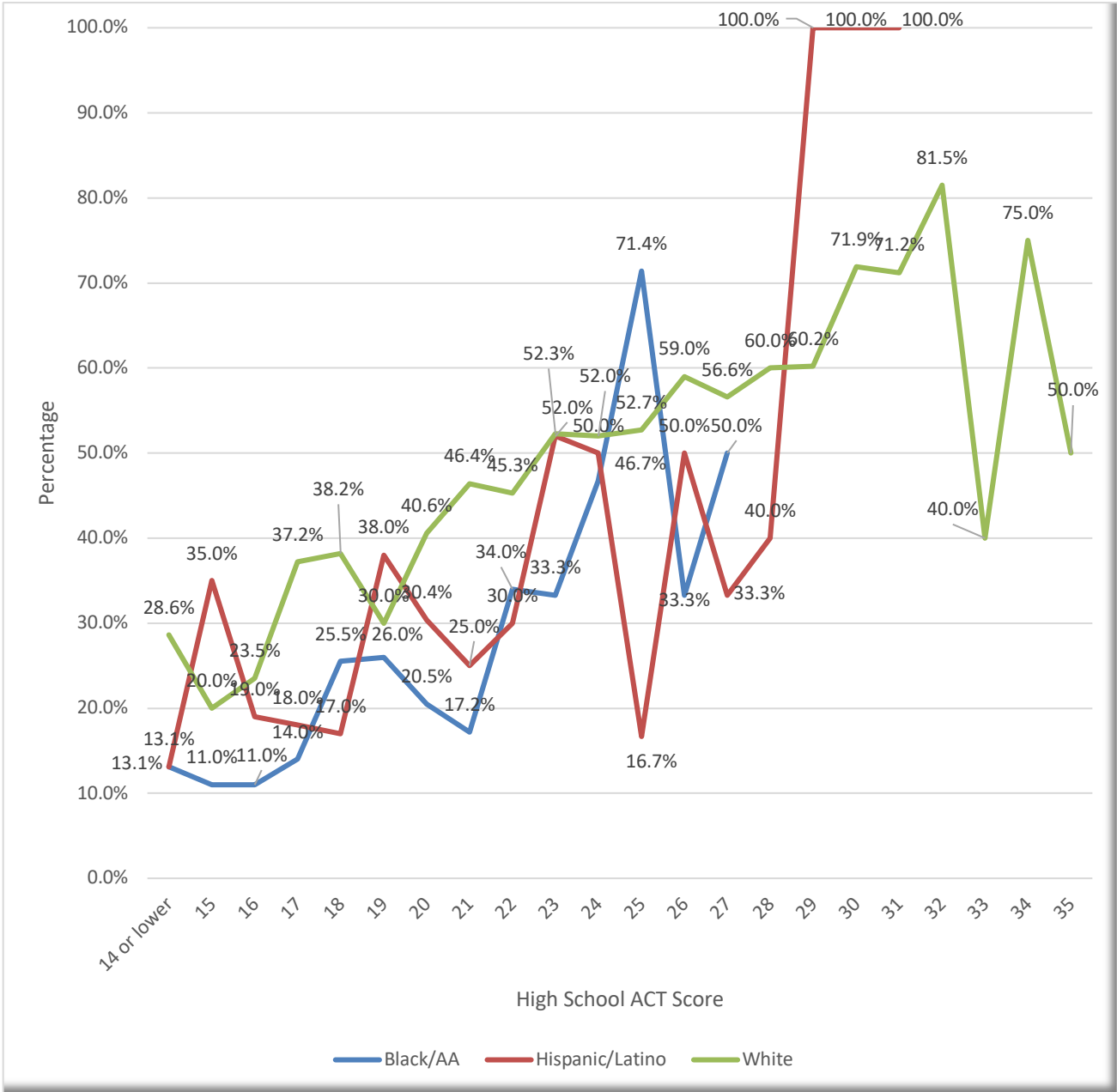


Source: Cleveland State University Office of Institutional Research and Analysis

International students have by far the highest graduation rates at 81.8% (Figure 1), which can serve as a bar of excellence that all students at CSU and the university should strive to meet. As we think about the initiatives and strategies required to create equal opportunities for all students, we need to be careful to avoid the myth that students of color fare worse than others because they are not as prepared for the university. In fact, students of color who are *more* academically prepared than their White peers still find it more difficult to stay at CSU and graduate.

Figure 2 below reveals that White students with an ACT score of 18 have a 38% graduation rate, while Hispanic students need an ACT score greater than 22, and only AA students with a score greater than 23 achieve the same graduation rate over six years.

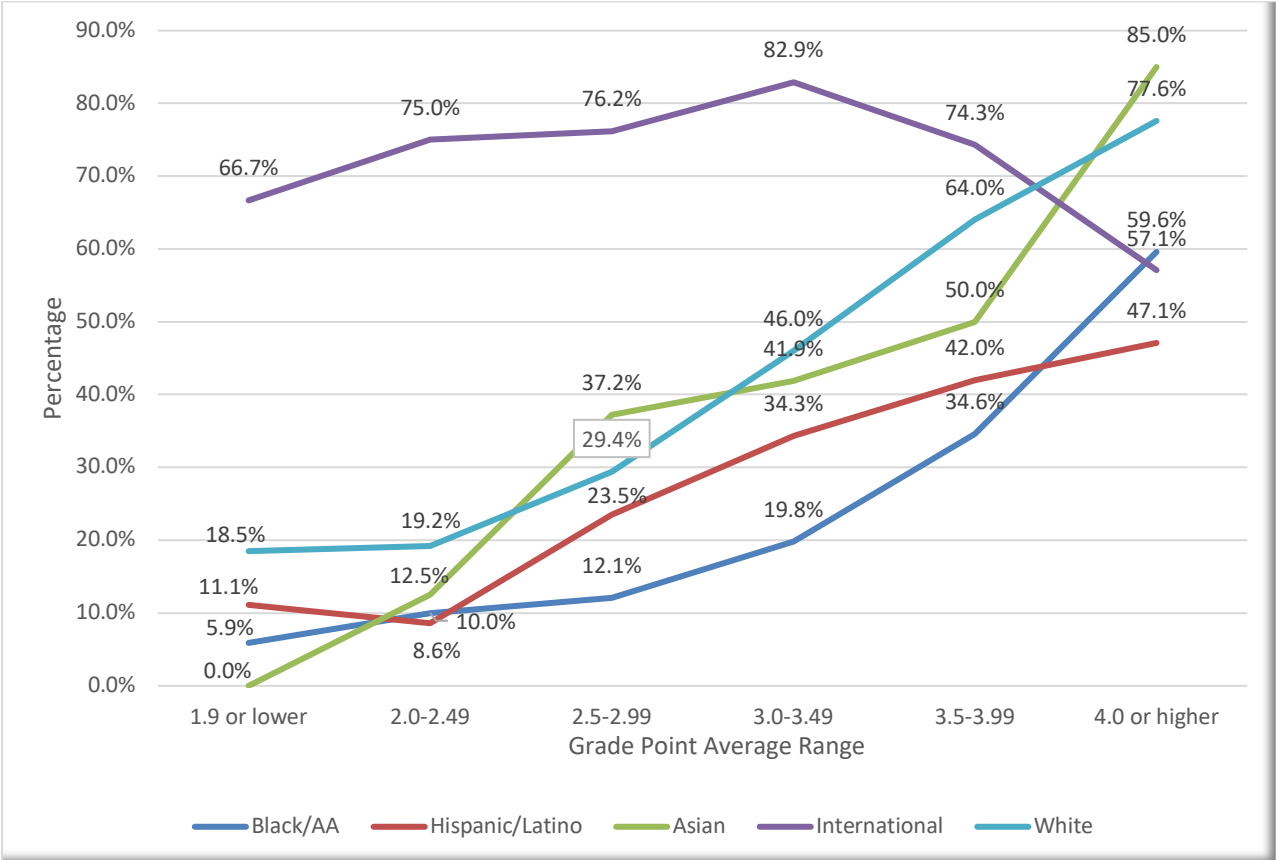
Figure 2
6-Year Graduation Rate by ACT Score



Source: Cleveland State University Office of Institutional Research and Analysis

The same is true when we look at high school performance. Nineteen percent of White students with a high school GPA of 2.0-2.49 graduate from CSU, but Hispanic students need a GPA greater than 2.5, and AA students need a GPA above 3.0 to achieve the same graduation rate as White students with a GPA below 2.5 (Figure 3). This suggests that we need to identify and dismantle the institutional barriers that are preventing equally talented students from succeeding at CSU.

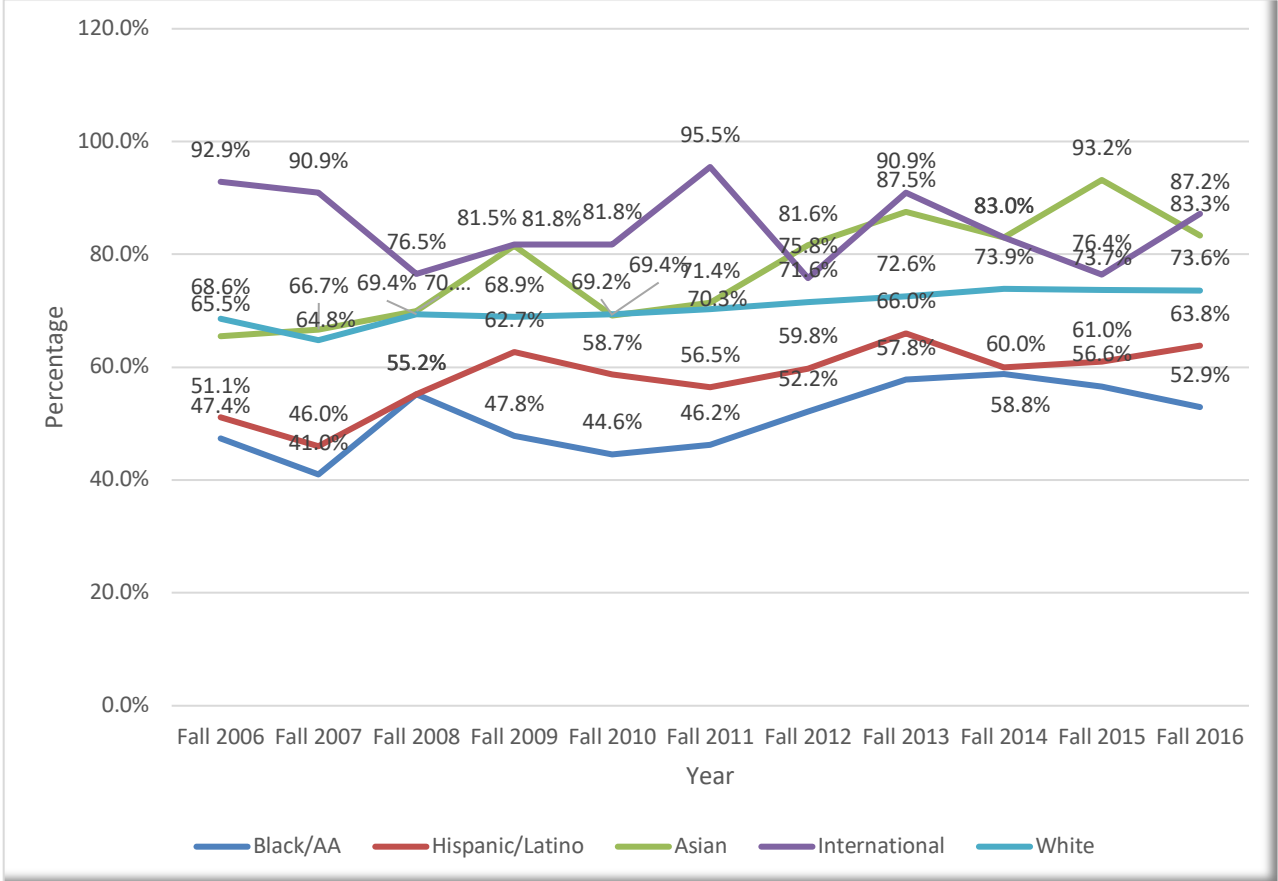
Figure 3
6-Year Graduation Rate by High School GPA



Source: Cleveland State University Office of Institutional Research and Analysis

In addition to the six-year graduation rate, we have also examined the 2-year retention rate, or the percentage of students who come back to CSU after their freshman year. Figure 4 shows that 87.2% of first-year International students come back to CSU, followed by 83.3% Asian students, 73.6% White students, 63.8% Hispanic, and finally 52.9% African American students. This gap in retention is disastrous for both students and the institution alike. Aside from Asian and Hispanic students, where we see an increase, these rates have remained fairly consistent over the last decade for all racial/ethnic groups.

Figure 4
2-Year Retention Rate by Race/Ethnicity

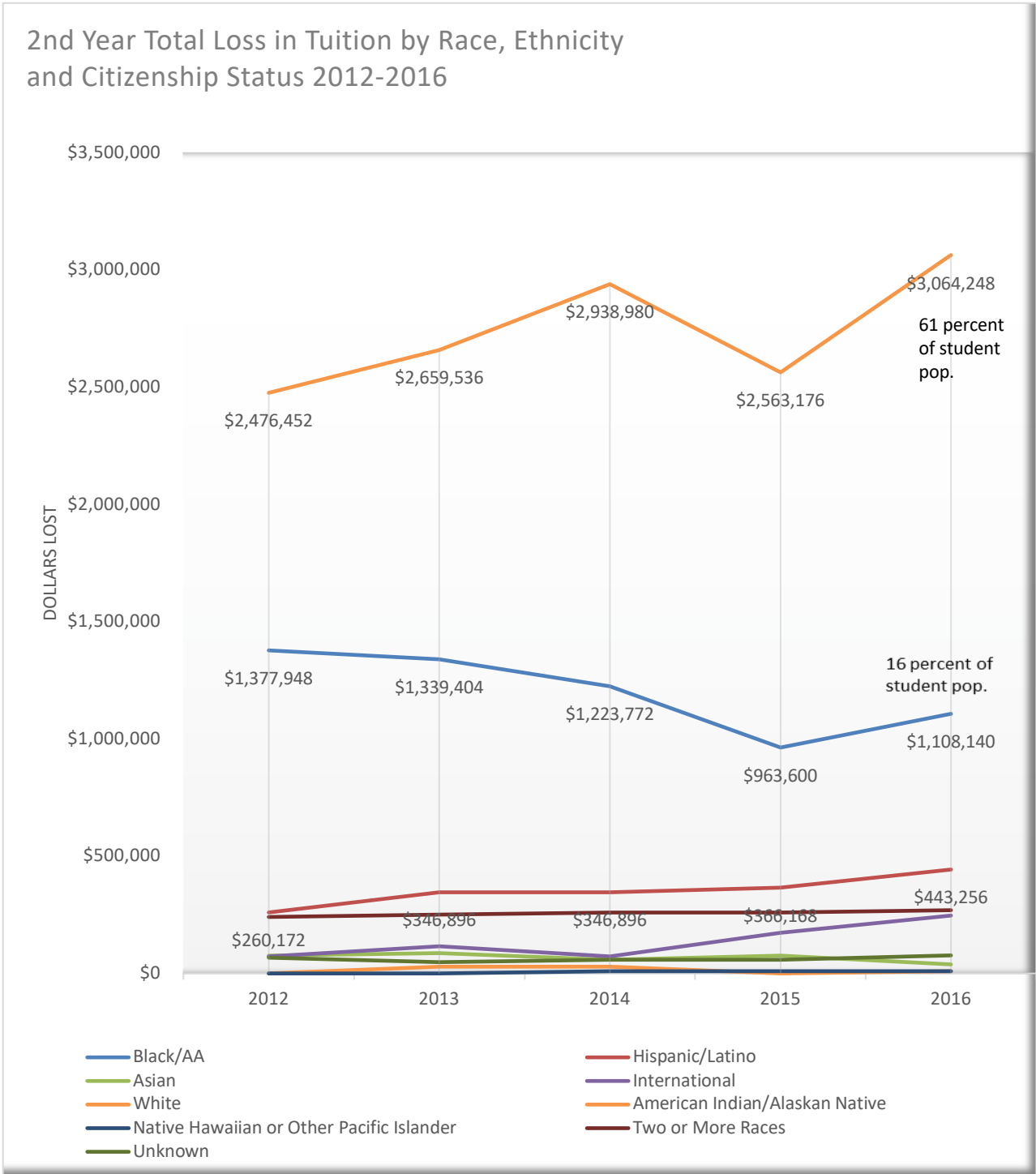


Source: Cleveland State University Office of Institutional Research and Analysis

To further illustrate the impact of the gap in retention rates by race/ethnicity, we calculated the tuition loss of 2nd year dropouts. White students make up over 61 percent of Cleveland State University’s population, while African Americans only comprise 16 percent of the overall student population. In other words, there are almost 4 times the number of White students on CSU’s campus in comparison to African American students. However, when it comes to total tuition loss by 2nd year student dropout by race/ethnicity from 2012-2016, African American student dropout costs the University anywhere between one-third to one-half compared to White students. Specifically, in 2016, 2nd year dropout of White students cost the University roughly \$3 million a year, while 2nd year dropout of African American students cost CSU a little over \$1 million. This disproportionality further highlights the fact that African American 2nd year retention rates are much lower than other groups and have an outsized impact on the university’s

bottom line. It should be noted that, with a 5 % increase in 2nd year retention rate for African American students, CSU would increase its revenue by \$125.268 annually. Furthermore, with a 5% increase in the 2nd year retention rate for all students, Cleveland State University would increase its revenue by \$1,277,994 per year.

Figure 5



Source: Cleveland State University Office of Institutional Research and Analysis

Table 9 shows the percentage of students from each ethnicity in each GPA band and illustrates the wide academic opportunity gap between different ethnicities. Only 11.7% of White students have a GPA less than 2.0 at CSU, versus 20.2% of African American students. Conversely, 40.8% of White students have GPAs above 3.5, whereas only 20.5% of African American students at CSU have GPAs above 3.5.

Fifty-eight percent (58.2%) of African American students have GPAs below 3.0, in comparison to only 35.3% of White students. Conversely, 41.9% of African American students have GPAs above 3.0, whereas 64.7% of White students are in this GPA band. Asian and International Students are very similar to White students in this respect, and Hispanic students are somewhere in the middle (see pgs. 4-5 University College Plan).

When we look at different academic degrees, the same pattern holds across ethnicities, with African American and Hispanic students struggling to succeed more than White peers in the same programs. Notably, Asian students in Law School struggle significantly in comparison to their White classmates, and Asian students in other graduate programs. Aside from this exception, every ethnic group does better in graduate programs than in undergraduate programs (Book of Trends, 2017).

Table 9

Percentage of Ethnicity in each GPA Band Table						
Education Level & Race/Ethnicity	1.99 and below	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	
GRAD Asian	8%	0%		3%	25%	63%
Black or African American	8%	2%		6%	29%	55%
Hispanic/Latino	7%	1%		3%	18%	71%
International	5%	1%		5%	32%	56%
White	7%	0%		2%	14%	77%
LAW Asian	18%	22%		38%	16%	6%
Black or African American	9%	22%		41%	27%	2%
Hispanic/Latino	8%	12%		30%	34%	16%
International	15%	21%		21%	33%	9%
White	9%	9%		25%	35%	22%
UGRD Asian	13%	11%		20%	27%	29%
Black or African American	24%	22%		25%	19%	10%
Hispanic/Latino	21%	14%		22%	24%	19%
International	25%	12%		24%	24%	15%
White	13%	10%		20%	27%	30%

Source: Cleveland State University Office of Institutional Research and Analysis

Student Success Benchmarks

The following student success benchmarks provide aspirational goals for student achievement. They assume 3%, 6%, and 10% increases over 3, 5, and 10 years for GPA levels. Using the Georgia State University model of a 22-point increase in graduation rate over a 10-year period, we assume 10% and 15% increases for 3 and 5-year goals, and a 20-point increase for the 10-year goal.

Table 10

Student Success Benchmarks					
Gender/Race/Ethnicity	GPA > 2.5	3-year goal	5-year goal	10-year goal	
Women	78%	80%	83%	86%	
Men	67%	69%	71%	73%	
Black or African American	62%	64%	66%	69%	
White	80%	83%	85%	88%	
Hispanic / Latino	70%	72%	74%	77%	
Asian	79%	82%	84%	87%	
Two or More Races	69%	71%	73%	75%	
International	79%	82%	84%	87%	
Gender/Race/Ethnicity	Graduation Rate	3-year goal	5-year goal	10-year goal	
Women	44%	48%	50%	64%	
Men	42%	46%	49%	62%	
Black or African American	22%	24%	26%	42%	
White	49%	54%	57%	69%	
Hispanic / Latino	39%	43%	45%	59%	
Asian	50%	55%	58%	70%	
Two or More Races	28%	31%	32%	48%	
International	82%	90%	94%	82%	

Source: Cleveland State University Office of Institutional Research and Analysis

IV.

The Way Forward

While the overwhelming number of students who graduate from CSU are White, the university has one of the most racially and ethnically diverse student bodies among Ohio universities. Therefore, we have a unique responsibility to ensure that our environment enables traditionally marginalized students to succeed. We have our work cut out for us – from low underrepresented minority student retention rates, to large gaps in graduation rates, to diversity disparities among faculty, CSU has multiple opportunities to enhance the operating environment for traditionally marginalized groups.

Discrepancies in diversity and inclusion efforts at the university devalue and demoralize members of the CSU community, increase legal liabilities, and intensify conflict. A high profile for diversity and inclusion work gives CSU a competitive advantage to recruit and retain diverse students, faculty, and staff while maximizing innovation across the campus and enhancing the university's bottom line.

An added challenge is our decentralized institutional structure. Each college has its own process, systems, and culture. On the one hand, this enables each college to innovate solutions tailored for their particular students. On the other hand, insufficient coordination between these bodies necessitates that we create a climate of diversity that permeates these cultural microcosms across CSU. This plan, as outlined in Figure A, is designed to link objectives, activities and intended outcomes together in a cohesive way that promotes the overall diversity goals of the university. The benchmarks we have described above provide markers we seek to meet to measure our progress towards these goals. Figure B illustrates how these benchmarks connect together to influence retention on campus. The intention is that a diverse management team can facilitate the recruitment of diverse faculty and staff, who can help strengthen the inclusive environment for marginalized and underrepresented students, which would enable them to meet their academic goals and remain at CSU.

The following sections (goals, implementation drivers, systems, indicators of success and initiatives) describe how greater collaboration will help us coordinate our programming, avoid duplication of efforts, and make better use of our collective resources. We will focus on more collaboration because we know that doing so assures us of even greater impact. This plan illustrates the importance of this work and highlights the collective campus community's continued commitment to this new roadmap to chart our progress.

Goals

We will work to build a common culture of diversity and inclusion across the institution and address every area that impacts student success on campus. The following section presents goals identified by the President's Council on Diversity, established to support the implementation of the Diversity Plan.

We will partner with community partners in Cleveland to strengthen the educational landscape and prepare students from traditionally marginalized populations to pursue higher education. Over the course of the life of the Diversity Plan, we will:

1. **Improve Institutional Diversity:** Work with the provost, human resources, office of institutional equity, and individual deans and departments to increase faculty and staff diversity by cultivating a diversity pipeline and ensuring campus policies, college and departmental incentives and accountability align with hiring goals.
2. **Establish Common Understanding:** Engage the university community to build a unified commitment and message on diversity within every college and unit at CSU.
3. **Embed Diversity and Community Engagement in the Curriculum:** Update the general education social diversity requirements and create a civic engagement general education requirement.
4. **Become a Model Institution for Diversity and Inclusion:** Set the bar high as a model for diversity and inclusion, including research, training, advocacy efforts, and inclusive policies and practices; Promote an inclusive environment through our student recruitment marketing materials, websites, events, including Open Houses and activities by student groups.
5. **Orient the Campus Space and Environment:** Adapt the campus environment to accommodate and support traditionally marginalized students including but not limited to LGBTQ+, veterans, students with disabilities, and students with specific religious practices.
6. **Graduate a Diverse Student Body:** Increase retention and graduation/completion rates of students with a focus on traditionally marginalized student populations.

Implementation Drivers

Implementation drivers are the engine of change (Fixsen, Naoom, Blasé, Friedman & Wallace, 2005). Drivers are dynamic and interact in interesting ways to produce consistent uses of innovations and reliable outcomes for faculty, students and others. They are key components of capacity and infrastructure that influence a program's success. They are the core components needed to initiate and support change. Implementation drivers contribute to the successful and sustainable operation of programs and innovations. The following are approaches that will be used by the Division of Diversity Inclusion and University Engagement to advance the work.

1. **Identify Challenges:** Use quantitative and qualitative research methods and data to identify challenges for diverse students, staff, and faculty at CSU
2. **Increase Transparency:** Communicate and share university reports, policies and procedures to monitor CSU's progress on diversity and inclusion including recruitment, retention, and graduation efforts
3. **Discover Best Practices:** Discover best practices within each college or department at CSU, and bring lessons learned from similar universities focused on inclusive and welcoming environments for diverse students
4. **Spread What Works:** Communicate those best practices across CSU
5. **Conduct Training:** Provide relevant and timely educational workshops and other diversity training for faculty, staff, students and other stakeholders

6. **Test Scalable Interventions:** Pilot interventions that can be scaled across our institution to close the achievement gap and increase student retention rates

Systems to Achieve Our Goals

The Division of Diversity, Inclusion and University Engagement, with support of the president and in partnership with the Office of Institutional Equity and other parts of the university, will employ several institutional systems to achieve the previously listed goals and benchmarks:

1. **Diversity Councils:** The President's Diversity Council, individual Deans' Diversity Councils, and administration diversity councils and within the student body, mobilize people to drive strategies that build a culture of diversity and lead to equitable change across CSU. The President's Diversity Council sets the annual institutional diversity benchmarks. The Deans' Councils use these to set their corresponding benchmarks for each college.
2. **Task Forces:** These small, ad hoc groups of experts, sometimes called committees or roundtables, work through mission-specific directives to achieve time-sensitive goals around diversity. These groups will be critical to identify areas where system improvements are needed to ensure that all students, particularly those from traditionally marginalized backgrounds, are able to succeed at CSU.
3. **Bias Incident Response Team:** The Bias Incident Response Team of university administrators, faculty, staff and student representatives are the first responders for all reports of bias incidents on campus.
4. **Diversity Forums:** The Division of Diversity, Inclusion and University Engagement, together with other units of CSU, organizes issue-specific forums on diversity to build equity and inclusivity across the institution. These conversations with students, faculty, and staff will help build a more cohesive culture of diversity at our institution.

Indicators of Success

Indicators of success serve as our performance measurements. The indicators will assist with the evaluation of our impact across the proposed activities (such as projects, programs, products and other initiatives) in which we engage. The following are the key performance indicators (KPIs) we will use to set benchmarks for our progress towards a culture of diversity and inclusive excellence at CSU:

1. **Management Diversity:** Diverse racial/ethnic makeup in the management of CSU
2. **Faculty Diversity:** Percent of faculty from traditionally marginalized populations and underrepresented backgrounds
3. **Staff Diversity:** Percent of staff from traditionally marginalized populations and underrepresented backgrounds and distribution throughout rank/classifications
4. **Student Diversity:** Percent of students from traditionally marginalized populations

and underrepresented backgrounds on campus

5. **Academic Achievement:** Average GPA of students from traditionally marginalized populations and underrepresented backgrounds on campus
6. **Retention:** 6-year graduation rate of students from traditionally marginalized populations and underrepresented backgrounds

Please note that the KPIs are to be considered as iterative and developmental. As a result, they may require adjustment over time as we gather additional information about ways to measure how we impact the challenges and opportunities for students from traditionally marginalized populations to succeed at CSU and beyond.

Initiatives

This section highlights current and future initiatives identified by the PCD subcommittees. As previously noted, the benchmarks should be considered incremental steps to assist with monitoring progress with achieving goals. Benchmarks are intended to be incremental steps or instructional markers that will help us know if we are reaching our goals or not. Upon implementation of these varied initiatives we will reassess our progress to see if we are closer to our goals. If so, we will continue with our proposed plan. If not, we will use the data to adjust our approaches where necessary. In effect, we are attempting to establish more of a data-driven approach or process to let us know if we are achieving our diversity goals or not. In sum, benchmarks will help determine the impact of our various diversity initiatives. Initiatives are aligned with our three target areas and the proposed aspirational but obtainable benchmarks.

It will take the collective efforts of the administration, faculty, staff, and student body to make CSU a more inclusive and welcoming environment for persons of all diverse backgrounds. Addressing the structural challenges as evidenced by the equity gap in student success and the high student-to-faculty ratio for underrepresented minorities identified in this document will require their prioritization by the senior executive leadership of the University. This includes the President, the Provost, members of the Executive Cabinet, and the Deans as well as the Board of Trustees. The President will consistently articulate the importance of diversity, inclusion, and equity as core values of the institution. The tone that defines the climate and culture within an institution starts in the C-Suite and cascades down and permeates the organization, as does change. In order to effect and sustain change within an organization, there must be identifiable ownership of the various initiatives and accountability to see that their respective goals are met. Levers that the President may use to ensure that diversity, inclusion, and equity goals are achieved include:

- Budget allocations
- Performance reviews
- Bonuses and merit increases

The following charts list the initiatives identified by the President's Diversity Council subcommittees on Faculty and Staff Diversity, Student Success, and Student Diversity, and includes the details of each initiative, the stakeholders involved, the timeframe for implementation, and the responsible authority.

Faculty and Staff Diversity Initiatives - Recruit, retain and promote diverse faculty and staff

Initiative	Details	Stakeholders	Timeframe	Responsible Authority
<p>Overcome barriers to diverse hiring and increase diversity of faculty and staff</p>	<ul style="list-style-type: none"> Utilize strategic hires as a resource. Include in language for position qualifications: “Applicants have ability to contribute to diversity of University, by perspective, demonstrated work experience, etc.” Explicit statement in ads/application process asking candidates to describe/explain how they meet diversity qualification (via essay question on application) Give this qualification significant weight so that it can make a difference in the outcome. Train search committees and hiring officials on how to apply the qualification Develop a rubric to quantify how candidate meets this qualification Hiring officials and search committees obtain more information from OIE regarding candidate diversity and goals Develop model language and ad templates to ensure consistency Identify and utilize resources that specialize in procuring diverse candidates. Identify and utilize outlets to conduct diverse outreach Actively communicate those things that make CSU attractive to diverse candidates, i.e. family friendly, benefits, culture, etc. 	<p>Faculty, Staff, OIE, CTO/HR, Applicants, PCD, CDO, Diversity ACDO, VPs, Family Friendly Committee, Ctr. Faculty Excellence</p>	<p>Training by September 2018</p> <p>Qualification statements have already started</p> <p>Advertising templates by September 2018</p> <p>Application questions have started for staff</p> <p>Diversity attracting communication by Jan 2019</p>	<p>Deans & CTO</p> <p>OIE</p> <p>CTO</p> <p>CTO</p> <p>VP Communications & Marketing</p>

Initiative	Details	Stakeholders	Timeframe	Responsible Authority
Identification of barriers to retention of diverse faculty and staff	<ul style="list-style-type: none"> Topic will be explored in 2nd phase of committee objectives 	Faculty, Staff, OIE, CTO/HR, Applicants, PCD, CDO, Diversity ACDO/VPs, Family Friendly Committee, Ctr. Faculty Excellence	Begin Jan 2019	CTO & CDO

Student Success Initiatives – Retain and promote success of diverse students

Initiative	Details	Stakeholders	Timeframe	Responsible Authority
DDIUE takes the lead in objectively exploring what the issues are for students of color at CSU and identifying proven strategies to address them	<ul style="list-style-type: none"> NSE report indicates that students find the racial climate is not tense but does this reflect the factors that bear on student success? 	DDIUE Students	Year 1	CDO
Coordinate the various mentoring programs especially those focused on students of color	<ul style="list-style-type: none"> Share resources, share best practices 	McNair Scholars Program Sullivan-Deckard Program Trio Program Key Bank Scholars Urban Health Fellows Operation STEM Retention Roundtable All colleges	Years 1-10	VP Enrollment Management & CDO/OIME
Establish collective of various entities at CSU engaged in student success	<ul style="list-style-type: none"> Avoid duplication of efforts; share information; coordinate strategies 	DDIUE Faculty Senate Student Success Committee Office of Academic Programs Others	Years 1-10	Vice Provost of Academic Affairs

Initiative	Details	Stakeholders	Timeframe	Responsible Authority
Develop an annual report with a dashboard of data reflecting status of students of color which is disseminated internally to assess progress	<ul style="list-style-type: none"> Data will help to understand the issues and develop strategies; for example, will the racial gap in student achievement be closed without targeted programs? 	DDIUE Institutional Research and Analysis All colleges Faculty	Years 1-10	Institutional Research & CDO
Establish student /peer mentoring	<ul style="list-style-type: none"> Training and preparation of mentors is essential; must employ best practices 	DDIUE Student Life Career Services Academic programs, e.g., ASC 101	Years 2-10	Vice Provost of Academic Affairs
Establish faculty/staff mentoring program	<ul style="list-style-type: none"> Training that employs best practices is essential to insure effectiveness; CSU previously had a program 	DDIUE McNair Scholar Program College Now Program Student Success Committee Center for Faculty Excellence	Years 2-10	Faculty – Provost Staff – CTO
Provide cultural awareness training/ implicit bias training to faculty and staff	<ul style="list-style-type: none"> Conscious and/or unconsciousness attitudes can affect efforts to achieve student diversity 	DDICE Consultants Faculty Center for Faculty Excellence Student Success Committee	Years 1-10; every other year and/or as new faculty are hired	CDO & CTO
Gather input from students by providing student voice	<ul style="list-style-type: none"> Ongoing opportunities are needed for students to voice concerns/needs including focus groups and/or yearly online survey 	DDICE	Annually	CDO & VP Student Life
Promote increase use of early alert system by the faculty	<ul style="list-style-type: none"> Incorporate faculty training and support for using Starfish system where feasible; emphasize the potential benefit of early intervention on student outcomes to students and faculty; develop faculty ambassadors in each college 	Division of Academic Affair Department chairs Academic advisors Center for Faculty Excellence	Years 1-10; annually and as new faculty are hired	Provost & Deans

Student Diversity Initiatives – Recruit diverse students

The following are new initiatives that the committee recommends:

Initiative	Details	Stakeholders	Timeframe	Responsible Authority
Programming for CMSD Parents	In addition to the various outreach and recruitment efforts we already have going on specifically targeted at CMSD students, we should also run events inviting CMSD parents with the goal of clearly articulating to parents our campus transformations both from a physical environment standpoint as well as student success.	Admissions Office CMSD Parents	Begin in 2018-19	VP Enrollment Management
Exploring the Pros and Cons of Test Score Optional	There are several reports in the last few years about universities making standardized test score (ACT, SAT, etc.) reports optional. Data are showing that there are larger number of under-represented and minoritized students enrolling when they can choose whether or not to report test scores. We should begin exploration of this initiative and consider whether it is a good thing for CSU to use.	Admissions Office Faculty Senate Prospective Students	Exploration and research in 2018-19	Vice Provost of Academic Affairs
Scholarships Earmarked for URM groups	Consider in our scholarship strategy how we may be able to allocate scholarships for specific under-represented groups, particularly the ones that we want to increase.	Financial Aid Students	Begin consideration in 2018-19	VP Development Dir. Financial Aid

The following are initiatives the Admissions office are currently engaged in:

Initiative	Details	Stakeholders	Timeframe	Responsible Authority
CMSD High School Visits	Visit each CMSD high school at least 1-2 times annually to build relationships with high school counselors and College Now staff and to recruit students to CSU. 52 total visits in 2017-2018.	Admissions Office CMSD Staff CMSD Students College	September through May	VP Enrollment Management
CMSD College Fairs	Attend all college fairs hosted by CMSD high schools and as many as possible sponsored by organizations working to encourage college-going behavior amongst the CMSD population. 10 fairs in 2017-2018.	Admissions Office CMSD Staff CMSD Students College Now Adv. Various	Year-round	VP Enrollment Management
Special Events at CMSD High Schools	Organize and attend various programs in CMSD high schools designed to recruit students, provide information to parent and families, and to help with the college application and FAFSA process. 8 events in 2017-2018.	Admissions Office CMSD Staff CMSD Students College	September through May	VP Enrollment Management
Higher Education Compact (HEC)	CSU is a member of the Higher Education Compact and participates in a variety of ways to attract students and measure student success.	Admissions Office Student Success HEC members Students and Staff at HEC schools	Year-round	President or Designated Representative
More Inclusive Web Presence	<ul style="list-style-type: none"> Of the students who enrolled in Fall 2017 as freshmen, only 53% had visited the CSU campus in the two years prior. We have done a lot of things to make our campus visibly more inclusive (signage, welcome center, tours, etc.). However, nearly half of students enroll without ever visiting us physically. We should ensure our web and social media presence reflect the inclusive nature of the campus environment. CSU should continue to develop messaging and campaigns that highlight the campus environment and create authentic virtual experiences that accurately represent our inclusion efforts. 	Admissions Office University Marketing	2018-19 and ongoing	Chief IT Officer

Initiative	Details	Stakeholders	Timeframe	Responsible Authority
CMSD Counselor and College Now Advisor Newsletter	Monthly newsletter with information about deadlines, scholarships, CSU events, etc.	Admissions Office CMSD Staff CMSD Students College Now Adv.	September through May	VP Enrollment Management
Group Visits	Host campus visits for students from a variety of middle and high school to provide information about CSU and encourage college-going behavior. More than 2,500 students visit annually as part of a high school or middle school group.	Admissions Office External	Year-round	VP Enrollment Management
Leadership Symposium	Student leaders from selected CMSD high schools bussed to campus to participate in leadership conference and hear important information from Admissions.	Admissions Office Student Life Various CSU staff CMSD Staff CMSD Students College Now Advisors	Annually, time of year varies	VP Enrollment Management
Columbus City Schools Visit	Students from Columbus City Schools bussed to campus to tour CSU's campus, hear from admissions counselor, and experience lunch at the Viking Marketplace.	Admissions Various CSU staff Columbus City Schools	Annually, spring	VP Enrollment Management
CMSD College Application Month	Admissions staff volunteer to assist students with all of their college applications in the high schools.	Admissions Office Other colleges CMSD Staff CMSD	October/November	VP Enrollment Management
Student Communications	The Admissions communication plan includes messages of interest to specific student populations.	Admissions Office Prospective students	Year-round	VP Enrollment Management
College Fair Attendance	Admissions staff attend various fairs geared toward multicultural student populations. Examples: AVID, HBCU and Multicultural Fair (Columbus), etc. 6 fairs in 2017-2018.	Admissions Office Prospective students	October through April	VP Enrollment Management

Changing the Game to Move Students Forward

In order to progress forward for all students, faculty, and staff at CSU – especially those from traditionally marginalized populations – we need to address systemic issues that prevent members within each of these groups, particularly our students, from functioning at their highest potential. This requires that we work strategically on local and regional levels. It means bringing CSU's intellectual capital and institutional presence to bear when we see opportunities to change the dynamic for those for whom success seems elusive.

Working together and united in our purpose, as though tied in a single garment of destiny, we can help all students and the CSU Community become what they ought to be. When we do that, and we do it while embracing the beauty of our diversity, we will build understanding between people that will contribute to a more peaceful, more united world.

APPENDICES

1. Diversity Action Plan Program Schematic (Figure A)
2. Diversity Benchmark Map (Figure B)
3. Terms
4. References

Diversity Action Plan Program Schematic Description (See Figure A below)

This schematic explicitly relates the Diversity Action Plan's goals, activities, sub-objectives (benchmarks), and outcomes of interest, to its ultimate expected outcomes. This model consists of the various activities conducted to attain the outcomes of interest. Often, instrumental outcomes or sub-objectives (benchmarks) must be attained before ultimate outcomes, which are often difficult to measure, can be realized.

Consequently, attention is given to accomplishments that must occur before an ultimate outcome can be attained—these are the outcomes of interest. In this model, the immediate and intermediate outcomes are outcomes of interest. This framework makes it possible to provide assessments not only of the plan's outcomes, but also on the soundness of the relationships that exists between the activities, sub-objectives, and outcomes of interest.

Figure A: Diversity Action Plan Program Schematic

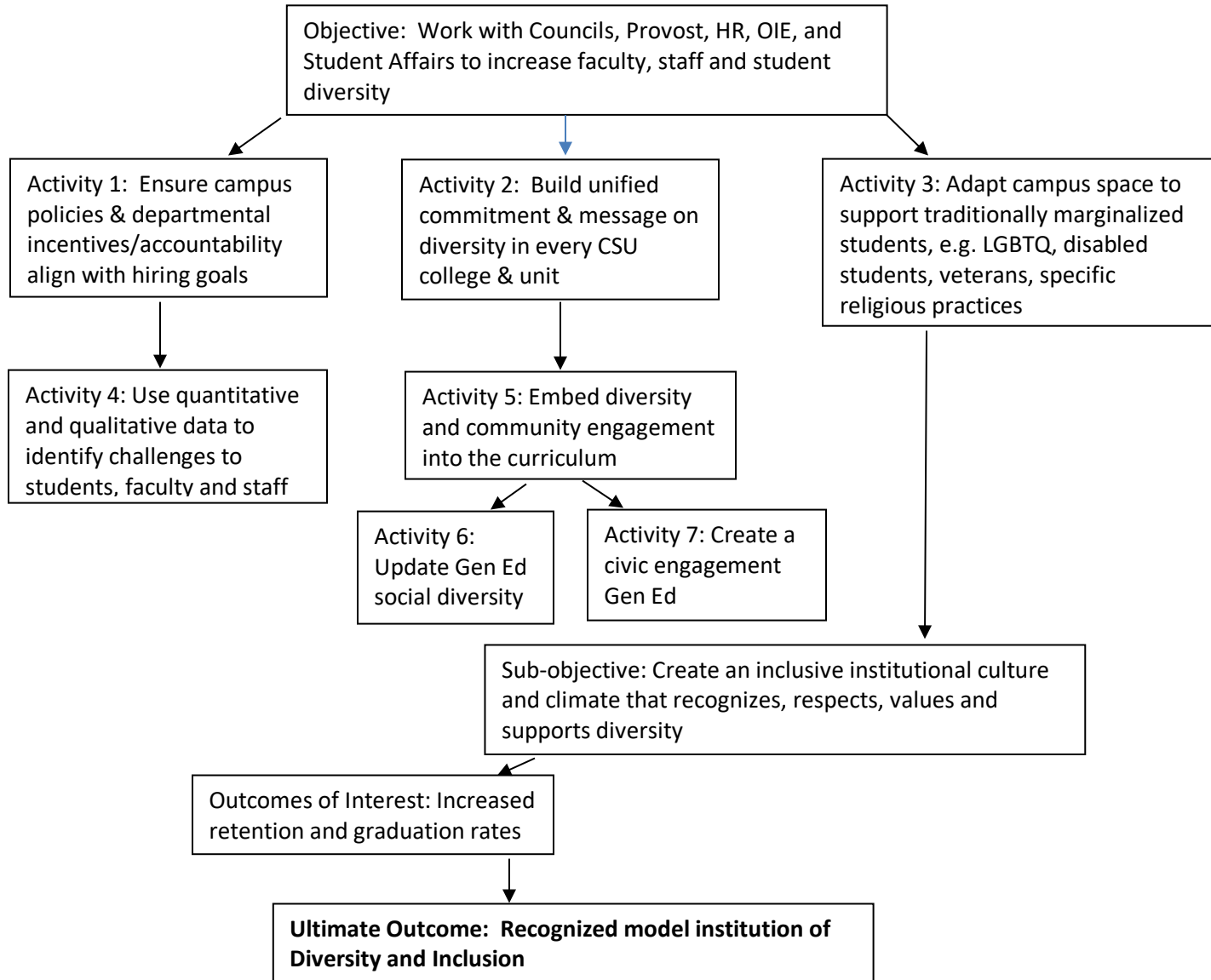
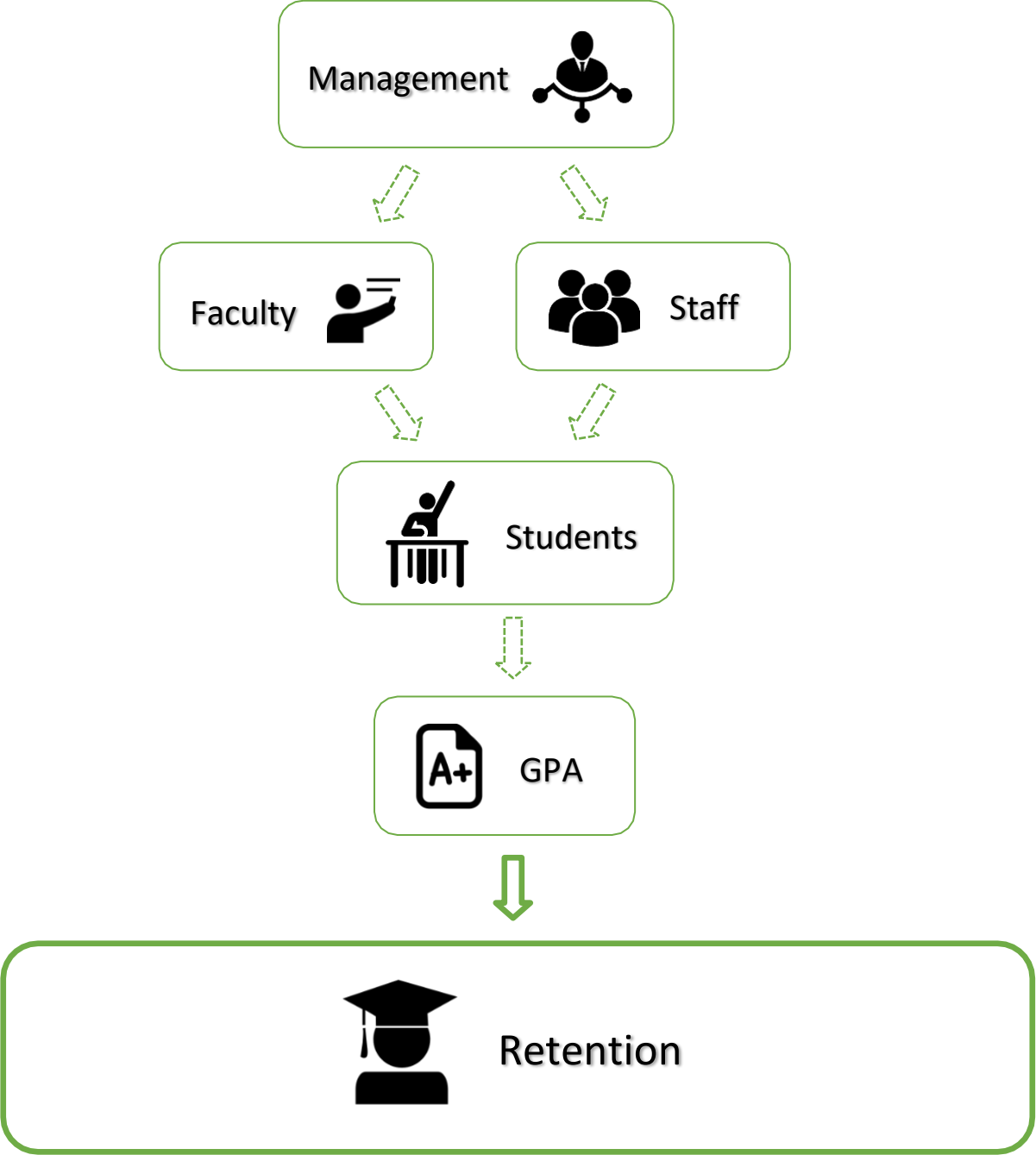


Figure B

CSU Diversity Benchmark Map



Terms

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (IPEDS)

Black or African American - A person having origins in any of the black racial groups of Africa. (IPEDS)

Cultural Microcosms - a small scale cultural representation of the broader global community. A diverse classroom is often a cultural microcosm of the world, exposing students to cultures throughout the US and the world (Kumaravadivelu, 2008).

Achievement gap - achievement gap speaks of academic outcomes, not the conditions that led to those outcomes, nor does it acknowledge that the outcomes are a consequence of those conditions. Achievement gap refers to output -- the unequal or inequitable distribution of educational results and benefits (Royal, 2012).

Diversity - encompasses all differences that make us unique. Diversity usually refers to representation (numbers) related to a wide range of human difference. The dimensions most commonly identified include gender and race/ethnicity. Diversity scholars have identified many other dimensions including, but not limited to age/generation, mental/physical abilities, sexual orientation, gender identity/expression, religion, family status, communication style, geographic location, and military experience. Another important dimension is immigrant status (Gorski & Pothini, 2014).

Graduation Rate - This long-term measure of persistence is the percentage of full-time, first-time, degree-seeking undergraduate students in a particular year (cohort) who graduate within six years at CSU. (IPEDS)

Hispanic / Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. (IPEDS)

Inclusion - attitudes, approaches and strategies taken to ensure that students from traditionally marginalized backgrounds are not excluded from the learning environment because their differences (Gorski, 2013; Gorski & Pothini, 2014). Inclusion is the experience of being welcomed and made to feel a part of all aspects of the university community by those who hold majority status (privilege) on various dimensions of human difference. Inclusion incorporates a sense of belonging into campus culture for all members of the university community. The American Association of Colleges and Universities defines inclusion "as the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum [sic], and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions." (Clayton Pedersen, A.R., N. O'Neill, and C.M. Musil, 2007).

International - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. (IPEDS)

Opportunity Gap - closely related to achievement gap and learning gap, the term opportunity gap refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. Opportunity gap refers to inputs – the unequal or inequitable distribution of resources and opportunities (Royal, 2012).

Retention Rate - A year-to-year rate at which students persist in their educational programs at CSU, expressed as a percentage of first-time bachelors degree-seeking undergraduates from the previous fall who are reenrolled in the current fall. (IPEDS)

Student Success - providing to all students more purposeful pathways from school to and through college, no matter the student's chosen program or major, no matter the degree—all leading to essential learning outcomes (AAC&U, 2015).

Systemic Barriers - are policies, practices or procedures that result in some people receiving unequal access or being excluded (Gorski, 2013).

Traditionally marginalized populations - the term *traditionally marginalized populations* is defined broadly to include many historically oppressed groups including women; racial/ethnic groups; people who identify as lesbian, gay, bisexual, transgender or queer (LGBTQ); immigrants; individuals with mental or physical disabilities; older individuals; military experience; and those of lower socioeconomic status prior to the onset of the current economic climate (Constantine, Hage, Kindaichi, & Bryant, 2007; Savage, Harley, & Nowak, 2005; Vera & Speight, 2003).

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa, except those of Hispanic origin. (IPEDS)

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