

**DIVERSITY PLANS:  
AN ANALYSIS  
2005-2006  
Part I: Unit Audits**

Submitted by

**The Council on Diversity**

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# **EXECUTIVE SUMMARY**

## **Five-Year Assessment**

### **General Observations**

- Nearly all units of the University now have a Diversity Council at the college and/or departmental level.
- Over time, most units have progressed from perfunctory reporting to substantive, honest reporting.
- Units have come to expect accountability in terms of diversity efforts.
- The use of minority vendors has been placed back on OSU's agenda.
- In units where Deans are aggressively committed to diversity, there have been programmatic and structural changes.
- The accountability has been at the level of Deans. The Diversity Council feels that if progress is to be made, the level of accountability has to involve all levels of administration, most notably the chairs.
- The achievement of a goal of a truly diverse University community will require substantial investments of capital, labor, and trust.
- The message that excellence and diversity are not mutually exclusive has not permeated all levels of the University community. The University needs to make the case that diversity is a necessary component of excellence. Most units still do not operate as if they know why it is in their best interest to be diverse.
- Even as the University is engaging in diversity activities and making some actual gains, women, minorities, and members of the GLBT population remain skeptical that there is a "real" commitment to diversity at OSU.
- The Office of Business and Finance and the colleges need to work together to develop better strategies for tracking the use of minority vendors. Most units have difficulty identifying and quantifying the use of minority vendors.
- The one group that remains most underrepresented in all areas is the Native American population.
- The message of diversity needs to be more clearly articulated by senior level university administrators at every opportunity.
- There needs to be a funding initiative for research on diversity as originally charged in the Diversity Action Plan.

- There needs to be more of a recognition that changes in programming do not always lead to deep structural changes.
- Achieving diversity needs to become a criterion in the award structure. The consequences of not achieving diversity are not always clear.
- There is unevenness in commitment across units.
- More faculty and staff need to take personal responsibility for diversity.
- The Diversity Plan should be updated at regular intervals, as is the Academic Plan.
- White privilege needs to be more widely discussed.

## **Action Steps for OSU** **(Suggestions from reporting units)**

### **Strategic Mission Steps:**

- Promote a shared understanding of diversity that is more inclusive than current definitions but one that first builds upon targeted improvements for historically underrepresented populations
- Use diversity statistics from institutions with the best diversity records as a yardstick by which to measure our diversity efforts. Benchmark for diversity in ways that the University benchmarks for other areas of excellence
- Address entrenched attitudes that negatively affect recruitment and retention of women and faculty of color
- Make the funding of diversity initiatives a higher priority
- Institutionalize cluster hiring in targeted areas

### **Programmatic Steps:**

- Institute a forum for diversity representatives to come together to discuss diversity initiatives across units. Offer an annual or semi-annual meeting of all unit diversity contacts on campus; create a list-serve of diversity contacts
- Implement support and retention programs for minority faculty at all levels
- Enhance the number of minority vendors via partnerships and programming
- Connect with grassroots organizations that represent ethnic and minority groups
- Link programming from the main campus to the regional campuses through videoconferencing
- Implement Cultural Competence Training as a part of the curriculum at every level: undergraduate, graduate, and professional

### **Marketing Steps:**

- Announce diversity successes more frequently and make diversity activities known to broader audiences
- Use national media to market the University to a more diverse population
- Increase visibility of OSU as a strong proponent of higher education for minorities
- Share successful models of diversity initiatives campus-wide
- Post diversity plans and programs for each unit on the Diversity Council's website
- Promote recruiting of underrepresented students to OSU's graduate programs by advertising interdisciplinary graduate programs as clusters

### **Vocational and Professional Steps:**

- Pursue work with corporate partners to develop minority internships and job placement programs
- Identify and work with employers to showcase placement of minority students.
- Assist minority faculty, staff and students by providing networking opportunities.
- Continue to bring representatives of minority groups into leadership positions
- Hire and promote women and minorities to positions of prominence within the University in order to enhance the diversity of thought and perspective at the tables of policy development
- Introduce succession plans that identify and groom minorities for high-level positions; continue to create, support, and recruit for professional development programs with OSU designed to move faculty from underrepresented groups into administrative leadership positions
- Set up a University-wide office to oversee diversity training, education, and communication
- Support women and faculty of color in the promotion and tenure process
- Encourage the promotion of women and faculty of color to rank of full professor

- Encourage students of color and women doctoral students to use the regional campuses as a “teaching laboratory” or teaching experience to help acquaint them with faculty opportunities available on the regional campuses
- Investigate modeling a program similar to Arizona State University’s Southwest Borderlands initiative, which is a long-term faculty appointment plan with the goal of achieving diversity reflective of the region where the University is located
- Establish from central funding a post-doctoral fellowship program for scholars from underrepresented groups who then might become candidates for permanent faculty positions
- Make strong connections with established networks producing professoriate-ready applicants
- Increase minority enrollment at graduate and professional levels and create mentoring programs for underrepresented graduate students
- Take an introspective look at the subtle ways in which OSU discriminates between tenure track and clinical track faculty, inasmuch as diversity is more likely in the latter group
- Document more fully units’ efforts to recruit minority faculty and students

# **ARTS AND SCIENCES COLLEGES**

## **Colleges of The Arts and Sciences**

### **Overall Assessment**

We strongly commend the Office of the Executive Dean for the various ways in which it is providing leadership in areas that cross college lines: Ethnic Studies, Disability Studies, and other multi-disciplinary curricular initiatives, as well as the cluster hires, the interdisciplinary faculty hires, and the facilitating of dual career hires. The Office of the Executive Dean also has shown leadership in developing the Recruitment, Retention, and Rewards Program for faculty, staff, and students. We further commend the Office of the Executive Dean for creating the ASC Diversity Advisory Council and the ASC Diversity Leadership Awards.

### **Leadership Commitment**

The Office of the Executive Dean's leadership in all of the areas outlined in the report certainly shows the value added to the university's diversity efforts by creating an office that can coordinate among the five colleges. The University Diversity Council did not expect a report from The College of the Arts and Sciences. The Council's thinking was that because Arts and Sciences is an umbrella unit, such a report would be a reiteration of the reports of its various constituents. The Diversity Council applauds the Office of the Executive Dean for its strategic and financial roles in advancing the collective agenda of the five colleges. It certainly would have been time consuming and difficult for the individual colleges to take on what the Executive Dean's office has been able to coordinate and implement. The Diversity Council also wishes to thank the Office of the Executive Dean for succinctly giving an overview of where it thinks all five colleges are in their diversity efforts. In terms of clarity and substantive comments, the report from Arts and Sciences is a model.

### **Special and Continuing Initiatives:**

- Cluster Hiring
- Interdisciplinary Hiring, including Ethnic Studies and Disability Studies
- Dual Career Hiring
- Data-Informed Baseline Project

### **Action Steps for the Units:**

One of the tasks of the Office of the Executive Dean is to monitor the accomplishments and help shape the specific diversity initiatives of the five colleges. With respect to the five colleges, we hope the Office of the Executive Dean will support the following recommendations that the Council has given to these units:

#### **Arts**

Report back on the various action steps proposed by the College for itself.

#### **Biological Sciences**

The College states that it would benefit by partnering with CIC Institutions to develop a more diverse pool of candidates rather than to simply compete with CIC Institutions for faculty candidates. This idea should be explored and developed.

#### **Humanities**

1. provide national pool data for women faculty
2. report back on the various action steps proposed by the College for itself

## **MAPS**

1. Needs to broaden, or if already doing things, needs to better report efforts to recruit minority faculty and students
2. Include GLBT issues and people in its diversity initiatives

## **Social & Behavioral Sciences**

1. Examine what may be hiring, climate and retention issues for women and minority faculty in the Psychology and Economics Departments.
2. Develop a program to ensure that new hires are mentored and supported for retention purposes
3. Include GLBT issues and people in all of the diversity initiatives and in the climate survey.

## **Action Steps for OSU:**

The University Diversity Council finds the concluding paragraph in the Arts and Sciences report an incisive observation of when and how diversity at OSU will command local respect and national prominence:

Our units are called upon to bring their most innovative thinking to issues of recruitment, retention, climate, curriculum, etc. with the desire to find strategies that are workable and sustainable. In this case, the goals do not emanate from the outside in but emerge from our own agenda and commitments to the principles and values of diversity. Stating diversity goals is not enough. Desiring a higher ranking is not enough. All of our units are challenged to operate on principles and to hold themselves to the evidence of commitment, not just the stating of it. We do not have to reinvent wheels. There are in evidence around the country strategies that address problems, concerns, and issues. There are in place here reports that identify specific strategies capable of bringing about change at OSU (e.g., recent reports put forward by the President's Council on Women's Issues and the Office of Human Resources). We have no shortage of places to begin. The question is whether we have the will to act and to commit to the sustaining of actions that prove fruitful.

## **Arts**

### **Overall Assessment**

Based on information provided in the 2005-2006 Diversity Plan prepared by the College of the Arts, it is clear that the College has a strong framework for achieving its diversity goals. In FY05 the total faculty, staff, and student diversity percentages increased slightly from FY04. The College examined national statistics for tenure track faculty and graduate students enrolled in Arts masters and doctoral programs in higher education institutions. The national data source is the annual Higher Education Arts Data Services (HEADS) Report published by the professional accrediting associations. Summary data indicate that the College has a higher percentage of female faculty (40.2% vs. 35%) and minority faculty (13.9% vs. 11.2%) and African American faculty (9.49% vs. 4.75%) than the national average. This higher African American percentage is also true for the Art and Design, Dance, and Music faculty data. For the remaining ethnic categories the College is sometimes slightly above and sometimes slightly below the benchmark data. The percentage of women faculty is below the percentage of women graduate students, thus faculty gender diversity does not reflect the available pool. The number of minority staff members is small. A negative University climate is acknowledged: "Authoritarian models and aggressive behavior still often win the day, making for a challenging climate for many, particularly underrepresented groups."

## **Leadership Commitment**

Diversity leadership comes from the Dean's Executive Committee: seven males and seven females including an African American female and two openly GLBT individuals. This autumn the Dean surveyed the faculty as to how the units, College and University were doing in relation to creating a diverse intellectual and cultural community and what more could be done to create an optimal climate. The majority of feedback centered on creating a more diverse student body and workplace by increasing scholarships for students of color and through vigilant hiring practices to increase faculty of color. Surveys of associate professors in the College asked for more support for faculty who work at home, including home technical support, encouragement of flexible career paths, and full salary support for two and three quarter FPLs for faculty with 25% or more salary discrepancies with University wide rankings.

## **Special and Continuing Initiatives**

- The College takes a two-year approach to faculty recruiting, often using the first year to build a diverse pool of candidates
- This autumn the Assistant Dean and several African American faculty members attended "Graduate and Professional Visitation Day" and had lunch with prospective students and their families
- Travel grants frequently fund research projects about diverse cultures
- The Department of Theatre and Office of Faculty and TA Development jointly present "Class Act" for the OSU fall orientation of new GTAs. The performance covers issues such as sexual harassment, academic misconduct, FERPA and disability services

## **Recommendations for the unit:**

- The College will continue to partner with other departments/colleges on interdisciplinary minors such as Native Americans Studies and Global Studies.
- The College will continue to co-sponsor lectures and performances that are part of the President's and Provost's Diversity Lecture and Cultural Arts Series.
- The College will consult with The Office of Employment Services to develop strategies to increase the number of applicants of color.

## **Action Steps for OSU:**

- OAA should consider a more generous Faculty Professional Leave policy.

## **Biological Sciences**

### **Overall Assessment**

The number of female faculty increased from 18 to 19 in the current academic year. The percentage of female faculty increased from 18.5% to 20.2% largely due to the loss of 4 male faculty members. The number of female faculty still lags behind the number of women in Biology graduate programs. The number of Asian (10), Black (1) and Hispanic (2) faculty members remained constant. The number of Black and Hispanic Professional Staff members showed significant drops. The number of black clerical/secretarial workers increased by 1 individual while the number of Hispanic Paraprofessional/Technical Staff decreased by 1 individual. Although the staff is diverse, minorities tend to cluster in lower paid positions.

Other than Asian Americans, very little racial/ethnic diversity exists among graduate students. The number of male and female graduate students is exactly equal. Women hold 48% of the GRAs, up from 46.4% the year before. The College reports a statistical analysis that concludes that there is no significant pattern of discrimination in the awarding of GRAs to men or women. The College reports that the tracking of minority vendors remains a significant source of frustration. Only General Fund purchases and not OSURF or Development Fund purchases are tracked. Only "approved"



minority vendors are tracked, but many minority vendors are not on the “approved” list. Only in-state purchases are tracked, yet the majority of purchases are out of state.

### **Leadership Commitment**

The Dean and one of the two Associate Deans are majority women. The Dean personally reviews the lists of applicants for faculty positions and approves the short list for interviews after determining that the pool is satisfactory. The Dean is co-PI on a grant proposal to the NSF ADVANCE program. In 2004-05 all six of the department chairs were majority men; however, a newly appointed department chair is a majority woman. All department chairs have attended workshops over the past year on gender equities, gender schemas and Title IX legislation. There is a College diversity committee. The College Leadership is applauded for its commitment to improving diversity as evidenced by efforts to measure the Department climate through surveys and the contemplation of new GLBT initiatives such as a “teach in” with the GLBT Student Services Office. The University Diversity Council hopes to learn more about these initiatives in next year’s report. The College is applauded for its successful targeted hire of an African-American male faculty member.

### **Special or Continuing Initiatives**

- The College initiated a graduate fellowship for diverse students
- The College co-hosted the minority colloquium last spring
- The College has established a Diversity Web Site
- The College requires language in job ads announcing flexibility on the tenure track

### **Action Steps for the College of Biological Sciences:**

- The College states that it would benefit by partnering with CIC Institutions to develop a more diverse pool of candidates rather than competing with CIC Institutions for faculty candidates. This idea should be explored and developed
- The University Diversity Council would like to learn more about the unit’s efforts to address perceived negative climate issues

### **Action Steps for OSU:**

- OSU and the colleges need to work together to develop better strategies for tracking the use of minority vendors when OSURF, development funds or out of state vendors are utilized.

## **Humanities**

### **Overall Assessment**

The College of Humanities, a unit which in past reports has been commended for its diversity record, has provided a report that reflects critical, careful and deep thinking about the ways in which it can continue to improve. The Diversity Council both commends the College for its approach and recommends that other colleges and units view Humanities as the role model for thinking about diversity. Although the Council highlights the major points of the report, it encourages other units to read the College’s report in its entirety.

- Issues of diversity are regularly discussed at the College’s monthly Executive Committee meetings
- Approximately 20% of the College’s faculty are people of color (10% African American, 5% Latino, 5% Asian) which is significantly higher than the University

However:

- the faculty contains no American Indians

- over half of the African American faculty are located in the African American and African Studies Department and almost 2/3 of the Asian faculty are located in the East Asian Languages & Literature Department
- the College typically loses three faculty of color per year to negative tenure decisions
- five of the 14 departments have chairs who are people of color, although 3 of those 5 departments are African American and African Studies, East Asian Languages & Literature, and Spanish & Portuguese
- The College recently began cluster hiring for faculty of color and last year hired six (3 men, 3 women) faculty of color, two at the senior level, as part of the cluster
- Approximately 40% of the College's faculty are women (the report gave no breakdown by race/ethnicity for women faculty)
  - However:
    - the report provided no information on the national pool for female faculty
    - only 26.3% of full professors are women
    - only 4 of 14 departments have women as chairs and one of those four departments is Women's Studies
- The College's Diversity Committee appears to be a strong and active committee. For example, it has conducted focus groups with junior faculty of color, associate professor women faculty, GLBT faculty, and faculty with disabilities
- The College has implemented a "diversity enhancement program," a four-module plan for mentoring junior faculty of color and for building a more collegial climate for all minority faculty
- The College attracts Latino/a and American Indian undergraduate and graduate students at a rate above both the University average and the demographics in the state of Ohio for these two groups; however, for both Asian and African American students, the College's percentile is below that of the University and African American students tend to be clustered in just a few departments rather than spread evenly across departments
- The College reports that the number of minority staff (10 or 19%) seems low

### **Leadership Commitment**

The leadership commitment from the College of Humanities is reflected not just in words, but in actions. The leadership of this College clearly is solidly committed to diversity in all of its dimensions. The Diversity Council commends the leadership for that commitment.

### **Recommendations for the College**

- Provide national pool data for women faculty.

The College itself has proposed a number of action steps. Diversity Council is particularly interested in the College reporting back on the success of the following:

- Efforts to achieve a more even distribution of diversity across units
- Efforts to work with departments where the leadership has not shown a strong commitment to diversity
- Efforts to publicize the best practices in the College
- Results of the faculty enhancement program for junior faculty of color
- Impact of the faculty cluster hiring
- Efforts to become more conversant with the special needs outside the classroom for students from underrepresented groups

### **Action Steps for the University**

- The University needs to address entrenched attitudes that negatively affect recruitment and retention of women and faculty of color
- The achievement of a goal of a truly diverse University community will require substantial investments of capital, labor, and trust
- Investigate modeling a similar program to the Southwest Borderlands initiative at Arizona State University which is a long-term faculty appointment plan with the goal of achieving diversity reflective of the area
- Institutionalize cluster hiring in targeted areas
- Establish from central funding a post-doctoral fellowship program for scholars from underrepresented groups who then might become candidates for permanent faculty positions
- Make strong connections with established networks producing professoriate-ready applicants
- Create, support, and recruit for professional development programs with OSU designed to move faculty from underrepresented groups into administrative leadership positions
- Create mentoring programs for underrepresented graduate students
- Promote recruiting of underrepresented students to our graduate programs by advertising our interdisciplinary graduate programs as clusters

## **Mathematics and Physical Sciences**

### **Overall Assessment**

The Diversity Committee noted in its 2004-2005 assessment of the MAPS diversity plan that “It is apparent that MAPS is making positive strides towards advancing diversity initiatives...” After reading its report for 2005-2006, we would echo those comments but with a few caveats. MAPS is continuing to make some progress when it comes to female faculty. The language and suggestions all indicate continued forward movement with small but positive results. The report cites the efforts of Physics as an example of what is being done. The Chair of Physics meets once or twice a year with female undergraduate and graduate students to exchange ideas and concerns. He has also encouraged these students to form Women in Physics groups. Offers were made to two female candidates. (Both declined, unfortunately; MAPS does not indicate why the candidates turned the offers down.) Also, a four-year scholarship was awarded to a female student last year. An African American male was offered a similar scholarship which was declined. These efforts are being shared with other MAPS chairs.

While Physics is clearly cognizant of issues impeding the recruitment of female faculty, the same kind of language and actions do not seem to be present in its discussion (or lack thereof) about increasing minority faculty. Also, the earlier reports talked about chairs being held accountable to the Dean for the success of their endeavors. For example, it may be already in the works, but there was not a discussion of the pipeline outreach or the other minority recruitment efforts displayed in earlier reports. Has the “comprehensive” recruitment plan for Physics been instituted, and, if so, how successful has it been?

### **Leadership Commitment Program**

The Dean is clearly committed, by word and deed, to increasing diversity. For example, the Dean initiated formal discussion with female faculty from across the College, generating several useful suggestions involving faculty issues: a listserv for better communication, a mentor program, a study of the professional lives of faculty women, and a MAPS Institute Diversity Lecture (although it is being assigned to a new female faculty member). The report states that the climate in the College and within departments is “acceptable” but unfortunately does not provide any evidence.

### **Recommendations for the College**

- Need to broaden its diversity initiatives or better report its efforts to recruit minority faculty and students.
- Need to include GLBT issues and people in its diversity initiatives.

## **Social and Behavioral Sciences**

### **Overall Assessment**

The Diversity Council strongly commends the College for the various ways in which it is showing that diversity has become a key priority. Specifically, we commend the College for responding to last year's report from the Diversity Council by appointing a Diversity Committee, for development of a climate survey, for requiring chairs to provide information on the available pool of minority candidates, for the increased focus on minority recruitment, and for circulating the Diversity Report to the Diversity Committee and department chairs. We also commend the College for establishing the position of Diversity Coordinator and for renewing the search for a chair in Race and Ethnicity. The College also has demonstrated its commitment by taking the steps necessary to retain senior women faculty of color.

The recent faculty hires show a strong commitment to increasing the diversity among the faculty in the College, with 9 of the 11 new tenure-track hires for 2004-05 being women, two African American, and four Asian American. The College also increased the diversity of its staff by adding one African American, one Hispanic and one Asian staff member.

Based on an analysis of University data, we want to commend the Political Science Department for its recruiting of diverse faculty hires. However, based on the same University data, we do have some concerns about the lack of hiring of non-Asian minority faculty in Economics, retention of women faculty in Economics, and retention of faculty of color in Psychology. The national disciplinary pool data provided by the College reflects that with the exception of Geography and Sociology, none of the departments are reflective of the national pool with respect to women faculty; four of the departments have zero African American faculty; only one unit has a Hispanic faculty member, and no units have Native American faculty.

### **Leadership Commitment**

The Diversity Council commends the Dean for his initiative in requesting a meeting with the Diversity Council and for showing significant commitment to increasing the College's diversity at all levels—faculty, staff, and students. We commend and support all of his efforts as outlined in the College's report.

### **Recommendations for the Unit**

4. Examine what may be hiring and retention issues for women and minority faculty in the Psychology and Economics Departments.
5. Develop a program to ensure that new hires are mentored and supported to ensure retention.
6. Include GLBT issues and people in all of the diversity initiatives and in the climate survey.
7. Report back next year on all of the diversity initiatives the College has begun this year.

## **PROFESSIONAL COLLEGES**

### **Education**

**Overall Assessment.** Overall, the College of Education (COE) shows a strong commitment to diversity goals. The College has its own five-year diversity plan (which will be revised after an evaluation by an external team); offers diversity celebrations and a variety of annual events to increase

diversity awareness and involvement; maintains a diversity website; and offers a College-level Distinguished Diversity Enhancement Award. COE's demographics for faculty are better than those for the University in terms of the male/female distribution and in terms of the proportion of African Americans. Yet there is considerable room for improvement. For example, Hispanic and Native American Indian representation among the faculty is slight or non-existent, and the number of black faculty at the full and associate professor ranks has declined during the past five years. The percentage of black staff in academic leadership positions has also decreased. While undergraduate enrollments in COE are on the increase, black students are underrepresented and their enrollment level is declining. Asian/Pacific students are also underrepresented, but their numbers are on the rise. At the graduate level, male students are underrepresented (26%). African American graduate students are around 10% which is above the overall mean of 8% for the University. The percentage for Hispanics and Asians are similar to the percentage for the University, but there are few Native Americans. In general, the small and sometimes declining numbers of people of color in faculty and student ranks indicate a need for improved strategies of recruitment, retention and support of these groups.

**Communicating Commitment to Diversity.** COE's approach to communicating its commitment to diversity is noteworthy. First, it has done so through the development of a five-year College Diversity Plan and through arranging for an independent assessment of the plan that will form a basis to revise it. Second, commitment is communicated in fundamental College documents: the College's Academic Plan, Council By-Laws, and Pattern of Administration. Third, COE communicates its commitment to diversity through its annual diversity events (e.g., diversity recruitment breakfast, diversity forum and graduate student symposium), electronic newsletter (COE News), diversity related website, diversity award, and other such activities. In general, it seems clear that COE's commitment to diversity is broad and is integrated into its fundamental policies and its daily activities.

**Climate.** COE recently undertook a climate study of the College's undergraduate and graduate students. (However, it appears that the survey was administered to and focused on only students of color.) COE reports that the survey reveals that the "College is making progress in its efforts on the three dimensions of climate: psychological, behavioral, and structural." However, the basis of this conclusion is not entirely clear. In fact, the frequencies for the survey indicates substantial diversity of responses to questions capturing each of these dimensions, and indeed in many instances, far less than a majority of students indicate a favorable response. The report does note that students have concerns about subtle forms of discrimination and under-representation of faculty of color. COE is currently planning a climate study for College staff. Also as a part of its upcoming evaluation of the diversity plan, the College will conduct focus interviews to gain more information about how different groups (faculty, staff, students) perceive the College climate.

**Action Steps.** The action steps noted are recommended for both the University and COE.

- The University and the College should establish mentoring programs to assist faculty with balancing work and life priorities.
- Develop better and more assertive strategies for recruiting groups targeted within COE's diversity plan.
- Support student-oriented organizations to enhance the climate; within COE, this includes supporting the Institute for Africana Methodologies, and the Multiethnic Mentoring Outreach Program.
- Take steps to understand and halt the recent decline in the number of senior African American faculty and senior administrators.

## Engineering

### Overall Assessment

The response to the 2004-2005 Diversity Council's analysis reviewed Engineering's continued growth and challenges. New structures such as the College Diversity Council's strategic planning,

Faculty Career Fair, and mentoring program have shown positive results for the College. New hires resulted in an increase of faculty of color and women. The College has continued to mentor undergraduate minority students within their MEP program. As part of its outreach, the College has hired a coordinator to support Women in Engineering. Several promotions and hires have been women such as the first non-interim female chair in the history of the College and five female faculty members. The report also stresses that student enrollment demographic data reveal that OSU is 2% above national trends. Graduate recruitment has illustrated an increase in the percentage of women and minorities by targeting SROP and national minority engineering conferences.

### **Leadership Commitment**

The above accomplishments demonstrate the Dean's commitment. Since being appointed ten months ago, the Dean has made diversity one of the priorities for the College.

### **Recommendations for the Unit**

The unit acknowledges that there are numerous accounts by minority students of discrimination. It also stated that in the process of disseminating a survey to first year engineering classes, the students' responses were "benign," indicating that they were tired of diversity and felt there were no issues. This demonstrates that understanding diversity and its value to everyone needs to be done in the curricula and programs. This report also reveals that women students feel alone and that classes are "geared toward males." The Council suggests approaching the climate issues of the classroom and pedagogy from several perspectives such as training for the professors, curricula content, and using various pedagogical approaches. The College does see that there is a need to increase the awareness of the value and importance of diversity.

### **Suggested Action Steps for the University**

- Develop a proactive initiative to increase awareness of the value and importance of diversity that is consistent and supportive for the Colleges
- Develop and support aggressive recruitment programs to increase diverse populations that challenge the present culture of the University

## **Food, Agriculture and Environmental Sciences (FAES)**

### **Overall Assessment**

FAES clearly is engaged in numerous activities designed to improve the diversity climate in the College. The sincerity of the College's commitment perhaps is best reflected in the improved numbers, in most respects, in the faculty and professional staff categories from the year 2001 when the current diversity report process began, to the year for which the most current and complete diversity data is available, April 2005. During this four year period, the percentage of women faculty rose from 27.6% to 34.9% of the total faculty. However, faculty of color rose only slightly from 6.5% to 7.5%. The Council would like to note, however, that the College has one of the two Native American faculty at the University. As for professional staff, the College also has achieved progress. Women overall continue to comprise a little over half of the professional staff which seems appropriate given the available pool. However, the College has increased professional staff of color by a respectable amount. From 2001 to 2005, the College had the following increases among professional staff: 18 (2.2%) to 38 (4.2%) for African American staff; 39 (4.7%) to 61 (6.7%) for Asian American staff; 9 (1.1%) to 20 (2.2%) for Hispanic staff; and, from 0 to 2 (.2%) for Native American staff. The College has significantly increased the number of graduate students of color who hold graduate assistantships. The total increased from 29% in 2001 to 41% in 2005, with all groups gaining in both numbers and percents, with the most significant gain for Hispanic graduate students who increased from 7 to 21. Throughout the period women have held a little over half of the assistantships, which is consistent with the percentage of women graduate students in the College.

The Council commends the College for these increases while also recommending that it intensify its efforts in consultation with the offices on campus that may be of assistance to them to recruit and retain faculty of color.

Although the College does not discuss the recent incidents that have occurred at ATI in its report, several members of the Diversity Council direct offices which have received serious complaints about the diversity climate at ATI. The complaints involve women faculty and staff, the GLBT community, and race-based hate crimes. Because of the severity of the complaints registered about the ATI campus, the Diversity Council recommends that the College work with all of the appropriate offices at the University to develop a strategy to address the extremely serious climate problems that exist at this campus. This campus presents a serious problem that must be dealt with in a strategic and profound way. The Council does commend the ATI administration for its response to the recent hate crime incidents.

### **Leadership Commitment**

Clearly the leadership in this College is responsible for initiating the many diversity activities taking place in the College. The Council commends the leadership for its efforts and offer whatever support it can provide as the College develops its strategy for addressing the very serious problems that exist at the ATI campus.

### **Recommendations for FAES**

- address the ATI climate problems
- develop different strategies for recruiting and retaining faculty of color
- continue the various diversity initiatives in place
- conduct a climate survey for faculty and staff

### **OSU Action Steps**

- incorporate the Diversity Lecture & Cultural Arts Series into courses
- conduct workshops to help faculty embed diversity into their courses
- co-ordinate a one-day best practices conference to hear what other units on campus are doing
- create an innovation fund to fund new and creative ideas on recruitment, retention, or general diversity awareness, as well as new projects, research or courses to develop a multicultural curriculum

## **Fisher College of Business (FCOB)**

### **Overall Assessment**

The Fisher College of Business continues to be an exemplary model for its commitment and achievements in many areas that are often challenging in diversity. In last year's report, the College recognized its difficulty with increasing the numbers of minority and women faculty. Since then, the College has hired one Hispanic female faculty member in a visiting position and has promoted/tenured five women and one Hispanic male. The College notes that it "must make redoubled efforts in the arena of female faculty." The College also awarded an endowed professorship to a woman. Women, with the exception of the position of department chair, are also well represented in leadership positions with women faculty leading three of the unit's academic programs. Two of the five associate deans are women. However, all of the department chairs in the College remain male. The College also reasserts its commitment to increasing minority faculty while noting that the percentage of African American faculty in the national pool has increased by only 1% in the last five years and that the percentage of Hispanic faculty in that pool has actually declined.

Another issue mentioned in last year's analysis was the lack of progress in increasing minority purchasing. The concern was noted and a commitment was made resulting in an increase in minority purchasing of 2.3% over the last year.

The College periodically conducts a climate survey. It has concluded that climate issues that need to be addressed focus on shared visions and relationships with colleagues in one's discipline and mentoring junior faculty. The College also continually assesses student satisfaction.

The unit also has been a leader in supporting and advancing GLBT faculty, staff, and students.

### **Leadership Commitment**

Clearly the leadership in this College has a deep and sincere commitment to diversity, as is illustrated by the significant progress over the course of the last decade.

### **Recommendations for FCOB**

- Continue efforts to increase the numbers of women and minority faculty
- Report back on efforts to mentor junior faculty through the encouragement of collaborative efforts
- Report back on the results of the student-led survey on the perception of diversity issues that is currently underway

### **OSU Action Steps**

In its report, the FCOB makes an express request for the University leadership to "send consistent messages regarding outcomes of diversity goals and engage in serious and focused dialogue with deans and other leaders" regarding diversity issues. "Diversity issues," the College notes, "should not be treated as an afterthought." The College further notes that challenges for the University as a whole "continue to be status quo thinking and entrenched value systems which impede (consciously or otherwise) maximal progress." Finally, the College recommends that the University must "be vigilant in including results and outcomes clearly and visibly in rewards, etc., and these issues should not be overshadowed or ignored in light of other achievements."

The implications of this discussion are that Colleges/units that choose to take diversity seriously do so not because of the University but because of their own internal value systems. The College appears to be suggesting that University leadership needs to re-evaluate its approach to ensuring that diversity is taken seriously throughout the entire community.

## **Human Ecology**

### **Overall Assessment**

The College of Human Ecology has taken the recommendations of the Diversity Council and made changes in its documents and recruiting materials. It developed mentoring programs for all three departments in the College. The College has increased the number of women at the leadership level. It needs to continue in this direction and also add other underrepresented groups in leadership positions. The level of minorities at the undergraduate level has continued to be strong. However, as stated by the College, improvement is needed at the PhD level. Climate issues have been evaluated by surveys and found to be positive. The College lost entry level faculty but exit interviews revealed that these losses were not due to climate issues.

### **Leadership Commitment**

The Dean clearly shows commitment to diverse groups and to developing a welcoming environment. The College has supported University-wide diversity initiatives financially and otherwise.

### **Recommendations for the Unit**



- The College needs to take advantage of the upcoming merger with the College of Education to consolidate its diversity plans and infrastructure
- The College should continue to actively recruit underrepresented faculty and PhD students

### **Action Steps for the University**

The College suggested several actions for the University, in particular that the University needs to evaluate the cost of further increasing the diversity of its faculty, staff and students and make a commitment towards making this investment. The recruitment of underrepresented minorities is very competitive at every level, and the University needs to be willing to make the investment. The College also recommends targeted searches to accomplish this goal.

## **Law**

### **Overall Assessment**

In terms of demographics, activities, and overall vision, the Moritz College of Law continues to be one of the campus models for making diversity work, and it is to be commended for its leadership role among campus units. Included in the unit's report are comparative data from CIC, benchmark, and Ohio law schools. OSU is tied with Indiana with the 4<sup>th</sup> highest percentage of women faculty in the Big Ten and is ranked 5<sup>th</sup> in the number of women faculty. The College has the highest percentage of minority law school faculty in the Big Ten and is tied with Minnesota and Wisconsin for 1<sup>st</sup> in the number of minority faculty. Among the 17 benchmark institutions, the College ranks 8<sup>th</sup> in its percentage of women faculty and 3<sup>rd</sup> in its percentage of minority faculty and ties with Arizona, UCLA, Minnesota, and Wisconsin for 2<sup>nd</sup> place for number of minority faculty. When compared with Ohio law schools, The Moritz College of Law has the largest number of minority faculty in the state and ranks 2<sup>nd</sup> behind Cincinnati in percentage of minority faculty. The statewide statistics for women faculty are not as strong as they are for the CIC and benchmark statistics. Although OSU has the largest faculty and the largest number of women faculty in the state, we rank 6<sup>th</sup> of 9 in the percentage of women faculty. The data for student diversity mirror the data for faculty diversity with the College having higher percentages of minority students than women students. Notably missing were staff demographics. Overall, the data show a Law School that veers toward the middle of the pack for women and is a leader of the pack for faculty of color. Evidence that the Law School makes good use of this information can be found in this year's hiring, which included a pool of 12 women candidates and 8 minority candidates. Offers were extended to 4 people—3 of whom are women, including a Latina scholar. The Law School also notes its 2005 success in recruiting an African American woman from the Stanford Law faculty.

In response to the Council's suggestion that the Law School expound on how its diversity efforts have enhanced its national reputation, the Law School notes the aforementioned recruitment of one of Stanford's faculty, the growing reputation of the Kirwan Institute for the Study of Race and Ethnicity, and the faculty of law who are publishing on diversity related issues.

### **Leadership Commitment**

In addition to attending the Faculty Minority Affairs Committee meetings, the Dean communicates her commitment through example: 35% of the faculty are women, 20% are faculty of color; 62% of the administration are women and 50% of the senior administration are faculty of color. Higher administration also has facilitated the partnering of both faculty and all minority law student organizations with the Kirwan Institute.

### **Recommendations for Unit:**

- Increase use of alumni roundtables; continue support of symposia, such as recent ones on GLBT rights and *Brown vs. Board of Education*; continue hosting of such events as the Latino Law

Summits; Co-sponsorship of community conference for young African American males; partnerships with Ohio Hispanic Coalition, and OMA

- Meet the challenges of hiring and promotion
- Track the use of minority vendors who are not certified by the State

#### **Action Steps for OSU:**

- Continue to stress that excellence and diversity are not mutually exclusive
- Hire and promote women and minorities to positions of prominence within the University in order to enhance the diversity of thought and perspective at the tables of policy development
- Ear-mark “opportunity scholarships” for students to offset rising tuition costs

## **Social Work**

### **Overall Assessment**

The College of Social Work has continued to be a campus leader in diversifying its curriculum. The College examines the diversity content of each syllabus, including assignments as an indicator of effective infusion of diversity in the classroom.

The College of Social Work, due to its nature, has a larger percentage of women students and faculty. The College also has a very welcoming environment for diverse groups. This is clearly demonstrated in its report by the College’s celebratory statement that it believes its Dean to be the first openly gay Dean in the University. The College has reached acceptable levels of African American students and faculty. However, other ethnic minorities don’t fare as well as African Americans. Staff diversity is not mentioned.

The College has combined the two committees dealing with diversity, which is a good idea. The College should identify among the committee members contacts for specific ethnic minorities.

### **Leadership Commitment**

A member of the University Diversity Council, the Dean clearly shows commitment to diverse groups and developing of a welcoming environment.

### **Recommendations for the Unit**

- Finish the consolidation of the two committees related to diversity. Establish clear contact persons from the Committee for Ethnic Minorities
- When comparing their statistics, the focus should be nationwide and not only citywide

### **Action Steps for the University**

- The unit recommends that the Diversity Council consider broadening its vision of diversity to all the groups included in Ohio State’s non-discriminatory statement

## **HEALTH SCIENCES COLLEGES**

### **Dentistry**

#### **Assessment**

The College of Dentistry is to be commended for the efforts it has made in the area of diversity. The College is also aware of what more it needs to do and has instituted some new initiatives to reach those goals. In addition to its DENPATH program, its H.O.M.E. program, and La Clinica Latina, the College has three new initiatives: a Dental Admissions Test Preparatory Program for underrepresented

and disadvantaged students; personal career guidance and advice on the application process (the College Diversity Committee sponsored a new program aimed at educating the University community on the role of culture and diversity in health care); and finally, sponsored activities with state and local minority leaders to call attention to the deficit of minority students in Ohio's dental schools. The outreach efforts of the College of Dentistry are exemplary.

### **Leadership Commitment**

Clearly the Dean, through his personal involvement in as well as support for the College's Diversity Committee, is demonstrating strong support for the goal of diversity.

### **Recommendations for the Unit**

- The unit acknowledges a small gain in the number of Hispanic faculty and stagnation in the number of African American and Native American faculty. They have a goal to achieve parity with percentages in the U.S. population
- The College acknowledges that the climate is not what it should be for women and minority faculty and staff and is working to improve it. The unit is also working to advance women as faculty leaders and administrators as a step to improving climate in the College
- Continue to monitor and develop its diversity initiatives
- Continue to work on the pipeline through summer programs

### **Action Steps for the University**

- Institute a forum for diversity representatives to come together to discuss diversity initiatives within their individual units as well as the direction of the University's efforts as a whole.
- The message of diversity needs to be clearly articulated by senior level University administrators at every opportunity
- The University could assist minority faculty, staff, and students by providing networking opportunities, coordinating unique programming and connecting with friendly, supportive mentors

## **College of Medicine**

### **Overall Assessment**

We thank the College of Medicine (COM) for focusing its report on outcomes and specific plans this year and note that the report paints a clearer picture of the COM for discussion by the Diversity Council. It appears that the Office for Diversity and Cultural Affairs, and some additional initiatives within the College (e.g., achievement scholarships, MD Camp), have stimulated numerous activities that have the potential to lead to greater diversity among students and to improve the climate for minorities and women at the COM. Unfortunately, trend data regarding student diversity are not presented in this report, and therefore, the impact of these efforts is not readily evident. The Council noted that the percentage of African American, Native American and Asian students is currently just slightly above AAMC averages, while the percentage of Hispanic students is significantly below this benchmark. Despite this, the College is to be congratulated on being recognized by *Hispanic Business Magazine* as the 10<sup>th</sup> best medical school for Hispanics in the country.

In terms of clinical faculty, gains have been noted in all groups other than Native Americans, and the COM has exceeded the improvement goals set earlier by the Diversity Council in this area. However, absolute numbers of African Americans (n=8) and Hispanics (n=5) holding clinical appointments remain small.

Other than with Asian-Americans, between 2000 and 2005 little progress has been made in terms of diversity in the area of both tenured and tenure line faculty; the ranks of women in tenure line positions

have increased, which portends well for the future. Unfortunately, the ranks of the most disadvantaged minorities have remained stable, and these percentages are significantly below AAMC averages.

The lack of overall progress for the COM in the area of faculty recruitment may be due to what appears to be the wide variation in the commitment to and steps taken by its various departments. On one extreme are departments (e.g. neurology, radiology) that “have no plan” and have not “taken any specific actions to recruit or retain women [or minorities].” Toward the middle are departments (e.g. ob/gyn) who are “eager to consider qualified underrepresented minorities of all races and ethnic groups” rather than simply “invite applicants for interviews based [only on] qualifications” (e.g. neuroscience). Further down this continuum are departments (e.g. ophthalmology, surgery) where “the chairman has identified a faculty and staff member to monitor activities related to diversity in the department” and where the Department “actively pursues women candidates...and each faculty search committee has an assigned Affirmative Action Designee.” At the far extreme are departments (e.g. pediatrics) where “a diversity awareness program is conducted annually... [and] an outside recruitment firm [is utilized] to help expand our pool of candidates” or where there is an “allocated budget for underrepresented minority recruitment and where “matching funds that will support and encourage... [minority] recruitment and retention at the department level can easily be discussed (e.g. School of Biomedical Sciences).” There are other noteworthy initiatives that demonstrate an enhanced commitment to diversity, particularly in the Department of Family Medicine. Nonetheless, the lack of substantial progress by many of the departments within the COM is disappointing to the University Diversity Council.

### **Leadership Commitment**

There seems to be little direction from the College administration that would drive progress in the area of faculty hiring; each department seems to be left to do as it sees fit in this area, and thus there is wide variability between departments. However, commitment on the part of the leadership in terms of students is evident through:

- The Diversity Plan, which is discussed with chairs and faculty council
- The presence of the Office of Diversity and Cultural Affairs

### **Recommendations**

#### *For the Unit*

- The administration of the COM needs to articulate College-wide expectations for departments in terms of steps to be taken to enhance diversity among tenure-line faculty, so that variations between departments will be lessened and the full commitment on the part of the College will become evident
- Continue efforts to increase clinical faculty among the most underrepresented groups.
- Report longitudinal statistics for students
- When possible, include information on LGBT issues in future reports
- Follow the “satisfaction survey” which is currently being analyzed but is not described (and may not specifically address diversity issues) with a “climate survey” which addresses issues of concern to this Council

#### *For the University*

- Greater University resources expended to support tenure track career development of women and underrepresented minority junior faculty

## **Nursing**

## **Overall Assessment**

What is compelling about the College of Nursing is not only its much appreciated honesty about its diversity challenges but its comprehensive grasp of what is needed to address these concerns and the willingness to commit resources to these efforts. Many activities have been held such as faculty discussions regarding the role of diversity in admissions, the founding of the Buckeye Assembly for Men in Nursing, the pursuit of funding opportunities for minority students in the PhD Program, and a whole host of community focused events including:

- health stations at an inner city soup kitchen
- diabetes initiative with the African American population
- work with homeless veterans at an annual health fair
- child immunization efforts in an inner city, predominantly African American area

It is quite clear that the College understands the importance of its role/profession to diverse populations, and this informs its own efforts to address diversity within its ranks.

The College, however, continues to be faced with some fundamental cultural and contextual problems in addressing its main concerns regarding the diversification of its faculty and staff. According to the national composition data supplied, the College is certainly in line with its peers in some aspects, but it is no better for males and African Americans and even lags a little in terms of American Indian and Hispanic faculty. In terms of student populations the College again admits to some stagnation. However, the proportion of undergraduate male students is a little higher than the national average and, while the national percentage of black students is higher than the College percentage, the College can report a higher composition of black students than the OSU student average. In terms of the critical pipeline question, the College again faces challenges as does the profession, with percentages in the single digits for males and students of color at both the local and national levels. Indeed, the College forthrightly states that Nursing “is and will remain for the foreseeable future a predominantly female profession.” One might also add predominately white as well. The situation regarding the development of nursing faculty in general is further compounded by the fact there is an excellent market for professional nurses at the present time. On the plus side, however, the College is at the forefront in supporting the recruiting and retention of GLBT faculty and students.

## **Leadership Commitment**

Again, there is a strong sense in the report that the Dean of the College is critically involved and active in its diversity efforts. The College’s strategic plan specifically stresses climate, faculty forums have been allocated to diversity, a Deans’ luncheon series provides opportunities for student perspectives to be heard and a recent College faculty retreat focused on the importance of respect and collaboration to fostering a climate that values diversity. The message from the "top" seems clear and unambiguous.

## **Action Steps**

The College correctly identifies some of the fundamental challenges that it and the University as a whole faces. The report calls for a better climate for part-time faculty appointments that support work/life issues, a more aggressive spouse/partner hiring program, additional/increased University financial support for diverse faculty hiring, and specific to the College, increased faculty salaries to attract and retain minority faculty in extremely competitive academic and professional markets. With the appropriate support, the College seems well set to address and effect the changes that it recognizes are needed.

## **Optometry**

### **Overall Assessment**

The College of Optometry is one of the units that during the first three years of the Diversity Action Plan failed to meet the expected levels of progress but has been making measurable strides during the last two years. The Council agrees with the College's assessment that "bringing minorities and women into optometry has been a slow process," and is encouraged by the unit's administrative and programmatic responses to a range of diversity initiatives. Indeed, the College claims to be the only one in the world that has a black Dean and two black faculty members. In sum, The Diversity Council affirms the citation that the October 2005 "Status Report on Women" listed the College of Optometry as a "success story," noting that within the last decade the College has grown from three women faculty and no faculty of color to 9 women faculty and three faculty of color. As for students, the unit's statistics show that minority students in the professional and graduate programs have increased over the past two years, and women students, as part of a national trend in optometry, make up 61.8% of professional students and 64.3% of graduate students. Of the 76 members of the College staff, 48 are female, five are black, two are Asian, and one is American Indian.

The College also responded to the Council's previous criticism of its lack of engagement with GLBT populations. In addition to GLBT lectures and HERO workshops, the College has secured a grant from its national association to provide a broad symposium of "Optometrists as Leaders in a Diverse Community."

### **Leadership Commitment**

At the top level of its leadership, the College of Optometry has an African-American male Dean and a female Associate Dean for Research and Graduate Students. While having an African-American dean is highly commendable, the unit and the profession of optometry must do more to mirror the diversity of its patient populations. A good sign that the top leadership of the College embraces diversity as a core value is that the Dean, as an ad hoc member of the unit's Diversity Enhancement Committee, had an active role in writing the unit's 2005-2006 Diversity Plan, as evidenced by his use of the first person pronoun ("Upon becoming Dean in 2004, *I*...") Another indication of leadership commitment is that the unit includes diversity as part of its annual budget, providing expenses for a Diversity Welcome Dinner, on-site workshops and take-home materials, a Diversity Speakers Series, mailings, and maintenance of a diversity web site.

### **Recommendations for Unit:**

- Use funds from the Association of Schools and College of Optometry (ASCO) to sponsor a symposium on diversity
- Produce a 4-minute and an 8-15 minute minority recruitment video
- Develop a cultural competence curriculum

### **Action Steps for OSU:**

- Diversity at OSU seems to be improving at a quicker pace at the lower levels than at the higher levels. Although the President and Provost are women, there are still many more men than women among the senior professoriate, and there are few minorities in top administrative positions.
- Funding of diversity initiatives must be a bigger priority.
- Cultural competence training must be a part of the curriculum at every level: undergraduate, graduate, and professional.
- OSU needs to take an introspective look at the subtle ways in which it discriminates between tenure track and clinical track faculty.

## **Pharmacy**

*Not submitted as of this report.*

## **School of Public Health**

### **Overall Assessment**

The School of Public Health has shown commendable progress since its first report in 2004-2005. A diversity committee is in operation, special awareness events have been organized, and diversity issues have a prominent place in the Strategic Plan for the School. A very comprehensive diversity climate survey has also been created that currently is being administered, and a process for undertaking exit interviews is still being considered. Progress has also been made in the area of minority purchasing that may be further facilitated by the School's ongoing renovation projects. Most impressive has been the School's progress in the development of diversity components in various parts/courses of the curriculum and perhaps even more significantly, the engendering of a whole range of research projects that address minority health issues. The School of Public Health shows visible understanding of why issues of diversity are critically synergistic with its overall mission. After a late beginning, the School did benefit from other earlier feedback as suggested by the Council.

Further evidence of the thoroughness of the approach is revealed in the comprehensive presentation of faculty demographical data and the fact that the School has also attempted to track applicant data using the equal employment identification form. Many efforts are underway and are being seriously pursued that have led to an increase in women in leadership positions and the recruitment of an Asian female as full professor and division chair. However, very little progress has been recorded for an increase in Black and Hispanic faculty members. The total absence of Hispanic faculty is of particular concern since the School reports a national composition figure of 4.1% for this group. The School openly acknowledges the challenge and has adopted strategies (consulting with HR on searches, for example) for addressing these issues and concerns.

Another area of concern might be a hiring pattern which seems to slightly favor male faculty at higher professorial levels. There is not a major difference, but it may indicate a culture that is more entrenched in status quo values than may be consciously realized and may indicate why there is disappointing progress in hiring in some areas. It may also be reflected in the School's reluctance to create a senior administrator with a diversity charge and in a preference to rely on traditional structures to address issues. Exit interviews can be facilitated by having a designated individual(s) who is experienced in conducting them and reviewing outcomes.

### **Leadership Commitment**

There is a very clear conviction displayed that issues of diversity are central to the School and that there is a general willingness to commit time and resources to addressing these concerns. However, there is also some caution displayed toward creating approaches that may challenge existing leadership structures. It might be interesting to monitor how the School responds to the results of its comprehensive diversity climate survey both in interpretation and implementation. Will the existing leadership structure be adequate and proactive in its response(s)? What will be the role and effectiveness of the diversity committee?

### **Action Steps**

- The School is strongly encouraged to fully realize and act upon what can be learned from its own initiatives and to go further if progress is disappointing. Care needs to be taken that female faculty are being fully represented in more senior professorial positions, especially given the number of females available
- The School must urgently address the absence of Hispanic faculty, since there are Hispanic faculty recorded in the national composition data

- Overall the School has made significant and noteworthy strides in its relatively short existence. There is much reason to be optimistic that these strides will prove very effective, but a great deal may depend on the further willingness of the school to ensure that its apparent preferences for more traditional structures are fully adequate and responsive

## **Veterinary Medicine**

### **Overall Assessment**

Last year's recommendations to create a diversity plan that would be monitored by a committee/task force, develop educational sessions/materials to communicate the importance of living/working in a diverse community and learning from others to recruit a more diverse student body have yet to be realized. Having said that, however, considerable activity related to diversity is occurring. Much of this is research internships and applications for minority supplement. It appears that one of the departments, Veterinary Bioscience, is particularly aggressive in its recruitment efforts—it is a model and the other two departments should be encouraged to emulate its efforts. This is particularly true for the clinical departments that teach a major part of the curriculum.

A consultant concluded that there was a “lack of understanding and relevance of diversity” in the College. The College's response to this assessment is to increase its recruitment efforts and to co-sponsor a diversity awareness workshop at the regional meetings. These efforts are appropriate, but it would appear that some sustained educational programs presented throughout the curriculum are in order. A Diversity Plan and a Task Force could be the architects of such a plan.

### **Leadership Commitment**

The new Dean is clearly committed to diversity and has made efforts to hire more women faculty and to communicate the need for assisting them to succeed. Eleven new regular or auxiliary faculty were hired during a one year period (4/04-4/05). No breakdown between the two groups was given. No new minority faculty were hired. On the positive side, the entering class was the most diverse albeit in small numbers. This is likely the result of building relationships with HCBUs.

### **Action Steps**

- Establish a Diversity Task Force/Committee
- Develop a concrete Diversity Plan
- Develop a comprehensive and sustainable educational program for faculty and students to enlighten them regarding the importance and relevance of diversity
- Monitor progress on an annual basis

## **REGIONAL CAMPUSES**

### **Lima**

#### **Overall Assessment**

The 2005-2006 diversity narrative suggests that programming, workshops, and events have been the major ways used to diversify the Lima campus. Some of the programming or workshops at the Lima campus have included Multicultural and Disability Awareness Day, leadership training, and a lecture on Gay, Lesbian, Bisexual and Transgender individuals. One initiative that might provide critical outcomes is The College Prep 8<sup>th</sup> Grade Program. This program provides multi-ethnic students with a mentorship and enrollment into college prep courses. Reaching out to students in their early educational years may



provide beneficial academic and social outcomes. Many of the initiatives planned at the Lima campus have been done in conjunction with its shared campus partner, Rhodes State College. It would be interesting to know some of the benefits and issues related to working jointly on diversity initiatives.

In terms of undergraduate student enrollment and faculty, the Lima campus has a minority population of 5.6%. There has been a slight increase in Hispanic students (no information was given on how large) and a relatively unchanged number of black students (no information was given on the number of black students, either). The information for Asian American and Native American students was not provided. The campus has struggled to hire faculty of color and women. Out of five new hires, two were females and two were international scholars. No other descriptive data was given.

### **Leadership Commitment**

The commitment to diversity has been shown through the establishment of a separate budget to support multicultural events and diversity activities. Further, there is a commitment to hiring diverse faculty.

### **Recommendations for the Lima Campus**

- University leaders cite that it is difficult to judge the climate for women and minority, faculty, staff, and students

### **Action Steps for OSU**

- Open up programming from the main campus to other regional campuses
- Link programming from the main campus through videoconferencing
- Programs that link high schools and colleges should be available on regional campuses
- Minority and women doctoral students should be encouraged to use the regional campuses as a “teaching laboratory” or teaching experience to help acquaint them with faculty opportunities available on the regional campuses

## **Mansfield**

### **Overall Assessment**

The Mansfield campus has sought to diversify its campus through working with community leaders and organizations to provide relevant programming. It has also directed financial resources to diversity-sponsored programs and contracted with a multicultural consultant for six months to develop recruitment and retention initiatives for minority students. The Mansfield campus recognizes the importance of self-monitoring its recruitment efforts and will have an accountability plan in place, provided by its new consultant. There are also efforts at Mansfield to expand its recruitment practices beyond African American students.

The data for faculty members were very low; reporting only four minority faculty members. The actual number and percentage of student and faculty members provided by the Mansfield campus was extremely helpful. It provided a full and comprehensive picture of the campus. It would also be helpful to see this data further aggregated by race and gender.

### **Leadership Commitment**

The leadership commitment is exemplified through partnerships with neighborhood agencies and organizations, speaking to local churches and other community venues about the campus commitment to diversity, recognition by the NAACP of the Mansfield campus’ community service, and by the Dean and Director of the campus serving as role models.

### **Recommendations for the Mansfield Campus**

- Initiate a proactive and aggressive plan to recruit minority students
- Explore ways to support English Language Learners
- Develop a policy to cease the use of derogatory language on campus
- Develop a clear and effective harassment policy on race, religion, and sexual orientation

### **Action Steps for OSU**

- Implement policies to retain women and minority faculty (i.e., support women and minority faculty in the promotion and tenure process)
- Efforts are needed to encourage the promotion of women and faculty of color to rank of full-professor

## **Marion**

### **Overall Assessment**

The descriptive data presented in the 2005-2006 diversity report suggest that the regional campus at Marion is building on previous initiatives and promoting new programs to diversify the campus community. Some past initiatives have included the “I Can Go to College” program, Minority Student Visitation Days, and Project Unity: Promoting Tolerance for Diversity. A few examples of current initiatives are Project Open Hand (donating food and household goods to Columbus food bank), taking minority youth to a play, and expanding the multi-cultural curriculum at the campus. Although these are all worthy programs, they may not advance deep structural changes. For instance, the Marion campus broadened its multi-cultural curriculum; however, the report does not state that courses from this curriculum are required. If students are not required to take a course from this curriculum, then the impact of this initiative may be lessened.

To further promote diversity on campus, a full-time Diversity Coordinator was hired. The hiring of the Diversity Coordinator proved to be a major asset for OSU-Marion. The coordinator has close ties to the Marion public schools which the campus hopes will serve as a pipeline to primary and secondary school students, therefore increasing the diversity on campus.

The Marion campus reports doing a good job diversifying its curriculum, programming and student body. It experienced a 1.1% increase in both African American and Asian students and a 0.1% in American Indian Students. For Hispanic students, there was 0.2% decrease in student enrollment. Although these gains show improvement, it would be beneficial to know the actual number of minority students. Despite gains in retention of most minority students, faculty and staff recruitment needs improvement. For example, offers were made to two female professors (one a minority professor), and they both declined. The Marion campus should explore why these professors declined the appointments.

### **Leadership Commitment**

The Marion campus cites the hiring of a full-time Diversity Coordinator and the placement of an affirmative action advocate as a testament to its commitment to diversity.

### **Recommendations for the Regional Campus**

- Read internal and external “best practices” in the area of diversity and appropriate contact information to accompany each “best practice” provided
- Develop and update a clear listing of minority vendors that the University has used for a variety of services and supplies and provide the document to every area at the University

### **Action Steps for OSU**

- Use diversity statistics from peer institutions as a yardstick by which to measure diversity efforts

## **Newark**

### **Overall Assessment**

The demographic data presented in the 2005-2006 diversity report suggest that the regional campus at Newark is making new progress or sustaining previous successful efforts to diversify the campus community. It is apparent that efforts to attract students of color have been effective. Establishing diversity targets for students, faculty and staff on the basis of the relative diversity of the counties in the regional service area provides a reasonable mechanism for measuring “numeric success.” However, this lens suggests a transactional approach to diversity. A more transformative approach would look not only at numbers, but, perhaps more importantly, at diversity outcomes like changes in the cultural climate of the campus, incorporating diverse cultural, racial and ethnic elements into the curriculum and promoting an ideology of fairness and social justice among all the members of the campus community. An institutional environment that is demographically diverse on the basis of race, ethnicity, gender, sexual preference and disability is better positioned to make progress in these areas, but numbers alone do not guarantee success.

Although the Newark campus has been less successful in attracting new faculty of color, it is apparent that the administration recognizes the importance of diversifying the faculty to achieve larger diversity goals. Several new initiatives aimed at increasing gender and racial diversity within the faculty give strong indication of this commitment; these include using the *Minority and Women Doctoral Directory* to recruit new faculty, advertising faculty positions in the *Affirmative Action Register*, creating a new Faculty Search Guide that emphasizes the regional campus’ commitment to diversity and conducting a web-based “climate survey” of all full-time faculty and staff.

With the full implementation of the University’s new selective initiatives, the regional campuses will become the “portal of entry” for more undergraduate students. As this occurs, effective strategies to retain students of color and first-generation students and to ensure opportunities to matriculate to the main campus for baccalaureate degree completion must be implemented and sustained. The 2005-2006 Diversity Report for the Newark campus does not include retention data. This information would assist in a comprehensive assessment of diversity strategies at OSUN.

### **Leadership Commitment**

Information provided in the 2005-2006 Diversity Report clearly indicates that the Dean has a strong commitment to creating a more diverse environment at OSUN. This commitment is communicated directly to the Campus Diversity Committee, the Cabinet, the Faculty Assembly, the Newark Board of Trustees and students.

### **Recommendations for the Regional Campus**

- Strengthen the faculty by hiring and retaining more women and people of color
- Establish a Visiting Scholars Program
- Evaluate the campus climate by administering the Noel-Levitz Student Satisfaction Survey, including diversity-related questions
- Determine if the art and architecture of campus buildings contributes to a welcoming and inclusive environment for all faculty, students and staff

### **Action Steps for OSU**

- Increase the percentage of women and people of color in the University faculty
- Diversity plans for each academic unit should be posted on the Diversity Council’s website

## **VICE PRESIDENTIAL UNITS**

## **Business and Finance**

### **Overall Assessment**

A primary way that the Office of Business and Finance demonstrates its commitment to promoting diversity on campus is by facilitating contracts with minority enterprises. To that end, the College has assumed a leadership role in promoting the use of minority enterprises throughout campus by various means of communication (including the web, town hall meetings, and printed materials). This office is also committed to hiring personnel who represent minority groups and have targeted hiring into leadership positions. The report does not specify how many hires are from underrepresented groups and what progress the unit has made, if any, in achieving greater diversity among its staff. One barrier identified in the report is that specific professional training is needed in its personnel, limiting applicant pools. This barrier can not be any more substantial than the limitations in numbers of PhD applicants in any particular area of study who also represent minority or underrepresented groups.

The unit administrators feel that a positive climate for women and minority staff has been established. The report provides no data to inform the Council about climate. One goal this year is to complete a climate survey.

This report states that diversity has increased and climate has improved; however, because the report provides no data to examine changes in staff and climate, validation of these claims is missing.

### **Leadership Commitment**

The report appears to have been written by a top administrator. The unit has made appropriate responses to the feedback that it received the first year. This responsiveness is one indication of the unit's investment in and commitment to increasing the University's diversity. Actions to promote diversity are reviewed as part of the annual evaluation of senior leadership.

### **Action Plans**

- Although this report indicates progress toward diversity goals, data are not presented. Specific data about the diversity and climate of the Office need to be tracked and reported
- The Office plans to continue to encourage and facilitate use of minority enterprises for contract work. Although this information is available on the ibuy website, it is not difficult to search and use. A more user-friendly interface for the ibuy website is needed
- The minority enterprises that are listed for University use do not include GLBT owned enterprises. Although these are not sanctioned by the State, the Office should consider developing a list of GLBT owned enterprises to make available to units. The Office should consider expanding the list on the ibuy website beyond state approved minority enterprises

## **Development**

### **Overall Assessment**

University Development is finally doing what the Diversity Council wanted it to begin doing five years ago. It has placed diversity as a central part of its strategic planning process. University Development also has created what is probably the largest diversity committee of any unit. With 22 members, the unit's diversity committee should have a broad influence. In order to work more effectively, the large committee is divided into three subcommittees, each with a specific mandate: recruitment,

retention, and cultural competency. Minutes are posted to a web site, and progress reports are shared among staff to encourage suggestions.

The most innovative work that University Development seems to be doing in terms of diversity is a partnership with two graduate students, one in Education and one in Labor and Human Resources at the Fisher College of Business. However, it was unclear how University Development hopes that the scholarships of these graduate students will benefit the unit in terms of diversity.

The unit is doing well with the hiring of women, as evidenced by the balance of men and women in upper management; of the four members of the upper management team, two are women. The unit has made miniscule progress with the hiring of African-American staff and no progress with any other groups. University Development has yet to disaggregate the data as the council requested.

### **Leadership Commitment**

Large numbers of people are represented on the unit's Diversity Committee, and one area that the unit is working on is cultural competency. Steps taken to create a better climate of cultural competency include encouraging attendance at the President's and Provost's Diversity Lectures, a mandatory diversity program at staff orientations, providing a means to express concerns about cultural competency, and educational opportunities to learn about different cultures. For recruitment, the Diversity Committee recommended network building and creating an atmosphere where, through various programs and networking within the University and elsewhere, diverse populations would feel welcome. The retention subcommittee's recommendations include having a greater understanding of the costs of staff turnover and better guidelines for promotion and career development. The unit's upper level management team also invited the Chair of the Diversity Council to one of its meetings in order to receive additional feedback for moving forward.

### **Recommendations for Unit:**

The unit has given subcommittees their charge of formulating an action plan, which the subcommittees seem to have done. However, the unit needs to move past the comforts of the planning stage and implement actions steps.

## **Human Resources**

### **Overall Assessment**

In some ways, the Office of Human Resources is very illustrative of both the challenges and opportunities of the diversity mission within the University. On one hand, in its internal administration, the Office readily admits to a lack of competitive compensation and advancement within a limited structure for career pathing and advancement; on the other hand the unit clearly exhibits some of the best practices of exit interviews, comprehensive search approaches and professional development. The unit remains somewhat challenged by using interim positions during restructuring while at the same time undergoing intensive processes to define vision and strategic priorities. OHR, arguably, still struggles to have influence in some campus leadership areas, particularly the academic arenas, yet at the same time has an outstanding record in creating and implementing progressive campus policies on parental leave issues, workplace violence, partner benefits and most recently dual partner placement assistance.

It is salient that the Office, as might be expected, accepts its role as a leader in diversity issues both by policy and example. It is also clear by the extensive, thoughtful and incisive list of items addressing overall campus diversity issues that the unit remains somewhat frustrated in promoting the implementation and adoption of some ideas. When OHR is given a clear objective either in creating a University policy, providing internal composition data or in shaping a policy mandated by new legal requirements, the unit is outstanding both in the formulation of the approach and in coordinating the implementation on a campus wide basis. When OHR faces its own challenges of organizational culture (or, perhaps in its case, inherent difficulties in placement and retention) in addition to those of changing

the culture and approaches of other units, the record is less impressive. The Office is most effective, perhaps, when it is seen to be acting in a staffing, legal, personnel support capacity and less effective when it attempts to provide and impact institutional change which could be interpreted as being beyond its charge.

### **Leadership Commitment**

Despite some internal and external limitations mentioned above, the staff of the Office of Human Resources is one of the most dedicated, committed and responsive units in the University. This is in no small part due to a palpable shared sense of mission and acceptance of responsibility stemming from the exemplary leadership of Associate Vice President of Human Resources and an experienced and expert leadership group.

### **Action Steps**

A possible solution (and recommendation) both to the challenges that OHR faces internally and to its external role within the University may lie in the same place: a reevaluation of the critical part that the Office plays in campus life which leads to an enhancement of its own internal reward resources. An elevation of status in campus perception may lead to greater influence in making more fundamental change. The Office clearly sees a good part of the serious challenges and issues that remain which they have forthrightly enumerated in their report, it may make sense to allow it more authority to shape and influence solutions. The list of suggestions for changes that the University might make is compelling and comprehensive, and, if really implemented, would certainly effect change. Suggestions include:

- Increased accountability for diversity issues which should be made open and public
- Increasing stress on the importance of diversity issues to the same extent as other University initiatives such as research and rankings
- The development of a shared campus wide understanding of the criticality of diversity
- Orientation in diversity issues for all University leaders such as deans, chairs and others

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## **Legal Affairs**

### **Overall Assessment**

Although the Office of Legal Affairs provided no demographic data in its report, the University's diversity data indicates that as of April 2005, 60% of the professional staff were female, one of whom is Black; that 50% of the executive administrative staff are female, with all four being white; and three clerical staff, all white females. We recognize that the office staff is not large and with minimal turnover does not have many opportunities to diversify its staff. We also recognize that when the Office did fill an attorney opening this year, it advertised in the Call & Post to attract minority candidates. However, the University Diversity Council questions whether there might be more effective mechanisms for recruiting a diverse candidate pool. For example, most large cities in Ohio likely have bar associations for various minority groups.

The University's diversity data does not include student interns which the Office does utilize. Perhaps these interns could provide a pool of potential full-time attorneys.

The office also arranges for special counsel to represent the University on various legal matters. A breakdown of special counsel by diversity could be helpful in assessing the Office's progress.

The office also claims it has never had any climate issues for women or minority staff members or students, although it has never performed a climate survey.

The office is to be commended for the family-friendly environment it has created and for the steps it has taken to accommodate needs for part-time schedules as well as summer schedules to accommodate support staff needs regarding summer child care.

### **Leadership Commitment**

The leadership appears committed to diversity. The Council believes, though, that the office could benefit from consulting with the Office of Human Resources or other resources about more effective ways to recruit a more diverse pool of attorney candidates as well as about assessing whether it truly has no climate problems for women or minority staff and students.

### **Recommendations for the unit**

- Investigate and report back on other approaches to recruiting a more diverse candidate pool other than simply advertising in the Call & Post
- Provide data on the diversity profile of special counsel hired by the University
- Provide data on the diversity profile of student interns in the office
- Consult with the Office of Human Resources regarding approaches for determining whether the belief there are no climate problems is accurate

### **OSU Action Steps**

The Office of Legal Affairs has suggested several interesting action steps that the University as a whole could take to permit it to go beyond its current state of diversity:

- Recruit more minority individuals for high-level positions
- Introduce succession plans that identify and groom minorities for high-level positions

## **Research**

### **Overall Assessment**

Overall, the report of the Office of Research (OR) is disappointing in many respects. First, there is little indication that the Office has taken seriously the prior recommendations of the Diversity Council: (1) installation of a centralized diversity contact, and (2) implementation of a funding initiative for research on diversity. OR units endorse the need for a centralized contact, but there is no evidence that the central office has even considered developing this position. In response to the recommendation about creating a funding initiative, the report references several initiatives of individual units (some of which receive some support from the OR): the University Laboratory Animal Resources' course to encourage Puerto Rican students to undertake careers in Pharmacy; the Center for Lake Erie Area Research's program that provides support for several minority students to participate in science courses at Stone Laboratory during the summer, and its participation in the University's Young Scholars' program; and, the Byrd Polar Research Center's establishment of an initiative with Haskell Indian Nations University to encourage minority students to pursue careers in science. However, with the exception of the Byrd Polar Center's initiative, these programs were already in place when the Council made its recommendations for OR. Notably, the Council called on the central leadership of OR to take some initiative with respect to diversity; yet, one has to conclude that initiatives recommended by Council are not being undertaken. Moreover, the Office has not put forth alternative initiatives of its own.

### **Leadership Commitment**

The report is also disappointing in not speaking directly to how a commitment to diversity is being communicated from the top. Again, the report references what some of its units are doing, but not what the leadership of OR is doing. Among the communication activities noted are: Byrd Polar's participation in outreach activities geared to increasing representation of women and minorities in science; the Office of Responsible Research Practices' increase in purchases from minority vendors,

attention to diversity in the membership of the review boards, and participation in diversity training program; the development of volunteer diversity committees by the Ohio Supercomputer Center and the Research Foundation; and, the mandated diversity training program developed by the Research Foundation.

### **Demographics and Climate**

The report does not include a systematic analysis of the demographics of the various units. However, OR reports that there is relatively low representation of women and minorities in some units. On the positive side, the office has recently appointed a female as Associate Vice President for Technology Transfer and Commercialization, and it has also hired two female African American staff members, thereby bringing the percentage of minority female staff in the office to .38. Regarding climate issues, units indicate that the climate for women and minorities is positive. However, the basis for these assessments may not be systematic.

### **Recommendations for the Unit**

- Strengthen the roles of diversity contacts within the OR unit e.g., through regular meetings.
- Develop an overarching strategy to accomplish diversity within the unit
- Follow-up on the Diversity Council's recommendation to create an officer within OR to facilitate and coordinate diversity activities
- Follow up on Diversity Council's recommendation that OR provide funding opportunities for research on diversity topics and otherwise create opportunities for inter-College research programs focused on diversity issues, in keeping with the mandate of the University's Diversity Plan

### **Action Steps for OSU**

- Set up a University-wide office to oversee diversity training, education and communication
- Communicate diversity strategies and activities more broadly e.g., offer an annual or semi-annual meeting of all unit diversity contacts on campus, create a list-serve of diversity contacts, and provide a quarterly newsletter
- Continue to encourage the use of minority contractors
- Promote collaboration with the Office of Minority Affairs

## **Student Affairs**

### **Overall Assessment**

Overall, the Office of Student Affairs' (OSA) seems responsive to the Diversity Council's recommendations and committed to achieving diversity goals. The Office continues to undertake activities that the Council regards as praiseworthy and indicates that it intends to undertake a broader discussion of controversial policies (like the Christian Legal Society decision), providing OSA is "not hampered by involvement in a legal process."

Commitment to achieving diversity goals is evident in the programming of various units within OSA, the changing demographics of the units (tracked for the past five years), and in the Directors' perceptions of the climate. Demographically, approximately 40% of OSA's staff is composed of members of racial/ethnic groups. Moreover, improvements in the racial/ethnic distribution have been made in terms of clerical and paraprofessional positions rather than the unit's lowest level positions. Although their statistics have not improved, executive and professional staffs are 16% and 19% people of color, respectively. Within the executive administrative and professional staff, OSA is approximately 50% female. The staff is also said to be diverse in terms of sexual orientation. Beyond demographics, OSA provides examples of a variety of programmatic activities to foster diversity. These include activities that: promote career advancement geared to groups-of-color or persons in lower paid positions; enhance educational opportunities for diverse student populations; and help to recruit and retain students from underrepresented groups. Regarding climate issues, the picture for OSA is less clear. Based on a



lack of complaints and their personal efforts to discuss climate issues, Directors view the climate for diversity as satisfactory. However, there are not yet systematic data to confirm this. OSA is in the process of developing and piloting a climate survey to gain more systematic information on climate issues.

### **Leadership Commitment**

Commitment to diversity is communicated through planning discussions and documents, as well as through provision of financial resources to support activities. The report identifies numerous activities/programs that are the fruits of this commitment.

### **Recommendations for the Unit**

- Develop a staff training curriculum to teach and assess diversity competencies
- Design and implement a staff survey to assess the climate and success of directors and managers regarding climate
- Follow up on annual reports of departments to plan diversity efforts for upcoming year

### **Action Steps for OSU**

OSA makes the interesting observation that even as the University is engaging in diversity activities and making some actual gains, women, minorities, and members of the GLBT population remain skeptical that there is a "real" commitment to diversity at OSU.

- Do more to (1) announce diversity successes and make diversity activities known to broader audiences, and (2) demonstrate that University has a long-term commitment to achieving diversity goals
- Promote a shared understanding of diversity that is more inclusive than current definitions but that also allows for targeted improvements

## **University Relations**

### **Overall Assessment**

The Office of University Relations has supported a number of initiatives for the University's diversity goals. The report listed 11 specific activities that this Office accomplished this year to promote diversity. These initiatives include communications through the radio station (WOSU), advertisements, the University website, newspaper articles and announcements, reports, and roundtables. These initiatives appear to be important communication efforts that have the potential for broad effects with the University's constituents and the public at large. This Office has also contributed to organizing and supporting the Diversity Lecture and Cultural Arts Series and other special events that brought persons representing minority groups to campus. It listed nine articles (in *onCampus*) that publicized the research of faculty members who represent minorities. The Office has highlighted the progress that the University has made toward enhancing diversity in numerous campus publications. Its efforts in promoting the diversity and in celebrating success of faculty/staff from minority groups speak clearly about the value it places on diversity within the University.

The climate is described as a positive, welcoming environment for all. Climate has not been identified by employees who have left their positions as a reason for leaving. Data were not presented from climate surveys. In addition, data on the unit's demographics were also not presented.

### **Leadership Commitment**

The author of this report states that diversity is a core value in University Relations and the actions and priorities of this office bear witness to that statement. The Office has good representation of women and minorities at leadership levels. These levels have not changed this past year; however, job turnover is low. The staff are encouraged to seek minority interns and the Office is creating initiatives to attract minority employees. There are several strategies in place to increase diversity, including advertising widely, maintaining contacts with communication professional organizations, working with community agencies, and developing relationships with minority student organizations.

#### **Action Steps for the University**

- This Office feels that the opportunities for obtaining diversity among University employees are abundant. They point to our female president and provost leadership as strong evidence that gender diversity is given credence at OSU
- We should continue to bring representatives of minority groups into leadership positions. To accomplish this, the University needs to market itself to a more diverse population through national media
- University programs should identify and work with employers to showcase placement of minority students
- To bring more diversity into the University, it should connect with grassroots organizations that represent ethnic and minority groups

## **OFFICE OF ACADEMIC AFFAIRS UNITS**

### **Chief Information Officer**

#### **Overall Assessment**

The Office of the CIO has worked to develop training and awareness opportunities on diversity-related topics for all levels of their staff. Last year the Diversity Council recommended that the unit create a diversity committee to provide leadership to the unit. A small committee has been created and has been charged to develop the 2005-06 diversity strategy. Levels of staff membership on the committee and total numbers involved are not reported, and no timeline is provided for completion of the diversity strategy. Also reported last year was the intention to create an internship program for under-represented students which still needs to be implemented. The CIO HR director is meeting with University leaders to begin a dialogue on how to develop more support around GLBT issues.

It is reported that around 10% of the staff identify as Black, 1% as Hispanic, and 11% as Asian. In the past five years the ratio of men and women has held steady and the number of staff who identify as Black is up slightly at 2%. Staff who identify as Asian have almost doubled since 2000. Specific demographic numbers were not provided. The report does mention that benchmarking data for comparable IT units was not available. The Office of the CIO plans to participate in a Climate Survey that is being conducted by the CIC IT HR organizations. Once completed, this survey will provide local data as well as comparison data with other CIC institutions. No timeframe was provided for this survey. The report states that the Office of the CIO received one complaint of racial discrimination and one of age discrimination in the past year. While it is mentioned that both charges were raised during disciplinary proceedings, no narrative is provided on findings or department process changes related to these complaints.

The Office of the CIO references a major dilemma related to instilling “a common culture across the organization.” To address this issue, staff meetings, lunches with the CIO, a holiday party, a staff appreciation picnic and “Going the Extra Mile” staff recognition awards have been implemented. In addition, a number of long-standing events such as the KRC International Potluck and the UNITS Pancake Breakfast continue to be supported. Because the Office of the CIO was formed through a

number of mergers over recent years, the major concern seems to be around fragmentation of units and roles. While the types of staff programs listed above do help with the creation of a “common culture,” it is unclear how they directly address concerns related to diversity in the unit.

### **Leadership Commitment**

The importance of “treating others with dignity and respect” has been incorporated into the Annual Performance Management process—there is a specific section that evaluates: “shows respect for diversity.” A variety of diversity-related training sessions have been provided over the last year for staff. Three training sessions were provided for managers and supervisors. CIO senior staff (@30) participated in a discussion around diversity to develop a diversity statement for the Offices of the CIO. The statement development is still in process, and no timeline is provided.

### **Recommendations for Unit**

- Conduct a climate survey that includes GLBT issues and provide a specific timeline for completion/analysis of data
- Establish a routine exit interview process
- Implement a student internship program for under-represented groups and provide a specific date for kick-off of the program
- Reintroduce the Marilyn Farrish staff award and describe how this award supports diversity efforts
- Develop the Diversity Committee to include members from various CIO units and staff levels
- Complete the unit diversity statement
- Complete the unit diversity strategy with clear connections drawn between creating a “common culture” and addressing diversity-related needs
- Identify who the CIO HR director has met with. The Diversity Council recommends that the following individuals/groups be part of this discussion: Association for GLBT Faculty and Staff (AGLBTFSS); Gay, Lesbian, Transgender Student Services/Multicultural Center; student organizations such as FUSION, Grad Queers, Common Ground, HRC; The Women’s Place; Jack Miner with the GLBT Alumni Society; Debra Modellmog & Molly Blackburn with Sexuality Studies

### **Action Steps for OSU**

- Continue to move in the current direction highlighting information on the OSU Diversity Webpage
- Continue to showcase areas within the University that have made a commitment to diversity

## **Glenn Institute**

### **Overall Assessment**

The John Glenn Institute for Public Service and Public Policy is a national ally in, and center for focus on, the University’s objective to enhance diversity. Programs of the Institute continue to show thoughtful progress – especially with the list of Diversity Enhancement Strategies given in its report and its ambitious agenda for this academic year. As always, partnerships with other units (e.g., the Multicultural Center, the Institute for Collaborative Research and Public Humanities, the Knowlton School, and others) promise to yield effective programs of interest to a wide audience.

New hires of the Institute are noteworthy: of the 14 new staff members, 71% are women and 50% are persons of color. Feedback from staff members on the environment they enter continues to be positive.

### **Leadership Commitment**

The response to a commitment to diversity provides a list of steps that show qualitatively a strong commitment to enhancing diversity, which is impressive. Even more impressive are the data on hiring provided, which details hiring activity from July 2005 through December 2005. We note that “two-thirds of the leadership team (of the Glenn Institute) are female and 79% of the overall staff” are female.

#### **Recommendations for the Unit**

- Continue to work closely with campus units to examine the root cause of social disparities
- Focus on the unit’s staffing pattern and programming priorities
- Continue to create programs that engage students in discussions about diversity

#### **Action Steps for the University**

- Keep moving forward on the current Diversity Action Plan – a new plan is not needed at this time
- Provide fiscal and human resources to implement the current plan
- Examine OSU pay scales to provide additional support, as possible, for low-wage earners

## **Graduate School**

*Report not submitted due to transition at the Graduate School.*

## **International Affairs**

The Office of International Affairs has clearly read and attempted to respond to the previous reports of the Diversity Committee. In its report for 2005-2006, OIA points out that OIE has made a greater effort to embrace diversity. It has held activities to increase minority participation with study abroad programs, and the unit is working with OMA to obtain scholarship funds in this area. OIA notes that about 30 percent of the 1399 students in study abroad programs are minorities. It would be helpful in understanding which programs were involved if the data could be disaggregated.

OIE is active in providing student services for international students and assisting visiting international scholars. OIE also works with the Multicultural Center, the Mershon Center for Area Studies, and the International Affairs Scholars Program to promote diversity.

As last year’s reports indicate and this year’s report confirms, OIE is doing much better with recruiting female staff employees (80 percent) than non-Caucasian staff employees (11 percent). But they did note that one African American staff member was hired in the central office.

The unit seems to be increasingly committed to diversity and it should be noted that the leader of the unit took the initiative to write the report. In terms of the leadership staff within the unit, 37 percent are female, and 26 percent are ethnic minorities, including one “African Black.” OIA believes its failure to recruit more “historically domestic minorities” has to do with lack of interest in international affairs by these “historical domestic minorities.” One might note of course, that the former Secretary of State Colin Powell and current Secretary of State Dr. Condoleezza Rice are “historic minorities,” which might belie the concern that these self-same “historic minorities” are not interested in international affairs. OIA supplies no evidence for its assertion.

As for the GLBT community, OIA asserts that the climate is “favorable” and no problems have been noted. What the unit bases this “feeling” upon is unclear. OIA clearly needs a climate assessment and if it feels it does not have the expertise, OIA should work with HR to devise a suitable survey.

#### **Recommendations for Department**

- Discuss with HR the possibility of conducting a climate survey to assess conditions for the GLBT population
- Don’t assume that as “more of the domestic minority population is trained in relevant subject matter and advances in rank...some will be positioned to move into leadership positions.” There

are things the unit can do to support the process with internship programs, more vigorous recruiting, etc

## **University Libraries**

### **Overall Assessment**

## **University Libraries**

### **Overall Assessment**

The report from University Libraries begins by noting the challenges the library system faces when recruiting minorities and males into a traditionally female profession. After this introduction that squarely sets up the issues, the report moves in a different direction by focusing on the patrons the Libraries provide services to and the ways those services are delivered. In this regard, the report notes the expansion of the boundaries of traditional collections, the creation of new services for a diverse student body, and such items as “a diversity of learning and research space.” Thus, the report uses the term “diverse” in general and very broad ways: “diverse accomplishments,” “diverse research, teaching, and service activities,” “diverse professional expertise.” There is a basic level of conceptual commitment, but the vague and various uses of diversity cloud that commitment. What is needed is a clearer sense of diversity in staff hiring and retention.

### **Leadership Commitment**

As the report states, the Library system “has a unique place in the University” and a commitment to serve all of its constituents. The report emphasizes meeting the needs of a diverse student and faculty population, including the provision of materials that are ADA compliant.

### **Special or Continuing Initiatives**

- Charging a Libraries’ Learning Group to research and present a paper that addresses the changing learning needs of a diverse student population

### **Action Steps for the Unit**

- The Library system needs to be clearer as to its specific steps for hiring and retaining underrepresented groups. There is no evidence of a plan to do so.
- Create a plan to make diverse students, faculty and staff feel welcome.
- The Library system needs to explain how its general statements about the value of libraries (“scholarly communication,” “active learning,” “teaching libraries”) connect to its diversity mission.
- Too many of the statements in the report are vague (e.g. “provoke creative thinking,” “respectful interaction,” “bias free”). Other statements are left unexplained: “Decentralized support and programs have advantages but also have the disadvantage of units not always knowing what is available.”
- Although the Library is in transition and will be so for several years, University Libraries must not lose sight that even during the interim years of renovation, there are opportunities to work with minority vendors and to hire, retain, and promote underrepresented groups as part of the employee pool. In response to the question about the demographics of University Libraries, the report responded “not applicable.” The Diversity Action Plan affects the demographics of all units.

### **Action Steps for the University**

- Include a standing diversity section in *OSU Today*

## Minority Affairs

### Overall Assessment

The Office of Minority Affairs has established successful partnerships with the Offices of Business and Finance as well as Student Affairs. This partnership has been instrumental in creating critical links with local minority caterers. The unit identifies substantial progress in the recruitment and retention of students. However, the unit did not provide specific data to assess growth as compared to prior years. The World Service program and the Todd Anthony Bell National Resource Center are commendable efforts.

### Leadership Commitment

There is no doubt about the commitment to diversity by the Office of Minority Affairs. However, the Diversity Council encourages the unit to showcase the different efforts and ways in which leadership is provided. Members of the Council expect OMA to provide leadership to academic units and share recruitment and retention strategies as well as best practices in the field. Specific examples of how this leadership has been exercised can serve as role models for other units.

### Recommendations for the Unit

Given that the Office of Minority Affairs is a unit within the Office of Academic Affairs, the data is contained in that report. The report indicates the following with regard to staff diversity:

- **African American representation:** 100% Academic leadership, 66.7% Executive and administrative, 86.8% Professional, 68.8% clerical, 59.1% GAA, for a Total staff: 62
- **Hispanic Representation:** 0% Executive, 33.3% Executive and administrative, 7.9% Professional, 15.6 Clerical, 50% GRA, and 9.1 GAA, for a Total staff: 11
- **Asian Representation:** 0% all staff categories except 18.2% GAA
- **American Indian Representation:** 0% all staff categories except 4.5% GAA

In its annual diversity plan, the unit has recognized the need to increase programming for Asian and American Indian populations. This need also exists with regard to staff representation for both Asian and American Indians given their 0% presence. It is highly recommended that a recruiting strategy for the above populations be developed to make the unit more diverse. These efforts would go a long way in addressing the unit's noted external perception that the office primarily serves African Americans.

The unit administrator noted that climate issues are addressed informally and formally, but the report does not provide data to inform the Council about climate issues or the trends established by the exit interview process. The unit is encouraged to provide more specific information on these subjects.

### Action Steps - University

- Increase minority enrollment at graduate and professional levels
- Implement support and retention programs for minority faculty at all levels
- Enhance the number of minority vendors via partnerships and programming
- Increase visibility of OSU as a strong proponent of higher education for minorities
- Pursue work with corporate partners to develop minority internships and job placement programs.

### Action Step – Diversity Council

- Council provides leadership to monitor the climate for minorities in each department in conjunction with graduate Chairs

## **Office of Undergraduate Studies**

### **Overall Assessment**

The Diversity Committee notes the continuing commitment of the Office of Undergraduate Studies (OUS) to enhance the diversity of the undergraduate student body. The continued and seemingly strengthened relationship between this office and others on campus (i.e., the Office of Minority Affairs) demonstrates this commitment, as does the expanding volume and range of cultural and diversity-related programming noted in its report. In addition, the Diversity Council acknowledges an increased commitment to the recruitment of a diverse student body on the part of OUS through the addition of an in-house staff position devoted specifically to outreach and recruitment/engagement programs that target minority and economically disadvantaged students.

These efforts seem to be paying off, although slower than OUS would hope (the Committee appreciates the honesty of this self-evaluation). The impact of the Michigan affirmative action decision on minority enrollment continues to be evident, and the University has yet to reach its pre-2003 levels of minority students. Despite rising standards for admission, the percentage of students of color in the freshman class increased slightly overall, with small increases noted among African American and Hispanic students. The setting of enrollment goals appears to be important to these outcomes.

The commitment to diversity by OUS is also reflected in its own staffing patterns. Women are well represented among the staff, and the percentage of minority employees has increased slightly. Increases in minority staffing, however, have not occurred across all levels, with an actual decrease (in percentage but not numbers) of minority staff occurring at the highest classification of positions. The Council notes that the 1.4% level of minority vendor purchasing is low (as it is in other parts of the University), although this level represents an increase for this unit over last year.

### **Leadership Commitment**

The use of enrollment goals, training efforts that emphasize the importance of diversity in all University activities, and the targeting of hires to this mission of OUS demonstrate the commitment to diversity in this unit.

### **Recommendations for the Unit**

- Proceed with the hire of a senior administrator who would work with constituents and develop strategies to recruit and retain students from lower socio-economic backgrounds
- Continue with plans to focus and strengthen programming for non-traditional students
- Continue to strengthen links to the Office of Student Financial Aid, the Office of Minority Affairs, the Office of Disability Services, and GLBT services
- Proceed with plans to develop evaluative methodologies for programs, so that successful strategies can be enhanced and less-than-successful efforts can be discontinued based on program data
- Focus specific efforts on males in general and minority males in particular

### **For the University**

- Strengthen the commitment to finding and using minority vendors
- Share successful models developed in other units across campus through forums for faculty and administrators
- There should be a University-wide dialogue on diversity issues