

Diversity Progress Report July 2007

As a nation, we must focus on creating a more perfect union through the development of a better understanding of the diverse nature of our society. This premise lies at the heart of a joint university/community effort to recognize the human diversity that is our strength in the Mahoning Valley.

The challenges faced by Youngstown State University in the area of "diversity" are not unlike those faced by colleges and universities nationwide. While the University of Michigan is often cited as one of the few exceptions, the record of most colleges and universities on diversity is poor. Despite efforts in recent years, YSU has yet to embrace fully the meaning of diversity both in its campus environment and in its relationship with the community. Progress has been made in terms of process and procedures, but still there is much to be accomplished. The University must play a pivotal role, too, if the community is to reach its fullest potential as a diverse society. Collaborative efforts are needed to create a sense of community where all citizens are equally valued and accepted.

University/Community Task Force on Diversity

The members of the task force are community leaders and University faculty, staff, and students. They represent various races, ethnicities, religions, genders, sexual orientations, ages, and physical abilities. The group has drawn upon these differences to provide direction for the University and the community it serves. Diversity is its strength as it is the strength of our community.

The first group effort was to define diversity, as follows:

As people interact with one another, they develop and exchange a diverse set of identities. These identities---including, among others, gender, race, ethnicity, culture, sexual orientation, religion, varying physical and mental abilities, class, age, education, profession, and regional identity---carry socially constructed meaning and value. Each of us brings multiple identities to the organizations and communities of which we are a part, forming a mosaic that allows us to retain our individuality while contributing to collective purposes and achievements.

The health and well-being of any society depends on its members appreciating the entire mosaic of which they are a part. We need to actively oppose all discriminatory practices and to develop and support organizations that reflect and empower diverse perspectives.

YSU seeks to work in collaboration with the larger community of which it is a part to provide leadership in the attainment of these goals and to foster educational, economic, and social opportunity for all citizens of our community.

The University/Community Diversity Council serves as the primary forum for the open discussion of diversity-related issues and as the formal interface between the University and the Community on diversity-related issues. The charge of the Council is to:

- promote open dialogue among students, faculty, staff, and community members on diversity related topics;
- advise the President on diversity issues;
- monitor the implementation of the ***Commitment to Diversity*** plan;
- develop recommendations for and promote diversity projects;
- develop and maintain diversity connections between the Community and the University; and
- broaden the understanding of diversity issues in both the Community and the University

The President designated co-chairs from the YSU administration and the Community for staggered two-year terms. The Director of Equal Opportunity and Diversity also staffs the Council.

The University/Community Diversity Council consists of up to fifty members appointed by the co-chairs. Members are appointed for staggered three-year terms. They are to be drawn from both the University and the Community and are to be representative of the diversity identities defined on Page 1 of the ***Commitment to Diversity***.

The Council is comprised of two standing sub-committees—Student Recruitment and Retention and the Community Diversity Committee, whose responsibility is programming. Other committees and task forces may be appointed as the needs arise. The Council meets at least three times each academic year. Committees of the Council will meet as needed.

University Diversity Council's Advisory Role to the President

In the Council's advisory role to the President, 14 areas to advise the President were identified and included 5 priority areas. Those priority areas were: 1) how best to protect the enrollment growth and how best to retain and graduate the minority students currently enrolled at YSU; 2) awards, recognitions, or celebrations we need to provide or involve ourselves in; 3) how YSU can expand purchasing opportunities for women owned and minority owned business enterprises; 4) how YSU can improve vendor relations; and 5) how we can best communicate our diversity success.

Community Diversity Committee

The community diversity committee, a sub-committee of the University diversity council serves as an open forum to discuss diversity issues that affect the community as well as the University. The committee planned a variety of events and performances for the community to promote a better understanding of and appreciation for the diverse nature of the valley. The committee planned the following events:

- Three book discussions:
A book discussion Rashid Abdu, M.D.
A book discussion by the author Hayden Herrera for Hispanic Heritage Month
A book discussion for Women's History Month featuring Dr. Dolores Sisco
- Hispanic Heritage Conference – Speaker Dr. Jesus Negrete
- A Disabilities Awareness Month Panel Discussion Panel
- Coming of Age program – Hispanic, Jewish, African American, Asian, & Islamic, etc.
- Women's History Month
- Encourage committee participation to attend a play, entitled "Working," and later participate in a discussion, which focuses on the Issues of the Workforce.

Community –based Interaction

Concurrent with the work of the community diversity committee the office of equal opportunity and diversity and the Partners for Workplace Diversity, an alliance of area organizations dedicated to developing successful diversity initiatives for their own needs and for the community at large, sponsor many programs which provide an opportunity for community participation. Periodic workplace diversity training for specific occupations and the general public is also provided.

- Diversity Works is a celebration each fall during which every workplace in the area is invited to develop at least one activity that recognizes, promotes, or celebrates how diversity helps the organization achieve its mission.
- "Demanding Equity" The NAACP Freedom Fund Banquet
- OCCHA is hosting a book fair; includes bi-lingual storytelling and the OCCHA Dancers.
- OCCHA Anniversary Fundraiser Dinner
- "How to be Inclusive: A Disabilities Awareness Program," Discussion of ways in which organizations can be compliant and sensitive to special needs of persons with physical disabilities
- "What Makes Racial Diversity Work in the Workplace," Dr. Frank Hale, diversity consultant to business and higher education
- Pre-College Workshops, designed to help the students and their parents prepare for the students' success in college by getting them involved in the enrollment process early
- The Junior Civic League is an established civic organization that has existed for 50 years in the Youngstown community, and scholarships have been distributed every year through a scholarship review committee. The Cinderella Ball and the Annual Scholarship Luncheon are the two fundraising activities, with which the organization raises the funds for scholarship distribution. By matching scholarship funds with the Junior Civic League's funds, Youngstown State University will provide a tremendous incentive for students to enroll into Youngstown State University.

- Bus trip to the Underground Railroad Freedom Center in recognition of the 50th Anniversary of the Bus Boycott in Montgomery
- “Make a Difference Day: Do a Little Good in the Neighborhood,” Teen Summit, Youngstown City Schools’ Office of Safe and Drug Free Schools

The University provides many activities, programs, and services to the community. Many of the activities place special emphasis on diversity, such as the recent Hispanic Heritage Conference. YSU faculty and staff also participate in community-sponsored diversity initiatives.

Administrative Commitment and Support

The Presidential Mentors Program is a diverse group of students who are positioned to give advice and suggestions to President Sweet and the members of his Cabinet on important social, cultural, educational and political matters. The pilot program began in the fall of 2004 and met the group met once a month throughout the academic year either with the president or his leadership team and also gets together to set agendas for their meetings with the administrators.

The equal opportunity and diversity director, vice president for student affairs, director of the office of student diversity, and executive director of student life, collaborated on this effort, selecting the seven students from a pool of about 20. The group, which was nominated by deans, directors and department chairs, met once a month throughout the 2004-05 academic year either with the president or his leadership team. They also meet as a group to set agendas. The inaugural group started in September, and the program ended in April.

The students made some very substantive comments and recommendations to President Sweet. This first-hand input from students is designed to enhance the student’s college experience, improve the campus climate and to stimulate the learning environment for all University students. The initiative is very important to President Sweet because he is truly interested in increasing the comfort level of these students and helping them feel more empowered about their academic experiences.

The program demonstrates that YSU has assumed a leadership position in the area of diversity and is an excellent example of teachers learning from students. After conducting extensive research, it was found that the YSU Presidential Mentors program is the first initiative of its kind in the United States and is unique because such programs are typically top down. After an assessment of the program, it was determined that the program will be continued and expanded from 7 to 21 students. The format will be somewhat the same, but it will be an entirely new group.

Partners for Workplace Diversity

The Partners are an alliance among area organizations that are committed to developing diversity initiatives for themselves and for the community. The initiatives supplement each partner's own firm-specific programs. There are some events, such as Diversity Works, which cannot be undertaken by a single organization, and there are others that are more cost effective if undertaken in collaboration. The partners have learned that a diversity advantage is not easily achieved in isolation. By interacting with other organizations, they can benchmark their activities, share information and experience, and exercise leadership in the community's culture. To be competitive, our Valley's firms require a community that is rich in diversity, that enjoys diversity competencies, and that values diversity as a business asset. Our economy depends as much on these characteristics as it does on the technical and educational talents of its labor pool. The primary goal is to provide diversity-based education and facilitation for themselves and for communities in which they function toward building a climate that supports competitiveness and growth of our area's economy.

The Partners have three annual events. The first is this Diversity Works event in October and the others are a conference and an awards program in the spring for human resource professionals. The Partners provide for the diversity track of the human resource conference, which is co-sponsored with the Western Reserve Chapter of the Society for Human Resource Management. We have also provided training and educational programs for specific needs. In addition, the Partners recognize and acknowledge the success of area companies and organizations that embrace the value of diversity in their organizations. Awards are made at the annual Human Resource conference each Spring.

Cultural/Community Events

Diversity competence includes understanding cultural values and customs other than one's own. Participating in celebrations and other cultural events is one of the best ways to broaden one's perspectives. This is why travel is regarded as so enriching. To assist the community in this area of development, the Partners for Workplace Diversity provides many events. Events that are hosted by specific cultural groups are seeking to include the larger community as well as events that are educational in focus. These events are excellent educational opportunities for getting to know this region's cultures in a context that permits interaction with local communities. Knowing its local communities is important to delivering quality service to an area. We hope that businesses encourage cultural development by bringing events like these to the attention of their employees and customers through their normal communication channels.

Curriculum

The Center for Working Class Studies at Youngstown State University in Youngstown, Ohio, was the first center of its kind in the United States devoted to the study of

working-class life and culture. The CWCS creates social spaces for civic and academic conversations on working-class life and culture and its intersections with race, gender, and sexuality and serves as a clearinghouse for information on working-class culture, issues, and pedagogy. More than an intellectual project, the CWCS is also engaged with the broader society, providing assistance in creating a culture of organizing and education within working-class institutions and society.

The CWCS develops courses in working-class studies, organizes a biennial conference, publishes a newsletter, and sponsors an annual speaker series. It houses a library and maintains a bibliography on working-class studies to help promote scholarship in the field.

The CWCS sponsored a journalism fieldwork program to study the lives of working people in West Virginia. A Center affiliate took fourteen journalism students to West Virginia to write articles about the lives of working people in the wake of a series of mining accidents. Not only did the trip provide important field experience for students, it also helped them understand the importance of covering working-class lives. The students' work was published in the *Youngstown Vindicator*.

The Center opened a pair of exhibits at the Youngstown Historical Center, aimed at making work and workers more visible. *Worker Portraits: Faces of Strength* features stories about Mahoning Valley workers written by YSU Journalism students, augmented with photographs by Steve Cagan and Scott Stackhouse. The poster exhibit was paired with a showing of Cagan's photos of northeastern Ohio workers, *Working Ohio*. These projects were made possible through support from the Frances Schermer Charitable Trust, the Schwebel Family Foundation, the Ohio Historical Society, and the Ford Foundation.

The CWCS Lecture Series began with a presentation by Dr. Carlos Diaz, talking about race, class, and language in K-12 education. Dr. Diaz also met with students in the Beeghly College of Education. Dr. Tong Xin, Director of the Center for Chinese Workers and a professor of Sociology at Peking University spoke on how economic changes in China are affecting women workers. In April, Dr. Pepi Leistyna, professor, Applied Linguistics, University of Massachusetts at Boston gave a presentation on "Laughing Matters: Entertainment Television's Mockery of the Working Class."

The CWCS achieved some visibility in the national press this year as well, through several "Letters to the Editor" by Co-Directors Sherry Linkon and John Russo in *The New York Times* and *The Nation*. Russo also was interviewed frequently by both local and national media and began monthly appearances on talk radio on labor and working-class issues. Linkon continued to host *Focus*, a public affairs program on WYSU, and she was named book and arts editor for the *New Labor Forum*.

General Improvements

A Center for the Advancement of Teaching and Learning at Youngstown State (CATALYST) was established August 2002 to support teaching and learning on and off campus. The center sponsors diversity-related events.

New courses were added to the curriculum to address diversity as an academic subject. New courses developed and/or revised include: Introduction to Black Studies I, Introduction to Black Studies II, American Identity, Introduction to Anthropology, Survey of Art History I, Survey of Art History II, Women, Science and Technology; Introduction to Health and Wellness/Contemporary Society, Introduction to Criminal Justice, Panic and Prosperity, U.S. Economic Policy Since the Great Depression, Rich and Poor: Diversity and Disparity in the Workplace, Economics in America, Principles I, Principles II, Introduction to Literature, Women in Literature, American Literature and Diversity, World Literature, Mythology, World Geography, Human Geography, World Civilizations to 1500, World Civilizations Since 1500, Turning Points in American History I, Turning Points in American History II, Consumer Economics, Healthy Lifestyles, Survey of Jazz, Film Music, Rock 'n Roll to Rock, Introduction to Philosophy, Introduction to Professional Ethics, Politics and Globalization, American Government, Comparative Governments, General Psychology, Psychology of Intimate Relationships, Lifespan Psychology, Introduction to World Religions, Myth, Symbol and Ritual; Introduction to Eastern Religions, Religion and Moral Issues, Religion and Earth, Introduction to Sociology, Sociology of Health, Illness and Health Care; Survey of American Mass Communication, The Art of Motion Pictures, History of Motion Pictures, Understanding Theater and Introduction to Women's Studies

The Professional Practice Programs, in the Williamson College of Business, provides many business, engineering, computer science, and environmental studies majors with an opportunity to practice and learn diversity through internships. A total of 206 students, including 148 business majors, 48 engineering or technology majors, three computer science majors, and 10 environmental science majors were involved in internships during the year 2001-2002 academic year.

Social work majors are required to complete a 450-hour internship where they are exposed to diverse environments. Social Work 5823 (The Cultural Diversity in the Workplace) used the Study Circle program during the summer of 2001 to help students focus on diversity.

In the Department of Psychology, Psychology 3790 (Field Work in Psychology) exposes psychology majors to the diverse backgrounds of children and adults.

Students in the Department of Health Professions volunteer to gain experience in their field by participating in health fairs.

The University provides many activities that place special emphasis on diversity. Annual activities include: the Afro-Cuban Arts Festival, African American History Month, Women's History Month, Hispanic Week, Diversity Month, and the Diversity Works Celebration. YSU faculty and staff also participate in community-sponsored diversity initiatives.

A pamphlet titled "Learning about Diversity" has been published and is circulated to students. It lists 50 courses that address diversity. A goal for the academic year 2003-2004 is to publish this list of courses in the YSU catalog and on the YSU Website along with the names of instructors who have specific expertise in multiculturalism or diversity.

Program Enhancements

The Office of Equal Opportunity and Diversity, the Africana Studies Program, and the Office of Disability Services received additional funding for the 2002-2003 fiscal year.

Co-sponsorship of events by freestanding programs like Africana Studies, Women's Studies, the Poetry Center, and the Center for Working Class Studies has increased over the past two years. For example, a speaker who addressed the migration of African Americans to the North to work in steel mills and factories was co-sponsored this year by Africana Studies and the Center for Working Class Studies. Africana Studies and the Poetry Center co-sponsored a poetry reading with Wanda Coleman. Later this academic year Africana Studies will co-sponsor a film on South Africa with Women's Studies.

Student-focused events planned for the current academic year include the publishing of a newsletter, a poetry slam, workshops, and the showing of films.

Employment Practices

Through the Opportunity Hire Program, Youngstown State University is able to employ and retain highly qualified individuals who make a unique contribution to The University and its strategic plan.

The OHP began as a result of a conversation that President Sweet mediated in Fall 2005 between Director of Equal Opportunity and the Provost regarding the need to do more about faculty and staff diversity. The Provost was familiar with programs such as the one YSU developed from his work on other campuses. One of the challenges to recruiting a diverse faculty is the decentralized recruitment process: how do we encourage academic departments to make extra efforts to identify and recruit new faculty from underrepresented groups?

The group worked with General Counsel to identify the legal parameters within which such a recruitment process could be developed. The policy that was developed allows the university to waive normal search processes for faculty and staff recruitment when such a recruitment serves institutional interest. The recruitment of diverse faculty and staff is certainly in our institution's interest since such diversity is a key component of the institutional mission statement.

The notion of "opportunity" was key. In general, a department would identify a potential faculty member whose recruitment serves our institutional interest. The department would have some informal conversation to discover if the person is interested in coming to YSU. If the answer is yes, the department needs to review the professional resume and make sure that the individual meets all of the usual standards for recruitment. The case is then discussed with the dean, who brings the resume and the request to the provost's office. Depending on the availability of funds, we would allow the department to invite the individual to campus for a regular job interview, pending an agreement from your office for a Search Waiver. Again, all of the usual practices and expectations need to be satisfied. If the department recommends that we extend an offer of employment, we will expect to do so.

OHP is not limited to faculty. It can extend to non-executive staff members as well. In each case, the recruitment needs to be authorized by the divisional VP, and the search waiver needs to be granted by the Office of Equal Opportunity.

The University was able to exceed expectations. Originally it was hoped to hire 3-5 underrepresented faculty, and the University successfully recruited 6 new faculty under this program during the 2006-07 academic year.

Such individuals include those with national or international stature; those who bring a unique or different perspective because of their professional or personal backgrounds, interests or expertise; and partners of current or prospective University faculty and staff who themselves have talents that match the needs of the organization. These appointments often represent opportunities that require rapid response to exceptional persons with competing career options.

Student Recruitment and Retention

For more than a decade, Youngstown State University (YSU) has facilitated a one-day, first-year student orientation prior to each semester. The survey findings for the fall 2005 class suggested that orientation was successful in educating incoming students in all areas except diversity, i.e., students were dissatisfied with their opportunity to explore diversity and make additional connections to the institution. Thus, the need to incorporate diversity into orientation programming became a priority for the Center for Student Progress. This priority created several questions: (a) Which diversity topics should be covered at orientation? (b) How should the topics be presented? and (c) When and where will diversity fit into an already full one day agenda? Orientation staff

used a framework developed by Andreatta (2005) to identify the eight areas of diversity orientation would address: (a) disabilities, (b) economic class, (c) ethnicity/race, (d) gender, (e) generational issues, (f) political beliefs, (g) sexual orientation, and (h) spiritual identity. After researching each topic in detail and finding both positive and negative facts, data, and pictures, orientation staff decided to use three media to convey their message: (a) display boards illustrating types of oppression, (b) a slideshow illustrating enlightenment, and (c) the presence of faculty and staff to encourage discussion. To answer all three questions, YSU implemented Diversity Dessert, which made its debut during the fall 2006 orientation. Diversity Dessert created an open, non-threatening environment for reflection and discussion. Collages depicting prejudice and oppression were placed on display boards around the room. For example, a display board illustrating ethnic oppression used quotes such as “a July 2001 Gallup poll reported that 55 percent of whites and 83 percent of blacks believe racial profiling is widespread.” A slideshow with related musical themes ran continuously during the session and celebrated differences and examples of tolerance and understanding portrayed in film and seen at YSU and across America. For instance, one slide stated the U.S. Census found that “nationally, women have constituted the majority of college students since 1979.” Students and their families were encouraged to browse through the information while enjoying a variety of cakes and cookies. A diverse group of faculty and staff circulated around the room facilitating dialogue and answering questions. The overall objective was for students and their families to participate in the session throughout a two-hour period. Our orientation staff found that Diversity Dessert has rejuvenated the afternoon orientation programming. Previously, the orientation agenda ended with a rush of course scheduling. Now, the agenda gave students time to not only reflect on their orientation experience but to also have an opportunity to see the diverse world of higher education that they were entering. A family member of a fall 2006 first-year student stated that she “appreciated the chance to see the diverse education the YSU community has to offer her student.” All participants, including faculty and staff, were asked to evaluate the Diversity Dessert’s structure and content. The majority of participants believed the structure and information to be beneficial. Although future assessment will be conducted, based on the current positive feedback, Diversity Dessert has found a permanent home in the YSU orientation program.

Youngstown Early College, is a safe and nurturing environment, that provides students with the opportunity to acquire college credits while earning their high school diploma. Students will be encouraged to become lifelong learners and leaders in their communities. The Youngstown Early College is an exciting opportunity for students beginning the ninth grade to participate in combined high school-college experience with the goal of earning a high school diploma and up to 60 hours of college credit towards either a two or four year college degree Youngstown Early College (YES), is a collaboration between the Youngstown City School District (YCSD) and Youngstown State University (YSU). Faculty and support staff from both institutions work together as an instructional team in this partnership.

SCOPE (Summer College/Occupational Preview Experience) is a pre-college enrichment program designed to prepare high school juniors for college. Throughout the school year, students participate in activities such as ACT Preparatory Classes and a FOCUS Career Inventory. SCOPE participants also attend a one-week summer residential component that allows students to learn about college admissions and financial aid, observe college classes, visit college campuses and participate in job shadowing.

Upward Bound is a federally funded TRIO program. Through academic, cultural, and social experiences it prepares students for success in college. In an effort to best serve you, we have designed an enriching program to meet the academic and social needs of our participants.

The administrative staff at Upward Bound has worked diligently to create a positive and stimulating learning environment that accurately reflects the goals of the program. The overall goal of Upward Bound is to increase the rates at which under-represented students enroll and graduate from college. They achieve this goal by providing intensive academic instruction, counseling, and workshops. Students will also attend cultural and community activities promoting awareness of themselves, others, and their environment.

After school tutoring is a program provided to assist participants with homework, test preparation, and study skills development. Tutoring is held at each of the three Youngstown City Schools: Chaney High School, The Rayen School, and Woodrow Wilson High School. Tutoring takes place October through May, every Monday and Wednesday from 3:15-5:15 p.m. at the participant's home school. Tutoring is also held for all participants on the campus of YSU each Thursday from 4:00-6:00 p.m.

The tutoring sessions are lead by qualified and trained Youngstown State University students.

Tutoring is offered in the following subjects:

- English
- Foreign Languages (French and Spanish)
- Math
- Science

Saturday Enrichment is an instructional program that offers hands-on experiences that emphasize concepts learned in the classroom.. Certified high school teachers and college faculty conduct these classes, which further ad the students in completing high school work, as well as preparing them for higher education. This program offers:

- College visits
- College preparatory workshops
- Opportunities for community, cultural and social involvement

- Can earn up to one elective credit, each year, toward high school graduation

The program takes place from October through April, students attend classes twice per month on Saturdays. Through out these months they will also be required to attend events that enhance their such as, museums, theatres, at least classes twice per month.

Summer Bridge program assists Upward Bound students in the transition from high school to college. Upward Bound high school graduates are entitled to attend up to 2 courses (or a total of 4 semester hours) at Youngstown State University the summer following graduation and prior to their first year of college.

Students may choose classes from the Upward Bound Approved List of Courses. Summer Bridge students are required to meet with a coordinator from the Center for Student Progress, once per week during their summer term. The coordinator assists with academic-related concerns.

YSUnity is a Gay/Straight Alliance at Youngstown State University provides a focal point for students who want to help educate the campus community and the larger community about what it means to be lesbian, gay, bisexual, or transgender. YSUnity provides a safe place for LGBTQ students and their allies to talk, plan events, and share stories about our lives.

Minority Representation

Youngstown State has the responsibility to lead the Mahoning Valley in achieving diversity in our student body and our workplace, both because YSU is one of the most important institutions and largest employers in the Mahoning Valley, and because we recognize that a critical part of students' education in the modern world is the ability to interact with people of cultures and backgrounds different from their own. Total minority student headcount increased 28% over the past four years, from 1,619 in fall 2002 to 2,062 in fall 2006.

Percent Minority Representation in the YSU Student Body

	2002	2004	2006
African American	10%	11%	12%
American Indian	.3%	.3%	.4%
Asian	.7%	.9%	.9%
Hispanic	2%	2%	2%

Minority Representation among faculty and staff reflect the region that the University resides but not the city. There has been a 34% increase in minority employment in the last 10 years. In fall of 1996 total minority employment was 116 or 11% percent of the workforce. In fall of 2006 minority employment rose to 169 or 15% of the workforce. Over the same 10 year period, employment had been reduced by 35% from 1548 in 2001 to 1155 in the fall of 2006. The University offered an early retirement incentive program which began in March of 2006. The ERIP has contributed to a large reduction in the workforce and the turnover created by the ERIP has given the University more opportunities to diversify the workforce than has been present in the past.

Minority Representation of Faculty and Staff by year

Race/Ethnicity	2006		2003		2000		1996	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American	101	8.8%	87	8.0%	69	6.6%	75	7.5%
Hispanic	24	2.0%	25	2.2%	20	1.9%	14	1.4%
Asian	42	4.0%	29	2.6%	25	2.4%	25	2.5%
Native American	2	.20%	5	.45%	6	.60%	2	.20%
Total	169	14.6%	146	13.2%	120	11.5%	116	11.5%

In January, 2007, the Ohio Board of Regents released its annual Ohio College and University Performance Report, which contains statewide data on student diversity. Information from the report, contained in the following table, illustrates the YSU's ethnic distribution is quite similar to the state distribution of university main campuses with YSU's Black-Hispanic population exceeding the state main-campus average by 2%.

Percentage of Undergraduate Students on Selected Diversity Measures – Fall 2006

	YSU	Ohio Main Campuses
Asian Americans	<1%	2%
Black Americans	12%	10%
Hispanic Americans	2%	2%