CLEVELAND STATE UNIVERSITY DIVERSITY PLAN
Pursuing Inclusive Excellence

Division of University Engagement

Applying Inclusive Excellence Strategically

STATEGIC PRIORITY	INSTITUTIONAL DIVERSITY GOAL	PRIMARY INDICATOR
1 ENHANCE UNDERGRADUATE EDUCATION	Develop a faculty that represents the diverse makeup and experience of the student body.	Percentage of underrepresented faculty by discipline in relation to the available pool of candidates.
2 ENRICH GRADUATE EDUCATION AND RESEARCH	Recruit a diverse pool of students to participate in graduate research by welcoming all students who are interested and prepared, leveraging diversity to enhance the research focus, and, where appropriate, appealing to students' cultural expertise.	Percentage of all students who receive graduate degrees who are also from underrepresented populations by college.
3 PURSUE AND ENHANCE PROGRAMS OF DISTINCTION	Increase participation of underrepresented students in the University's most distinctive programs by generating avenues for broad access and interest to a diverse group of students, faculty, staff and other stakeholders.	Percentage of all students who graduate as participants in programs of distinction who are also from underrepresented student populations.
4 PROMOTE ENGAGED LEARNING TO CONNECT STUDENTS TO REAL-WORLD EXPERIENCES	Increase opportunities, access and incentives — through recognition, credentialing and scholarships — for students to take advantage of Engaged Learning opportunities with all sectors of the community that stretch their perspectives beyond their personal experiences.	Percentage of all student participants in engaged learning activities who are also from underrepresented student populations.
5 MAINTAIN A STEADY BUDGET MODEL THROUGH ALUMNI AND PHILANTHROPIC GIVING	Increase business with minority vendors to improve the University's credibility with and investment from diverse entrepreneurs, companies and communities.	Percentage of purchasing spend that goes to Minority Business Enterprises.
6 STABILIZE REVENUE THROUGH INCREASING ENROLLMENTS	Aggressively recruit, attract and retain diverse and underrepresented populations through targeted marketing strategies and intentional student support efforts	Percentage of underrepresented students as compared with the regional population.
7 CREATE LEADERSHIP DEVELOPMENT OPPORTUNITIES	Include cultural competence as a core component of all comprehensive leadership development programs on campus.	Percentage of leadership programs that have a cultural competency component.
8 IMPROVE THE PHYSICAL ENVIRONMENT OF THE CAMPUS	Orient the use of campus space to accommodate specific populations of students — such as those who observe specific religious practices, veterans, and those who are lesbian, gay, bisexual, transgender or questioning— to effectively connect them to the broader campus community.	Percentage of students from specific underrepresented student populations who express through a campus climate survey that the campus has "inclusive" and/or "welcoming" space.

CLEVELAND STATE UNIVERSITY DIVERSITY PLAN
Pursuing Inclusive Excellence

Cleveland State University (CSU), seeks to be known as a best-in-class urban institution that reflects – more than any other university in Northeast Ohio – the diversity of the region, and to create an inclusive environment for all who study and work at the University regardless of age, race, ethnicity, gender, gender identity and expression, physical ability, religion or belief, sexual orientation, or veteran status. CSU is committed to leveraging this dedication to diversity and inclusion to positively and significantly contribute to the University's success in every facet of its operation: from student achievement to responsible budgeting, from staff recruitment and student recruitment to the development of physical space and facilities on campus. At the same time, CSU's status as an anchor institution that is committed to diversity also positions it to pursue strategies that benefit the broader community through its civic engagement, hiring, supplier contracts, and other outreach efforts.

The University's deep commitment to diversity and inclusion is captured in its Mission Statement, which states:

> *"Our mission is to encourage excellence, diversity and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge."*

In addition, CSU's Vision Statement concludes with the following declaration:

> *"We will be the strongest public university in the region and be known for our scholarship and diversity in service to students and to our community."*

In pursuing these aspirations, the University acknowledges that it sometimes falls short of its high expectations. When it does so, it aggressively pursues strategies to address those deficiencies.

Still, CSU continues to make progress toward applying practices of diversity and inclusion as tools for institutional excellence. The University's accomplishments in this regard have been affirmed in several ways:

- CSU is one of the most racially and ethnically diverse student bodies among Ohio universities with 36 percent of students who are African American, American Indian, Asian, Hispanic, Pacific Islander, multiracial, or residents of countries outside the United States.

- CSU has received the Higher Education Excellence in Diversity (HEED) award from INSIGHT Into Diversity magazine for two consecutive years in 2014 and 2015.

- CSU was designated as a "Hall of Fame" institution by the Greater Cleveland Partnership's Commission on Economic Inclusion for best-in-class achievement in Senior Diversity Management.

Building upon this progress, this University Diversity Plan, which is a product of the President's Council on Diversity, has been approved by the President and Board of Trustees to drive continual efforts to improve CSU's capacity to create a diverse and inclusive environment. Where shortcomings are identified through data, deliberate plans and programs to increase and improve recruitment and retention will be developed and implemented. Chief among these is the commitment to provide scholarships for students from populations that are underrepresented at CSU in particular programs or colleges, including racial and ethnic minorities, women, and those of modest economic means. This Plan also asserts that strategies and actions that advance diversity and inclusion contribute fundamentally to the overall strategic objectives of the University.

This integration of the demonstrated value for diversity and the achievement of high institutional performance in all areas is what CSU refers to as "Inclusive Excellence;" it is the guiding principle of this Diversity Plan. Drawing upon the work of the Association of American Colleges and Universities, CSU defines Inclusive Excellence as:

"A commitment to creating a campus environment that not only recognizes, appreciates, and values the talents, abilities, experiences, and perspectives of every member of the CSU community, but also uses those characteristics to achieve educational and organizational objectives while producing a robust, creative environment."

ACCOUNTABILITY FOR INCLUSIVE EXCELLENCE

Consistent, sustainable progress towards Inclusive Excellence requires a comprehensive commitment to diversity and inclusion throughout the institution. It is a product of both clear articulation and commitment by senior administration and faculty leadership as well as the authority and actions of faculty, staff and students operating at all levels of the University. Accountability for such progress exists primarily through offices and functions across CSU, each responsible for establishing assessment processes to ensure systemic commitment and continual improvement. Four functions have been established as foundational to this accountability structure:

- **Chief Diversity Officer:** The President authorizes the Chief Diversity Officer to provide institutional guidance to senior management, and to devise and manage institutional structures that lead to continuous progress in Inclusive Excellence and hold the institution and its leaders accountable for such progress. With support from the President, the Chief Diversity Officer actively articulates the importance of diversity and inclusion in internal and external interactions.

- **President's Council on Diversity:** As the institution-spanning body assigned by the President to drive CSU's progress toward goals of diversity and inclusion, the President's Council on Diversity (PCD) tracks university-wide metrics related to Inclusive Excellence as defined by the University Diversity Plan, which the PCD monitors and revises. The PCD is facilitated by the Chief Diversity Officer and advises the President, the Chief Diversity Officer and other senior managers on opportunities to expand success and to address deficiencies, and prescribes potential solutions. It also provides guidance to the Diversity Councils on aligning their activities with overarching institutional objectives.

- **Diversity Councils:** These Councils, which exist in each of the University's colleges as well as several non-academic units, mobilize faculty and staff to identify and drive strategies leading to Inclusive Excellence that align organizational needs and capacities of specific functional areas with overarching institutional priorities. In addition, Council members engage collectively as a learning cohort that disseminates best practices across the University. The Deans' Diversity Councils operate under the direct accountability of the deans of each College and are responsible for advancing the benefits of Inclusive Excellence within the academic enterprise. Vice Presidents and other senior administrators, likewise, set the agendas of the non-academic administrative Diversity Councils. Under the facilitation of the Associate Vice President for Inclusion and Multicultural Engagement, the Councils drive Inclusive Excellence on the ground and enlist faculty, staff and administrators from across the University to contribute.

- **Office of Institutional Equity:** Responsible for the administration of the University's equal opportunity and affirmative action policies, programs and procedures, the Office works cooperatively with departments and units to provide training and information that promotes the full participation, well-being and equitable treatment of all students, faculty and staff. The Office for Institutional Equity lends its expertise to all Inclusive Excellence strategies as appropriate, especially those related to recruitment and hiring of faculty and professional staff, and employee relations. It provides particular institutional leadership in regulating the University's compliance with Title IX of the Education Amendments of 1972 which prohibit sex discrimination in federally funded education programs and activities.

These functions are empowered and sustained by key areas of authority within the shared governance oversight of the University, including the Board of Trustee, the President, and the Faculty Senate. Each year, the University celebrates the accomplishments of this institutional dedication to diversity and inclusion by recognizing the strategic initiatives that have been promoted by CSU's Diversity Councils. Several policies and practices that advance Inclusive Excellence have emerged through their work.

Among them:

- Faculty employment advertisements for the College of Sciences and Health Professions require "preferred qualifications" related to multicultural competence to ensure that new faculty contribute "to the diversity, cultural sensitivity, and excellence of the academic community."

- The College of Liberal Arts and Social Sciences uses data collected from student surveys focused on diversity, disparities, and inclusion to inform policies, services, activities and courses in the College.

- The Washkewicz College of Engineering provides Implicit Bias Training for faculty who serve on search committees to help ensure a fair evaluation of underrepresented faculty candidates.

- The Maxine Goodman Levin College of Urban Affairs has developed a directory of local leaders from an array of backgrounds and experiences to increase the diversity of guest speakers who are available for Urban Studies graduate classes, thus expanding the breadth of knowledge that is shared.

- The School of Nursing co-hosts a Minority Health Fair with the Minority Association of Nursing Students to insure a diverse cohort of nursing candidates are available to the health care industry.

- The Washkewicz College of Engineering encourages students to participate in several national conferences that target African Americans, Hispanics, and women to expose underrepresented students to experiences that affirm their place in the industry.

- The Facilities, Administration, Services and Technology (FAST) function at CSU broadens awareness of minority companies and entrepreneurs, and generates goodwill in the broader community by hosting a Supplier Diversity Vendor Xchange for MBE vendors and CSU purchasing agents.

■ The College of Education and Human Services has conducted a qualitative study to determine how faculty and program coordinators conceptualize and address diversity in their curricula and in the culture of the programs. The results are used to build understanding of the organizational, cultural, and curricular dimensions of diversity, and to assist faculty and coordinators in reflecting on how their programs attend to matters of diversity.

■ The College of Sciences and Health Professions strongly encourages all faculty and staff to complete Safe Space Training in order to provide visibility and support for LGBTQ students.

APPLYING INCLUSIVE EXCELLENCE STRATEGICALLY

Building upon the accomplishments and institutional commitment outlined above, the University Diversity Plan has identified specific goals to ensure CSU's continued improvement toward Inclusive Excellence. These goals are organized under eight strategic priorities, which were adopted previously by University leadership. They are:

1. **Enhance Undergraduate Education**
2. **Enrich Graduate Education and Research**
3. **Pursue and Enhance Programs of Distinction**
4. **Promote Engaged Learning to Connect Students to Real-World Experiences**
5. **Maintain a Steady Budget Model Through Retention, and Alumni and Philanthropic Giving**
6. **Stabilize Revenue through Increasing Enrollments**
7. **Create Leadership Development Opportunities**
8. **Improve the Physical Environment of the Campus Community.**

For each strategic priority, an institutional diversity goal is identified that is essential to driving CSU's performance through 2020. These eight goals were selected after thorough review by the President's Council on Diversity because they build upon existing practices and areas of focus that have been demonstrated by CSU. Each goal is accompanied by a primary indicator for measuring success. The priorities, goals and indicators are as follows:

1) Enhance Undergraduate Education

INSTITUTIONAL DIVERSITY GOAL:

Develop a faculty that represents the diverse makeup and experience of the student body.

🢒 *PRIMARY INDICATOR: Percentage of underrepresented faculty by discipline in relation to the available pool of candidates.*

2) Enrich Graduate Education and Research

INSTITUTIONAL DIVERSITY GOAL:

Recruit a diverse pool of students to participate in graduate research by welcoming all students who are interested and prepared, leveraging diversity to enhance the research focus, and, where appropriate, appealing to students' cultural expertise.

🢒 *PRIMARY INDICATOR: Percentage of all students who receive graduate degrees who are also from underrepresented populations by college.*

3) Pursue and Enhance Programs of Distinction

INSTITUTIONAL DIVERSITY GOAL:

Increase participation of underrepresented students in the University's most distinctive programs by generating avenues for broad access and interest to a diverse group of students, faculty, staff and other stakeholders.

🢒 *PRIMARY INDICATOR: Percentage of all students who graduate as participants in programs of distinction who are also from underrepresented student populations.*

4) Promote Engaged Learning to Connect Students to Real-World Experiences

INSTITUTIONAL DIVERSITY GOAL:

Increase opportunities, access and incentives – through recognition, credentialing and scholarships – for students to take advantage of Engaged Learning opportunities with all sectors of the community that stretch their perspectives beyond their personal experiences.

🢒 *PRIMARY INDICATOR: Percentage of all student participants in engaged learning activities who are also from underrepresented student populations.*

5) Maintain a Steady Budget Model Through Alumni and Philanthropic Giving

INSTITUTIONAL DIVERSITY GOAL:

Increase business with minority vendors to improve the University's credibility with and investment from diverse entrepreneurs, companies and communities.

☛ *PRIMARY INDICATOR: Percentage of purchasing spend that goes to Minority Business Enterprises.*

6) Stabilize Revenue through Increasing Enrollments

INSTITUTIONAL DIVERSITY GOAL:

Aggressively recruit, attract and retain diverse and underrepresented populations through targeted marketing strategies and intentional student support efforts.

☛ *PRIMARY INDICATOR: Percentage of underrepresented students as compared with the regional population.*

7) Create Leadership Development Opportunities

INSTITUTIONAL DIVERSITY GOAL:

Include cultural competence as a core component of all comprehensive leadership development programs on campus.

☛ *PRIMARY INDICATOR: Percentage of leadership programs that have a cultural competency component.*

8) Improve the Physical Environment of the Campus

INSTITUTIONAL DIVERSITY GOAL:

Orient the use of campus space to accommodate specific populations of students – such as those who observe specific religious practices, veterans, and those who are lesbian, gay, bisexual, transgender or questioning– to effectively connect them to the broader campus community.

☛ *PRIMARY INDICATOR: Percentage of students from specific underrepresented student populations who express through a campus climate survey that the campus has "inclusive" and/or "welcoming" space.*

It is expected that this plan will be dynamic, with priority areas, goals and metrics refined as necessary. The Plan is available to all members the CSU community as a guide to identify and to incorporate components of diversity and inclusion in their pursuit of institutional objectives that lead to CSU's high performance across all operational areas.

PATH TO 2020 INITIATIVE

A key strategy for applying Inclusive Excellence throughout the institution will be to incorporate specific goals related to diversity and inclusion as part of CSU's Path to 2020 program, which coordinates comprehensive strategies to ensure CSU will thrive in an increasingly challenging higher education environment. The Performance Management Team, made up of senior managers assigned by the President to execute the Path to 2020 program, will require each Project Charter developed as part of the program to define specific tactics related to Inclusive Excellence that will contribute to meeting the project's objectives. The Team will monitor the implementation of these tactics, with support from the President's Council on Diversity, as part of the overall review of each Charter's performance.

IMPLEMENTATION OVERSIGHT

The President's Council on Diversity, with guidance from the Chief Diversity Officer, will monitor ongoing advancement toward CSU's pursuit of Inclusive Excellence by establishing processes to track key indicators identified in the Plan and other evidence of systemic progress toward the goals outlined above. The PCD also will monitor campus climate for diversity and inclusion at all levels of the University. Drawing upon the Plan as well as articulated goals by the Diversity Councils, the Path to 2020 charters, and other published strategic plans on campus, as well as its own analysis of current trends and data, the PCD will develop annually a specific set of goals and objectives for the campus community, which are in turn endorsed through the executive order of the President and the academic governance processes of the Faculty Senate. The PCD also will produce a dashboard instrument to track progress on those stated goals.