

# **DIVERSITY PLANS: AN ANALYSIS 2007-2008**

Submitted by

**The Council on Diversity**

Georgina Dodge, co-Chair  
Valerie B. Lee, co-Chair

Deborah Ballam  
Jane Case-Smith  
Jose Castro  
Jeff Caswell  
Douglas Crews  
Suzanne Damarin  
Olga Esquivel-Gonzalez  
Michael Forrest  
Ken Goings  
Richard Hollingsworth  
Nadine Holmes  
Rebecca Lamb  
Larry Lewellen  
Scott Lissner  
William Meezan  
Rebecca Nelson  
Karen Patterson  
Ruth Peterson  
Walter Rucker  
Tom Rudd  
Mac Stewart  
Hua Wang  
Mohamed Yousif

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## Executive Summary

In academic year 2007-2008, the university-wide Council on Diversity again reviewed written diversity plans for the seventh time since the Council's inception. Last year (2006-2007), the Council conducted site visits, sending three-person teams to meet with a representative(s) determined by the host unit. A memorandum summarizing the results of those visits was submitted to Mac Stewart, Special Assistant to the President for Diversity and Vice Provost. In total, eight annual reports have been submitted to the university's administration.

### General Observations and Recommendations

- Although several units have improved their diversity profiles, the Council particularly commends the 2007 diversity efforts within the Office of Student Affairs (Student Life), the College of Optometry, and the College of Law, recommending that these three units be upheld as best role models for other university departments.
- There is currently some confusion concerning the Minority Business Development Program, with many units using recent court rulings or purchasing through University Stores as an excuse for not having met state-established minority purchasing laws. Steps must be taken to educate units about how to meet those requirements.
- There also are problems with the data concerning numbers of faculty and staff, with a few units disputing university-provided figures. For example, at Newark, an African American female assistant professor (since 2005-2006) is not accounted for in the official OHR data although she is included in the "corrected" data provided by the campus. Statistics need to indicate the reasons for annual changes (losses and gains) as well as overall numbers in order to provide an ongoing profile of the units.
- Faculty pool data for the Ph.D. completions for institutions with the Carnegie classification "very high research activity" is available for 72 of our 107 tenure-initiating units. Over the last decade, 25 of those units over-hired male faculty by at least 10% of their portion of the pool. Twelve of those 72 units had pools containing at least 5% faculty of color, but seven of those 12 hired no faculty of color and the other five under-hired faculty of color.
- Having all units complete some form of a diversity timeline would provide means of quick assessment and accountability and would provide units with a realistic overview of their history of diversity. For example, the College of Pharmacy proudly displays a diversity timeline on a wall in Parks Hall.
- The practice of "optioning" students to the regional campuses has impacted the profile of the Columbus campus and needs to be examined. For example, Newark's student population is more diverse than Columbus'.

- Unit reorganizations should not be seen as an excuse for delaying diversity efforts but as an opportunity to set and pursue diversity goals more aggressively.
- The Council suggests reducing the reporting timeline to once every two years and dividing each year's reporting units in half. Doing so would provide the Council with the opportunity to further refine the process and to work with individual units to meet target goals. It would also provide the units with more time to show progress and allow for greater unit accountability.
- There is some slippage between categories, with some units conflating resident minorities and non-resident aliens. All units (and OHR) should be given a specific definition of underrepresented minorities.
- OHR currently receives approximately 200 annual discrimination reports from employees. Those statistics, in redacted summary form, should be made available to the Council for unit analysis. The Council suggests asking OHR to make recommendations about how best to submit this summary data.
- The Office of the President, the Office of Academic Affairs, and Athletics should submit diversity plans to model the importance of diversity within all units on campus and to illustrate the significance of university-wide accountability.
- The consequences for failing to meet diversity target goals need to be established and articulated in ways that allow units to work towards progress in ways that can be charted and acknowledged.

## Unit Audits

This year's analysis again summarizes the individual plans submitted by units responding to the template in Appendix A. Each unit report begins with a general assessment of the unit's diversity efforts, highlights particular strengths and weaknesses, and ends with specific recommendations for improvement.

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### ARTS AND SCIENCES COLLEGES

#### Colleges of the Arts and Sciences

##### Overall Assessment

The ASC is among the newest, if not the newest, executive unit on campus. As such, it has its own unique standing, perspectives, and diversity issues. The ASC was constructed as a unit only five years ago and it is currently being reconstructed. Hopefully, change will not halt ongoing diversity initiatives and progress. The ASC is composed of five different colleges, each of which submits its own diversity plan. Only the Office of the Executive Dean, Arts and Sciences (OEDASC) is discussed here.

##### Strengths

- The college has invested significantly in minority faculty hiring and retention, making the unit one of the few places on campus where students may regularly interact with diverse faculty
- Currently, the OEDASC is a diverse unit: 70% of the 17 college staff are women and 11.7% are minorities
- The ASC has its own Diversity Enhancement Advisory Council that reports directly to the Executive Dean
- The ASC recently has addressed salary and equity issues and made these more competitive with other university units
- OEDASC has recently begun actively promoting the use of minority vendors throughout the affiliated college and ASC
- Several initiatives have been enacted to promote diversity across the university, including: the Graduate Student Recruitment and Retention Pilot Project; improving services available at the ASC Diversity Services Office in Advising and Academic Services, including a "Rising Star" Award; helped establish the Institute on Women, Gender, and Public Policy; helped establish the Africa Network; established the Teaching Academy in partnership with Columbus City Schools

- The college is the academic home for Sexuality Studies and provides infrastructure support for the program in Diversity and Identity Studies, which brings together research and teaching related to sexuality, ethnic studies programs, disability studies, and the ASL program
- The unit always conducts exit interviews and therefore can discuss why individual staff members have left

#### **Weaknesses**

- The unit acknowledges that it has until recently been insufficiently attentive to purchases from minority vendors

#### **Recommendations**

- The administrative changes taking place throughout ASC provide opportunities to expand on the many excellent diversity initiatives in place; the Council hopes that reconstruction does not serve as an excuse to halt the college's progress
- The unit should continue to explore connections and programs in collaboration with OMA and the Graduate School
- ASC should continue to promote a diverse faculty throughout the five colleges, some of which are well-balanced while others are desperately in need of minority representation

### **College of the Arts**

#### **Overall Assessment**

It is apparent that the college is committed to building and sustaining an environment that openly values diversity. Notably, the college climate is welcoming to GLBT populations as indicated by the results of a "climate for diversity" survey completed by all college faculty, staff, and students. However, more effort needs to be put into establishing the college as a site where underrepresented minority talent can flourish.

#### **Strengths**

- The college has initiated a five-year recruitment program to increase the number of minority students who apply and are accepted into the college, and it has experienced a relatively high degree of success in attracting and enrolling students from minority populations
- The School of Music and the Theatre Department are to be commended for hiring women and faculty of color consistently with the pool
- Significant increase in minority vendor participation rate of 7.7% in 2007 for a current rate of 12.68%

#### **Weaknesses**

- The college's recruitment strategies for minority faculty has had only marginal success
- Some departments—particularly the Art Department, Art History, and Dance—have significant pools of minority faculty from which to draw but that is not reflected in their hiring

- Some departments—particularly the Art Department and Art History—have significant pools of women faculty from which to draw but that is not reflected in their hiring

### **Recommendations**

- Department chairs need to take responsibility for the lack of diversity in their individual units
- The college should be more proactive in attracting and recruiting minority group members and women for faculty positions, consulting with more successful units and seeking help/support from outside the college to assist with advertising and recruitment
- The college should create a distinct diversity committee/task force that is charged with implementing the college's diversity plan and ensuring progressive action on diversity related matters

## **College of Biological Sciences**

### **Overall Assessment**

The overall tone of the report is less positive than others, in places sounding a bit combative. This may not at all reflect the intended message, but suggests that the college is not entirely comfortable with this element of its mission. The report mentions in a few places that the college has objected to the data collection methods of the university, and thus reports no assessment, but it is not clear whether the college has attempted to undertake any efforts of its own.

### **Strengths**

- The environment for GLBT faculty is described as very positive, but that is based on an informal survey conducted by a faculty member self-identifying as part of the GLBT community
- The Diversity Committee is headed by the dean, which could show symbolic support, but it appears to have a narrowly drawn charge and the level of activity is not discussed
- The college has applied under the NSF ADVANCE program for funding to increase gender equity as well as the representation of minorities and the disabled in STEM fields
- The percentages of women and minority candidates invited for visits were disproportionately larger than their representation in the applicant pool, indicating that the colleges requirement that search committee report on their procedures and pool before on-campus visits are arranged is having some positive effect

### **Weaknesses**

- The principal weakness of this particular report seems to be a structural decision that this is not an important enough issue for serious attention; there seems to be a limited definition of the scope of what is possible

- Some of the data-gathering questions were answered with a variant on “not my job,” frequently because of the role of faculty in hiring to meet their own needs on sponsored projects
- While it is true that many of the positions in the college are project-funded and thus decision-making is decentralized, the college appears to have decided that it has no role in helping to create a more diverse environment, regardless of the source of funds
- There is no indication of activity on the part of the Diversity Committee
- Evolution, Ecology and Organismal Biology over the last decade over-hired male faculty; 49% of the pool is male but 63% to 76% of hires were male (pool data is not available for the other departments in the college)
- Continuing challenge of minority business development

### **Recommendations**

- The college should increase its efforts to examine its environment for diversity, perhaps by expanding the effort it made in the GLBT faculty with a more systemic, and perhaps more anonymous, survey that includes a broader set of issues and questions
- The unit should consider whether a dean-led Diversity Committee is the best structure to use
- Gender equity is good at the assistant professor level, but decreases substantially at higher ranks, and the only underrepresented minority faculty are at the assistant professor level, indicating that efforts are underway; this progress should be charted by tracking promotion rates of women and minorities
- A structured mentoring program would help retain new faculty, particularly women and faculty of color
- The college should look to other units with similar challenges for models to adopt

## **College of Humanities**

### **Overall Assessment**

The college is clearly committed to the importance of diversity and is attempting to be creative in pursuing it. This is perhaps natural, given that the college is home to several programs in ethnic and gender studies, and thus has an additional mission-related impetus for diversity. The overall profile of the college mirrors that of the university in student diversity, but is a bit better than the university average in percentages of women and underrepresented minority faculty.

### **Strengths**

- There is a good percentage of women and minorities in leadership positions
- There is clear assignment of administrative responsibility for overseeing diversity efforts to the Associate Dean for Faculty and Research
- Guidelines are in place to ensure a diverse applicant pool for new faculty
- Cluster hiring of minorities provides the college with a unique opportunity to hire in all areas and at all levels

- The Minority Faculty Enhancement Program is an effective retention tool that includes structured mentoring, and seminars on pedagogy and research
- The college made good use of exit interviews to document reasons for faculty loss
- The Diversity Committee is carefully constituted and plays an active role in the college
- The departments of Women's Studies, History, and Comparative Studies are to be commended for hiring women and people of color faculty in numbers reflective of their availability in the Carnegie pool

### **Weaknesses**

- Gender balance and ethnic diversity varies considerably across the departments, resulting in a very different experience for students in departments across the college
- Based on the Carnegie pool data, over the last decade four of the college's departments have over-hired by at least 10% men compared to their proportion in the available pool: African and African American Studies, Philosophy, Spanish & Portuguese, and English
- One department, Linguistics, has under-hired faculty of color re their proportion in the pool.
- Continuing challenge of minority business development

### **Recommendations**

- The younger faculty are more diverse than the senior faculty, which means that the retention program is essential and seems to be a priority of the college
- There is no mention of a climate survey, but this might provide additional insights if pursued
- The college has programs in place that could be easily be modeled to and adopted by other units
- Cluster hiring seems to be effective and should continue to be pursued
- Departments lacking diversity in the faculty ranks should be held accountable

## **College of Mathematical and Physical Sciences**

### **Overall Assessment**

This year's plan represents a significant improvement over last year—in planning, achievement and tone. New leadership in this unit is clearly responsible for these changes and should be acknowledged for them.

### **Strengths**

- The unit has done a good job of assessing its own strengths and weaknesses, paving the way for its efforts to move forward
- Efforts on behalf of women are noteworthy, as is the sensitivity shown to a staff member who recently underwent sex reassignment surgery
- The departments of Math, Physics, and Statistics are to be commended for hiring women faculty in numbers reflective of their availability in the Carnegie pool

### **Weaknesses**

- More attention needs to be focused on recruiting and retaining underrepresented minorities and women in the faculty
- Over the last decade, Chemistry has over-hired male faculty re their proportion in the pool: 66% of the pool is male but 80-83% of hires have been male
- Continuing challenge of minority business development although the unit has a plan in place

### **Recommendations**

- While hiring of women and minority faculty is receiving attention, attention needs to be paid to the pool within individual units and congruency should be sought
- The unit should consider sharing faculty hiring strategies that work; Chemistry in particular might learn successful approaches from Math
- The HBCUs and Midwestern schools with large minority populations should be explored for recruitment potential, especially of African Americans and Hispanics

## **College of Social and Behavioral Sciences**

### **Overall Assessment**

Overall this college is very weak in its pursuit of diversity, although there is some variation across the units within the college. Of the eight academic departments, two (Communications and Sociology) are fully engaged in diversity related initiatives. These departments and the minority group related work of Political Science account for virtually all of the progress in the college. As indicated in many places on its webpages, the SBS studies and teaches about diversity. It is, therefore, particularly important that the college exemplify the importance of diversity; instead, it is very weak in this area.

### **Strengths**

- The Sociology Department has a committee organization that assures there is a diversity advocate on each committee
- The college is part of a cross-institutional consortium that has received an NSF grant to support enhancement of recruitment, retention, and professional development of students from under-represented groups (It is unclear when the grant period began, but a three-year renewal has been awarded; the college's diversity director is partially funded by the grant)
- There is a college-wide search for a professor in race and ethnicity, but it has not yet been successful
- The departments of Political Science and Sociology are to be commended for hiring women and people of color faculty in numbers reflective of their availability in the Carnegie pool

### **Weaknesses**

- Departments of Psychology, Anthropology, and Geography have made little progress, if any, on any dimension of diversity

- The largest department (Psychology) lags the field with respect to both women and people of color
- The Department of Anthropology has no minority faculty, which cannot be explained from the available pool data
- During the last decade, four of the college's eight tenure-initiating units have over-hired male faculty re their proportion of the pool based on the Carnegie classification: Psychology (32% of the pool is male but 60% of hires have been male), Communication (43.8% of the pool is male but 65-70% of hires have been male), Geography (60% of the pool is male but 72-75% of hires have been male) and Anthropology (43.5% of the pool is male, but 60-62% of hires have been male)
- Across the college, employment of minority group staff members (particularly African Americans and Latinos) is low in all categories
- Efforts to recruit minority faculty are passive at best and often indistinguishable from general hiring practice standards
- Minority graduate students are less likely to be supported by assistantships
- The number of assistantships held by "Asian Americans" far exceeds the number of Asian American students in the college, indicating that Asian nationals are probably included in the GA data
- For African Americans, the percentage of undergrads is roughly twice that for graduate students, raising questions about recruitment to graduate programs; the percentages are comparable in all categories except African American
- The large Center for Human Resource Research has 56 employees, none of whom are African American (5 are listed as Asian and 3 as Hispanic, but status as American minorities or internationals is unknown)
- The college's diversity director is partially funded by an NSF grant; what happens when that grant ends?
- Continuing challenge of minority business development

### **Recommendations**

- The college needs to recognize the seriousness of its issues in relation to diversity and to determine both the root causes of these problems and an aggressive plan for addressing them
- Because these issues have persisted over decades and have not been solved internally, an external advisory committee (appointed by the provost and including SBS faculty from other institutions comparable to Ohio State that have increased the diversity of their faculty and graduated student body as well as members of the OSU community) should be used to help the college move forward
- The college needs to assess why the position for a senior professor in race and diversity has not been filled and adjust its strategy
- Considering the weakness of diversity strategies across the college, there should be a permanent director for diversity with administrative support
- The issues faced by this college are particularly noteworthy considering its disciplinary focus on human interactions; practice is not reflecting theory

## **PROFESSIONAL COLLEGES**

## **College of Education and Human Ecology**

### **Overall Assessment**

The recent merger of the Colleges of Education and Human Ecology could well have provided the unit with an excuse to delay or dismiss diversity efforts. Instead, a new Diversity Action Plan has been implemented for the new unit that, if followed, will decidedly advance diversity efforts across the college. The plan contains five specific areas of engagement, including 1) access and engagement; 2) integration and differentiation; 3) accountability and outcomes; 4) urban initiative; and 5) designated diversity scholarships and other student funding.

### **Strengths**

- The college's three-year (2007-2010) Diversity Action Plan is a forward-thinking approach that could be replicated in other units on campus
- There is an effective mechanism for conducting staff exit interviews that could also be replicated in other units
- There is commitment to diversity in leadership and organizational structure
- The Office of Diversity, Urban, and International/Global Affairs provides oversight, leadership, and infrastructure for EHE with respect to diversity initiatives and sponsors a variety of events that help recruit and retain students and faculty
- The School of Teaching & Learning is to be commended for hiring women and people of color faculty in numbers reflective of their availability in the Carnegie pool
- The college is proactive in recruiting students of color, using visits to HBCUs and personal contact as effective tools, often cultivating relationships over years
- Minority vendor use is an astounding 15.33 percent, demonstrating a clear commitment to supporting diversity and serving as a role model for other units at the university

### **Weaknesses**

- Two of the departments, Human Nutrition and Consumer Sciences, have under-hired women for faculty positions when considering the Carnegie pool: in Human Nutrition 20% of the pool is male but 40-57% of hires over the last decade have been male; in Consumer Sciences 30% of the pool is male but over the last decade 43-44% of hires have been male
- A third department, Human Development & Family Sciences has under-hired faculty of color; over 10% of their pool is faculty of color yet this department has hired no faculty of color during the last decade
- There needs to be a more structured approach developed for dealing with GLBT issues

### **Recommendations**

- Recruitment and retention of diverse faculty must become a priority, particularly if the college wishes to recruit a more diverse student body
- While recruitment and retention of diverse faculty do not seem to be problems in the Education unit of the college, having an effective peer mentor system would be a proactive measure that would ultimately strengthen other ongoing diversity initiatives

## **College of Engineering**

### **Overall Assessment**

The plan submitted by the unit is relatively generic considering that the college has distinguished itself for good diversity programming in the past. The Council is concerned that often the impetus for diversity rests with one person. Mary Juhas' absence may have impacted continued progress on diversity, and it is troubling if one person's presence determines that progress rather than a more integrated effort by all. That being said, structures put into place by the dean should provide ways in which all are held responsible for diversity efforts, and we applaud the leadership decisions.

### **Strengths**

- The dean has included the promotion of diversity as specific evaluation criteria in annual evaluations of department chairs (This is a best practice that should be shared with other units)
- The annual Performance Plan strategies and action items, as well as the annual evaluation of efforts to meet goals, are specific and valuable assessment tools that are also best practices to be shared
- The dean has provided major financial support for recruitment of women and underrepresented minority faculty; an annual pool is set aside to address equity issues
- During 2007-2008, out of nine faculty hires, the college hired five women, one of whom is a minority
- There is a positive record of promotion of women this past year, including the first to full professor in the School of Architecture
- The College is to be commended for hiring women and people of color faculty in numbers reflective of their availability in the Carnegie pool
- Mentoring of staff by senior administrators and supervisors also a best practice to be shared
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- Good recognition of professional work-related issues of GLBT population

### **Weaknesses**

- A large percentage of women and minorities are leaving the college; insufficient information is provided about themes or trends or retention efforts
- Continuing challenge of minority business development

### **Recommendations**

- The recently-formed Diversity Excellence Council, which is beautifully named, needs to assume more responsibility for targeted diversity efforts
- The college should collect data as to why employment offers to female faculty are rejected
- The college is to be commended for initiating discussions with Admissions, which is perceived as a limiting factor in the recruitment of minority students; this is also a best practice to be shared with other units

## **Fisher College of Business**

### **Overall Assessment**

It appears that the college is committed to diversity through its leadership and organizational structure. With the exception of Endowed Chairs (13 total; one female; one from an underrepresented group) and Department Chairs (there are no women and none have served in this capacity in recent years), the college has done fairly well in this category. But this report contains some problematic language concerning minority vendors that does not reflect well on the college. While there may be logistical factors impacting the usage of minority vendors, the comment that “some of our faculty members were frustrated with the level of service that was provided” may indicate some form of prejudice towards minority vendors and raises questions: 1) Why would faculty, rather than staff who usually make such arrangements, be experiencing frustration and what type of frustration is referenced?; 2) How many minority vendors have presented problems; in other words, are blanket statements being made about all vendors due to the actions of one or two? Rather than employing stereotypes, the college should provide models, training and education for minority vendors, particularly as a business school.

### **Strengths**

- The position of the Associate Dean for Education and Professional Diversity was developed in 1991
- The Office of Minority Student Services was developed in 1991
- Strides have been made in the recruitment and retention of non-Asian underrepresented faculty of color
- Active engagement with GLBT issues and support of the GLBT population
- Funding for the GE Foundation for the support of underrepresented domestic doctoral students has been put to good use, resulting in “above average” recruitment numbers and placements

### **Weaknesses**

- Problems recruiting and retaining female faculty across all ranks, particularly in Marketing and Management & Human Resources
- Attrition of female staff, many of whom left for superior-level positions inside and outside the university, which may indicate limited opportunities for advancement in the college; this may be an issue in other units as well and should be explored
- Continuing challenge of minority business development

### **Recommendations**

- A peer mentoring initiative for junior faculty would help with retention of female and other underrepresented faculty and with recruitment of a critical mass of diverse faculty
- Actively recruit female graduate students to create a pipeline
- Become the model and trainer for issues relating to minority vending

## **College of Food, Agricultural and Environment Sciences**

### **Overall Assessment**

The college does not appear to have made any progress since last year's report. The unit has plans in place but does not meet its targets and there are no consequences reported for not having making progress. There is some disagreement about the data provided by the university, so making a more precise evaluation is difficult due to this discrepancy.

### **Strengths**

- Report indicates self-awareness of diversity issues and problems
- The unit joined the Change Agents States Consortium, which will hopefully help in addressing organizational change around diversity and inclusion

### **Weaknesses**

- Does not systematically conduct exit interviews of faculty and staff
- Only one full-time Multicultural Student Services Coordinator with multiple duties; considering the problems faced by the college, it probably needs more staff in this area
- Only one Leader of Diversity Development with a three-way split appointment
- Inability to recruit faculty of color or women
- Continuing challenge of minority business development

### **Recommendations**

- The search committee policy that has been in place for the past decade is not working and needs to be revisited; the lack of minority candidates does not impact the search, which simply continues
- A climate survey should be conducted for faculty and staff, not just students, and should address GLBT issues as well

## **Moritz College of Law**

### **Overall Assessment**

The college has a good history of actively pursuing diversity. Overall, the college has strong formal and informal structures in place to support diversity and much of its commitment has translated into specific action. There are good program models that it might be useful for other colleges and departments to study and, as appropriate, adopt. For this reason, the college has been selected as a model to highlight to the university community.

### **Strengths**

- Strong commitment on the part of top leadership along with a diverse leadership team
- A twenty-year history of incorporating diversity into college governance structure through the Diversity and Minority Affairs Committee, which also includes students
- Strong record of retention for women and minorities
- Critical mass of diverse tenure track faculty (35% women, 24% minority), which allows for informal mentoring system for new faculty

- Affiliation with Kirwan Institute for the Study of Race and Ethnicity promotes overall awareness of diversity issues and is a tremendous resource for minority faculty recruitment and retention
- Diverse staff (majority female, 43% minority) with an internal Staff Advisory Committee that address needs and concerns of staff
- Unit conducts routine exit interviews
- The Moritz Office of Minority Affairs (MOMA) helps to enroll a diverse student body
- There are two long-standing Minority Law Outreach programs to recruit diverse students
- The Diversity Round Table features speakers addressing hot-button topics in a safe and welcoming environment
- Multiple support initiatives for GLBT community
- Intentional effort to portray realistic picture of diversity in the college in all media and publications

### **Weaknesses**

- A more formal mentoring structure for faculty should be considered
- Continuing challenge of minority business development
- While not mentioned in the report, the funding of law students working as GAAs in other units was discussed by the committee and may need to be addressed. If GAAs are funded through reimbursement, this may prevent those without adequate income from receiving sufficient funding while enrolled in law school, particularly because of class scheduling differences

### **Recommendations**

- The annual law school climate survey referenced in the report is not described; the assessment may be excellent or may indicate areas needing attention
- The report would also benefit from some description of how serving a diverse client base is addressed in the curriculum and/or other professional development activities
- Initiate discussions with OHR on ways of helping units identify and hire minority staff
- Initiate discussions with OSU Purchasing department on college suggestions related to minority purchasing

## **College of Social Work**

### **Overall Assessment**

It is obvious that the College of Social Work adheres to the university's diversity principles and has both the structure and leadership support necessary to achieve its goals. The college has made great strides with the GLBT community, but it needs to establish plans to recruit and retain racial/ethnic minorities, a fact that it acknowledges as a barrier to overcome.

### **Strengths**

- An ongoing Diversity Committee has been in place for many years and meets monthly to discuss diversity issues, administrative issues, and educational programming; the committee is also involved in faculty hiring discussions

- The college appointed an African American faculty member to lead its diversity initiative and that individual will be responsible for establishing relationships with potential minority candidates at national conferences
- At the undergraduate level, the percentage of minority students (25%) is higher than the overall university percentage; this drops off considerably at the graduate level to only 15.5%, but again is higher than the overall university percentage
- The college organized an opportunity to participate in National Coming Out Day
- To aid minority recruitment, the college hosted an event for students from HBCUs

### **Weaknesses**

- Of the 19 faculty hires made in the last 10 years, only one was a person of color, below the national pool of 18.4% minorities
- The exit interview process is not formalized; while the college reports that neither race nor ethnicity was cited for recent departures, it does not have mechanisms in place to specifically ask about climate or culture
- The college acknowledges that it is behind in attracting Asian and Hispanic students and notes that new efforts are being developed
- The statement that the college “will seek to identify quality minority caterers for the coming year” calls into question how minority status is being used as a means of categorization and potential elimination

### **Recommendations**

- The college needs to elucidate its plans for attracting ethnic minority faculty, students, and staff
- The plan does not address how students undergoing training to serve a specific population (primarily low-income and minority) are being prepared to do so
- A formalized exit interview should be implemented to gather climate data
- The college should work with Purchasing to identify minority caterers

## **HEALTH SCIENCES COLLEGES**

### **College of Dentistry**

#### **Overall Assessment**

In a number of respects, the College of Dentistry should be credited with making a good effort to have a welcoming environment for a diverse student body, staff, and faculty. The college has a good structure for leadership in diversity and is aware of its strengths and honest about its weaknesses and failures. It is linked formally and informally to organizations seeking to enhance diversity at the university. Yet the college’s efforts have not yielded desired payoffs in terms of either (1) increased participation by members of underrepresented groups as students or faculty, or (2) having a broadly welcoming climate.

#### **Strengths**

- The Diversity Committee reports directly to the dean and has representation from all levels and constituents of the college

- Programs are in place to recruit and retain underrepresented minority students, including the OHIO Project and DENTPATH; the college also plans to provide financial support for students and faculty to attend conference of predominantly minority dental associations (e.g., the Hispanic Dental Association Conference)
- The Dentistry Disadvantaged Scholarship is a good way for the school to compete with other colleges attempting to recruit underrepresented applicants; however, the name of the scholarship is a bit stigmatizing
- Although the report does not make clear how close the college is in meeting the goal of 15% minority vendors, they do business with a variety of minority vendors and have set a target of 15%

### **Weaknesses**

- A self-described “conservative culture” may set a tone that not only is unwelcoming to members of the GLBT population, but could also spillover to other underrepresented groups and may impact recruitment and retention of students, faculty, and staff from underrepresented groups
- The existing lack of diversity among the faculty, staff, and student body
- Because faculty hiring seems to be on hold until a new dean is in place, opportunities to hire diverse faculty could be missed, and the attitude that “nothing has to be done now” could become a more permanent one
- Some of the numerical goals of the college seem to be set relative low; for example, they want to increase the number of underrepresented students in the post-baccalaureate program from two positions to three

### **Recommendations**

- Setting higher goals for student recruitment would probably result in greater energy put into achieving them, and the payoff would be the recruitment of a critical enough mass of diverse students to signal that Dentistry is a welcoming college for underrepresented groups
- Since the college is currently hiring a new dean, this provides a good opportunity to ensure that diversity issues are a high priority within the new administration
- There is not enough information to assess whether programs involving HBCUs are substantive in content and meaningful for those universities
- The college's hiring process should be more transparent; decisions seem to be in the hands of “heads” who do not necessarily seek to contribute to the diversity goals of the college

## **College of Medicine**

### **Overall Assessment**

It is evident that care and thought went into this year's college report, which reflects well on the college's commitment to diversity. With a relatively new leadership team in place, the college is signaling that diversity will be an important priority for the future. Due to new leadership, it seems fair to provide some time before assessing the success of the college's overall efforts.

### **Strengths**

- Through the Office of Diversity and Cultural Affairs (ODCA), recruitment of underrepresented students has been active and ongoing; there appears to be an overall upward trend
- ODCA is developing an outcomes-based initiative to increase the number and percentage of women and underrepresented minorities in medicine faculty
- An overall increase in numbers of women in formal leadership positions
- There are many activities and programs designed to support diversity efforts for faculty, staff, and students

### **Weaknesses**

- Among tenured and tenure-track faculty, Asian American faculty are the only group that increased in significant numbers from 2000 to 2007
- While the reasons for not tracking the GLBT population sound commendable, the college should consider the potentially negative messages and impact and to look for models and resources from other units
- Continuing challenge of minority business development

### **Recommendations**

- The college should assess why the percent of minorities is increasing among the clinical faculty ranks and not among the tenured/tenure-track faculty ranks
- The college should consult with appropriate university units to assess the climate for the GLBT population
- The use of minority vendors is increasing and attention should be made to ensure this continues

## **College of Nursing**

### **Overall Assessment**

While the limited pool of underrepresented minorities is referenced in the report, it should be noted that the faculty pool data indicates that 5.5% of Ph.D. graduates in the field are African American women compared with 4.1% Asian or Pacific Islander women. Yet the college did not interview any African American candidates although it did hire an Asian American clinical instructor.

### **Strengths**

- The unit hired a Coordinator for Diversity and Retention who works with an “active and interested” Diversity Committee
- A mentoring program is in place for faculty and clinical instructors
- Accommodations were made to help a minority clinical instructor and a male clinical instructor pursue doctoral education while employed in the college
- A student climate survey was conducted through the Commit to Success program; results are not included in this report but will be evaluated and initiatives implemented by the unit
- The unit is developing a new strategic plan for the next five years that will prioritize diversity and include an explicit goal regarding diversity of faculty, staff, and students

- The college exceeded its target for minority purchasing in 2007

### **Weaknesses**

- There are no minorities in the college leadership, nor is there enough minority faculty or staff in the unit overall as compared to the national pool

### **Recommendations**

- It is somewhat surprising that the Diversity Committee had to request to become a standing committee and that this request will be “evaluated,” which indicates the inability to see the value of achieving diversity through ongoing efforts
- The Diversity Committee needs to become a standing committee, and the chair of the Diversity Committee needs to become an important part of the unit administration
- The college has legitimate concerns about how the Graduate School’s emphasis on GRE scores for PhD students will impact diversity in the unit—and potentially campus-wide
- The unit needs to strategize ways to recruit faculty of color; there were no African American applications although five faculty and 23 clinical instructors were hired in 2006-2007

## **College of Optometry**

### **Overall Assessment**

The college exemplifies a commitment to diversity at all levels and has been making great strides for every type of diversity due to an established infrastructure for encouraging diversity. Much recognition should be given to the strong leadership that has made diversity a part of the college’s fabric and not merely an “add on” activity. It has recognized the importance of starting recruitment of underrepresented groups early in the education process and has initiated programs to expose young students at every level to optometry. As a result of its efforts, the pursuit of diversity and excellence is a strength of the college and it serves as an example to the entire university.

### **Strengths**

- Initiatives are instituted at all levels that also address the financial components of programming, thereby putting solid support behind all efforts
- In 2007, the college was awarded a grant for “Improving Diversity of Optometric Learners” (IDOL) to introduce talented minority undergraduate students to the profession of optometry, thereby creating a pipeline
- An active Diversity Enhancement Committee is appointed by the dean and includes faculty, staff, students, and alumni; numerous programs are in place, and a current agenda item includes assessing the environment for the GLBT population in the college
- A member of the committee serves as an Affirmative Action Advocate on every faculty search committee
- Mentoring committees are established for probationary faculty to aid in retention and advancement
- Committee and other service commitments of probationary faculty are kept fairly light

- Promotion of women faculty consistent
- Programs in place to develop pipeline for minority faculty
- Networks and person contacts are used to identify qualified women and minority candidates
- Research staff personnel are hired using networking within the research discipline
- Advances made in recruiting minority students through specific initiatives
- All incoming students, staff and faculty attend an NCBI workshop (the National Coalition Building Institute hosts intense prejudice reduction workshops)
- Cultural competence has been incorporated into the educational curriculum
- The Diversity Speakers Series focuses on issue of interest to staff and students
- Qualification standards for the graduate program have been adjusted to allow more international students to become eligible for admission
- Alumni actively contribute to the college's Minority Recruitment and Retention Fund, which is used for scholarships; another fund pays for recruitment and conference travel
- College continues to establish a system for using minority vendors

#### **Weaknesses**

- The unit's primary weakness, which it recognizes, is in faculty diversity
- Members of the clinic and research staff have specialized skills that are coveted by the optical industry and private optometry, both of which can afford to pay higher salaries

#### **Recommendations**

- The unit needs to continue focusing on recruiting women and minority faculty
- The unit is encouraged to continue its focus on increasing minority applications to the college
- This college should be held up as an example for others; in addition to the obvious commitment at all levels, the creative programming put in place could serve as models for other university units

### **College of Pharmacy**

#### **Overall Assessment**

The college has some positive diversity initiatives in place and continues to make progress from the 2005-2006 report. In particular, programs designed to increase the pipeline for underrepresented minorities are to be commended.

#### **Strengths**

- Dean's Advisory Committee on Diversity meets regularly and established the Darlington initiative to support research experiences for minority students
- Strong minority student recruitment initiatives, which are helping to develop a more diverse student body
- The unit's timeline on diversity provide a unique way to record history

#### **Weaknesses**

- Female faculty are underrepresented in relation to the national pool, but are a majority of auxiliary faculty
- No exit interviews
- The climate survey did not contain questions directly related to the climate for GLBT students
- Continuing challenge of minority business development

### **Recommendations**

- The college needs to follow up on the results to the climate survey in order to identify and address the negative feedback received from minority students
- The college needs to ensure that student numbers differentiate between international students and resident minority students; the same is true for faculty data
- A climate survey for faculty needs to be implemented, and the unit needs to determine why the number of women faculty lags the national pool

## **School of Public Health**

### **Overall Assessment**

The unit seems committed to the task of building and sustaining diversity, but much work remains to be done. In particular, research indicating that African American and Latino communities are especially hard hit by disparities in health and health care in the U.S. makes it important that the college hire faculty from those populations. To this end, the school needs to develop creative ways to recruit, retain and develop faculty of color, which will also help to recruit and retain a more diverse student body, perpetuating a cycle of success.

### **Strengths**

- The Diversity Enhancement Committee and the Diversity Climate Survey indicate a serious commitment to building and sustaining meaningful diversity within the college
- Women are well represented in the college's administration, and student body, but pool data indicates that the college has over-hired men faculty over the past decade: men were 33% of the pool but 58-59% of hires have been men
- The creation of the Center for Health Equity and Multicultural Health will undoubtedly give a significant boost to efforts to attract and retain underrepresented minority students and faculty

### **Weaknesses**

- The college has not been successful in hiring African American and resident Latino faculty
- Of the four recent hires identified as minorities, three of the four are classified as non-resident aliens, which does not specifically address the underrepresentation of resident minorities on the OSU faculty

### **Recommendations**

- Creative efforts such as developing networks for recruiting faculty of color and women should be implemented, perhaps in consultation with more successful university units
- The unit should consider outreach efforts and summer enrichment programs at the college designed to make middle and high school students interested in public health career opportunities
- The ability of the director of the new Center for Health Equity and Multicultural Health to bridge the space between the university and the surrounding Columbus community will be very important to the success of the Center and that person should be given full support to do so

## **College of Veterinary Medicine**

### **Overall Assessment**

The report submitted by the college did not follow the template, thereby making it difficult to assess the college's efforts, particularly in comparison to other units on campus. The college has been steadily trying to make progress in terms of creating a more diverse unit. Over the previous five years the percentage of tenured/tenure-track women faculty have moved from 20% assistant professors and 80% associates in 2003 to over 50% full professors in 2007. The college hired two African American faculty members in 2006 and should continue focusing on retention of women and minority faculty.

### **Strengths**

- The college hired an Assistant Director in Student Affairs to focus on diversity recruitment
- The unit is preparing for the kick-off of the College Diversity Initiative, , which will result in a stand-alone Diversity Committee with financial and staffing resources provided
- The unit has changed its student orientation program to include a discussion of difference
- The unit is directing many of its efforts at the high school and grade school levels, thus building a pipeline

### **Weaknesses**

- The report is not detailed enough to accurately assess its progress with various diverse populations of students, faculty, and staff; nor did the report format follow the assigned template, leaving unanswered questions that other units addressed
- During the last decade the college has over-hired men re their proportion in the Carnegie pool: men were 53% of the pool but 64-66% of hires were men

### **Recommendations**

- The unit needs to evaluate what generated the 2007 pool of 19% persons of color in order to duplicate and improve on those numbers
- The college needs to articulate and act on a more systematic plan for hiring women and faculty of color since its hiring rate of both currently lags the national pool

## REGIONAL CAMPUSES

### **Ohio State Lima**

#### **Overall Assessment**

The particular challenges facing the Lima campus due to demographics of the local community are notable, but a focus on diversity would necessarily help address some of those tensions and position the campus as a leader in the community.

#### **Strengths**

- Of the four faculty hires made, two were women and two were minorities
- Outreach efforts towards at-risk eighth-graders are excellent methods through which to improve the overall community
- Several programs are presented to promote understanding of different cultures

#### **Weaknesses**

- No women or minorities in leadership positions
- Lack of diversity among staff
- Continuing challenge of minority business development

#### **Recommendation**

- While diversity is a concern at the unit, it does not appear to be a priority; the college should set diversity goals and develop strategic methods to attain those goals

### **Ohio State Mansfield**

#### **Overall Assessment**

The campus has maintained its minority representation without losing any ground in the past five years; its minority student ratios are similar to the Columbus campus. There have been feasible strategies developed that should lead to an even more diverse student body. Challenges exist in recruiting and retaining diverse faculty and staff; the campus needs to develop creative ways to do so.

#### **Strengths**

- A full-time multicultural coordinator was hired in 2007 into the Student Affairs Office, whose responsibilities include recruitment, planning and implementing minority training, and multicultural appreciation
- There is a comprehensive and specific plan for improving diversity on campus
- Mansfield was awarded the Diversity Enhancement Award in 2007 for diversity programming
- The Diversity Committee includes faculty, staff, and students and works actively on diversity-related initiatives

#### **Weaknesses**

- The lack of housing makes it difficult to recruit minority students from a larger geographic area
- Due to the area demographics, only 5% of staff are minorities
- Difficulties recruiting minority faculty to a smaller city
- Continuing challenge of minority business development; in fact, use of minority businesses has decreased dramatically in recent years

### **Recommendations**

- A trend to watch: The campus has 49% women, but there are more men than women associate professors with more women at the assistant professor rank, which indicates that attention is being paid at hiring and should pay off in the future as women advance
- The campus should continue increasing the emphasis on diversity at orientation, through artwork, and through programming
- The campus should follow through on its plans to develop a minority affairs leadership council of student leaders

## **Ohio State Marion**

### **Overall Assessment**

While the campus is making strides in some areas, there is little progress shown in others. A structure to lead diversity initiatives has been established that looks promising and should help the unit advance. Particularly troubling is the lack of African American faculty on campus; the unit's relatively close proximity to Columbus, as compared to the other regional campuses, should help it recruit faculty of color.

### **Strengths**

- In 2006-2007, the campus established a Diversity Strategic Plan with input and support of faculty, staff, and students
- In 2006, a Diversity Leadership Group consisting of staff and faculty was established with four subcommittees to address areas of major concern: access, climate, curriculum, and outreach and engagement
- The Coordinator for Diversity has been on campus for two years and has developed diversity programming and activities, assisted with recruitment and retention, and brought specific issues to the attention of the dean and director as warranted
- A Faculty/Staff Diversity Retreat provides a good venue for brain storming and communication
- Student diversity has been increasing fairly consistent since 2005
- Out of three faculty hires in 2006-2007, two were women and one was a minority

### **Weaknesses**

- There is no African American faculty, but the college's relative proximity to Columbus should make recruitment possible
- There are few minorities among staff, due in part to local demographics and geography
- Continuing challenge of minority business development

### **Recommendations**

- A climate assessment is planned and should be pursued, particularly since one has not yet been done
- The college needs to actively seek African American and other minority applicants for faculty openings
- The college should continue its slate of diverse programming, which contributes greatly to a welcoming climate

## **Ohio State Newark**

### **Overall Assessment**

It appears that the campus continues to make progress in diversifying its faculty, administration, and student body; however, there is disagreement with the faculty figures provided by the university. This disagreement has merit because a known faculty member of color on the campus is not accounted for in the HR-provided data.

### **Strengths**

- Strong campus leadership for diversity
- Has an active Diversity Committee and one of the primary goals within the Strategic Plan is to “create a diverse university community”
- Funding provided for Diversity Enhancement Grants for faculty to implement course revisions that support the diversity climate

### **Weaknesses**

- Inability to increase number of faculty of color
- Little attention to GLBT issues among faculty and staff, although student programs are in place
- Continuing challenge of minority business development

### **Recommendations**

- Establish a visiting scholar program to increase the presence of faculty of color
- Develop programs for GLBT faculty and staff
- Look to new sources for advertising for faculty of color—perhaps also involve the Columbus faculty more in the recruitment process
- Overall, plans to “create a diverse university climate” are well thought out; there needs to be some way to assess that those plans are working

## **VICE PRESIDENTIAL UNITS**

### **Office of Business and Finance**

#### **Overall Assessment**

The office is working to improve its diversity profile. In particular, of the 19 internal staff members who were reclassified to positions of higher responsibilities, 63% were women and 42% minorities. Attention to diversity in promotion will help to diversify the

leadership ranks. Recent hires also indicate some success in diversifying the unit, and the use of a climate survey should be continued to increase retention. An area of particular concern is that of minority vendor usage, particularly since the Procurement Office is located within the unit. Many of the diversity plans reviewed by the Council this year indicate that there is some confusion about the minority vendor program and most of the units are not meeting established goals. This office needs to determine how best to eliminate that confusion and to help units meet goals.

### **Strengths**

- The establishment of a Minority Business Council to develop strategies to help the unit increase its use of minority suppliers
- The establishment of internal Diversity Councils (in Business Operations and FOD) to develop formalized diversity programs

### **Weaknesses**

- The overall decline in the use of minority vendors across campus is troubling, and this unit does not possess the resources or the ability to mandate that units meet established goals
- Diversity programming focuses solely on Hispanic culture, specifically because there is an individual contact of Hispanic descent that makes the programming happen

### **Recommendations**

- This unit should be providing clear strategies to everyone else across campus on how to increase the use of minority vendors to meet the state-mandated 15%
- Instead of taking the “easy route” and working only with known entities, the unit should look for other avenues of incorporating diversity programming; currently there is no structure in place to address GLBT concerns
- The exit interviews indicate that there are ongoing issues in the unit; the survey should be modified to help pinpoint those issues in ways that can assist the unit

## **University Development**

### **Overall Assessment**

While the report submitted by the unit seems to indicate that there is an overall awareness that diversity is an issue, it does not appear to be a significant concern. There are some good ideas throughout, but implementation seems slow and timeline goals seem somewhat arbitrary with little progress to date. With an upcoming fundraising campaign, the unit has an opportunity to position itself and Ohio State at the forefront of diversity efforts in the region.

### **Strengths**

- A permanent diversity team has been assigned
- There seems to be investment in diversifying the unit; i.e., the unit hired a manager of recruitment and training who will focus on a diverse candidate pool
- The willingness to use personal networks seems to be a viable option; the student “farm team” might provide a valuable strategy

### **Weaknesses**

- There are no minorities among the 11 top administrators although there are five females
- There seems to be little in-house communication, which implies that there is no forum through which issues of diversity can be discussed between leadership and staff
- There is a survey but the results are not made available and may not be used
- There are no specific steps about future/ongoing plans to diversify
- Continuing challenge of minority business development

### **Recommendations**

- The university's \$2.5 billion campaign provides the unit with an opportunity to shine in the realm of diversity; this should be made a requirement
- The unit's use of minority vendors would increase dramatically through the hiring of minority consultants
- The unit needs to establish and pursue specific plans to diversify

## **Office of Human Resources**

### **Overall Assessment**

The Office of Human Resources has put important policies in place, both internally and externally, to improve hiring and retention of diverse populations throughout the university. Programs such as Your Plan for Health, the Transitional Work Program, and National Work and Family Month benefit all employees and are particularly helpful for women and minorities on campus.

### **Strengths**

- The unit has good representation of women (75%) and minorities (22.91%); there is a significant number of women in leadership positions
- A strong Diversity Council with a well-defined mission that provides interesting and entertaining educational programs for staff and regularly reviews data on demographics, separations, and hires in order to develop strategies to address identified areas for improvement
- The unit's directors have responsibility for ensuring that a commitment to diversity is part of their areas' strategies, practices, and professional development opportunities for staff
- The office offers support to university units in hiring and retaining diverse workers
- The office supports family-friendly policies and has worked to implement these across campus

### **Weaknesses**

- Internally, the office needs to increase representation of minority groups at all levels
- Externally, the office should increase ways in which to help other units reach or retain diversity

### **Recommendations**

- The office should continue the good work it is doing to enhance campus climate and further diversity through meaningful and creative initiatives
- It would be helpful for the council to review data from the mediations requests received by the office, particularly those related to environment and climate; the number and types of requests would enable us to better triangulate the diversity data/plans submitted by units

## **Office of Legal Affairs**

### **Overall Assessment**

This is a small unit with limited hiring potential; therefore, it will need time to maximize diversity. However, there seems to be some awareness that this is an issue. Of the 17 professional members of staff, only one is a minority, and of the four clerical staff, there are no minorities. This issue has been raised repeatedly over the years, but no progress has been made.

### **Strengths**

- Although the unit is small, there is good female representation at all levels
- The option of flexible work hours makes the unit family friendly

### **Weaknesses**

- There is a distinct lack of minorities on staff, an issue that has been raised in response to previous reports
- The unit has no form of self-assessment in regards to diversity

### **Recommendations**

- The relatively fast turnover of staff for such a small unit indicates that there are opportunities to aggressively seek minority staff to hire
- The use of minority outside counsel firms to represent the university indicates the importance of a more diverse staff
- Make use of connections with outside counsel to recruit diverse staff members at all levels
- The Moritz College of Law should be considered as a partner in diversity efforts, possibly providing a pipeline for diversity recruitment

## **Office of Research**

### **Overall Assessment**

While certain units within the office seem to prioritize diversity, there is no consistency across the office, indicating that there is a lack of leadership support for diversity efforts. The unit has not addressed a recommendation made in previous years to implement a funding initiative for research on diversity or to otherwise create opportunities for inter-college research programs focused on diversity issues. Doing so would help to capture some of the best practices and models that could be implemented campus wide.

### **Strengths**

- OR appears to have strong workplace practices in place like flexible work schedules, telecommuting, relationships with some key pipeline programs (YSP, I Know I Can), and mentoring of new staff
- OR has institutionalized six performance expectations related to diversity in its annual performance reviews
- Center for Lake Erie Area Research (CLEAR) has four diversity initiatives focused on developing young scholars

### **Weaknesses**

- A previous recommendation, to install a centralized diversity contact, has been addressed by assigning this responsibility to the OR HR division (specifically, Stacie Brewer) rather than being a responsibility of the unit's central administration
- Most individual units report "no formal structure to lead diversity issues where there would be a mission or goal in place"
- More intentionality is needed around diversity initiatives like recruitment, full staff (new and returning) professional development, and tracking of data
- Ohio Supercomputer Center (OSC) has a diversity committee, but it has not met recently
- Continuing challenge of minority business development

### **Recommendations**

- There needs to be some accountability for diversity at the top levels of the unit; the decentralized nature of the unit's constituents allows diversity to matter in some places but not in others
- The unit needs to follow up on feedback it receives during exit interviews; in particular, a suggestion that OSC teamwork needed improvement is not addressed
- Synchronize new staff training on aspects of diversity with expectations of training for current staff
- Strengthen roles of diversity contacts/initiatives via regular meetings
- Develop an overarching strategy to accomplish diversity within the unit
- Continue to explore the creation of student internship programs and recruit from specific partner units and programs

## **Office of Student Affairs (Student Life)**

### **Overall Assessment**

The Office of Student Affairs is to be commended for its model practice in diversity and excellence, and it has been identified by the Council as a stellar example for all units on campus. The office aggressively promotes diversity in its programming, training activities, hiring and promotion decisions, and use of minority vendors. Indeed, the unit's history of embracing diversity precedes the efforts of many of the academic units. The report speaks frequently of "targeting" diversity and emphasizes "communities of respect," both elements that indicate priority, dedication, and an understanding of the importance of diversity in student life and beyond.

### **Strengths**

- The leadership at the VP level is strong and sets the bar high for sincere appreciation and support of diversity, providing funding and extensive training
- 57% of the units 23 directors are female and 39% are minorities; 57% of GAAs in the Student Wellness Center are minority and 25% of student assistants
- Over half of the Office for Disability Services staff are racially diverse or have a disability
- 24% of resident advisors are students of color; the University Housing staff training spent a total of 5,777.5 hours in “diversity staff engagement”
- Women were promoted to two key leadership positions
- Under the unit’s leadership, the Bias Assessment and Response Team (BART) was established, providing a place for students to register bias-related incidents and to seek advocacy and university support
- Several of the units conduct exit interviews that go well beyond the formulaic question “Why did you leave?”; Student Wellness has five specific questions
- The Student Health Center gives a monetary incentive to complete its exit survey
- The unit’s plan details how information from the exit surveys are used by the various units to improve working conditions
- Diversity is part of the strategic planning process of the Office of Student Affairs
- Each year, all the directors and managers in Campus Dining Services read a book on diversity
- Facilities Planning and Support has had success in promoting the “Reach One Program,” designed to help employees get their GED
- GLBT Student Services has piloted a First Year Cohort program
- The Multicultural Center has created a “Diversity Toolbox Project” to provide short educational pieces to students and the community; they have also developed a “social justice cohort”
- Unlike most units that seem to be at a loss to know how to contact and make use of minority vendors, the office uses many such vendors each year, keeping a list of names and cost of services rendered
- In using minority vendors, the unit moves beyond the “usual suspects” that appear on others’ lists
- Campus Dining Services proactively helps vendors to become registered as Certified Minority Owned Businesses

### **Weaknesses**

- There are no glaring weaknesses; the unit’s challenge is to keep diversity thriving amid its breadth of services and programs

### **Recommendations**

- The office should continue making its model of shared leadership a tool for creative thinking about diversity
- New leadership in the unit should continue the current momentum and keep diversity as a priority, which will be instrumental in the increased diversification of the student body across campus

## **University Relations**

### **Overall Assessment**

The unit enjoys stability among employees, which has led to a somewhat complacent attitude towards diversity. There is no formal mechanism in place for assessment; in fact, the structure in place consists of, “Karen Patterson continues to be heavily involved in campus-wide diversity efforts...” While it is commendable that a staff member has been made responsible for diversity, it should also be part of the responsibility of top leadership within the unit. The overall impression is that the unit feels responsibility to become involved with diversity initiatives external to the unit but does not feel inclined to implement such initiatives within the unit.

### **Strengths**

- Unit leadership includes 45% females at the director level and above, but only 5% minority
- The unit provides for flexible work hours, creating a family friendly environment
- Staff turnover is low, indicating job satisfaction, but this also results in limited upward mobility for new hires

### **Weaknesses**

- While WOSU is working actively to advance diversity awareness, particularly through its planned partnership with NCBI, there does not appear to be such engagement on the part of the overall unit
- GLBT efforts do not exist
- There are few minorities among the unit leadership ranks: two of 22; 10 women
- Continuing challenge of minority business development

### **Recommendations**

- The unit should more aggressively pursue creating its own hiring pool by working with more minority interns
- While there may be general satisfaction on the part of staff, this does not necessarily indicate a climate that welcomes or encourages diversity; more follow up is needed
- As the “spokesunit” of the university, this unit should provide modeling for the university as well as for the local community

## **OFFICE OF ACADEMIC AFFAIRS UNITS**

### **Office of the Chief Information Officer**

#### **Overall Assessment**

This assessment takes into consideration that the unit is in transition with a new CIO recently appointed; many of the persons in positions of leadership have been acting in interim capacities and it is necessary to give the unit time to reconfigure. New leadership needs to consider that the unit appears to conflate the categories of “women” and “minority,” seemingly not appreciating the importance of racial and ethnic diversity. Because the unit provides direct service to all students, faculty, and staff at the university,

it is important that the unit attend to customer service and, in particular, to whether all constituent groups within the university feel equally well-served by the office.

### **Strengths**

- Women on staff are well-represented in university-sponsored leadership development activities and are active in university-wide initiatives on behalf of women; thereby, strong mentors for women are in the unit
- Support of GLBT staff appears to be high

### **Weaknesses**

- There are few racial/ethnic minorities on staff, nor does there seem to be any effort to improve those numbers
- Other than the discussion of minority vendors, there is no specific consideration of minorities throughout the report; the term “women and minorities” is employed
- There is no commentary on how effectively the unit serves constituents
- Continuing challenge of minority business development

### **Recommendations**

- The report provided direct answers to questions but provided little elaboration, making it unclear whether diversity was addressed through certain workshops and events mentioned
- Because this unit provides direct service to all offices and constituents of the university, it is important that it serve them equitably
- The report states, “We are inherently a male dominated profession.” It is common knowledge that serious efforts are underway nationally to recruit more women and minorities in the field of computer technology and that research into the reasons that this recruitment is difficult reveals that women and members of minority populations often feel “turned off” and unwelcomed by practices within the IT field; how are women treated in the unit when they ask for help from technicians?
- The unit needs to establish specific procedures for diversification

## **Enrollment Services and Undergraduate Education**

### **Overall Assessment**

Commitment to diversity seems high throughout the organization. The submitted plan was comprehensive and provided detailed specification of planned activities and definition of how those activities would be evaluated. In light of the unit’s place at the forefront of student admissions, it would be helpful if the unit work with academic units to provide some flexibility for admissions depending on each unit’s needs.

### **Strengths**

- The unit had 68% women in 2006 and 65% in 2007
- The unit has minority representation of 20.5% with a slight loss in percentage since 2006
- The administration made a specific effort to hire an associate registrar who represented diversity and successfully hired a woman

- The unit retains minority staff by creating opportunities for promotions, sometimes by elevating staff positions; as a result, staff ratios are good, with 16% African American, 4% American Indian, and 4% Hispanic
- The unit offers flexible work options for parents
- Staff are encouraged to attend GLBT campus programs and provided unit support for doing so
- The office focuses on recruitment and retention of honors and scholars minority students

### **Weaknesses**

- The inability to attract minorities into higher administrative positions due to low salaries and limited opportunity for advancement
- Overrepresentation by women among Advisors, where pay is typically lower
- Continuing challenge of minority business development

### **Recommendations**

- Monitor the success of the automated exit interview to see if it elicits greater participation and data that can be used by the unit
- Continue to consider diversity needs when filling vacant positions, particularly professional and administrative positions
- The unit may wish to initiate a conversation on how the Michigan decision impacts student recruitment; it would be helpful for departments to understand the realities rather than using it as an excuse not to recruit minority students

## **John Glenn School of Public Affairs**

### **Overall Assessment**

Because this is a relatively new unit after the merger of the John Glenn Institute and the School of Public Policy, it is difficult to gauge process effectively at this time. However, since diversity is a huge issue in the field of public policy, it is important that the school take a long, hard look at how it is reflected in that arena. Currently, there are few minority faculty or staff members while the pool data indicates that targeted hires would significantly improve those numbers. There are no minorities among the top leadership, which could account for the lack of focus on diversity. Again, given the position this school holds within the social fabric, this is not acceptable.

### **Strengths**

- Females account for 83% of unit leadership at the director position and above; however, there are no minorities in leadership positions
- The unit provides for flexible work hours, creating a family friendly environment
- Staff turnover is low, indicating job satisfaction, but this also results in limited upward mobility for new hires

### **Weaknesses**

- There is a distinct lack of a minority presence at all levels

- There are no formal mechanisms in place to increase diversity of racial/ethnic minorities
- There are no formal mechanisms to identify or address concerns of the GLBT community
- Continuing challenge of minority business development

### **Recommendations**

- While diversity may be “reflected in the atmosphere,” it also needs to become part of a strategic plan if the unit expects growth in minority numbers at any of the levels where that growth is currently needed
- As the university’s location for public policy, the unit needs to position itself to address the major public policy issue of diversity through practice

## **Graduate School**

### **Overall Assessment**

It is unfortunate that the submitted report does not include data about the university’s graduate student population, which would allow the Council to judge how successful recruitment efforts are. While specific goals are referenced, no details are provided to indicate what the 3-5 year plans are for diversity and how the unit plans to meet them. Internally, the unit is not a good model for diversity and does not seem to have made diversity a priority in staffing.

### **Strengths**

- Unit hired a Director of Graduate Recruitment and Diversity Initiatives with experience at another Big 10 school with an enviable record of accomplishment on enhancing diversity
- The unit has multiple opportunities to collaborate with partners on campus and off in order to reach diversity goals
- There is some discretionary funding for supporting students and initiatives in diversity; what will be important for future successes will be how they allot these funds

### **Weaknesses**

- There are no minorities among top leadership
- No exit interviews; just because they are not required by the university does not dictate their potential usefulness to the unit
- No formal evaluation mechanism in place to assess issues of climate, particularly for the GLBT population
- No data provided for the recruitment of minority students, a continuing challenge to the university and to specific units
- Continuing challenge of minority business development

### **Recommendations**

- For the unit to provide “leadership to the campus community about the benefits of diversity to Ohio State’s research and educational enterprises,” as stated in the report,

it needs to improve its recruitment of minority leadership and perhaps advertise open positions where more minority professionals will see them

- While the unit's gender-diverse leadership is a strength, there is a lack of ethnic/racial diversity at this level
- Although the Enrichment Fellowships are not mentioned in the report, they are an important way in which the unit enhances student diversity and present some challenges to departments that wish to make use of the fellowships; some discussion of this should be included/undertaken
- Submit data illustrating effectiveness of unit in contributing to a diverse campus

## **Office of International Affairs**

### **Overall Assessment**

Due to major reorganization of the unit, it is difficult to determine progress towards diversity, but the overall picture is not good. One of the barriers that the unit identifies it must overcome is the "reluctance on the part of supervisors to incur additional costs to advertise in minority publications." The cost of not advertising in appropriate publications needs to be clearly communicated to supervisors by new leadership, and the unit should consider diversity training for all of its staff members in supervisory positions. The unit expresses intent to develop specific plans and initiatives to further diversity; we will look for those in the future.

### **Strengths**

- Restructuring provided the unit with the opportunity to hire diverse candidates
- Funds were designated to support the professional development of women and minorities

### **Weaknesses**

- The unit refers to the newly created position of HR Manager as one that will "provide a central and confidential point of contact for dealing with personnel issues, including matters pertaining to diversity"; however, it must be noted that staff members in the HR field are unable to provide individuals with 100% confidentiality regarding issues/concerns expressed (See Duty to Disclose and Ohio Public Records laws; contact OHRC at 292-2800 for additional information on this subject)
- Diversity cannot be the concern of only the HR Manager; others must share the responsibility, particularly top leadership
- The use of exit interviews should be revisited and revised for effectiveness
- Continuing challenge of minority business development

### **Recommendations**

- The unit's plans for diversity are somewhat generic, which is probably due to the restructure, the unit needs to develop specific plans and initiatives to further diversity
- Given the unit's position as the universities "face" for globalism, there needs to be strong commitment for diversity displayed on the part of top leadership that should impact all levels of the office; in fact, this unit should be an example that the university can point to in order to indicate its understanding of global diversity

## **University Libraries**

### **Overall Assessment**

The unit seems to be undergoing improvement, making recent hires that increase the diversity of the faculty. However, faculty of color have also been lost over the past five years, and the unit should focus some effort on retention. Due to the large size of the staff (approximately 180 across the entire system; 23 are identified as racial or ethnic minorities), there are numerous opportunities to diversify through the staff ranks that should be pursued. Setting specific goals and establishing plans to reach those goals is imperative.

### **Strengths**

- Developed a diversity site on the Library website
- Approximately 22% of spending for supplies and services was with minority vendors
- Mary P. Key Diversity Resident Librarian Program

### **Weaknesses**

- While the percent of Professional Staff who are African American (6.5%) is similar to the rest of the university (6.7%), there are no Professional Staff (or above) who are Hispanic, Asian, or Native American
- There is no mention of the mentoring program for faculty
- There is not assessment for the climate of GLBT staff and patrons

### **Recommendations**

- Address the mentoring program for faculty
- Because this unit interacts with the entire community and because front-desk workers are the “face” of the library, there should be ongoing training required for all staff, including student employees, focused on customer service, civility, and cross-cultural competency, in addition to an assessment of training effectiveness
- Set goals for greater staff diversity

## **Office of Minority Affairs**

### **Overall Assessment**

Strong leadership within the unit has led to the success of several programs that have increased the visibility of minority groups at Ohio State. The office provides support both at the university and in Ohio for minority groups’ and individuals’ education, career, and business development.

### **Strengths**

- Strong programs designed to recruit, retain, and otherwise contribute to the success of minority students
- Young Scholars Program a successful example of proper outreach efforts that ultimately improve the quality of minority students enrolled

- The unit hires primarily minority staff and GAAs, contributing significantly to the university's diversity profile

#### **Weaknesses**

- There is no focus on GLBT or disability issues

#### **Recommendations**

- How is "minority" defined by the office?
- The office needs higher visibility to play a more active role in the retention of minority faculty
- The unit also needs more funds for scholarships in order to recruit and retain high-achieving underrepresented students, particularly in light of rising admission standards
- The report does not directly address all questions; for example, minority vendor purchasing looks impressive, but there is no percentage or summary provided

### **Wexner Center for the Arts**

#### **Overall Assessment**

While the current staff is only moderately diverse, it is a small one (13) and has a low turnover rate, which speaks well of the work climate. However, this makes the compositional changes that we use as typical measures of diversity difficult to impact. The center has addressed this challenge by expanding their efforts to include student employees and volunteers, and by considering diversity within their programming choices.

#### **Strengths**

- There is visible and active leadership on diversity initiatives from the top down
- There is an active Staff Committee on Inclusion and Diversity and wide staff participation in diversity planning and activities
- The unit capitalizes on the diversity of artists it brings to campus, thereby enriching the lives and experiences of all

#### **Weaknesses**

- There needs to be some assessment of audience diversity
- Some of the events listed in the report do not necessarily speak to diversity as defined in the Diversity Plan; a connection should be made or those events excluded
- Continuing challenge of minority business development

#### **Recommendations**

- The small size and longevity of the permanent staff makes its composition relatively fixed; as a result, any future hire need be seen as an opportunity to diversify
- Expanding diversity through the docents and student workers provides an opportunity that should be taken better advantage of
- The center should track its audience numbers to ensure that it speaks to different constituencies and communities

- The center should not lose sight of racial and ethnic diversity even as it considers other forms of difference

**Appendix A: Template**

**2007-2008 DIVERSITY PLANS**

**College/Vice Presidential Unit:** \_\_\_\_\_

**Period for Plan (if other than one year)** \_\_\_\_\_

**Part I - Snapshot 2006-2007 Demographics:**

- A. Faculty and Staff: The Office of Human Resources will provide this data by November 30, 2007.**
  
- B. Student: The Office of Strategic Planning and Analysis will provide this data by November 30, 2007.**

**Note: Please attach unit demographic data to your plan**

**Summary of Domestic Faculty and Staff who left this year:**

How many faculty members have left from July1, 2006 through June 30, 2007?

Total Number \_\_\_\_\_ Percent Female \_\_\_\_\_ Percent ethnic/racial minority \_\_\_\_\_

How many staff members have left from July 1, 2006 through June 30, 2007?

Total Number \_\_\_\_\_ Percent Female \_\_\_\_\_ Percent ethnic/racial minority \_\_\_\_\_

**Exit Interviews**

1. Did your unit conduct exit interviews?
2. If not, why not?
3. If so, how were the interviews done and what did you learn?

**Part II - Unit Leadership Report**

<b>Position</b>	<b>Total Number</b>	<b>Number or Percent Female</b>	<b>Number or Percent Minority</b>
Dean			
Associate Dean			
Assistant Dean			
Chair			
Endowed Chair			
Vice Chair			
Graduate Studies Chair			
Program Chair			
School Director			
Vice President			
Associate Vice President			
Assistant Vice President			
Director			

**Part III-Administrative Structure Initiatives**

Structure Established to Lead Diversity Initiatives

Please describe the administrative structure that has been established to lead diversity initiatives for faculty, staff, and students in your unit, or identify the person or existing organization charged with that responsibility. What is the stated mission or goal of that person or group? Please provide the name and contact information for the person who can supply additional information on diversity initiatives in your unit.

Structure Established to Increase Minority Purchasing

**Background: Minority Business Development**

From FY1993-94 through FY 98-99 Ohio State was engaged in a six- year plan to increase purchases from minority suppliers. Colleges/ VP Offices were required to

submit action plans outlining departmental efforts to reach targeted goals, and the Purchasing Department reported progress on a University-wide basis. During this time, purchases from minority businesses rose from 7% to a record high of 16% in the First Quarter of FY 98-99. Minority business development programs and the state of Ohio's 15% set aside law for goods and services were suspended from the Second Quarter FY 98-99 (when a U.S. District Court ruled the set aside law unconstitutional) through the Fourth Quarter FY 98-99 (when the Supreme Court reversed the decision). Set-aside for construction is still not permitted. Purchases from minority suppliers have decreased substantially since minority purchasing programs were interrupted, purchasing processes decentralized and the University's six-year plan expired.

1. Online at [http://www.purchasing.osu.edu/minoritybiz/10\\_1\\_07.xls](http://www.purchasing.osu.edu/minoritybiz/10_1_07.xls) is the list of State of Ohio Certified Minority Vendors. Which vendors from this list has your unit used?

In the space below, write the names of all minority vendors from whom you recall purchasing goods or services in the past two years. (If you have purchased goods or services from minority vendors not on the State of Ohio Certified Minority Vendors list, please write their names below and identify them with an asterisk.)

2. State law dictates that the University purchase 15% of goods and services from minority suppliers. Please describe the internal system your unit has in place, or will establish, to track minority purchasing. If you require assistance, contact Frank Corris, Director of Purchasing, at 688-8200 or by e-mail at [Corris.3@osu.edu](mailto:Corris.3@osu.edu). In the description of your tracking system, include your unit's target goals for purchases from minority suppliers during Fiscal Years 2008 and 2009. (Please include commodities.)

**Part IV - Recruitment and Retention**

For Colleges:

1. What specific actions have been taken to recruit women and minority faculty in your unit? Describe the results of those actions.

Complete the table below for the time period of September 1, 2006, through August 31, 2007.

Number of faculty positions advertised	_____		
Applications received:	total _____	women _____	minorities _____
Candidates interviewed:	total _____	women _____	minorities _____
Offers made:	total _____	women _____	minorities _____
Number hired:	total _____	women _____	minorities _____

2. What specific actions have been taken to make your unit more likely to retain women and minority faculty? Describe the results of those actions.

For All Units:

3. What specific actions have been taken to recruit women and minority staff in your unit? Describe the results of those actions.
  
4. What specific actions have been taken to make your unit more likely to retain women and minority staff? Describe the results of those actions.

**Part V – Gay, Lesbian, Bisexual Transgender Populations**

1. What specific actions have you taken to make the environment for gay, lesbian, bisexual, and transgender faculty, staff, and students safe for self-identification and to raise issues relevant to their environment?
2. How are you measuring the success of those efforts?

**Part VI – Assessing the Progress in Your Unit**

1. As you plan the upcoming year's activities related to diversity, what do you see as the

**Strengths** to build on

**Barriers** to overcome

**Opportunities** to take advantage of

**Part VII - 2007-2008 GOALS**

**CREATE A SUPPORTIVE ENVIRONMENT THAT IS WELCOMING FOR ALL INDIVIDUALS.**

**Goals:**

- 1.
- 2.
- 3.
- etc.

<b>ACTION STEPS</b>	<b><u>ASSESSMENT MEASURE</u></b>	<b>RESPONSIBLE PERSON/AREA</b>	<b>TIMELINE</b> <i>Indicate if timeline exceeds one year</i>	<b>DATE COMPLETED</b>

**RECRUIT AND RETAIN GREATER NUMBER OF WOMEN AND MINORITIES INTO FACULTY, STAFF, AND ADMINISTRATIVE POSITIONS (INCLUDING DEANS, CHAIRS, AND VICE PRESIDENTS).**

**Goals:**

- 1.
- 2.





**Part VIII Response to Recommendations**

If there is other information about diversity efforts in your unit that you would like to share, please include it here.