



A Diversity

Report

2006–2007

Evaluating Diversity Practices



Are our diversity initiatives succeeding?

How do we know?



PANNING FOR GOLD: Assaying Our Diversity Practices

CONTENTS

Section 1	
Developing Environments for Student Success	1
Section 2	
Recognizing Diverse Communities.....	8
Section 3	
Preparing for the Future.....	13
Some Ohio State Diversity Resources	18

Barriers to success. Loss of talent. The two go hand in hand. Unless the whole community is engaged, the whole community suffers a loss.

At Ohio State, we are doing our utmost to eliminate barriers and nurture talent. It's part of an institutional strategy to encourage the partnership of every member of our community. The Ohio State University thrives on the intellectual atmosphere created by a diverse community. We prosper as our whole community is engaged. We're therefore constantly seeking ways to promote diversity—in our faculty, staff, and student ranks; in our curriculum; in our programming outside the classroom and beyond the campus.

Are our diversity initiatives succeeding? That's an important question, to be sure. But it is eclipsed by an even more fundamental one: How do we know?

"Evaluating Diversity Practices," the 2007 edition of Ohio State's annual report on its diversity landscape, will respond to both of those questions.

In its pages, we find examples of some of our best diversity programs like our acclaimed Young Scholars Program, which for years has brought first-generation college students from throughout Ohio to our community, or the "Living Jerusalem" project, which has connected Ohio State to diverse communities in the Middle East. We also discover insights into what, exactly, makes a program successful. The Multicultural Center's recent program review serves as an especially helpful model of how to evaluate the efficiency of a program and to improve the outcome—the success, if you will—of a program. The careful evaluation of the successful Asian Free Clinic led The Ohio State Medical Center to develop an equally valuable resource, La Clinica Latina, which serves a growing segment of central Ohio's population. That's how best practices are supposed to work.

These days, we hear a lot about best practices, a concept that has made its way from business and industry into university application and is something like panning for gold. The seeker sifts through much that is potentially valuable, but the real goal is to find the nuggets that are more precious than all the others. The technique of best practices calls on us to seek out those activities and methods that are somehow more effective than others in producing a desired outcome. By evaluating the reasons for their effectiveness, we can replicate their success elsewhere and, so, enrich our entire enterprise.

This document showcases some of the treasures of our diversity efforts, assays the success of those efforts, and illustrates how we are spreading the wealth of excellence. "Evaluating Diversity Practices" thus becomes our most compelling statement to date of how we're engaging our whole community. President Holbrook and I are delighted that we have been able to contribute to this essential effort and have confidence that Ohio State will continue to pursue it.

*Barbara R. Snyder, Executive Vice President and Provost,
Office of Academic Affairs*



Programming a Pipeline for Success

Young Scholars Program



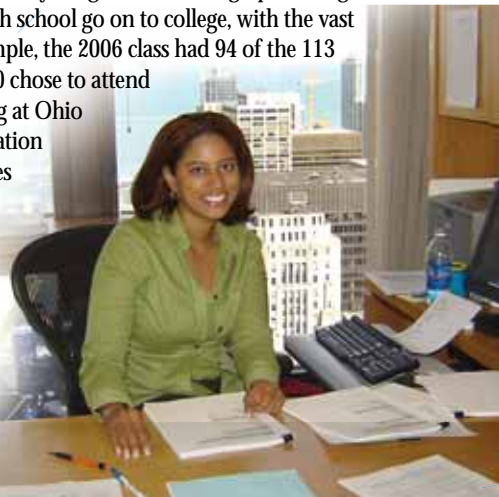
Originally from Cleveland, **Mercedes Davis** attended Ohio State through the **Office of Minority Affairs' Young Scholars Program (YSP)**, graduating *summa cum laude* in 2002 with a B.S. in Business Administration and a focus on finance. She continued on to Harvard Law School, where she served as executive director for the Harvard Legal Aide Bureau, volunteered at the Harvard Prison Legal Assistance Project, and was a member of the Black Law Students Association before graduating with her J.D. in 2005.

Davis is now an associate in the Chicago office of Jenner and Block, LLP, and she provides these words to current young scholars: "Don't quit aspiring to what you are destined to be: great in middle school, outstanding in high school, extraordinary at The Ohio State University, and, most importantly, successful in life."

Davis credits much of her success to YSP, a unique cooperative venture between Ohio State and nine Ohio urban school districts across the state, including Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Lorain, Toledo, and Youngstown. Founded in 1988, YSP was implemented to reverse the trend of declining African American enrollment at Ohio State and to increase the diversity of the student body.

The current mission of YSP is to identify and serve academically talented first-generation students from economically challenged backgrounds in Ohio and to increase the number of African American, Appalachian, Latino/Hispanic, Asian/Pacific Islander, and Native American students completing college degrees at Ohio State.

Each year, approximately 120 new sixth-grade young scholars are selected from across the state of Ohio. With support from the cooperating school districts, YSP provides comprehensive pre-collegiate programming designed to enhance the academic, personal, and career development skills of young scholars. A high percentage of young scholars who graduate from high school go on to college, with the vast majority entering Ohio State. For example, the 2006 class had 94 of the 113 graduates enroll at Ohio State, while 10 chose to attend other colleges. Collegiate programming at Ohio State ensures that retention and graduation rates are consistently high. YSP prepares underrepresented students to attend Ohio State—and helps them to succeed once they get here. For more information on the Young Scholars Program, visit oma.osu.edu/ysp or call (614) 292-4884.



Facilitating Transfer

OSU Bound

Only one-fifth of the students who begin higher education full time at community colleges fulfill their aspirations of graduating from four-year institutions, but **Suad Hirsi** believes that she and two of her siblings will succeed because they participate in the **OSU Bound Program**. According to Hirsi, "The program is great. We are helped to choose classes that are transferable and told to work hard to get a good GPA. I recommended my sister and brother because I think it will be easier for them to get into Ohio State this way."



OSU Bound, started as a pilot program in 2004 within the **Office of Minority Affairs**, provides underrepresented students with academic planning, counseling, and monitoring services through the proactive utilization of a Transfer Articulation Agreement between Ohio State and Columbus State Community College. Other community colleges are scheduled to join the arrangement.

To develop the program, OSU Bound's staff studied recent research to establish a seamless transition from community college to Ohio State. For example, a 2006 report by research group Eduventures helped to validate program design. Two statistical findings from that report have been useful for recruitment purposes:

- 1) Latino students attend community colleges as a first step to a four-year degree more than traditional-age students of other races and ethnicities.
- 2) Students from the lowest socioeconomic status (SES) begin their college careers in community colleges more often than traditional-age students of higher SES.

OSU Bound provides leadership and advocacy for transfer students and, in the case of Suad Hirsi and her sister, has provided valuable assistance for their enrollment at Ohio State this summer. For more information, contact Michelle Cobbs-Martin at (614) 292-4884 or michelle.cobbs@admin.ohio-state.edu.

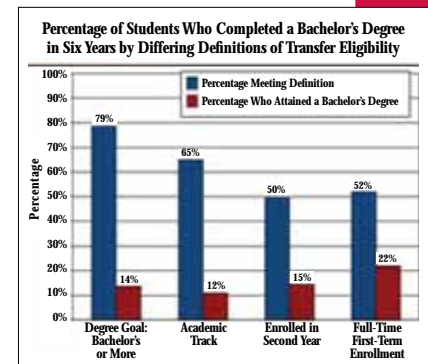


Chart Source: USDoE, NCES (2006).

Partnering for Diversity

College of Engineering

“By 2015, nearly two-thirds of our workforce will come from minority groups, but less than 3% of the engineering workforce is African American,” says Assistant Dean **Minnie McGee**, who leads the Minority Engineering Program. “Diversity programs are urgently needed to close the widening gap between our need for scientists and engineers and the decreasing numbers of students choosing these careers, especially minority students.”

To that end, Ohio State’s **College of Engineering** has forged two unique partnerships aimed at creating a diverse workforce as well as a college environment that welcomes and nurtures diverse student populations. In 2006, the College of Engineering and Honda of America Manufacturing decided to combine the resources of both organizations to examine common goals and barriers in addressing diversity. The Honda-OSU Partnership held a retreat that resulted in a new diversity and outreach endowment focused on engineering and the transportation field. They developed a program to strengthen science, technology, engineering, and math (STEM) skills for African American students in Columbus Public Schools.

Three primary goals for the new endowment include: building a network for advocates of STEM education within local middle and high schools; promoting, supporting, and advising existing junior chapters of the National Society for Black Engineers (NSBE), a group with which Ohio State and Honda were already involved; and supporting and enhancing existing high school math/science clubs and competitions.

A project planning team representing both organizations developed a pre-college initiative pilot program for 22 students in the NSBE Jr. Chapter at Walnut Ridge Middle School in Columbus. The program partners with teachers, administrators, and parents at Walnut Ridge during the 2006–07 academic year to enhance NSBE chapter activities with engineering specific activities such as mentoring, life skills workshops, and SAT/ACT preparation as well as assistance with college applications. Math and science competitions, team-building activities, community service opportunities, and

performance incentives and awards help keep students motivated. Recognition for exceptional contributions at all levels includes teachers and a school coordinator.

The Honda-OSU Partnership also provides a math medal award and scholarships to the College of Engineering that are designed to generate interest in engineering careers at the high school level. For more information, please visit elearn.eng.ohio-state.edu/honda/.

In addition to developing a pathway for African American engineers, the College of Engineering has made a conscious effort to recognize and include its members of the gay, lesbian, bisexual, and transgender (GLBT) population. **Mary Juhas**, senior assistant dean for Diversity and Outreach, studied the **Fisher College of Business**’ successful group, Out in Business, then launched a similar organization in engineering to provide a welcoming environment for all self-identifying members of the GLBT community and their allies.



NSBE students (above) complete a hands-on activity during a visit to the College of Engineering. The 33rd annual convention of the NSBE was held at the Greater Columbus Convention Center (right) in March 2007 with more than 10,000 participants from throughout the world.



From Roots to STEM

Wexner Center for the Arts

In May 2006, three officers from Raytheon's GLBT employee resource group in Massachusetts visited Ohio State for an informational exchange with students, faculty, and staff from the College of Engineering and the Fisher College of Business. Raytheon, a defense contractor that specializes in radar systems, hires Ohio State engineering students. Raytheon's primary goal for the meeting was to establish a network for recruiting summer interns and permanent employees with special emphasis on the company's GLBT-friendly policies.

As a result of the meeting, two Ohio State students were sponsored by Raytheon to attend the Out and Equal Professional Summit in Chicago in September as affiliate members of the Raytheon delegation. Another student was awarded an internship at Raytheon Missile Systems in Tucson, Arizona. A second internship offer is currently being processed for another engineering student who is female.

The partnership with Raytheon may lead to future collaborative opportunities for the college. The GLBT affinity group from General Electric Aviation in Evandale, Ohio, learned of the college's pioneering efforts to partner with industry from the Raytheon delegation at the Out and Equal Summit, and they scheduled an informational exchange visit. In addition, the college has met with members of the GLBT group from Owens-Corning, who wish to partner in an effort to showcase their diversity policies to attract Ohio State engineering graduates.

Engineering students are currently in the process of forming an Ohio State chapter of o-STEM (Out in Science, Technology, Engineering, and Mathematics) modeled after the charter group at Pennsylvania State University. The group will be open to members from other colleges on campus such as biological sciences and mathematical and physical sciences. The success of the GLBT activities in the College of Engineering demonstrates that a culture of inclusion can be established with support from leadership. Perhaps the best outcome of this effort is the empowerment of GLBT students to live and learn in an inclusive environment.

To learn more about the program, contact the college's Student Services office at (614) 292-9379.

According to filmmaker Helen De Michiel, "When the **Wexner Center for the Arts** at Ohio State invited me to create a documentary following students who would graduate in 2001 as the first class of the new century, I was eager to organize a group from the technological and scientific fields." Begun in 1997 and filmed over four years of the undergraduate careers of five young women majoring in math, engineering, and the sciences at Ohio State, *The Gender Chip Project* offers a glimpse into the challenges and barriers faced by these young women.

Awarded one of 12 Informal Science Grants by the National Science Foundation, *The Gender Chip Project's* world premiere was presented at the Wexner Center during a day of free screenings and community forums in March 2006. Introduced by De Michiel, each screening was accompanied by a panel featuring leading thinkers on the subject of women pursuing studies and careers in traditionally male-dominated fields, including Ohio State President **Karen A. Holbrook** and **Diane L. Foster**, one of the Ohio State professors featured in the film.

According to Holbrook, "*The Gender Chip Project* helps put additional focus on a timely issue. As we address our nation's competitiveness, the need to encourage and enhance STEM education—the study of science, technology, engineering, and math—has been widely recognized and is of great importance to Ohio and Ohio State. Encouraging more young women to enter these fields of study is a critical component of this task."

The morning session was attended by 150 middle- and high-school girls from a diverse range of schools across central Ohio; the evening session was a public event attended by a few hundred people from across the university and greater Columbus community. For more information on the film and project, visit genderchip.org. For more information on the Wexner Center and its programs, contact Joel Diaz at (614) 292-9840, or visit wexarts.org.

Participants in The Gender Chip Project

Photo courtesy of Media Working Group and Helen De Michiel



The release of *The Gender Chip Project* marked the first annual *Director's Dialogue on Art and Social Change*, a Wexner Center initiative that explores the arts as a springboard for discourse on contemporary issues among diverse audiences. The 2007 annual dialogue, "Race Matters," focuses on the artwork of Glenn Ligon. For more information, contact Joel Diaz at (614) 292-9840, or visit wexarts.org.

Continuing Early Development

P-12 Project

The success of initiatives like the Young Scholars Program has contributed to research indicating that the decision to go to college and the commitment to the necessary academic success should be made as early as middle school. Not only is middle school a place where children “test” their personalities, it is also where they begin to formulate their career aspirations.

Since 2005, Ohio State’s P-12 Project has coordinated a university-wide partnership with Johnson Park Middle School (JPMS) in Columbus Public Schools, working with the **Office of Minority Affairs** and the **Writing Workshop** to coordinate campus visits and other activities to give students a taste of college life.

Recently, the **Office of Undergraduate Admissions and First Year Experience (UAFYE)** joined the partnership and developed a presentation aimed specifically at low income and minority parents of middle school children. While the decision whether or not to attend college ultimately belongs to the student, parents are perhaps the strongest influence on the child, especially regarding a commitment to school work.

To make sure that parents have as much information as possible, an initial presentation was given to the JPMS Parent-Teacher Organizations, during which the parents’ receptiveness and understanding of the material was gauged using three separate measures. First, observational data was recorded of audience reaction, attentiveness, and interest in addition to possible



JPMS students learn about a variety of possible careers during a visit (left) to the School of Allied Medical Professionals. JPMS students (below) learn how to reassemble pottery in an archeology classroom.

Opportunities that Compute

TWiCE

Since its inception in 2003, **TWiCE (The Women in Computer Engineering)** has provided an innovative and holistic approach to improving the recruitment and retention of women in undergraduate computing majors. Through the program, participants develop a new perspective on career possibilities in computing and apply their developing expertise in support of community nonprofits and in researching new technology. At the same time, TWiCE participants serve as role models in their communities, breaking the inaccurate stereotypes of asocial, introverted, or isolated computer scientists.

TWiCE is evaluated from the perspective of participants and through official data on enrollment and retention. Early project assessment suggests that TWiCE may be having a positive impact on the rate of retention of women enrolled in computing at Ohio State. Not only were members of TWiCE retained in their CS programs during

environmental distractions such as lighting, noise level, and the amount of activity in the audience. Immediately following the presentation, parents were asked to complete a survey on their understanding and relevance of the material presented as well as their current knowledge of university resources. Finally, after the meeting ended, informal interviews were held with some of the parents.

After analyzing the information and research on the topic, a new presentation that had been developed in a collaborative effort with other Franklin County colleges and universities was ready for a “road test” with the parents at JPMS. Again, the presentation was measured by observations, quantitative surveys, and informal interviews.

The results were stunning. The presentation given by **Michele Brown** from UAFYE was so well received by parents that they asked to have the PowerPoint of the presentation “loop” at the next parent-teacher conference night and invited her to return again for a larger event. The presentation gave parents information on the types of higher education choices available, how best to plan for the financial burden of college, and most importantly, the classes their children need to enter college, above and beyond high school graduation requirements. Putting relevant information into the hands of parents in time for them to influence their children’s decisions is a notable accomplishment of the OSU-JPMS partnership and serves as a model for other university-middle school collaborative programs. For more information, visit p12.osu.edu or contact Nancy Nestor-Baker, director of the P-12 Project, at (614) 688-3621.



Members of TWiCE present a research poster at the Ohio Celebration of Women in Computing conference.

2003–2006, but at the same time, the trends for all women’s attrition rates moved towards parity with men’s rates. All seniors have graduated in the major, and four of the five senior students (80%) applied to graduate school in the second year. These findings show that the program has had a strong positive impact on the students that participated.

In annual anonymous evaluations, the members all rate their TWiCE experience very favorably. All years, 100% have said that they would recommend participation in TWiCE to others. One woman notes, “Working with research groups such as TWiCE builds a list of references and contacts that is very helpful for continuing education or getting jobs.”

The women rated access to new technology and a workstation in a private lab as the best benefit of being a member of TWiCE. The TWiCE lab offers better accommodations than those available to the general population of CS students. TWiCE students use the space for study and schoolwork, sometimes even holding class team meetings there. One member states, “The lab space was a really great place to study, which helped for late night sessions.”

Frequent contact in the lab seems to have promoted friendships that transcend their university underpinnings. TWiCE students encourage and support each other, and they once organized a successful “intervention” for a student who considered changing her major. Hearing from her peers that future courses would be easier to cope with persuaded this student to continue for “just one more quarter.” She graduated with a B.S. in CIS shortly thereafter.

Students cite their TWiCE experience as contributing to a fresh interest in pursuing research after graduation or a career in consulting. One student says, “I didn’t think of going to grad school before, because I never knew what research was.” For more information, contact Bettina Bair at bbair@cse.osu.edu, or visit twice.cse.ohio-state.edu.

Promoting and Providing Mental Health Treatment

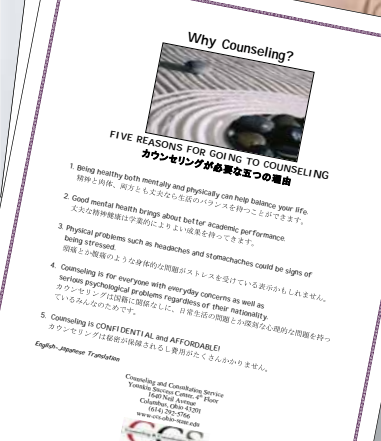
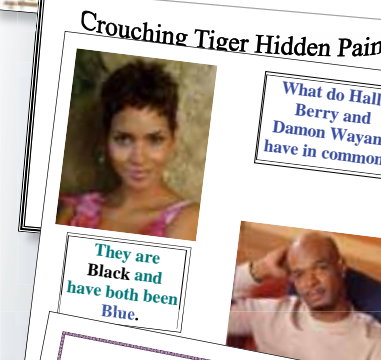
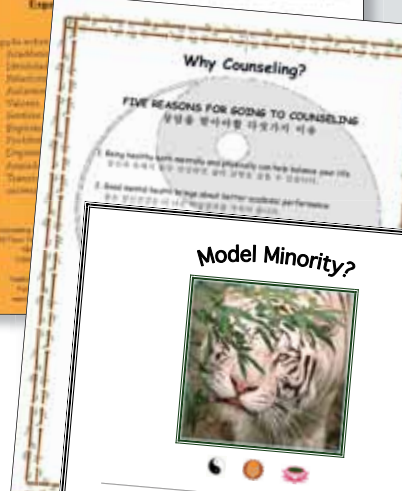
Counseling and Consultation Service

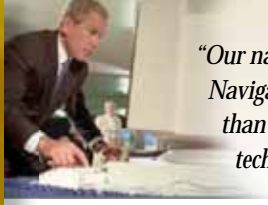
In a 2004 survey conducted by the National Alliance for the Mentally Ill, out of 1,024 enrolled college students, 15% had difficulty functioning at college due to a mental illness and 25% reported the occurrence of suicidal thoughts. Yet the stigma of having mental health problems prevents many students from seeking appropriate treatment or staying in treatment.

While mental illness and the associated stigma can affect any student, research shows that minority students or those whose cultures do not have a history of recognizing and supporting mental health treatment face an additional layer of difficulties. These students typically avoid evaluation for psychological problems and are less likely to recognize their distress and poor functioning as psychological. They often seek treatment only for the associated physical problems. Men also find it more difficult to consider that they may have a problem such as depression that needs treatment, feeling they must handle it themselves and not wanting to appear “weak.”

Counseling and Consultation Service in the Office of Student Affairs promotes the recognition of mental health issues as a significant part of college life that impacts students of all races, ethnicities, ages, genders, and sexual orientations. In order to reduce the stigma of mental health treatment, the staff at Counseling and Consultation Service has developed both general and targeted outreach programs and literature. For example, bilingual fliers in Japanese, Korean, and Spanish are designed to address the specific concerns of these linguistic populations. Likewise, information about counseling is provided using images and language that might appeal to diverse students.

Data proves that mental health treatment works, so counseling and related services should be accessible to all students without the burden or fear of stigma. To help raise overall awareness, posters on CABS buses announced that “April is Suicide Prevention Month” and told how to access more information about workshops, depression screening, and other events open to students, faculty, and staff members. The Counseling and Consultation web site features a section on stigma reduction as well as online screening for depression, information for helping self and others, and links to related sites; visit www.ccs.ohio-state.edu or call Counseling and Consultation Service at (614) 292-5766.





“Our nation has made progress in both attitude and law. Navigating through buildings and buses is far easier than it was just a decade ago. Now, the growth of new technologies creates new hopes and new obstacles.”

George W. Bush 2/19/01

Providing Access to Technology

ADA Coordinator's Office

Whether in the classroom or the laboratory, a primary life cycle at the university is communication/information/communication, which depends more and more on communicative technologies. Over the past year, the **Americans with Disabilities Act Coordinator's Office (ADACO)** has used feedback from students, staff, and faculty to develop a number of initiatives increasing access to technology for all users.

A primary vehicle for this feedback has been the Accessible Technology Users Group, which consists primarily of faculty, staff, and students who use a range of assistive technologies (including voice input, voice output, captioning, and Braille output) to access information. With input from this group, the ADACO began working with the **Office of Information Technology (OIT)** to train OIT Support Center staff in working with assistive technologies and developing a knowledge base of users and solutions to provide efficient service. Working with Ohio State's **Web Accessibility Center (WAC)**, ADACO and OIT have developed specification language for purchase agreements, participated in testing the accessibility of enterprise level software before purchase, and helped establish the need for Ohio State's first director of assistive technology beginning spring 2007.

In addition to on-campus partnerships, national collaborations have also contributed to advancements in assistive technologies. **Ken Petri**, director of WAC, has been instrumental in forming a Web Accessibility Work Group within the Committee on Institutional Cooperation (CIC), a consortium of 12 research universities in eight states. After Ohio State hosted an organizing conference last summer, the group gained formal CIC recognition and has since provided technical assistance

to commercial information providers. Their review and test of an international library interface resulted in accessibility improvements that will be rolled out this summer, and their review of a course management system led to changes that will be implemented in the next release.

The impact of increased access to information is comparable to the appearance of curb cuts on campus in

The impact of increased access to information is comparable to the appearance of curb cuts on campus in the late seventies. While ostensibly meant to improve mobility for wheelchair users, the curb cuts have proven valuable for other purposes and users.

the late seventies. While ostensibly meant to improve mobility for wheelchair users, the curb cuts have proven valuable for other purposes and users. Making technology more accessible for one group will enrich communication for all. For more information on accessible technology, contact the ADA Coordinator's Office at (614) 292-6207, TTY (614) 688-8605, or visit ada.osu.edu.

RELATED EVENTS

- **Disability & Disability Studies at The Ohio State University: A Multimedia History**

Working with professor of English **Brenda Brueggemann**, psychology major **Karla Kmetz** documents the history and context of disability studies at Ohio State using fully accessible rich multimedia. The Research on Research project is part of an innovative program that partners the university's leading researchers with undergraduate student members to develop a multimedia portfolio documenting research. Supported by **Technology Enhanced Learning and Research (TELR)** and housed in the **Digital Union**, the program fosters interdisciplinary scholarly exchange and skills building and provides an exciting exploration of the world of academics.

digitalunion.osu.edu/r2/summer06/kmetz/index.html

- **E-Text Production**

TELR and ADACO hosted a two-day, hands-on workshop focused on the production and management of accessible electronic texts for students. Attended by professionals from across the country, the workshop offered information ranging from

copyright permissions to distributing books that have been converted to digital formats.

mpconference.osu.edu/sessions

- **Universal Usability Tech Open House**

Co-sponsored by the Digital Union, TELR, the **Office For Disability Services** and WAC, this event brought together the latest in accessibility technologies from Apple, Freedom Scientific, HumanWare, and Kurzweil. Students and faculty had a chance to experience a wide range of products and services.

digitalunion.osu.edu/newsandevents/articles/20061025_UsabilityOpenHouse.html

- **CIC Accessibility Interest Group Workshop**

Workshops open to the campus community demonstrated an automated captioning system, a technology that not only has the potential to provide access to lectures and audio materials for deaf individuals but also to enhance podcasts and videos by making their content searchable. An exploration of the legal issues surrounding web accessibility is also included.

cita.disability.uiuc.edu/collaborate/cic/2006/

Charting Progress



Biology Student Diversity

In addition to being the largest class ever (776), best-prepared (ACT average, 27.02), and highest-achieving (55% in top 10% of high school class), the 2006 freshman class of the **College of Biological Sciences** is also the most diverse (12% underrepresented minorities). Contributing to the college's successful recruitment of talented minority students are outreach programs such as the DNA Fingerprinting Workshop pioneered by **Amanda Simcox**, professor in molecular genetics. For more than five years, Simcox and Ohio State undergraduate students have visited Columbus public high school classes, delivering an experience that allows high school students to use molecular biology techniques to solve a crime. By illustrating how students' college courses lead to professional careers after graduation, programs like the DNA Workshop attract a diverse student population to the College of Biological Sciences.

Bias Assessment and Response Team (BART)

The newly formed **Bias Assessment and Response Team (BART)** results from a partnership between the Office of Minority Affairs and the Office of Student Affairs to coordinate the university response to bias-related incidents on campus. The team will receive, monitor, refer, and make recommendations in relation to hate and bias-related incidents that impact the university community. Incidents may involve bias or hate grounded in race, religion, sex, gender, gender identity, sexual orientation, ethnicity, national origin, age, or disability.

Working with units and individuals with special knowledge or expertise—such as those in the Office of Human Resources, OSU Police, and Office of Student Judicial Affairs—BART supplements existing processes for reporting and addressing acts of discrimination, harassment, or violence.

A web site will be unveiled this summer that provides information on reporting bias incidents. That site will also provide a mechanism through which to document and monitor patterns of incidents, enabling BART to inform appropriate academic and academic support leaders so that policies, practices, and programs may be reviewed and modified to improve response to and reduce or eliminate hate-based behaviors.

OMA Tutorial Services and Study Skills Program

"Help the students to help themselves" is the motto of the



Office of Minority Affairs (OMA) Tutorial Services and Study Skills Program

While priority is given to students funded by OMA, any minority student at Ohio State may apply for a tutor. The program provides tutoring in a wide range of general education courses and select major courses. Emphasis is placed on tutoring for math, science, languages, statistics, and economics courses, as well as a limited number of social sciences and expository writing courses. Students interested in improving or enhancing their ability to study and learn at the college level may also schedule sessions with the study skills specialist.

The program continues to grow through demand. The number of participants served annually rose from 1,301 in 2003-2004 to 1,951 in 2005-2006, representing an increase of 49.9%. In autumn 2006, 1,438 requests for tutors were received and of those, 1,395, or 97.7%, were met. Over the past three years, requests have increased by 606, or nearly 73%, and the number of requests filled has increased from 89.9% to 97.7%. Students interested in tutoring or in becoming a tutor can learn more at oma.osu.edu/aas/tutoring, where study skills resources are also available.

Service-Learning Initiative

In 2001-2002, 38 service-learning courses were offered in 12 colleges. In 2006-2007, Ohio State offered more than 70 service-learning courses in 15 colleges, providing students with the opportunity to participate in a structured learning experience that connects community service with the learning objectives of the course. Courses are approved and occasionally funded by the **Service-Learning Initiative**. For more information, visit service-learning.osu.edu or call (614) 292-7176.



Exploring Asian American History

Department of Theatre

The Ohio State **Department of Theatre** collaborated with the **Asian American Studies Program** to create two new theatre pieces addressing the Asian American experience. *Voices from the Camps* was performed as part of the Japanese American Month of Remembrance in February, and *Midwestern Masala* was performed in May for Asian Pacific American Heritage Month. Both works were the culmination of research undertaken by Honors students enrolled in Theatre H367.01, "American Onstage-Asian American Theatre," and were developed and directed by professor of theatre **Valerie Kaneko Lucas**.

Voices from the Camps was developed from primary source documents of the Japanese American internment, 1942–1945. Students worked with the extensive resources of the Phelan Collection at the University of California, Berkeley, as well as letters, diaries, and life writings by those who were interned. They examined this aspect of American history from a theatrical perspective, bringing to life the stories of internees rarely acknowledged outside of a textbook.

For the play, writers chose the form of verbatim drama: in contrast to traditional playwriting, the writer uses words actually spoken by those who experienced the events. The life writings and testimonies reveal the diverse emotional responses of Caucasian and Asian participants in the internment experience. Each of the characters was drawn from several sources, and the composites of a mother, a loyalist wishing to join the U.S. Army, a college student, a resister, and a guard highlight these differing perspectives on the internment. Emphasizing the small details of each character's experience created a more vivid and realistic picture of what internment was like and how the characters felt to have their lives interrupted and forever altered.

Voices was performed in both 2005 and 2006 for the Ohio State Month of Remembrance, and in 2005, the Asian American Studies Program received an award from the Organization of Chinese Americans for the Month of Remembrance program of events, illustrating the impact of student research on the central Ohio community.

The diversity of the Southeast Asian community was highlighted in *Midwestern Masala*, which was created from interviews with Asian Americans living in Ohio and the Midwest. Students began with the question: What is it



Bridging Disputed Territories

Living Jerusalem

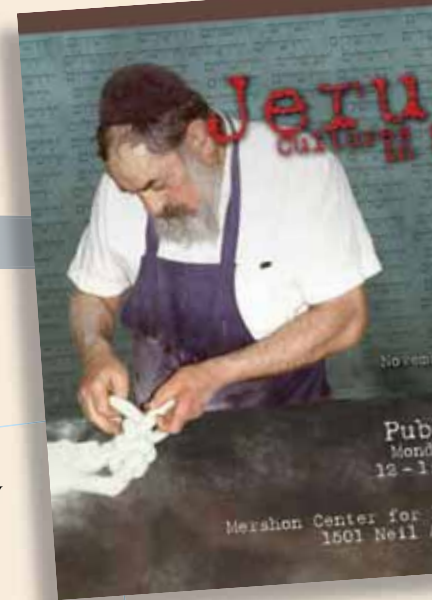
If Columbus were to become the model for religious understanding among Jews, Muslims, and Christians, how would we get there and what would our model look like?

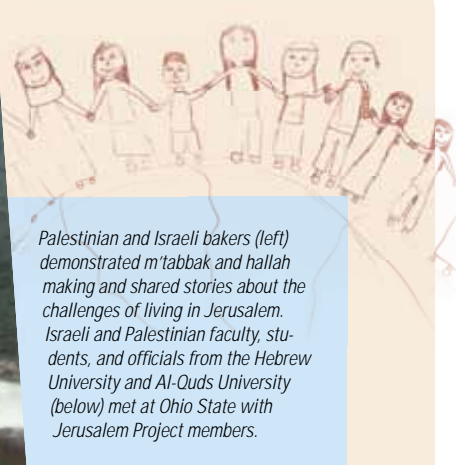
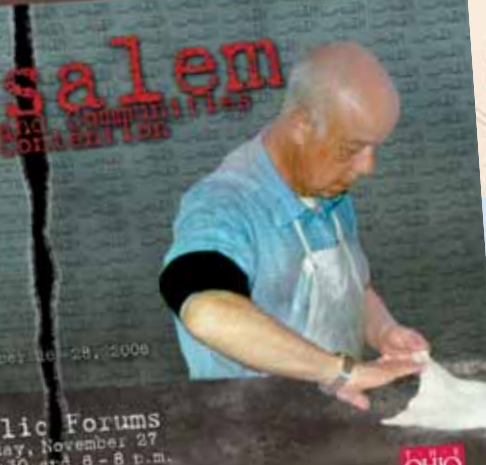
This question is at the center of a multi-pronged program, **Living Jerusalem**, led locally by **Amy Horowitz** at the **Mershon Center for International Security Studies**. Part of an international cooperative, the Living Jerusalem project at Ohio State is funded in part by a grant from the **Office of Outreach and Engagement** that has been used to develop two collaborative courses.

First offered in spring 2006 and again this spring, International Studies 501 allows Ohio State students to interact electronically with students at Al-Quds University, a Palestinian institution, and the Hebrew University, a Jewish institution, both located in the divided city of Jerusalem. Although practically within sight of one another, the universities in Jerusalem are separated by a wall constructed by the Israeli government. The students communicate through web logs and video conferencing, and one component of the course is to examine how technologies facilitate the travel of culture across borders.

This spring, fifth grade students and their teachers at Sunrise Academy, the Columbus Jewish Day School, and St. Joseph Montessori School (Muslim, Jewish, and Catholic day schools) embarked on a special journey. "Living Columbus: The Salaam, Shalom, Peace Project"—the title combines the word for peace in Arabic, Hebrew, and English—

like to be an Asian American in a region that is strongly associated with the nation's heartland and European American heritage? Themes included how diversity is handled in the classroom, the tension between first-generation immigrants bound to their home culture and their American-born offspring, interracial relationships, interfaith tensions within the Southeast Asian communities (e.g., Hindus, Sikhs, and Muslims), and the experiences of Asian adoptees raised by Caucasian parents. The goal was to create a contemporary theatre piece that would speak to a college-age audience and promote a greater understanding of the complex issues of identity formation in America's multicultural society.





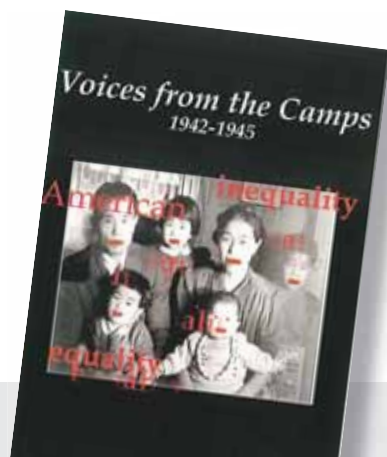
Palestinian and Israeli bakers (left) demonstrated m'tabbak and hallah making and shared stories about the challenges of living in Jerusalem. Israeli and Palestinian faculty, students, and officials from the Hebrew University and Al-Quds University (below) met at Ohio State with Jerusalem Project members.



fosters understanding and tolerance through shared knowledge and fun. Students at each school documented sites that are significant in their communities and then took each other on the tours they created of “their” Muslim, Jewish, and Christian worlds.

Begun in 1991 under the auspices of the Smithsonian Institution, the Jerusalem Project members—including scholars, artists, and community leaders—have conducted numerous interviews, established archives based on this ethnographic work, produced a 33-minute video, and will publish an anthology of essays based on their work. Participants from across the world met at Ohio State in November 2006 to discuss future cooperative efforts. Locally, plans are also under way to collaborate with WOSU to create a forum through which issues of religious understanding can be discussed. For more information about Living Jerusalem, contact Amy Horowitz at (614) 292-1681 or horowitz.36@osu.edu.

Honors students in the department are currently working on another verbatim theatre piece called *After 9-11* that will be presented next spring. For more information on Asian American studies at Ohio State, visit asianamericanstudies.osu.edu. For more information on Asian American theater, contact Valerie Kaneko Lucas at (614) 292-5821 or lucas.219@osu.edu.



Latino Ohio

Department of Spanish and Portuguese

In the year 2000, around 200,000 people in Ohio spoke Spanish at home (U.S. Bureau of the Census). This is under 2% of the state's population, but it represents a 35% increase in the number of Spanish speakers reported just 10 years earlier in a state where the total population increased at a rate of less than 5%.

The growth of Ohio's Hispanic population makes it necessary for the state's educators and other professionals to gain a general understanding of groups that they will work with more frequently in the future. For that reason, professor of Spanish **Terrell Morgan** developed “**Latino Ohio**,” a course he teaches that offers a close-up look at Hispanic life in Ohio. The course focuses on cultural, linguistic, and professional issues that are especially important to those working with Spanish-speaking populations.

Latino Ohio is designed to introduce participants to Ohio's Hispanic populations through small-group interaction with faculty specialists and community leaders; hands-on exploration of Hispanic gathering places across the state; a range of learning formats, information sources, and research methodologies; networking with others with related vocational interests; and concentrated work on a project tailored to their own professional development. While the course is taught in English, aspects of Spanish are highlighted (and practiced, if necessary) in the context of cultural phenomena intimately related to language.

According to Morgan, it is important for educators and other professionals to understand the diversity of Ohio's Latino population. Participants will visit the two large, well-established Spanish-speaking communities of the state: the Mexican (-American) population(s) of Toledo and the rural northwest, and the Puerto Rican communities of Lorain and other parts of the industrial northeast. Attention then turns to Hispanics in metropolitan areas like Columbus and Dayton, where media outlets such as the state's half-dozen Latino newspapers, the proliferation of small businesses catering to a Hispanic clientele, and the changing demands on social service providers all attest to the increased currency of Mexican cultural and linguistic expressions throughout the state, especially among non-English speakers.

Offered for the first time this spring, the course meets on Saturdays to accommodate participants' working schedules. A joint project of the **Department of Spanish and Portuguese**, the **Center for Latin American Studies**, and the **Office of Continuing Education**, the course provides five graduate or undergraduate credits of Spanish 589S. For more information, contact Rachel Sanabria, academic advisor in the Department of Spanish and Portuguese, at (614) 292-7388, or sanabria.3@osu.edu.



Global Approaches to Health Care

Medical Center

The importance of cultural competency in health care has long been acknowledged and often emphasized through experience. For **Ohio State University Medical Center** intern **Kali Tu**, a recent event displayed the importance of ethnic-specific care when an elderly Asian American patient visited the **Asian Free Clinic** with pain and swelling, leading to a diagnosis of Graves' Disease, which, if left untreated, can lead to stroke, major organ damage, and death.

Kali and clinic workers learned that the patient's medical condition had gone undetected for many years because he was afraid of physicians, but they were able to refer him to Ohio State's main hospital for treatment. According to Kali, "At the Asian Free Clinic, we felt honored to be the chosen clinic of this man's first encounter with the medical system and also to receive his trust in the treatment of his condition."

The Asian Free Clinic came into existence through the Asian Health Initiative, which began in 1997 through collaboration among the Medical Center, the Family Practice Foundation, Asian American Community Services (AACS), and Southeast Asian Ministries. The mission of the program is to improve health status and health care access for medically underserved Asian populations in central Ohio. Free medical care is available three times a month in space provided by the **Department of Family Medicine**. The Medical Center funds all laboratory services as well as the staff at AACS that schedules appointments. A community advisory group oversees clinical operations and offers transportation and interpretation services.

Since its inception, the Asian Free Clinic has served more than 1,000 patients who probably would have received medical care in a local emergency room. The clinic provides health care that is more cost effective and efficient as well as more culturally competent.

The success of the Asian Free Clinic's community and campus partnership model was used to establish **La Clinica Latina**, founded in 2001 and similarly structured. In addition to free medical services for underserved Latino and Hispanic populations of central Ohio, free dental services are provided by the **College of Dentistry**. A community advisory group is an integral part of all services and works closely with practitioners and students. Like the Asian Free Clinic, La Clinica Latina has become an integral part of the local health scene and has served more than 3,000 patients since opening its doors.

The clinics provide unique models that bridge the gap between campus and community-based organizations while supplying needed services to the community and educational opportunities to Ohio State students. For more information, contact Wanda Dillard, director of Community Development for the OSU Medical Center, at (614) 293-5972 or dillard.19@osu.edu.



Medical Center clinical workers, including Kali Tu (center), at the Asian Free Clinic.

Mapping Economic Opportunity

Kirwan Institute

Many low-income communities, particularly communities of color, are often spatially isolated and segregated from critical opportunities such as high-performing schools, sustainable employment, health care, and safe neighborhoods. This spatial segregation from opportunity reduces the creative capacity of the community's most important asset, its people. The cumulative effect of such limitations harms the health of the entire region, impacting everyone.

Researchers at the **Kirwan Institute for the Study of Race and Ethnicity**, working in collaboration with the Central Texas Opportunity initiative, utilized the "Communities of Opportunity" model, a fair housing and community development framework, to analyze the distribution of opportunity in the Austin region. The Communities of Opportunity framework recognizes that inequality has a geographic footprint, and that maps can visually track the history and presence of discriminatory and exclusionary policies that spatially segregate people.

The opportunity maps for Austin provoked critical questions about access to opportunity in the region and provided insight into what action steps could connect more of Austin's residents to the region's opportunities. Findings provided a data resource for policy makers, community development practitioners, social service providers, and the public to remedy socioeconomic inequity issues.

Sample findings showed that 60% of Latino and African American populations are concentrated in the region's low- and moderate-opportunity communities compared to 39% of whites. Linguistically isolated populations are also more likely to be concentrated in low-opportunity areas, with 56% of all linguistically isolated people located in very low- or low-opportunity census tracts.

For children in poverty, this isolation from opportunity is more pronounced, with 69% of children in poverty found in the region's low-opportunity census tracts. Two out of three African American and Latino children live in these communities.

While public transit lines are well connected to public health resources in Austin, transit access gaps exist with regard to health care resources directly to the west and north of the city, areas populated by low-income residents. The maps also identified zones with high expenditures for food and concentrations of low-income residents.

The Kirwan Institute has completed opportunity mapping analyses for dozens of communities across the United States, including Baltimore, Chicago, and Ohio. For more information about the work of the Kirwan Institute, call 688-5429 or visit kirwaninstitute.org.



Assessing GLBT Terminology

Office of Student Affairs Assessment

How we choose to categorize ourselves is a critical aspect of identity formation that is often overlooked, leading to the application of labels that are not seen as representative to the labeled community. The **Office of Student Affairs Assessment** has been working to assess the way demographic information is collected in order to effectively represent all student populations and maintain an inclusive environment. An assessment completed this year used discourse analysis to gauge student perceptions on the use of gender, sex, and sexuality terms in collecting demographic information.

The study consisted of two sections. First, a survey was distributed and then focus groups met to discuss the terms listed on the survey as well as to evaluate the appropriateness of asking demographic questions on surveys and job and school applications. What became apparent in the discourse were the various influences on the decision process as to what, when, how, and where terms were used. The student's self-identity, definition of that identity, developmental level, and awareness all affect the recommended terms. In addition, the personal values and biases of the researcher, the research paradigm, as well as the political and school climate, opinions of parents, legislators, etc., can all have an impact on the choices listed.

For surveys and other research, the first recommendation was to have an open-ended question so that participants could express their significant multiple identities. Unfortunately, having open-ended questions with a large quantitative sample could be logistically difficult; however, the focus groups agreed on categories and identity terms that could help eliminate those problems while maintaining an inclusive environment. Most important was the inclusion of a separate line for a self-defined label option in all categories. The identity terms recommended to be listed as choices on large samples are shown in the following table.

Recommended Identity Terms for Surveys on Gender and Sexuality Issues

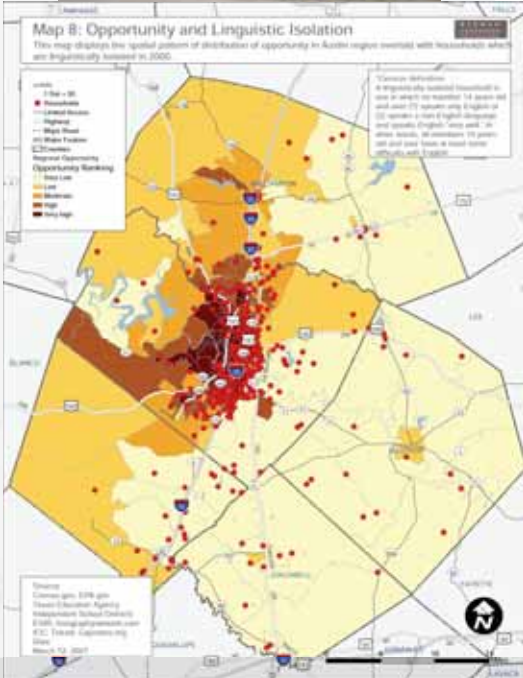
GENDER CATEGORIES	SEXUALITY CATEGORIES	SEX CATEGORIES
Androgynous	Asexual	Female
Man	Bi	Intersex
Transgender	Gay	Male
Woman	Lesbian	_____(self-define)
_____(self-define)	Queer	
	Questioning	
	Straight	
	_____(self-define)	

For job applications, the recommendation was not to include any demographic questions. In school applications, there was an understanding of the need for evaluating diversity, but concerns were expressed about including any demographic information on the application. Instead, an essay was recommended so students could express those identities that most impacted personal growth and development. For surveys of the general student population, the level of understanding and context weighed heavily in the final suggested terms in the next table.

Recommended Identity Terms for Surveys in the General Population

GENDER	SEXUALITY	SEX
Man	Lesbian/Gay	Male
Woman	Bi	Female
_____(self-define)	Straight	_____(self-define)
	_____(self-define)	

Several issues still need to be considered in the research on terminology. Most importantly, there needs to be systematic assessment of terminology used on applications to find which identities will be most reflective of the students served. Basing the decisions on convenience alone can be marginalizing for the very students Ohio State seeks to include. For more information, contact the Office of Student Affairs Assessment at (614) 247-6220.



Charting Progress



Men in Nursing

According to the U.S. Department of Labor, 5.6% of all registered nurses are men, up from 3.1% in 1986. A new student organization in the **College of Nursing** is working to develop awareness of men in nursing roles, mentor male nursing students, and advocate for men's health issues. The **Buckeye Assembly for Men in Nursing** is made up of nursing students, faculty, and professionals of both genders. There has been a slow but steady increase in the number of male nursing students at Ohio State, which now averages around 10% of each class.

In a recent survey of male nurses, the State of Ohio Board of Nursing Workforce Report found that 53.5% of male nurses are over the age of 45, and more than half graduated from their first nursing education program after 1990. Their impact on health care is significant, with 83% working full time, while 74% identified direct patient care as their primary job.

Hispanics in Higher Education Conference

As anyone who has ever organized a conference knows, it is hard work that requires patience and diligence. For recent Ohio State graduate **Samuel Saldivar**, passion was also an important component when he organized the first **Hispanics in Higher Education Conference** at Ohio State.

Held in March 2007, the two-day conference sought to encourage Hispanics to consider graduate education and to give them the tools they need to prepare successful applications. As Saldivar notes, applying for graduate school is an arduous experience that can be especially intimidating for students with little family background in higher education. Organizing the conference provided him with a way to give back to the Hispanic community while still an undergraduate.

Saldivar, who graduated with a B.A. in English in winter 2007 and served as the president of the student group UCHO (University-wide Council of Hispanic Organizations), is already hard at work planning next year's conference. While his own future plans include graduate school, for now he is fulfilling one of his life's passions by helping Hispanics in higher education. For more information on the Hispanics in Higher Education Conference, contact saldivar.3@osu.edu.



Newark Earthworks Center

In pre-colonial America, Ohio was a crossroads for Native American Indian people and cultures, and Ohio's lands figured prominently at critical junctures during the historical expansion of the United States. The recently established **Newark Earthworks Center** focuses on Ohio's history, the Newark Earthworks, and contemporary American Indian issues.

The Newark Earthworks Center is the first Ohio State center dedicated specifically to American Indian histories and cultures and is the first official center at Ohio State Newark. The center will promote multidisciplinary research, enriched undergraduate education, teacher training and support, public educational programs, and outreach to a variety of communities. For more information, contact earthworks@osu.edu or call Marti Chaatsmith (Comanche/Choctaw) at (740) 364-9575.



Alternative Breaks Program

Due to popular demand, what was once known as Alternative Spring Break has expanded to include fall, summer, and winter breaks as well. The **Alternative Breaks Program (AB)** has grown extensively since the first group of 30 participants went to New York City over spring break of 2003. During spring break 2007, 124 students traveled to 11 different destinations, including Chicago, Atlanta, Washington, D.C., and Ecuador. There were four trips available during winter and summer breaks in 2006, and one group went to Slidell, Louisiana, over fall break.

These week-long community service trips allow students to work with one agency to learn more about the needs and capacities of that organization and the social issues it addresses. Training is provided for all participants and leaders, so no previous experience is necessary to participate in AB programs. A significant growth in the number of trip leader applications indicates greater student desire to have service leadership roles. To offer even more opportunities for students this year, AB offered two separate categories of trips distinguished by their levels of intensity, expected commitments of time, and required previous experience. To learn more about the Alternative Breaks Program, visit ohiounion.osu.edu/activityfee/asb.asp.

Department of Recreational Sports

Did you know that in soccer, if two players are running side by side and bumping shoulders, no foul has occurred? Shoulder to shoulder contact is allowed, as long as neither player is using excessive force. However, if one player raises his arm away from his body and pushes the other player, a foul may have occurred.

Each quarter, the **Department of Recreational Sports** highlights a different international sport in the **International Sport Spotlight** section on its web site. This is a place to learn about sports being played in different countries and to find out how you can get involved in that sport at Ohio State.

What is next quarter's featured sport? Visit the following site regularly to see: www.recsports.osu.edu/feature_iss.asp. For more information on the many recreational opportunities offered through the department, call (614) 292-7671.



Preparing Leaders for the African American Community

AAAS Community Extension Center

A snapshot of education among African Americans in Ohio reveals a picture that needs changing. Out of 536,572 students enrolled in college in Ohio, only 4% (21,000) are African American men. Among African American students who took the 10th grade Ohio Graduation Test, 63% were below the proficient level for mathematics and 43% were below the proficient level for reading.

In an effort to develop effective leaders to address these and other pressing social issues, the **Department of African American and African Studies Community Extension Center** collaborated with the **Office of Continuing Education** and the Columbus-based Center for Urban Progress to establish the **Ray Miller Institute for Change and Leadership**.

Named in honor of Ohio State alum and state senator Ray Miller (Ohio 15th District, Columbus), the institute provides participants with the knowledge and skills necessary for effective leadership. Enrollment is open to anyone age 21 or older who desires to become a change agent in his or her community. The curriculum features 10 weeks of training in areas such as ethics and values, grassroots organizing, fundraising, media relations, and organizational and business development.

The first institute was held in autumn of 2006, and selected attendees included Ohio State staff and students as well as professionals from throughout greater Columbus. Faculty from Ohio State joined community leaders, including Senator Miller, in teaching class sessions using a multidisciplinary approach to leadership that focused on the areas of business, government, and nonprofit sectors. Participants were required to complete final team projects that proposed solutions to pressing issues. Based on the success of the initial course, a second institute was offered in spring 2007.

Focused on the theme of “being the change you wish to see,” the institute is one way in which the Department of African American and African Studies Community Extension Center helps Ohio State carry out its diversity mission. Through a variety of interactions with those who live and work in the historic African American community on Mt. Vernon Avenue on Columbus’ near east side, the Community

Extension Center works to strengthen the relationship between the university and the city. For more information on the center and the leadership institute, visit aaascec.osu.edu, or contact (614) 292-3922 or aaascec@osu.edu.



Developing Leaders among Women

The Women's Place

As part of their mission to create a climate conducive to women's opportunities for achievement, **The Women's Place** and the **President's Council on Women** produce an annual status report that provides an assessment of progress. In recent years the data assessment shows that although the total number of women faculty at the university slowly increased, the number of women holding leadership roles as department chairs or school directors declined. The data also shows that women are not well represented in high-level administrative positions at the university. In response, The Women's Place created two leadership development programs, one for faculty and one for staff.

The President and Provost's Leadership Institute, first offered in 2005, focuses on long-term faculty leadership development. Participants are tenured faculty who do not hold significant leadership positions, but who may be in a position to do so within two to five years. The institute strives to create a pool of potential leaders, particularly department chairs and school directors, from groups that traditionally have been underrepresented in key leadership roles, such as women and minorities. Approximately 24 faculty, chosen by their deans, participate in each class of the institute.

To expand opportunities for women's growth and leadership, The Women's Place developed the **Staff Leadership Institute**, a year-long series of workshops that focus on both skill-building and leadership development. In these monthly meetings, 24 participants gather with guest facilitators and engage in group discussions. They also convene over informal lunches with senior staff women at the university. The program goals include enhancing the leadership abilities of university staff women; fostering a supportive, collegial network of staff women; and creating a pool of potential staff leaders from groups that have been traditionally underrepresented in key leadership roles, particularly women and minorities.

While it is still too soon to gauge fully the success of these programs, several participants already have begun moving into significant leadership roles, including those of department chair, associate dean, and directors of units. For further information, visit womensplace.osu.edu or call (614) 292-3960.



Evaluating for the Future

Multicultural Center

Being examined may not be everyone's favorite exercise, but the end results can be highly satisfying and enlightening, as the Ohio State **Multicultural Center** (MCC) recently discovered. In 2005-2006, the MCC underwent program review through the **Office of Student Affairs**. All units within the office undergo program review every seven to eight years, an exercise designed to ensure the effective and efficient delivery of high-quality programs and services that align with the needs and priorities of the university.

The assessment process gives units the opportunity to: 1) examine their current programming, services, directions, and organizational capabilities; 2) validate their strengths; 3) identify opportunities where the unit can improve the quality and effectiveness of its program and services; 4) improve efficiencies in its operational practices and collaboration; and 5) achieve high-level performance results.

An essential element in the success of a program review is the role of the internal and external program review panels. The internal review panel is composed of faculty, staff, and students at Ohio State (but from outside of Student Affairs in this case) who have a working knowledge of the unit and are able to bring objectivity, cultural perspective, and various institutional experiences and viewpoints to their work. The external panel is composed of experts in the field who evaluate the unit in its national context and provide insight and feedback on issues and trends particular to the unit being reviewed.

As a unit charged with advancing a broad spectrum of diversity on one of the largest college campuses in the United States, the Multicultural Center embodies all facets of diversity as defined at Ohio State—race, ethnicity, gender, sexual orientation, geographical location, religion and faith, and ability. Due to the multiple and diverse clientele of the Multicultural Center, choosing reviewers was not an easy task because a diverse panel representing the many constituents for whom the MCC advocates was a critical factor in the valid outcome of the review.

In order to identify professionals capable of understanding the diverse charge of the MCC, the entire staff participated in the panel selection process. This participation provided the unit a level of ownership and acceptance of the final panel makeup and also communicated to the prospective panel members the unit's level of interest and confidence in the panel member's ability

to contribute to the review process. Staff participation also underlined the important role staff would play in implementing review recommendations.

MCC staff considered selection criteria such as personal identity, research and professional expertise, and overall years of experience in a particular field. Other important factors included diverse experiences, levels of institutional responsibility, and constituency identities. Panel members also needed to demonstrate a genuine interest in helping the unit improve and needed to possess the willingness and ability to work effectively with others in building consensus around key review findings and recommendations. Additional considerations in the selection of the external panel were the geographic diversity of the members as well as their affiliation with agencies or institutions of applicable size.

Diversifying Criminal Justice

Crime and Justice Summer Institute

Ohio State's **Criminal Justice Research Center** (CJRC) was established in 1989 as the focal point for collaborative interdisciplinary research on crime/delinquency and justice issues. One project of the CJRC is the Racial Democracy, Crime, and Justice-Network (RDCJ-N), which has two specific objectives: to advance research on issues of citizenship and democratic participation at the intersection of race, crime, and justice; and to promote racial/ethnic democratization of academe by supporting junior scholars of color.

This second objective led to a pilot **Crime and Justice Summer Institute** in 2006 designed to promote successful research projects of scholars from underrepresented groups and to facilitate their long-term integration into the field. During the institute, participants worked to complete an ongoing project, such as a research paper or grant proposal, in preparation for journal submission or agency funding review; acquired a "tool-kit" of information tailored to successful navigation of the academic setting; and had opportunities to build networks with one another, faculty at Ohio State, and members of the RDCJ-N from universities throughout the country in the interest of reducing real or felt isolation—and resulting discouragement—stemming from their positions as young and inexperienced scholars of color in the academy.

Organized by sociology professors **Lauren J. Krivo** and **Ruth D. Peterson**, the 2006 summer institute was successful on a number of fronts. Most notably, one of the

At the end of the review process, MCC staff members found that in addition to obtaining valuable feedback and ideas for unit improvement, they also gained valuable allies through interactions with the internal and external review panels. According to MCC Director and Assistant Vice President for Student Affairs **Rebecca Nelson**, “The program review process ultimately highlighted our significant arenas of current, and future, collaborative relationships, and also strengthened our allies’ understanding of our mission and commitment to student success.”

For more information on surviving, and thriving, through program review, contact Institutional Research and Planning, oaa.osu.edu/irp/progreview.php or call (614) 292-1340. For more information on the Multicultural Center, visit multiculturalcenter.osu.edu or call (614) 688-8449.

seven papers developed for journal submission was recently published, and most of the remaining papers are currently under review. One of the young faculty worked on a grant proposal that is being prepared for submission to a funding agency.

Assessment of the institute revealed additional ways that young faculty benefited from their experience. Participants expressed great appreciation for having the opportunity to focus exclusively on their writing for three solid weeks in the context of a structure that included “safe space,” mentors, computer staff, and daily progress reports. The camaraderie and assistance that came from being part of a group working toward similar goals also proved valuable as did the networking opportunities and potential for developing collaborations; in fact, several faculty working in the area of race/ethnicity and policing are planning future collaborative projects.

Participants also learned tips regarding alternative ways to handle concerns that develop in the ordinary course of being young faculty and received the boost to confidence that comes from being chosen by senior colleagues for participation in the institute. On the strength of their experiences, the 2006 participants encouraged Ohio State to continue the institute, and several expressed interest in future participation—even at their own expense—or to assist other young faculty. The next summer research institute will be held in July 2007, and more information is available at cjrjrc.osu.edu/rdcj-n/summerinstitute/index2.php.



Improving the Quality of Education for Students with Disabilities

The **Ohio State University Nisonger Center**, in collaboration with **Technology Enhanced Learning and Research (TELRL)**, the **Americans with Disabilities Act Coordinator’s Office (ADACO)**, the Ohio Learning Network (OLN) and its partner OhioLINK, and 17 colleges and universities nationwide, have worked together to develop, pilot, and refine a web-based training curriculum for faculty and administrators on key disability issues to improve the quality of higher education. Through the creation of **Faculty and Administrator Modules in Higher Education (FAME)**, project staff and collaborative partners increased the awareness, knowledge, and skills of faculty, administrators, and staff on issues related to disability, accommodations, exemplary teaching strategies, and technologies that enhance the learning of students with and without disabilities.

Led by project manager **Margo Izzo**, FAME was developed with funds from the U.S. Department of Education from 2002–2006. Over the course of the project, staff and pilot site collaborators conducted numerous presentations, workshops, and other dissemination activities, reaching an estimated 2,000 faculty, administrators, and staff. Piloting data reveals that FAME materials have made a difference in the instructional accessibility practices of faculty and administrators, as evidenced by 78% of respondents stating that they will make a positive change to their teaching/administrative practices because of FAME. According to other evaluative measures, participants increased their knowledge by one point on a Likert scale, with a 20% drop in respondents reporting little or no knowledge on disability issues after taking FAME.

The permanent url for FAME is www.olin.org/ILT/ada/Fame/. The collaborative also developed the Fast Facts for Faculty series of 12 publications that are available for download and customization at ada.osu.edu/resources/fastfacts/index.htm.



Charting a Path to Medical Practice

College of Medicine

In order to increase classroom and physician workforce diversity, the **Medical Careers Pathways (MedPath) Postbaccalaureate Program** was initiated at **The Ohio State University College of Medicine** in 1990. The program was designed to enhance the academic preparation of underrepresented minority and disadvantaged students for medical school. Upon successful completion of the 12-month postbaccalaureate course work, students are accepted to the College of Medicine. A commitment has been made by Ohio State to provide tuition scholarships to the eight to 15 student participants each year, and when federal funding expired in 1996, the College of Medicine assumed the administrative costs for the program.

Postbaccalaureate premedical programs serve as a valuable resource for increasing the diversity of physicians in the United States. Societal benefits of diversity include increasing the number of physicians who practice in underserved communities, improving patient health care and satisfaction, and decreasing health disparities related to cultural barriers. African, Latino, and Native Americans comprise 26% of the U.S. population but were only 13% of the medical school graduates in 2004. The total number of physicians belonging to these minority groups comprises only 6.4% of the physician workforce in the United States.

The Postbaccalaureate Program offers testing and review of the basic sciences, instruction in critical thinking and test-taking, and assistance with learning strategies and verbal skills. Courses taken during the academic year include biochemistry, cell biology, genetics, histology, medical terminology, microbiology, pharmacology, and/or physiology, based on the student's background. Community service projects, a mentoring program, and professional development sessions are integral parts of the program. The final summer component consists of instruction in gross anatomy, immunology, and neuroanatomy.

To date, some of the accomplishments of MedPath include building a pipeline of diverse students along the educational pathway to medical careers, increasing the number of underrepresented minority students accepted to the College of Medicine, and increasing the competitiveness and success rate of students. One MedPath student achieved the highest academic honor at the college and was inducted into the honorary society Alpha Omega Alpha. Many students have obtained prestigious residency programs in anesthesiology, neurosurgery, otolaryngology, pediatrics, and surgery in addition to an academic medicine faculty position. MedPath has produced 92 minority/underrepresented physicians so far, and the pipeline holds promise for more. For more information, contact Christine Yash at (614) 292-3161.



MedPath students on a team-building excursion and at work in a laboratory classroom.

Diversifying the Workforce

Career Connection

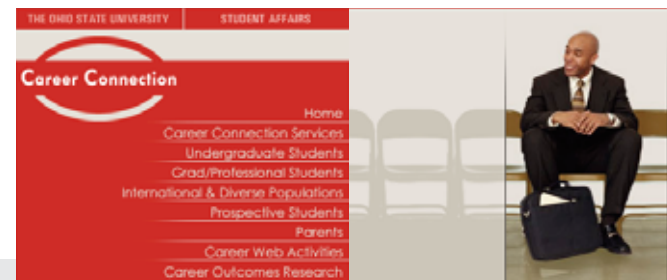
As **Career Connection** prepares to celebrate its 10-year anniversary in 2007, the office's commitment to diversity is reflected in the expansion and continuous improvement of services addressing the specific career-related needs of diverse populations.

During 2005–2006, Career Connection served 1,963 students through workshops tailored specifically to meet the unique needs of diverse student populations. Out of 178 programs offered, 39 (22%) were tailored to ethnic, international, disabled, and GLBTIA (gay, lesbian, bisexual, transgender, intersex, and ally) students. In addition, 358 (30%) ethnically identified students benefited from one-on-one sessions.

Through collaboration with campus partners, Career Connection offers focused programs designed to address issues specific to underrepresented populations, such as coping with the glass ceiling, addressing ethnic identity, and selecting employers that are sensitive to diversity. International students learn how to utilize their bilingual skills and how to address unique cultural differences they encounter during the job search process in the United States. GLBTIA students discuss career-related experiences as they relate to “coming out” in the workplace. Programming is offered for students who want to market their study abroad experiences as well as their diversity and leadership skills to potential employers. And new initiatives to work more closely with military veteran students are in progress.

Through active evaluation, Career Connection makes constant assessment of program effectiveness and participant satisfaction. Students indicated satisfaction levels of 4.7 out of a possible 5.0 with the office's programming. Evaluations also showed that Ohio State offices on campus were highly satisfied with services provided (5.0/5.0) and strongly agreed that Career Connection was efficient during the collaboration process, averaging a total of 5.0/5.0.

As the changing world of work becomes more complex, Career Connection continues its commitment to working with diverse populations and seeks to develop new ways to assist those with unique career development needs. On its web site, Career Connection also provides relevant and downloadable materials that are tailored to specific populations; visit careerconnection.osu.edu or call (614) 688-3898 to schedule an appointment.



Charting Progress



ColumbusReads

The **ColumbusReads** program is a literacy initiative that helps prepare kindergarten students for first grade by improving their reading skills. During 2005–2006, more than 70 Ohio State volunteer faculty, staff, administrators, and students provided support to 80 children, meeting with them on a weekly basis. As a result, the children practice reading, writing, and readiness skills under trained adult supervision on a consistent basis.

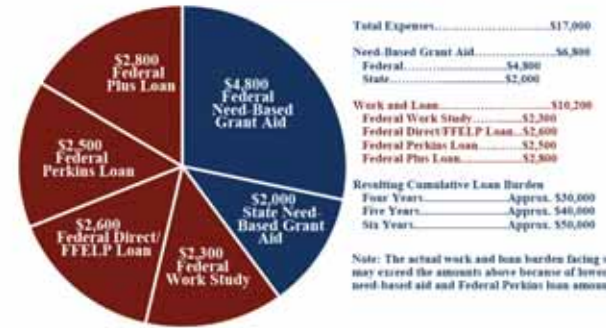
ColumbusReads was started in 1998 by Ohio State trustee **Les Wexner** at the request of the superintendent of Columbus Public Schools. The program currently serves students at East Linden and Hubbard Elementary Schools, which have been under “academic emergency” or “academic watch” for two of the past three years. For more information about the program, visit columbusreads.osu.edu or call program manager Carol Burns at (614) 688-3129.

Diversity and Identity Studies

Diversity and Identity Studies at Ohio State is composed of eight academic programs that have combined resources to create opportunities for students and faculty seeking innovative curricular and research possibilities. By working together, the programs acknowledge both that diversity is essential to personal and intellectual growth and that individuals simultaneously occupy multiple identities—racial, ethnic, gender, sexual, (dis)ability, etc. The collaboration of these programs thus provides an atmosphere supportive of cutting-edge scholarship and teaching that is interdisciplinary, intersectional, and cross-cultural. The eight programs include **African American and African Studies, American Indian Studies, Asian American Studies, Comparative Ethnic and American Studies, Disability Studies, Latino/a Studies, Sexuality Studies, and Women's Studies.**



FIGURE 18: SAMPLE FINANCIAL AID PACKAGE
STATE UNIVERSITY, RESIDENT STUDENT



Note: The actual work and loan burden facing students may exceed the amounts above because of lower state need-based aid and Federal Perkins loan amounts.

Today, at 4-year public universities, the lowest income high school graduates can face a work and loan burden of \$10,200 after grant aid from all sources is deducted, and a cumulative loan burden of at least \$30,000, assuming completion in four years. Only by working more hours can loan burdens be reduced. [Source: American Council on Education (ACEI), *What Every Student Should Know About Federal Aid*]

Economic Access Initiative

Unfortunately, only half of Ohio's neediest students apply for admission because they do not realize they can get help paying for their education. Ohio State's newly established **Economic Access Initiative** in the Office of Academic Affairs seeks out and implements ways to encourage low-income students to consider and become aware of ways to achieve higher education. Headed

by **Tally Hart**—the former director of financial aid at Ohio State who was recently appointed to the College Board's Commission on Access, Admissions, and Success in Higher Education—the office provides a unique resource for students and parents. Find out more at osu.edu/access.

- No qualified student is denied the opportunity to attend Ohio State because he or she lacks the financial resources.
- More than half of Ohio State students receive financial aid—including scholarships, grants, loans, and work-study.
- Of the six public universities in Ohio with selective admissions, Ohio State ranks fifth for tuition and fees, and first in terms of financial aid as a percentage of tuition (24%).

Some Ohio State Diversity Resources

The Collaborative Diversity Initiative (CDI) helps academic units, individuals, and community agencies find ways to collaborate on issues regarding diversity. The CDI also produces this annual diversity report, which is designed to increase awareness of and communication about diversity within the context of the Academic Plan, for the Office of Academic Affairs. For additional copies or information, contact Trina Phillips at (614) 688-4240, phillips.564@osu.edu.



Georgina Dodge, Assistant Vice Provost
Office of Minority Affairs,
Collaborative Diversity Initiative



Collaborative Diversity Initiative
8F Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1358

42000.011000.61801

- **OSU Academic Plan / annual updates**
osu.edu/academicplan/preface
- **OSU Diversity Action Plan / annual updates**
osu.edu/diversity/reports
- **OSU Diversity Calendar**
osu.edu/events/indexMonth.php?first_cat=43
- **Americans with Disabilities Act Coordinator's Office**
2054 Drake Center, 1849 Cannon Drive
(614) 292-6207, (TTY) (614) 688-8605
ada-osu@osu.edu
ada.osu.edu
- **Office for Disability Services**
150 Pomerene Hall, 1760 Neil Ave.
(614) 292-3307, (TDD) 292-0901
fout.37@osu.edu
www.ods.ohio-state.edu
- **Council of Graduate Students Diversity Committee**
117C Ohio Stadium, 1961 Tuttle Park Place
(614) 292-4380, mull.67@osu.edu
cgs.osu.edu
- **Kirwan Institute for the Study of Race and Ethnicity**
433 Mendenhall Laboratory, 125 S. Oval Mall
(614) 688-5429, carter.647@osu.edu
kirwaninstitute.org
- **Office of Minority Affairs**
102 Bricker Hall, 190 N. Oval Mall
(614) 292-4355, williams.2205@osu.edu
oma.osu.edu
- **Multicultural Center**
128 Lincoln Tower, 1800 Cannon Drive
(614) 688-8449, tyler.93@osu.edu
multiculturalcenter.osu.edu
- **President and Provost's Diversity Lecture and Cultural Arts Series**
(614) 292-4355, waugh.2@osu.edu
osu.edu/diversity/lecture
- **Undergraduate Student Government Diversity Committee**
117A Ohio Stadium, 1961 Tuttle Park Place
(614) 292-2101, zois.1@osu.edu
usg.osu.edu
- **University Diversity Council**
(614) 292-6065, lee.89@osu.edu
osu.edu/diversity/council
- **University Senate Diversity Committee**
(614) 292-1329, crews.8@osu.edu
osu.edu/diversity/unv_senate
- **Office of Veterans Affairs, OHR**
1590 N. High St., Suite 300
(614) 292-3453, glee@hr.osu.edu
hr.osu.edu/vet
- **The President's Council on Women**
- **The Women's Place**
400 Stillman, 1947 College Road
(614) 292-3960, womensplace@osu.edu
womensplace.osu.edu