

DIVERSITY PLANS: AN ANALYSIS 2004-2005

Submitted by

The Council on Diversity

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EXECUTIVE SUMMARY

The 2004-05 report comes at a time when the University Diversity Council is facing the transition of moving beyond the first four years when the goal was to mobilize all the units to reflect, adopt, and implement the goals of the Diversity Action plan as a critical and complementary initiative to the Academic Plan. During this fifth year, we are asking questions that will push us beyond measured progress to a pro-active transformation. As such, we eagerly await the results of the metanarrative that the consulting firm, Global Lead, will present to us this Spring. We want to broaden our focus from the minutiae of each unit's efforts to concentrate on what the impact of these diversity audits have meant.

As of 2004-05, most of the units are engaged in programmatic activities, climate surveys, recruitment/retention endeavors, establishment of diversity committees, and other useful efforts. Despite the knowledge gained through these efforts, the numbers, percentages, and overall demographics have not changed significantly. Indeed, although we met our expectations for hiring Latino/a and Asian American faculty, we did not do so with women and African American faculty. Our 5-year goal was to increase the number of women faculty by 197; in fact we decreased by two. The African American goal was to add 28 faculty; we decreased by three. Therefore, it is time to reassess how to take diversity to a more material, structural, and normalized level. This means diversity needs to be so infused in the thinking and operation of the University that it becomes something we do as part of who we are. It is in that spirit that the University Diversity Council makes the following suggestions:

- **Greater Accountability:** There are now many localized diversity committees and councils, but there is a lack of accountability, unified structures, incentives, and measures within and throughout these various committees for accomplishing the goals of diversity. Performance management assessments at all levels should include and enforce diversity considerations.
- **Fuller Sharing:** Those units that have become models of excellence need to take more of an initiative in discussing with other colleges their strengths and strategies. The more successful units should be given extra resources to help them work with other units. Just as there are resources for people who are struggling with teaching, there should be resources for those struggling with diversity.
- **More Feedback:** Those writing the reports need to see that each report is circulated, read, and critiqued by a wider audience. It is hard to move forward without having a clear picture and an interpretation that is informed by those who are implementing the activities and policies. Also, for many of the units, it is hard to gather a coherent picture of what they are doing because the disaggregated data are not always interpreted in light of the fuller picture.
- **Bolder Initiatives:** 1) Units that produce minority and women graduates need to formulate appropriate plans to recruit these graduates as visiting, tenure-track, or tenured faculty. 2) Units that consistently refuse to improve their demographics should not be

allowed to continue hiring. Units without diverse pools should not be able to move forward with their searches. 3) There needs to be on-site external diversity reviews of units.

- **Further Outreach:** The University needs to take advantage of every opportunity as a recruitment opportunity. The institution is good with its development campaigns. It should be equally good with diversity campaigns—using faculty, administrators, and student leaders who are already here as agents for publicizing the strengths of the university. For example, we have a Black Graduate and Professional Caucus, an Asian Pacific American Caucus, an Hispanic Graduate Organization, and other groups that are underutilized and well positioned to help with diversity efforts. The University could have a competition for these groups for funding a “Spring Break Recruitment Tour,” with the student leaders returning to their numerous colleges to recruit for the University. The best recruiting tool for undergraduate and graduate students in underrepresented groups is for someone who once stood in their shoes to stand before them and encourage them. Ideally, faculty and/or administrators should be willing to be a part of these tours.

Another area of outreach that most units, when given the choice to write their own narratives as they were given this year, did not comment on was the use of minority vendors. OSU must continue to emphasize why the hiring of minority businesses is important to the mission, growth, and goodwill of OSU as a land-grant institution.

- **Informed Rhetoric:** Units still betray their conflictual attitudes by referring to “*qualified* women and minorities,” “*tolerance* for diversity,” “*sexual preferences*”

In sum, the University Diversity Council and the administration need to keep pressing all of the university’s constituents on issues of diversity. Too many units operate from a narrowly construed vision of diversity and are quickly satisfied with accomplishing one type of diversity. Students and faculty need to embrace diversity as a core value. Academic units need to play their part in institutionalizing the merits of diversity and can do so through their own disciplinary lenses. Upon receiving the 2004-2005 Diversity Leadership Award at this year’s Colleges of the Arts and Sciences Honors Reception, Ralph Boerner, Chair of the Department of Evolution, Ecology, and Organismal Biology, offered the following observation about envisioning diversity as a dividend rather than a deficit: “*Evolutionary biologists tell us that the more diverse a population is, the more quickly it can respond to changes in the environment. Similarly, ecologists tell us that the most diverse ecosystems are also those that are most stable in the face of disruption or disturbance. Thus it was no surprise to us that as the diversity of EEOB has grown, so has its student enrollments, its research productivity and prestige, and its ability to respond to opportunities. Taking positive action to increase diversity hasn’t hindered us in achieving our goals in research, teaching, and outreach. Quite the contrary, building and maintaining diversity has facilitated our progress.*” The challenge is for all units to recognize the value that diversity brings to the arenas of teaching, research, and service.

The University’s emphasis on diversity is not going away, for academic excellence depends upon diversity not only surviving, but thriving.

ARTS AND SCIENCES COLLEGES

Arts

Overall Assessment

Based on information provided in the 2004-2005 Diversity Plan prepared by the College of the Arts, it is clear that the College has a strong framework for achieving its diversity goals. Leadership for diversity comes from the Dean's Executive Committee; an Assistant Dean has primary responsibility for working with students and all College personnel to coordinate and facilitate diversity initiatives. College demographics clearly indicate that diversity is a central goal of the unit. In the 2004-2005 academic year, the College faculty is 42.1% female and 13.1% minority. Within the undergraduate population, 12.9% of students come from racial/ethnic minority groups. Among graduate students, women average 60% and minorities average 12.9%. Of the eight academic unit heads, five are female, one is a minority female and two are openly GLBT. College courses are rich in diversity, and new diversity courses are added regularly. A plan to increase minority vendor participation was implemented in July of 2004. Deans and unit heads are committed to diverse applicant pools for faculty and academic leadership positions.

It appears that the College has responded proactively to some of the recommendations made by the Council on Diversity in 2003, especially those calling for implementation of "diversity climate" surveys. A 2004 "climate for diversity" student survey found that diversity is openly supported and recognized within the College environment. However, the report does not indicate if the College has made progress on its plans to collect innovative ideas about diversity from other OSU units and to consult with the Office of Minority Affairs and the Women's Place to develop strategies to mentor African American, Asian and Latino and Latina Assistant Professors in the College.

Special or Continuing Initiatives

- A College Diversity Fund provides incentives for recruiting and retaining women and minorities.
- A Faculty Administrative Fellows Program is designed to give interested faculty a part-time administrative experience.
- Travel grants for faculty and students frequently fund research projects about diverse cultures.

Future Plans/Recommendations

Among other initiatives, the College plans to implement "climate for diversity" surveys among faculty and staff with follow-up surveys and focus groups to track progress. While the College indicates that it intends to look at the 2010 Ohio population estimates as benchmarks for improving faculty diversity, it should not be limited by these numbers in all cases. Also, in light of the urgent need to prepare students to live and work in an increasingly diverse society, the College should include the need for diversity in the College curriculum among its published diversity goals. In future reports, the College should also detail its efforts in diversifying its staff, an area it shortchanged in this report. The 2004-2005 diversity report indicates clearly that the College of the Arts plans to continue to strive to achieve its diversity goals, and the Council applauds what looks like substantive efforts.

Biological Sciences

Overall Assessment

The Dean and one of the two associate deans are majority women. All six of the department chairs are majority men. Although the raw number of women faculty has increased from 16 to 18 in the period 2000-2004, the percentage of women faculty has declined from 20% to 18.5%. From 2000-2004, the

number of Asian American faculty has ranged from 6-10, Hispanic faculty from 1-2, Black faculty from 0-1, with 0 Native American faculty. Staff is more diverse with women comprising 54% and together Hispanics and Blacks comprise 13.6%.

Very little racial/ethnic diversity, other than Asian Americans, exists among graduate students. Although women comprise 53% of graduate students, they hold 47% of GTAs and GRAs. In addition, until the last academic year (03-04) women have been for 4 of the last 5 years disproportionately represented in the ranks of GTAs while men have been disproportionately represented in the ranks of GRAs. For the years 2000-2004, men held 55% of the GRAs and women held 45%, and men held 48% of the GTAs while women held 52% of the GTAs.

The College did respond to the two recommendations made in the 2004 report. First, the College analyzed its minority purchasing and has indicated that much of its purchases are for lab supplies that can be obtained from only a few large companies. The College also suggests that because its research spending is high compared to the other colleges, the absolute dollars of purchases from minority vendors would compare quite favorably to other units. The College pledges to become more vigilant in pursuing minority purchasing opportunities. Second, the College did complete the climate assessment regarding GLBT issues and is analyzing the results. The College also is working with Humanities to co-sponsor a visit by a scholar on the biology of gender identity.

Special or Continuing Initiatives (all should be continued)

- The Dean herself chairs the College's Diversity Committee which sends a strong message about the importance of diversity
- Undergrad recruitment strategy for minority students has been successful and serves as a model for other colleges (including an outreach program to Columbus Public Schools with DNA fingerprinting workshops)
- The College is a member of Louis Stokes Alliance to recruit minority graduate students
- The College is re-examining its recruitment practices for women faculty based on the campus visits by Virginia Valian and Debra Rolison

Future Plans/Recommendations

- Nationwide, from 1993 to 2002, women earned 44.7% of all doctorates in the Biological Sciences and held 30.2% of Assistant Professorships. In light of the substantial disparity between the number of women in the nationwide faculty pool, we applaud the Dean's efforts to move the College to vigorously re-examine its recruitment practices for women as well as minority faculty.
- The College should consider efforts to attract its best women and minority Ph.D. graduates back to OSU as faculty members as a way to diversify the faculty.
- The College should examine the disparity between the number of women who are graduate students and the number who hold graduate assistantships, as well as the disparity between men and women in the GTA versus GRA ranks and the possible negative impact of the disparity on women's potential academic careers.
- The College should follow-up on GLBT issues: the final conclusions of the survey as well as the results of visit by the scholar on gender identity.
- The College should provide the information for the approach it has suggested be used to analyze minority purchasing

Colleges of the Arts and Sciences

Overall Assessment

The Colleges of the Arts and Sciences is a federation of the five colleges of the Arts and Sciences. Their report briefly describes the progress made by each of the colleges and the federation in meeting the goals of the Diversity Action Plan.

The report indicates that the College of the Arts and the College of Humanities have had “noteworthy success” across all faculty ranks and staff and students. However, in reviewing the data, the College of the Arts has added two African American faculty but lost two; has added four female full professors but lost four associate and one female assistant professor. Hence there is no substantial progress in terms of women and minority faculty.

The College of Humanities has gained four female full professors but lost one associate and four assistant female faculty. They have gained five Latino/a faculty and overall gained one African American faculty member.

The report indicates that the College of Social and Behavioral Sciences has not been very successful, and the demographics support this conclusion. Overall there are two fewer women faculty, three fewer Asian American faculty and two additional African American faculty.

The College of Mathematics and Physical Sciences has focused its efforts on recruiting more women faculty and are being successful. Overall they have gained three female faculty – two at the Associate professor rank and two Assistant Professors. They have lost one female full professor. There has been no progress on racial/ethnic diversity.

The College of Biological Sciences is gaining more female faculty and recruited one African American and one Hispanic assistant professor. Overall, they have gained four female faculty.

The professional administrative and executive staff is more diverse than the faculty in all of the five colleges. The new curriculum offerings in Ethnic and Disability Studies afford the opportunity of attracting a more diverse faculty and student body.

Hiring patterns for staff in the federation office reveals a commitment to diversity.

The student populations of the colleges are more diverse than the faculty populations and approximate the university’s profile with some slight exceptions. For example, SBS has more women, African American, and Asian American students than the university’s overall profile. Biological Sciences and the Humanities have more undergraduate women than the university’s general profile, but MAPS has about 15-20% fewer female students than the university’s overall profile.

Ongoing Initiatives

This report is really a compilation of the reports of the five colleges. What is missing in the report are any initiatives undertaken by the collective that goes beyond that which is occurring in the individual colleges. As well, for colleges that have not been very successful, there is no mention of what, if anything, the federation can do to be of assistance.

Future Plans

The expectation is that the five colleges will continue their individual initiatives and the Colleges of the Arts and Sciences will assist them in such endeavors.

Humanities

Overall Assessment

The College of Humanities has an admirable record of advancing its plan to enhance diversity among the faculty, staff, and students within the College. The College is a natural venue for scholarship related to diversity, and the College has been successful in recruiting ethnic minorities and women to faculty positions. The demographic data provided concerning minority and gender populations of the faculty, graduate students, and staff within the College provide strong support for their proud statement that “We have, in every respect, met the goals of the *Diversity Action Plan*.” The only problem of significance raised in the report is utilization of minority vendors for supplies and services, and the College pledges to work on this issue in the future.

The College has attracted a diverse student body, although it is not clear if there were specific initiatives started to achieve this end. The College has used its scholarly standing as the intellectual heart of diversity studies on campus to apparently good advantage, and there is no reason to believe that they will not continue to be successful. The initiatives to hire faculty, some disciplinary, some interdisciplinary, in areas that focus on ethnic and diversity studies augurs well for the future.

Special or Continuing Initiatives

- With support from the Executive Dean of the Arts and Sciences, the College plans to enhance academic programming in areas of scholarship that are directly relevant to minority and diversity issues, such as Comparative Ethnic, American Studies and World Literatures and Cultures
- The College’s use of extensive and specific advertisement of available positions in the above areas seems very effective and proactive
- The College plans to enhance cross-college activities within the Colleges of the Arts and Sciences to strengthen diversity academic programming

Future Plans/Recommendations

The College of Humanities has established itself as a leader in diversity efforts among units at the University. Given the nature of the academic disciplines included within the College, this seems very natural, but it is clear that the College has made exemplary efforts to be proactive in their diversity efforts. It is suggested that because the College is at the forefront of diversity, it should use its expertise to help the University at large more fully articulate the linkage between diversity and excellence, such as discussing how its diversity efforts have enhanced the national reputation of departments within the College.

Mathematics and Physical Sciences

Overall Assessment

MAPS appropriately responded to past Diversity Council reports through development and implementation of active diversity initiatives particularly aimed at faculty and student recruitment. The report and demographic data from 2001 – 2004 illustrate that the majority of students and faculty are white males. However, the Dean and Chairs “view this as totally unacceptable” and have placed an emphasis on the hiring of female faculty and increasing diversity through “pipeline” outreach programs.

In addition, the Chairs “are held accountable directly by the Dean for the success of endeavors” related to “visits to undergraduate schools” and “summer research activities,” participation in the Morrill Scholars program through the Office of Minority Affairs, and partnerships with the Graduate School and Colleges of Biological Sciences and Engineering in the NSF funded Louis Stokes program for minorities in science and engineering. The Physics Department distributed a climate survey, and plans are in place for additional surveys across the College during this year. There has been a 27% increase in the number of female faculty hired since 2001 (2001: n = 17 [7.7%] 2004: n = 20 [9.8%]) within the College. The reports also include an in-depth site visit report and recommendations for the Department of Physics that was done in 2003 by the American Physical Society Committee on the Status of Women in Physics (APS/CSWP). The Department is also placing an emphasis on increasing women seminar and colloquia speakers. The Department has implemented some of the recommendations and is continuing to develop strategies to continue progress toward increasing diversity. The Physics Department has developed more diversity initiatives than the other Departments within the College (e.g., Mathematics, Astronomy, Chemistry, and Geological Sciences). Demographics regarding staff illustrate that Academic leadership is primarily represented by the population of white males with the exception of clerical/secretarial staff.

Special or Continuing Initiatives

- Buy-in by the top leadership of the Dean and Chairs within the College
- Emphasis on primary and secondary student “pipeline” development of students
- Commitment to the formulation and adoption of a formal spousal hiring policy at OAA
- Teaching of professional development courses for the Columbus Public Schools’ teachers as funded by the Ohio Board of Regents
- Development and implementation of a “Wonders of the World” chemistry program by a Professor in the Chemistry Department in the Columbus public schools
- Connection of Female Alumnae Ross Summer Mathematics Program for students across the country in top undergraduate and graduate schools and academic career in mathematics
- Development of a “comprehensive recruitment plan for the Physics graduate program

Future Plans/Recommendations

It is apparent that MAPS is making positive strides toward advancing diversity initiatives within the student and faculty ranks. It is recommended that the Physics Department continues their development and implementation of recommendations from the APS/CSWP Advisory Committee report from the October 2003 site visit. These recommendations may also be a grounding point for development and implementation of diversity initiatives in the other Departments within MAPS. Even as the unit continues to make strides, future programs need to examine variables and situations that will increase the numbers for persons of color within MAPS at student, staff, and faculty levels.

Social and Behavioral Sciences

Overall Assessment

The College clearly paid attention to the report for 2003-2004 i.e., they did include every unit in their report not just some as in previous years. The College notes that they have their own college program for the hiring of women and minorities, and in addition the College actively seeks university and college monies to hire women and minorities. They are working with the Kirwin Institute to fill a major new position in any of SBS’s disciplines. This fairly passive approach, “We’ll do it if we get the monies from someone else”, has not brought about much in the way of results as the HR statistics demonstrate.

For minority student recruitment and retention, an issue raised in last year’s report, again SBS asserts that even though their programs are “innovative” they have been ineffective. The College then goes through

each department's efforts – citing Political Science, Psychology, and Speech and Hearing as doing the best. As for climate, “diversity and climate do not seem to be an issue in exit interviews,” but SBS has not been able for financial reasons to conduct a climate survey.

Special and Continuing Initiatives

- Psychology has a new minority identification and visitation program.
- Political Science has a strong record of recruiting minority doctoral students.
- SBS has its own FHAP program to hire women and minorities.
- SBS has begun College fellowship supplements for African Americans starting the summer of their second year.

Future Plans/Recommendations

Given the faculty membership in the College, it should not be too difficult for SBS to carry out a climate survey. If people inside the college are unable to construct an appropriate survey, HR will provide such assistance. The College should create a diversity committee, for there needs to be a central umbrella for thinking about diversity in SBS. To demonstrate its importance and place within the College, the Dean might think of chairing such a committee during his first year. In terms of the assessment of what the college is or is not doing in this area, it might be helpful in the future to make sure all facets of the College see the report before it goes out so that all diversity activities are included. There are curricular and programmatic strengths that do not seem to surface in the report. Because several of the units reported efforts that “did not seem to generate positive results,” efforts that cannot move forward until “they can secure a funding source,” or efforts that did not yield the “the research interests or skills that are necessary,” SBS should look at the “best practices” section of earlier Diversity Reports to get ideas of activities that are manageable and working well.

PROFESSIONAL COLLEGES

Education

As has been stated in past reports, the College of Education (COE) remains one of the units most engaged in achieving excellence through diversity as supported by its organizational structure. The College's Diversity Report reflects the joint work of faculty, staff and students who comprise a College of Education Diversity Team.

Special or Continuing Initiatives

- The College has a long-term, five-year diversity plan.
- The College hosts a Diversity Recruitment Breakfast at its annual American Educational Research Association meeting.
- The College held its 9th Annual Diversity Forum and Graduate Student Symposium, an event attended by more than 70 individuals where 27 graduates students delivered scholarly presentations on diversity related issues and 17 faculty members served as discussants.
- The College held a 4-day celebration in honor of the 50th Anniversary of the Brown vs. Board of Education Supreme Court decision.
- The College worked with the President and Provost's Diversity Lecture Series to host two events.
- The School of Teaching and Learning sponsored a series of lectures specifically addressing COE's Diversity Plan.
- The College gives a copy of the book, *Diversifying the Faculty: A Guidebook for Search Committees* to each search committee chair.
- The College made recruitments visits to 10 HBCU institutions and 2 institutions in Puerto Rico.

- Two student organizations target diversity: the Institute for African Methodologies, a graduate student organization, and the Multiethnic Mentoring Outreach Program, an undergraduate program bridging the transition from high school to college.
- The Unit's own Diversity Plan states that "the respective School-level diversity committees will be funded by the College at an appropriate level to achieve the objectives of the diversity plan."

Future Plans/Recommendations

The Council recommends that COE replace senior African American faculty who have retired or left OSU and continue its efforts to hire Latino/a and other faculty of color. The Council appreciates the fact that although the School of Education is much more diverse than most units on campus, it nevertheless is self-critical about its own progress and each year turns in a substantive report that critically assesses successes and shortcomings.

Engineering

Overall Assessment

The College admits that "with the exception of the Knowlton School of Architecture, the numbers of women and minorities in our student population, both undergraduate and graduate, and among our faculty and technical staff are abysmal." With respect to the Knowlton School, however, we note that even though the School has the largest number of women faculty of any department in the College, none of the women holds the rank of full professor. Also, the Knowlton School currently has zero racial or ethnic diversity among its 29 faculty members.

A new Dean joined the College in Autumn 2004 and named diversity as one of the major components of the College's strategic plan. The Diversity Council noted in its report last year that the College is involved in many diversity initiatives that demonstrate progress. In this year's report, the College has outlined a number of initiatives that it intends to pursue to address diversity issues. We commend the College and the Dean for their impressive plans and aggressive stance on recruitment.

Special or Continuing Initiatives

- The College outlined too many initiatives to list in this report, but the items under "Future Plans" indicate many of these efforts. We commend the College for the variety of its initiatives, encourage it to continue with all of them, and look forward to hearing about the progress made in future reports.

Future Plans/Recommendations

- Report on all progress made in implementing the diversity component of the Dean's strategic plan for the college.
- Ensure that all departments have implemented effective, proactive search processes to identify women and minority faculty recruits.
- Assess the success of the incentive programs, including the bonus-based release account incentive for recruiting women or minority faculty.
- Assess the success of mentoring programs for women and minority faculty.
- Initiate efforts to address the issues in the Knowlton School regarding the lack of women professors at the full rank, as well as the total lack of racial and ethnic diversity among the faculty.
- Re-examine the efforts begun two years ago to increase the number of women graduate associates hired as researchers. For the year 2004, 61% of the women holding assistantships were GRAs,

but 78% of the men were GRAs; 27% of the women were GTAs and 11% were GAAs as compared to 17% of the men holding GTAs and 5% holding GAAs.

- Formalize the alliance with Morehouse College.
- Assess the success of all of the initiatives designed to increase the number of women and minority undergraduate and graduate students.
- Report on the outcome of the dialogue on GLBT issues in faculty meetings, staff meetings, and student group meetings.
- Continue to assess progress with minority purchasing.

Food, Agriculture and Environmental Sciences

Overall Assessment

The College acknowledges that prior assessments of its rather poor achievement in diversity for faculty, staff and students are “fair and accurate,” but the College believes they are moving forward. They concur that the suggestion from last year’s report that they develop a marketing plan is helpful. Also, the unit acknowledges that in previous years, people who should have known about the University’s Diversity Plan did not, or if they did, they were not aware that the leadership actually expected them to move forward and implement their goals. FAES cites budget cutbacks as a reason for lack of progress on the minority vendors’ issue. The unit administered a climate survey and “surprisingly” found a low number of GLBT students. The College has a six year plan to address diversity (as well as other success factors), but progress reports have not been completed.

Special or Continuing Initiatives

- A professional development fund for faculty, staff, and students who want to participate in training related to diversity will begin in 2005.
- In 2005, the unit will give its first diversity award.
- FAES is doing outreach with The Africentric School here in Columbus.
- The unit is participating in the Morrill Scholarship Program and identifying potential recruits.

Future Plans / Recommendation

While bringing in people of color on short-term basis to interact with students, faculty, and staff is a quick and simple fix, what is needed are long-term contacts through faculty and staff hires. FAES has some minority outreach activities, but clearly these activities are not working as well as they could. The College’s outreach efforts are narrowly focused within Ohio. The College should extend its activities beyond Ohio’s borders, capitalize on urban as well as rural areas, and maximize its ties with business. Additionally, the college should investigate the possibility of hiring a Diversity Coordinator to help plan its efforts.

Fisher College of Business (FCOB)

Overall Assessment

FCOB expresses a commitment to diversity and has a number of structures and activities in place that give credence to this commitment. The College has high-level administrators/offices in place to focus on diversity concerns: an Associate Dean for Educational and Professional Diversity, and an Office of Minority Student Services. The Diversity Council has previously recognized these innovations. FCOB has also been recognized for its recruitment of minority students. In the current report, the College notes that it has over 10% non-Asian minority doctoral students, and that it places these Ph.D. recipients quite

well. Along different lines, FCOB has a three-prong approach to minority purchasing that has had some payoff. For example, the College exceeded its goal (5%) for minority purchases by 2.3% in FY04. The Diversity Council is pleased with this outcome, but reminds the College that the goal was set at what we viewed as a disappointingly low level last year. Thus, the Diversity Council encourages FCOB to use the talent in the College to improve this aspect of its diversity profile even more. The Achilles' heel of diversity for FCOB is the composition of the faculty. Two new hires (an African American male assistant professor who is a graduate of FCOB, and a senior female faculty for the Deloitte and Touche endowed professorship in Accounting/MIS) are welcome additions. But overall, the distribution of the faculty, along color and gender lines, has been and remains extremely disappointing. As of the end of April 2004, the College had 86 regular faculty. Women were approximately 20% of these. There was a total of 15 (17%) faculty of color; most of these were Asian (12), leaving only 1 black, 2 Hispanics, and 0 Native Americans. Thus, the addition of an African American faculty is none too soon.

Special or Continuing Initiatives

The College should be commended for a number of diversity initiatives:

- Development of a course on “Diversity in Human Resources/Business”
- Creation of a staff position to focus on minority student recruitment (Graduate Programs Office)
- Hosting of an upcoming GLBT student-led cultural event
- FCOB Annual Diversity Enhancement Award
- The Key Bank sponsorship of Minority Student Case Competition

Plans and Recommendations

FCOB plans to continue its current approaches to ensure full consideration for diversity in all searches. It will also hold searches accountable for results, although it is not clear how. But it is clear that the current plans have not worked very well to increase the presence of underrepresented groups on the faculty. Thus, perhaps the College should revisit its plan and its strategy for holding searches accountable. One question regarding both women and minorities is how the College is doing relative to its benchmark institutions. Are the numbers comparable to peer institutions? The Diversity Council understands that some areas of the field have larger pools of underrepresented groups from which to draw. Perhaps the College could identify and develop strategies for recruitment of diverse groups in areas where the pool is better, while still keeping an eye out to take advantage of opportunities to hire women and minorities in areas where they are smaller portions of the pool. FCOB's success in “hiring back” one of its own African American graduates is encouraging and might provide a lesson for the future. In any case, the College should think strategically about how the resources that it has put in place can best be used to create a faculty that is in fact more diverse. We commend the College's leadership role in minority student recruitment and urge the unit to maintain this leadership status and share with other units on campus its strategy for undergraduate and graduate student diversity. The Diversity Council is also pleased that FCOB sees fit to undertake periodic assessments of the climate and respond to the views expressed therein.

Human Ecology

Overall Assessment

The College's report objects to the University's “narrow definition” of diversity and contains a tone that could be interpreted as less than supportive of the Diversity Council's reporting requests. While the College is to be commended for its many activities focused on international and socio-economic diversity, the scope of the Diversity Council's charge as contained in the Diversity Action Plan is to focus on women, racial/ethnic minorities, and the GLBT community: “The committee considered . . . the call to be

more inclusive of many other groups, but reaffirmed that the focus of the proposed diversity plan would remain on increasing the number of women and racial/ethnic minorities and improving the campus climate for all, including persons with different sexual orientations.” (Diversity Action Plan, 2000)

The College also addressed the Council’s concern expressed about the College’s statement that it interviews minority candidates who have “comparable credentials.” Perhaps the Diversity Council’s report did not clearly state our concern. When we see language like this, or like the language the College used in this year’s report—“Every faculty search begins with an attempt to identify *high quality* minority candidates” and “New investments are being made to recruit *high quality* minority students”—it suggests that an underlying, unstated assumption of the writer is that in general minority candidates are not high quality and do not have comparable credentials, and thus extra care has to be taken to make sure that any minority candidates considered truly are high quality. Such descriptors are rarely used for majority men. This might lead one to suspect that the extra care taken to make sure the minority candidates are high quality or have comparable credentials in fact will result in holding them to higher standards than are set for majority men.

Overall Assessment

The Dean, the Associate Dean, and two of the three department chairs are majority men; one of the department chairs is an Asian American woman. Twenty four of the 44 faculty members are women; two of the 44 are African American, three are Asian, and 1 is Hispanic. With women comprising 57% of the faculty and 43% of the full professors, one might expect to find more than 1 of the major academic leadership positions to be held by a woman.

The College hired 13 faculty for the April 2000-2004 period—nine were women (2 Asian, 1 Black, and 6 white) and 1 was an Asian American man and 1 a Hispanic man. Eleven of the 15 Executive/Administrative leadership positions are held by women, 3 by African Americans, and 1 by an Asian American. The student population holding graduate associate positions as of April 2004 was 85% female (71 of 84), 8.3% Black (7 of 84), 36% Asian American (30 of 84), with no graduate students of Hispanic or American Indian descent.

The Diversity Council made only one recommendation in last year’s report—that the College should consider developing a faculty and staff mentoring program. The College reports that one of the three departments has implemented such a program, a second one is exploring implementation, and the College’s Diversity Committee will explore a college-wide system. We look forward to the College’s reports on these efforts.

Special or Continuing Initiatives

- The College has developed an instrument to survey the diversity climate for students. The survey included an assessment of the climate for GLBT students. The Diversity Council looks forward to hearing more about how the College has made use of the findings from this survey.
- Even though the Diversity Action Plan’s charge is not as broadly focused as the College would wish, the Council commends the College for its efforts in the broader diversity initiatives it has outlined in its report.
- The College has strengthened its support for the Diversity Committee by assigning leadership and accountability to a member of the Executive Committee
- The College has created two recruitment positions with a significant emphasis on recruiting minority and international students

Future Plans/Recommendations

- The College should examine its recruiting approach to ensure that use of such descriptors as “comparable credentials” and “high quality minority candidates” do not in fact hold minority candidates to a higher standard than majority candidates
- The College should consider efforts to attract its own minority Ph.D. graduates back to OSU as faculty members as a way to further diversify the faculty.
- The College should report on its faculty and staff mentoring program—both its progress in developing the programs and on the results of the programs. The Council further recommends that the mentoring program include a focus on mentoring women for leadership positions in the College.
- The College should report on the impact of the student survey as well as the results of the decisions relating to creating a more supportive GLBT climate.
- The College should report on the progress made in recruiting minority and international students by the individuals hired to recruit students.

Law

Overall Assessment

The Moritz College of Law has an admirable record of advancing its plan to enhance diversity among the faculty, staff, and students within the College. The College is a natural venue for scholarship related to diversity, and the College has been successful in recruiting ethnic minorities and women to faculty positions. The report highlights the fact that over the last seven years, 11 of 21 faculty hires were ethnic minorities and/or women, and, significantly, that all 11 of these faculty hires are still in the College. Last year the College made tenure-track faculty offers to three African-American scholars and was successful in recruiting one of these to OSU. With respect to faculty hiring, the College needs to make the point more clearly that women are underrepresented (if indeed they are) and should probably separate the data on ethnic minorities from those of gender, as they did later in their report (30% of the faculty are women and 22% are ethnic minorities). There were concerns that only 2 women were hired (out of 13 total hires) from April 2000 to April 2004. The diversity of the professional and support staff is well documented. No mention is made of successes or failures in utilizing minority vendors for supplies and services.

The College has made good proactive efforts to attract a diverse student body and has partnered successfully with the Office of Minority Affairs to enhance its student recruitment efforts. They have actively targeted prospective students at HBCUs and high schools and early college students from minority groups.

Special or Continuing Initiatives

- Continuing use of the Minority Affairs Faculty Committee to monitor climate and progress in diversity issues
- Strong efforts in the recruitment of ethnic minorities for faculty positions and incoming students
- Academic programming to highlight legal issues related to diversity, some in partnership with the Center for the Study of Race and Ethnicity
- Active support of ethnically-centered student-support organizations, such as the Black Law Student Association, the Hispanic Law Student Association, the Asian Pacific American Law Student Association, and the Middle Eastern Law Student Association

Future Plans/Recommendations

The Moritz College of Law has established itself as a leader in diversity efforts among units at the University. Given the nature of law, this seems very natural, but it is clear that the College has made exemplary efforts to be proactive in its diversity efforts. The report from the College of Law focuses on what has been accomplished to date with very little mention of future initiatives. It may be the case that successes with current ventures are such that their continuation and expansion bode well. Because of its success, the College of Law is one of the units that can help the University more fully articulate the linkage between diversity with excellence, by discussing how its diversity efforts have enhanced the national reputation of the College among national peers. Because many prominent professors of law, such as Harvard's Lani Guinier, make arguments that interconnect diversity and excellence (see *The Miner's Canary*), the Moritz College of Law is in a position to draw from a body of scholarship that can help others understand the consequences of a monocultural versus a multicultural democracy.

Social Work

Overall Assessment

The College of Social Work continues to be a campus leader in diversifying its curriculum. A subcommittee of the Promotion and Tenure Committee reviews all course syllabi to ensure an "effective infusion of diversity in the classroom." Two new diversity courses have been added to the curriculum: SW 712: "Social Work in the Jewish Community" and SW 975.20 "Sexuality, Diversity and Social Work." The College has been promoting women, and data show that the three Asians, four African Americans, and one Hispanic who were present in 2001 are still present in 2004. Of twenty-two staff persons, there are seven African Americans, one Asian and one Hispanic. Retention among staff and the graduate population in regard to diversity also seems to be steady. Overall there have not been major gains, nor have there been losses. As for the undergraduate population, females represent 90.1% the student body in Social Work and African Americans represent 14.9%. The percentages for women and African Americans at both the undergraduate and graduate levels are almost twice as high as the university-wide percentages for these categories. Between 2003 and 2004, the number of college students visiting the unit during Graduate and Professional Schools Visitation Day doubled, and minority purchasing increased to 9.85%.

Special or Continuing Initiatives

- The College completed a Diversity Resource Guide that it provided to all graduating MSW students to help them interact with diverse communities.
- In order to reach a more diverse and less traditional audience, the College has begun offering coursework at Franklin County Children's Services.
- The College has a student organization for undergraduate and graduate minority students.

Future Plans/Recommendation

The College is considering the Council's suggestion that the unit combine the Diversity and Affirmative Action Committees. The College of Social Work continues to face the challenge of recruiting more male students and faculty, as well as moving its numbers from maintenance to net gain levels. Of the nine hires since 2000, eight have been white women and one a white male. Although not a distinctive diversity profile, the College is moving in curricular and outreach ways that benefit diversity.

HEALTH SCIENCES COLLEGES

Dentistry

Overall Assessment

Due to a visible commitment of positions and resources at influential levels, the College has made significant progress in a relatively short period of time. It is not possible to overestimate the impact of appointing a Director of Diversity and an active Diversity Committee. Furthermore, making the Director a faculty position underlines its importance to the College's mission and tends to facilitate issues that relate to faculty hiring and retention, which can often be the most challenging area for diversity concerns.

The numbers of diverse faculty had been static in the past few years, although the College is to be commended for promoting two female faculty members to the full professor level. However, this year the College reports the hiring of two Hispanics, one Native American, and one African American faculty member in the last cycle. Additionally, African American student enrollment has increased, and the College was ranked nationally 17th out of 56 in this area. Of significant note is that the College Dean, two faculty members, and a staff member attended the National Minority Recruitment and Retention Conference for dental schools. This action alone speaks to a growing commitment to and centrality of diversity to the College's mission. The overarching approach that the College has put in place is also evidenced in the Spring 2005 launching of a Cultural Competency course for first year dental students. Among other notable activities are:

Special or Continuing Initiatives

- The DENTPATH Program for increased recruitment of minority students.
- The H.O.M.E. Program which takes services to areas of need.
- A new summer program to introduce minority high school students to careers in dentistry.
- La Clinica Latina which provides free dental services to the Hispanic population.

Future Plans/Recommendations

Overall, the College of Dentistry is to be commended for its responses to issues raised by the Diversity Council over the years. The College's programs show a fundamental understanding of what needs to be committed in order to achieve results, a necessary approach for any College that provides services to the community. Concerted efforts need to continue to be made concerning the further diversification of the student body, and attention needs to be paid to faculty diversity within College departments not just in the College overall.

College of Medicine and Public Health

Overall Assessment

It was hard to tell from the 2004-05 report if the unit was responding to the Diversity Council's recommendations from last year. The report did state that the unit's diversity plan was sent to department chairs, administrators, and faculty to serve as a foundation for discussion. Resource and survey development came out of those discussions, but no timeline for the survey and action plan were mentioned. There was some successful recruitment of physicians/faculty including 7 women and 5 African Americans. One unit stated their goal was to increase African American and Latino/a hires. The College does not mention its Appalachian Initiative, so it is unclear if this was dropped or not viewed as

part of diversity. Family Medicine has increased the number of its gay and lesbian physicians and has provided support to them to attend national conferences “centered on issues pertaining to this group.”

Special or Continuing Initiatives

- The Council on Diversity and Cultural Affairs seems active.
- The MEDPATH Postbaccalaureate program continues to provide a pipeline of diverse students to the College.
- The Arthur James Cancer Center Diversity Enhancement Program seems to be functioning.
- Flexible and accommodating schedule for parents
- Completed a Climate Assessment survey
- Generous benefits and a partner hiring program
- The School of Allied Medical Professions and the School of Biomedical Sciences report using minority vendors for a range of activities and supplies.

Future plans/Recommendations

Resource and survey development is a good beginning, and since there was no mention of the timeline regarding the actual development, implementation, assessment of data, and process of creating an action plan, the Diversity Council recommends that next year’s report share this information. Next year’s report also needs to give a more comprehensive and clearer picture of diversity in the College. Also, given that the College hires at a higher percentage rate than most other units, the College’s numbers look low for tenured women and minority faculty. The College has plans to recruit women and minority house staff to tenure-track faculty positions, and the Council encourages them to do so. Although the College has done a good job of disaggregating its data, it needs to make sure that the Council gains an overall sense of what diversity means to the vision of the College.

Nursing

Overall Assessment

The College of Nursing continues to take seriously the goal of enhancing diversity. The unit has made several new appointments aimed at increasing diversity among its faculty. These include appointing: an African American as interim director of the Nurse Midwifery Program, an Asian Pacific Islander to a tenure track line, and an African American female and a Caucasian male to clinical instructor positions. The unit has also increased the diversity of its staff by appointing: an African American male advisor, a Caucasian male advisor, and a Hispanic program assistant for development. In terms of both faculty and staff, these new appointees seem to be carefully chosen to provide leadership on diversity or other Programs (e.g., midwifery), or to enhance recruitment and retention of a diverse student body. Current progress notwithstanding, as of April 2004, the overall profile of Nursing faculty and staff remained overwhelmingly white (faculty=78%, staff=87%) and female (faculty=95%, staff=74%). (Notably, the race/ethnicity of nine of the 14 faculty not listed as white was reported as undisclosed.) The problem is especially acute for regular faculty (90% are white females and the remaining 2 have undisclosed race/ethnicity), where they report that the small size of the pool of potential “qualified” faculty presents a challenge for diversifying. One step that the unit has taken to address the supply issue is to appoint faculty (one African American female as a clinical instructor, and one male--color and position not specified) while they are completing their doctoral degrees. The College has plans to hire the male faculty in a tenure track line once his degree is completed. There is no indication of such a plan for the black woman.

Nursing also continues to take short- and long-term steps to provide a positive climate and to achieve diversity goals beyond the composition of the faculty and staff. Among the initiatives undertaken are:

presentation of programs to provide knowledge and enhance understanding of diverse groups; curricular revisions to enhance course offerings and course content of relevance to diverse populations; outreach activities oriented to under-served populations; special efforts to recruit minority and male graduate and undergraduate students; special programs to enhance interest in nursing and the health care professions among under-served groups; and steps to expand the use of minority vendors. The success of most of these activities is yet to be determined. However, the College exceeded its goal for minority purchasing during FY04. Also Nursing reports that it is slowly increasing its minority and male undergraduate and graduate student populations. Unfortunately, diversity data on students are not yet available from the university.

Special or Continuing Initiatives

Nursing should be recognized for implementing a number of initiatives to enhance diversity. Two of their more notable innovations are:

- revision of the curriculum to include courses that should have a long-range impact on the practice of nursing with diverse groups such as “Cultural Competence in Health Care, and “Community Care of Vulnerable Populations;” and,
- efforts to expose youth from under-served populations to occupational possibilities in nursing through collaborative programs with 4H, Ohio State’s Young Scholars’ program, and visits to local middle and high schools.

Recommendations

The initiatives of the College of Nursing to increase the proportion of students, staff and faculty who are male and/or from populations of color appear to be yielding payoffs, albeit slowly. Thus, such activities should be continued and enhanced where possible. Efforts to diversify regular tenure track faculty probably should be prioritized. The Council also encourages the College to follow up with seeking to place members of under-represented groups in faculty leadership positions. For example, the Council notes that the recent appointment of an African American woman to the directorship of the Nurse Midwifery Program is temporary (interim), and as such, may not carry the same clout as when a leadership position is recognized as permanent or long-term. Along different lines, not much is said in the report regarding GLBT populations, although there have been indications in the past that the College of Nursing is doing well in this area.

Optometry

Overall Assessment

The College of Optometry has made remarkable improvement in furthering their commitment to a more diverse environment. Most notable are the hiring of an African-American Dean for the College and a female faculty member as the Associate Dean for Research and Graduate Studies. According to the report, only 4 out of 17 colleges nationwide have a female in a similar position. This same individual acted as the interim Dean for the College, the only female to occupy that position.

The unit’s Diversity Enhancement Committee appears to be an influential body within its administrative structure. This committee is responsible for all diversity related activities. The College demonstrates a level of sensitivity in regards to their GLBT constituency and notes the importance of minority purchases.

From 2000 to 2002 over 50% of regular faculty appointments (all ranks) were female. Since 2002 though, the number of female regular track appointments has remained close to 40%. From 2000 to 2004, female faculty members in the regular clinical track, ranged from 25-50% at the associate level, and from 60 to 100% at the assistant level. The College has identified two female African-American faculty members at

the Assistant Clinical level. No other underrepresented minorities are present at any faculty level or rank within the College.

2002 presented a drop in minority applications, admission and enrollment. In recent years though, the number of minority applications, admission and enrollment have recuperated to levels seen before 2002. The most common reason for not attending the College of Optometry includes location and lack of financial aid.

Special or continuing initiatives

- Interaction with HBCUs
- Retention and recruitment efforts with the Minority Resources Panel
- Onsite workshops
- Outreach programs
- Welcome dinners
- HERO workshop
- Diversity speaker series
- High school visitations
- Minority student recruitment luncheon

Future Plans/Recommendations

The College should establish a demographic profile within the College similar to the national demographic profile and continue current efforts. The College plans to participate in the HBCU-UP National Research Conference in February and to recruit at the Annual Biomedical Research Conference for Minority Students. The College should share with such units as MAPS and Biological Sciences the outcomes of participating in the two aforementioned conferences. Among the College's future plans is the design of a webpage of diversity resources for prospective students. The College of Optometry should increase its efforts in recruitment for Hispanic, Asian and American Indian students. A mentoring program should be created to nurture minority faculty members.

Pharmacy

Overall Assessment

The College of Pharmacy has developed a new mission statement that highlights diversity as one of its core values. Accordingly, the College has increased its diversity efforts, demonstrating progress in significant areas. A leader among the Health Sciences in overall faculty and staff diversity, Pharmacy has begun an inclusive recruitment effort. Of its last seven hires, two are women and four are faculty of color. Challenging the Council's previous observation that its efforts were "centered on only one minority group," Pharmacy reports targeted work on African Americans, as well as "the highest percentage of Asian and Hispanic tenure track faculty members in the health sciences." Collaborations with Morehouse, Spelman, Clark Atlanta and the University of Puerto Rico have helped the College of Pharmacy forge relationships with feeder schools.

Special or Continuing Initiatives

- Minority student enrollment is approximately 25% of the undergraduate program, 17% of the professional program, and 10% of the graduate program.
- The College of Pharmacy gives a diversity enhancement award to an alumnus, as well as an internal recipient.
- The College is yielding students from its collaborative efforts. It has supported two students from Spelman College for Summer Research Projects. Two Morehouse students are applying to the

doctoral 2005 program, two professors of Pharmacy presented seminars at Spelman, and a staff member participated in Clark Atlanta's career fair. Pharmacy also had faculty representation at the University of Puerto Rico to advertise their graduate and residency programs.

- The College sponsored an exhibit at the Student National Pharmaceutical Association to market its programs and residencies to minority candidates.

Future Plans/Recommendations

The Diversity Council agrees with the recommendations that the College of Pharmacy has set forth for itself, including continuing to build relationships with minority institutions and pursuing additional sites for similar initiatives. Implementing a College incentive as an add-on to the University Faculty Hiring Assistance Plan and better training of affirmative action advocates on search committees are also laudable action steps.

Public Health

Overall Assessment

The School of Public Health responded thoughtfully to the analysis of their 2003-04 Diversity Plan. In general, the School has made progress on diversity by:

Special or Continuing Issues

- creating a Diversity Enhancement Committee with faculty and staff
- conducting workshops on sexual harassment
- improving its use of minority vendors, though not to the ambitious extent they had projected; and
- beginning work on a Strategic Plan that will incorporate an emphasis on diversity enhancement throughout the School.

Future Plans/Recommendations

The School's report did not explicitly address the Council's concern voiced last year that "there is currently no formal structure for addressing diversity-related concerns." However, it is reasonable to assume that this issue will be explicitly addressed in the School's Strategic Plan. Also, the School anticipates significant expenditures on renovation and physical relocation in FY 2005 and has committed itself to using minority vendors to support these processes. On the issue of exit interviews, the School has indicated that a process is underway but that "it would be important to know how the information gathered from the exit interview should be reported and how issues with individuals are to be resolved after the fact." These are reasonable concerns, and the Council encourages the School to consult with the University Office of Human Resources to identify "best practices" relating to them for consideration in developing the School's own policies on exit interviews. We commend the School on its intention to administer a climate survey and look forward to its results.

Veterinary Medicine

Overall Assessment

Based on the information provided in the College of Veterinary Medicine's 2004-2005 Diversity Report, it is clear that the College is committed to improving diversity within its environment. Collaboration with other schools and organizations and support of student organizations interested in improving diversity are evidence of this commitment. The College has demonstrated a proactive approach to promoting Veterinary Medicine among high school students by participating in minority recruitment fairs and

implementing a research internship program for underrepresented minority students. The College also indicates that an understanding and appreciation of diversity is an important element in the professional development of its students. However, aside from supporting student organizations, the College does not indicate specific plans to engage students in this dialogue either through curricular interventions or through the Office of Veterinary Student Affairs.

The College's 2004-2005 Diversity Report also gives evidence of a strong commitment to the ideal of attracting and retaining women and underrepresented minority on the faculty. Several noteworthy strategies, including collaboration with the OSU Office of Minority Affairs, have been implemented. In the period from April 2001 to April 2004, the College added eight women to its regular and auxiliary faculty. However, as of 4/3/2004, the College's regular and auxiliary faculty do not include African Americans.

The College has successfully addressed a number of the recommendations made by the Council in July 2003. The College has been especially proactive in implementing the Council's recommendations to attract high school students to Veterinary Medicine. This is especially important in light of the very low number of African American and Hispanic students enrolled in the college.

Special or Continuing Initiatives

- Participation in minority recruitment fairs and "visitation days" to attract undergraduate students to the College
- Implementation of a Research Internship Program for undergraduate minority high school students
- Participation in NIH-funded programs to provide research training for underrepresented racial and ethnic groups
- Continuation of a minority internship program that "allows promising minority CVMs to enter the competitive intern-residency pipeline for training in clinical specialties
- Enhancement of faculty retention by ensuring that P&T Committees are diverse

Future Plans/Recommendations

In the coming year, the College should implement, where feasible, additional recommendations made by the Council. The College should create a Task-Force to monitor progress of these recommendations and implementation of the short- and long-term diversity strategies outlined in the College's December 2005 report. Meaningful efforts should be made to prepare veterinary students to work and live in an increasingly racially and ethnically diverse society. The College should engage in conversations with other research universities who have had success in attracting and retaining African American and Hispanic students and faculty members. The College should articulate and publish a succinct, coherent and achievable diversity plan to enhance the diversity climate within the College.

REGIONAL CAMPUSES

Lima

Overall Assessment

The Council report last year agreed with OSU Lima's acknowledgment that it had made very little progress in addressing diversity issues. The Council was pleased that Lima intended to engage in strategic planning to create a *bona fide* diversity plan. This year's report from OSU Lima suggests that Lima indeed has engaged in substantial strategic planning around diversity. The Council commends Lima for its efforts in moving forward. However, challenges remain. Most of the women are at the assistant professor level. There are no African American or Latino/a faculty. The Academic Leadership and Executive/Administrative levels are 100% white, and of these eight positions, only one is female. Of the total professional staff, there are 38 whites, 1 black, and one Asian. Clerical, technical, and skilled crafts are 100% white.

Special or Continuing Initiatives

Lima outlined many initiatives it has undertaken in the last year or plans to undertake in the near future. The Council applauds all of these efforts and recommends that all be continued.

- Particularly noteworthy are the joint efforts with the James A. Rhodes State College, a technical institution with which OSU Lima shares some facilities.
- Lima is targeting 8th graders in schools with high numbers of minority students so as to establish a pipeline
- The Campus has a Diversity recruiter and a Diversity Action Training and Experience Committee (DATE). The purpose of the committee is to promote diversity awareness and appreciation among faculty, staff, and students.

Future Plans/Recommendations

With Lima's diversity efforts still in the infancy stages, it is difficult to assess its success or to make meaningful suggestions for change. The Council does request, however, that Lima provides next year a full report on the impact of all of the initiatives described in their report for this year.

Mansfield

Overall Assessment

The Ohio State Mansfield campus exhibits strong, continuing efforts to address diversity issues. The report was well done and included material from the media announcing and evaluating its diversity programming. As discussed in the Special or Continuing Initiatives section below, the Mansfield Campus has made specific efforts to address recruitment and retention of faculty, staff, and students; additionally, the Campus responded to the 2003-2004 Diversity Council's suggestion of creating a more open atmosphere for GLBT students. However, racial and gender imbalances remain at the some levels. The auxiliary faculty still relies heavily upon white females. Graduate Teaching Associates are 100% white female. At the staff level, academic leadership now incorporates women as well as men. However, the racial composition of academic leadership remains 100% white. The clerical secretarial staff also presents another problematic area, with a 100% composition of white females. Skilled crafts also remain 100% white male. Undergraduate students continue to be predominantly white females, with small improvements in racial diversity.

Special Or Continuing Initiatives

- University & College Access Network (U-CAN) of Richland County: participation in an initiative that provides useful regional demographics

- Marketing Committee: engagement with local media to publicize campus diversity activities
- Recruitment efforts in African-American community: Black History month celebration and luncheon with leaders of the African-American community
- Efforts to address GLBT issues: Continuing activities to educate faculty, staff, students about GLBT issues, such as homophobia, sexual orientation, and hate crimes
- Continuing diversity initiatives: American Indian Student Alliance organized on campus in Autumn 2004; highest number of recipients of Critical Difference for Women scholarships
- Recruitment and Retention initiatives: use of focus groups to address minority student concerns; hiring of minority staff members

Future Plans/Recommendations

After developing recruitment and retention strategies to incorporate more women and minorities into the faculty, staff, and student population, OSU Mansfield needs to compare its strategies with other institutions of this size and type (regional campus of a large state university). The challenge is also to build into its strategies an organized, consistent system of gathering data to make “a more systematic assessment” of successes and problems during each step. OSU Mansfield also needs to search for methods to increase undergraduate enrollment of minorities and to better balance the gender inequity between females and males at this level. The university has already instituted outreach efforts to the African-American community. This outreach should extend additionally to Native American, Asian, and Hispanic communities. Rather than specifically duplicating the African-American outreach program, these new outreach programs should place specific emphasis on persons, institutions, and cultural practices important to each ethnic group. OSU Mansfield’s 2004-2005 Diversity Plan also states that the campus anticipates recruitment of minority faculty to be one of its greatest challenges. The campus needs to formulate specific plans, priorities, and goals to meet this challenge. The University Diversity Council very much appreciates the fact that the new Dean and Director of Mansfield’s campus met with the Council at the beginning of her term of office, and looks forward to helping the Mansfield Campus achieve its diversity efforts.

Marion

Overall Assessment

The OSU Marion campus acknowledges that though they have made considerable focused efforts to improve diversity, there is still much to be done. The Campus also acknowledges the challenge of increasing minority purchasing and recruiting minority search pool applicants. Gains have been made in increasing undergraduate African-American and Hispanic enrollment. However, their report mentions no increased enrollment of Asian-American or Native American students, or any recruiting efforts directed at these communities. Among the regular faculty, full professors remain 100% male, with one Asian and one Hispanic professor in a group of six. Better gender balance has been achieved among associate and assistant professors. However, racial balance continues to elude these groups, with a majority in these positions being white. The gender and racial balance among auxiliary faculty demonstrates an improvement in both areas. Though very small in number, the Graduate Teaching Associates are evenly balanced by gender. In staff areas, Academic Leadership remains 100% white male, while Executive/Administrative personnel are 100% white female. Additionally, Clerical and Secretarial personnel are 100% white female; Skilled Crafts personnel are 100% male, 75% white.

Special Or Continuing Initiatives

- “Growing Our Own” program/ “I Can Go To College” Program- External funding ended for the “Growing Our Own” program. However, the University made a commitment to collaborate with the “I Can Go To College” Program

- Summer Program for Latino/a students and families: This year's program produced attendance of twenty potential undergraduate students with their families. Two students attending did enroll for Autumn Quarter 2004.
- Project Unity: Community outreach to the student population of Marion's middle schools, to ease the tensions and possible problems of consolidating three separate middle schools into one school
- Addition of two upper-level courses to promote diversity: Edu T& L 754: Introduction to American Sign Language and Spanish 520: Latin American Literature in Translation
- Minority student visits: Brings potential minority students to campus to give them a sense of the university experience

Future Plans/Recommendations

The OSU-Marion campus needs to continue to refine its efforts to address and promote diversity. The Campus should develop processes for more detailed data gathering on minority vendors, particularly those from University Stores. Marion's report also states, "One key to recruiting and retaining a diverse student body is providing a welcoming climate by having a diverse faculty and staff." The Campus should make stronger efforts to recruit a diverse staff, particularly in clerical and skilled craft fields. It is important for students to see diversity in action at all levels of university employment. The Marion report further states that they have focused staff recruiting in minority communities of large urban areas in Ohio. In these recruiting efforts, the campus should develop strategies to answer the inevitable question of "Why should I move to Marion?" The Campus should also formulate a clear plan for dealing with problems in finding suitable search pool candidates for assistant professorships. One possible recruitment strategy entails going beyond the standard practice of advertising in professional journals and recruiting at conferences. Existing faculty at Marion responsible for initiating searches could contact graduate advisors in departments at other universities to assess and suggest possible candidates for assistant professor positions.

Newark

Overall Assessment

The Newark Campus leadership is commended for "re-activating" the Diversity Committee. The stance of moving beyond the framework of "intolerance to tolerance" is acknowledged and applauded as well. In addition, the efforts to increase minority vendor purchases increased more than two-fold. The Campus has also established an exit interview process and devised a semi-annual review as well. Specific efforts have been developed to enhance the recruitment of more diverse students and faculty by the establishment of the Newark Earthworks Center for American Indian Studies and the Oral History Project. These concrete gains, as well as the assignment of a budget to the Diversity Committee, are clear indicators that diversity is an organizational imperative at this Campus. Challenges remain. Of 44 regular faculty, one is African American, three are Hispanic, and one is Asian. Of the 70 auxiliary faculty, one is African American and six are Asian American. There are no Hispanic faculty among the auxiliary faculty and there are no Native American faculty in any category. Among the 87 staff persons, there are 5 African Americans, 1 Hispanic, 1 American Indian, and no Asians. The Newark Campus should try marketing its employment opportunities to such areas as Mount Vernon and Coshocton where there are pockets of diverse populations.

Special or Continuing Initiatives

- The Newark Campus has continued its efforts with servicing International students via the creation and support of the Multinational Committee. The Committee was instrumental in implementing successful initiatives such as the Cultural Transitions Program.

- The creation of the Center for American Indian Studies as an interdisciplinary institute for research, teaching and outreach focusing on American Indians is an excellent initiative and one that merits broad recognition.

Future Plans/Recommendations

The University Diversity Council encourages the Newark Campus to continue its efforts toward recruitment of minorities and women at all levels. The Administration is strongly encouraged to devise a plan of action to further diversify the faculty and staff ranks. Moreover, the Council looks forward to the results of the climate survey, as well as the strategies devised to address issues resulting from that survey and the exit interview process. In addition, the Council would like to know what efforts, if any, have been set to respond to the needs of the GLBT populations.

VICE PRESIDENTIAL UNITS

Business and Finance

Overall Assessment

The Office of Business and Finance is to be congratulated for the seriousness with which it has taken the Diversity Council's recommendations over the years and the success it has had in implementing the Council's suggestions. The one remaining suggestion that the Diversity Council has yet to see implemented is the overall leadership role that the Council recommends Purchasing take in establishing a comprehensive plan of minority purchasing. Otherwise, The Office of Business and Finance has a fairly aggressive diversity plan that is bringing about results.

The unit has a very targeted and effective approach to its diversity efforts. First, it has established human resource practices that support a positive climate for diversity "including written performance evaluations, exit interviews and periodic climate surveys." The Office does hold its leadership accountable in this area.

Second, the unit has a targeted approach to improving diversity in leadership positions, making good progress in terms of increasing the percentage of females in leadership positions and in minority hiring. While the office is to be commended for the progress it has made in hiring Hispanics into service and maintenance positions, the same effort should be spent to ensure that Hispanics are at all levels and positions in the office.

Special or Continuing Initiatives

- All employees receive annual written evaluations and senior leadership's performance evaluations include diversity as a criterion.
- The unit has hosted an effective Minority Business Council Leadership meeting.

Future Plans/Recommendations

The unit is aware of problem areas (law enforcement and skilled trades), but seems determined to make progress in these areas. Because this unit is the Office of Business and Finance, it should be a campus leader in helping all units increase minority business opportunities. The Purchasing Department should recommend minority inclusion language in every competitive bid. As a unit that works more closely with minority businesses than other units, the Office of Business and Finance should model and serve as a consultant to other units in making progress in the critical area minority purchasing.

Development

Overall Assessment

Minority staff members have increased to 13 from 11, but due to changes in how Development staff are counted when shared with other units, the percentage of staff members who are minority shows a 0.05 percent decline over the last four years. Fundraisers change jobs frequently – on average, every three years. Ohio State Development is more stable, but in this highly volatile market, two minority staff members left for other jobs at substantially higher salaries. The unit made counter offers in each case, but could not match the competition without creating serious equity issues. The climate survey specifically asked several GLBT-related questions. Openly gay staff members reported that they feel the department treats them no differently from any other staff. With the appointment of a new Vice President, diversity efforts in University Development (largely on hold during the interim) have made substantial progress:

Special or Continuing Initiatives

- With the assistance of the Office of Organizational and Human Resource Development, a climate survey was administered with more than 82% of staff responding. Most respondents were positive about opportunities for professional development (66%) and opportunities to balance work/life issues (75%).
- Only 46% felt positively about career advancement, and in response efforts are underway to develop a career ladder in the unit. A woman was appointed to the role of Associate Vice President (one of two holding this title, the other being male), and the role of Assistant Vice President was created, with four incumbents, two male and two female.
- The unit set a 12% goal for minority purchases but did not meet it. However, it should be commended for reaching 9.97%, the fourth highest rate on campus.

Future Plans/Recommendations

In short, University Development has made commendable progress on diversity this year. It would be helpful to have an analysis of minority issues by constituent populations (African-American, Hispanic American, etc.) in addition to the general report on total minorities.

Human Resources

Overall Assessment

The Office of Human Resources continues its efforts to meet the goals of the Diversity Action Plan. The unit has taken steps to address the Council on Diversity's comments from 2003-2004.

Special and Continuing Initiatives

- Have developed a partnership with the College of Human Ecology to provide opportunities for the Child Care Center Teaching Assistants (a high turnover position) to acquire the needed training to be eligible for promotion to teacher.
- Continue to conduct exit interviews and develop programs to address the concerns cited, e.g. lack of opportunity for advancement, compensation, and so forth.
- Have an active Diversity Council representative for all units that will assess the needs and issues at the unit level.
- Provide campus-wide services to address work-life issues and are develop policies to address them:
 - Vacation donation program

- Paid parental leave
- Dual career placement program
- Sponsored dependent health care benefits
- Pilot mediation program

Future Plans/Recommendations

OHR is actively utilizing minority vendors and is aggressively recruiting women and minorities for leadership positions. The unit will continue to advance policies/practices to recruit and retain women and minorities. The Council noted a number of minorities holding interim positions and recommends that they be seriously considered for the permanent position.

Legal Affairs

Overall Assessment

The professional staff of Legal Affairs continues to be 60% female and 40% male. While gender diversity exists, the unit needs to seize more opportunities for racial diversity. As part of its job requirement, the unit discusses diversity topics such as GLBT issues, sexual harassment, and other diversity issues at its bi-weekly staff meetings.

Special and Continuing Initiatives:

- The unit operates efficiently on a model of “team spirit.”
- The unit engages minority law firms for some outside legal matters.
- The unit has been flexible with work/life issues.

Future Plans/Recommendations

As the unit notes, it needs to advertise professional positions in venues that are more likely to attract minorities. Because the staff attorneys handle the promotion and defense of OSU diversity initiatives in state and national policy and litigation forums, the unit is in a position to share more broadly with the campus community the challenges and rewards of defending and promoting diversity as a university value and as a value central to democracy.

Research

Overall Assessment

As recorded in previous reports, the Office of Research is a complex unit in that it has a central administrative office and sixteen research facilities throughout the state of Ohio. All colleges and administrative divisions have subcultures/units within the overall organizational structure, but the Office of Research seems to be more of a federation of separate entities grouped together for logistical, administrative reasons. As such there is no comprehensive “plan” or approach but a collection of individual ones grouped together. Therefore, each unit provides its own report.

There are strengths and weaknesses of this type of structure with regard to issues of diversity. The obvious strength is that each unit can evolve its own approach based on its unique profile and needs, and there is evidence that progress is being made. The weakness is that it is harder to discern the unit’s overall, comprehensive vision for diversity.

Special or Continuing Initiatives

- OSURF has a Diversity Training Program.
- OSURF increased its percentage of minority vendor purchasing from 5% to 14%.
- CLEAR indicates considerable progress with female faculty and students.
- CLEAR collaborates with the Young Scholars Program.
- OSU Program for International and Homeland Security is expanding relationships with HBCUs.
- ULAR supported a Spring Break course allowing students to explore a pharmaceutical career in Latin America.
- OARnet and the Supercomputer Center coordinate monthly programs for staff on aspects of diversity.

Future Plans/Recommendations

Despite some laudable activities and outcomes, there remains a lack of an overarching strategy arguably reflected in the relatively static profile of minority numbers of faculty and staff and in the reported lack of success with exit interviews. It is commendable that the Senior Associate Vice President is the diversity contact for the Office of Research and that all units report to him. Additionally, the reports are detailed, considered and carefully done. However, given the realities of time and mission the unit might consider creating an intermediary role whose prime purpose is to oversee, on an ongoing basis, all unit diversity initiatives and to bring them within some coherent, overall focus. Such a position /role would be very visible and report directly to the Senior Associate Vice President. An alternative could be to strengthen the roles of the unit diversity contacts, giving each more of a recognized responsibility for diversity issues and outcomes and having them connect more with each other on a formally recognized basis.

Additionally, it makes sense to the Council that any such position and/or structure should only be for these units who report directly to the Vice President's office, rather than the Centers who report through academic units. It is also of some continuing concern to the Council that the Office of Research still does not report any funding opportunities being offered for interdisciplinary research on diversity topics. Funding for research on diversity was a specific objective of the Diversity Action Plan*-yet the central unit for institutional research support has yet to provide evidence for this.

**4. The Vice President for Research will: a) Establish seed grants for the purpose of promoting the interdisciplinary study of diversity issues, b) Create opportunities for inter-college research programs focused on multicultural issues.*

Student Affairs

Overall Assessment

Student Affairs' commitment to diversity is very apparent. The unit keeps in touch with the need to provide new and different approaches so as to enhance the environment for all students and to instill in students a value for and appreciation of a diverse student population. The Office of Student Affairs has a long history of embracing diversity as a core value and implementing programs reflecting that. Several important steps have been taken to continue their aggressive approach including:

Special or Continuing Initiatives

- Creating a full-time NCBI coordinator that provides diversity training across campus.
- Aggressively promoting the use of minority vendors such that 11 units within Student Affairs surpassed the 15% goal. In 2003-2004, the number was three.
- Incorporating GLBT issues into all surveys and providing in-service training to their staff on gender identity and expression.
- Completion of the African American male retention project.

- Providing additional advancement opportunities within Dining Services and Facilities Planning—two units with large minority representation.
- Encouraging workers to obtain their GED by utilizing campus resources so as to qualify them for higher level positions.
- Sponsoring the Allies for Diversity living learning program.

The overall diversity of the Student Affairs staff is excellent. Especially noteworthy is that 20% of the Director level positions are minority, and females are well distributed among the leadership and higher level staff positions.

Future Plans/Recommendations

The Office is aware of the challenge posed by the registering of the Christian Legal Society and should monitor the effects of such decisions. In the future, controversial decisions such as this one was should be vetted more broadly.

University Relations

Overall Assessment

University Relations was recently reorganized as a part of the Office of External Relations (OER), which also now includes WOSU and Government Relations. The 2003-2004 diversity report is the first by this office. OER acknowledges that the concerns explicated in the previous two diversity reports (to University Relations) were on target. The report also notes that there are limited opportunities for this office to impact the diversity of its staff. Therefore, the unit proposes that consideration and merit be given to initiatives it undertakes to support diversity throughout the university. The Council does and will take very seriously OER initiatives to support broad diversity goals. However, consistent with the *Diversity Action Plan* and its charge, the Counsel will continue to monitor the composition of the staff (and faculty and students in the case of other units). Thus, the Council is pleased that the OER report includes diversity data and acknowledges that the office could benefit from broader ethnic diversity. The diversity data presented in the report indicate that each of the three components making up OER has made some progress in increasing the percent of women and underrepresented groups in senior staff positions. Yet, judging from the April 2004 statistics for University Relations (which may not depict the exact make up of the current unit), the Office still has a long way to go in terms of ethnic diversity (84% white executive and administrative staff, and 90% white professional staff). Thus, the Council urges the unit to exercise diligence in working to increase diversity within the unit as positions become available. At the same time, the Council appreciates that OER takes seriously the diversity goals of the university.

Special or Continuing Initiatives

OER is engaged in a number of commendable diversity initiatives, including:

- Partnerships with Undergraduate Admissions, OMA, and the Alumni Association that includes a radio campaign on urban radio stations to encourage applications to the university from African American students
- Exploring college information sessions at local African American Churches
- Sponsorship of “I Know I Can” ads to encourage African American students to attend college
- Works with OMA, the Multicultural Center, the Women’s Place, and ODS to promote their efforts to improve the diversity climate on campus
- Offers bonuses (and other rewards and resources) to staff who perform exceptionally well to assist with retention; has been helpful in retaining talented female writers
- In collaboration with OMA, hires students for positions in offices as ways to recruit students of color for possible employment after graduation

- Student Involvement Program (WOSU) provides career-related work experience for students; the current program is 67% female, 12% African American, 4% Hispanic and 4% Asian.

Future Plans/Recommendations

OER indicates that one of its major challenges is in identifying minority vendors and getting minority vendors to become certified as such. The Council recommends both a long-term and short-term solution to this problem. In the short-term, OER should tally and report purchases from minority vendors who are not certified as minority purchases, but make this apparent in its records. In the long run, it would be useful to be in contact with units on campus that have been more successful in identifying minority vendors (e.g., the Office of Business and Finance, the Fisher College of Business). The unit's report also notes low turnover and limited hiring opportunities as constraints in building a more diverse senior level staff. Even with these limitations, the Council recommends that the unit closely monitor the numbers and take concerted steps to diversify when positions are available. Once the unit attracts diverse candidates for its positions, it appears that the unit's positive work environment will help retain them. The Council appreciates and encourages the unit to continue to hire students of color as one way of creating its own pool of minority applicants.

OFFICE OF ACADEMIC AFFAIRS UNITS

Chief Information Officer

Overall Assessment

The efforts presented by the Office of the CIO are leading the organization in the right direction. Although the Office did not develop a diversity strategy regarding recruitment and retention of all staff, they acknowledged that their diversity initiative was designed for senior management as they recognized the importance of "leading by example." The unit further stated that additional efforts, training opportunities and the gathering of best practices will bring recruitment and retention for all staff to the forefront. Regarding active steps to respond to the needs of GLBT populations, the unit replied that it refers new staff to the OHR site concerning domestic partner benefits. It was noted that although the demographic information shows strong representation of women and African Americans, other minority representation is listed at 0%. (In its plan, the unit states that it has a broader representation of minorities than that indicated in the demographic information provided by the Office of Human Resources).

Special or Continuing Initiatives

- It is very positive that the office is developing an internship program for under-represented students.
- The training opportunities described for the Director for Human Resources are a step in the right direction, although a broader leadership scope would be more influential.
- The unit made good strides in purchasing through minority vendors.

Recommendations

The Diversity Council had requested in prior years that units appoint a diversity committee to work on diversity initiatives. The Office of the CIO should consider the creation of a diversity committee to provide leadership to the unit. The Council looks forward to a well defined and planned diversity strategy for the 2005-2006 year. A plan devising strategies for both recruitment and retention will have the effect of continuing to enhance broader diversity representation within the unit. Lastly, stronger efforts should

be made in the GLBT arena as referral services are insufficient to foster and maintain a positive environment

Glenn Institute

Overall Assessment

The Glenn Institute has taken the strengths that were previously recognized and built upon them by continuing in-depth discussions of GLBT issues and civil rights in their student programming. Most notable is the Institute's ongoing work with Ohio's urban schools. The unit openly discussed all the concerns that the University Diversity Council suggested. The Institute recognizes its limitations regarding programming constraints, but has found creative ways to address such constraints: "We must structure some of our programs to include balanced numbers of Democrats and Republicans; we have learned to lay clear plans for securing minority participants *first*." The unit does not want demographics of membership to be an excuse or a defensive statement but a tool that helps identify and overcome challenges. The Institute listed seven quality programs that highlighted diversity and have worked extensively on broadening its recruiting methods to reach a more diverse group.

Special or Continuing Initiatives

- The Institute has service-learning initiatives that connect high school students from underserved populations to innovative educational programs.
- A slate of distinguished lectures about Ohio women, education in inner-city schools, and the ethics of diversity and integration.
- Production of a major report on Ohio's Working Poor, addressing issues of particular concern to women and minorities
- NEW Leadership program for nurturing the next generation of state-wide women leaders
- The Institute is home to the Kiplinger Program in Public Affairs and Journalism. The six fellows chosen for the inaugural year of the program include two people of color and two women.

Future Plans/Recommendations

The Institute will continue to support women through programs and increase its percentage of people of color. The Institute also plans to continue to increase its diversity of speakers, diversity in programming, and staff members. The Council supports all of these stated goals and applauds the flexible thinking behind what constitutes "acceptable experience."

Graduate School

Overall Assessment

The Graduate School provides support services for over 10,000 students representing over 110 "Degree" programs. Some of these support services include professional development, workshops, and administrative services among others. Between 1999 and 2003 The Ohio State University Graduate School was ranked 8th in the nation for doctoral degrees granted and 7th for granting degrees to African-American students.

The School enhances its recruitments efforts by working with the office of Institutional Research and Planning in developing surveys and retention metrics to identify areas that need improvement. The Graduate School also oversees the Ohio Science and Engineering Alliance (OSEA), a project that assists science and engineering graduate programs to recruit minority students within the state of Ohio.

According to HR reports, staff demographics range from 1 minority individual in the year 2000 to 3 minority individuals as of April 2004. The School itself reports a staff that is 67.8% women and 19.4% minorities.

The School is currently developing methods to evaluate the effectiveness of current recruitment efforts. Minority enrollment in 2004 is higher than in either 2003 or 2004. The School also recognizes the importance of utilizing minority companies for College purchases.

Special or Continuing Initiatives

- The Summer Research Opportunity Program (SROP) remains a very successful diversity enhancement program.
- The Ohio Science and Engineering Alliance (OSEA) created by and housed in the Graduate School received a five year, \$3.5 million grant from the Louis Stokes Alliances for Minority Participation program at the National Science Foundation in November 2003. Last summer, OSEA funded 45 underrepresented minority students, including 11 at OSU.
- The Student Achievement in Research and Scholarship (STARS), like the SROP program, has been in place for ten years.
- Workshops on applying for admissions, financial aid and preparing for the GRE for minority students.
- Graduate Enrichment Fellowships awarded and accepted are up over the last two years.

Future plans/recommendations

A stated goal for this unit is to have the staff body mirror Ohio's future demographic profile. The unit should move forward with its analysis of the effectiveness of different recruitment programs and how these programs impact the different racial and ethnic groups. The Graduate School should work more closely in aggressively seeking funding to help departments. It should expand its search for national funding opportunities for programs that may not be available at individual department level. This unit should appoint senior faculty to help oversee diversity initiatives.

International Affairs

Overall Assessment

OIA coordinates international activities for 15 units on campus. As such, it encourages and promotes "tolerance and acceptance of racial, sexual, gender, religious, ethnic, cultural and national diversity" within its office and among the affiliated units. The unit has organized a Diversity Advisory Committee with the charge of providing an on-going assessment of environmental, work, and life issues related to diversity. This committee is composed of representation from OIA, and just two affiliate units. However, search committees, presumably for all affiliated units, must have a representative (or consultant) on the Diversity Committee, suggesting OIA takes seriously the goals of diversity, and the concern of the Diversity Council that it develop and implement strategies for enhancing the recruitment of domestic minority candidates. Still, the unit remains light in the proportion of domestic minority staff in key roles, though its leadership staff is diverse in terms of sex (69% female) and nation (75% foreign born). OIA has good *retention* of minority and female staff.

Some of the activities of affiliated units of OIA indicate a commitment to diversity. The International Programs Office addresses the international education needs of ethnic and minority populations. The Office of International Education's (OIE) study abroad program has broad diversity (25% non-White in 2003-2004). OIE also has a partnership with the Multicultural Center though the nature of this partnership is not specified in the report. The 2004-2005 cohort of the Office of International Affairs Scholars Program is 58% female and 17% (12/72) minority including five Asian Americans, two African

Americans, and five Hispanic Americans. The Area Studies Centers are noted as engaged in strengthening diversity through their outreach programs.

Special or Continuing Initiatives

- Establishment of a Diversity Advisory Committee to address issues of diversity.
- Active Recruitment of Domestic Minorities for the study abroad program.
- Continued Good Participation of Domestic Minorities in the Scholars Program.
- Employment of Latino/as, Somali Immigrants, and Chinese students in area studies programs designed to educate heritage and non-heritage communities about the origins and cultural traditions of immigrant groups.
- Collaborations: Office of International Education has a partnership with the Multicultural Center.

Future Plans/Recommendations

OIA notes several challenges that it faces in meeting diversity goals, including: (1) ones posed by grantees that do not permit use of its funds for addressing the needs of heritage communities; (2) “entrenched structural barriers endemic to society” that make diversifying its leadership staff in terms of domestic minority members difficult; and, (3) relatively flat organizational structures for most units. The unit plans to continue to work with Human Resources to achieve higher rates of diversity in employment and retention. Because of flat administrative structures, in doing so, it will place strong emphasis on market equity, flex time scheduling, and job training. The Council appreciates the challenges faced by the unit, but repeats its call for OIA, perhaps through its Diversity Advisory Committee, to take up the specific topic of strategies for including domestic minorities in leadership positions and more African Americans in its International Affairs Scholars Program. Also, last year’s Council indicated that the unit’s report was too generic and non-specific with respect to the GLBT population. This year’s report does not discuss this group. What is OIA doing to enhance the environment for this population?

University Libraries

Overall Assessment

University Libraries continues to make progress in incorporating diversity. The unit strengthens the internal work/life climate by providing employees with development and advancement opportunities, encouraging and recognizing employee participation in conferences and workshops, and working to settle employee relation concerns. The unit also offers flextime. Three new faculty members were recruited in 2004: one African-American female and one Asian male. A third candidate, an African-American male, declined the position to stay closer to his family. University Libraries also works to ensure that the materials within its libraries reflect a diversity of language, beliefs, culture and style.

Special or Continuing Initiatives

- Minority vendor spending increased by 162%, from \$19,350 to \$50,698.
- University Libraries reinstated the Mary P. Key Diversity Residence position. This position is now a two-year appointment in one department.
- University Libraries sponsored a minority faculty member’s participation in the Minnesota Minority Leadership Conference.
- The unit plans to implement a strategic communication/marketing plan with recruiting minority candidates as one of its components.
- The course, “OSU History and Its World” includes at least one class on the history and concerns of Affirmative Action on the OSU campus.
- The unit produced a bookmark that highlighted Asian collections and distributed at the 2004 Asian Festival.

- Library faculty and staff attended the Ohio Library Council Diversity Conference and Spectrum dinner.
- University Libraries used the strength of its Special Collections to provide the material for a course, “Perceptions of ‘Them:’ Race and Ethnicity in American Popular Culture.”

Future Plans/Recommendation

In light of the traditionally female nature of the profession, University Libraries continues to face the challenge of recruiting more male staff and faculty. Because such a large number of the Libraries’ employees are eligible to retire, the unit should be thinking strategically about increasing its diversity as it awaits a 30-person turnover in staff over the next several years. The creation of a bookmark to publicize the Asian collection at a particular event might also work by doing something similar with the Black Studies and Women Studies collections. Two future ideas seem very promising: 1) making available on the Internet the 2004 Latino Studies in the Midwest Symposium and 2) working with the Kirwin Institute for Ace and Ethnicity to house papers of those individuals active in civil rights.

Minority Affairs

Overall Assessment

As the Office of Minority Affairs so rightly points out, long before the University had a *Diversity Action Plan*, OMA’s mission and *raison d’être* was and remains the promotion of excellence through diversity. OMA continues to be a campus leader in the arena of diversity by continuing those initiatives that have yielded results and developing new initiatives as warranted by changing circumstances. The unit reports that the Council’s previous recommendations have been the subject of their on-going conversations. In this regard, OMA has reevaluated some programs in light of the University of Michigan decision, discussed the need for a “Success Challenge” grant to provide more widespread tutoring, and worked more closely with appropriate offices to increase minority purchasing and minority applications. For minority purchasing, OMA and the Office of Finance and Physical Facilities are partnering to offer workshops for university units and local minority catering firms. To generate more minority applications, OMA is increasing its contacts with minority students who have applied and been accepted, its out-of-state trips, and its targeted radio spots.

Special or Continuing Initiatives

All New Initiatives:

- College Summit Program: assists minority high school students in preparing college applications
- Roundtable: works with the Kirwan Center for the Study of Race and Ethnicity to provide a forum for leaders of Central Ohio’s African American community to discuss with OSU issues that will result in research questions
- World Service Program: provides up to four students the chance to travel to Africa or Latin America for” medium-range work in service roles”
- Resource Center: provides information about the profile and concerns of the Black Male Initiative populations

Future Plans/Recommendations

OMA remains steadfast in its mission to provide programming, resources, and academic services. Even as OMA willingly works with other campus units, it raises in its report some issues of present and future concern regarding admissions and enrollment management. The Council recommends that OMA continue its vigilant posture in investigating measures of academic success among minority populations and in raising questions about the increasingly heavier reliance of OSU on national test scores. OMA should expand its roundtable concept to additional communities. The College Summit Program should be extended to Appalachian high schools. In general, OMA should be as expansive as its mandate allows.

The Council commends OMA for its willingness to work with other units, thus facilitating the diversity efforts of others.

Multicultural Center

Overall Assessment

The Multicultural Center collaborates with a wide range of units to keep diversity at the core of all that the University does. Although only three years old, the Multicultural Center has established an effective presence on campus. It takes seriously its goal of “intra and intercultural coalition and community building.” The Center reports that its greatest accomplishment in 2003-2004 was its “increased engagement and impact on campus, along with the development of Center infrastructure.” The Center’s influence seems to be permeating a number of arenas as it increases its collaborative efforts.

Special or Continuing Initiatives

- **Academic Partnerships:** provided programming in collaboration with the School of Journalism, Women’s Studies, the Center for the Study of Teaching and Writing, Faculty and TA Development, FYSS, and PAES.
- **Community Partnerships:** hosted the National Women’s Music Festival, Model Arab League, Allies Institute 2004, GLBT Town Hall Forum , Asian Festival M’Zuri Program (with YWCA), Readership Program (with Columbus Public Schools)
- **Collaborations:** continues to build alliances with the Women’s Place, GLBT groups, Asian American Studies and constituencies, Native American Studies and constituencies, African American Male Retention efforts, Latino/a Studies and constituencies.
- **Programming:** enhanced programming for such activities as American Indian Council Powwow, Muslim-Jewish Dialogue, American Indian Graduation Banquet
- **Professionalism:** staff are encouraged to attend professional development workshops.
- **Advocacy:** developed Sexual Assault Advocate Program; argued for language changes in University’s non-discrimination policy, and enhancement of OSU’s Parental Leave Policy

Future Plans/Recommendations

The Multicultural Center seeks to engage “Academic Affairs and the University as a whole, beyond project mentality, to actually support embedding the Center within curricula and program development.” This is an ambitious goal, for it calls for transformative thinking and the assistance of other units with similar visions. As a diverse group, the Center could say more about its own internal workings to model how effective difference as a core value can work in institutions. In general, The Multicultural Center should be as expansive as its mandate allows. The Council commends the Center for its willingness to work with other units, thus facilitating the diversity efforts of others.

Office of Undergraduate Studies

Overall Assessment

The Office continues to make progress with regard to the recruitment and retention of minority students. Although there was some setback this year in terms of admissions, the overall demographics are encouraging. There is considerable effort and commitment given to recruitment activities. In addition, the office offers a wide range and increasing number of cultural and diversity related programming for freshmen and honors and scholars students. The report does not mention any follow-up evaluation of the effectiveness of these activities.

Minority vendor purchasing has increased slightly and the office contributes this to the number of minority vendors available to supply their needs.

For the past several years, the Office has been under a mandated budget deficit reduction plan that necessitated the abolishment of 59 positions. At the same time, the Office acquired the Undergraduate Academic Advising Services (USAS). Current demographics should be viewed with this reality in mind. Nonetheless, the office remains strongly committed to the goals of the Diversity Action Plan and takes seriously the need to increase the diversity of the staff so as to meet the needs of our increasingly diverse student population.

Continuing initiative

Clearly the Office is committed to continuing to increase the numbers of underrepresented minorities in the undergraduate student body. The office is to be commended for its efforts particularly the modification of the freshman application in response to perceived notion that the application might be a barrier in and of itself.

Future Plans/Recommendations

The Office of Undergraduate Studies should continue aggressive recruiting and designing of new strategies to attract a more diverse student body.

Wexner Center for the Arts

Overall Assessment

The Wexner Center for the Arts continues to struggle with the development of a formal structure that would address the ongoing development and implementation of diversity initiatives within this unit. The Center seems to rely on their performing arts and programming in order to meet diversity goals and objectives. In fact, this was a statement in both last and this year's reports. The unit cites that it works with the Office of International Affairs and the Living Learning Programs and has flexible work schedules for full-time staff in order to increase diversity and work life initiatives. The unit also mentions that it has representative numbers of persons from GBLT populations. However, no specific numbers are provided regarding this statement.

Special or Continuing Initiatives

- Attendance of the Administrative staff at an all-day workshop on diversity.
- Outreach and engagement initiatives with the Columbus Public Schools "encompassing students of mixed populations from K-12 grade levels (e.g., Art Ventures for 4th graders, Teens Arts Fusion, Wex Lab Video, High School Media Connections, International Children's Film Festival, summer youth workshops, free Family Days)
- Provision of scholarships for the outreach and engagement programs for students with financial need.

Future Plans/Recommendations

This unit needs to make an organized, formal commitment to the development of increasing racial and ethnic diversity within its administrative and executive ranks. It is also recommended that the unit continue to develop and implement a concrete, substantial program that would more successfully engage racially and ethnically diverse students in programming areas. While the unit states that the programming is more diverse, the unit needs to be more specific and concrete in its actual reporting of data. For example, the unit needs to specifically report data related to racially and ethnically diverse populations within their programming efforts.

Revised:
5/13/05