

Recommendations from Reports Addressing Climate and Related Issues at the Ohio State University 1987-1992

President's Commission on Women

Report of University Senate Committee on Women and Minorities

Athletic Salary Equity Committee

Faculty Salary Equity Report

Spousal Equivalency Task Force

A Safe Place

Dependent Care: Work, Family, and the Ohio State University

Veterans Task Force Report

Action Plan: Recruitment and Retention of Black Students

Hispanic Action Plan

Report of the Provost's Task Force on Asian American Students

Demands For University Change

Afrikans Committed to Improving Our Nation

Concerned Members of the University Community



Date: January 25, 1994

To: President's Committee on Diversity

From: Richard Hollingsworth, Dean of Students

Subject: Recommendations and Demands

For your convenience I pulled together the recommendations from eleven university reports dealing with topics relevant to the committee's work. There are approximately 265 recommendations; I placed them in the format utilized in the President's Commission on Women Report. I have attempted to identify the vice president responsible for recommendations in the ten reports not originally in the Commission on Women format. Following your review, we may want to adjust or identify additional vice presidents with responsibility for the recommendations. I have also added status and additional action needed columns that may help us with tracking.

Additionally, I have included demands presented to the president by Afrikans Committed to Improving Our Nation and a coalition of concerned members of the university community. These 32 demands also deal directly with matters of concern to the committee.

As we consider the best means to monitor institutional responses to the reports and the demands, please recall that university reports have not been completed for several populations identified in our nondiscrimination policy and within the scope of our commitment to supporting a diverse academic community, most notably: faculty, staff, and students who are American Indian, international, appalachian, or disabled, nor have reports been completed dealing with age or religious preference. We need to address how best to identify issues impacting members of these communities as well as how to keep on top of other reports or demands generated by currently identified or newly emerged communities

While the recommendations and demands are generally self explanatory, the scope and depth of the recommended actions can only be fully understood by examining the text of the reports and demands. If we ask vice presidents for status reports, we will need to address how best to communicate the full range of expectations inherent in each recommendation or demand.

Finally, I have not classified the recommendations and demands, but they clearly fall into several major categories for students, faculty, and staff: e.g. recruitment, training, academic support, curriculum, benefits, etc. At some point it may be useful for us to examine the recommendations from a functional perspective.

I hope I have faithfully recorded all recommendations and demands. Please let me know what you think.

(Thanks to the following student employees in the Office of Student Life for processing this document: Traci Chevraux, Nick Umoh, Heather Titonis, Craig Albers, Melinda Bogarty, Petrel Lollar, Catherine Rope, and Ornette Gibson.)
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Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p><i>I. COMMISSION ON WOMEN - 1992</i></p> <p>A. Attitudes and environment must be transformed to create a campus climate that allows women full participation, productivity, and realization of potential.</p> <ol style="list-style-type: none"> 1. Inventory all departments at all levels on the social-educational climate affecting gender equity (e.g. use the self-study guide developed by Project Equity of the Association of American Colleges). 2. Eliminate sexist behaviors and attitudes throughout the University. <ol style="list-style-type: none"> a. Develop, publicize, and enforce a comprehensive University policy on sexual harassment. b. Distribute the written policy on sexual harassment to every member of the University community: students, faculty, and staff. c. Require all University faculty and staff to attend educational programs on sexual, gender, and race sensitivity, particularly sexual harassment. Require new employees, including new Graduate Teaching Associates, to attend such programs before their work begins and make them accountable for carrying out the mandates of such programs. d. Require all personnel with supervisory and/or administrative responsibilities at all levels to attend workshops which foster the participation, productivity, and potential of women faculty, staff, and students. 	<p>Board of Trustees, President</p> <p>All</p> <p>Academic Affairs, Human Resources, Student Affairs</p>		<p>1</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>e. Encourage administrators to foster informal, supportive channels for advising those who perceive possible sexual harassment, either of themselves or others.</p> <p>f. Hold administrators accountable for the inappropriate behavior of faculty and/or staff in their departments.</p> <p>g. Hold all teaching personnel accountable for counseling, advising, and teaching their students whenever inappropriate behavior occurs.</p> <p>h. Provide incentives for departments, colleges, or other units to improve the climate for women in concrete, demonstrable ways.</p> <p>3. Create an environment that is psychologically safe for women.</p> <p>a. Strengthen and clarify the grievance system for both affirmative action and sexual harassment.</p> <ul style="list-style-type: none"> • Protect affirmative action staff from retaliation. • Increase the range of both affirmative action and ombud services, and clarify and coordinate procedures for their use by students, faculty, and staff. • Provide an efficient reporting system for sexual/gender/ racial harassment for students, staff, and faculty, and explain legal rights and reporting procedures to all members of the campus community. • Produce and distribute annually a comprehensive report on the number and type of cases and their disposition. 	<p>All</p> <p>All</p>		<p>2</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>b. Improve health care for women.</p> <ul style="list-style-type: none"> Implement the recommendations of the Student Health Center review, especially focusing on women's health care, rape crisis services, obstetrics, gynecology, AIDS, gay and lesbian health care, and medical staff training regarding women's health care. Aggressively recruit and hire women gynecologists and health care providers as well as women-sensitive health care educators at the Health Center and through UAHP. <p>c. Incorporate rape education and prevention in the UVC curriculum.</p> <p>d. Designate adequate space suitable for women's organizations and student, staff, and faculty women to meet.</p> <p>4. Create an environment that is physically safe for women.</p> <p>a. Assess all campuses for physical safety, including but not limited to:</p> <ul style="list-style-type: none"> lighting telephones doors locked on time adequacy of escort services and security patrols. <p>b. Based on current assessment, prepare and implement a plan for improving campus safety.</p> <p>c. Eliminate unnecessary restrictions on parking at night.</p>	<p>Student Affairs</p> <p>Student Affairs, (Student Health Services)</p> <p>Academic Affairs</p> <p>Business and Administration (Campus Planning)</p> <p>Business and Administration</p>		<p>3</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>d. Provide more support and accessibility for women students, faculty, and staff with disabilities.</p> <p>5. Recognize, acknowledge, and reward women at The Ohio State University.</p> <p>a. Include women in committees selecting research awards, teaching awards, distinguished visitors, visiting faculty, special appointments, commencement speakers, etc.</p> <p>b. Select women for research awards, teaching awards, and as distinguished visitors, visiting faculty, special appointments, commencement speakers, etc.</p> <p>c. Work actively to ensure that qualified women are included in the pool of candidates for such honors as those listed above.</p> <p>d. Work actively to ensure that qualified women are included in the pool of candidates for student and staff awards.</p> <p>e. Establish women's advisory committees for all Deans or Directors.</p>	<p>Academic Affairs, Human Resources, Student Affairs</p>		
<p>6. Integrate women's contributions and perspectives throughout the curriculum.</p> <p>a. Require academic departments to report annually on those courses which address women's contributions and perspectives.</p> <p>b. Consider student and peer evaluations of faculty member's gender and race sensitivity in all promotion, tenure, and salary decisions.</p>	<p>Academic Affairs</p>		
<p>c. Provide incentives for faculty to work toward curriculum reform and to develop collaborative and other gender-sensitive teaching strategies.</p>	<p>Academic Affairs, Deans</p>		

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<p>4. Extend and communicate more effectively information about programs for staff members and their families to encourage their involvement with the University and develop their potential (e.g. improved access to University education, family literacy, Young Scholars, reduced ticket prices to cultural and athletic events).</p> <p>5. Provide adequate and responsive services to non-traditional students to facilitate their enrollment and retention.</p> <ul style="list-style-type: none"> • Financial assistance • Class scheduling • Accessibility of Services and Offices • Child care • Affordable family health insurance <p>6. Accommodate the special needs of students, faculty, and staff who are single parents (e.g. accommodating scheduling, support for family responsibilities, recognizing stress-related problems).</p> <p>C. The official language of the University must be gender-neutral.</p> <p>1. Promote a gender-neutral university language by announced presidential policy.</p> <p>2. Revise all publications and documents to eliminate sexism, racism, or other bias: e.g.</p> <ul style="list-style-type: none"> • Job announcements • External and internal publications • All policy and procedures manuals • Faculty rules • Course materials 	<p>Academic Affairs, Human Resources, Student Affairs</p> <p>Academic Affairs, Student Affairs</p> <p>Academic Affairs, Human Resources, Student Affairs, President</p> <p>Board of Trustees, The University, President President</p> <p>University Communications, University Senate, Academic Affairs, Human Resources</p>		<p>6</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>3. Expect all persons speaking on behalf of the University in any context to use gender-neutral language.</p> <p>D. Policies and practices must respond to the needs of a diverse workforce and support equitable career progress of women staff, students, and faculty.</p> <p>1. Achieve diversity throughout every segment of the workforce.</p> <p>2. Establish a centralized fund to correct compensation inequities, recognizing that these inequities cannot be solved solely at the department level.</p> <p>3. Assure that all compensation decisions in academic and academic support units are equitably applied to women.</p> <p>a. Analyze and report annually by department or unit statistics regarding salary, tenure, or other job security for women and men at all levels.</p> <p>b. Require, as part of the budget approval process, assessment of gender issues, salary equity, recruitment procedures, and plans to rectify any inequities.</p> <p>c. Require all departments to submit a plan to recruit, hire, and promote qualified women, particularly women of color.</p> <p>d. Monitor performance against these plans.</p> <p>4. Develop and implement new models for assessing achievements and giving rewards.</p> <p>a. Require all units to assess perceptions of gender fairness and perceptions of equity in compensation, recruitment, promotion, benefits, tenure, or other job security.</p>	<p>University Communications</p> <p>President, Board of Trustees</p> <p>All Vice Presidents</p> <p>President</p> <p>Academic Affairs, Business and Administration, Finance, Human Resources</p>		<p>7</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>b. Require all units to conduct a thorough and systematic study of service, advising, and teaching loads by gender.</p> <p>c. Create procedures that will acknowledge positively those faculty and other teaching personnel who demonstrate fairness and sensitivity in regard to issues of gender and race.</p> <ul style="list-style-type: none"> • Require all tenure and promotion committees and all administrators making tenure and promotion decisions to document the manner in which gender differences and fairness were considered in their decisions. • Assess all teaching personnel for fairness and sensitivity in regard to issues of gender and race (e.g., include questions concerning gender and race sensitivity on teaching evaluation forms). • Monitor performance and hold those who review faculty and other teaching personnel accountable for evaluating the gender fairness and race sensitivity of those they review. <p>d. Create procedures that will acknowledge positively those staff members who demonstrate fairness and sensitivity in regard to issues of gender and race.</p> <ul style="list-style-type: none"> • Institute a formal policy by which all supervisors, managers, and administrators shall be evaluated annually by the employees of their department. • Require all supervisors, managers, and administrators making promotion decisions to document the manner in which gender differences were considered in their decisions. • Include employee development in the formal evaluation for promotions of managers and administrators. 			

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<ul style="list-style-type: none"> • Monitor performance and hold accountable supervisors, managers, and administrators for evaluating the gender fairness and race sensitivity of their subordinates <p>5. Insure that women are distributed throughout the workforce proportionately to their numbers.</p> <p>a. Aggressively recruit women for faculty and senior administrative positions.</p> <ul style="list-style-type: none"> • Guarantee short-term hiring of the academic spouses or life partners of sought after faculty or administrators. • Provide job relocation assistance for all spouses or life partners of recruited candidates. • Continue the Faculty Incentive Hiring Program. <p>b. Move beyond the traditional clustering of women in the lower ranks of faculty and staff and in certain disciplines or occupations.</p> <p>c. Undertake, in accordance with the recommendation of the Faculty Salary Equity Review Committee, a complete study of the Lecturer category at the University.</p> <p>d. Prohibit job descriptions that de facto eliminate women job candidates by not including women's more typical ways of access to knowledge (i.e. on-the-job training, in-sequence job experience, and so on).</p> <p>e. Insure that search committees are composed of persons with demonstrated sensitivity to issues of gender and race.</p> <p>f. Monitor and insure through external review that affirmative action procedures and principles are followed in staff and faculty searches.</p>	<p>The President, Academic Affairs Business and Administration, Finance, Human Resources</p>		<p>9</p>

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<p>g. Enlarge the pool of potential candidates by eliminating restrictive written and unwritten employment policies (e.g. anti-nepotism, not hiring OSU graduates).</p> <p>h. Foster and promote advancement for women internal candidates.</p> <ul style="list-style-type: none"> • Establish an environment which values internal women candidates. • Develop career ladders for staff women and provide opportunity for progress up those ladders. • Standardize and publicize University policies to allow all staff to take advantage of university benefits (e.g., attending academic or other career-advancing classes). <p>i. Insure diversity in off-campus applicant pools.</p> <p>6. Encourage programs that feature collaborative learning.</p> <p>7. Recognize, acknowledge, and reward leaders who demonstrate fairness and sensitivity regarding issues of gender and race at The Ohio State University.</p> <p>8. Provide mentoring, education and training programs, and professional development programs to address women's needs and issues; e.g.</p> <ul style="list-style-type: none"> • Fiscal training • Assertiveness • Re-entry and entry into higher education • Career resources • Leadership • Management and women • The "glass ceiling" 	<p>Academic Affairs</p> <p>Human Resources, Student Affairs</p>		<p>10</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
E. The organizational structure must enhance the status, development, and quality of life for women.	Board of Trustees, President		
1. Create the President's Council on Equity comprising the Vice Presidents for Academic Affairs, Health Services, Human Relations and Resources, and Student Affairs. The Council on Equity will:			
a. Provide leadership for achieving the recommendations of this report.			
b. Set an annual institutional agenda for equity.			
c. Monitor institutional progress toward meeting that agenda.			
• Create a data base adequate to determine the status of women throughout the University.			
• Gather and report statistics annually to document the status of women throughout the University.			
d. Advise the President on issues of equity.			
2. Establish a permanent Commission on Women.	President		
a. Membership			
• Representation from women's groups throughout the University			
• Faculty, staff, and students			
• Vice Presidents of Academic Affairs, Health Services, Human Resources and Relations, and Student Affairs as <i>ex officio</i> members			

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>b. Purpose</p> <ul style="list-style-type: none"> • To advise the Council on Equity • To monitor the progress of and to assist in implementing the recommendations of the Commission on Women in its 1992 Report • To provide a clear articulation of and a continuing forum for women's issues now and in the future • To promote communication among faculty, staff, and student women about services, programs, and opportunities (e.g., dependent care, safety, escort services, sexual harassment) and in so doing, increase effectiveness, reduce redundancy, and better coordinate existing programs and services <p>c. Staff and space</p> <ul style="list-style-type: none"> • Adequate to fulfill the purposes of the Commission. To begin, staff should include one full-time senior administrative and professional position to coordinate all Commission activity; one 50% graduate research associate; and a centrally located office large enough to house current records and materials and the women's archives established by this Commission. 	President		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
II. UNIVERSITY SENATE COMMITTEE ON WOMEN AND MINORITIES - 1992			
1. The President should appoint immediately a Commission on Affirmative Action and Cultural Diversity to report directly to him. The charge to this commission should be the conduct of a comprehensive study of all aspects of Affirmative Action on this campus.	President		
2. The committee strongly recommends that the ten largest departments be designated for particular efforts of affirmative action for women and minorities during a two-year period commencing with the presentation of this report and ending with the new hiring of the 1993-94 academic year.	Provost		
3. That 78 departments have no African American and no Hispanic American faculty is a serious concern. The committee strongly recommends that the University target ten percent (8) of these departments for addition of African American and Hispanic American faculty within the next year. The committee strongly recommends that the University add African American and Hispanic faculty to the departments of City and Regional Planning, Communications, Family Relations and Human Development, Health, Physical Education and Recreation, Management and Human Resources, and Psychology.	Provost		
4. By the 1993-94 academic year, University policy should require that all affirmative action advocates appointed to search committees participate in a training program covering the responsibilities and procedures of advocacy. In the 1992-93 academic year this training should be required of advocates on all search committees of departments identified in recommendations 2 and 3, and should be available to all units requesting it.	Human Resources		

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<p>5. Opportunities for training with the potential and promise of advancement within the University workforce should be made available to all minority staff members, particularly to African Americans in the service/maintenance job categories. In order to make this possible, union agreements should incorporate stronger Affirmative Action language and provisions.</p> <p>6. All administrative units should increase their efforts to hire women and minorities at the executive and senior administrative and professional levels. As a part of these efforts, all search committees should include a designated affirmative action advocate.</p> <p>7. The Distinguished Affirmative Action Grants program be continued in its current form and at the current level (5 or 6 awards annually).</p> <p>8. Because departmental budgets are being cut, the Affirmative Action Grants Program is of increasing importance to continued progress on behalf of women and minorities. The Committee recommends strongly that the amount of money available for grants be increased or, at minimum, maintained at its current level.</p> <p>9. Affirmative Action data must be available and accessible on a timely and comprehensive basis and in a form which is usable and useful. The University should adopt as a top priority than acquisition and implementation of a computer software system in which all personnel data bases are combined in a state-of-the-art system which supports data reduction and statistical analyses.</p> <p>10. The University must establish and promote a more effective system of formal linkages between existing committees, commissions, and other groups who are concerned with issues related to women and minorities. Within this system there must be provision for monitoring the campus-wide effort. As new initiatives are undertaken, any persons or offices responsible should be worked into this system.</p>	<p>Human Resources, All</p> <p>All</p> <p>Human Resources</p> <p>Human Resources</p> <p>Human Resources</p> <p>Provost, Student Affairs, Human Resources</p>		<p>14</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>11. The University must find a way to attach a system of incentives and/or disincentives to policies and plans for affirmative action in the hiring, promotion, and treatment of women and minorities.</p>	Human Resources, All		
<p>III. ATHLETIC SALARY EQUITY COMMITTEE - 1992</p>			
<p>1. The Department of Athletics should take immediate steps to establish formal, systematic means of evaluation of employees with fully developed and clearly articulated written criteria reflecting the mission statement of the Department. A copy of this evaluation procedure should be made available to all members of the Department. Employees should be reviewed annually with this system, and the reports placed in personnel files.</p>	Student Affairs		
<p>2. Review terms and length of contracts (9 vs. 12-month) and teaching assignments in a timely fashion and take action as appropriate to insure equitable treatment in these matters.</p>			
<p>3. Examine the particular cases noted in the report forthwith and take action as appropriate.</p>			
<p>4. Examine the status and assignments of restricted earnings coaches (a group which falls outside the preview of the committee).</p>			
<p>5. Develop a written plan that would insure the equal treatment of male and female sports; such attention should focus on issues of salary, grant-in-aid support, assignment of assistants, operating budgets, access to facilities, promotion of events, and other support systems (e.g., training staff, sports information office, etc.). Attention to those matters based on gender should necessarily involve examination of the treatment of low priority sports.</p>			
<p>6. The Department's Affirmative Action officer should play an active and vigilant role in all departmental hiring.</p>			

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<ol style="list-style-type: none"> 7. Activity recruit and hire women for all positions, including those in revenue-producing sports (football and men's basketball), and should provide opportunities for women to advance in coaching and administration. 8. Hire more females in administrative positions. Furthermore, female administrators should receive mentoring and assignment of job responsibilities that will prepare them to advance to positions such as Directors of Athletics (e.g., management of large operating budgets of revenue producing sports). 9. Continue to attend to and enhance its efforts to pursue actively African American and other minorities for positions in the Department. 10. The Department of Athletics should report its progress on each of these matters in its annual report to the vice-president of Student Affairs. 			
<p><i>IV. FACULTY SALARY EQUITY REPORT - 1992</i></p> <ol style="list-style-type: none"> 1. Women and minorities need to have access to networks and information that help them prepare and position themselves to achieve merit and be competitive in salary. 2. The Office of Academic Affairs should require each College to conduct an equity audit of salaries every two years that accompanies its budget submission and that conforms to the protocol used in our pilot studies. 3. The University needs to improve its base of information to accommodate studies of pay equity for women and minorities. 4. The Office of Academic Affairs along with all academic units need to scrutinize their benchmarks for specifying market norms. 	<p>All</p> <p>Provost</p> <p>Human Resources</p> <p>Provost</p>		<p>16</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
5. The University needs to mount special studies around several sets of faculty not included in this study. They are: 1) lecturers, 2) faculty administrators, 3) holders of chaired professorships, 4) visiting faculty and 5) clinical faculty.	Provost		
6. The University should replicate our study on perceptions about salary equity in two years to coincide with its evaluation of the mediation/arbitration process and its assessment of the equity audits.	Human Resources		
7. The findings from our survey and the disclosures from the Commission on Women when set in the larger literature about women and minorities in academe should propel the University into a comprehensive strategy that encompasses more than salary equity. The spectrum of the faculty life cycle — from recruitment, to retention and to full development— needs to be enlightened with a sensitivity to the historical and sociological context of women and minorities. Overall, development and achievement of merit for <u>all</u> faculty should be a preeminent concern on this campus.	Provost		
8. Vigilance about salary equity by gender, race, and ethnicity should be an integral feature of governance and management in this university and a rigorous requirement of resource allocation embedded in annual budget reviews.	President, Provost, Human Resources, Finance, All others		
<i>V. A SAFE SPACE - 1988</i>			
1. We create structural responsibility at the highest possible level. As the functions will serve faculty, staff and students, we suggest a five person coordinating council composed of a representative from the Employee Assistance Program, the Office of Human Relations (preferably someone involved in Affirmative Action grievances), the Counseling and Consultation Services, Residence and Dining Halls, and the Gay, Lesbian, Bisexual Programming Office.	President		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>2. We propose that an office for Gay, Lesbian, Bisexual Programming be established within the Division of Student Life under the Vice Provost for Student Affairs. This office must carry a guaranteed charter to serve faculty and staff as well as students. (A specific staff and space plan was included in the recommendation).</p> <p>3. We propose expanding the scope of the Employee Assistance Program to specifically respond to and provide referrals for gay, lesbian and bisexual faculty and staff.</p> <p>4. We recommend the establishment of a broad based advisory committee to this office, especially in the initial phases. This should be composed of representatives from all segments of the lesbian, gay and bisexual populations as well as representatives from offices presently providing services. Some focus on educating the non-gay community should also be represented in this advisory.</p> <p>5. Of special concern are Black, Hispanic and Asian gay, lesbian and bisexual people who often live under 'double shadows'. Many struggle with double and triple oppression.</p>	<p>Student Affairs</p> <p>Human Resources</p> <p>Student Affairs</p> <p>Student Affairs</p>		
<p>VI. SPOUSAL EQUIVALENCY TASK FORCE - 1990</p> <p>1. Eliminate marital status as a condition for extension of benefits. Establish spousal equivalency / domestic partner as the basis for granting benefits.</p>	<p>Human Resources</p>		
<p>VII. DEPENDENT CARE: WORK FAMILY AND THE OHIO STATE UNIVERSITY - 1991</p> <p>A. Develop, communicate, and implement University policies that support balancing work and family for all students, staff, and faculty.</p>	<p>Human Resources</p>		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<ol style="list-style-type: none"> 1. Include supportive work and family policy considerations in the University mission as well as in all parts of the academic planning process. 2. Develop and implement non-traditional policies related to work time and work place. Examples include flextime/flexitime, compressed workweek, job sharing, and voluntary reduced time. 3. Expand the current leave policy to include adoption and parental leave. 4. Address work and family concerns in recruitment efforts and in exit interviews. 5. Clarify existing policies with respect to use of sick leave and vacation time for elder care responsibilities. 6. Charge the Office of Human Resources and Relations with leadership in developing and implementing supportive work and family policies. <p>B. Develop effective resources for providing information to assist University units, employees and students in meeting work and family needs.</p> <ol style="list-style-type: none"> 1. Implement a campus based information and referral service for students, staff, and faculty that would include information about child care, elder care, and care for disabled adults. Services should include person-to-person referral, written information about community resources and campus based information sessions. 2. Expand the Faculty and Staff Assistance program to include a focus on dependent care issues, including stress reduction for caregivers. 	<p>President, Provost, Human Resources, Student Affairs</p> <p>Human Resources</p> <p>Human Resources, Student Affairs</p> <p>Human Resources</p>		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>3. Develop and distribute a fact sheet for employees and students describing University policies that support work and family.</p> <p>4. Develop a training program to assist departments in dealing with work and family issues.</p> <p>5. Explore the possibility of publishing and disseminating a balancing work and family newsletter, possibly using the University computer network.</p> <p>6. Develop and produce workshops and educational/informational materials on elder care and caregiver needs, tailored to categories of employees and sensitive to the different roles of men and women.</p> <p>C. Develop additional cost effective quality child care options and services based on unmet needs of students, staff and faculty.</p> <p>1. Study the feasibility of adding child care facilities on campus.</p> <p>2. Consider cost sharing models such as joint ventures with businesses, lease back options, or parent cooperatives.</p> <p>3. Place a priority of adding services that are not readily available such as sick care or care for medically fragile children, infant care, and summer care for children 12-14 years of age.</p> <p>4. Develop financial child care assistance for students through options like:</p> <ul style="list-style-type: none"> - A voucher system similar to Wooster - Fees voluntarily provided by students through a fee check-off at registration - An on campus resource person for parent access Welfare Reform child care 	<p>Human Resources, Student Affairs</p> <p>Human Resources</p> <p>Human Resources</p> <p>Human Resources</p> <p>Human Resources</p> <p>Human Resources, Finance</p>		<p>20</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>5. Review current status of and plan for a unified approach to meet the child care needs of all extended campuses.</p> <p>6. Consider placing all child care in Buckeye Village into the OSU Day Care Home Network.</p> <p>7. Explore a more aggressive approach to direct service and third party payment for elder care and disabled adults.</p> <p>8. Explore collaborative opportunities with outside agencies.</p> <p>9. Explore an elder care center on site possibly in connection with a child care center.</p> <p>10. Explore options for respite care.</p> <p>11. Explore implementing long term care insurance options.</p> <p>D. Develop an interdisciplinary advisory committee on dependent care for the Office of Human Resources and Relations.</p> <p>1. Develop an on-going mechanism to collect data on the potential child care and elder care needs of students, staff and faculty.</p> <p>2. Collect data on the impact of child care and elder care issues on the University work force. Attention should be paid to:</p> <ul style="list-style-type: none"> - Sex differences - Differences in category of employment, work unit and student status <p>3. Forecast the University's work force demographics for the 21st century.</p>	<p>Human Resources, Provost</p> <p>Human Resources, Student Affairs</p> <p>Human Resources</p> <p>Human Resources</p>		<p>21</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<ol style="list-style-type: none"> 4. Review all University work-force and student policies to evaluate their sensitivity to balancing work and family and recommended appropriate changes. 5. Review usage of Faculty Staff Assistance and Information Referral programs to identify trends in demographics and need. 6. Explore ways to channel the University's research talent to study the impact and incidence of elder care responsibility. 	<p>Provost, Human Resources, Research</p>		
<p><i>VIII. VETERANS TASK FORCE REPORT - 1991</i></p> <ol style="list-style-type: none"> 1. Affirmative action programs for veterans and the disabled should be formulated and adopted immediately as called for in law and regulation. 2. A comprehensive data-base of all veterans on campus should be developed as soon as possible. 3. An all-inclusive needs assessment for veterans should be undertaken by the University at once. 4. A Veterans Affairs office should be opened and staffed at the earliest possible date. A veterans' service officer charged with operating that office should function as an information resource for all veterans and for the entire University community regarding veterans' affairs. 5. An advocate for veterans and the disabled should be added to the staff of the Office of Affirmative Action. This advocate should be charged with assuring University-wide compliance with the affirmative action laws as they apply to veterans and the disabled. 			

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>6. Veterans and the disabled should be included in all affirmative action diversity standards proclaimed by the University. The Handbook for Faculty Searches and the Handbook for Staff Searches should be rewritten to highlight the affirmative action rights conferred on women, minorities, veterans, and the disabled.</p> <p>7. Undertake and extensive education program to combat the negative stereotypes of Vietnam-era veterans and to inform all hiring centers of their responsibilities under the law.</p> <p>8. Actively recruit and promote veteran and disabled employees.</p> <p>9. Actively recruit qualified veterans as students. Scholarships and assistantships should be available for all veterans, consistent with University policies.</p> <p>10. Vietnam-era veterans, disabled veterans, and non-veterans with disabilities should be given co-equal consideration pursuant to the law in any "minority set aside" programs at the University.</p> <p>11. Actively seek funding for veterans' activities from federal, state, and local funding sources.</p> <p>12. Research in areas such as Agent Orange and PTSD should be encouraged and funding mechanisms should be identified.</p>	<p>All</p> <p>Provost</p> <p>Business and Administration</p> <p>Provost, Human Resources, Student Affairs</p> <p>Provost, Research</p>		
<p><i>IV. ACTION PLAN: RECRUITMENT AND RETENTION OF BLACK STUDENTS AT THE OHIO STATE UNIVERSITY - 1987</i></p> <p>A. Recruitment</p> <p>1. A newly appointed, Special assistant to the Provost, is giving leadership to statewide efforts to increase the pool of college eligible Black students in Ohio.</p>	<p>Provost</p>		<p>23</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
2. The Young Scholars Program will establish contracts for admission, financial assistance, summer workshops, and other assistance to promising Black 6th graders.	Provost		
3. The Alumni Association will create a recruiting network to contact and encourage Black students to attend The Ohio State University.	Alumni Association		
4. The Black Alumni Society is developing a counseling and mentoring program for high school students attending public schools in ten Ohio cities.			
5. Representatives of the College Readiness program for Columbus City Schools have established an office on campus and are bringing hundreds of 6th, 7th, and 8th graders to the University each month.	Provost		
6. The Black Extension Center will develop community recruitment programs.			
7. The recruitment staff of the Office of Minority Affairs has been doubled.			
8. A Recruitment Advisory Council will be created.			
9. Each college will appoint a team to contact Black students who have been admitted and to take other actions to increase the matriculation rate of admitted Black students.			
10. Continuing Education will develop recruitment efforts aimed at Black adult returning students.			
11. A brochure will be developed on "Being a Minority Student at The Ohio State University."	Student Affairs		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
12. The Office of Admissions will collaborate with the Office of Minority Affairs in designing a data-based system for targeting promising Black applicants.	Provost (continued)		
13. The Office of Minority Affairs will host a High School Visitation Day Program for Promising Minority juniors and seniors.			
14. Efforts will be expanded to publicize the successes of Ohio State's Black students, faculty, and Alumni and to provide information relevant to the Black community.	President, Provost, Student Affairs		
B. Financial Aid	Provost		
1. Scholarship support will be increased for freshmen students in the Minority Scholars Program to cover tuition; an added scholarship award of \$500 will be provided to 25 Prestigious Minority Scholars in their freshman year.			
2. The Minority Scholars Program will be expanded to support 100 Black transfer and upper level students, and 50 Black out-of-state students with in-state tuition.			
3. The Freshman Foundation Program will expand participation of new Black freshmen at the Agricultural Technical Institute and the Regional Campuses.			
4. Units will actively seek diversity in their student employees.			
5. The Graduate School will work with the Colleges to enhance funding for Black and other underrepresented minority graduate and professional students.			
6. Financial Aid training will be provided to all recruiters.			
7. Community-based volunteer counseling will be developed for financial aid.			

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>8. Information about financial aid for minority students will be distributed widely. All Black students will be invited to receive financial aid counseling.</p> <p>9. A systematic review will be conducted of all financial aid policies, literature, and programs and their impact on the recruitment and retention of Black students. Every effort will be made to reduce delays and improve communication with Black students and their families about financial aid.</p>	<p>Provost (con't)</p>		
<p>C. Retention</p> <p>1. A mentoring program will be established involving both peer and adult mentors.</p> <p>2. The Vice Provost of Student Affairs will assume additional responsibilities to direct the retention efforts. The Dean of Student Life will monitor all programs related to quality of life. The Dean of University College will monitor all programs related to academic retention. College Deans will give leadership for college based retention programs. Deans will report on their respective retention programs to the Vice Provost of Student Affairs.</p>	<p>Student Affairs</p>		
<p>3. All units will be asked to devise strategies for improving the quality of contacts and communications with students.</p>	<p>Provost, Student Affairs, All</p>		
<p>4. A Retention Advisory Council will be created.</p>	<p>Provost, Student Affairs Human Resources</p>		
<p>5. The Office of Human Relations in consultation with faculty, students, and staff, will develop a campus policy to deal with racism and racial harassment.</p>			
<p>6. The Task Force on Retention of Academically At-Risk Undergraduate Students will recommend a program for the improved retention of such students.</p>	<p>Provost</p>		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
7. The Provost will urge student organizations to work toward increasing involvement of Black students.	Provost		
8. Support will continue for The Black Studies Department and The Black Studies Extension Center.			
9. Programming will begin in Bradford Commons, The Black Cultural Center by Autumn 1988.			
10. Workshops will be held for faculty, staff, and graduate teaching assistants, to increase their sensitivity and responsiveness to the needs of Black students.			
11. Programs will be developed to increase the sensitivity of students to the concerns of racial and ethnic minority groups and to celebrate the diversity of our campus community.	Provost, Student Affairs		
12. The University College, in consultation with the colleges with undergraduate programs and with the Office of Minority Affairs will review its student retention activities and recommend strategies for enhancing minority students retention.	Provost		
13. Efforts will be made to heighten the visibility of contributions of Black leaders to the University through the naming of programs, buildings, and other campus activities.	President, Business and Administration		
14. A program will be offered for minority single parent families, including family housing at Buckeye Village.	Provost, Student Affairs		
15. The Affirmative Action Grants Program will continue to fund innovative recruitment and retention strategies for Black students and faculty.	Human Resources		
16. Through the Black Studies Extension Center and other community organizations, Black families will be identified who will extend their hospitality to new Black students who are not from Franklin County.	Provost		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>17. The Office of Residence and Dining Halls will continue to work toward improving the quality of life for all residents and providing support for the needs of Black students.</p> <p>18. The Graduate School will expand its Summer Research Opportunities Program for minority undergraduates.</p> <p>D. Faculty and Staff Recruitment</p> <p>1. All Colleges and other administrative and service units will submit plans for the aggressive recruitment of Black and other underrepresented minority faculty and staff by February 1, 1988.</p> <p>2. The Provost's Affirmative Action Faculty Incentive Program will fund up to one-third of any appointment of a Black or other underrepresented minority faculty member until Affirmative Action goals are met. In Colleges where the pool of non-minority women is small, appointments to non-minority women will be included in this program.</p> <p>3. The Graduate School will develop a Minority Visiting Faculty Research Program.</p> <p>4. Colleges will bring distinguished visiting Black scholars and professionals to campus.</p> <p>5. In departments where the pool of Black candidates for faculty positions is small, faculty will encourage their own most promising Black doctoral students to consider faculty positions. They will identify Black students for other university positions as well.</p> <p>6. Department chairs will foster the development and retention of Black faculty; other university administrators will foster the development and retention of Black staff.</p> <p>7. The Office of Affirmative Action will provide departments with annual information on the availability of the employment pool by discipline, and by occupational category.</p>	<p>Student Affairs</p> <p>Provost</p> <p>Provost, Human Resources, All</p> <p>Provost</p> <p>Human Resources</p>		<p>28</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>F. Monitoring</p> <ol style="list-style-type: none"> Each program leader will develop a plan for monitoring the program's impact on the recruitment and/retention of Black students, faculty, and staff. An exit interview procedure will be established for all Black and other underrepresented students who do not enroll for two consecutive quarters. An exit interview procedure will be established for all faculty. The Office of Affirmative Action will provide summarized data on Faculty recruitment, and data on the availability of candidates for faculty and staff positions. Each college's progress toward achieving its goals will be assessed during the annual review. Budget allocations will reflect the extent to which colleges succeed in meeting their goals. effectiveness in achieving affirmative action goals will be a significant factor in performance evaluations of administrative leaders. A University committee will advise the Provost on progress toward achieving the stated goals and objectives of the Action Plan. 	<p>All</p> <p>Provost</p> <p>Provost</p> <p>Human Resources</p> <p>Provost, Finance</p> <p>Provost</p>		
<p>X. THE HISPANIC ACTION PLAN - 1991</p> <p>A. Recruitment</p> <ol style="list-style-type: none"> The University's goal is for between 3 and 4 percent of the entering freshman on the Columbus campus to be Hispanic in each of the next five years and for at least 2% of all undergraduates on the Columbus campus to be Hispanic by the year 1995-1996. The University's goal is to have 3% Hispanic graduate and professional students by 1995. 	<p>Provost</p> <p>Provost</p>		<p>29</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>3. The goal for the faculty is to increase the number of Hispanic faculty by at least 50%, from 41 to 62 by 1995.</p> <p>4. The goal for administrative and professional staff is to achieve parity with the percentage of Hispanics in Ohio and for the civil service staff to achieve parity with the percentage of Hispanics in the Franklin County area.</p> <p>5. The University will extend the Young Scholars Program to include at least 10% Hispanic youth in each entering class by the year 1995. At present, the Young Scholars Program includes about 5% Hispanic Youth. The size of this group will grow to reflect the growing Hispanic population in the state as well as the clearly identified need for early intervention in order to help Hispanic students remain in school and graduate from high school. In addition, the Young Scholars Program will recruit an Hispanic professional to join its program staff.</p> <p>6. As an extension to their recruitment efforts, the Office of Minority Affairs will develop a stronger program to reach out to Hispanic families in Ohio. The focus of this program will be to build partnerships between families of middle-school and high-school children, schools, and community organizations to encourage Hispanic youth to complete high school and follow a college-preparatory high-school curriculum. Through this program, information about financial aid will be widely disseminated and discussed in the Hispanic communities.</p> <p>7. With the assistance of the University's Development Office, the Office of Academic Affairs will seek funds to expand the Campbell Soup Scholarship fund or find another sponsor for this program in order to sponsor 16 to 20 new undergraduate students annually. The Campbell Soup Scholarship program currently supports about 8 to 10 children of migrant worker families who spend some time each year in Ohio. These students, who are judged to be academically competitive for college, are provided a full financial aid package in order to attend The Ohio State University.</p>	<p>Provost</p> <p>Human Resources</p> <p>Provost</p> <p>Provost, Development</p>		<p>30</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>8. Currently, the Minority Scholars Program offers scholarships to about 20 in-state Hispanic students per year. This program, which provides merit-based awards to minority students, serves Asian American, Native American, Black, Hispanic, and Appalachian students in Ohio. The University's goal is to award approximately 12% to 13% of these scholarships annually to in-state Hispanic students. In addition, we will build toward 20 scholarships to cover in-state tuition for out-of-state Hispanic freshmen. The University Development Office will assist in identifying potential contributors for these merit-based awards.</p> <p>9. The Office of Minority Affairs will begin to develop a group of Hispanic alumni who can become involved in the recruitment of Hispanic undergraduate students, especially by contacting those students who have been admitted to Ohio State University and encouraging them to enroll.</p> <p>10. The Minority Continuing Education Opportunity (MCEOP) in the University Office of Continuing Education will encourage and facilitate the recruitment of non-traditional and adult Hispanic students through its unique relationship with Columbus area employers. The continuing Education Minority Program (CEMP) will encourage and facilitate the recruitment of non-traditional and adult Hispanic students and, as appropriate, involvement of such students in its retention programs such as the Mathematics Excellence Program.</p> <p>11. The Office of Minority Affairs will conduct an annual assessment of all minority students who have been admitted to Ohio State but who do not choose to attend so that we can understand more about how to improve the effectiveness of our minority student recruitment activities. An annual report summarizing this assessment will be provided to the Provost.</p>	Provost		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>12. Provide new funds to expand activities targeted to the recruitment of Hispanic graduate and professional students. Some funds, which would be available to academic departments on a competitive basis, might be used to include graduate faculty on recruitment visits to those colleges that have a high percentage of Hispanic undergraduates, or to support visits to Ohio State's campus for outstanding Hispanic graduate and professional students. In addition, the Graduate School and the Office of Minority Affairs will develop innovative strategies for helping departments and colleges identify potential Hispanic graduate and professional students.</p> <p>13. Add five University Fellowships for Hispanic graduate students. These fellowships will be in addition to the support already being provided for Hispanic students through Graduate School. The fellowships will be linked with departmental resources in order to provide multi-year packages to support Hispanic students for graduate study. Academic departments will be encouraged to nominate students for these fellowships.</p> <p>14. Create five scholarships of \$5000 each to support the first year for Hispanic professional students at the post-baccalaureate level.</p> <p>Faculty and Staff Recruitment. The University's goal for senior administrative posts is to recruit Hispanics aggressively in each opening at the senior administrative level with the goal of hiring at least two Hispanic administrators in the coming three-year period.</p> <p>In all these appointments, a special concern is the recruitment of Hispanics from groups that have experienced the greatest economic hardships and barriers to academic achievement in order to provide successful role models for our Mexican American, Puerto Rican, and Cuban American students.</p>	<p>Provost (continued)</p>		<p>32</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
15. Each college has and affirmative action plan that guides the recruitment and retention of underrepresented minorities and women in their faculty and staff. Within each college, these plans will be reviewed and modified as necessary in order to identify strategies and goals for the recruitment of Hispanic faculty and staff. Progress on the recruitment of Hispanic faculty and staff will be assessed annually as part of the overall affirmative action review by College Deans and by the Office of Academic Affairs.	Provost, Human Resources		
16. Through the Provost's Incentive Program, the Office of Academic Affairs will continue to support appointments to Hispanic faculty in areas where they are underrepresented.	Provost		
17. In making staff appointments, colleges and other University offices will be expected to identify an actively recruit Hispanic candidates. The Office of Human Resources and the Office of Affirmative Action will assist in identifying strategies and contacts for recruiting Hispanic staff from the Central Ohio region. The Office of Affirmative Action will offer workshops for Hispanic applicants in the Franklin County area about employment opportunities at Ohio State.	Human Resources, All		
B. Student Retention			
1. Our goal is to improve the retention rates for students as a whole and for the retention and graduation rates for Hispanics students to keep pace with that of all students. In addition, we want to ensure that the quality of student life and the campus climate are positive for Hispanic students.	Provost, Student Affairs, Business and Administration		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>2. Most Hispanic students and staff have an excellent command of English. However, some Hispanics for whom English is not a native or first language encounter barriers to communication, especially when they have problems in the University or when they are under unusual stress. Campus units are urged to identify bilingual, Hispanic staff or student employees in key offices where students, faculty, and staff are likely to come for assistance and information or to resolve problems. These staff or student employees would be expected to carry out regular office functions, and in addition, be available to assist in cases suggested above where there is a need for more effective communication. In offices where it is not possible to hire bilingual, Hispanic staff, every effort should be made to identify bilingual individuals who can be called upon to assist on a case by case basis. Offices where this need is especially critical include:</p> <p>Admissions; Arts and Science Administration; Affirmative Action; Counseling and Consultation Services; Financial Aid; Office of the Treasurer; Office of the Registrar; Residence and Dining Halls; Student Health Services; Summer Orientation; Traffic and Parking; University College; University Hospitals Emergency Room; University Ombudsman.</p>	<p>Provost, Human Resources, Finance, Student Affairs, Business Administration, Hospitals, Ombudservices</p>		
<p>3. The staffing and budget for the Office of Hispanic Student Programs will be expanded in order to foster more support for leadership development among Hispanic students. An advisory committee will be established for the Office of Hispanic Student Programs to help identify ways to increase the impact of Hispanic Awareness Week, to foster a shared sense of University ownership for the planning and implementation of Hispanic Awareness Week, and to identify new ways to infuse Hispanic culture into campus life.</p>	<p>Provost, Student Affairs</p>		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
4. A number of university-wide programs have an impact on the retention of minority students including the Academic Support Program, the ACCESS program for minority single parents, Developmental Education, the Summer Research Opportunity Program, The University Mentoring Program, the Minority Issues program in Residence and Dining Halls. The Office of Academic Affairs will ask each of these programs to assess its ability to meet the needs of Hispanic students and to implement modifications where needed.	Provost, Student Affairs		
5. Funds will be provided to the Office of Counseling and Consultation Services to appoint a full-time Hispanic staff psychologist.	Student Affairs		
6. Academic Affairs will encourage the staff in the Writing Skills Laboratory and the English as a Second Language program to provide easier access for U.S. undergraduate students as well as graduate and professional students who do not have English as a first or native language. These programs will provide experiences in writing, speaking, and reading, at both the undergraduate and graduate levels, that are sensitive to the language needs of this diverse population. Not all students of Hispanic or other ethnic background will need this type of support. The purpose of these programs will be to help students assess their language skills and to enhance those skills so that students can better address the academic demands of their programs of study.	Provost		
7. The University will establish an Hispanic mentoring program for freshmen that is designed with the specific needs of Hispanic students in mind. Leadership for this program will be determined by the Steering Committee.	Provost		
8. Each fall, the University will sponsor a welcome program for all domestic and international Hispanic faculty, staff, and students, including undergraduate, graduate, and professional students.	Provost, Student Affairs		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
9. Building on the experiences of the program entitled Teaching for Black Student Retention, the Center for Teaching Excellence will develop a program that can be presented to faculty, teaching associates, and student leaders to help sensitize them to the perspectives and concerns of Hispanic students.	Provost		
10. Under the leadership of the Dean of Student Life, student development activities will be sponsored that permit leaders of student organizations to learn more about the needs and concerns of Hispanic students on campus and to make new efforts to involve Hispanic students as members of student clubs, organizations, honor societies, and students government activities.	Student Affairs		
11. Concerns related to the full participation of Hispanic students, faculty, and staff in University decision making will be presented at a Department Chair's Seminar and to the University Senate Steering Committee. Department chairs will be encouraged to make new efforts to identify and develop the leadership potential of Hispanic students, faculty, and staff in their areas through involvement in professional associations; participation in the department's decision-making process; and through nomination for departmental, college, and University leadership roles.	Provost		
C. Academic Enrichment			
1. The University's goal is to expand significantly the information and opportunities for dialogue among all students and faculty regarding Hispanic issues across the disciplines.	Provost		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<ol style="list-style-type: none"> 2. The Office of Academic Affairs will consult with the GEC Task Force about the best way to increase coverage of Hispanic issues within the General Education Curriculum. As a result of those discussions, the office of Academic Affairs will implement efforts to encourage faculty to develop courses that include a focus on Hispanic issues to meet the social diversity requirements of the new curriculum. As appropriate to the program of study, faculty will be encouraged to identify internship and exchange programs that will provide students at The Ohio State University with opportunities to work and/or study in predominantly Hispanic communities in the United States. 3. The Office of Academic Affairs will identify a faculty member who can devote 25% time to the development of Hispanic Studies in the curriculum. This person will assemble a compendium of courses that address Hispanic issues and a listing of Hispanic faculty and their current research interests. This person will meet with interested faculty members to discuss ways of extending their current courses to address Hispanic issues. 4. Acting as a facilitator, this person will form a working group of faculty and advanced graduate students who are interested in Hispanic Studies. This group will build on their own expertise and scholarly strengths to develop proposals for new courses, cross-listed courses, and opportunities for advanced study. 5. Develop a seminar series with a focus on Hispanic Issues. This seminar series will include lectures and artistic performances offered by our own faculty as well as visiting Hispanic scholars and artists. Topics will be selected to range across the disciplines so that faculty and students in a variety of academic programs have the opportunity to learn more about the Hispanic perspective in their field. The Graduate and Professional Student Association, and the Office of Minority Affairs will all be involved in the planning of these seminars. 	Provost		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
6. The College of the Arts and the Wexner Center will give leadership to the expansion of cultural activities on campus that highlight the contributions of Hispanic artists in the visual and performing arts.	Provost (continued)		
<i>XI. REPORT OF THE PROVOST'S TASK FORCE ON ASIAN AMERICAN STUDENTS- 1991</i>			
1. Adopt a particular set of criteria to be employed consistently as the operational definition of Asian-American at OSU.	Provost, Student Affairs		
2. A common and public set of procedures ought to be established for estimating OSU's minority enrollment.	Provost		
3. The heterogeneity of the OSU Asian-American student body ought to be recognized, especially in policies, programs, assessments, and reports.	All		
4. The Task Force recommends that the Graduate and Professional Schools examine more carefully the academic performance, attrition and retention, and number of years to degree completion of Asian-Americans, as well as the factors associated with these variables.	Provost		
5. The Ohio State University has to recognize that the campus climate is an issue, one that involves everyone on campus. In order to improve the campus climate, there has to be commitment and leadership. OSU leaders must communicate to other members of the University community that Asian-Americans are a valued ethnic minority group on this campus. Endorse policies and practices that promote mutual understanding and cooperation among the different groups that make up the University community. Administrative support for improving the campus climate should include the provision of funds to support this effort.	All		
6. The removal of racial graffiti whenever it appears ought to be incorporated into the daily routine tasks of the maintenance staff. This will necessitate educating maintenance staff to recognize racial graffiti.	Provost, Business and Administration, Student Affairs		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>7. A university-wide program to make people aware of the chilly campus climate for Asian-Americans is necessary. There should be a program to educate faculty, staff, and students about Asian-Americans - who they are and how they differ from Asians, the diversity that exists among them and is reflected in the OSU Asian-American student body, the sources of this diversity, and its implications for programming.</p> <p>8. Increase the number of Asian-American staff in University offices that play a key role in serving students such as the Office of the Registrar and the Office of Financial Aid.</p> <p>9. Create a University policy concerning racial/ethnic bias and its manifestations. Included in such a policy should be a statement regarding what social conduct toward persons of different racial origin is acceptable and what is unacceptable within a university setting. It ought to be possible for members of a university community to behave courteously toward one another, without feeling deprived of their right to free speech.</p> <p>10. Available mechanisms for reporting bias-related incidents, grievance procedures, and conflict-resolution mechanisms, including those within the Ombuds Office and the Office of Affirmative action, should be reviewed to determine how adequately they are meeting the needs of Asian-Americans. There must be institutionalized systematic efforts to inform members of the University community, particularly students, about the available mechanisms, encourage them to report, and help them become comfortable about reporting. Existing mechanisms could be incorporated into an overall model for management of acts of racial/ethnic intolerance similar to the one at Penn State.</p> <p>11. The University should establish a mechanism for monitoring the campus climate in general and for Asian Americans in particular. In addition, there ought to be a provision for continual evaluation of efforts to improve the campus climate.</p>	<p>Human Resources, Student Affairs</p> <p>Provost, All</p> <p>Human Resources</p> <p>Human Resources, Student Affairs, Ombudservices</p> <p>Human Resources, Student Affairs</p>		<p>39</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>12. The Task Force recommends that the Provost appoint a qualified faculty and staff team to review the status and future of Asian-American Studies in the academic curriculum. In addition provide, through the Office of Academic Affairs or its designee, a comprehensive and updated listing of courses currently offered that include coverage of Asian-American issues.</p> <p>13. Implement an immediate forum for coverage of Asian-Americans and the Asian-American experience through a GEC multidisciplinary introductory course.</p> <p>14. Design and fund a series of invited lectures and/or an annual symposium on a variety of topics dealing with Asian-Americans whereby visiting scholars and OSU faculty, postdoctoral fellows, and graduate students from different disciplines can present their work.</p> <p>15. Take the steps necessary to insure that Counseling and Consultation Service, Residence and Dining Halls, Office of Women's Services and other umbrella services which may formulate similar programs/ services for Asian Americans in the future, institutionalize such features into their regular programming and be adequately staffed to do so.</p> <p>16. Require student support units to formulate and maintain a record-keeping system that would allow effective monitoring and evaluation of service delivery to different constituencies, including Asian-Americans.</p> <p>17. The responsibility and funding for providing academic support services to Asian Americans be transferred from the Office of Minority Affairs to the offices that currently provide these services to all OSU students. Either monitor these services and insure that they actually do provide real, rather than incidental or illusory, benefits to Asian-Americans or make it very clear in its published and oral announcements of these programs and services that they are not intended to benefit Asian-Americans.</p>	<p>Provost</p> <p>Provost</p> <p>Provost</p> <p>Student Affairs</p> <p>Provost, Student Affairs, Business and Administration</p> <p>Provost</p>		<p>40</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>18. Provide a substantial increase in the budget of the Office of Asian American Student Services, an infusion of \$200,000 over the next 5 years, beginning with an increment of \$45,000 in the next fiscal year.</p> <p>19. Improve OMA's system for monitoring and evaluating its recruitment efforts. Adopt a common and public set of procedures for estimating the sizes of the various majority and minority recruitment pools.</p> <p>20. Responsibility for the recruitment of Asian Americans should be transferred to a new, separate office within the Office of Admissions and administration of the Freshman Foundation Program and the Minority Scholars Program awards to Asian-American students should be incorporated into the Office of Financial Aid. Institute a more systematic and aggressive attempt to recruit the best and the brightest of Ohio's Asian-American high school graduates. More attention should also be paid to the much larger group of prospective students who have ACT scores in the 24-27 range. Recruitment of graduate students should be more closely coordinated with individual departments.</p> <p>21. At both undergraduate and graduate levels, a more proactive affirmative action stance would be the recruitment of Asian Americans into disciplines where they are currently underrepresented.</p> <p>22. Recruitment strategies should take into account the reported influences on Asian Americans' decision to enroll at OSU of parents/relatives and the University's academic reputation, career opportunities, and financial aid.</p> <p>23. Recruitment efforts and outcomes should be documented in sufficient details so that it will be possible to identify the relationships between strategies, schools, communities, or recruitment contacts and outcomes.</p>	<p>Provost, Student Affairs</p> <p>Provost</p> <p>Provost</p> <p>Provost</p>		<p>41</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
A.C.T.I.O.N.: AFRIKANS COMMITTED TO IMPROVING OUR NATION - MAY 1992			
1. We demand that The Ohio State University establish a \$100,000,000 (One Million Dollar) annual "Afrikan Development Fund" to be managed by A.C.T.I.O.N. (Afrikans Committed To Improving Our Nation).	President, Development		
2. We demand that the hiring of African faculty and staff must be made number one priority, with an established timetable and periodic progress reports.	Provost, Human Resources		
3. We demand that Afrikans not be disproportionately laid off as a result of the state budgetary cuts which will delineate approximately one thousands jobs.	Provost, Human Resources, All		
4. We demand the creation of an all-Afrikan student dormitory.	Student Affairs		
5. We demand the firing of those college deans and administrators who have failed to meet the goals articulated in the university Action Plan.	President, Provost		
6. We demand that the President must reauthorize the University Action Plan.	President		
7. We demand that the President must include the second stage in the development of the Frank W. Hale Black Cultural Center in the next capital improvements funding period.	President, Finance		
a. We also demand that the placing of the name "The Frank W. Hale Black Cultural Center" on the side of the Hale Center facing both 11th and 12th avenues.			
8. We demand that The Ohio State University establish a College of Pan-African Studies by September, 1993, with capacity to provide undergraduate and graduate degrees.	Provost		

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>a. In addition, we demand that the name of the Department of Black Studies be changed to the Department of African World Studies.</p> <p>9. We demand that the university admissions policy be clarified and rewritten to be consistent with The Ohio State University's mission as a Land Grant Act institution to provide open admissions. We further demand that this occur before any newly-drafted "Mission Statement" is accepted.</p> <p>10. We demand that a comprehensive retention program for Afrikan students be implemented.</p> <p>11. We demand that the university support the establishment of \$1,000,000,000 (One Billion Dollar) annual fund by the public and private sectors to be coordinated by A.C.T.I.O.N. and other local community groups to provide capital for business and institutional development in the Columbus area.</p> <p>12. We demand that the university renew its commitment to the Afrikan business community through the contracting of 15% of all service contract to Afrikan businesses and vendors.</p> <p>13. We demand that no salary at The Ohio State University exceed \$85,000 per year, as an act of decency and fair play.</p> <p>14. We demand support for continuing undergraduate and graduate students. (Specifically for undergraduates, minority scholarships, the freshman foundation program, and minority scholars are quietly under attack. For graduate students, one year fellowships and/or graduate assistantships are followed up frequently by no monies to return for a second year of graduate study. These monies must then be procured by any means necessary).</p> <p>15. We demand that all those found guilty of racial violence and crimes should no longer be tolerated at The Ohio State University and should be automatically expelled or fired from the university.</p>	<p>Provost</p> <p>Provost, Student Affairs</p> <p>President, Finance, Business and Administration</p> <p>Business and Administration</p> <p>Human Resources</p> <p>Provost</p> <p>Human Resources, Student Affairs</p>		<p>43</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p>16. We demand the employment of an Affirmative Action officer with full and autonomous authority to monitor and sanction violators of Affirmative Action laws and practices.</p> <p>17. We demand that the president clear up the controversy surrounding the potential installment of an "executive officer" as a "liaison" between the President's office and The Office of Minority Affairs.</p> <p>18. We demand that The Ohio State University, through the President's office, must reaffirm in no uncertain terms OSU's continuing commitment to Affirmative Action.</p> <p>19. We demand that the General Education Curriculum include Black Studies as one of its curriculum requirements.</p> <p>20. We demand that 10% of the university police force consist of Afrikan policemen and/or policewomen.</p> <p>21. We demand an end to the exploitation of athletes, and particularly Afrikan athletes.</p> <p>22. We demand a written response to these demands by Tuesday, May 12, 1992. To insure a substantive discussion of these concerns, we are expecting not only a substantive written response, but a face to face meeting with you and/or your staff on Tuesday, May 18th, after 6:00 p.m. at The Frank W. Hale Black Cultural Center. We are not interested in sending a "delegation" to meet with you. We fully expect you to come to our locus on campus and meet with our students, faculty, and staff.</p>	<p>Human Resources</p> <p>President</p> <p>President</p> <p>Provost</p> <p>Student Affairs</p> <p>President</p>		<p>44</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
<p><i>CONCERNED MEMBERS OF THE UNIVERSITY COMMUNITY - NOVEMBER 1992</i></p> <ol style="list-style-type: none"> 1. Mandatory Rape Education in all UVC and comparable or departmental orientation courses, conducted by facilitators trained by the Rape Education and Prevention Program (REPP). ---By Winter Quarter 1993 -two days must be devoted to rape education in UVC (and all other first-year student orientation classes); one lecture and one recitation will be the format. -to be included in the UVC informational packet: information regarding university sexual assault protocol, REPP crisis referral sheet and Myth and Fact Sheet, and student information describing what to do if rape occurs. 2. Written condemnation of sexual assault on campus signed by President Gee. ---By Friday, November 6, 1992 -demand met Friday, November 6. 3. That The 10 Point Rape Survivor Guarantee be adopted by OSU and OSU Police. ---By November 30, 1992 -The Ohio State Police Department will sign on and abide by the revised 10 point rape survivor guarantee. 4. The Student Code of Conduct be revised to address rape. ---By November 30, 1992 -to be approved by REPP 5. Adoption of university protocol for response to reports of sexual assault enabling comprehensive support for rape survivors and co-survivors. ---By Autumn Quarter, 1993 -adoption of "Recommendation for New Sexual Assault Policies, Procedures and Programs" presented in Spring of 1992 6. Written commitment from President Gee that the REPP office will continue to receive university support and increased resources to serve the campus community. ---By November 30, 1992 -written commitment will be presented to the Student Committee, REPP, Russell Spillman and Richard Hollingsworth 	<p>Provost</p> <p>President</p> <p>Business and Administration</p> <p>Student Affairs</p> <p>Hospitals, Business and Administration, Student Affairs, Human Resources, Ombudservices</p> <p>President</p>		<p>45</p>

Recommendations	Responsible Vice Presidents	Status	Additional Action Required
7. Enhancement of REPP including increased funding and personnel to allow for mandatory programming needs as well as current programming. --money for 24 hour crisis intervention -funds for an expanded Men Can Stop Rape	Student Affairs		
8. That rape survivors be treated at hospitals with Rape Crisis Centers. -Grant and Riverside Hospitals have Rape Treatment Centers.	Hospitals, Business and Administration		
9. Creation of a Rape Crisis Center at University Hospital. --- implementation of "Proposal for a Comprehensive Rape Treatment Center at The Ohio State University Hospitals Emergency Department" by Autumn of 1993.	Hospitals		
10. Mandatory Rape Education for all faculty, graduate students and staff conducted by REPP facilitators.	Provost, Human Resources, Student Affairs		