FACETS OF Diversity

AT THE OHIO STATE UNIVERSITY
Ohio State University leaders working in the area of diversity

The term "diversity" means difference, variance, and heterogeneity. Its opposite is sameness, similarity, and homogeneity.
I’ve said often that the most important part of a university education for our students, more than simply building intellectual capacity or training them for a career in their chosen field, is to help prepare them for the world outside of our campus walls. Ohio State’s motto is “Education for Citizenship” in our community, state, nation, and the world, and to be that kind of citizen our university must offer a learning environment that mirrors the diverse, global world in which we live.

– Karen A. Holbrook, President

Diversity is social energy born of human difference: difference of race, ethnicity, and gender, as well as age, sexual orientation, national origin, cognitive style, and disability. The varied perspectives, experiences, and personal histories within diverse communities enrich the context for communications of every sort. These human differences also expand the framework for evaluating preconditions and preconceptions, and they help reveal the irrelevance of both. The intellectual atmosphere created by a diverse community thus stimulates us to ever more thoughtful and reasoned analyses. And because this, in turn, helps us generate new knowledge, diversity is central to the academic mission of The Ohio State University.

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

Scientists rightly argue that we must protect natural resources like the world’s rain forests because their rich and largely unexplored biodiversity holds great promise for medical advances. In a similar way, I believe that we need to protect the rich social diversity of our species and act on the assumption that every culture and every individual has, or may have, important gifts that can benefit us all. We as educators have the professional duty to seek out their gifts and talents wherever they can be found and to nurture them.

– Mac A. Stewart, Vice Provost and Chief Diversity Officer, Office of Minority Affairs

In a multicultural society, it is possible to have diversity without excellence, but it is impossible to have excellence without diversity. Bringing everyone to the table ensures diversity but does not guarantee excellence. Nevertheless, it is diversity that fuels the flames that allow the cauldron of excellence to foment. Diversity matters because the exchange of ideas matters. Diversity matters because no one person or group has all the answers. Diversity matters because democracy matters. Diversity imagines and welcomes the future.

– Valerie B. Lee, Chair, The Ohio State University Council on Diversity

Because the meaning is broad, it has come to mean many things to different people. The term is used to refer to different religions, different social class or political philosophies, different capabilities or accomplishments, different sexual orientations, or different races, ethnic groups, and gender.

From Ohio State’s 2000 Diversity Action Plan
A “New” Foreign Language

Considered to be the fourth most commonly used language in the United States, American Sign Language (ASL) provides a new option for students seeking to fulfill their foreign language requirements. The four-course ASL program, which was first offered last fall, consists of two primary courses offered through the College of Humanities, then two upper-level courses that can be taken in either the College of Education or the Department of Speech and Hearing Science, depending on the student’s area of academic focus.

According to Brenda Brueggemann, an associate professor of English who is hard of hearing but did not learn ASL until she was 29 years old, it is important to give people the chance to learn ASL earlier in their lives. She said the creation of the ASL program demonstrates to the public Ohio State’s commitment to raising disability awareness. “Columbus has a long-standing record of having a large deaf or hard-of-hearing population,” she said. “People with disabilities tend to flock to urban areas and capital cities. I think the programs will benefit Ohio State with the community connection.” For more information, visit asl.osu.edu, or contact Tia Jones, assistant coordinator, (614) 292-5392, jones.2246@osu.edu.

Taking It to the Streets

Alternative Break Program

Baling hay at an elephant preserve in Tennessee, delivering meals to homebound people in Washington, D.C., providing assistance at a domestic violence center in Chicago—these are not the typical sites or activities for college students on spring break, but each year Ohio State students participate in the Alternative Break program, an opportunity to provide meaningful, hands-on service in communities outside Ohio.

Since the first Alternative Break in 2003, 24 different trips have supported more than 400 Ohio State student, faculty, and staff volunteers in a variety of domestic and international locations. The program expanded during the 2005-2006 academic year by offering a fall break option to assist with hurricane relief in the Gulf region, and a new summer break program will be introduced for the week between spring and summer quarters. Break programs are also being made available in other units through Student Affairs’ partnerships with the Office of International Education, the First Year Experience office, and the Colleges of the Arts and Sciences.

Students who participate in the Alternative Break program share stories of growth and learning upon their return to campus. In an anonymous evaluation, one student wrote, “People’s situations happen for many different reasons. Those more fortunate shouldn’t be so quick to judge, myself included.” Another responded, “It opened me up to what even small efforts can do to improve people around you.” Group meetings and trainings in advance of the trips help students prepare for their experiences.
Different Diversities

Multicultural Center New Diversity Initiatives

The student services offices in the Multicultural Center (MCC) have traditionally focused on underrepresented groups such as African American, Hispanic, American Indian, and Asian American students. In addition to these ethnic student groups, the MCC also includes the office of Gay, Lesbian, Bisexual, and Transgender Student Services and Women’s Student Services. Still, the center realized that segments of Ohio State’s student population were excluded, and, to that end, the office of New Diversity Initiatives (NDI) was created in September 2002. The pilot NDI office was developed by the Multicultural Center in response to requests for services and awareness from members of each of the three focus areas: Appalachian region, disability and universal access, and the Middle Eastern region.

In the four years following the creation of the NDI office, its focus has broadened to include multiracial students, veterans, religious diversity initiatives, Somalian students, third culture students (students who grew up outside of their parents’ passport country), and the Diversity Leadership Transcript Program (DLTP). DLTP is designed to give all students an opportunity to document and learn from the many diversity-related events in the MCC and on campus as well as leadership and service opportunities. The Multicultural Center works with many different student organizations and academic departments to make sure that the needs of students and community members are met. For more information, visit multiculturalcenter.osu.edu/diversity, or contact the MCC at (614) 688-8449.

Ohio State community members fast from sunup to sundown to experience what a day during the Islamic Holy month of Ramadan is like for Muslims. At sundown, participants enjoyed a feast featuring foods from all over the world. This event raises money for local charities and raises cultural awareness on campus.
Ohio’s Native Past

Two thousand years ago, Ohio’s earthworks were the Rome and Mecca of their day. Two hundred years ago, an international confederation of tribes was beginning to lose its grip on the state and facing removal to the West. At Ohio State, the unifying theme for American Indian Studies (AIS) is “intellectual solutions” to indicate Native Ohio’s lasting contributions to human survival strategies, understanding, and landscape. AIS works closely with the Newark Earthworks Initiative to plan conferences and official tours of the prehistoric sites. Partnering with local tribes and activists enhances the educational mission of AIS by providing different perspectives of American history and native cultures.

Although American Indian Studies is a recent academic field at Ohio State, events in the greater Ohio region have long been central for understanding the lives and histories of the native peoples in eastern North America. Ohio State’s Committee for Native American Studies (CNAS), which originated with a group of interested students and faculty, has met regularly since 2000 and submitted a formal proposal for an American Indian Studies program in 2002. Recently, an undergraduate minor in American Indian Studies has been proposed, drawing on existing courses in the Colleges of Humanities, the Arts, and Social and Behavioral Sciences, with interest from other units as well, and plans are underway to implement a graduate specialization. AIS also sponsors a lecture series by world-famous scholars, both native and non-native, to underscore the native impact on Ohio and the Great Lakes, and co-sponsors an annual powwow on campus each spring. For more information, visit americanindianstudies.osu.edu, or contact Dr. Jay Miller, program coordinator, (614) 292-7211, miller.3967@osu.edu.

Far left: A small earthen circle beside the octagon has become part of a golf course. Left: Donald Fixico, American Indian scholar, spoke at Ohio State recently. Find more online at americanindianstudies.osu.edu/speakers.cfm.
Engaging Latino Columbus

While the overall population of Ohio increased by only 1.1% from 2000-2005, the Hispanic population of the state increased by 10.1% during that same period. In Franklin County, the Hispanic population represents 2.9% of total county residents, and an increasing number of Hispanic students are enrolling in Columbus Public and South-Western City Schools.

Local Spanish-speaking communities provide the context for Ohio State students enrolled in Spanish 689, Spanish in Ohio, an advanced Spanish language course that also provides a service-learning experience for students. In addition to 35 hours of in-class activities, during which guest speakers from the Hispanic community discuss their work and life experiences, students must engage in 100 hours of contact with Spanish outside of class by going into the community to practice their Spanish skills with native and heritage speakers. They take field trips to local points of interest and work one-on-one with instructors to document their activities and to prepare an original project on a theme related to the Hispanic experience in Ohio.

Past projects undertaken by students include knocking on doors and introducing Mount Carmel Outreach’s door-to-door vaccination program; assisting with children’s activities at the Ohio Hispanic Coalition; serving as counselors for the Seal of Ohio Girl Scout Council’s Fiesta at Sugabush, a day camp for bilingual children; tutoring adult learners of English at the Ohio Hispanic Coalition; and assisting the Columbus Fire Department’s liaison in providing 911 protocols for English-speaking first responders and Spanish-speaking community members. Professors Terrell Morgan and Donna Long, who often teach the course, are also developing a version of the class for Spanish teachers in the state, helping them to develop engagement and service-learning opportunities for their own students. For more information, visit sppo.osu.edu.
Discovering Medical Careers

By stitching up wounds and applying defibrillators, talented high school juniors and seniors in white coats and latex gloves are discovering careers in medicine during M.D. Camp, an intensive three-week summer program at the College of Medicine. The camp offers high-achieving minority and disadvantaged students a unique medical school experience and is aimed at increasing the number of physicians who are underrepresented in medicine and who elect to practice in underserved areas.

“M.D. Camp is a tremendous opportunity for talented high school students of diverse and disadvantaged backgrounds to become exposed to career choices available to them in the field of medicine,” current M.D. Camp director and first-year medical student, Jacob Bryan, said.

The camp strives to inspire students to pursue a career in medicine by challenging them intellectually, facilitating their academic and social development, and increasing their awareness of the special needs of underserved populations.

“When I was younger, there was a lot of encouragement to pursue different professions. Now that encouragement is dying,” medical student Maisha Ford said. “M.D. Camp, though, helps

Advancing Understanding

Disability Studies Program

One in five people in the United States has a disability, according to the U.S. Census Bureau. Around 1,800 students, faculty, and staff at Ohio State self-identify that they have disabilities. According to L. Scott Lissner, the university’s Americans with Disabilities Act (ADA) coordinator, if people were more comfortable with discussing disabilities, the actual number of Ohio State people who report having one and requesting accommodations would increase. In 2003, a new disability studies minor for undergraduates became available at Ohio State, reflecting an increased awareness of disability and its impact. “The creation of the disability studies minor says something about an institution and its culture aside from the fact that we are ready to comply with the law,” Lissner said.

In addition to the undergraduate minor, a graduate interdisciplinary specialization in disability studies will become available in summer 2006. The graduate specialization will provide core experiences in and out of the classroom by bringing visiting scholars and community leaders to campus for student workshops and public lectures, enabling students to participate in research forums and preparing students to assume leadership roles at the intersections of their disciplines and disability.

According to Lissner, disability studies provides a context for understanding the role of human difference in society by exploring and analyzing disability as it manifests itself at the bodily, personal, and societal levels. “Disability studies is a relatively new field; there are only a few formal programs, and Ohio State is taking a leadership role.” For more information, visit disabilitystudies.osu.edu, or contact the ADA coordinator’s office, (614) 292-6207, ada-osu@osu.edu.

Teaching and the Student Experience

Assistive technology is one of many accommodations students use to make learning more independent.
New Minor for Career Development

Sexuality Studies Program

A new sexuality studies minor became available to Ohio State students in 2002, and in that brief time, over 45 undergraduate students have enrolled. These students major in a variety of subjects, ranging from nursing to communication, and they view the sexuality studies minor as a perfect complement to their majors and careers.

The sexuality studies minor provides an opportunity for undergraduates to investigate sexuality in all of its diversity in a supportive intellectual environment; to improve their understanding of the educational, historical, social, psychological, literary, legal, and political contexts in which human sexuality has been and is currently being expressed and analyzed; and to plan an educational program that will complement their career goals.

Given the many facets of sexuality studies and its connection to careers as varied as health services, diversity training, criminology, politics, social work, counseling, and education, the minor is growing quickly, both in terms of student enrollments and in terms of faculty involvement and course development.

More than 30 faculty members at Ohio State located in over 15 departments work in the area of sexuality studies, and their expertise covers a wide range of subject matter, including sexuality and religion; Latin American sexualities; the experiences of gay, lesbian, bisexual, and transgender high school students; adoption and foster parenting by gay and lesbian families; the effects of hormones on sexual behavior and expression; queer theory; approaches to sexuality in literature and film; the intersections of race and sexuality; sex workers in Taiwan; and the sociology of sexuality.

An interdisciplinary graduate specialization in sexuality studies is currently going through the approval process, and its creators hope to make this specialization available to graduate students in 2006-2007. For more information, visit sexuality.studies.osu.edu.

Motivated students to explore and to feel that becoming a doctor is possible.”

Both faculty and medical students serve as mentors and provide instruction in gross anatomy, physiology, pathology, medical specialties, and current health issues. Participants also attend workshops at the college’s Clinical Skills Education and Assessment Center, where they participate in hands-on activities in areas such as suturing, CPR, and first aid. They shadow physicians at University Hospital and gain exposure in scientific research and case studies. “The Ohio State University College of Medicine is opening doors for minorities to get involved in medicine,” M.D. Camp graduate Carla Maldonado said. For more information, visit medicine.osu.edu/odca/mdcamp.cfm.

Ohio State Diversity Stats

Based on autumn 2005 enrollment numbers in the College of Engineering, of the 4,536 undergraduate engineering students enrolled, 626 of those students are women and 55 of those students identify as African American or Hispanic. Of the 1,234 graduate engineering students enrolled, 252 of those students are women.

Based on autumn 2005 enrollment numbers in the Department of Computer Science and Engineering, there are 56 undergraduate women among 752 total undergraduates, 8 women among 88 total graduates, and 19 women among 215 Ph.D. candidates.

Sexuality Studies a Rewarding Minor

Danielle Tompkins is a political science major with plans to minor in women’s studies in addition to her already declared sexuality studies minor. She said, “The classes in my sexuality studies program have been the most rewarding class experiences I have had to date. Thus far, I have taken Women’s Studies 370 and PAES 204, and I am anxious for junior year so that I can continue sexuality studies courses. I look forward to doing internships in the near future that can enhance my knowledge and experience of all my educational interests. With these tools, I hope to become an advocate for minorities of all kinds, assisting in the improvement of social policy. Though I have just begun work in my sexuality studies minor, I can already see that choosing this minor was the right choice for me. I have always been intrigued by sexuality and had a desire to be an activist in government. I enjoy meeting and understanding new people, and I sincerely believe that the way to equal rights for all lies right beyond awareness. The classes I have taken have been interesting and thought-provoking and have only increased my desire to become a supporter for minority people.”

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Designing for All

Universal Design

The intent of universal design is to simplify life, designing products, communications, buildings, and even cities to be easy to use by as many people as possible, thereby producing an environment with maximum flexibility and usability across the range of ages and abilities. Universal design is driven by our increasingly complex and diverse society and is the physical manifestation of society’s commitment to inclusion, diversity, and equity.

As a new paradigm that is gaining importance worldwide, universal design can be seen throughout Ohio State’s research, teaching, and service agendas. Faculty and students from Occupational Therapy and Human Ecology planned and coordinated a new universal design exhibit at Farm Science Review. Together with Lowe’s Home Improvement Stores and Dave Fox Remodeling, they built a kitchen and a bathroom with universal design features as a permanent educational model and conducted workshops around the state. Learn more about this project at hec.osu.edu/ud.

Ohio State’s Nisonger Center collaborated with state and national partners to develop, pilot, and disseminate universally designed training modules that reflect state-of-the-art technologies and content for faculty and administrators in order to improve the quality of education for students with disabilities. Designed with input from faculty and staff, this resource is available on the Ohio Learning Network at www.ohn.org/teaching_and_learning/ada/Fame/FAME_Content.

The Knowlton School of Architecture has been awarded a grant from the National Endowment for the Arts to increase the nation’s understanding and use of universal design. The Universal Design Leadership Project will develop web-based training for educators, developers, city planners, and designers and will present a conference in July 2006 titled “Universal Design and Visitability: From Accessibility to Zoning.” See more at knowlton.osu.edu/ped/universaldesign.htm.

Better Bathrooms for All

Multicultural Center Gay, Lesbian, Bisexual, Transgender Student Services

Lighting the Way for Nontraditional Students

Retention for Success Program

A nontraditional student is defined as one who is 25 or older and has entered or re-entered the university after an absence from any university of two or more years. For this particular population, work and family commitments often result in part-time enrollment rather than full-time. The goal of Ohio State’s Retention for Success project, funded by the Lumina Foundation for Education, is to develop a model that retains and graduates nontraditional students by creating an effective institutional services system tailored to their specific needs.

The progress made during the 18-month pilot, which concluded in December 2005, holds promise for an ad-
According to the Office of Human Resources, among the regular faculty, of the 1,157 faculty at the professor level, 82.6% are male, and 17.4% are female. 85% are white, 2% are African American, 10.2% are Asian American, 1.6% are Hispanic, and 0% are American Indian. (Other and undisclosed categories account for 1.2%).

Of the 1,022 faculty at the associate professor level, 67.4% are male, and 32.6% are female. 85.3% are white, 3.9% are African American, 7.7% are Asian American, 1.9% are Hispanic, and 0.1% are American Indian. (Other and undisclosed categories account for 1.1%).

Of the 707 faculty at the assistant professor level, 59.3% are male, and 40.7% are female. 74% are white, 5.5% are African American, 14% are Asian American, 4% are Hispanic, and 0.1% are American Indian. (Other and undisclosed categories account for 2.4%).

In the College of Engineering, there are 29 female faculty among a total of 260 faculty. In the Department of Computer Science and Engineering, there are 2 women faculty among a total of 33 faculty.

An important aspect of diversity is that options made available to a particular group often benefit others as well. One example of this is Gay, Lesbian, Bisexual, and Transgender (GLBT) Student Services’ efforts in the creation of a campus facilities policy that requires the inclusion of unisex/family restrooms in all new buildings on campus. Parents can use the facilities to assist young children in the restroom without having to use single-sex restrooms utilized by non-family members. A female student on campus will be able to assist her male partner with a disability in the privacy of a single-use facility. And for transgender students, having a unisex bathroom available allows for the use of facilities without the issues that result from using community single-sex rooms. Having unisex/family facilities aligns with the GLBT Student Services’ and the Multicultural Center’s mission and is one significant way to help create a more inclusive environment at Ohio State that better meets the needs of a diverse student population. For more information, visit multiculturalcenter.osu.edu/glbttss, or contact the MCC at (614) 688-8449.

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The Political Sociology Behind the Death Penalty

States that sentence the most criminals to death also tend to be the states that experienced the most lynchings in the past, according to research by David Jacobs, professor of sociology. “Our results suggest that the death penalty has become a sort of legal replacement for the lynchings in the past,” Jacobs said. “This hasn’t been done overtly, and probably no one has consciously made such a decision, but the results show a clear connection.”

His work, “Vigilantism, Current Racial Threat, and Death Sentences,” co-authored by Jason Carmichael and Stephanie Kent, was recently published in American Sociological Review.

Jacobs’s research indicates that the number of death sentences in the state with the most lynchings increased as the state's population of African Americans grew larger, indicating that, as their numbers increase, blacks are seen by the white majority as a growing threat.

The results of the study suggest that the United States is still a product of its past, Jacobs said. “Historical events continue to influence the current behavior of important social institutions. But the main point is that our findings do not support claims that the death penalty is administered in a colorblind fashion.” For more information, contact Dr. Jacobs at jacobs.184@osu.edu.
Within the field of Asian American studies, scholars have increasingly come to recognize and explore how processes of Asian American racialization and cultural formation are mediated by categories of gender and sexuality. According to Joe Ponce, assistant professor of English, critics and creative writers alike have had to contend with long-standing, and often contradictory, stereotypes regarding the sexual nature of Asians: females have been depicted as either demure or licentious while males have been portrayed as either effeminate or asexual. Perhaps the most difficult and delicate task that Asian Americans have had to face is contesting these persistent images without reinscribing misogyny or homophobia in the name of an Asian American cultural nationalism.

These issues play out in Dr. Ponce’s primary research project, which offers a transnational history of Anglophone Filipino literature. This line of inquiry has led him to pursue other research projects in which intersections between race and sexuality are paramount. He is especially interested in examining the growing body of contemporary queer Filipino literature, as well as connections between queer Asian American and African American literatures. According to Ponce, these emerging traditions and the issues they raise present ways of imagining queer lives that are rarely broached by the mainstreaming of white, affluent, gay male representations in U.S. popular culture. His focus on these areas of research is motivated not simply by a desire for racial and sexual diversity to be acknowledged and valued but more insistently to see the cultural knowledges produced within the humanities come to terms with the many different ways of being human. For more information, visit english.osu.edu, or contact Dr. Ponce at (614) 292-6065, ponce.8@osu.edu.

In November 2005, the Kirwan Institute published a report examining the causes, consequences, and extent of economic and racial segregation in schools across Ohio’s six major urban counties. The report, titled “Economic Segregation: Challenging Ohio’s Public Schools,” illuminates the link between the economic status of the student body, student performance, and a school’s designation as determined by the national No Child Left Behind law. The report calls for the inclusion of economic as well as racial integration into school reform initiatives. This effort is part of the larger focus of the institute: to link all individuals to communities of opportunity, where they have access to the key structures—such as sustainable jobs, high-quality education, health care, and public safety—needed to succeed in life. This mission is being pursued not only in the Columbus region but throughout Ohio as well as other metropolitan areas across the United States.

To this end, the Kirwan Institute was recently involved in a U.S. District Court fair housing case in Baltimore, Thompson v. HUD. Acting as an expert witness for the Maryland American Civil Liberties Union and the National Association for the Advancement of Colored People legal defense fund, Kirwan director John A. Powell called for a remedy that focuses on providing subsidized housing in communities of opportunity throughout the region, as opposed to the current housing model that segregates public housing residents (98 percent of whom are African American) to Baltimore’s impoverished opportunity-poor neighborhoods.
The work of the institute has also extended to the Gulf Coast region, engaging with local stakeholders in a wide variety of initiatives to rebuild the region and resituate residents and former residents in a location and manner that maximizes the life chances of Hurricane Katrina victims. Through these and other efforts, the Kirwan Institute is working to realize its mission of “deepening the understanding of the causes of and solutions to racial and ethnic disparities and hierarchies” through the recognition of our common humanity and shared fate. For more information, visit kirwaninstitute.org, or contact Barbara Carter, office associate, (614) 688-5429, carter.647@osu.edu.

“One of the most alarming trends threatening the economic stability and wealth-building capacity of African Americans is the declining presence of black men on our nation’s college campuses,” wrote Black Enterprise chair and publisher Earl G. Graves Sr. in the January 2006 issue of the magazine. “The result of this trend is as disturbing as it is predictable. The price we pay as African Americans is enormous—measured in everything from unemployment and poverty to rates of incarceration—and amounts to a significant and unacceptable diminution in our capacity to build sustainable wealth.”

In 2002, national and local research studies about the performance of African American male students in college led concerned administrators at Ohio State to implement an experimental effort to better understand and, if possible, to improve retention and graduation rates for this subpopulation of undergraduates. The resulting program, which came to be known as the Black Male Initiative, represented a joint effort by the Office of Minority Affairs, the Office of Student Affairs, and interested individual members of the faculty and staff.

To enable the campus as a whole to benefit from the lessons learned through the Black Male Initiative, the Office of Minority Affairs established a centralized location to concentrate efforts to increase the retention and graduation rates of African American men. The Bell Resource Center on the African American Male opened in September 2005 in Brown Hall. Named after the late Todd Anthony Bell, an Ohio State employee, alum, and decorated athlete who played football for Ohio State, the Chicago Bears, and the Philadelphia Eagles, the resource center held a dedication ceremony on March 22, 2006. The next day, the inaugural Todd A. Bell Lecture Series, focusing on ethics in American sports, featured keynote speaker Gene Smith, athletic director at Ohio State. For more information about the new center, visit oma.osu.edu/brc, or contact (614) 247-4765, oma-brc@osu.edu.
Healthy Smiles for Ohio

College of Dentistry HOME Coach

Statistically, oral health care is the number one unmet health need in the state of Ohio. The College of Dentistry is helping to meet that need with the Dental HOME (Health Outreach Mobile Experience) Coach, a converted bus containing a three-chair dental office that was funded by a grant from the Osteopathic Heritage Foundation and contributing sponsors. Equipped with X-ray equipment, a laboratory, and even a small waiting room, the HOME Coach enables dental school faculty and students to provide on-site dental services to children in the Columbus Public Schools.

“Access to care for so many families is a major problem, so we bring the dentist to the children,” said Dr. Canise Bean, director of the OHIO Project (Oral Health Improvement through Outreach), the College of Dentistry’s outreach initiative funded by a five-year, $1.5 million grant from the Robert Wood Johnson Foundation.

The Dental HOME Coach will take mobile dental care to an estimated 4,500 Columbus students annually within 30 schools where a high need has been identified based on participation in the free and reduced school lunch program. Fourth-year dental students are on board at all times providing services to children who otherwise would not receive adequate oral health care. Many dental students have been surprised that working with young patients on the Dental HOME Coach can be such a rewarding experience. According to Bean, children are often fearful of the dentist or uncooperative with dental procedures. Having the Dental HOME Coach experience gives the dental students an opportunity to develop techniques to work with children comfortably while providing a valuable service in a unique environment. For more information, visit dent.osu.edu/ohioproject.

Ohio State’s Women in Technology

At first glance, it might seem odd that a technology initiative has been named after Gidget, a 1950s movie character with a luminous smile and a surfboard at the ready. To Eva Bradshaw, director of technology and enhanced learning for the College of Human Ecology and a member of Ohio State’s Women in Technology, the name fits perfectly. “Gidget, the character, was sort of out there, being her own person, doing things that women traditionally weren’t doing, and that’s what we want for our program. We want girls to be willing to take risks, to do things that they may not see many women doing. We want them to know they can push the boundaries and try new things.”

Research shows that undergraduate women are increasingly less interested in computer science majors, and Bradshaw, working with Bettina Bair, a lecturer in computer science and engineering and coordinator of TWICE (The Women In Computer Engineering), along with other local organizations, hopes to reverse that trend. Gidget includes an after-school computer club offered to fourth- and fifth-graders at Weinland Park Elementary School. The Gidget Pipeline seeks to connect girls with technology from an early age and encourages them to share that interest with their families. The hope is that mothers, grandmothers, and other “Gidgets” will ride the technology wave as well. For more information, visit i.am/gidget#, or contact Ms. Bradshaw, (614) 292-7316, bradshaw.3@osu.edu.
The first statewide summit on the needs of Latino P-12 students was held at the Ohio Union on January 28, 2006. Sponsored by the Office of Minority Affairs, the event was initiated by the Ohio Commission on Hispanic/Latino Affairs (OCHLA), which formed a coalition with the State Department of Education and Ohio State to plan the conference. Associate Professor Patricia Enciso, College of Education, co-directed the planning and guided the speaker invitations and organized themes for the summit. While 50 attendees were expected at the invitation-only event, nearly 100 participants arrived from across the state, representing school administrators, community groups, teachers, and parents.

Focused on the regions of Ohio most affected by Latino/a population growth and educational challenges, the summit facilitated the ongoing analyses of challenges, successful efforts, and next steps. Participants worked throughout the day and left with plans to meet in regional groups, address specific issues, and communicate via the OCHLA office regarding needs, new efforts, and community involvement. Monthly meetings in five regions of the state have been scheduled to continue the work begun at the summit. For more information, visit www.osu.edu/soluciones, or contact Dr. Enciso, (614) 292-1257, enciso.4@osu.edu.

When Ohio State President Karen A. Holbrook visited Columbus Public Schools’ Johnson Park Middle School in the early months of 2005, her presence caused a stir among the East side school’s students and administration and led to a unique relationship between the two campuses.

Serving approximately 700 sixth-, seventh-, and eighth-graders who come primarily from Columbus’ east side, Johnson Park Middle School’s student population is classified as “disadvantaged” by the Ohio Department of Education—80.2% of the children fit the state’s definition of economically disadvantaged. The 2003-2004 Ohio Report Card describes the student population as 91.5% African American, 2.5% Hispanic, and 5.2% white. Students with disabilities make up 14.9% of the population and 4.9% are limited English proficient. The Ohio Department of Education lists 28.9% of the population as gifted.

Under the leadership of Principal Charmaine Tinker since 2002, Johnson Park has moved from the lowest state ranking of academic emergency to academic watch to continuous improvement, a rating shared by numerous non-urban Ohio middle schools. Principal Tinker and her staff understand that middle school is pivotal to developing students’ college awareness and aspirations. Her overarching impetus for an Ohio State partnership is to help Johnson Park students feel connected to Ohio State in hopes that this will build internal motivation to strive for college.

Toward that end, Ohio State’s P-12 Project has taken the leadership in developing collaborations between Johnson Park and various Ohio State units, including the Office of Minority Affairs, the Ohio State chapter of the Society of Women Engineers, the Department of Athletics, the Office of Undergraduate Admissions and First Year Experience, Student Activities, the Digital Union, the Office of International Education, Physical Facilities, and the Colleges of Education, Allied Health, and Veterinary Sciences.

An ongoing collaboration between Johnson Park and the English Department’s Writing Workshop allows college students enrolled in English 109 to work with middle school children to produce a tangible product, the quarterly M magazine. This mutually beneficial partnership enhances the learning environment for students at Johnson Park and at Ohio State. For more information, visit p12.osu.edu, or contact the P-12 Project, (614) 688-3621, P12@osu.edu.
Statewide Diversity Education

OSU Extension

“What am I supposed to call people anyway—are they black or African American, Hispanic or Latino?” “Why aren’t people just American?” “Why is this boy at my school acting black?” These questions have been asked during workshops on valuing diversity sponsored by Ohio State University Extension, whose mission is “engaging people to strengthen their lives and communities through research-based educational programming.” This educational programming takes many forms and addresses many topics.

As the face of the nation rapidly changes, OSU Extension recognizes that it must also change in order to provide the best information and services to an increasingly diverse audience base. Part of the educational process has been to work with faculty, staff, students, and members of Ohio counties to develop increased understanding and appreciation of differences.

Through its Leader, Diversity Development position, in addition to collaborative partnerships with community organizations and other extension organizations, OSU Extension has provided diversity-related training to over 3,500 people in the last three years. Participation includes attending a two-day conference titled, “Experience the Diversity of Food from Production to Consumption,” attracting over 125 people from Ohio, Kentucky, and Indiana; working with people in poverty; understanding affirmative action, equal employment opportunity, and civil rights laws; studying gender differences in communication; overcoming flash judgments; viewing the multigenerational workplace; and reviewing race relations in America, 1492-present. Through these and other efforts, OSU Extension hopes to continue to make a positive difference in the lives of all Ohioans. For more information, visit hr.ag.ohio-state.edu/diversity_development, or contact Kathy Lechman, leader, diversity development, (614) 247-7176, lechman.1@osu.edu.

Outreach on a Global Scale

Have you ever wanted to visit the Great Wall of China? Explore the Forbidden City? Stand in Tiananmen Square? Teachers from Ohio State and other American universities did all those things in a whirlwind two-day tour of Beijing before traveling to Wuhan, Hubei Province, P.R. China and teaching American culture for a month to gifted students at one of China’s “ivy league” institutions, Wuhan University.

Started in 2004 as a major outreach and engagement initiative, the teaching program has grown rapidly. The first summer program included 20 American teachers who went to China to teach conversational English to approximately 500 Chinese college students. In 2005, the numbers increased to 30 American teachers and approximately 850 Chinese college students. Plans for 2006 are currently underway, and according to Professor Charles Hancock in the College of Education, “The summer English institute is one of several joint Wuhan University and Ohio State multiyear initiatives.”

If you have your radio tuned to FM 98.9, 106.3, or 107.5, you may hear a member of Ohio State’s faculty or staff or a local high school student providing information on how to take tests, prepare a child for preschool, or deal with peer pressure. The “Educational Minute” is a public service project produced collaboratively by Radio One and the Office of Minority Affairs (OMA), First Year Experience (FYE), and P-12 Project. Stemming from an urban radio advertising campaign sponsored by OMA and FYE, the spots focus on increasing awareness of higher education and providing parents of students of all ages with educational tips that will help their families.
Community History

Department of African American and African Studies Community Extension Center

Since 1973, the historic African American community on Mt. Vernon Avenue on Columbus’s near east side has been served by an off-campus Ohio State facility. The Department of African American and African Studies Community Extension Center helps Ohio State carry out its diversity mission through a variety of interactions with those who live and work in the surrounding neighborhood as well as residents of Columbus’s greater metropolitan area. By partnering with other units at the university, the center supports faculty and student research projects, offers credit and non-credit courses, and provides personal and community enrichment to improve the quality of life for people who live and work in Columbus’s urban communities.

In addition to credit courses offered by the Department of African American and African Studies, including a service-learning class in Urban African American districts and a graduate-level course about participation in government, the center provides diverse services for a wide range of clients. In partnership with the community-based Health Partnerships Group and Ohio State’s College of Nursing, an annual health fair enables low-income senior citizens to receive flu vaccinations and health screenings. A Math and Science Club for students in grades 4-12, developed in collaboration with the OSU Medical Center, gives participants the chance to have fun while experiencing the world and wonders of math and science. Each spring, the center sponsors the History of Black Columbus Conference, which brings the community together to celebrate the rich history of African Americans in Columbus.

The Community Extension Center provides a unique opportunity for campus and community agencies to meet and interact and to partner with a historic campus resource. For more information, visit aaascec.osu.edu, or contact (614) 292-3922, aaascec@osu.edu.

National Diversity Stats

Nonwhite populations in
California: 56%
Hawaii: 77%
New Mexico: 57%
Texas: 50.2%
Washington, D.C.: 70%

Arizona, Georgia, Maryland, Mississippi, and New York are slated to have more minorities than whites soon with minority populations at about 40% each.

Broadcasting Education

Educational Minutes on Radio One

Radio One provides the air time—a 60-second evening spot seven days a week—and the production facilities, while Ohio State develops the content for the minute, calling on faculty and staff from across the university to provide their expertise in ways that can help local families deal with the stresses and pressures of the educational system.

The overarching goal of this outreach program is to provide parents and students with timely information that will ultimately increase the number of urban children who pursue higher education. It is also an important vehicle that provides Ohio State another way to engage with the central Ohio community, to show that institutions of higher education benefit all citizens, not just those who choose to attend that institution. To hear one of the current radio spots online, visit www.osu.edu/access.
Celebrating Change

This publication highlights some—but by no means all—of the many diversity initiatives occurring at The Ohio State University. The first in a series of annual updates, “Facets of Diversity at The Ohio State University” seeks to provide information that leads to collaboration and the exchange of ideas among university departments as well as with our community partners and benchmark institutions.

Diversity has long been a point of focus and concern at Ohio State, and in January 1999, the president and provost charged a small committee to develop an action plan to assist Ohio State in achieving its goals related to diversity. The work of that committee led to the development of the 2000 Ohio State Diversity Action Plan, created in close coordination with the university’s Academic Plan and updated annually by the university’s Diversity Council, a group appointed by the president as recommended in the Diversity Action Plan.

Each year, the president and provost request that all academic and vice presidential units provide them with information regarding progress made in meeting the goals of the Diversity Action Plan. This information is analyzed by the Diversity Council, which issues a report that is posted on the university’s web site. Through the efforts of the Diversity Council and its collaborative partners, much progress has been made, but more work and results need to occur.

From the 2003-2004 annual analysis:

“Even as units are methodically progressing in the area of diversity, they need to take more proactive steps. Each unit needs to tap its potential to help OSU advance diversity causes. Most units, having complied with the general impetus for a more diverse campus, now need to move that commitment to a higher level by reinforcing expectations and outcomes throughout its divisions and sub-divisions. Rather than waiting for problems to surface, units need to accelerate their diversity efforts and begin to think of both short-term and long-term goals and solutions. Adding diversity to a program or curriculum requires minimal effort; infusing diversity throughout the institution’s infrastructure requires major commitment. This latter process is essential to the mission of the University and must be a shared vision for all of our OSU campuses.”

Adding diversity requires change, and change is difficult because it forces us to move outside the comfort zone of what we know and what is familiar. But change is also a vital component of growth that can lead to new and innovative solutions and a greater sense of community.

By its very nature, diversity helps to bring about change through the incorporation of different perspectives and experiences, creating a larger pool from which to draw knowledge.

By its very nature, diversity helps to bring about change through the incorporation of different perspectives and experiences, creating a larger pool from which to draw knowledge.

This publication seeks to advance understanding and appreciation of diversity at The Ohio State University. Diversity and the changes that it enacts, large and small, benefit our community of students, staff, and faculty both institutionally and personally in multifaceted ways. This examination of how diversity is experienced at Ohio State encourages consideration of and conversation about how we can enhance our multiple communities for the benefit of all.

Georgina Dodge, Assistant Vice Provost
Office of Minority Affairs, Collaborative Diversity Initiative
Some Ohio State University

Diversity Resources

OSU Diversity Action Plan and annual updates
www.osu.edu/diversity/reports

OSU Academic Plan and annual updates
www.osu.edu/academicplan/preface

OSU Diversity Calendar
www.osu.edu/events/indexMonth.php?first_cat=43

Americans with Disabilities Act Coordinator’s Office
2054 Drake Center, 1849 Cannon Dr.
(614) 292-6207, (TTY) (614) 688-8605, ada-osu@osu.edu
ada.osu.edu

Office for Disability Services
150 Pomerene Hall, 1760 Neil Ave.
(614) 292-3307, (TDD) 292-0901, fout.37@osu.edu
www.ods.ohio-state.edu

Council of Graduate Students Diversity Committee
207 Ohio Union, 1739 N. High St.
(614) 292-4380, sangster.1@osu.edu
cgs.osu.edu

Kirwan Institute for the Study of Race and Ethnicity
433 Mendenhall Laboratory, 125 S. Oval Mall
(614) 688-5429, carter.647@osu.edu
kirwaninstitute.org

Office of Minority Affairs
102 Bricker Hall, 190 N. Oval Mall
(614) 292-4355, williams.2205@osu.edu
oma.osu.edu

Multicultural Center
Fourth Floor, Ohio Union, 1739 N. High St.
(614) 688-8449, tyler.93@osu.edu
multiculturalcenter.osu.edu

President and Provost’s Diversity Lecture and Cultural Arts Series
(614) 292-4355, waugh.2@osu.edu
www.osu.edu/diversity/lecture

Undergraduate Student Government Diversity Committee
201 Ohio Union, 1739 N. High St.
(614) 292-2101, mcgrath.3@osu.edu
usg.osu.edu

University Diversity Council
(614) 292-6065, lee.89@osu.edu
www.osu.edu/diversity/council

University Senate Diversity Committee
(614) 292-1230, morris.390@osu.edu
www.osu.edu/diversity/unv_senate

Office of Veteran’s Affairs, OHR
1590 N. High St., Suite 300
(614) 292-3453, glee@hr.osu.edu
hr.osu.edu/vet

The Women’s Place
400 Stillman, 1947 College Road
(614) 292-3960, womensplace@osu.edu
womensplace.osu.edu

For more information about this publication or to submit ideas for future features, contact Trina Phillips at (614) 688-4240, phillips.564@osu.edu.
“What is ... required is the creation of an environment, both in and outside of the classroom, that is welcoming and supportive of all people. Likewise, a strong collective will to change is also required of the entire university community.”

“There is nothing permanent except change.”

From Ohio State’s 2000 Diversity Action Plan