

DIVERSITY PLANS:
AN ANALYSIS
2003-2004

Submitted by

The Council on Diversity

Valerie B. Lee, Chair

Carole Anderson, ex-officio

Christine Ballengee-Morris

Chikako Cox

Nancy Ettliger

Olga Esquivel-Gonzalez

Leslie Fine

Henry Fischbach

Judith Fountain

Alistair Fraser

Timothy Gerber

Ken Goings

Charles Hancock

Larry Lewellen, ex-officio

Ruth Peterson

Elliot Slotnick

Mac Stewart

Barbara Warren

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EXECUTIVE SUMMARY

The 2003-04 report of the University Diversity Council reflects the ongoing achievements and remaining challenges for all units: Arts and Sciences Colleges, Professional Colleges, Health Sciences Colleges, Regional Campuses, Vice Presidential Units, and Office of Academic Affairs Units. Four years ago, when The Ohio State University first introduced the Academic and Diversity Plans, few units responded to the questions on the Diversity Council's template in ways that reflected an awareness of the complementary nature of the two plans, the ways in which academic excellence and diversity are mutually connected. By 2002-03, the third year of the implementation of the Diversity Action Plan, most units answered the template's questions, developed initiatives, or strengthened existing programs in ways that acknowledged diversity as a core OSU institutional value. The Council acknowledges many sincere efforts and a degree of measured progress. Some units have established Diversity Committees, conducted workshops, formed collaborative relationships, and sought outside resources for diversity projects. Nevertheless, certain attitudes, language, and issues prevail that compete against successful implementation of the University's Diversity Action Plan.

Going to the Next Level

Attitudes and Language

Even as units are methodically progressing in the area of diversity, they need to take more pro-active 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 subdivisions. 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. For example, climate surveys provide an excellent example of taking initial steps. Implementing transformative procedures and policies is a more pro-active step. Assessing the climate is necessary, but far too often it becomes the final step. Given the large and complex nature of the University, comparative evaluation of multiple assessment tools (e.g. surveys, focus groups, interviews) is essential. Another example of compliant rather than pro-active activity is in the areas of recruitment and retention. Recognizing that a pool of applicants is limited is a first step. "Growing one's own" through increasing the number of majors and minors becomes a productive way to meet the challenge, as well as focusing on and funding interdisciplinary specialties (e.g. sexuality studies, comparative ethnic studies) that are likely to attract more diverse groups of faculty. 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.

As more and more unit diversity councils and officers craft the reports, there have been fewer problems with inappropriate language usage. Nevertheless, as the Council has pointed out in previous reports, language frequently hides, however benignly, a number of assumptions. When units write of their "tolerance" for diversity, their search for "qualified" women and minorities, the sexual "preferences" of GLBT populations, their programming for "subcultures," and their "dilemma" of doing diversity, they unwittingly unveil a set of biases that place diversity at odds with achieving a vision for equity and excellence.

Meeting Persistent Challenges

Retention and Exit Interviews

Recognizing that retention and advancement are common challenges, units need to implement strategies appropriate to their mission. Units that are struggling for fair and appropriate ways to assess the departures of staff and faculty should make use of the tools that are available through Human Resources.

Web-based, paper-based, and interview-based tools are all available and should be used to gather feedback. As part of its own diversity efforts, Human Resources should schedule periodic workshops with the various colleges to share professional expertise on conducting and interpreting exit interviews. The Council notes that exit interviews conducted outside of the unit typically yield more honest responses.

Units that persistently learn little from exit interviews would do well to follow the model set by the Faculty Women's Cohort Project. Rather than focusing on why people leave, units can improve their working environment by focusing on why people stay.

Minority Vendors

The use of minority vendors remains the University's most challenging areas. Although several units exceeded goals that they had set for themselves, most failed to meet even their most modest expectations. As a land-grant institution supported by the taxes of all of Ohio's citizenry, OSU needs to develop a business and moral case for including minority vendors into the supply chain. Units repeatedly noted that purchasing from minority suppliers conflicts with getting the "best" price. Clearly, units need help on several fronts. The School of Business can help units understand that "best" and "lowest" are not synonymous terms and that weighing the need to be inclusive in the equation makes good business sense. The Office of Purchasing and the Office of Business and Finance can help by coordinating an administrative training program and a supplier training program. Because working with minority businesses is good for recruitment and public relations, the University Diversity Council can help by inviting minority vendors to a forum where the Council shares the concerns of the units and listens to and acts upon the concerns of the vendors. The Council also calls for a review and possible modification of the current web site used by OSU for minority vendors.

University Policies

Again, the Diversity Council wants to go on record as being in support of domestic partner benefits, the hiring of dual career couples, and paid parental leave policy. Strides in these areas would help the University in implementing its Diversity Action Plan, and would serve as a major attraction for faculty at large

Looking to The Future

On the eve of entering its fifth year, The Diversity Council is broadening its lens by expanding its focus from the minutiae of each unit's efforts to a concentration on what the impact of the reporting system has been to each unit and the university at large. The Council encourages the reporting units to be more attentive in reporting their strengths. In many cases, Council members knew of a particular unit's activities and would have wanted to write a more complimentary report, but the information failed to surface in the unit's report. Units need to make sure that their reports have been vetted in such a way that the information is inclusive. The Council will revise the template in ways that mirror the needs of the OSU campuses. To this end, the University will be engaging the services of an external consultant, Global Lead, Inc, to review and analyze diversity data collected from the inception of the Council's formation. Among the questions we now are asking are: What do these reports tell us about change over time? How do we move to a different level of analysis and involvement? After consulting with President Holbrook, Interim Executive Vice President and Provost, Barbara Snyder, and John Powell, Director of the Institute for the Study of Race and Ethnicity, the Council wants to focus on the collective impact of what has been going on in terms of diversity at OSU. With the help of external specialists and the continuing hard work of Council committee members, the Council wants to begin the process of collecting longitudinal data and assessing the more global impact of all of the university's diversity initiatives.

ARTS AND SCIENCES COLLEGES

Arts

Overall Assessment

This unit has made a strong effort to create diversity initiatives that may become an integral part of its administrative structure. The Chair/Directors are responsible for overseeing and evaluating the College's commitment to diversify. Thirteen out of twenty administrative positions are occupied by female faculty, and two are identified as minorities. Underrepresented minorities can be found at all faculty ranks. This unit has openly gay faculty members and has hired a male to a position traditionally occupied by females (Chair of Dance).

Exit interviews were conducted, and they did not appear to reveal diversity climate issues as a reason for separation. Reasons for separation included personal (family) issues and academic advancement issues. Recruitment efforts seem adequate, consisting of personal contact and advertisements in publications targeting underrepresented groups.

The College purchased 3% good and services from minority vendors and needs to present a careful plan to improve this percentage in the future. They plan to encourage all units to utilize one source to purchase office supplies, and are creating a better system to track future purchases. The report states that they are currently using several minority vendors.

Progress

According to the report, individuals in administrative positions play a role in improving work-life balance and creating a "fair and caring atmosphere." Short and long-term flex-time options are available, as well as faculty and staff's ability to work from home. They have a history of granting parental leave to male faculty and staff.

The College has created a mentoring program for new unit faculty that should help with recruitment and retention. They require mandatory attendance to diversity workshops and provided grants to their faculty to foster diversity related research. The patterns of administration with the College appear to encourage diversity. Although in its initial planning stages, the College seeks to create a Diversity Committee with representation from all five colleges within the College of Arts.

Response to Recommendations

A well thought out and carefully written diversity report was submitted, and the council encourages the Unit to continue its current efforts. While council recommendations were not specifically addressed, establishing a centralized Diversity Committee may be a catalyst for future actions. The College of Arts has a unique opportunity to feature diversity issues through various programs. Individual unit activities should be coordinated by an overseeing committee to create a centralized calendar of diversity oriented events for the OSU community.

Biological Sciences

Overview

This unit has had a standing Diversity Committee since 1986, comprised of faculty, students and staff members. In addition, some departments have their own Diversity Committees. The College is inaugurating a College Diversity Award. Some units within the College will be conducting climate assessments soon; it is anticipated that these assessments will identify and/or clarify issues the unit can address in the future. The Unit reports that the disciplines of the College attract a diverse pool of

undergraduate, graduate students, and post-doctoral researchers. These students and researchers should be encouraged to consider academics as a career path.

Progress

The Unit has made limited progress in minority purchasing. Currently, only 0.16% of purchases are made from minority vendors. The unit acknowledges a lack of success in hiring minority faculty; applicants get better offers from other schools. Despite this, the unit expected to fill the 7 open faculty positions with 3 minority candidates, from a pool of only 20 minority candidates. The Unit expresses pride in an endowment for a Graduate Student Symposium created by a deceased faculty member who was openly gay. The Unit has a collaboration with Wilberforce University to recruit minority graduate students. The College has devised a clever outreach program for urban high schools to teach students how to use DNA evidence at a “crime scene.” The Unit acknowledges that it needs better information about the climate for GLBT students, faculty and staff. The climate assessments should prove useful in that regard.

Response to Recommendations

The Unit was asked to continue to address GLBT issues and develop specific initiatives. The Diversity Committee of the College has been charged with this responsibility. The College seems to have some general ideas for improving the climate, but nothing specific. The unit has stopped using the word “qualified” in the descriptors for searches. In general, the unit seems to be moving in a positive direction, but greater specificity could be achieved by using the results of the climate assessments to pinpoint specific areas of concern.

Humanities

Overall Assessment

The Interim Dean of the College of Humanities (COH) is a minority woman and the Associate Dean is a minority male. The faculty, staff and graduate associate ranks include large percentages of women and minorities: faculty, 40% female, 19% minority; staff, 68% female, 21% minority; graduate associates, 58% female, 31% minority. These percentages are rare for any college in the University. COH encourages flexible job scheduling, job sharing, part time offers and cluster hires. COH has a standing Diversity Committee, although it is headed by a non-tenured faculty member. Although the Diversity Committee has successfully gathered qualitative data from focus groups, the responsibility of such a committee typically should be assigned to a senior faculty member and not to junior faculty.

Progress

The unit has notable academic programs that focus on diversity topics, including Queer Studies and other areas of study related to sexuality. COH supports reading groups that for students, faculty and staff focus on gender and sexuality issues and offers a minor in Sexuality Studies. In addition, in order to enhance opportunities to work on issues related to diversity topics, faculty pursue joint appointments with the Kirwan Institute for Race and Ethnicity and the Departments of Women’s Studies, African American and African Studies, and Comparative Studies. Staff receive mentoring, 360-degree feedback, training and support to attend professional conferences. As with faculty, the College uses counteroffers to keep strong staff.

COH required all of the its 14 academic units to include language in their P&T documents that diversity is expected in all pools, and when absent, its absence must be adequately explained and addressed. As such, “search committees must take for granted that the hiring pool will be a diverse one.” Additionally, “all faculty search committees must include individuals who would contribute to the diversity of the unit in the final pool of candidates invited to campus.”

Of the College's vendors, 13.2% were minority suppliers with future plans to use minority moving and storage firms for the upcoming move to Hagerty Hall.

Response to Recommendations

In response to recommendations, faculty in the unit are initiating contact with minority undergraduates to recruit them as majors in areas where minorities are underrepresented. The College is also focusing on sub-disciplines that attract minority, female and GLBT faculty. While the unit would like to hire a minority applicant into a senior position, as suggested, a lack of endowed chair positions might make attracting these candidates difficult.

Mathematics and Physical Sciences

Overall Assessment

MAPS is comprised of 5 Departments. Although several individuals may be responsible for diversity issues, the Dean's Executive Committee leads college-wide diversity initiatives. Although chairs and directors are responsible for promoting diversity, the College lacks a systematic approach in raising diversity awareness and sometimes struggles with the composition of diversity committees. For example, the Department of Chemistry has created a "voluntary, more diverse committee," in an effort to improve representation of its original committee.

Two of five Departments conducted exit interviews, but no specific information was given regarding the process. According to the document submitted, reasons for departure included retirement, relocation and spousal issues.

Progress

Most Departments present a flexible work schedule and family leave as key elements of their work life balance.

Minority purchases range from a high of 84% in the Department of Astronomy to a low of 1.41% in the Department of Statistics. One reason given for low utilization is related to a low number of minority businesses offering highly specialized equipment.

While some departments may have concrete plans to retain faculty and staff members, their efforts have not been institutionalized. In order to measure its efforts in attracting female students and professors, Physics invited the American Physical Society Committee on the Status of Women in Physics (CSWP) for a site visit. CSWP reported receiving positive feedback from students on climate within the department and noted that progress needed to be made in hiring more women faculty.

Departments recognize the importance of maintaining a healthy work environment, but no systems are in place that would generate measurable outcomes. While all Departments have a policy for providing a safe workplace for GLBT populations, their success seems largely anecdotal. The College has established a "Parental Teaching Load Policy," which helps create a more flexible work environment by excusing any faculty parent from one quarter of teaching around the time of childbirth or adoption.

Response to Recommendations

In order to gauge any potential conflicts, last year the Council advised MAPS to implement climate surveys for women, underrepresented minorities, and GLBT populations. According to this report, it does not seem that climate surveys have been designed, or that they are being developed for the future.

While the Council appreciates the data submitted, it fails to represent the College's sense of commitment to diversity. MAPS should attempt to rise to a higher level in its commitment to diversity. With a

welcoming environment for male and female students as a springboard, the College should develop a mentoring program to attract and retain female and underrepresented minorities to its graduate programs, thereby establishing a pool of promising individuals for future positions.

Social and Behavioral Sciences

Overall Assessment

SBS continues to implement specific strategies to recruit and retain women and minority faculty members and graduate students that have yielded varied results. New “niche” positions related to gender and politics or race and politics have been developed to attract a larger pool of women and minorities and strengthen college curriculum. SBS is in the process of hiring a senior faculty member for a new position in Race and Ethnicity in the Americas; this should provide an opportunity to increase the diversity of the senior faculty. FHAP monies were used to try to make job offers to 6 women and minorities but none accepted. Counter offers were made to retain 6 faculty, 3 of whom were women. However, only one chose to stay. A college wide survey will be implemented to assess the climate.

The Political Science department ranks as one of the top 4 departments in the world and has a strong record of graduating African American doctoral students. This department has systematic and effective minority student recruitment strategies. As part of retention strategies, the Madison Scott Grants support minority students to collect data for dissertations.

The Psychology Department has revised the Patterns of Administration and incorporated specific procedures to include diversity as part of the departmental goals and this result in measurable changes. A flexible scheduling option has been implemented for staff that allows the use of the policy for multiple uses. Surveys are also being conducted to determine if there are general work/life issues that need to be addressed.

Progress

Despite recruitment efforts, the demographics of the college are not changing. While 2 African American faculty were hired, there continues to be only 1 African American full professor. Last year, 4 female full professors left for other universities, to be replaced by 3 female assistant professors. At best, there has been a revolving door.

Retention of minority graduate students is an issue for SBS. There was a decrease in the percentage of African American and American Indian graduate students. The minority graduate student recruiting support to departments was temporarily suspended for one year and has been redesigned based on an analysis of effective recruitment techniques. Given the importance of this issue to the college, it is recommended that next year’s report include a discussion of the decision-making data for the changes, identification of the specific changes made, and the results of the changes by department.

SBS has detailed some departments and specific strategies to address diversity that are identified as note worthy but this resulted in uneven reporting of progress across the college. Future reports should provide a comprehensive view of the college by including each department in the results.

Response to Recommendations

There were 3 recommendations including sub-recommendations. The college has implemented exit interviews and a climate survey is being developed to include GLBT issues, as well as an overall climate assessment. Results of each of these should be included in next year’s report. SBS also clarified its meaning of the word “qualified” in faculty position descriptions.

PROFESSIONAL COLLEGES

Education

Overall Assessment

Structurally and programmatically, the College of Education (COE) is one of the OSU units most engaged in achieving excellence through diversity. COE has established an organizational structure that infuses diversity in its governance system in multiple ways. The College has a Diversity Team that includes the following: Assistant Dean for Equity and Diversity; Director of the Office of Equity and Diversity; College Council's Equity and Diversity Committee; College's Human Resource Manager; Director of the Office of Advancement; school-level coordinators and diversity committees, and representatives from offices of student services. This multi-level approach to diversity has ensured that diversity goals appear as core values in departmental governance documents and that diversity is addressed in timely and meaningful ways across all three Schools within the College.

For recruiting faculty, COE continues to broadly advertise all positions and supplies search committees with diversity videos, workbooks, and edited collections on diversity in higher education. At the annual national gathering of the American Educational Research Association, the Diversity Team hosts an annual Recruitment Breakfast to target faculty of color. For recruiting graduate students, representatives from COE visited 17 historically black, 4 historically Hispanic, and 1 Native Hawaiian institution. During October 2002, COE held its 1st Annual Student Welcome and Diversity Celebration, and during Spring Quarter 2003 the Diversity Team sponsored the 8th Annual Diversity Forum and Graduate Student Symposium, an event attended by more than 110 persons.

COE's report documents a long list of specific initiatives, including the piloting of a Diversity Film Series, the sponsorship of African American males to a "Brothers in the Academy Think Tank" Conference, an Institute for Africana Methodologies, and a Multi-Ethnic Mentoring Outreach Program.

Progress

COE works from the principle that what helps women and minorities is more generally good for all. Therefore, COE has implemented a faculty orientation and mentoring program for all faculty. The program provides funded opportunities for mentor-protégé gatherings. In an effort to help everyone balance work/life and health issues, the unit has also implemented a Faculty/Staff Fitness Program operated by the Exercise Physiology Lab within the School of Physical Activity and Educational Services.

In the area of Minority Business Development, COE ranks as the 3rd highest of academic units with plans to increase purchasing from minority vendors to at least 10% in FY'04 and 15% in FY '05.

While the College has created a Distinguished Diversity Enhancement Award and selects four students of color as recipients of its Holmes Scholars Award, it recognizes the need to aggressively pursue other such funding opportunities. The School of PAES has been awarded a multi-year federal grant for recruiting and training a diversity of graduate students.

Response to Recommendations

COE responded to each of last year's recommendations by consulting with University data experts, initiating a second climate study with a more methodologically aggressive approach, and establishing clearer lines of responsibility among its various diversity committees. COE measures its progress by the University Diversity Council's template, as well as its own 5-Year Diversity Plan.

Engineering

Overall Assessment

The College of Engineering continues to make excellent progress towards the achievement of its diversity goals. Progress appears to be made at both the College and units levels, however, with unequal measured success in certain units and for certain diversity priorities. The differential achievement is clearly evident, for example, in the use of minority suppliers for purchases with a reported high of 45% in Biomedical Engineering and a low of 2.72% in Electrical and Computer Engineering. Three units did not submit a report: Chemical Engineering, Materials Science Engineering, and Mechanical Engineering. Given the priority for using minority vendors at the university, it is noteworthy that several units did not submit a report on this matter.

In other area of the diversity report, such as the Women in Engineering, Women in Computing, and Minority Engineering Program, the College continues to set goals and monitor the progress in excellent ways. Collaborations with the Office of Minority Affairs and the Columbus Public Schools were identified throughout the report as two examples of successful outreach and engagement. On the whole, the report is clearly articulated and well documented throughout. The report honestly and candidly addresses diversity issues in the College.

Progress

The College described numerous specific diversity initiatives that demonstrate progress. These include: Young Women Empowerment (YWE), Men-to-Men Conferences, Camp Engineer for middle school girls, Engineer-for-a-Day, and PREFACE. The College and its units appear to be making “steady and significant” (the College’s term) progress in terms of its incoming classes, graduating diverse students, and improving the demographics for engineers in all fields.

Response to Recommendations

The College has responded to each of the Diversity Council’s six recommendations from last year. With respect to increasing the number of women graduate associates hired as researchers, the response was that the Executive Committee of the College has grappled with the issue and some faculty have explored NSF funding that would target women undergraduate student with two proposals having been submitted. In terms of the increase in purchases from minority vendors, this still remains a challenge for the College. As the College indicates, it should establish more formal and creative processes to achieve the College goal. The College is searching for a new dean, and the report mentions a desire not to lose momentum under new leadership. Women faculty composed “a one-page focus piece about ongoing and planned diversity initiatives.” Finally, the College needs to increase its emphasis on establishing ways to measure its performance in providing a safe environment for the GLBT population.

Food, Agriculture and Environmental Sciences

Overall Assessment

The College of Food, Agricultural, and Environmental Sciences (FAES) is making progress towards the achievement of its diversity goals. The report described numerous indications that the College has articulated goals and is working towards implementation. However, two diversity areas need to be prioritized by the College in more overt ways: Purchases from minority vendors and GLBT staff. The report described a continuing struggle with ways to cope with stereotypes of its programs that are perceived as being non-welcoming to underrepresented and minority groups; these include stereotypes that perceive the College and its programs to be “solely about ‘Cows and Plows.’” The College indicated that there are many science-rich programs offered that seem not to be publicly known. The report also indicated that “some of our urban programs are extremely successful,” but again they are not well known. FAES needs to address a marketing and advertising problem. An assessment of the cumulative impact of diversity initiatives within the College might reveal important information for the College.

Progress

FAES described several specific diversity initiatives that demonstrate incremental progress towards achievement of the College diversity goals. These include the development of (but not yet administered) a Student Climate Survey to be distributed in capstone courses for benchmarking the College's diversity priorities. The College has a "Welcome Everyone" poster and diversity information on its website. Yet the report describes a lack of participation in diversity training sessions offered and even "some resistance to change and ties to tradition" within the College. The report reveals that "Not all people at the Administrative [sic.] levels openly support diversity. They do not oppose it, but they are not vocal in supporting it either." Nevertheless, the report lists numerous opportunities that the College plans to take advantage of in the area of diversity initiatives.

Response to Recommendations

The College responded to the Diversity Council's recommendations from last year. FAES Diversity Advisory Council "reviewed the College Diversity Task Force recommendations and have worked toward addressing several, including making the environment more welcoming." Several responses to last year's recommendations are planned for the future or are in "draft" form at this point.

Fisher College of Business (FCOB)

Overall Assessment

In 1991 the College notes that it made a commitment to diversity and has slowly but surely continued to diversify itself since then. The openness of the College and its leadership to this goal is best seen in the response to last year's recommendations.

Progress

Then and now, the most serious area of concern is the continuing lack of diversity among the faculty. As the statistics indicate, the faculty remains largely white and male. The College acknowledges this concern and is reflective about how this situation might be improved: by encouraging visiting relationships, developing collaborative ties, and examining faculty openness to change. Recognizing and accepting that there is a problem is extremely helpful. The committee, however, awaits the next step which is an improvement in the numbers of women and minority faculty members. Recently, the Fisher College of Business was noted in the *Black EOE Journal* (W 2003) for its outstanding record of admitting black students to its MBA program. The FCOB currently stands second in the nation in the percentage of black students in its program. Perhaps the FCOB could devise a program where they eventually utilize this talent pool for as a source for faculty hires. The College is to be commended for its exit interviews, but the committee recommends that names of the interviewees be removed from external reports such as this one.

In the area of minority business purchasing, another area of continuing concern, the College had committed itself to a goal of ten percent (10%) for FY 2004. It decided that goal was unrealistic and revised its goal down to five percent (5%). More so than other units, the Council would have expected that the College of Business would have been able to devise a successful business plan with minority contractors.

The College also is to be commended for its position, Associate Dean for Education and Professional Diversity. Such a position signals a willingness to work on the issues of concern relating to diversity.

Not only has the College continued its efforts on work/life issues and all the other commendable activities noted in last year's report, it has gone even further in its leadership on GLBT issues by the formation of the "Out in Business" student group and the Fisher College Annual Diversity Enhancement Awards.

Response to Recommendations

The College of Business responded to all the recommendations laid out in last year's report as noted above.

Human Ecology

Overall Assessment

This year's report from Human Ecology is more comprehensive and includes more substance and detail than last year's report. The faculty of the department is overwhelmingly white with 35 white full, associate, and assistant professors, 3 Asian full and associate professors, and 2 black associate and assistant professors. This pattern is replicated among the auxiliary faculty (14 white auxiliary faculty – no minorities) and staff (62 white, 5 Asian, and 8 black, 1 undisclosed). Because of the number of “undisclosed” persons, it is difficult to assess the situation for Graduate Associates. Given these numbers, recruitment and retention of minority faculty and staff should be a major concern for the College.

Progress

Human Resources conducted most exit interviews and concluded that all faculty who left in good standing reported positive working conditions. One female African American faculty member left after receiving a negative fourth-year review. The College established a Diversity Committee in 2002 and the report is thorough on the structure of the committee and its processes. There has not been enough time, however, to assess whether it has made any difference. Without a doubt the College's strongest response to the Diversity Report was in the area of work/life issues. Work/life issues are central to the college's mission and for both faculty and staff the College is doing an excellent job. Their minority purchasing is right on target with an even higher goal for 2004. The College's recruitment strategy for women and minority faculty revolves around targeted searches. A new female department chair was hired through this process. This is a recent hire and does not appear in this year's statistics. There were 4 faculty hires this year-- all women, 2 of whom were minorities. The College believes that further faculty diversity progress is being hampered by the lack of a dual career recruitment program at OSU. In terms of the recruitment of staff most of the applicants are women. Minority applicants are identified and interviews are encouraged when credentials are “comparable” – though it is not clear what this term means. The committee hopes that serious thought is given to this practice to make sure different standards are not being applied to minority hires. The College has no formal assessment of GLBT climate issues, but has set as a goal for itself to “improve faculty, staff, and student perceptions of the diversity climate in Human Ecology.” Perhaps if the diversity climate improves, then faculty, staff, and student perceptions of it will improve.

Recommendations

Human Ecology responded to all the recommendations cited last year. The Unit is working on a GLBT climate instrument, remains committed to various models for minority faculty recruitment with the targeted approach being the favored one, and has written a more comprehensive report. Given how few minorities the College has on its faculty and staff a mentoring program might be useful as an instrument of retention.

Law

Overall Assessment

The College of Law has taken the issue of increasing diversity very seriously and has dedicated significant resources to recruitment and retention. A significant initiative in this effort is the Minority Affairs Committee of faculty staff and students who monitor diversity progress and propose strategies to enhance efforts. The newly established Office of Minority Affairs is charged with addressing the

concerns of minority constituencies within the College and creating a welcoming environment. The Student Bar Association also has a Diversity Committee that monitors climate. Overall, the College has a faculty, staff and student profile that is quite diverse.

The College faculty are fully engaged in recruitment for diversity. Much of the Unit's effort is through usual means but is enhanced by a deliberate survey of all law faculty and targeted searches. Last year, 50% of the candidates interviewed were women/minority. Women and minority faculty are serving in leadership positions and are afforded the requisite support to succeed.

A flextime work policy is the primary mechanism used to assist staff to balance family and work life. In addition, the Dean hosts three family events a year, maintains an "open-door" policy, is advised by a staff committee and regularly recognizes staff contributions. The results of a staff climate assessment indicate that the efforts are quite successful.

Minority purchasing for FY'03 is near the goal of 15% due to providing information, enhancing awareness and tracking quarterly progress.

Several faculty are openly gay and bisexual and are active in the College and speak out on relevant issues. The College sponsored a national conference devoted to legal issues affecting sexual orientation rights, regularly administers a climate survey, and is considering other means, e.g. focus groups, to get additional information regarding climate.

Progress

The College has made significant progress in diversifying the faculty staff and student body through proactive and aggressive recruiting and offers a curriculum that raises important diversity issues. Various minority student organizations are very active and regularly sponsor speakers, events of interest to their constituencies. This is a strong base upon which to build. However, sufficient scholarship and financial aid will become an increasing barrier to recruitment of economically disadvantaged students. Various outreach programs could serve as a model for others, as well as the diversity training that the College offers to all new students during orientation.

Response to Recommendations

Following last year's suggestion to refine and regularly administer the climate survey has been done and considered valuable.

Social Work

Overall Assessment

The College of Social Work is distinctive in that the Council of Social Work Education, the accreditation body of professional social work programs, requires the inclusion of diversity content in social work curricula. This mandate provides the College the opportunity to be a campus leader in diversifying the curriculum. As such, the College offers courses on minority issues, women's issues, race and ethnicity, and Latino populations. Another course on Jewish populations will be offered next year. Review of course syllabi is integrated as part of the annual performance review of all faculty. Although there is a structural presence of diversity in the curriculum, the College is working on the gap between what is written on syllabi and the perception of some students that there needs to be a more effective infusion of diversity content in all the classrooms.

There seem to be several women faculty in the pipeline for various levels of promotion, and the unit attributes this partly to actions taken that have helped all faculty: increasing salaries, implementing a mentoring system, offering Special Research Assignments. The unit hired two faculty whose research

interests are GLBT populations. In addition to addressing GLBT issues on the OSU campus, the College plans to host a workshop, “Social work practice with families with GLBT members.” As part of a larger emphasis on work/life balance, the College provides two half-days time off for staff each year. The unit has a “Suggestion Box” in the student lounge set up to collect anonymous and continuous feedback on environmental and curricular issues.

Progress

In 2000, the unit established a Diversity Committee as an Ad Hoc Committee of the College Advisory Committee. The Diversity Committee collaborates with the Affirmative Action Committee, with the chairperson of the Diversity Committee serving as a member of the Affirmative Action committee. The Diversity Committee is planning to spearhead an effort to create a Diversity Resource Guide that will contain useful books, literature, films, and other materials about diversity issues. In concert with addressing the template of the University Council on Diversity, the College sent its entire faculty a questionnaire and more recently the unit’s Committee has held focus group discussions with its MSW, BSSW and PhD students, untenured faculty, and staff members. The College’s report includes the summaries of all of the aforementioned focus group discussions. This information presents a useful assessment of the successes and challenges of all of the unit’s efforts.

Response to Recommendations

The College followed through on last year’s recommendations. For the future, the College might want to make its Diversity Committee a standing committee rather than an Ad Hoc Committee. The Committee seems to be working well within the governance structure and should be permanently established, especially given the unit’s curriculum mandate. The one area that the unit might begin thinking differently is in the area of minority purchasing. For fiscal year 2003, the percentage of goods and services from minority vendors was 2.5%, far short of the unit’s targeted goal of 10%. For fiscal year 2004, the unit has set a more manageable goal of 5%. The unit repeatedly noted that purchasing from minority suppliers conflicts with getting the lowest price. The Council notes that “lowest price” is not always the “best price.”

HEALTH SCIENCES COLLEGES

Dentistry

Overall Assessment

The College has organized and centralized its efforts toward enhancing diversity. There is a Director of Diversity and a Diversity Committee to guide the various initiatives. Of the four faculty offers made, one was to a woman and three to minorities. Faculty are assigned mentors, and the College is educating faculty and staff regarding cultural differences. Women faculty are successfully meeting the promotion and tenure requirements. Last year the College sponsored a HERO workshop, employed the firm of Dramatic Diversity to work with the leadership group, and conducted a climate survey. Following the HERO workshop, the Diversity Committee signed a pledge to be “allies” for GLBT population and have posted signs in their offices to that effect.

With the aid of a consultant from Morehouse College, the professional curriculum is being revised to include cultural competency. The Diversity Committee published a *Diversity Resource Guide* for all faculty staff and students.

The College operates several outreach clinics targeting underserved special populations—one dedicated to Appalachian elderly, one to Latinos/Latinas and a third located on campus for focusing on the elderly.

The College has launched an aggressive student recruitment initiative that includes a summer Institute for high school students, and the DENTPATH program, which supports college graduates to better prepare them for success in dental school. Two students from the DENTPATH program have been enrolled in dental school and are doing well. The College also supports national minority dental societies.

Progress

The College has been more successful in recruiting women than minorities. However, if current initiatives are sustained, this picture is likely to change slowly but surely over the next few years. Of note is that the administrative and professional staff is well represented with women and some minorities. The diversity of the student body is not as diverse as the campus as a whole but moving slowly in that direction.

Response to Recommendations

The College took seriously last year's recommendations and implemented them.

Medicine

Overall assessment

This overall assessment recognizes that the College is a large and complex unit that includes 21 departments, approximately 600 clinical and regular faculty, an additional 700 auxiliary faculty and over 1,200 staff. In addition, the Dean has overarching responsibility for the medical practice at the Medical Center. The College has an Office for Diversity and Cultural Affairs focused on diversity programs for underrepresented students. The Dean has created a council made up of the top leadership of the College to advise the Dean on policies aimed at addressing diversity across the system. The council is noteworthy because it represents broad areas of the College/medical center and connects to multiple systems where change may need to occur including operations, medical education, quality assurance, and academic affairs. Departments are expected to track and report the gender and minority status of applicants for faculty positions, providing consistent and comparable data over time. A structured mentoring program for faculty and staff is being developed based on study of effective practices in departments. These actions represent systematic cross-organizational strategies to address diversity by focusing on specific systems and using local data. This approach can limit issues from being addressed across the College. For example, the environment for GLBT students is addressed via a course for MED-1 students on human sexuality. Student data are used to improve the class and develop additional classes for MED II and III students, but does not address the environment for faculty and staff.

The extension of the tenure clock was noted as supportive of faculty work/life balance. A new performance management system for staff has been created that provides more helpful comments during the review process.

Progress

An African-American male was hired as Associate VP for Health Sciences and Chief Organization Effectiveness and Human Resources Officer. He is a member of the newly formed council. The Achievement Scholarships helped increase the proportion of under presented students by 12% entering MED-1 classes. The College noted the retention of minority faculty and staff as progress. This was based on the percent of minorities who left when compared to the proportion of minority who remained. This is a limited measure of retention. Results on the study of women faculty initiated by the Dean in 2001 were not discussed and should be included in next year's report. In the future, progress should be reported for the College as a whole and by each department separately. Progress as measured against the specific College goals in part VII was difficult to track. There was little discussion of assessment and timeline. Section VII of the report should be revised to reflect the systematic approach to issues emerging

in the College and should tie goals back to goals for the College and each department. Goals from the newly formed council should be reflected in part VII as part of the goals for the College.

Response to Recommendations

The specific recommendations from last year were referred to the new council to develop policies related to improving the proportion of women among the regular faculty, instituting the mentoring program, reviewing the applicant data, and disseminating diversity goals to the departments. The council is positioned to take these kinds of actions and next year's report should measure specific progress.

Nursing

Overall Assessment

The College of Nursing is committed to making progress towards achievement of its diversity goals. Its Diversity Committee was established in 2000 and "continues to lead diversity initiatives for faculty, staff, and students." The unit thrives to enrich the diversity emphasis in the environment through regular educational programs, art displays, academic/financial support functions for students, an open house session, completion of strategic planning, joint OMA graduate professional visitation days, and numerous social events. However, there is no minority person in any leadership role. There are only two African American female clinical faculty, two male faculty and no minority faculty members on regular tenured track appointments. Recruitment and diversity programs seem to depend a great deal on the aforementioned individuals. The role and work task of a minority student advisor position may need to be evaluated for possible enhancement as part of the diversity efforts of the College. The report indicated that a large number of African American and male student recruitment activities did not produce expected results. In addition, the report described low success rates for the RN license exam for African American students. In regard to GLBT populations, the report suggested that four faculty and staff are openly gay, the presentation of a HERO workshop, and public display of "Ally" stickers in some offices are an indication for a supportive / GLBT friendly environment. In addition, The College is exploring the administration of a survey in 2004. For work/life issues, there is a plan to obtain feedback on the work/life survey results. There seems to be a continuing low percentage of minority purchasing (0.54%, lower than expected), apparently a historical difficulty for the health science field. The unit is aware of barriers to enhancing their diversity: small pools of ethnic and male nurses with doctoral and master's degrees; lack of spousal hiring programs; non-competitive academic salaries; no minority leadership; fierce competitive admissions. Overall, aside from word usage problems (sexual *preference* and *subcultural* beliefs) the report reflects the commitment and the efforts of the College towards diversity.

Progress

The College should be commended for the successful recruitment of an Asian Pacific Islander, an African American, and a female faculty member. The Diversity Committee seems to be productive and proactive. The Unit is establishing a chapter 'Men in Nursing', including cultural competency as part of curriculum development, establishing a minority targeted endowed professorship, and increasing visibility of the profession with the Ohio Board campaign. In addition, there is indication of some investment in long-term diversity enhancement of nursing professionals by exploring collaborative programs with 4H and OSU Young Scholar's program for career decision and academic preparation for intense competition to recruit pre-entry minority students.

Response to Recommendations

The College responded to most of the recommendations from last year. In the area of student recruitment, it responded with targeted plans for Hispanic, African American, and an outreach for Appalachian and men in nursing.

Optometry

Overall Assessment

The College of Optometry has a commitment to diversity. While the contextual information regarding the national pool development problems and disconcerting reputation of COO are appreciated, the COO has already made the case in the past reports. As the college should be commended for the successful recruitment of the African American male dean, the inclusion of step-by-step search process for this position in this report is questionable. Despite its best intention, there isn't much change in demographic diversity of students, staff and faculty.

There are no minorities out of 15 regular tenure track faculty. There are two African American females out of 10 clinical faculty. Regarding staff, the report indicates; 7 female graduate associates, 5 Asian graduate associates; 6 African American staff, and 1 Asian staff. The professional students demographic data reported were; 7 African American (2.9%), 16 Asian American (6.6%), 3 Hispanic (1.2%), 2 International (0.8%) students. For graduate students, there are: 1 Asian American (2.6%) and 6 International (15.8%) students. In terms of diversity implementation, it seems the bulk of the diversity initiative relies heavily on the two non-tenured African American female clinical faculty and one African American female staff member. Even the minority scholarship funding was solicited from two African American male alumni. Minority purchasing remains problematic and there are no specific strategies mentioned to remedy the situation. The diversity is not mentioned as part of their core values and common goals under the heading "collegiality of faculty, staff, and students" in page 29. Overall, the report contains redundant information (goals and objectives for committees, NOSA, etc.) and general ideas without specific plans.

Progress

Since 1988, COO has had a Diversity Enhancement Committee appointed by the Dean. Progress towards diversity within COO remains at the basic level of conceptual commitment, committee structure, informational programs, social events, career exploration programs, and individually (African American) driven programs. Reflecting national trends, the Unit has been successful in recruiting female students. The college has worked with other OSU Units with mixed results: OMA programs (Young Scholars, Grad/Prof Visitation), MEDPATH, Minority Health Fair, Women in Science, Take a Daughter to Work, and so forth. COO also has worked with national organizations and community agencies with mixed result: minority resource panel, NOSA, SOS Realeye Classroom Initiative, and Ohio Optometric Association. The Unit's educational programs and social/career events seem successful: HERO, MCC, NCBI, flexible graduate admissions and scheduling, academic assistance, Open House, Big Sib, Adopt One, Student Job Corps, Financial Aid information and NIH supported Clinical research curriculum K-30 program.

Response to Recommendations

COO responded to each of last year's recommendations, including a misunderstanding about GLBT issues. The College needs to examine any ingrained, systemic challenges to diversity.

Pharmacy

Overall Assessment

The College is committed to enhancing their diversity and is making targeted attempts to recruit African American students by developing strong relationships with several historically black colleges. The Unit's student body is predominately female. Asian Americans dominate the diversity with a very small percentage of Hispanics and a slightly larger number of African Americans. There are five (of 37) tenure track female faculty and five (of 5) regular clinical faculty. There are 10 Asian American and 2 Hispanic faculty members. The College is quite proud of its diversity, but it should be pointed out that diversity is centered on only one minority group.

In addition to the recruiting relationship with the HBCUs, the College is developing student and faculty collaborative research opportunities. COO established an award for diversity enhancement efforts and is planning a campaign to establish an endowment named after the first African American Ph.D. recipient to support research opportunities for Atlanta University Center students.

Last year the College conducted a climate for diversity and learning survey that was reviewed by the various groups in the College. However, the report does not indicate what actions, if any, were needed as a result of the survey and what the follow-up to it will be.

Minority purchasing is at 1%, well below the university's goal and is explained by the fact that the bulk of their purchasing is for scientific equipment for which the Units says there are no minority vendors.

A faculty and staff work/life survey was conducted and revealed very positive results for the College. The College reports that they do not have GLBT issues, and the survey results indicated that faculty and peers respect cultural differences.

A reasonable next step for this College would be to go beyond the survey stage to implementing diversity programs for all faculty, students and staff --- this might accelerate their efforts to diversity the students and faculty.

Progress

Progress has been made on hiring female and Asian American faculty. However, with the student body becoming predominately female and slowly more diverse, there is continuing need to recruit women and minorities other than Asian Americans. The College seems sincere in its commitment to the goals of the Diversity Action Plan but will need to continue to be aggressive.

Response to Recommendations

The College continues to monitor and implement a more thorough Diversity Plan as recommended last year.

Public Health

Overall Assessment

This is the first diversity report for the School of Public Health. The School was established in 1995, and the first Dean was appointed in 2003. The School functions separately from other Colleges and reports directly to the Provost.

There is a strong presence of women in this unit: 2 of 4 Chairs are women; half of the regular faculty are women; and 15 of 17 Graduate Research Associates are women. That said, 8 out of a total of 9 Full Professors are men; 8 of the 9 Full Professors are white (one is Asian).

The indication of a goal to "Facilitate joint appointments (courtesy no-salary) for women and minority colleagues that can serve as role models and mentors" appears a misuse of women and minorities because non-salaried individuals have limited time for non-salaried responsibilities.

Of the 4 regular faculty who left last year, half were women and half belonged to minority groups. Exit interviews have not been conducted. Currently, the College is considering a policy for exit interviews, which should be conducted by an individual outside the College.

The School includes research programs that focus on health disparities in minority groups. The curriculum includes just one course on diversity-related issues that is taught by an Assistant Professor.

Although minority purchasing was relatively low (2%) in FY '03, the data exclude purchases through the OSU Research Foundation. The School's plans are ambitious: the goals for minority purchasing for FYs '04 and '05 are 8% and 12%, respectively. The School will use BRIO reports to track purchases from minority vendors.

Progress

There is currently no formal structure for addressing diversity-related concerns. The School is recruiting an Associate Dean for Research and Faculty Development who will oversee mentoring and work with a Diversity Enhancing Committee (currently in the planning stage) to develop programs to retain women and minority faculty. Steps to recruit and retain minority students include: attending career fairs at historically minority institutions, working with OSU's Office of Minority Affairs and the Medical Explorers Program, and developing a mentoring program.

Although work/life problems are perceived to be insignificant, the School plans to check this assumption by a climate survey to be conducted in the future; the survey should also provide feedback about the climate for GLBT populations. To date, there are no self-identified GLBT faculty and staff; a student GLBT group is connected to Columbus' Stonewall Community Center.

The School is currently developing a "scorecard" that includes metrics for diversity in research, education, and service. It may be appropriate to develop different approaches to data collection (e.g. surveys, interviews, focus groups) and triangulate different types of information to check assumptions and develop appropriate questions.

Response to Recommendations

There were no recommendations to which the School could respond because this is the first diversity report. The School of Public Health is fortunate to be created at a time when there is a great deal known about successful practices. The School of Public Health has articulated a commendable list of goals to be achieved in their diversity plan, and the University Diversity Council looks forward to noting their progress next year.

Veterinary Medicine

Overall Assessment

The College considers climate, supportive organizations, and recruitment as engines of diversity. Climate is addressed through Communications Committees from each department comprising faculty, staff, and students. Communications mechanisms include: a web page with links to resources for underrepresented faculty, staff, and students; a monthly newsletter that includes work-life articles; quarterly receptions to honor staff and students; regular meetings of individual faculty with Department Chairs; and assignment of mentors to new faculty and staff. In addition, a gay male faculty member serves as advisor to the student GLBT organization and also regularly meets with gay and lesbian faculty and staff; the College holds social events quarterly for gay and lesbian faculty, staff, and students.

The College has addressed recruitment and supportive organizations through networking. It works with the Ohio Veterinary Medical Association (OVMA) and has hosted the Midwestern Veterinary Conference in February 2004, an event that included a symposium addressing disciplinary diversity issues; the College's Alumni Society and Office of Student Affairs work with the OVMA. Outcomes of networking include a student organization for underrepresented populations and a mentorship program.

Faculty search committees are diverse and each has a diversity oversight designee. OSU resources are used, including the University Faculty Hiring Assistance Program (FHAP) and the Office of Minority Affairs (OMA), by incorporating OMA staff into one department's training and grant applications.

Retention efforts include improving compensation and start up packages for women and minority faculty as well as flexible appointments for faculty and staff to maintain work/life balance.

Aggregate data can mask problems of underrepresented populations. For example, despite the indication from the University Work/Life Balance Study that domestic issues are less important to faculty in this College compared to other faculty at OSU, lack of domestic partner benefits resulted in the loss of one faculty member and was a significant factor in another faculty member's decision to retire.

Minority purchasing in FY '03 was low (.91%), in part because 1) significant purchases from minority vendors were tracked through institutions other than the College (e.g. University Facilities Planning), and 2) there are few minority vendors for the majority of the College's veterinary supplies.

Progress

The College's climate is considered positive and inviting. Gay faculty members indicated that they chose to join the faculty because they consider the College and Columbus environments to be comfortable. The number of applicants for faculty and graduate student positions has not increased. The Unit identifies a Midwestern location, a small pool of minority applicants, and competition from the private sector as some factors that influence their applicant pool. A minority internship has been developed in Clinical Sciences.

Response to Recommendations

The College responded to all of last year's recommendations. One response indicates no need to incorporate diversity concerns in the curriculum because the College deals with animals not people; however, it may be appropriate to consider race/ethnicity, class, gender, and cultural issues regarding different populations of owners of animals with whom College personnel interact. Cluster hiring, a grant to develop a minority graduate program, and liaisons with other Colleges and universities are expected to increase the pool of minority faculty, staff, and students. Results of a heightened awareness of diversity issues include employment of a social worker and plans to create a College-wide Diversity Committee.

REGIONAL CAMPUSES

Lima

Overall Assessment

Lima turned in a report many months after the due date. The report lists several reasons for its lateness: "a change in campus leadership, lack of data and descriptions for diversity activities on the Campus for the prior year, absence of a focused plan for diversity, lack of infrastructure to support activities, etc." As the report so candidly acknowledges, "all of these are true, unfortunately, but not a good excuse for our current state of diversity initiatives.

Progress

Lima has taken the first step in addressing diversity issues by concluding in their Executive Summary that "we have made little progress. Recruitment and retention of students and faculty show no significant gains and results are about what one would expect in the absence of an aggressive plan." Other than hiring a part-time minority recruiter/counselor, Lima has not done very little. Plans are underway for the current Coordinator of Multicultural Programming to assume a broader role in diversity initiatives.

Response to Recommendations

Again, Lima admits that it has responded poorly to the Diversity Plans in the past. Indeed, previously Lima reported a Leadership Committee on Diversity. Current Senior Staff seem unaware of its existence. The Diversity Council is pleased that Lima is going to “engage in strategic planning at multiple levels to create a bona fide plan.”

Mansfield

Overall Assessment

The Mansfield campus clearly has embarked on a serious effort to address diversity issues; however there remains a good deal to be accomplished as evidenced by campus demographics. For example, over 60% of Mansfield’s undergraduates and nearly 90% of their graduate students are women. Even greater racial and ethnic imbalance exists, with over 90% of Mansfield’s students white. Among Mansfield’s 43 member permanent faculty there are only two African Americans, both at the untenured Assistant Professor level. None of the individuals defined as part of Mansfield’s unit leadership are racial or ethnic minorities. Similar imbalance can be found among Mansfield’s staff.

This past year, Mansfield made five new faculty hires, two of which were to women candidates. There were 90 applications received for these positions and fourteen candidates were interviewed. None was a minority. While Mansfield’s intentions are all praiseworthy, it is evident that a radical change in business as usual will be necessary to bring about significant improvement of the demographic profiles of Mansfield’s student body and its faculty. In addition, there is a subtle suggestion in the report of a hostile environment towards the campus’ GLBT population that, if true, must be addressed.

Progress

Perhaps Mansfield’s greatest empirical success in its pursuit of diversity can be found in its well above average rate of minority purchasing. Its greatest public success this past year may be found in the campus’ adoption of a comprehensive diversity plan that contains laudable goals for curriculum development, improvement of the campus’ image, and collaborative diversity enhancing efforts between the campus and the community. Future assessments of the pursuit of diversity at Mansfield should focus, in large part, on the campus’ success in the fulfillment of these praiseworthy goals. At present, the campus can be commended for its development of a formal exit interview protocol, the provision of flexible work schedules to accommodate the sometimes conflicting demands of home and the workplace, and the appointment of an African American woman as Human Resource Administrator. Two programs, in particular, warrant attention as promising diversity initiatives. One, the presentation of diverse musical groups on campus (such as the OSU Jazz Ensemble) has allowed the arts to serve, in effect, as ambassadors for diversity. In another program, work study opportunities have been developed for Mansfield students in several diverse community settings, an initiative that benefits both town and gown.

Response to Recommendations

Mansfield has made explicit efforts to address the many concerns raised in last year’s report. These include the establishment of a Standing Committee on Diversity, the community/work study initiative referenced above, the establishment of greater recruitment ties with targeted high schools, and the establishment of a Marketing Committee to promote community and campus awareness of diversity events in Mansfield. The greatest unfinished business remains the necessity of developing assessment mechanisms that document what is working and what is not. In addition, as detailed above, a concerted plan must be fashioned to address issues of racial, ethnic, gender and GLBT imbalances among the campus’ students, faculty and staff.

Marion

Overall Assessment

OSU Marion (OSUM) continues to work toward development, implementation, and evaluation of diversity initiatives. The campus sponsored three Minority Student Recruitment programs for high school junior and senior level students from the Marion, Delaware, and surrounding county areas. This initiative increased the number of applications and enrollment of diverse students. An additional four recruitment programs are scheduled for 2004. OSUM has developed a summer program for Latino/a students and their families. The OSUM initiatives are part of the larger “Growing Our Own Program,” which is a collaborative “partnership” between the campus and Marion City Schools in order to expand diversity initiatives on the campus and within the community. Two diverse students of color are currently enrolled at OSUM and are receiving 100% tuition assistance. Current funding for the “Growing Our Own Program” has ended. The Diversity Council hopes that OSUM can successfully obtain funding as this program represents a high level of commitment to the enhancement of diversity within campus and community settings. OSUM also has hired a person as the Coordinator of Campus Retention and Diversity Initiatives who develops “specialized retention strategies to increase student utilization of human and financial resources.” One of these strategies includes presentation of information regarding tuition and financial assistance at Black churches in Marion.

Additional diversity initiatives included the following: Needs assessment of the students of color and the subsequent formulation of organizations for African, Asian, Latino/a, and Native American students; “Exploring Your World” lecture series and workshops that focus on diverse issues; Development and promotion of work/life issues [flexible scheduling, promotion of family medical leave act, sponsorship of a sunshine fund, and weekly wellness tips and brown bag luncheons]; Continued work on recruitment of diverse faculty; Collaboration with the Black Heritage Council of Marion that develops programs on diversity and honors persons who contribute to the expansion of diversity initiatives on the campus and within the larger Marion community; Safe space availability for persons from GLBT populations at an off-campus location; Continuing collaboration with the Multicultural Center on GLBT initiative development; Open dialogues regarding GLBT issues.

Progress

OSUM has made progress in the expansion of diversity initiatives particularly as it relates to cultural knowledge and increasing the numbers of available diverse students for enrollment. They have also started to develop and implement recruitment strategies aimed at culturally and ethnically diverse faculty and staff. OSUM needs to continue to consult with OSU Columbus HR Department regarding the processing of exit interview information and data analysis.

Response to Recommendations

OSUM responded to all of the Diversity Council’s 2003 recommendations. More importantly, they continue to expand the scope of their diversity initiatives.

Newark

Overall Assessment

OSU Newark (OSUN) continues to struggle with diversity issues. Data within Newark’s report indicate that overall numbers of minority students, faculty, and staff have not improved since last year’s report. The report notes that there have been cost constraints and that this occurrence has affected OSUN’s ability to adequately address diversity issues because positions and roles have been combined in order to meet fiscal needs. The unit has a Coordinator of Community Services and Multicultural Affairs, OSUN and COTC Cultural Diversity Committee, and a Multinational Committee. However, the report is unclear as to whether these latter entities are structurally functional. Student recruitment efforts include development of peer and professional mentoring programs and “ensuring that staff, faculty, and students

are aware of and responsive to the needs of ethnic minority students.” Faculty and staff recruitment efforts are aimed at including informal networks and “position statements aimed at welcoming applications from women and minorities” advertised in *Black Issues in Education* and *Hispanic Outlook*.

OSUN has a Cultural Arts and Events Committee that has planned several cultural, artistic, and educational programs in order to help “establish a welcoming environment” on the campus. This committee will continue to expand these initiatives.

Progress

OSUN has made some additional, minor efforts in structural and program alterations to address diversity across the campus. However, the campus is having a difficult time in purposefully moving diversity initiatives from only an administrative priority to a core value for students, faculty, and staff. Information in the report does not delineate a clear rationale for this dilemma. Some rationales include budgetary constraints, lack of personnel, and the location of the campus.

Response to Recommendations

OSUN responded to each one of the Diversity Council’s recommendations from last year. However, responses are vague and do not provide an overall plan to address the issues of diversity within the unit and across the campus. For example, the first goal delineates the action step regarding the planning of a Center for the Study of Native American Earthworks, History, and Culture. The measure does not clearly articulate the specifics of the plan to establish the Center. Overall, the Action Step charts provide some additional clarity over last year’s, but remain unfocused and are not related to an overall systematic plan for diversity initiatives. The Council recommends that OSUN consult the Regional Diversity Council in order to assist OSUN in the creation of a systematic plan for development, implementation, and evaluation of all campus diversity initiatives.

VICE PRESIDENTIAL UNITS

Business and Finance

Overall Assessment

The Office of Business and Finance (OBF) sets goals as part of the annual planning process for both the unit as a whole and for each area within OBF. Centrally, the Assistant Vice President for Resource Management Systems oversees diversity planning and initiatives. Within each area, the Assistant Vice President is responsible for leading diversity efforts. OBF signals the importance of diversity by including progress toward this goal as a component of annual performance evaluations. The office also perceives completing the annual diversity survey as a useful opportunity for assessment and external review of its progress.

OBF's general strategy for recruiting a diverse staff focuses on expanding the applicant pool, while retention efforts are oriented to training and opportunities for advancement, and fair and consistent performance evaluations. To these ends, the office relies on an array of strategies, including some previously identified by this Council as noteworthy. Additional innovations include: notifying minority professional organizations of position vacancies combined with having current staff participate in these organization (which should help OBF develop informal relations that facilitate recruitment); and providing central oversight of recruitment and hiring at the professional and executive levels to ensure diligence in recruiting women and minorities. Diversity awareness and training programs are in place to ensure staff commitment to diversity and a positive environment for GLBT populations.

Progress

Overall, progress towards diversity is being made within OBF, despite having fewer positions and losing some well-trained women and persons of color to other units. Last year, 50% of new hires were women, and 27% persons of color. Both figures represent improvements over the previous year. OBF remains challenged, however, as it remains disproportionately male. There are very few Hispanics and other non-black persons of color, and some areas of OBF are not at all diverse.

Flexible work schedules ranging from adjusted daily hours to a 4-day work week is the primary vehicle for assisting staff with their work/life balance. Some part time employees work primarily at home.

Minority purchasing for FY03 was at 8.9%, and the goal is to increase this by 1% for FY04. OBF deserves praise for two noteworthy activities geared to increasing and tracking minority purchasing. (1) The office held a Minority Vendor Forum (with planned follow-up sessions) to raise OBF's awareness of minority suppliers and products, and to raise minority vendor's awareness of OBF's commodity needs and requirements. (2) To better monitor progress in minority purchasing and to help identify new suppliers, OBF has developed a simple form to document interactions, outcomes, and degree of satisfaction with minority suppliers.

One area of progress is unrelated to OBF's past activities. The office has begun to incorporate the Department of Athletics into its diversity planning (and into its administrative structure). This will facilitate documenting and assessing the diversity efforts of this key campus unit.

Response to Recommendations

OBF responded to each of last year's recommendations. The unit is attempting to identify ways to increase the pool of Hispanics on the staff. OBF plans to conduct a climate survey this year as an additional assessment of their progress toward improving diversity. Additionally, they have plans to conduct in-person exit interviews with small units to increase participation rates. In general, OBF needs to improve its diversity profile but appears to be taking serious steps aimed at doing so.

Development

Overall Assessment

Diversity strategies in University Development (UD) have largely been placed on hold because the Associate Vice President was named interim vice president. Of leadership staff 9.3% are minority; all are 'constituency directors'; 60% are female, including two of the three Assistant Vice Presidents. Two minority hires were made in the last year. UD hopes to retain women and minority staff by instituting a 'mentoring/coaching' program (however, this has been on hold because of the aforementioned senior leadership changes). Minority officers meet for lunch once a month, although how successful this will be in retaining minority staff remains unclear.

Progress

To assist staff to balance work/life issues, one female program director has been allowed to work 80% time; all classified staff work flextime. Constituency directors work the most flexible schedules. No consideration of how this impacts those staff members is included. Minority purchasing was 9.56% in FY '03. Their goal is to increase this to 12 per cent in '04. A diversity committee was formed but has not met since its initial meeting because of changes in senior leadership. As such, very little progress has been made with respect to the Diversity Plan. Diversity issues will need to be on the agenda for the new VP.

Response to Recommendations

UD has made very little progress. No investment towards recruitment and retention of minorities has been made. Nothing has been done to address GLBT climate issues, although a survey is planned (*how* this will be conducted is not discussed).

Human Resources

Overall Assessment

The Office of Human Resources (OHR) experienced a high number of resignations due primarily to turnover at the OSU Child Care Center. The unit has developed detailed written exit surveys specific to the Child Care Center, as well as specific to OSU Managed Health Care Systems. The written exit surveys are done in conjunction with one-on-one interviews, and HR analyzes the information within local and national contexts. The unit has an active Diversity Committee that coordinates such activities as diversity reading groups, documentaries, ethnic potlucks, and monthly spotlights on various cultures and segments of cultures (e.g. Mexican American culture, Black Males). OHR sponsored one of the lectures for the President and Provost's Diversity Lecture Series.

Progress

OHR is a campus leader work/life issues and offers workshops for Deans and Chairs on the Faculty Work/life Study. It has implemented two six month cross-functional intern experiences for OHR staff, developed interactive thematic sessions between staff and OHR leadership, committed 1.5 FTE to provide work/life leadership and services, and begun creating a philosophy for compensation. OHR allows for transition workloads or assignments on a temporary basis during such times as medical leave, maternity leave, or bereavement leave. For certain positions, the unit also permits staff to work at home with computer access to OHR network server

In the area of minority purchasing, OHR purchased 50% of its computer equipment from minority vendors and a large furniture purchase. The unit has plans to purchase more frequently and in higher volumes.

Response to Recommendations

This is the first year of analysis for a report from OHR. As the unit notes, it should continue working with the Fisher College of Business and the Office of Minority Affairs to assist in the recruitment of women and minorities to fill its student positions. The unit also needs to add more ethnic diversity to its leadership ranks.

Legal Affairs

Overall Assessment

The Office of Legal Affairs has very little turnover. No staff members left during 2002-03. Work/life flexibility has made it easier for attorneys to accommodate and thrive in their careers. The professional staff is 60% female and 40% male. In their bi-weekly meetings, the professional staff regularly discuss any current campus GLBT issues.

Progress

Legal Affairs continues to operate on a model of "team spirit." The most senior attorneys provide oversight and guidance to their assigned mentees.

Response to Recommendations

This is the first year that Legal Affairs has turned in a report. As its report states, Legal Affairs currently has two positions to fill and therefore the opportunity to increase its diversity.

Research

Overall Assessment

The Office of Research consists of 16 departments and research centers that range in size from 2 to 110 employees. These include OSURF, Ohio Supercomputer Center, and University Laboratory Animal Resources. The unit leadership includes 26 people: 5 are V. P.'s and 21 are directors. Of these, only 1 is a minority (3.8%) while 8 (30.8%) are female. In response to recommendations made in 2002-03 to hire minorities and women in leadership positions, 2 of the 8 female directors and one minority director were appointed within the past year. The report labeled these as "additional" appointments since most departments "did not have vacant leadership positions during this reporting period." Few faculty positions exist in the unit; some departments have difficulty hiring female staff due few applicants.

The interim Sr. Associate V.P. takes overall responsibility for diversity initiatives, and each department has a designated diversity contact person. It is not clear whether each of these individuals is responsible for respective components of the annual diversity report, but the summary table lists only 6 of the 16 centers as having specific goals. Those with stated goals report varying degrees of success in meeting their objectives. Among the strengths in the unit is the leadership support for diversity in OSURF and ULAR and the example provided by established diversity programs in OSC/OARnet and ORRP. Barriers to be overcome include a "lack of awareness" about diversity issues by many, including leadership, throughout the unit.

Minority purchasing varied greatly; some departments approached or exceeded the goal of 15% while others are constrained by lack of minority vendors (for specialty instruments, animal diets, etc.). OSURF claims its policy is to use minority vendors whenever possible, but states that its purchasing department plans to maintain a 5% purchase rate for supplies, equipment and services through minority vendors. OSURF anticipates substantial increases in FY 2004 for office supplies and travel.

Progress

Among the goals met in 2002-03 was OSURF's co-sponsorship of grant writing workshops at the Hale Center that targeted minority faculty, staff and those working with diverse populations. OSURF also requires all employees to attend an 8-hour diversity training course which includes sensitivity training about GLBT issues. Currently, CMR seeks to influence the choice of 2 Ohio Eminent Scholars to include female and minority candidates. They also feature in their weekly newsletter diversity articles on underrepresented groups. The CLEAR program enjoys successful collaborations with Young Scholars and "I Know I Can" programs; it reports increased YSP and CPS involvement at Stone Lab, including a minority enrollment of 31% in courses at Lake Erie.

Response to Recommendations

In addition to hiring 3 female and minority directors, a variety of efforts point to modest progress made in some but not all units; major gains are not pervasive. It was recommended that success of the CLEAR program be expanded to increase minority representation in the sciences, but no new projects in this area were initiated. Similarly, rigorous analyses of faculty and staff searches, the development of accountability measures for diversity initiatives, and the articulation of an action plan for retaining women and minorities have not moved past the discussion phase. No progress was made in response to the recommendation to conduct an aggressive search for a diversity hire at the V.P. level because of a reduction in the number of Associate Vice Presidents.

Student Affairs

Overall Assessment

The Office of Student Affairs (OSA) is a very large unit with 22 departments and over 900 full-time staff. The office takes seriously the goal of enhancing diversity both centrally and at the individual unit level. The unit's strategic plan includes diversity as one of six basic functions, and its leadership team has identified seven diversity-focused programs for development. Centrally, the Student Affairs Diversity Council oversees diversity planning and initiatives. The Vice President of OSA signals the importance of diversity by requiring each unit to develop and implement diversity-related goals as a part of its annual planning process and by including diversity as a performance measure in evaluating staff for merit raises. He also expects members of his leadership team to consider diversity in evaluating their staff.

Hiring and retention of a diverse staff are departmental responsibilities within OSA. As such, a range of strategies are utilized. Examples of hiring and recruitment strategies include incorporating diversity work as a job competency in position descriptions, and grooming and hiring from within OSU's own student body (upon graduation). Examples of retention efforts include being sensitive to work/life balance concerns, providing professional development opportunities, and making salary adjustments to retain valued employees. Noteworthy innovations to recruit and retain women and members of underrepresented groups include: provision of an English as a Second Language program geared to the Somalian population, continued provision of internships for painters, custodians, etc. to increase their skills and promotion opportunities (Facilities Planning and Support), and establishment of professional development funds for directors, coordinators, office associates, and graduate students to support life-long learning (Multicultural Center). For some OSA units, men rather than women are the underrepresented group (e.g., disability services, student advocacy), and thus efforts are being made to recruit men. The report also notes that some units within OSA are nationally recognized within their fields for hiring women and minorities, and thus, do not require special action to retain members of these groups. The Council commends OSA for this national recognition, but cautions that nonetheless, units should be vigilant so that current gains do not slip away.

All units within OSA seem to have programs specifically geared toward creating a safe environment for GLBT populations. This ranges from providing diversity and awareness training related to GLBT issues (HERO, NCBI), to advising GLBT organizations and offering safe spaces for GLBT individuals, to displaying of symbols (e.g., rainbow flag, brochures, signage, etc.), bulletin boards, magazines, etc. that signal a welcoming environment for members of these groups. Assessment of how well these programs are working are more or less systematic, with some units relying on formal assessments through climate surveys, tracking of levels of participation, etc., and other units relying on more informal means such as anecdotal reports and an absence of complaints or negative feedback. The Council's concern is that the more informal assessment tools may yield misleading results and encourage units relying solely upon them to consider the utility of more formal tools being used by other units in OSA.

Progress

Overall, OSA reports that its leadership is 48% female and 17% minority; its total workforce is 52% female and 46% minority. Unfortunately, it is not possible to assess how these numbers compare with previous years and across the specific groups and departments because current data from Human Resources does not reflect the organizational structure of OSA, and thus, does not accurately reflect staffing at the departmental level. One-on-one coaching regarding work/life balance, flexible work schedules, cross functional training, recognition and celebration of significant events, and in-office wellness activities are among an array of functions geared toward assisting staff with their work/life balance.

Across OSA minority purchasing for FY03 was at 6.7%, but there is a very broad range from .1% in Student Health Services, whose minority purchases are counted elsewhere, to a high of 88% for the Student Advocacy Center which does a limited amount of purchasing. OSA's goal is to increase minority purchasing to 15% within three years. Toward this end, OAS instituted a Student Affairs Buyers' Council in 2003 which among other functions will monitor and make recommendations regarding minority purchasing. The unit is also now able to provide tailored Certified Minority Vendor reports on the Student Affairs internal Web page; this should foster dissemination of knowledge about available minority vendors throughout the unit.

Response to Recommendations

OSA responded to each of last year's recommendations. In answer to a variety of questions posed by the Council, they note that OSA: has a philosophy of diversity that is a cornerstone; understands the power of language, with most individuals being beyond the "tolerance" stage; is attempting to identify ways to increase the pools of women and minorities in all departments and across the university; is working with regional campuses to enhance their diversity-oriented activities. Note too, that this year's diversity report is very detailed and provides the requested information for the unit as a whole as well as for individual departments. Finally, OSA notes that while it addresses some issues of the Columbus climate, Student Affairs would be pleased to participate in any larger initiative but cannot undertake such on its own.

In general, OSA is undertaking a variety of activities geared toward improving its diversity profile and providing a positive climate for diverse groups. Some units have more work to do than others, but the unit seems committed to its goals and is willing to evaluate performance in terms of their achievement.

University Relations

Overall Assessment

A period of substantive change in the Office of University Relations, including the departure of its VP, the efforts of an interim VP leading to the hiring of a new VP, and the turnover in leadership at WOSU explain some of the gaps in the 2003-2004 Diversity Report from this office. The report did not reference specific demographic data about its personnel make-up, but a line of embedded text referred to "more than 120 full-time employees." The office does not include students, except, perhaps as part-time employees. Other than WOSU and University Relations, various departments or units within UR are not identified by name, although UR employees work for onCampus, OSU Today, Buckeye Net News and @Ohio State. The unit leadership grid lists nine people including one VP and eight directors. Two of these nine are minority individuals; five are female. Another eight individuals make up the executive staff at WOSU. Presumably, one of these is a minority [see Part IV, item 2]. Exit interviews for departing staff heretofore have not been conducted, but will become "an institutionalized process" in the future. At WOSU, a new "Department of Organizational Development" oversees diversity initiatives, but this department submitted neither goals nor a stated mission in regard to diversity concerns.

One striking figure was the low level of purchasing from minority vendors: .27%. The report states that UR wishes to increase that to "at least 3%" in FY 2004. While "qualified vendors for radio and television equipment have not been identified," acquiring office supplies, travel, CD's videotape, etc. from minority vendors "will be encouraged" within the unit. Encouragement would appear to be just one of several factors needed to increase purchases from minority vendors beyond the level of one quarter of one percent.

In regard to GLBT concerns, UR indicates that 6 employees are openly lesbian or gay. A show on WOSU highlighted the performances of gay and lesbian choruses in Ohio. And, the report points out that WOSU-AM and WOSU-TV regularly air features on GLBT people and issues.

The University Relations office has put together a set of goals and actions steps for future years that are modest in scope. Several of these initiatives appear to have begun just this year; no timetable for completion was provided.

Progress

In the section assessing progress, the report cites as its only strength the “already diverse composition of our organization.” However, the precise nature of that diversity was not clear. What the report fails to mention is the power of the media to shape, reflect and influence both institutional policy and public perceptions of the importance of diversity to the university at large. This unit clearly needs to capitalize on its potential to affect positively the university’s stance on diversity enhancement.

Appended to the report is a list of accomplishments enumerating ten areas of responsibility where UR has made contributions in the past year. These include production of “Diversity Update” sent to 3,600 Ohio business and community leaders statewide, spending \$10,000 for ads in the Columbus *Call and Post* to recruit minority students, and providing support for communications for the Multicultural Center. Further, varieties of news and human interest stories with diversity themes were cited as having been published or aired in UR communication sources. No benchmarks of excellence were cited. Similarly, in response to previous reports, the report contained no assessment of efforts to produce anticipated results because the diversity report for 2002-03 was “somehow lost in the shuffle.”

Response to Recommendations

There was none. The report states again that “due to transition in office, the 2002-03 Diversity Plan was somehow lost in the shuffle and not submitted.”

OFFICE OF ACADEMIC AFFAIRS UNITS

Chief Information Officer

Overall Assessment

This office appears to have diversity initiative for senior management, but not for staff. However, there is a flexible work schedule for staff.

This unit’s minority supplier purchases were a noteworthy 21.67%. The report states that the progress is monitored through Brio reports and using a computer software upgrade of PeopleSoft 8.4 for analyst and programming support.

Recruitment activities have not targeted women or people of color, but CIO states it will. CIO notes that traditionally, Information Technology has been primarily a white male field, presenting a challenge for diversity issues. As Information Technology expands into “softer” areas such as training and design, it expects to attract females and minorities. Of course, the word “softer” is problematic if it prompts the field to view women and people of color as second class citizens regarding technological abilities.

Progress

Recruitment has not been addressed in an aggressive manner or in a creative way such as creating internships or encouraging hiring a diverse population of student workers with an incentive program. Also, since this report is in its fourth year and recruitment has been an annual question, it is clear that addressing this issue in a traditional manner such as working with Employment Services has not yet been done. The attention given to women in technology should be mentioned and reflects a commitment in this area, but results in this area are not evident yet.

The report states that the impact of writing the annual diversity plan has increased the unit's reflections on the importance of diversity in the workplace. This is interesting since according to this report, diversity is lacking except for purchasing from minority vendors.

Response to Recommendations

Last year, the Diversity Committee recommended addressing the environment for GLBT populations and recruiting women and minority staff. No response regarding the GLBT recommendations was noted. The only monitoring is based on discrimination reports, and yet if the workplace is not safe, reporting discriminatory acts is not likely. The only response regarding recruitment of women and minority staff was introducing staff flextime, which helps everyone. The unit needs to take more active and specific steps in a number of areas.

Glenn Institute

Overall Assessment

This unit actively engages in accommodating and supporting work/life balance needs of their staff such as flexible working hours, renewal activities, and professional development. Two positions were open this year, but none were filled with a minority candidate. However, the positions were filled by two people who have extensive diversity educational background. One new staff member is a Caucasian male, enhancing diversity since women hold all senior level positions at the Institute. Last year, the unit hired 95 facilitators, 49% of whom were women and 9% minorities. The unit states that the environment is open and safe for GLBT. Several programs this year explored GLBT issues. As a strength, the Institute has several programs that explore diversity and target underserved audiences. The Ohio High School Transformation Initiative has been one that the Institute has been involved with that serves faculty and students in districts with a high percentage of students of color.

The Institute faces barriers in recruiting staff and student diversity. A continuing challenge is the need to balance speakers by political affiliation, which adds another variable to diversifying speakers by race and gender due to low numbers of people of color who are "Republican."

New Leadership 2003 is an example of a well-implemented program. New Leadership 2003 hosted 26 college women, 3 of color.

Progress

Gender, GLBT issues, and work/life balance seem to be actively addressed. The numbers of both recruitment of minority staff and students are low and need to be aggressively addressed. In recruiting staff, no mention of where the positions were advertised was stated. In recruiting students, there was no mention of particular student organizations with which the unit works and supports.

Response to Recommendations

The response to one of last year's recommendations was defensive. Last year it was stated that diverse programming should be a priority and this is recommended again this year. As stated in this report, diverse programming is challenging, and yet it is still unclear why, with the exception that people of color are not "Republicans." The other recommendation regarding their need to value diversity in a more affirmative way has become an internal dialogue among staff.

Graduate School

Overall Assessment

The Graduate School is comprised of a Dean/Vice Provost, three Associate Deans, nine staff members and three Graduate Associates. The Graduate School determines policy for graduate education on campus. They do not enroll students or have faculty. Graduate student admissions are done at the

department level. The Graduate School also serves as a resource and advocate for graduate students. Several years ago the Graduate School conducted a study of graduate education on campus. That study, the G-QUE, has functioned as a guide for the development of policies and procedures to enhance graduate education.

Progress

The Graduate School has several minority recruitment programs in place and last year, a full-time position was created to develop and implement programs to address professional development for students and to improve the campus climate for special populations. This position also provides oversight for the minority recruitment programs.

The report does not contain any information regarding programs to improve campus climate and the recruitment programs appear to be the same as reported previously.

A consultant was hired last year who wrote three grants for the support of diversity programs. One of these grants was funded and has created a statewide alliance to increase the numbers of minority students in science, math and engineering.

The unit reports to have a diversified staff, but the diversity is primarily gender diversity. Of the 30 staff, there are six minority staff members—two African-American and four Asian Americans.

Last year a staff survey was conducted and recommendations were solicited for improving the work environment. No concerns were noted, and they do have a flextime policy in place. The staff reaffirmed its commitment to diversity during a retreat where the “core values” that guide their interactions was discussed.

Response to Recommendations

Apart from diversifying its own staff, the Graduate School is limited in the ways that it can contribute to the goals of the Diversity Plan. It can only provide assistance and guidance to the departments regarding enhancing the recruitment and retention of a diversified student body. The programs to increase the pool of minority applicants are well intended, but it would be helpful next year to have information on their success. Graduate student enrollment this year increased, including the number of Hispanics and Asian Americans; however, the number of African-American graduate students decreased. One of the highlights is the increase in the number of individuals awarded and accepting graduate enrichment fellowships.

International Affairs

Overall Assessment

The Office of International Affairs (OIA) made strides toward diversifying their unit leadership. This is evidenced by an 83% representation of minority and women staff members in positions of Assistant Directors and higher. The year under review saw a 15% increase in the hiring/promotion of women and minorities. OIA is in the process of organizing an advisory committee to address issues of diversity. This unit did not conduct formal exit interviews; thus, feedback regarding reasons for departure was not maintained. With regard to GLBT populations, the report is too generic and does not suggest specific strategies to enhance the environment. In the work/life arena, the unit has implemented flex schedules. Minority purchasing was listed as 44.8%, higher than expected.

Progress

The Office of International Affairs should be commended for the successful recruitment of international minority and women staff members in positions of leadership. It is noted, however, that the report

indicates that "no fewer than eight positions are occupied by foreign-born personnel." Strategies to enhance the recruitment of domestic minority candidates must be developed and implemented. It is strongly recommended that the advisory committee's charge be expanded to address concrete challenges related to the hiring of domestic minority staff, specific strategies regarding GLBT efforts, as well as the establishment of an exit interview process. The unit is to be praised for its high percentage of minority purchases. The unit may want to share with other college/VP areas the strategies used to achieve its high level of minority purchasing. The Council is extremely encouraged by the creation of the International Affairs Scholars Program and the resulting positive results in term of diversity and quality performance.

Response to Recommendations

The unit responded to the Council's recommendations presented last year. Although the unit attempted to provide a bit more information than the previous year, the report still lacks specificity and concrete actions. The unit expressed that some of the terms in the template are "rendered ambiguous" given their evolving relationships.

Library

Overall Assessment

University Libraries has not been in a position to fill most of its staff vacancies. Sixteen staff members left, most for career advancement elsewhere. The unit bolsters the internal work/life climate by encouraging use of vacation time, attendance at development conference, support of a Wellness Ambassador and bulletin board. As with most units, the unit also offers flextime. When faculty and staff leave University Libraries, a member of the Libraries Human Resources Office personally conducts each exit interview. The climate for GLBT populations and all employees and patrons seems to be helped by the presence of a personnel officer trained as a campus investigator for harassment issues.

Because of budgetary constraints and the unit's desire to tap the potential of its own staff pool, the unit promotes largely from within. Of the unit's 19 Graduate Associate positions, 14 or 73.7% are Asian. The unit should consider recruiting more broadly from among ethnic groups. The least diverse pool is among the regular faculty, where of 58 faculty, 100.0% of the full professors, 95.5% of the associate professors, and 87.1% of the assistant professors are white. The unit has three assistant black professors, one associate Asian professor, and 1 assistant Hispanic faculty.

Given its difficulty with making new hires in the current budgetary climate, the unit has concentrated on diversifying in other ways. The report discusses the diversity represented by the Libraries' collections and patrons.

Progress

Minority Purchasing dropped from 6.4% to 2.5%, and the unit attributes this to unaccounted dollars spent at Stores. The unit plans to evaluate minority suppliers for its upcoming transfer of materials from the Main Library to the off-campus site. University Libraries is undergoing a major renovation project and should have a number of parts of that project that can employ minority vendors.

The unit continues to recruit and retain women. It needs to find a way to yield more applicants from its ongoing Mary P. Key Resident Diversity Librarian Program and its Joint Minority Fellowship with Kent State University.

Response to Recommendations

The unit did not perceive any recommendations from last year. There are several items that the unit might consider for the future. Currently, University Libraries is recruiting three faculty positions. Given the demographics of its faculty, the unit should make a competitive offer that helps them to meet

university diversity expectations. The unit mentioned that its staff has had a problem “acknowledging that minority candidates are qualified and must be given equal consideration” and thus few minority candidates are selected. The unit needs to examine the kinds of processes that shape the discussions with an eye to developing deliberative processes that lead to fair decision-making. The activities of search committees are advisory. If any pattern of resistance exists, leadership should intervene.

Minority Affairs

Overall Assessment

The Office of Minority Affairs (OMA) is structured to be a campus leader in diversity initiatives. As its report states, “all personnel in this office are expected to keep minority/diversity issues in all their planning and implementation [of] work.” Its leadership structure is very diverse. Most of the OMA are persons of color, and most are women. This type of diversity provides a “cadre of role models for the wide variety of students that [OMA] serves.” Ten staff members left the unit during the previous academic year, 90% of whom were female. The report suggests that some retired and some may have been involuntarily terminated. Typically, the unit does not offer exit interviews for those in the aforementioned categories. The unit does offer ongoing professional development and routinely schedules guest speakers for its staff meetings.

Exceeding the University’s goals, OMA purchased 20.19% of its goods and services from minority vendors with a goal for future purchases of 20% - 25%.

Progress

OMA has increased its Hispanic presence and programming. A federal CAMP grant has helped the unit to become more visible in dispersed migrant communities in Texas, California, and Florida. The unit also has extended its recruitment efforts to Puerto Rico. The Office has also worked more closely with the Native American community, including the co-sponsorship of a powwow. Currently, OMA is moving forward with its collaboration with Asian/Pacific Islander student communities. OMA has been able to expand its vision without decreasing emphasis on other distinctive projects, such as its project on the recruitment and retention of black males.

During 2003-03, OMA took specific actions to address climate issues for GLBT populations. Working with the Office of Faculty/TA Development, OMA administered a staff climate assessment to 71 of its staff members and received an 87% rate of return. In response to questions related to perceived unfair treatment or harassment, the survey found that persons in OMA overwhelmingly believe (92%) that OMA does a fair and equitable job in regard to all of its constituents. In order to monitor its climate, OMA plans to re-administer this survey every 2-3 years.

Response to Recommendations

OMA responded to each of the Council’s recommendations in ways that were comprehensive and instructive for the Council’s own thinking about diversity issues. OMA is keenly aware of its ongoing and future challenges: the re-evaluation of its programs in light of the University of Michigan decision; the need for a “Success Challenge” grant to provide more widespread tutoring; and OMA’s role in helping to increase minority applications.

Multicultural Center

Overall Assessment

As its report states, “The Multicultural Center is about diversity.” Established to lead diversity initiatives, the Center sees “cultural differences as human creativity.” In this regard, the unit is a campus leader for the promotion and implementation of difference as a core value. Very diverse, the unit has 3 persons who identify as Native Americans, 3 Asian Americans, 2 African Americans, 1 Cuban American, and 3 Euro-

Americans. Class and sexuality diversity are also represented inasmuch as one of the aforementioned staff members identifies as Appalachian and another as transgender. Equally diverse are the graduate students who work for the unit. Of 13 GAAs, 10 are females, 2 identify as Asian American, 2 as African American, and 1 as Native American. Although 75% of those who left the unit were women and ethnic minorities, several did so because of promotional opportunities. The unit hires in entry level positions and helps staff members to grow through professional development.

The Center is strong in the area of work/life. In addition to flex time, when appropriate, children may be in the workplace.

Progress

During FY 03, the Center purchased 12% of its goods and services from minority suppliers. A support staff person has been given the assignment of monitoring the unit's efforts to increase its usage of minority suppliers. Additionally, each staff person has been asked to keep track of p-card purchases from minority vendors.

The Center has increased its collaborations with academic units by working with the Comparative Studies Ethnic Studies programs, including a Native American Studies Minor. As one of the Center's academic initiatives, it has catalogued all courses that relate to diversity and has developed two Native American courses for the Art Education Department. The Center has also created four courses for the First Year Success Series.

The Center also has provided funding for a number of diversity ventures. The Center has a "theme fund" that awards from \$1,000 - \$5,000 to support collaborative programs. In addition to a "theme fund," there is a "New Programming Fund," which provides support for individual grants ranging from \$500-\$1,000. A third funding venture establishes a joint programming fund with the Undergraduate Student Government. In general, the Center works with a wide range of groups and academic units by offering roundtables, sponsoring speakers, hosting receptions, and sponsoring projects.

Response to Recommendations

The Center responded to all of the recommendations by including specific demographic information, creating a diversity vendor log to document its use of services and goods from minority vendors, and providing a broader account of its involvement with the University as well as the community at large.

Undergraduate Studies

Overall Assessment

The efforts presented by the Office of Undergraduate Studies demonstrate a strong commitment to diversity and to the achievement of its goals. Although they do not have a formal "diversity committee," their efforts are well noted. The unit has established specific structures to further hiring, promotional and career development opportunities for minorities. Action steps such as job sharing initiatives, career pathing and enriching the environment by participating in the National Coalition Building Institute advance the recruitment and retention efforts for minorities and women. Despite the above efforts, minority representation in leadership positions is limited to 1 person. USAS has a voluntary exit interview process in place that has identified some reasons for departure. The unit supports work/life efforts by offering a range of flexibility to include various schedules, reduced appointments, compressed work, telecommuting, etc. The unit may want to consider expanding the program to be more inclusive, not just open to Associate Directors. The minority purchasing efforts are low notwithstanding a slight increase from 3.08% to 3.66%. In terms of work to improve the environment for GLBT populations, the report suggests that several employees have self-identified. Specific training opportunities and presentations were offered to staff and students such as Project Coach, "Guess the Straight Person," and

"Being an Out Celebrity." Collaborative work between financial aid staff and GLBT students ensures that students permanently separated from their families because of their sexual orientation are not negatively impacted. This is a well thought out and proactive initiative. Overall, the report reflects a concrete commitment towards diversity.

Progress

The unit should be commended for working productively and proactively to achieve its diversity goals. It is the hope of this Council that with the establishment of a standing diversity committee, USAS will develop and implement more programs/opportunities for minorities and women. Several efforts are worth noting: enhanced minority training, the realignment of UNITY to broaden the scope of diversity initiatives, First Year Success Series and student programming on a wide variety of diversity issues. In addition, the partnership established by USAS and the Office of Minority Affairs has been critical in increasing the potential pool of student applicants to Ohio State. It is noted that this partnership has created a systematic set of recruitment strategies, clarification of each office's roles and responsibilities as well as added new and creative approaches to increase minority enrollment. Moreover, the implementation of a "new employee orientation" and the revision of the exit interview process are positive steps to assist in measuring the effectiveness of programs and practices and their impact upon recruitment, environment and retention of minorities and women.

Response to Recommendations

The unit was unable to fulfill the Council's request to submit separate sub-unit reports due to the lack of a diversity committee. The Council looks forward to the creation of a diversity committee and the presentation of sub-unit plans for the coming year. USAS addressed the request for information regarding minority purchasing. Enrollment data impacted by the new admissions process will be submitted for review in the year 2004-2005.

Wexner Center for the Arts

Overall Assessment

None of the Wexner Center (WC) leaders is a minority. In trying to recruit minority staff, WC has advertised in minority publications and has used images containing minorities in printed publications. No assessment of how successful these efforts have been is included in the report. No other efforts were identified. WC does seem to do well with respect to the environment for GLBT staff. Programs targeted at GLBT audiences suggest that these actions have been successful.

Progress

Nothing appears to have been done with respect to the administrative structure that should have been established to lead diversity initiatives.

WC has failed to recruit minority staff. The explanation for this is "unavailability of minorities for positions". This remains a barrier to overcome but no procedures or programs other than the aforementioned action of advertising in minority publications seem to exist.

WC uses minority suppliers for 80 per cent of its purchases; a large proportion of this seems to be represented by temporary staffing agencies.

Resources are provided for counseling for staff and flexible work opportunities are available. Working at home is also permitted.

WC states that the "richness of gender and age diversification" is one of their markers of excellence. It would be beneficial if the unit were to elaborate on actual procedures or programs used to achieve this

diversification. Another strength cited is the Center's strong female leadership and the diversity of its programming.

Response to Recommendations

WC did not respond to any recommendations made in last year's report.

Revised:
5/26/04

Selected Noteworthy Initiatives The Council on Diversity 2004

This document is a supplement to the report, "Diversity Plans: An Analysis: 2003-2004." For a fuller discussion of the diversity initiatives in all units, see the report.

Curricula and Programming:

- Many Patterns of Administration now contain Diversity Committees as part of the central structure of units and list diversity as a core value in their governance documents.
- Diversity Committees have piloted diversity film series, created diversity resource guides and web pages, highlighted various cultures through monthly spotlights, hosted diversity reading groups, and conducted workshops.
- Units have hosted half-day and full-day workshops on diversity.
- In an effort to attract a more diverse faculty and student body, some units have developed academic programs that focus on diversity, such as Comparative Ethnic Studies, Queer Studies, Sexuality Studies, and Disability Studies.
- Departmental student organizations have made diversity the subject of their programming.
- A few departments have a student organization for minority and or women students that works in conjunction with their larger student organization.
- One unit sponsored a national conference devoted to legal issues affecting sexual orientation rights.
- One unit reviews all syllabi for diversity as a part of its annual performance review.
- One unit has catalogued all of the University's courses that relate to diversity.
- One unit hosts an Annual Diversity Forum and Graduate Student Symposium.

Recruitment and Retention:

- Some units require that any hiring committee that does not have a diverse pool of applicants and final candidates justify this absence.
- Some units use The Multicultural Center, The Women's Place, The Office of Minority Affairs, and the Kirwan Institute for the Study of Race and Ethnicity in the Americas in helping them to attract more diverse candidates.

- One unit has a minority-targeted endowed professorship.
- Units are working with Wilberforce University, Tuskegee University, Spelman College, and a number of historically Black, Hispanic, and Tribal institutions.
- One unit hosts an Annual Student Welcome and Diversity Celebration.
- One regional campus had developed a summer program for Latino/a students and their families.

Outreach and Engagement:

- One unit hosted a career camp for middle school girls, and several units partner with K-12 schools. Another unit holds a week-long summer training institute for college women.
- One of the regional campuses holds financial aid informational sessions at local Black churches.
- One unit uses the Hale Center for its grant writing workshops.
- Some units partner with the Young Scholars and “I Know I Can” programs.
- One regional campus provides a safe off-campus space for GLBT populations.

Assessment and Evaluation:

- A few departments have engaged the services of professional societies in their discipline to measure their efforts in attracting women and faculty of color.
- Some units give an annual Diversity Award to persons and organizations that achieve their diversity goals.

Research and Grants

- One unit gives grants to foster diversity-related research.
- One unit has a grant to help minority students collect data for dissertations.
- One unit has a federal grant to become more visible in migrant communities in Texas, California, and Florida.
- One unit gives grants to support multicultural themes and new programming.

Goods and Services:

- During 2003, one unit in the sciences purchased 84% of its goods and services from minority vendors.
- One unit keeps a diversity vendor log to document its use of services and goods from minority vendors.