

# **DIVERSITY PLANS: AN ANALYSIS 2008-2009**

Submitted by

**The Diversity Plan Evaluation Sub-Committee  
of The University Senate Diversity Committee**

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## **Executive Summary**

In academic year 2008-2009, the Diversity Plan Evaluation Sub-Committee (formerly the University Council on Diversity) of the University Senate Diversity Committee reviewed written diversity plans submitted by academic and vice presidential units. In total, nine annual reports on the state of diversity at Ohio State have been submitted to the university's administration.

### **General Observations and Recommendations**

- Although several units have improved their diversity profiles, the Council particularly commends the 2008 diversity efforts within the College of Veterinary Medicine, which has undergone significant change by embracing diversity at all levels. There has also been notable effort put forth by the Wexner Center, and the College of Pharmacy submitted a strong plan that addressed specific issues with care and attention. The College of Law again demonstrates the effectiveness of its many efforts through ongoing success. We recommend that the College of Law be upheld as a strong role model for other university departments and that the College of Veterinary Medicine is recognized for the outstanding work it has done to increase its overall diversity profile.
- Minority purchasing continues to be an area of weakness for most campus units; in fact, the discussion of minority purchasing has been excluded from the individual unit evaluations contained in this report for that reason. Minority purchasing is mentioned only in the review for the College of Law, which provides some thoughtful input on purchasing issues that need to be addressed; the College of Social and Behavioral Sciences, which has significantly improved from 9% purchases from minority vendors in 2007-2008 to 22% in 2008-2009 and can serve as a model; and the Office of Business and Finance, which has offered to meet with this committee to determine how best to pursue the issue with individual units, providing clarity and further education. In addition, this committee plans to change parts of the diversity plan template, including the section on minority purchasing, in order to facilitate unit reporting.
- While it is mandatory that a unit's executive administration make diversity a priority in order for progress to be made, it is also necessary for the entire unit to provide support for diversity; in other words, it takes the whole team, not just its leaders. In the cases of the College of Medicine and the College of Engineering, there is ample support and prioritization at the upper administrative levels, but there appears to be disengagement, if not outright resistance, on the part of sub-units within these colleges. We recognize that this may be an issue in other units as well, and we recommend that administrators be provided with incentives and "disincentives" (i.e., carrots and sticks) for promoting diversity within all levels of their units.
- The overall issue of climate for the GLBT population needs to be addressed at the university level so that best practices can be shared with the campus community.

Some units naively claim that because they have experienced “no complaints,” there are no existing problems. Others believe that because one or two individuals are “out,” the climate is safe for all.

- One effective way to assess climate issues is through the use of climate surveys, which should be employed by more departments. To start, units can do a series of micro-surveys over the year, administering five-question surveys each quarter that contain different questions. Over a five-year period, 100 questions would be asked, which would provide the department with an effective instrument for assessing and monitoring climate. This may be an approach that could be institutionalized in order to assist departments.
- In the Colleges of the Arts and Sciences, the ASC Staff Advisory Committee has been incorporated into the college’s Executive Committee. This sends a clear message to staff that their ideas and issues are valued and is a move that should be considered by all units. Staff members are often exposed to issues of diversity that may not be visible to faculty or administrators.
- Several units have combined the term “women and minority” when claiming diversity within particular groups; i.e., faculty, staff, or students. While the increase in representation by women is applauded, it is disingenuous to suggest that diversity goals have been met as a result. Some units may find it more challenging to recruit and retain ethnic minorities, but the overall benefits of addressing that challenge would make it more than worth their while.
- We commend the professional schools for their development and support of minority student organizations. These types of organizations often meet with some resistance within the academic disciplines, much to the loss of the students within those disciplines. Organizations like the Native American Law Students Association, the Hispanic Business Student Association, and the new Society of Black Scientists (within an academic discipline, Biology) provide a valuable service to under-represented students and can be a valuable tool for student recruitment and retention.
- During autumn quarter 2009, the Diversity Plan Evaluation Sub-Committee and the University Senate Diversity Committee (which share several members) will meet to discuss revising the template currently used for diversity plan submissions (see Appendix A for the current template). Our goal is to make the template as user-friendly as possible for both the submitting unit and the plan evaluators. Requiring more specific data will enable us to provide more concrete recommendations to units as they work to diversify their profiles and to create an environment that is welcoming to all.

## Unit Audits

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

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### ARTS AND SCIENCES COLLEGES

#### **Colleges of the Arts and Sciences, Office of the Executive Dean**

##### **Overall Assessment**

ASC continues to undergo significant changes in structure and leadership. Only the Office of the Executive Dean, Arts and Sciences (OEDASC) is discussed here. The office is aware of and pursuing a policy of incorporating diversity into all aspects of its mission, particularly through the development and administration of the "four-point recruitment, retention, and recognition program" that focuses on all constituencies: faculty, staff, and students. The plan is to enhance the capacity of the A&S colleges to hire, retain, and reward high-performing faculty, staff, and students and, simultaneously, to strengthen the university's commitment to a diverse academic community.

##### **Strengths**

- The office employs a diverse staff (74% female, 17% minority); however, it should be noted that much of that diversity is present in lower-salaried positions.
- Formal exit interviews are held, and the interviews are conducted by human resource professionals rather than direct supervisors, which should provide more accurate feedback.
- The office is the governing unit for a number of programs that by their very nature promote diversity, such as the Africa Network and the Institute on Women, Gender, and Public Policy, etc.
- There has been financial support provided to member colleges for hiring women and minorities as well as for spousal hires.
- The office seems to provide significant involvement in access initiatives across the university, particularly through its Office of Community Partnerships. Involvement of that office in activities with the Columbus Teaching Academy, Metro High School Early College Coursework, and middle school partnerships programming help to develop a student pipeline.

- The growing Sexuality Studies program and minor is one indication of the unit's commitment to the GLBT community. In addition, the interdisciplinary minors supported by the office (e.g., American Indian Studies, Asian American Studies, etc.) provide significant diversity to the curriculum and support to those communities.
- Arts and Sciences Technology identifies and recruits talented undergraduates from under-represented minorities for student workers, and attempts to hire those students upon graduation. This is an excellent example of pipeline development and a commitment to diversifying the unit.
- The incorporation of the ASC Staff Advisory Committee into the Arts and Sciences Executive Committee helps to ensure that all voices are heard and demonstrates that staff members and their opinions are valued. This is something that all units should consider.
- The Diversity Services Office provides a specific focal point for the recruitment and retention of under-represented undergraduate students.

### **Weaknesses**

- The college is currently undergoing significant restructuring that makes it difficult to predict its future commitment to diversity.
- The provided link to the Diversity Enhancement Grants did not work at the time of this review, and no link or information could be found on the ASC website.
- The large percentage of female and minority staff members reflects the large number of academic advisors and other relatively low-level staff positions housed in the ASC office.

### **Recommendations**

- The unit needs to continue diversity initiatives during and after restructuring.
- One of the unit's stated goals for recruiting and retaining diverse faculty, staff, and administration is well-said and heartily supported by this committee: "Continue planning to utilize the flexibility of the restructured Arts and Sciences to identify additional collective strategies." That flexibility, along with the academic focus of departments within the college, places ASC in a unique position to provide leadership for diversity.

## **College of the Arts and Humanities**

### **Overall Assessment**

This is a relatively new unit as the two colleges have recently merged, and performing an evaluation is somewhat challenging given the very different compositions of the units. That being said, the College of Humanities has historically been a site where stellar diversity initiatives have been implemented and where there has been a dedicated presence of minority faculty. We hope and expect that the College of Arts will be positively impacted/influenced by this synergy. It is clear that the leadership at the dean's level is invested in diversity and is actively involved in diversity efforts. In fact, there seems to be clear leadership and lines of responsibility for diversity at every level: faculty, staff, graduate and undergraduate students. While there are places in the report

where it seems that there are two different colleges under consideration, we understand that with time the merger will appear more seamless.

### **Strengths**

- The College of Humanities' Pattern of Administration states that at least one diversity candidate must be interviewed with each search. We hope that this becomes the policy for the overall college.
- The college makes strong efforts to retain new faculty of color through the Diversity Enhancement Program. The mentoring program is particularly notable and should help the Arts recruit and retain as well.
- There have been efforts made to recruit and mentor undergraduate majors from historically under-represented groups through the PHD Program.
- The department of Women's Studies actively recruited nine students of color into its Ph.D. program, resulting in a class with 47% students of color.
- The report cites numerous efforts to retain graduate minority students, including scholarships (Music), leadership opportunities (Arts), and dedicated personnel (History).
- Women are fairly well represented in the leadership: 57% of the Department Chairs are female, as are 50% of the Associate Deans.
- The college has a strong Diversity Committee with good leadership.
- The college's new minor in Sexuality Studies is sure to become a magnet program that will attract diverse students and faculty.

### **Weaknesses**

- The college's statistics on faculty and staff are not stellar; however, problems in hiring faculty of diversity were explained through the limited pool of candidates in some disciplines, such as Germanic, Slavic, Philosophy, Linguistics, Greek and Latin. However, it should be noted that other disciplines (African and African American Studies, East Asian Languages and Literatures, etc.) have a higher than average number of minority faculty.
- There is not an adequate explanation as to the disproportionate loss of minority faculty and staff although exit interviews were conducted. Of the 15 faculty members who left, 37% were minority, and of the 16 staff members who left, 25% were minority.
- In Arts, only 8% of staff members are minority. This issue is currently being addressed by the Dean.

### **Recommendations**

- The college should continue with established initiatives, sharing best practices and working to become cohesive in its approaches to diversity issues. The college's leadership appears to be taking a proactive role in this regard and the role of the Diversity Committee appears to be extensive and vital.
- While the goals of the college reflect its commitment to diversity, the processes and timelines are not specific enough to show measurable improvement in this area. The college should continue to incorporate the excellent strategic planning it has employed and to ensure that there is specificity in its processes that will keep it moving forward.

## College of Biological Sciences

### Overall Assessment

Changes in administration and ongoing changes of structure as the college prepares to merge with MAPS seem to have had an impact on this report. While the report indicates that there have been actions taken to diversify the unit, there is a lack of specific action steps and timelines. A sort of “ideal scenario” is presented, but that scenario does not include definitive actions that will be taken, particularly in the recruitment of women and minority faculty. There also seems to be some discrepancy between the narrative and data charts, and, much like last year, the overall impression is that this report has been submitted simply because it must, not through much investment on the part of the college.

### Strengths

- The overall administrative involvement in the recruitment processes is a noteworthy strength; however, the recruitment of women and minority faculty seems to be an accident rather than planned.
- The college’s actions in recruiting minority students are commended. Its participation in activities such as OMA’s overnight program, the NSF-REU program targeting Hispanic students, and the other methods it uses to connect to potential students will undoubtedly increase student diversity in the unit. One administrator telephoned, wrote letters, and met with minority students and their families, and this direct contact approach has been shown to be effective in other units.
- The attention that the college now gives to the retention of minority students is also good, particularly the creation of the Society of Black Scientists; we look forward to the results from that program.
- Outreach efforts to K-12 and the community are excellent means through which to create a pipeline system for future students. Programs such as the Breakfast of Science Champions, the Young Women Empowerment Conference, and efforts aimed at teachers are all worthwhile. The college is commended for establishing a series of educational awareness programs for children and the public at large.
- The unit supports work/life balance issues by establishing family friendly policies, flexible work schedules and emphasizing the importance of spousal hiring.

### Weaknesses

- The Diversity Committee does not seem to play an active role within the college, and there is some concern that much of the diversity work, as well as work/life issues, has been relegated to one or two individuals rather than being a strategic priority of the college.
- While the goals that have been established for recruiting and retaining women and minority faculty, staff, and administrators are ideal, the action steps for successfully completing that work are not well defined.
- When addressing the issue of retention of women and minority faculty, it was stated that one individual “implemented all ideas from university committee and task forces”

in which she participated, but no specific actions were noted. What works and how will those successful processes be incorporated into college strategies?

- The report lacks sufficient specificity to draw any conclusion on its progress in developing and sustaining diversity-oriented programs at the faculty and staff levels.
- The response for GLBT issues simply states, “The college is a welcoming environment where people ‘come as they are,’” which seems to indicate that this matter has not received any attention.

### **Recommendations**

- The college needs to more clearly define, expand or strengthen the duties and responsibilities of the Diversity Committee. Rather than depending on the actions of single individuals, the college needs to demonstrate that there is sincere administrative interest and intent with issues of diversity.
- There needs to be greater specificity given to faculty recruitment and retention efforts of women and minorities. Perhaps this needs to become part of the college’s pattern of administration.
- By next year, changes within the unit should have resulted in better defined roles and priorities that we hope will lead to a diversity plan that can be embraced by the college and help lead to a more diverse faculty.

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

### **Overall Assessment**

The college’s Diversity Plan and diversity initiatives over the past year are good examples of what the university should be doing. Its positively aggressive recruiting efforts go beyond just advertising; search committee members actually conduct real searches, visiting and attempting to contact diverse persons across a broad range of venues. The college also benefits from STEM-disciplines grants such as the NSF ADVANCE grant that is promoting the hiring and training of women and minorities in science areas encompassed within MAPS. Converting a spousal hire to a tenured position was a sensible move made by the college that should be modeled as a courageous way of thinking outside of the traditional academic box. The fact that the college has benefited from the addition of an outstanding faculty member is a well-deserved reward. This college’s willingness to “change practices to accommodate diversity” is applauded, and it is reaping the benefits of its flexibility and foresight.

### **Strengths**

- The college has been able to offer flexible career tracks for its faculty and flexible hours to its staff, thereby retaining at higher proportions than previously.
- There has been attention paid to overall climate: the college has held diversity workshops, funded professional development related to diversity issues, and provided staff/faculty opportunities to question underlying cultural assumptions related to diversity.
- Mentoring has also received notable attention: The college has initiated a formal mentoring process for faculty, placed women faculty on MAPS governance



committees, and mentored graduate students in pursuit of enhancing ethnic and minority retention and graduation rates. This concept of “growing our own” is important for achieving diversity goals throughout the profession.

- An associate dean has been hired whose portfolio includes recruiting ethnic and minority students, SROP follow up, and relations with HBCUs.
- Of three faculty recently hired, 33.33% were female (1/3).

### **Weaknesses**

- There are few minorities in leadership roles and only one above the director level.
- While representation of women in leadership roles is better than that of minorities it is still relatively low overall.
- The college should consider how it can be more proactive in creating a safe environment for the GLBT population rather than simply “come as they are.”

### **Recommendations**

- It is obvious that the hiring of women and minority faculty has become a priority of the college, and we encourage that attention be paid to the consistency between hires made by the departments and the available candidate pool.
- The college should continue the activities that are working, including recruitment of diverse faculty and students. Effort in these areas has already paid off, and we look forward to hearing of continued improvements.

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

### **Overall Assessment**

Last year’s evaluation of the college expressed frustration with the lack of progress within this college on diversity matters. Gifford Weary, who had just become the interim dean of the college when our report was released, objected to both the tone and content of the report. Subsequently, Dean Weary requested a meeting with the Diversity Council where a thorough and frank discussion took place between the Council and the Dean. The Council is most appreciative of the time and effort that the dean herself has devoted to diversity matters since that meeting. The commitment of leadership is critical to success and Dean Weary certainly has demonstrated that commitment both in explaining past initiatives and in undertaking new ones.

### **Strengths**

- SBS hired 21 new faculty during the 2007-08 year. Of these, five were women and one was a person of color. The percent of women and people of color who were interviewed, received offers and were hired is positive when compared to the numbers who applied for the positions. What we cannot determine from this data is whether the college could have developed a more robust applicant pool for any of the disciplines that were hiring. The total applicant pool numbered 1,334; however, only 315 were women and only 23 were minorities. The College, however, recognized this and intends to focus attention on additional activities to enhance the applicant pool.

- The college has a lead role in a seven-university Alliance for Graduate Education and the Professoriate in the Social Behavioral and Economic Sciences (AGEP SBES) program funded by the NSF, which has the objective of increasing faculty diversity in the SBS area by increasing diversity among graduate students. The college has been actively involved with this effort for three years and acknowledges that as of yet it has not seen an increase in the gender or race composition of its graduate students. It remains hopeful that over time this increase will be seen.
- SBS has just launched a Diversity Postdoctoral Fellowship Program to support promising scholars in professional development and in successfully obtaining tenure.

### **Weaknesses**

- While the college's retention rate for staff is close to 90% which is favorable, the college acknowledges that the departures it did have during the last year were disproportionate among women and people of color: 57% of the staff are women but 77% of the departures were women; 12% of the staff are minorities but 27% of the departures were minorities. The exit interviews did not reveal a pattern for the departures. The college intends to further explore whether hidden problems account for the departures.

### **Recommendations**

- Faculty Hiring: report back next year on the additional activities undertaken to enhance the faculty applicant pool, particularly in those departments that do hire at a rate lower than the available pool.
- AGEP SBES program: report back next year on any progress with respect to this program. It also would be helpful to have comparative data from the other institutions that participate in this program to determine if any are having successes.
- Diversity Postdoctoral Fellowship Program: report back next year on the development of this newly adopted program.
- Women and faculty of color lunch programs: report on the success of these discussions in addressing diversity/climate issues in the college.
- Staff Departures: report back next year on success in determining causes for departures. With the substantial number of staff employed by the college, the college should consider conducting a staff climate survey.
- The College had excellent success with the minority purchasing program. This year, 22% of its purchases were from minority vendors compared to 9% in 2007-2008 and 6% in 2006-2007.

## **PROFESSIONAL COLLEGES**

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

#### **Overall Assessment**

Overall the college continues to do well. There are setbacks or areas of stagnation, but some of these seem due to economic reasons. The college is finishing the second year of its three-year Diversity Action Plan (2007-2010), and a clear picture of the degree of

success of this three-year plan should be obtained at the end of academic year 2009-2010. At that time, an external consultant will be used to help reevaluate the college's diversity structure. The various units of the college (P&L, PAES, T&L, Human Ecology) each submit a yearly Diversity Action Plan (DAP) that is based on the college's DAP. This may help explain in part why the report submitted by the college presented some challenges, as is addressed in our recommendations below.

### **Strengths**

- The diversity leadership and organization structure seems to operate well. There is an Office of Diversity, Urban, and International/Global Affairs (DUI/G) headed by an Associate Dean. This office focuses on student, faculty, staff and curricular diversity and includes an Office of Equity and Diversity (OED) with the primary purpose of minority student recruitment. Each unit has a diversity coordinator and GAAs who coordinate and implement the unit DAP.
- The college has an effective staff exit interview in place and is exploring ways that other OSU colleges and other institutions conduct faculty exit interviews.
- The college sponsored the 2008 Small Grants Diversity Awards program that encouraged faculty to perform research and publicly report on outcomes that impact diversity.
- The college is aware that it needs to identify new targets to create a safe environment for the GLBT population and has already made productive efforts in that regard. We do encourage the college to focus on those efforts, which benefit the entire college, rather than on identifying its GLBT constituency.
- While the numbers of minority students remain low in some departments, the college has developed some commendable strategies and has maintained its 2007 percentage of minority students. There is a "specific" plan to increase African American and Hispanic categories by 0.5% in 2009-10 (i.e., 31 students), but this may be a possible discrepancy with page 20 of the report, which states that the number of African American, Hispanic, and Native American students will increase by 1% over the next five years.

### **Weaknesses**

- Due to budget constraints, there were no new faculty hires this year; hence, the college could not implement the recommendation to prioritize diverse faculty recruitment. However, the college has maintained "soft" connections with potential minority candidates. Again, there is some discrepancy, with claims of both 15 and 18 African American faculty in the report.

### **Recommendations**

- While the content of the report reflects the good work being done in the college, there is a somewhat disconnected quality/lack of clarity to the overall report. There are numerical discrepancies, 90 pages of appendices that do not seem necessary, page numbers and appendix numbers are sometimes incorrect, questions III.I and VI.I not answered, and a lack of continuity in the narrative. This may be a result of bringing together the different DAPs into one document. We urge the college to devise effective ways to merge its materials.

- Continue with the good focus on GLBT issues; creating a welcoming environment for all will help with recruitment and retention at all levels.
- When hiring of faculty recommences, the college needs to focus on hiring diverse faculty, particularly in those departments that currently have little or no ethnic minority faculty. In the meantime, some attention should be given to the retention of current faculty.

## **College of Engineering**

### **Overall Assessment**

The College of Engineering has demonstrated a commitment to diversity in its leadership and organizational structure. However, across the various departments in the college, there seems to be a clear lack of standardization in recruitment, retention, and even reporting practices. Examples of this abound throughout the college's 2008-09 Diversity Plan. In one case, the plan states that "[s]ome Engineering departments do not have a culture of openness and communication" in relation to conducting exit interviews of faculty and staff. There also seems to be evidence of conflict when a department claims that a female faculty member had "an enjoyable experience working in the OSU department and found a more suitable place for her both professionally and personally," yet the plan goes on to state that this same faculty member was denied tenure and promotion to associate professor and was "unhappy and lacked appropriate mentoring." The plan highlights, in honest fashion, that some of this unevenness is due to issues surrounding leadership and recent transitions in leadership and proposes a plan for action (performance plan attached as appendix) to correct this lack of standardization across departments in the college.

### **Strengths**

- Perhaps one of the greatest strengths the college has is that members of its leadership recognize that there are pervasive issues within some of the departments and are working to address those issues. There may need to be some honest confrontation in order for all units within the college to move forward as a cohesive whole in resolving issues of diversity.
- With the exception of Endowed Chairs (35 total; 2 female; 0 from an underrepresented group), the college has done well with diversity in leadership and organizational structure. Of the Interim Dean (Gregory Washington), four Associate Deans, and two Assistant Deans, 3.5 are women and 2 are from underrepresented groups. There is similar representation among department chairs, school directors, program chairs, and section heads. The college has been proactive in maintaining diversity in leadership by encouraging female faculty to participate in the President's and Provost's Leadership Institute.
- Despite disparities in faculty recruitment practices across its departments, the college reports that individual departments have engaged in some innovative and aggressive approaches to recruiting. One department targets candidates early in their careers in graduate programs and, at times, forges relationships with potential candidates who

hold Bachelor's degrees from Ohio State. This same department successfully recruited a female full professor recently.

- The students and faculty in the college have demonstrated a commitment to creating a pipeline of female and minority students and retaining them as undergraduate majors and graduate students. The Minority Engineering Program and the Ohio State chapters of the National Society of Black Engineers and the Society of Hispanic Professional Engineers have engaged in outreach programs at local middle and high schools throughout Columbus. In particular departments, faculty give talks at local schools; contact prospective minority graduate students; serve as mentors for under-represented graduate students; or advise organizations of under-represented undergraduate and graduate students which aid in retention efforts.
- Overall, there is some creative commitment to the recruitment and retention of under-represented students. However, this creativity needs to be applied to faculty as well.

### **Weaknesses**

- The College of Engineering could not provide reliable data for the number of applications received by women and minority faculty candidates for the 21 positions advertised in the period between September 1, 2007 and August 31, 2008 because, as the Plan states, “[s]ome (large) departments did not provide the totals other than the number of faculty positions advertised.” Simply put, some of the departments in the college did not comply with the request to provide usable data and thus the number of applications received by women (102 of 1003) and minorities (20 of 1003) listed in the plan is admittedly invalid since, “there were many cases where gender and ethnicity” were unknown.
- Despite the obvious strengths the college has demonstrated in developing a diverse leadership core, several of the departments in the college responded to the question about recruiting and retaining women and minorities in administrative positions with an “N/A” or left the question blank. While the Plan mentions that this may be due to confusion over the question itself (e.g., they may have misinterpreted this as a question about recruiting and retaining “clerical” staff), it may also fit with the overall reluctance by certain departments to comply with reporting diversity data.
- The college reports that it has been somewhat neglectful of the career development opportunities for staff members; in some cases, departments reported that diversity was “not an issue” in terms of the recruitment and retention of women and minority staff even though the Plan states that “most if not all of the research support staff are white men.” Again, the pattern of uneven reporting of diversity issues in certain departments in the College is a major concern.

### **Recommendations**

- Though a handful of departments reported having active mentors and even mentoring committees, a more comprehensive peer-mentoring initiative for junior faculty at both the College and departmental levels would help facilitate productive collaborations between senior and junior faculty. Though the college did not report problems with the retention of female faculty or other under-represented faculty, effective peer mentoring would help facilitate future retention efforts which, in turn, could help in the recruitment of a critical mass of diverse faculty.

- Perhaps incentives for the comprehensive reporting of diversity issues, concerns, and data can be offered to departments in the college that are not normally open to communication about such issues. The Plan has identified this as, in part, a leadership concern. Hopefully, with the infusion of more women and minority administrators who fully understand their roles, concerns regarding diversity will become clear to people working at the departmental level across the College.
- The Diversity Excellence Committee seems prepared to do some good work, and there is structured activity taking place among administrative leadership. The college needs to determine how to replicate those efforts in the departments. There needs to be a strategic plan for action to correct this lack of shared responsibility across departments in the college.

## **Fisher College of Business**

### **Overall Assessment**

The report from the Fisher College of Business (FCOB) takes great care to explain its hiring challenges vis-à-vis diversity: “The bottom line is that business faculty hiring is very challenging in general, more so for high research activity doctoral institutions, even more so for highly ranked colleges such as Fisher and especially so for diverse faculty.” The report notes: the inadequacy of its national analytical tool, the Carnegie Pool, and the fact that 30% of business faculty are hired from the private sector; and its greater success with hiring international (primarily Asian) faculty rather than domestic minorities. Hiring from private industry seems to provide opportunistic hires and the college should consider creatively how it might create/pursue a more diverse pool in that area.

### **Strengths**

- The college advertises on the National Black MBA Association web site.
- The unit has a well-staffed Office of Minority Student Services, with a director, administrative associate, and eight staff members.
- The College Diversity Committee acts as a sounding board for diversity-related initiatives and as a liaison to the five academic departments within the unit.
- The unit has an associate dean who has been willing to aggressively take on diversity related functions on an interim basis.
- The college’s annual award program recognizes individuals and corporations who have furthered the college’s diversity efforts.
- The unit works with Ernst & Young, LLP, and the Key Foundation to award significant scholarships for those students who promote inclusiveness and for students who participate in minority case competitions.
- The college devotes a significant part of its web site to resources and ideas for enhancing diversity.

### **Weaknesses**

- Thirty staff members left between July 1, 2007 and June 30, 2008, and 67% of those leaving were women. Although the report says why faculty left, it mentions in passing that one woman staff person left because of climate, and that she was the cause of the

“poor climate.” With thirty staff leaving, the unit might want to delve more deeply into climate issues.

- The unit has been involved in a number of programs over time, but results are below expectations for its MBA program.
- Although the college sees itself in a posture of “continuous recruitment,” it has not been able to attract African American or Hispanic faculty. For example, there are no African American or Hispanic faculty in Accounting or Finance, and no African American or Hispanic staff in FCOB Executive Education. There is one Hispanic in Marketing and Logistics, and one African American and one Hispanic in Management and Human Resources.
- While the college provides services to enhance faculty retention, it is not clear if mentoring activities occur.

### **Recommendations**

- The unit should recruit some students of color directly from undergraduate programs, and should give these students work experiences that will help them succeed in the graduate program. The unit should work with internship placement.
- The college should access its programs for increasing diversity, perhaps developing an evaluative framework that would help ensure more success.
- A peer mentoring initiative for junior faculty would help with retention of female and other under-represented faculty and with recruitment of a critical mass of diverse faculty.

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

### **Overall Assessment**

Both because of the college’s fiscal situation and its geographic scope, we appreciate the difficulties presented in changing the faculty and staff demographics, and we recognize the effort that the college has put forward in responding to last year’s recommendations. The college is undergoing severe financial distress due to state budget cuts to the college’s line-item supported programs. Since 2000, the College has reduced the number of faculty and staff by 26% or 260 FTEs, including 81 faculty positions. It expects during FY09 to reduce at least another 75 faculty and staff positions, and possibly more. The college is unique in that it has a location on the Columbus campus as well as at Wooster with OIT, in addition to offices located in all 88 counties.

### **Strengths**

- The college has created a set of diversity goals for 2008-09 that focus on faculty, staff and students. Many of these are currently being developed or have just been launched and thus it is too early to evaluate their effectiveness.
- In response to last year’s analysis, the college created an on-line exit interview process. Since it began in November 2008, only seven employees have left and thus no general conclusions can be reached yet from the interviews. We do commend the college for creating this process.
- Again in response to last year’s analysis, it appears from the 2008-09 goals that the college has invested new authority in the Diversity Catalyst Team and has created a

connection between that team and the college's executive committee. The college also reports it plans to create a Diversity Advisory Council by May 2009.

- In response to last year's analysis, the college has conducted climate assessments for faculty, staff and students and is developing programming in response.

### **Weaknesses**

- We noted in last year's report the college's inability to recruit women and faculty of color. We recommended that the college revisit its search committee processes. In its 2008-09 goals the college includes five goals regarding faculty recruitment; however, none has yet been acted upon.
- It still appears that the college has only one full-time Multicultural Student Services Coordinator and only one Leader of Diversity Development with a three-way split appointment, but we realize that the college's fiscal situation likely does not permit hiring additional staff in this area.

### **Recommendations**

- We commend the college for developing an ambitious plan with many goals for addressing diversity, and we recommend that the college continue with all due speed to finalize the planning and implementation of these goals.
- We request that the college report back next year on the continuing activities around these goals and assessments of any impacts of the implementation.

## **Moritz College of Law**

### **Overall Assessment**

The college very much values diversity and their hiring, recruitment (faculty, students and staff), retention, and promotion statistics bear this out. In many ways, this college is the model we should all be aiming for. Particularly impressive is that the college has specific strategies to achieve its goals and does not merely hope that good will will bring results. For the second year, the college has been selected as a model to highlight to the university community.

### **Strengths**

- The college's primary strength is that from the dean to the associate and assistant deans to the faculty there is a serious and sustained commitment to diversity. Coupled with specific strategies, this commitment results in positive actions.
- While a number of the college's strategies are worthy of note, of particular interest is their media plan. The college's communications staff reviews every written publication that promotes the college, as well as the college's website. They believe that the diverse array of photos in the College's materials is more than "window dressing" and ensure that it truly represents what the College is, helping to attract faculty, students, and staff who also value diversity. This seems a fairly simple thing to do, but any number of units across campus display very little diversity in their printed or online materials, a neglect that does send a message to viewers.
- The college continues its long history of incorporating diversity into college governance structure, resulting in a strong record of retention for women and



minorities and a critical mass of diverse tenure track faculty (39% women, 21% minority), which further assists minority recruitment efforts. Its affiliation with the Kirwan Institute for the Study of Race and Ethnicity promotes overall awareness of diversity issues and is a tremendous resource for minority faculty recruitment and retention as well.

- Since 2001, the Moritz Office of Minority Affairs (MOMA), led by Assistant Dean Robert Solomon, actively helps to enroll a diverse student body. Other programs in place are helping to develop a diverse student pipeline for the profession.
- The college proactively supports initiatives for the GLBT community, including the Outlaws GLBT student organization, and tracks national policies to remain current.

### **Weaknesses**

- While it is hard to fault the proven retention record of the college, a more formal mentoring structure for faculty should be considered to ensure that no one falls between the cracks.
- A weakness that is shared by the majority of units on campus is in the area of minority vendors. While this has not been recorded under other units, it is mentioned here because the college's report indicates several reasons why it is not easy to accomplish the minority vendor goal. These explanations are offered not as excuses but as a way to perhaps initiate a discussion about improving the minority vendor purchasing process, which our committee will consider along with the Office of Business and Finance. We appreciate the input from the college and will put it to good use.

### **Recommendations**

- The college should continue its current actions and should provide a model for other academic units that have not been as successful in recruiting and retaining graduate students.

## **College of Social Work**

### **Overall Assessment**

As a college, Social Work has the advantage of having a national accreditation body, the Council on Social Work Education, which mandates social workers “practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.” Coupled with the college’s own emphasis in its Diversity Strategic Plan, the national mandate helps to keep diversity at the forefront of the unit’s curriculum, community, and programmatic activities.

### **Strengths**

- The college is a leader in the employment of women faculty and staff.
- The unit has a significantly higher percentage of African American students than the university overall and enrolls the same percent of Hispanic students as the university.
- Ethnic diversity and GLBT content is included in many syllabi and infused throughout much of the curriculum. As part of the national mandate, all course syllabi are reviewed every year to ensure that content on diversity is included in the course.

- For its field staff position, the college advertised: “minority outreach experience preferred.”
- The unit offers staff a 4 x 10 work week during summer quarters.

### **Weaknesses**

- The college lost eight staff members of color between 2003 and 2008.
- While half of the unit’s full professors and one-third of the associate professors are faculty of color, seven of the eight assistant professors are white. The demographics at the assistant level do not show promise of continuing the level of diversity already established; in fact, a reversal seems imminent.
- The college needs to enroll more Asian American students.
- The unit needs to do formal exit interviews and stop relying merely on informal verbal interviews.

### **Recommendations**

- As the college is well aware, it needs to hire minority staff into professional staff roles, and it needs to make diversity a priority for future hiring of assistant professors.
- As a field, Social Work has had a long history foregrounding issues of difference and diversity. The unit should be more at the forefront of helping the university articulate excellence through diversity. At this time, the college’s influence is limited. Although the report from Social Work does not give any indication of climate issues, university-wide printed material (*The Lantern*) and online comments suggest that some problems have been simmering. If the accusations and perceptions are false, the unit needs to do some damage control; if many feel that there have been public discriminatory actions and statements, the unit needs to reaffirm its ideals and find solutions to current disagreements.
- The low numbers of male students compared to female students is obviously a trend within the field, but it may be one that the college could help address through its research and recruitment efforts. (14.3% males and 85.7% females at the undergraduate level; 13.8% males and 86.2% females in the masters program.)

## **HEALTH SCIENCES COLLEGES**

### **College of Dentistry**

#### **Overall Assessment**

From the report it seems that the college has not been fully committed to diversity in general and has been waiting for the new dean to arrive. While there seems to be some enthusiasm for the appointment of a permanent dean, the college needs to acknowledge that it is going to take more than just the dean to develop a diverse faculty and a welcoming environment: others must be held accountable for forward progress. The level of under-represented faculty in the college is very small, and the college should strive for percents consistent with the national population—not just the population of Ohio because dentistry is not an undergraduate program. Particularly disturbing is the overall atmosphere confronted by minority students in the college; the college needs to examine seriously what is going on.

### **Strengths**

- A primary strength is that the college is cognizant that it has problems with diversity, especially at the faculty level. This knowledge should help the new dean move forward in implementing new programs and ideas—with faculty assistance and input.
- The establishment of a Staff Advisory Committee seems to be a good step towards increased communication and equitable processes.
- The college's new admissions policy and additional funding through the DENTPATH program should help with recruitment and retention of minority students.

### **Weaknesses**

- The lack of under-represented faculty and administrators is a crucial issue that the college must address in order to attract under-represented students.
- If it hopes to retain the minority students it attracts, the college needs to take a serious look at climate. We are very disturbed by reports such as, “Minority students continually experience insensitive comments from faculty,” and, “There is a tendency for minority students to be made to feel as though ‘they are judged as not being worthy’ of being in the College of Dentistry.” The college needs to implement as soon as possible a diversity training initiative for current faculty.
- The current level of effective authority of the Diversity Committee is questionable, and we suggest that a higher position and/or priority in the college executive committee be established.
- The college should not depend on its population of minority faculty and women to undertake diversity work. It is critical that majority faculty members understand the importance of diversity to their professions and embrace it.

### **Recommendations**

- Problems in the college indicated that it may need to establish a position in charge of diversity at a higher level. While the Diversity committee reports to the dean, there should also be an associate dean in charge of diversity.
- The college must develop a plan to recruit under-represented faculty and should also attempt to increase the number of under-represented faculty in administration.
- Something truly must be changed in an atmosphere that appears toxic to minority students. The college needs to conduct a climate survey and review how student recruitment is conducted at all levels, not just through programs aimed specifically at minorities. The college needs to ask itself how faculty/staff/alumni impact student recruitment. The college must develop a cohesive plan to create unit that welcomes all.

## **College of Medicine**

### **Overall Assessment**

The report of the college's Vice Presidential unit showed more passion and direction than the reports from any of the college's other departments or schools. Many of the noteworthy initiatives reported in the VP document were never referenced in the college's other sub-unit reports. We are not sure how to reconcile those differences, except to observe that most other units seem less involved in the day-to-day diversity

initiatives than the administration. All in all, the report from the COM departments, totaling 121 pages of text, was remarkably lacking in noteworthy initiatives, plans/goals and anything more than minimum compliance with laws and university guidelines. This is a very diverse college, composed of multiple sub-units, and it is difficult to comment on the college as a whole. Where appropriate, we have identified the specific units below; however, some units provided very little information, indicating either a lack of commitment or a lack of action related to diversity.

### **Strengths**

- The college's VP unit has a diversity mission statement and a Diversity Council chaired by the Executive Dean. This council has a very aggressive agenda, but it is not necessarily reflected in the other COM unit reports. The number of women in clinical faculty positions exceeds national averages. The college has actually done quantitative research to identify predictors of retention for women and minorities and on other diversity-related issues, and this research is published in influential journals. The VP unit also has an Assistant Dean for Diversity Initiatives, a position that undoubtedly contributes to these worthwhile efforts.
- There are frequent mentions of flex time, part-time scheduling and fixed schedules to accommodate work/life balance needs.
- The creation of a "Women in Emergency Medicine" group seems like a model that could be used by other units.
- Many of the sub-units actively use and promote OSU's campus-wide events and programs in their recruiting or retention.
- Neuroscience reports a formal on-boarding process for faculty and staff, which is currently being reviewed for improvement.
- The passionate involvement of a single faculty or staff member (Ophthalmology) can make a big difference in the ability to recruit members of an under-represented minority.
- Pediatrics has a program for undergraduate students, the Summer Education and Research in Clinical Healthcare (SEARCH), which pays students from HBCUs to learn about pediatric sub-specialties. This can build a pool for the future. Pediatrics also works closely with a national African American physician association to improve recruiting and to create awareness of issues involving this population.
- The Graduate Integrated Biomedical Science program is highly involved in university diversity recruitment efforts (e.g. SROP) and attends various conferences of diverse groups to provide information and to engage in recruiting efforts. They plan to invite the college science advisors of junior and senior undergraduates to OSU to display the quality of their program and their sincerity about recruiting students from underrepresented groups. They also secured NIH funding for the "Discovery PREP" program that encourages post-baccalaureate study to develop skills that will get students admitted to graduate programs in IBS.
- Several units report they are creating their own pools by attracting diverse students/residents, training them, and then hiring their own.
- The VP report lists faculty presentations and involvement at conferences/events that enhance the diversity goals of the unit. In addition, the VP report highlights the

diverse student organizations in medicine and the many outreach activities to under-represented patient populations.

- The MEDPATH program (reported in the VP unit report) has been ongoing since 1991 and has brought significant numbers of minority students to campus. This is also the case of MD Camp, which identifies talented high school students for cultivation. The VP unit reports numerous programs and initiatives designed to increase diversity.

### **Weaknesses**

- Some units did not report any numbers for candidate pools. This is troubling as it indicates either poor record keeping or a lack of commitment to the reporting process.
- While it is important to add the standard OSU “non-discrimination” claim on advertisements for faculty and staff, this should hardly be noteworthy as evidence of aggressive diversity hiring practices (Biomedical Informatics, Pathology).
- Some departments had no goals in certain areas. Is this appropriate? Realistic?
- In some units (for example, Neurological Surgery), the action plans are not congruent with the goals stated.
- Being merely reactive (as in “we respond to issues when they arise”) rather than proactive in creating a supportive climate (e.g. OB/GYN) is a weakness.
- Some units (e.g. Orthopaedics) reported no women applicants for faculty positions. It seems unlikely that there is not one woman in the world who would be qualified for or interested in this job.
- There was a statement in the School of Biomedical Science Research Education program that suggested recruiting minority honors students is difficult because “We are, however, sensitive to recruiting students to an honors major who do not have the goals and expectations that are in alignment with those of the program.” Does this indicate that minority students are not capable? However, this unit is developing a preparatory program to help minority students successfully apply to and be accepted into Ph.D. programs.
- The fact that Surgery provides “full support” for maternity leave hardly sounds like an extraordinary undertaking. Also, Surgery, along with Urology, refers to GLBT as a “lifestyle choice.”
- The VP unit report cites numerous diversity programs that are initiated and supported by the unit, but it is incredibly unfortunate that the college’s other sub-units, which must be participating in at least some of these worthwhile programs, do not feel that those programs are worth mentioning. It is troubling that these organizations/activities are simply not discussed in the other COM unit plans.

### **Recommendations**

- If not yet obvious at this point, we wish to state openly that some of the comments within the unit reports were irritating if not insulting to members of this committee. Reporting that a unit has “no complaints” (Internal Medicine) is not an indicator of a truly supportive environment. Similarly, saying that a unit follows OSU procedures or adheres to rules/laws is not a stellar indicator of a warm climate. “Zero tolerance” for discrimination is not something to celebrate; it is the minimal norm for behavior.
- The units need to recognize that simply having self-identified “out” gay employees is not by itself an indicator that the climate is welcoming. There must be an assessment

- to determine whether or not this is the case. How do units know if they have employees who are not “out” and do not feel safe or comfortable being “out?” Even Psychiatry reports that because there are “out” faculty members there are no issues.
- It is not realistic for a department (e.g. Family Medicine) to expect members of underrepresented groups to be the primary force for change or for action. Gay faculty members are not the only people who should consider it their responsibility to make the climate safe for gay people, for example. There needs to be an explanation of how departments, particularly at the administrative level, are taking action.
  - Many units reported that women and/or minorities are included in every search committee or every P&T committee, etc. While this may be laudable in units with large numbers of women and minorities, in other units women and minorities may be carrying a disproportionate part of the workload. This fact needs to be recognized by the units; again, it should not be the responsibility of women and minority faculty to argue this case. Department/school leadership needs to step forward.
  - Many units mentioned the lack of a candidate pool as a barrier to recruiting diverse employees. It would be good to see forward-thinking plans to either identify new pools or to create (long term) larger pools. These units should look to other models within the college and across the university where there are efforts to “grow our own.”
  - Many sub-units report that advertising in key journals/publications will attract women and minorities. However, in units where available numbers are low, perhaps this conventional wisdom is flawed. It may be necessary to think outside of traditional boxes in order to come up with solutions.
  - Some units expressed concern that there is patient prejudice against minority physicians and clinicians. Perhaps this is an area for future emphasis, or for research. The negative impact on retention is something that should also be acknowledged and addressed.
  - Several units reported planned surveys of climate, working environment, etc. Most of these units could probably benefit from some strategic planning prior to the survey to insure that they are collecting data that will be truly helpful in enhancing diversity efforts.
  - Some units have no goals at all for diversity. Or, as one unit says, since “things are good” there’s no room for improvement. This complacency should be replaced with more persuasive analysis.

## **College of Nursing**

### **Overall Assessment**

The college has taken some affirmative steps to recruit, retain and enhance the environment for minorities and men, and while these activities have had positive results in some areas, there does not appear to be an overall significant change in the college’s demographics. Last year, the college noted that it had conducted a student climate survey through the Commit to Success program. The results and implementations from that survey are not included in this report, but we would like to assume that some of the actions taken towards increasing the recruitment and retention of minority students are outcomes. The college also noted last year that it was developing a new strategic plan for the next five years that would prioritize diversity and include an explicit goal regarding

diversity of faculty, staff, and students. We agree that explicit goals are critical and would like to see those in subsequent reports.

### **Strengths**

- The college hired a coordinator of diversity recruitment and retention in 2008.
- The college applied for and received five scholarships from the RW Johnson Foundation that were awarded to under-represented students. The college is also working to establish relationships with HBCUs and developing methods of outreach to minority students. There is also an intentional retention plan for students, which should help with issues of environment.
- The college curriculum includes culturally sensitive case studies in every course and three courses have been added to enhance understanding of minorities and global communities.
- The college was recognized as the Best Nursing College for Men in 2008 by the American Assembly of Men in Nursing.

### **Weaknesses**

- There is a definite lack of minority representation among faculty, staff, and leadership positions.
- The minority student population has declined over the past year. The college needs to keep a close eye on its numbers and assess whether this is a temporary situation or if there are issues that need to be addressed, both in the college and in the profession.

### **Recommendations**

- The college needs to develop strategic actions and timelines to develop a more diverse faculty and staff. There is no plan in place and current efforts are not yielding results.
- We applaud the college's efforts to recruit a more diverse student body and to retain the students it attracts and we encourage the continuation and growth of such efforts. This is a necessary move to develop a pipeline for the diversification of the college as well as the profession. In fact, developing a pipeline should become a major strategic goal for the college.
- The college should review its exit interview process and consider an anonymous process to enhance results.

## **College of Optometry**

### **Overall Assessment**

The college's commitment to enhancing diversity in the profession is evident from the time and resources allotted to nurturing minority undergraduates and high school students. Its ongoing support of the IDOL program, even in the face of possibly lost program funding, is to be commended. In all, efforts taken to recruit and retain a diverse student body are highly commended and serve as models for other colleges. The college faces the challenge of correspondingly increasing the diversity of its faculty and staff. Historically the program was dominated by white males, a fact that is still obvious at the regular and clinical faculty levels. But the unit is taking actions to change the balance with its primary focus on student recruitment and also with increased success in

recruiting minority faculty members. While the proportionate representation of women is good overall, representation of ethnic minorities remains weak and needs to become a priority. Of course, the student programming being put into place will help those efforts in time and is a worthwhile continued investment.

### **Strengths**

- The college continues its active pursuit of grants and development of programs to introduce talented minority undergraduate students to the profession of optometry, thereby creating a pipeline that will increase diversity within the overall profession.
- Providing funding for minority scholarships, admissions interviews and recruitment trips is a worthwhile investment of donated Minority Recruitment and Retention Funds.
- The revision to graduate program admission requirements is a stellar example of the college's flexibility and will increase the pool of potential applicants from abroad. This is a strategic move that will enhance diversity and provide overall benefit to the college, the international profession, and world health.
- The peer tutoring and "Big Sib" programs, along with college employment opportunities, provide excellent ways to increase student retention through to graduation.
- The college's continued participation in NCBI and proactive attention to GLBT issues help to create a supportive environment for all.
- The college's continued focus on cultural competency in the curriculum and its ongoing relationship with HBCUs is commended.

### **Weaknesses**

- The college needs to focus on faculty diversity as a means through which to continue attracting a diverse student body and as a necessary outcome of its efforts to diversify the profession. While recent recruitment successfully filled two positions with a black male and a white female, it is worth noting that the picture is still off-balance. From a total of 73 within the faculty rank, including regular (16), clinical (7), research (1) and auxiliary (49), there is only 1 black regular and 1 black clinical, and 1 Asian auxiliary faculty. There is no Asian or Hispanic member on either regular or clinical faculty, suggesting a need for special attention and perhaps targeted investment. It is obvious that the unit recognizes this issue and is making various efforts for improvement, from having a diversity committee member participate in every faculty search to various outreach efforts to recruit minority students, particularly African Americans.
- The staff profile is similar to that of faculty, and while the college is small, efforts should be made to diversify staff.

### **Recommendations**

- The college needs to enhance faculty diversity through active recruitment and retention. While the strategies for recruiting African American candidates seems to be working, having Hispanic and Asian representatives on the faculty and staff may be the next point of focus.
- Similarly, the strategies to increase diversity among students are starting to work now, but the overall ratio of minority students in the program is still low.



- The Diversity Ambassadors Panel seems like a worthwhile use of alumni connections, and we look forward to hearing more about that effort.

## **College of Pharmacy**

### **Overall Assessment**

The diversity plan submitted by the college is exemplary. A considerable amount of thought, careful examination, and planning are obvious throughout the plan. The college has obviously reviewed last year's analysis and responded. It is also obvious that under the leadership of its Advisory Committee on Diversity and Dr. Ken Hale, there is a sincere desire to diversify the college although some ongoing challenges must be addressed.

### **Strengths**

- The incorporation of cultural competency pedagogy into several courses throughout the curriculum is an excellent way to display the values of the college and to ensure that students are knowledgeable and properly trained. We commend the college's regard for students and encourage the continued development of a diversity-inclusive curriculum.
- The college does a good job of recording metrics. Data is supported and explained through the narrative and there is no obvious conflation of either. The college confronts its challenges, which should help develop strategies for overcoming them.
- The college's affiliation agreements provide excellent means through which to increase minority student representation and to market the college's programs.
- The development campaign is an effective way to increase minority student recruitment and retention and further illustrates the college's commitment to diversity.

### **Weaknesses**

- Of faculty (1) and staff (6) who left the college, all were ethnic minorities, and 50% of departing staff were women. While the exit interview process is under development, we urge the college to put this valuable tool into place as quickly as possible to help determine causes of attrition of minority and women faculty and staff. Perhaps there are issues exposed through this year's departures that might help in the formulation of the exit survey tool.
- The recruitment and retention of women and minority faculty are ongoing issues that the college will face. Developing a detailed and specific plan to address these issues would help to place the college in a stronger position as opportunities come forward.

### **Recommendations**

- The college should continue and even increase its outreach to ethnic minority students as it will take time to develop a working pipeline for faculty diversity throughout the profession.
- The college should develop action plans and timeframes to address the lack of minority faculty.

## **College of Public Health**

### **Overall Assessment**

The college's strategic plan contains a focus on diversity, specifically to train a diverse workforce, increase faculty diversity, and advance the knowledge of ethnic, racial and cultural minorities. However, progress has been slow, and while minority hires have been attempted, the college has not seen its employment offers accepted. While the Carnegie data indicates a strong national pool, this is not reflected in the college. There appears to be effort put forward by the college, but it may help to perform further and in-depth assessment.

### **Strengths**

- The college currently has a high number of open faculty positions and is actively recruiting and offering positions to under-represented minorities.
- The creation of the Center for Health Equity and Multicultural Health should produce an opportunity to draw excellent minority candidates to the college.
- There is a comprehensive plan for recruiting minority students to the college.

### **Weaknesses**

- There is no minority diversity within the regular faculty at full and associate professor levels or at the academic and executive leadership level. Progress in increasing faculty diversity since 2005 has been very slow.
- The college is not currently conducting formal exit interviews, and since there has been considerable turnover in the faculty (14), it would be helpful to have the information that might be provided by those leaving the college.
- There should be a review of the issues related to prospective minority faculty declining job offers. Only three of the 12 minority faculty offered positions accepted those positions. Why?
- The college leadership includes no minorities.
- There is an over-reliance on minority GAAs to represent diversity on committees.

### **Recommendations**

- The college should conduct exit interviews, perhaps in partnership with HR, in order to determine why faculty members are leaving.
- The college should recruit/promote more minority senior faculty and executive level administrators.
- While the college has taken good first steps towards creating a work-life plan, a more comprehensive approach may help to retain and recruit faculty and staff.
- Current undergraduate students should be cultivated and prepared for graduate school with the intent of creating a pipeline for the college and the profession.
- The college should consider appointing an executive-level administrator (associate or assistant dean) to focus on minority recruitment, retention, and graduation. Particularly since diversity is an area identified as important in the strategic plan, the college should commit to that declaration.
- The Diversity Day lecture is a good idea that should be continued and grown, possibly to more than just a day.

## College of Veterinary Medicine

### Overall Assessment

The diversity plan submitted by the college is a marked improvement over the plan submitted last year in all ways. We are struck with the college's awareness of diversity issues and with its efforts to deal with them. The current initiatives and future goals are exemplary, and the current data indicate that these worthwhile efforts are yielding results and should be maintained. The college has taken very seriously comments made at the exit interviews and is dealing with that feedback in positive ways. For example, when exit interviews indicated that there was lack of communication, insufficient supervision and dissatisfaction with the climate and morale in the college, a comprehensive plan was developed to deal with those issues. In addition, the number of diverse hires is highly commended. This college has made diversity a centerpiece of its portfolio and is reaping the benefits of that action.

### Strengths

- The college's current understanding of diversity issues is a complete reversal from previous years, and we applaud the current leadership for its ability to understand and demonstrate the direct connection between diversity and excellence.
- A thorough and comprehensive plan is in place to deal with a variety of diversity issues, and perhaps even more importantly, resources have been wisely used to support those efforts.
- Advertisements in diversity trade publications (such as *The Call & Post*, *Black Issues in Higher Education*) have been established to recruit women and minority faculty.
- There has been a significant increase in the hiring of women and minority faculty during the academic year 2007-2008. From a total of 14 faculty hired during that period, seven are women and four are minority. This is an accomplishment of which the college should be proud. In addition, a smart proactive move is holding a dedicated line for a minority hire; actions like this ensure success in reaching diversity goals, and the college is commended for its forward thinking and its willingness to set ambitious goals.
- The college established the "College's Quality of Life Committee" to address specific concerns of faculty and staff that were identified in the college's climate survey conducted in 2008. The committee addresses issues such as the retention of women and minority faculty, and monitors and assesses the college climate. This is a valuable tool that other units may wish to consider; having a body dedicated to the wellbeing of all the college's members will help ensure a welcoming environment for all.
- Faculty members are encouraged to attend seminars, workshops, and local and national meetings on women and minority issues.
- The college participates actively in the "Comprehensive Equity at Ohio State," a National Science Foundation Project that is designed to increase participation of women in the STEM workforce and to address the need to increase representation of women in administration.
- There is needed interaction with the local high schools to increase the recruitment of minority students. Anecdotally, members of this committee have heard that a new feature on the website is a fun and valuable recruiting tool for children.

- A valuable venue for students, “Veterinary students as One In Culture and Ethnicity” (VOICE), aims to promote diversity in the profession by enhancing the cultural competency of veterinary students. Other programs and initiatives for students help to create a welcoming environment and provide forums for learning about diversity. As a result, student attrition is low, and there are 11 minority students in the class of 2009 compared with 5 in the class of 2008.
- The college established a new pilot program in 2009 that is designed to increase the number of minority students recruited from out of state.

### **Weaknesses**

- While diversity education is part of the professional curriculum through the Basic Life Skills course, VM 614.01, the college should consider how diversity issues/cultural competency might be incorporated into more of its offered courses.
- While there are few women and ethnic minorities in the administrative ranks, this ratio will undoubtedly improve as the faculty continues to diversify.

### **Recommendations**

- Many of the initiatives commended above are very recent, some starting in 2008. We urge the college to continue its efforts and we look forward to hearing about its ongoing successes. The fact that much of its effort has already met with success is an important testimony of the value of diversity to the college. The college’s efforts deserve recognition by Ohio State and should be modeled to other units.

## **REGIONAL CAMPUSES**

### **Ohio State Lima**

#### **Overall Assessment**

This year’s report suggests that the campus administration appreciates the importance of diversity and is engaged in a number of initiatives that have strong potential to improve student diversity on the campus. However, translating this positive attitude into visible outcomes has been somewhat problematic and results in the impression that there is a somewhat cavalier attitude towards diversity or a lack of leadership. The “co-located campus” arrangement with Rhodes State College could be a deterrent or an energizer to diversity efforts, depending on how this relationship is operationalized. It is not clear exactly how the Discovery Program, which is supposed to increase the number of Ph.D. graduates by 10% per year, will be implemented by the campus.

#### **Strengths**

- The campus’s strategic plan includes a targeted search for an African American faculty member. Of two hires made last year, one was a minority.
- The campus demonstrates commitment to building and enhancing student diversity, and minority student enrollment increased to 7.14% in 2008 from 6.98% in 2007. The unit’s collaboration with the Lima City Schools to facilitate the “College Prep 8 Program,” the “D.R.E.A.M Team Program” (which assists high school seniors with

financial aid, college application process, orientation, etc.), and the Positive Lifestyles Career Program have helped provide access to college for local students.

- Outreach programs such as the Office of Student Life's collaboration with the Lima Family YMCA Black Achievers Program are commendable.
- The Safe Space Training for faculty and staff to facilitate awareness of GLBT populations is also a good start that should be continued.

### **Weaknesses**

- There is a lack of substantial success in translating a positive diversity attitude into positive quantitative outcomes. For example, based on available data, it appears that the campus has been only marginally successful in attracting African American students and unsuccessful in recruiting African American faculty. In 2000, the African American population in Allen County was 12.2%. The U.S. Census Bureau estimates the 2005-2007 African American population for the city of Lima at 23.5%. However, in 2008 only 3.6% of students enrolled on the Lima campus were African American and, in that year, there were no African Americans on the regular faculty. While 68% of professional staff members are female, only 9% of this staff was composed of African Americans, Asians, American Indians or Latinos.
- It appears that the campus administration may be somewhat encumbered by a "place specific" approach to diversity. In its diversity report, the administration acknowledges a responsibility to "examine our culture and identify its balance between the benefits of diversity and the sentiments and values of community and seek to communicate these views to all constituents" (page 5). (This statement echoes a 1991 statement made by the Commission on Institutions of Higher Education.) The meaning here is unclear. While it is understandable that diversity may not be a strong value in Allen County, research suggests that diversity has positive consequences for all affected groups, not just for people of color or GLBT populations. As a state-supported institution of higher education, the Lima campus should acknowledge a responsibility to promote and facilitate diversity on the campus and in the surrounding community despite community sentiment that might not fully value these efforts.
- There are no women or minorities in unit leadership above the director level.

### **Recommendation**

- Lima should consult with other regional campuses in Ohio where efforts to recruit African American faculty have been successful. It appears that traditional methods are not yielding significant results.
- The campus should coordinate all student diversity initiatives through a central office and provide that office with adequate resources to promote and energize diversity effectively. In the February 12, 2009 minutes of the OSU Lima Board of Trustees meeting, the Trustee Committee reported that "the Multi Cultural Affairs Office continues to provide many opportunities for students to be sensitive to various issues of diversity on campus through programs and student interaction." In its *2006-2007 Annual Report*, the Lima campus reports that "...the Office of Student Life and Multicultural Affairs...provides leadership and promotes diversity on the Lima Campus..." However, the 2008-2009 Diversity Plan states that "Ohio State Lima is investigating the possibility of developing an Office of Diversity."

- The campus needs to continuously promote the value of diversity throughout the campus community and encourage faculty to engage in positive conversations about diversity in their classrooms.
- In addition, the campus needs to promote diversity as a democratic value outside the campus through community outreach initiatives.

## **Ohio State Mansfield**

### **Overall Assessment**

The campus has put in place several good efforts to expand outreach and to build awareness of diversity issues. Hiring a Coordinator of Multicultural Affairs in 2007 has had an obviously beneficial impact; there has been a noted upswing in activities since the position was filled and the office provided with resources. Particularly notable are the Diversity and Cultural Awareness Month programming and the Outloud Student Organization. The campus continues to face challenges recruiting and retaining diverse faculty and staff. This report suffers from a lack of specific data, which would provide a better snapshot of the effectiveness of diversity efforts.

### **Strengths**

- Some of the family friendly policies actively pursued by the campus (e.g., tenure clock extension) should help with faculty recruitment and retention. More examples of exactly what other such policies exist should be included in the report.
- Having the Diversity Committee chair serve on the campus executive committee ensures that diversity is seen as a priority on campus.
- Outreach efforts such as the Buckeye Ambassadors and targeted programs with the Mansfield City Schools are growing relationships with the schools and in the community.
- Outreach efforts targeted towards veterans are commended and encouraged.
- Efforts to make the campus more accessible via transit system expansion are admirable and also positively impact community relations.
- The construction of student housing should have a major impact on recruitment and retention efforts for students and should also impact faculty/staff hiring.

### **Weaknesses**

- There is mention of expanding course offerings (page 3), but no data are provided.
- Diversity course enrollment should be tracked by more than minority student enrollment.
- Events should be relevant to more than the minority populations.

### **Recommendations**

- While the report provided answers to the prompts, providing more specific data, including some discussion of the numbers provided, would give a better picture of the overall campus situation.
- Courses and programs need specific marketing and design for both minority and majority groups.

- In last year's report, the campus discussed increasing the emphasis on diversity at orientation, through artwork, and through programming as well as plans to develop a minority affairs leadership council of student leaders. It would be interesting to hear how those ideas have changed/developed and why.

## **Ohio State Marion**

### **Overall Assessment**

The continuing growth of minority student enrollment—and perhaps more importantly, the growing retention rate—at the campus reflects the creative and active diversity programming in place there. Through both course offerings and other educational opportunities, campus faculty and staff are creating a welcoming environment for minorities while also providing educational frameworks for all. A continuing challenge is the lack of minority faculty, particularly African Americans, and the campus recognizes and needs to continue to address this issue.

### **Strengths**

- The campus hosts diversity events that involve the local community and pursues other ways to develop community relations. Particularly notable is its relationship with the Black Heritage Council of Marion County, which has resulted in scholarships that support minority students who attend Marion and other campuses. Another good example is the relationship the campus has established with the Somali community and other non-native English speaking communities, particularly at the Delaware Center.
- The attention to the needs of diverse students (e.g., those without computer access at home) helps provide access for all.
- The campus maintains good working ties with OMA on the Columbus campus to support students in transition from Marion to Columbus.

### **Weaknesses**

- As was pointed out in last year's analysis, there are no African American faculty members, but the college's relative proximity to Columbus should make recruitment possible. It may be necessary for the campus to consider some creative recruiting strategies.
- While the lack of diversity among staff reflects local demographics and geography, this is an area where the college recognizes and can take advantage of growth opportunities.

### **Recommendations**

- The college needs to work closely with TIUs at the Columbus campus to actively seek African American and other minority applicants for faculty openings.
- The climate survey provides interesting data that should be actively used to further diversity efforts. We look forward to hearing how the information is applied.

## **Ohio State Newark**

### **Overall Assessment**

The campus has made progress in diversifying its student body but continues to lag significantly in the area of faculty diversity. There seems to be sincere interest in increasing diversity overall, and the campus may need to think strategically about how it can achieve this in its faculty ranks. Diversity efforts that have been made to date are moving the campus in the right direction, particularly in the area of programming and outreach.

### **Strengths**

- There is active recruitment and retention of minority students and while this year's 1.5% enrollment increase may be due in part to the Columbus campus "optioning" students to the regional campuses, Newark is capitalizing on this situation by creating an environment that welcomes its increasingly diverse students. The plan to mine student data according to gender and ethnicity categories is a good one that should help the campus develop strategic approaches to increase retention and to increase the transfer rate of minority students to the Columbus campus and elsewhere.
- The campus makes good use of its survey instruments, assessing its changing diversity climate through the Faculty and Staff Climate Survey, the Noel-Levitz Student Satisfaction Inventory, and other measures.
- There seems to be proactive faculty use of the newly hired Retention Counselor/Academic Advisor, which should help overall student retention. The Early Alert System sounds particularly interesting and effective.
- The new targeted GLBT programming and efforts to work with the surrounding community and other partners, particularly COTC, is evidence of the campus's efforts to create a welcoming environment for all.
- The establishment of the COTC/Ohio State Newark Women's Caucus is a good move and the campus may wish to consider establishing an organization that will address head-on the issues of ethnic minority faculty and staff hiring.

### **Weaknesses**

- The campus's continuing inability to increase the number of faculty of color.
- For six faculty positions advertised, 40 of the 172 applicants were minorities and yet none of the minority applicants made it to the interview stage. What happened?
- Attention also needs to be paid to the demographic composition of campus staff, which heavily impacts the perspective of potential faculty hires as well as students.

### **Recommendations**

- The campus faces the challenge of hiring with the Columbus campus, and it should develop a strategic method for doing so. A cohesive plan that can be shared with TIU departments and that forefronts the importance of hiring minority faculty should become the basis for campus hiring.
- The campus should move forward with its plans to develop a diversity training series for faculty and staff and work to develop an instrument to measure success. We look forward to learning more about this in future reports.



## VICE PRESIDENTIAL UNITS

### Office of Business and Finance

#### Overall Assessment

The office continues to improve its diversity profile, particularly through internal staff development. This productive form of institutional mentoring has become more broadly implemented across all units in the office and should continue to yield good results. In addition, the office has developed a strategic plan to study all categories and to determine where diversity is most needed. This systematic approach will prevent losing sight of goals and sends a message to the entire unit that diversity is valued. The office also continues to develop the business case for a robust and healthy diversity program for the entire university.

#### Strengths

- The Business Operations Diversity Council convened last year has initiated efforts that have led to a decreased turnover rate from 7.6% to 4.5% and increased communication within the unit.
- The newly-established FOD Advocacy Council will hopefully have similar results in that unit.
- The office has made good use of the exit interviews and responses to the Climate Survey results by incorporating those results into annual performance reviews. Issues raised in the survey are followed up on in positive ways
- The relationships that FOD has established with the OSU Hispanic Oversight Committee and the University of Texas-El Paso has resulted in the hiring of five Hispanic administrators, and its relationships with other community partners should help it continue to develop a pipeline for diverse hiring candidates.
- Development of the Public Safety Police Trainee classification allows non-certified candidates to apply, thereby making a law enforcement career more attainable—hopefully for interested minorities.

#### Weaknesses

- While all initiatives mentioned in the report are commendable, they do not all address issues of diversity; nonetheless, the office's attention to the well being of its employees does help to create a welcoming environment for all.
- The "time commitment for diversity training" is a barrier that is mentioned along with "moving individuals from their comfort zone." While we certainly recognize the obstacles both of these items may present, we encourage the office and its Diversity Council to think creatively about how diversity training can be incorporated into everyday work until it becomes a manner of comfort.

#### Recommendations

- The "Respect the Difference" diversity awareness campaign is a good start that seems poised to address the current lack of GLBT-focused programming, and we look forward to hearing of outcomes and next steps.
- The Senate Diversity Committee looks forward to working with the office to determine how best to collect data that the office can use when addressing individual

units' issues regarding minority purchasing. We appreciate the office reaching out to us and its willingness to work with us, and we look forward to the productive results that will yield. We will be meeting in autumn to discuss revisions to the Diversity Plan template and will issue an invitation to the meeting in which we focus on minority purchasing.

## **University Communications**

### **Overall Assessment**

Formerly University Relations, the unit has undergone recent organizational and leadership changes. The Office of Government Relations has become a separate unit, and while that office has submitted demographical diversity data, it will not begin submitting a full diversity plan until next year. Included within University Communications is WOSU Public Media. With the exception of increased diversity programming at WOSU, there is little change between this report and the one submitted last year. We hope that there are some areas of improvement next year once the dust has settled a bit more.

### **Strengths**

- The current staff consists of 49% female, but only 5% ethnic minorities.
- The unit has a large pool of women candidates and more women were hired than men during 2007-2008.
- The Racial Justice Dialog and Women's Leadership Development are steps in the right direction that should receive some follow-up.

### **Weaknesses**

- The low turnover rate (while conversely a strength) and budget reductions are the main hurdles for major changes. Both of these are significant roadblocks and deserve some consideration rather than simple acceptance of the status quo. As the public voice of the university, the unit should more accurately represent constituents within the university and the general population it serves in the state.
- While WOSU is working actively to advance diversity awareness, particularly through its planned partnership with NCBI, there does not appear to be such engagement on the part of the overall unit.
- There are few ethnic minorities (2 of 20) among the unit leadership ranks; 7 of 20 leaders are women.

### **Recommendations**

- WOSU can play a very important public role in effectively promoting diversity in central Ohio. While increasing the minority population within the unit is currently difficult due to budget restraints, it is very appropriate to focus on the deliverable content of programs that promote diversity. In fact, program content may have a more significant impact on overall diversity than the statistics of the staff team. This mission also opens the door to more collaboration with experts in the community.
- The unit should more aggressively pursue creating its own hiring pool by working with more minority interns. While primarily anecdotal, there is evidence that many

minority students seek majors in communication. Developing a pipeline would benefit the profession overall.

## **University Development**

### **Overall Assessment**

There does not appear to have been many changes since last year in this unit. While the Diversity Committee sounds good on paper, it is not clear that it functions in an effective manner. The plan contains some good suggestions about how to recruit and retain women and minorities, and consideration should be given to the development of each idea or specific action. At the time of this review, the diversity webpage was not available (timeline of availability listed as 4/09), so its usefulness as a recruiting tool seems somewhat limited.

### **Strengths**

- The roles and duties of the Diversity Committee are clearly articulated and the committee contains among its members a Senior VP.
- There is good representation of women among the ranks, but unfortunately, there is a distinct lack of minority representation at all levels. However, there may be some problems with how the numbers are being reported by the unit and we suggest a review of that reporting, particularly on the Unit Leadership Report.

### **Weaknesses**

- While the Diversity Committee's structure and role are well-defined, the contents of the report indicate minimal effort.
- Throughout the report, it is noted that the unit is "looking into/investigating/etc." various approaches or initiatives, but these efforts are not addressed in the action plan with discernible action steps and deadlines. We would like to know how these efforts are advancing and whether or not they meet with success.

### **Recommendations**

- The unit should report back next year on the efforts it is "looking into" to further diversity and create a welcoming environment within the unit. It needs to address what metrics are being used to determine success of its diversity efforts.
- The unit needs to take advantage of its Diversity Committee, perhaps by providing that committee with more credibility and highlighting its importance to the unit. Does this committee actively communicate or is it a paper tiger?
- Diversity should not be the purview of a single committee. All employees should have the opportunity—if not be required—to attend diversity conferences and other events.
- Because metrics seem to be a challenge, the unit should consider consulting with experts, particularly in the area of minority recruitment. We question the efficacy of the new brochure's "links to websites for local resources for Latinos, African Americans, and Somalis." What does this mean and how does this advance recruitment?

## **Office of Government Relations**

(See University Communications)

## **Office of Human Resources**

### **Overall Assessment**

As one might expect, the office exemplifies a unit that is committed not only to recruiting a diverse staff, but also to nurturing and supporting them. Retention of women and minorities is as important as recruitment, and the office's successful work/life policies promoting a family friendly work environment underscore its commitment to retain staff. Of particular note is the office's success in having OSU named one of the "Best Adoption Friendly educational institutions" as well as one of the "Great Colleges to Work For." The increase in adoption assistance funding and the continuing improvements to Your Plan for Health are also commended. This unit should continue the initiatives developed both internally and externally to create a welcoming climate for all.

### **Strengths**

- In terms of recruitment, the following approaches have supported the office's diversity initiatives: assess the degree of diversity in candidate pool before selection process; promote leave policies during recruitment; ensure diversity positive branding in communication materials. As a result of these steps, the office has more diverse applicant pools and diverse search committees reviewing applications and interviewing candidates. Additionally, they are exploring ways to prepare current staff for future leadership openings.
- In terms of retaining a diverse staff, the office has initiated or continues working its 10-point goal plan of creating an environment that is welcoming to all. Among its goals are the following: continue the work of the Diversity Council; develop opportunities for staff to provide OHR leadership feedback about the culture; provide seminars/programs focused on diversity topics.
- Directors are responsible for providing leadership to demonstrate support of the unit's commitment to diversity.
- The office's use of data—from culture surveys to exit interviews—guides their policy and decision making processes, and should be shared with other units as a best practice.

### **Weaknesses**

- While the office continues to implement meaningful policies for university hiring, it needs to monitor and increase diversity within its own ranks to grow minority group representation.

### **Recommendations**

- The university-wide culture survey for faculty and staff was an intensive undertaking that should be used for as many purposes as possible. The results from that survey—the bad as well as the good—should be as widely publicized as possible.
- The office provides many online resources, and another worth considering would be a university-wide exit survey that would allow departing employees to speak more

freely about incidents within their units. While some departments employ an exit survey, employees are less likely to air grievances to immediate supervisors who may be providing references for future employment.

- The office indicates that one barrier to overcome is addressing salary market issues, which may indicate the need to review all levels of salary, from leadership positions to those who work at the lowest tiers at the university, including contract workers. The information obtained from that research would be useful as the university and state continue to navigate the current financial crisis.

## **Office of Legal Affairs**

### **Overall Assessment**

The office's overall recruiting efforts are good as they go beyond just advertising to contacting diverse persons across a broad range of venues. Since the unit counsels HR and works with a "number of special counsel firms," it should continue to find ways to use those connections to diversify its staff. While the small size of the office helps explain, in part, why the submitted diversity plan is not extensive or detailed, it should not be seen as an excuse to forego the creation of a cohesive diversity plan with attainable steps and timeframes.

### **Strengths**

- Women make up about 50% of the unit's professional staff, and female applicants for open positions exceed male applicants.
- Last year, three non-minority staff members left and were replaced by three new minority staff members.
- Of five leadership roles in the unit, two are filled by women and one by a minority individual.
- The office enables staff to pursue work-life balance in productive ways that decrease employee turnover.

### **Weaknesses**

- The small staff and low turnover are challenges to building diversity but do speak well of the office culture.
- While no issues have been raised on the part of GLBT employees, the office should consider an assessment to ensure that hidden problems do not exist. In smaller work environments, it is often difficult for individuals to raise these concerns.

### **Recommendations**

- The unit should continue those activities that are working, including recruitment of diverse staff.
- There should be more detailed responses provided to next year's diversity plan request. It would be helpful to provide the committee with some idea of how the office is structured; e.g., how many students are employed and what is their role?

## **Office of Research**

### **Overall Assessment**

The Office of Research has a decentralized structure with many units that vary in their level of commitment to diversity. The Office of Research Business Office (ORBO) was established just before this report was due. It is stated that this office will start to coordinate practices across the many units in the OR, including diversity initiatives. Diversity should be a top priority for this unit as the office standardizes.

### **Strengths**

- The Research Foundation (RF) has identified diversity as a core value and includes evaluation of personal contributions to maintaining a welcoming environment into the performance evaluations of its employees, as do several other units in the office (IEE, ORIS, ORTEC).
- The University Laboratory Animal Resources (ULAR) is very diverse; unfortunately, diversity is in lower paid positions.
- The Office of Responsible Research Practice (ORRP) has made a concerted effort to increase pay and classification and allow flexible work hours to increase job satisfaction and retention of staff. This was done in response to feedback gained from exit interviews and demonstrates good use of that tool.
- The Ohio Supercomputer Center (OSC) has reinstated the Diversity Committee and is actively working to improve the climate in this unit for women and minorities. This shows attention to the comments made by this committee in last year's evaluation, and we applaud the unit's efforts to respond and encourage continued focus on this area.

### **Weaknesses**

- There are no ethnic minorities in leadership positions and no articulated plan for recruiting such persons into open positions.
- There appears to be a problem in the unit regarding GLBT climate issues. The report states, "Though most units reported not having self-identified staff..." The OR has a large work force. The fact that staff members do not appear to be comfortable identifying themselves as GLBT should be troublesome for the leadership.
- No benchmarking process is mentioned, nor is it stated that there will be a process by which diversity efforts will be measured.
- Much of the diversity in staffing appears to be in lower paid positions, rather than in leadership/professional positions.
- Most units within the office have no formal structure to address diversity issues.

### **Recommendations**

- The leadership of the office needs to take ownership of diversity and provide support from the top, including mandating that each unit develop and maintain structures to address diversity issues.
- The office should put practices in place to help recruit a more diverse leadership (especially at the OSC).
- Within the report, the statement "OR units are dedicated to hiring the most qualified applicant for a position and does not discriminate based on race/ethnic group or gender" is somewhat problematic. We hope the unit realizes that diversity does not "just happen" but must be an established goal for forward movement to occur.

- An issue not addressed in the report that this committee is interested in reviewing is how the office supports diversity across the campus community through its investment of research dollars.

## **Office of Student Life**

### **Overall Assessment**

Based on the information provided in the Diversity Plan, it appears that the commitment to diversity embraced by the Vice President has been successfully translated into successful diversity initiatives in all of the office's administrative units.

### **Strengths**

- There is strong diversity leadership from the Vice President for Student Life, and there seems to be a commitment to and success in hiring and retaining a diverse staff.
- The various units of Student Life demonstrate both a pragmatic and a creative approach to achieving diversity in recruitment and retention. Some successful strategies include: posting full- and part-time positions in publications and outlets that have diverse audiences; renaming positions to reflect diversity work; providing opportunities for staff to pursue personal diversity interests through professional development opportunities; cultivating diversity in graduate students then hiring these students; facilitating a balance between "work and life" for Student Life staff.
- Available data attest to the unit's successful efforts to build and maintain diversity within the Student Life staff. As of 10/31/2008, roughly 50% of the unit's executive and professional staff was female and roughly 17% of this staff was composed of minority group members. This last number compares favorably with the overall university percentage of 14.8.
- The office's plan to provide NCBI (National Coalition Building Institute) training for all Student Life staff is a good idea and a model for the university.
- The bi-weekly meetings of Assistant Vice Presidents and Directors as well as the seeming strength of the Student Life Diversity Council provide proactive leadership.

### **Weaknesses**

- Based on information provided in the Diversity Plan, there are no significant weaknesses in the office's efforts to build and maintain diversity.

### **Recommendations**

- To facilitate precise analysis, it might be beneficial to implement a common exit interview protocol across all units within Student Life.
- Approximately 30% of the staff members who left Student Life between July 1, 2007 and June 30, 2008 were from racial or ethnic minority groups. What are the principal reasons for these departures? What can the unit do to retain more minority staff?
- In several sections of the Diversity Plan narrative, descriptions of diversity initiatives appear to relate broadly to the university community and not to the Student Life staff specifically. For example, in describing actions taken to make the environment safe for GLBT staff and students, the plan highlights activity in the Multicultural Center and GLBT Student Services designed to empower GLBT students and to access the

climate for these students at OSU. While it seems reasonable to assume that there is a positive climate for GLBT staff within Student Life, the plan does speak directly to this issue.

## OFFICE OF ACADEMIC AFFAIRS UNITS

### Office of the Chief Information Officer

#### Overall Assessment

The report does not provide much information about what is being done to enhance diversity in the office. While the number of women and minority directors appears good, this information is of little value without some sense of how the unit is organized and what those numbers reflect. No demographic data was provided to support the report narrative. There appears to be a dismissal of the importance of diversity to the office; the tone of the report indicates that everything is fine and that there is no reason to assess current conditions. While we applaud the good “culture” of the office, without data most of the report is anecdotal. It would be interesting to hear of any issues that arise after the inclusion workshop scheduled for this summer.

#### Strengths

- Hiring outreach through social networking sites geared toward underrepresented groups.
- Attempts to promote from within help to ensure ongoing staff development.
- The office has been proactive in providing support to GLBT staff.

#### Weaknesses

- There do not appear to be any particular processes in place to recruit and retain women and minorities into administrative positions. Citing that “everyone is treated equally” completely avoids the question and seems to indicate that this issue is not one of concern.
- There is no committee or other leadership structure focused on issues of diversity. While diversity activities related to food are pleasant, it should be noted that food is an aspect of diversity that is capable of crossing all borders.

#### Recommendations

- The report cites the office’s high ranking in the May 2008 engagement survey performed by OSU. What does “engagement” mean to this unit?
- The unit conducts a quarterly culture survey and it would be interesting to see exactly what that survey includes and if it provides any assessment of climate, particularly from the perspectives of minority or women staff members.
- The office needs to establish specific procedures for diversification and should start by establishing a diversity committee that can provide an accurate assessment of office staffing and climate. Expecting current employees to “complain” about climate may not be the most realistic/effective method through which to make those assessments. Because the “current culture” seems to be a valued asset for staff, any opposition to that culture is effectively quelled.



- If the number of women entering the IT field is decreasing, the office should consider ways of expanding its pool.

## **Office of Enrollment Services and Undergraduate Education**

### **Overall Assessment**

The office submitted a strong report with good documentation of recruitment efforts, particularly its targeted marketing and visits. Upcoming changes that will be implemented, including the new “Consolidated Service Center” will provide opportunity for the office to develop new approaches and collaborations as it moves forward and reconfigures. One area to consider that was noted in last year’s report: Academic departments feel it would be helpful if the office provided/developed some flexibility for admissions depending on department’s unique needs.

### **Strengths**

- The office provides numerous professional development opportunities and flexible work options.
- The newly implemented exit survey sounds interesting and we would like to receive further feedback on its effectiveness. This might provide a model that other units could use.
- The Honors and Scholars dialogues and activities related to diversity and social justice are to be commended, in addition to the FYE Success Series programming on gender identity and sensitivity issues.
- Promoting from within, developing hiring networks and other attempts to increase a diverse applicant pool seems to be a sustained effort that should continue to pay off through increased diversity.

### **Weaknesses**

- The challenge of hiring minorities into higher administrative positions due to low salaries and limited opportunity for advancement. The office needs to think creatively about how these hurdles can be overcome effectively.

### **Recommendations**

- The office’s pursuit of strategies to encourage more minority student participation in undergraduate research is commended and encouraged.
- Providing qualitative data along with narrative information would make the report stronger and more meaningful.
- Overall, this is a strong report and a strong unit that is ready to move to the next step, which leads to the question: What’s next? How will this office continue to improve and how will those improvements be measured? Providing some type of standard performance indicator would enable the office to define and measure success.

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

### **Overall Assessment**

A major problem with the submitted report is that the school did not submit student or faculty diversity data, making this area difficult to assess: while student data is online, faculty data is not. The school is in a unique position to attract minority populations to campus and is capitalizing on this through aggressive recruitment and outreach. However, some questions were raised about student diversity across the school's various programs; for example, there appear to be few—if any—students of color in the Washington internship program. Because the school is still relatively new, diversity efforts are still works in process and the school has the opportunity for university-wide modeling and the implementation of best practices.

### **Strengths**

- The school capitalizes on campus services that are available for disabled students, widely using this to its advantage. Other units should take note of this strategy.
- Providing scholarship support through the Graduate Enrichment Fellows program is commendable.
- The school enjoys an excellent retention rate of 100% for minority students; of course, this refers to graduate students and retention is less of an issue than it is at the undergraduate level, but this impact is still worth noting.
- The pairing of new faculty hires with mentors is an excellent strategy that was developed since last year's report.
- The focus group that met with minority students in 2007-2008 seems to have set a good precedent for informing recruitment and retention efforts and should be considered as an ongoing strategy. The school should note (and report) exactly what specific ethnic groups are interviewed; the data could be valuable for all.
- A policy requiring purchasers to secure quotes from minority vendors is an intriguing idea.

### **Weaknesses**

- While the school does a very good job of recruiting women and minorities as temporary instructors through its program offerings, it needs to be careful not to rely overly-much on adjunct faculty to provide diversity. Doing so sends a clear message of how presence is valued, and the school does not want to establish a reputation as one that has a “revolving door” policy towards minorities due to the mobility of adjuncts.
- In faculty hiring, 6 offers were made (4 to women and minority candidates; possibly only 3 due to overlap) and 3 accepted. If offers made to minority and women candidates are not accepted, the school needs to determine why this is so. While some factors (geographic location and the like) may not be addressed effectively, many others can and should be assessed.

### **Recommendations**

- The school should consider establishing a Diversity Committee rather than relying solely on key positions. While there is one staff member designated as the diversity advocate and obvious support from upper administration, it is important that diversity efforts become institutionalized rather than dependant on individual voices. It also places one person at disadvantage if s/he is considered the sole/primary spokesperson

for diversity. His/Her efforts may be seen as personal rather than for the collective good. It is also important that students be provided representation.

- Student diversity data should reflect the different programs that the school offers.
- As the school continues to grow, it is in an excellent position to hire minority and women faculty. There are challenges as indicated by the Carnegie pool data, but it is also worth considering that there are practitioners within the field of public policy working at very high levels in all sectors of industry, and many of these practitioners may not hold Ph.D.s but would be excellent faculty.

## **Graduate School**

### **Overall Assessment**

The school is actively attempting to contribute to the overall diversity of the campus but seems to face some obstacles in doing so. Many of those obstacles will simply take time to work through while some will require creative approaches that may not support the current status quo, particularly within individual departments. Because the school works with most of the academic departments across campus, it faces unique challenges as well as some increased responsibility for diversity. The growth of diversity in its own staffing, although slow, is a good move forward that should be continued.

### **Strengths**

- The school has worked to increase visibility and is developing relationships with minority-based institutions as well as with units across campus pursuing similar goals.
- Several new initiatives specifically designed to recruit more minorities to the graduate program have been put into place and the SROP program has seen growth.
- The use of Application Fee Waivers is a good idea that should help increase the number of graduate students applying; however, acceptance into programs may be another issue.

### **Weaknesses**

- The fact that the office works with multiple departments provides many challenges for student recruitment and creative ideas for partnering should be considered—one size probably will not fit all.
- The Student Information System seems to be presenting challenges that are making it difficult to get information out to the college departments and schools.
- The changes to the grade point average to qualify for the SROP program and its expectations can become limiting. There seems to be a strong reliance on GRE and test scores while national attention has been focused on the validity or over-reliance on such indicators.
- The slowness of the award process leads to the loss of potential students, particularly minority students being recruited by other institutions.

### **Recommendations**

- The school may wish to consider developing methods to educate chairs and directors on what to look for and how to recruit minority graduate students.

- Education in the recruitment process is the key to attracting minorities; the school should continue making processes as transparent as possible and providing potential students and other institutions with program information.
- There seems to be some discrepancy between the narrative and the table of Unit Leadership that needs to be addressed.
- Although there is little turnover in staff, this should be seen as an opportunity for future diversity that the unit needs to keep in mind moving forward.
- In regards to the Enrichment Fellowships, there seems to be some discrepancy between applications received and yield. Are the fellowships over-awarded? Is this because departments are forced to wait until March and cannot effectively recruit? Are these fellowships automatically offered to SROP participants? We would like to see further discussion on this matter and some indication of how the issues might be addressed to best use the fellowships to better diversify the graduate student body.

## **Office of International Affairs**

### **Overall Assessment**

Last year the office identified as a barrier the “reluctance on the part of supervisors to incur additional costs to advertise in minority publications.” While this seems to have been addressed somewhat, it is noted in this year’s report that advertising positions in minority publications “is not always possible due to publications’ deadline for submission.” We must note that again, due to major reorganization of the unit, it is difficult to determine progress towards diversity, but the overall picture is not good. The submitted diversity plan contained little narrative, few examples, and scant indication of how the unit is moving forward with specific plans and initiatives to further diversity.

### **Strengths**

- The office provides generous work time flexibility for employees and there seems to be some emphasis on professional development.
- The HR manager appears to work closely with the Diversity Committee and Directors Group to develop diversity initiatives; however, there is little indication of what those initiatives might be.

### **Weaknesses**

- While the student demographics may indicate that Caucasian students are most interested in the 2 interdisciplinary study programs, the glaring lack of ethnic minority students enrolled in those programs should be addressed.
- Staff diversity demographics should also be addressed and perhaps compared with the demographics of similar programs in the CIC.

### **Recommendations**

- There are few details contained in the plan, indicating that there may be little thought given to diversity issues. It would behoove the Diversity Committee to begin some serious discussion about its diversity efforts, perhaps considering what is working well and what is not effective. Because this office supports a diverse student population,

there should be case studies and other best practices available to share with the rest of the university.

- This recommendation is repeated from last year's analysis: "Given the unit's position as the university's 'face' for globalism, there needs to be strong commitment for diversity displayed on the part of top leadership that should impact all levels of the office; in fact, this unit should be an example that the university can point to in order to indicate its understanding of global diversity."

## **University Libraries**

### **Overall Assessment**

The unit needs to develop a comprehensive and specific strategy to increase faculty and staff diversity. While it makes good use of the Key Diversity Resident program and pursues other small efforts, there is no overall design to its efforts that includes steps to be taken and timelines for completion. The unit did not submit its demographic data, which should have been obtained from the HR website and confirmed.

### **Strengths**

- The unit is employing some worthwhile strategies such as advertising positions in minority publications and sending letters to individuals "nominated by a colleague" to invite their applications.
- The unit is willing to partner with other campus units to support spousal hiring.

### **Weaknesses**

- There is a distinct lack of ethnic minorities on faculty and staff, and there is not a cohesive plan in place to remedy this.
- The unit did not include demographic data with its report, and there seems to be some discrepancy between the data provided in the report and the HR charts. Although Library Science is not a category included in the Carnegie pool data, it would behoove the library to investigate the overall state of the profession in regards to diversity in order to determine why it is unable to make such hires.

### **Recommendations**

- The unit needs to develop a plan that will enable it to address the lack of minority faculty. It should start with benchmarking to establish goals and then determine how it can best meet and exceed those goals.
- Some of the initiatives put into place for student employees seem to be successful and should be considered for faculty/staff as well.

## **Office of Minority Affairs**

### **Overall Assessment**

This office has always been a leader in the facilitation of other units' work and movement toward developing inclusion, diversity, and reducing bias. This work continues in the development of the Bell Center and the work with African American males at unit, university, and state levels.

### **Strengths**

- The office continues to maintain and develop strong programs designed to recruit, retain, and otherwise contribute to the success of minority students.
- The office extends assistance to units and individuals across the university with an unbiased and fair balanced approach. One of the comments in the report mentions that persons who “come to this unit for advice and assistance in dealing with issues they perceive related to unfairness based in racial or cultural difference” think that their issues “are considered without prejudice.”
- The BART (Bias Assessment and Response Team) program and improvement in overall university retention and graduation rates for African American males have been recognized nationally.

### **Weaknesses**

- There is no focus on GLBT or disability issues although the office appears to partner with and support others working in these areas.

### **Recommendations**

- While not mentioned in the report, it seems that the work that OMA is doing could be facilitated with the inclusion of more personnel. When one looks at the amount of programming, it is amazing that so much gets accomplished, and one wonders what more could be accomplished with additional personnel.

## **Wexner Center for the Arts**

### **Overall Assessment**

The center’s diversity plan reflects a strong, continuing commitment to diversity. The plan shows clear measurable goals to indicate the unit’s progress. It also incorporates the recommendations made by the Diversity Council last year and indicates the successes while articulating the ongoing challenges in the areas where there has been little progress. The center’s leadership has been pro-active in consulting with campus diversity leadership for guidance as they move forward.

### **Strengths**

- The center has developed a clear diversity plan with measurable goals, establishing a specific set of metrics for assessing staff diversity that is very impressive and should allow for continuing assessment.
- There is obvious support and leadership on the part of center administrators for diversity initiatives, which is a critical requirement for progress.
- An active Inclusion and Diversity Committee conducts climate surveys and implements initiatives to enhance the work environment for all.
- The center is committed to listening and benchmarking, having met with Georgina Dodge and Scott Lissner to review the 2007-08 diversity plan and using the feedback to complete the current report as well as to guide the center’s work for the coming fiscal year.

- The center has formed a small internal team to assess the current and future state of the center's accessibility, and the HR manager has met with Scott Lissner to further inform their thinking.
- There have been multiple diversity programs presented throughout the year for the benefit and enrichment of the campus and Columbus communities, and the center has often effectively partnered with other campus units and community groups to ensure diverse participation.
- Particularly commendable is the commitment to and nurturing of diverse student staff members and docents. This may help develop a pipeline for future staff.

### **Weaknesses**

- As a small unit with little senior management turnover (conversely, this is also a strength), there are limited opportunities to diversify the staff, particularly at senior levels.
- Like many such organizations, the center still wrestles with how to secure meaningful audience data and analysis in a manner that does not offend patrons. Research on how others have addressed this issue—field anthropologists; similar institutions such as the Smithsonian Cultural Arts arm—might prove helpful.

### **Recommendations**

- The center should continue to work toward the goals outlined in its plans, capitalizing on the strengths noted in the assessment and working to overcome the noted barrier when possible.
- Continue requiring staff to attend diversity events on campus and work to make that expectation a part of the center's overall culture.

**Appendix A: Template**

**2008-2009 DIVERSITY PLANS**

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

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

**Part I - Snapshot 2007-2008 Demographics:**

- A. **Faculty and Staff: This data will be available on the Office of Human Resources website by December 5, 2008**  
[http://hr.osu.edu/statistics/diversitydata\\_home.aspx](http://hr.osu.edu/statistics/diversitydata_home.aspx)
  
- B. **Student: This data is currently on the Office of Institutional Research and Planning website**  
[http://oaa.osu.edu/irp/student\\_diversity/student\\_diversity.php](http://oaa.osu.edu/irp/student_diversity/student_diversity.php)
  
- C. **Faculty diversity pool data is available on the IRP website**  
[http://oaa.osu.edu/irp/fac\\_diversity\\_pool/fac\\_diversity\\_pool.php](http://oaa.osu.edu/irp/fac_diversity_pool/fac_diversity_pool.php)

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

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

How many faculty members have left from July 1, 2007 through June 30, 2008?

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

How many staff members have left from July 1, 2007 through June 30, 2008?

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

**Exit Interviews**

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



**Part II - Recruitment and Retention**

For Colleges:

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

Complete the table below for the time period of September 1, 2007, through August 31, 2008.

Number of faculty positions advertised \_\_\_\_\_

Applications received:      total \_\_\_\_\_ women \_\_\_\_\_ minorities \_\_\_\_\_

Candidates interviewed:    total \_\_\_\_\_ women \_\_\_\_\_ minorities \_\_\_\_\_

Offers made:                    total \_\_\_\_\_ women \_\_\_\_\_ minorities \_\_\_\_\_

Number hired:                 total \_\_\_\_\_ women \_\_\_\_\_ minorities \_\_\_\_\_

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

For All Units:

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

**Part III - Unit Leadership Report**

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

1. What specific actions have been taken to recruit and retain women and minorities into administrative positions?









## **Part VI - Minority Purchasing**

### **Background: Minority Business Development**

From FY1993-94 through FY 98-99 Ohio State was engaged in a six- year plan to increase purchases from minority suppliers. Colleges/ VP Offices were required to submit action plans outlining departmental efforts to reach targeted goals, and the Purchasing Department reported progress on a University-wide basis. During this time, purchases from minority businesses rose from 7% to a record high of 16% in the First Quarter of FY 98-99. Minority business development programs and the state of Ohio's 15% set aside law for goods and services were suspended from the Second Quarter FY 98-99 (when a U.S. District Court ruled the set aside law unconstitutional) through the Fourth Quarter FY 98-99 (when the Supreme Court reversed the decision). Set-aside for construction is still not permitted. Purchases from minority suppliers have decreased substantially since minority purchasing programs were interrupted, purchasing processes decentralized and the University's six- year plan expired.

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

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

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

**Part VII - Assessing the Progress in Your Unit**

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

**Strengths** to build on

**Barriers** to overcome

**Opportunities** to take advantage of

**Part VIII - Response to Recommendations**

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