

# **DIVERSITY PLANS: AN ANALYSIS 2001-2002**

**Submitted by**

**The Council on Diversity**

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## **INTRODUCTION**

This is the second year of implementation of the university's Diversity Action Plan and the Council noted that progress continues to be made in reaching the stated goals of the plan. In our first report the Council noted that although a good start had been made in addressing the goals of the plan, the unit plans did reveal an uneven level of commitment. Unevenness in commitment continues to be a problem.

Our first report did not provide an analysis of individual units because we believed that, for the most part, the first year's unit plans, goals and accomplishments were just beginning efforts. Therefore, the first report was organized according to the goals of the Diversity Action Plan. However, in 2001-2002, colleges and vice-presidential units utilized a standard template for developing their plans and were also provided with unit specific demographic data. Given this, the council believes that this year's analysis should focus on individual units. In addition, the council derived some *cross cutting issues* that were common to several colleges/units. We identify those at the outset thinking them to be important *university* concerns.

### **Concerns Expressed Across the University**

#### **Recruitment**

1. Pool Data: Many colleges cited the lack of a diverse pool from which to hire. We understand that this is a reality for both faculty and staff. It would be helpful however if those units would identify specific steps they are taking to overcome the constraints of the pool and if all units would provide pool data to inform their goals.
2. Colleges and units need built-in systems of accountability for search committees. It is simply insufficient to say that a search ensued but was unsuccessful in hiring a woman and/or a minority. Units need to interrogate the reasons for the lack of success and a corrective plan for the future.
3. Colleges and units should investigate "cluster hires"-- hiring more than one person at the same time, i.e., a senior and a junior woman/minority.
4. The capacity to network with professional groups of women and minorities is critical to ensuring a diverse pool of candidates and should be considered when constituting the search committee.
5. Colleges and units should give careful consideration to ensure that a department can accommodate a candidate's research interests. To do otherwise invites retention problems.
6. A central initiative should be undertaken to develop "recruitment packages" for departments and units to use. These packages should highlight the positive aspects of the university and Columbus.
7. Some colleges identify the change in the OAA sponsored Faculty Hiring Assistance Program (FHAP) to be a limiting factor in the hiring of minority faculty and perceive the change as a lack of continuing commitment.

8. The lack of domestic partner benefits continues to be an issue for both the recruitment and retention of faculty and staff.

### **General Comments**

Work and Family Issues: Very few units cited in their plans goals related to work and family issues. In particular, few addressed what is being done to ensure that faculty and staff feels comfortable in utilizing the flexible benefits that are available to them.

Language: When responding to the question about GLBT populations, many reports used the term, “sexual preference.” We advocate that all reports use the university-wide endorsed term, “sexual orientation.” Oftentimes language issues can indicate larger climate issues. For those units that have not done so, we recommend a climate survey targeted to GLBT faculty and staff.

Curriculum: Few colleges cited the importance of working on their curriculum, so that it includes difference and diversity topics. This should be a priority in the coming year.

Specificity: Many plans lacked a level of specificity needed to monitor progress.

Tools: Units should be encouraged to make use of available resources for implementing their plans. (e.g. Office of Minority Affairs, Faculty and TA Development, The Women’s Place, and the MultiCultural Center)

## **ARTS AND SCIENCES COLLEGES**

### **1. College of Humanities**

This College has done a comprehensive job in meeting the university’s diversity goals. The college statistics indicate a healthy multicultural makeup. This year there were 23 new hires, 12 of whom were women, and 7 were minorities (30%), including 4 minority women. Diversity has been a priority in the college and aggressive actions have been instituted to diversify the faculty. They have been assisted in their efforts by the existence of a fairly healthy applicant pool in the disciplines represented in the college. The College has also instituted specific programs, such as a mentoring program to ensure successful recruiting and retention of women and minorities and in the development of academic programs focused on diversity topics, e.g. Comparative Ethnic Studies and Asian American and Latino Studies. They also provide for chairs training programs such as legal seminars that focus on diversity issues, discrimination and affirmative action. The College is, for example, the only college to provide graduate students with sexual harassment training. They have also developed a college website for diversity.

The planning for the Institute for the Study of Race and Ethnicity in the Americas is moving forward with the appointment of a director. The curricula in all of the

departments have been assessed and promote multicultural awareness. Although there is a mentoring program in place, the College acknowledges the need for enhanced strategies to deal with faculty professional development and to relieve junior faculty from a high level of service. Importantly, an African-American woman will assume the post of Chair of the English department this fall—a first for women and minorities.

Although in many ways this college is far ahead in meeting diversity goals, they do point out that in some units there exists a “chilly” climate for minorities. Importantly, the college environment is receptive to GLBT issues, as evidenced by courses in its curriculum. The major recommendation of the Council is to continue its aggressive commitment to enhancing diversity and meeting the goals of the Diversity Action Plan.

## 2. College of Social and Behavioral Sciences

The college was successful this year in diversity hiring. Six of 7 new hires are women and/or minority--three Hispanics, two African Americans and one white female. This is very good progress. In general the faculty appears to be more successful in hiring women as compared to minorities—either male or female-- although this year they have employed “targeted” searches for minorities. They also identified that they need to make “preemptive strikes” (explain) to retain women and minority faculty.

Using a special college fund, the college is aggressively recruiting minority students, but they report that not all units were able to fully utilize these funds to maximum advantage. The report does not provide an explanation as to reasons why this occurred.

Women are a strong presence in the college and the college attempts to address the needs of female faculty and staff. The dean holds regular meetings with women faculty and has continued to match FHAP funds from the dean’s office for minority hires. An effective strategy that the college is implementing is that department chairs share their mentoring strategies with one another. It would be helpful if these strategies were identified so as to be of assistance to other departments. The college supports staff that wish to take classes by offering flexible schedules.

The college is a participant in the establishment of the Institute for the Study of Race and Ethnicity in the Americas and has conducted a study of gender equity in university/college research awards. Importantly, the study identifies that the student and service demands of minority/women faculty hinder their scholarly activities. It will be important to implement strategies to prevent this from happening and hence improve retention.

## 3. College of Mathematics and Physical Sciences

The diversity report was very brief and somewhat perfunctory, creating the impression that diversity is not a high priority in this college. The identified goals were vague and much of the report lacked specificity. The college, of course, identified the lack of a diverse pool of applicants for faculty positions as reason for their current lack of faculty

diversity. The Council understands this reality. However, rather than remain complacent with this situation, the college is challenged to identify and employ specific strategies that will work within this constraint, e.g. employing targeted searches, featuring women and minorities at public events and focusing on increasing the diversity of their graduate student body.

#### 4. College of Biological Sciences

The College faculty is not very diverse, although the student body is becoming more diverse especially with regard to the increasing numbers of women. The report cites a lack of diversity in the pool of potential candidates for faculty positions and continues to identify the lack of suitable facilities—namely the B and Z building as a barrier to recruitment. (This fact did not seem relevant only to women and minorities). There were no identified strategies to enhance the pool nor did the report cite specific pool data. The college does review the distribution of GA/GRA support with respect to gender and ethnicity to ensure equity. This strategy is recommended for other units.

Interestingly, the college report identified a “chilly” climate for women and minorities in the college, but did not identify any corrective strategies. Also, the report indicated that the climate for GLBT faculty and staff may be one in which they do not feel safe to self-identify. Again, no corrective strategies are identified. It is highly recommended that this college aggressively pursue strategies to modify the culture to one that is more accepting of women, minorities, and GLBT faculty. This is imperative to improve the college profile but, most importantly, to effectively serve their changing student body. The college has not begun any systematic review of curricula to ensure inclusion of a multicultural perspective. Given the identified climate issues, questions arise as to whether or not these same individuals can implement a truly multicultural curriculum.

For 2002-2003, there are seven new hires. Of these, two are women and none is a minority. Overall, the college has a long way to go to become more diverse. In the meantime, they might want to consider ensuring women and minority representation in any public events, such as invited speakers, and continue to work on creating a climate that is welcoming to all.

#### 5. College of the Arts

The college is making a continued effort to enhance diversity in the college. They have a college level diversity plan and they continue to review and revise it. They have made progress in hiring women faculty but less so with minorities. Of the nine new hires for 2002-2003, there were five females and one Asian American. The diversity plan identifies the college culture as being welcoming for GLBT faculty and staff but cites the university’s lack of domestic partner benefits as being a barrier to recruitment of GLBT faculty. The college has established a diversity fund to augment FHAP funding for hiring women and minorities. However, they also acknowledge that there is insufficient or the wrong kind of mentoring being done with women and minorities. They do not identify specifics regarding these mentoring or corrective actions. In order to improve this

situation, they are encouraged to seek consultation from the Office of Minority Affairs and The Women's Place.

The college has established formal search committee procedures to ensure a diverse applicant pool and they continually review and revise the college Diversity Plan. There is a high level of data collection and information dissemination on diversity activity.

The College has created a grants program to foster global understanding in the arts, ensure that visiting artists/guests represent diversity, and has established a Multicultural Dance Alliance.

The college strives to develop partnerships with campus resources such as the Multicultural Center, the Institute for Race and Ethnicity in the Americas and the Commitment to Success Program.

## **PROFESSIONAL COLLEGES**

### 1. Fisher College of Business (FCOB)

This college has taken an aggressive approach to diversity including making it one of their major goals for this year. Historically, greater success has been realized in recruiting women than ethnic minorities and the college outperforms their peer business schools. Currently 55% of the assistant professors are female. The percentage decreases at the senior ranks, perhaps reflecting a retention problem or greater success in recruiting junior faculty in recent years. This fact might explain the lack of women filling department or endowed chair positions.

Asian Americans reflect the largest group of minority faculty, and the college reports the lack of a racially diverse pool as a source of difficulty in recruiting minorities. They also indicate that, at times, there is a lack of intellectual/research compatibility between minority candidates and existing faculty. Although ignoring this factor in making hiring decisions may well lead to retention problems, acknowledging this factor should prompt a second step--a conversation on why existing faculty and minority candidates have different fields of intellectual interest. Are these pioneering fields? Complementary fields? Competing fields?

The college is guided by a college-wide diversity plan with concrete and measurable outcomes and accountability and the dean, associate deans and department chairs meet regularly to monitor the success of women and minority faculty. This is an effective practice for others to consider. The reasons given for why women and/or minority faculty left OSU do not appear to be the result of climate issues. In fact, the college indicates that those who do leave relocate to schools of lower rank.

The college has established a Community Advisory Diversity Board, a Staff Advisory Committee, a mentoring program and also works aggressively to place spouses/partners. Retention of women and minorities is identified as a concern and the college has

instituted “touch-base” meetings with faculty and department chairs to monitor progress and discuss any potential problems.

The college values work/life balance and encourages flexibility with work time and scheduling including work at home where appropriate. They also have developed aggressive internal promotion mechanisms and provide professional/career-counseling opportunities for staff

A program of “visiting scholars” that brings women and minority faculty to campus has been implemented and the college maintains contact with recent alumni to recruit them at a future time or to utilize them as a referral source.

The graduate associates in the college are more diverse than the faculty and are assisting to build the potential pool of business faculty. The college also participates in a visitation weekend for minority students resulting in the doubling of the number of African-American students in the full-time MBA program. There was good support for the formation of a GLBT student association and the college has a staff advisory committee and values work/life balance.

## 2. College of Education

This is a college with a diverse faculty (16% minority, 49% female) and graduate student body (13% minority, 73% female). A number of women faculty (three retirees and one resignation) and one minority male faculty (resignation) left the College last year. However, four women were also hired, one of whom is Asian. The African American faculty member who left returned to his home state of California but still maintains numerous collegial and scholarly relationships in the College. Members of the leadership team include three African Americans (Dean, Associate Dean, and Assistant Dean), five women (Associate Dean, two School Directors, Business Officer, and Director of Student Services), several members of the leadership team are GLBT. The College maintains an active Office of Equity and Diversity headed by a minority staff member.

The 2001-2002 college diversity plan was re-configured and realigned with the goals of the university's *Diversity Action Plan* and identified individuals with specific responsibilities related to the goals of the plan. This process of assigning specific responsibilities to selected individuals was far more effective in increasing diversity than the single position of Associate Dean for Equity and Diversity. Thus, the latter position was eliminated last year. The COE now has a structure that includes a College Diversity Coordinator and a Faculty Member in each of the three Schools who coordinates diversity initiatives at the department level. This structure is also supported by a College Council Diversity Committee headed by a faculty member. The college plan does not identify specific assessment measures that will be needed to mark progress/success. The college report does not discuss whether the environment is safe for GLBT persons to self-identify or raise issues. However, the plan calls for an ad hoc group to propose a plan for dealing with GLBT population issues as part of the College Five-Year Equity and Diversity Plan.

During the initial years of the Five-Year College diversity plan, the college is focusing on establishing enhanced financial support for minority students (last year the amount was \$509, 000) and a new targeted development campaign (\$500, 000 goal). Funding was also provided to support "Project TEACH"-a program that supports students of color in the masters programs aimed at helping increase the number of teachers of color in Ohio. The College also recruits a diverse group of students for the "Tomorrow's Teachers Scholars Program." The College also sponsors an annual COE Diversity Forum and Graduate Student Symposium in which graduates students present their own research in the area of diversity while faculty members serve as discussants of the student papers. An external keynote speaker makes a plenary session presentation (e.g., local activist and public speaker, Mr. Carl Upchurch who wrote *Convicted in the Womb: One Man's Journey from Prisoner to Peacemaker* was a speaker).

The College has a long-range plan, its Five Diversity Plan, and each year provides an opportunity to target particular minority groups. Years one and two were African American and Latino/a students, staff, and faculty. The coming year will focus on GBLT populations with continuing emphases on African American and Latino/a issues. The College intends to increase its use of data, including climate surveys, for assessing its annual progress in the areas of diversity and equity.

### 3. College of Human Ecology

Women are heavily represented among the faculty and student body. The college report identifies the subject matter of the disciplines represented in the college as being areas that are attractive to women. The associate dean and two assistant deans are female. Yet, all three department chairs are non-minority male and this gender bias is recognized in the college report. A college-wide family friendly culture and flexible work schedule is thought to be a strength in the recruitment and retention of women and minorities. The report also indicates that there are a number of self-identified gay and lesbian faculty and staff as indicated by their open disclosure as well as the usual inclusion of partners in college activities and events. The college has a clear value statement regarding internal recruitment for positions before looking outside of the college.

The student body has been increasing in size and significantly is attracting more undergraduate males. African-Americans represent 8.4% of the undergraduate and 5.6% of the graduate student population.

Recruitment efforts are guided by a plan that contains concrete assessment measures. Targeted aggressive recruitment techniques and targeted searches have been used successfully, and the college claims to enjoy a positive national reputation regarding their diversity climate. At the same time, the college recognizes that many of their discipline pools are fairly diverse; they need to improve their efforts at recruiting from them.

An active minority student group provides feedback regarding diversity initiatives and sponsors an annual job fair. The college planned to administer a climate survey this year



but it is postponed until next year. Given the rapid increases in enrollment this should be a priority for implementation in 2002-2003.

#### 4. College of Food, Agriculture and Environmental Sciences (FAES)

Although a major goal for the college has been enhancing diversity, the college's Diversity Plan candidly acknowledged difficulties within the college that account for less than an optimal climate for women, GLBT population and minorities. A college wide task force undertook a study of diversity and submitted a report in June 2001. The task force identified that the college has multiple cultures and many locations that impact the climate for diversity. It identified the crucial issues as being: a lack of knowledge about support systems for minority students and staff and the fact that staff don't often receive diversity training. Diversity training has been more systematic for Extension than any other unit in the college.

The task force report stimulated the development of several initiatives including a diversity resources website that provides faculty and staff with information about diversity issues; in-service programs focused on diversity and monthly diversity e-mail messages.

The report also identified the fact that GLBT issues have not been addressed in the college and although GLBT faculty and staff have formed support groups, this information has not been widely shared. Extension faculty and staff have also identified religious beliefs as having an impact on attitudes but there has not been any college-wide focus on these issues.

A staff person has been hired for the role of Leader, Diversity Development. This is a very positive step toward assisting this college in enhancing its diversity and improving its climate.

The college and its programs have been undergoing significant change by moving away from a dominant focus on agriculture. In so doing, it has greater opportunity to enhance its diversity but major barriers need to be overcome such as the association with rural agriculture and slavery among African-Americans and a faculty pool that is historically white and male. The current faculty profile is 26% female and 5% minority. The undergraduate student body is 11% female and 9% minority and the Graduate student body is 44% female and 6% minority. So, there is some potential for increasing the number of women faculty over the next several years.

The college is making an effort to increase diversity and deserves recognition for its candid and forthright assessment of the difficulties it faces in doing so. As an example, discussing diversity goals and accomplishments has become a regular part of the annual performance evaluations of department chairs. To make further progress, the college is encouraged to develop a concrete action plan to address the concerns identified by the task force to enhance diversity within the college. It is also recommended that specific

policies to assist women faculty and staff balance work and family responsibilities be developed. This is an issue that emerged in exit interviews with Extension employees.

### 5. College of Law

The profile of faculty and staff in this college is very diverse. Furthermore, relative to other colleges, there are significant numbers of women in leadership roles, including the dean and endowed chairs. In addition, the faculty has a shared commitment to hiring ethnic minorities, an initiative advanced by the former dean who is African-American. Competition from other law schools is viewed as the main barrier to even greater success in recruiting minorities. Currently 26% of the faculty are women and 14% are minorities. Sixty-six per-cent of the associate professors are women. Two are scheduled to be reviewed for promotion in the Spring 2002; it might be helpful to develop individual strategies to assist the remaining to advance to full professor rank.

The recent large gift from Michael Moritz has provided the college with new opportunities that they have used successfully to enhance diversity by awarding two of the chairs to external candidates---an African-American male and a female.

The student body is 46% female and 17% minority and is ranked in the top half of all law schools. The curriculum deals with critical diversity issues including race theory; gender issues and discrimination and outside speakers represent a wide range of diversity. There is a relationship with the local Bar Association to recruit more minorities and the college admissions program aggressively pursues minority applicants. The college has also developed an Office of Minority Affairs and is attempting to enhance the recruitment of students from disadvantaged backgrounds by awarding Diversity Enrichment Grants.

There is an active GLBT student group and the report indicates that the climate for this population is healthy. However, the report identifies the university's failure to provide health insurance for domestic partners as being a significant barrier to retaining gay faculty who are recruited away by law schools with such a policy.

The college is certainly on the right path. The major recommendation is to continue with successful strategies and to evaluate and possibly expand their pilot program on flextime.

## 6. College of Social Work

The college is diverse—female faculty constitute 64% and minorities 29% of the total faculty. The graduate and undergraduate student body is overwhelmingly female and 14% of the graduate students and 12% of undergraduates are minorities. The report indicates that the climate is supportive of women and minorities and cites the fact that two women were promoted to full professor in 2001. At the same time, however, only 37% of full professors are women--somewhat disproportionate to their relative proportion (64%) of the total faculty. No explanation is given for this, and the plan does not discuss any possible strategies that could be employed to enhance the probability for their advancement in rank. A recommendation is to consider studying this issue to determine factors that may have affected advancement. The college believes that their salaries are not competitive and identify this factor as a barrier in recruiting additional minority faculty.

The college has established Diversity and Affirmative Action Committees that solicit input from faculty, staff and students regarding appropriate diversity goals. A particularly effective strategy used was the development and implementation of three questionnaires for faculty, staff and students to solicit their views on appropriate goals that were then used in crafting the final set of goals. The college recently hired an African-American woman to be the Director of field placement. This is viewed very positively as an additional asset in student recruitment because of her natural interaction with the social work community.

The report indicates that all courses in the college include content related to GLBT populations and they assert that there are no barriers for GLBT individuals in the college but do not provide evidence for this assertion.

## 7. College of Engineering

The college profile of faculty and students is predominantly white and male. Only 9% of the faculty are women and although 22% of the faculty are minority, the vast majority of them are Asian. 18% of the undergraduate students are female and 14% are minority. Within the minority student body, 5% are African American and 7% Asian. 21% of the graduate students are women but only 4% are minority with few African Americans or Hispanics. Increasing the numbers of women and minority students and faculty is a high priority in the field of Engineering with many high profile national programs to accomplish that goal.

The college Diversity Plan is exceptionally candid in identifying very precisely the difficulties in attracting and retaining women and minority faculty. The report identifies the following barriers for recruiting both groups: small pool, lack of role models, salary level, the search process itself, climate issues and a lack of emphasis on family/work issues including in the case of women, spousal placement. Importantly, they identify the need for faculty search committee chairs to be “well connected” in women and minority

circles in order to generate a diverse pool of candidates. They assert that that is often not the case—a reality not limited to this college.

The college is to be commended for its candor but, it would have been encouraging to see a plan that would identify specific strategies that were going to be employed to work with faculty and chairs to overcome what they term “boorish” and unwelcoming attitudes on the part of faculty. Although this attitudinal set is not unique to engineering faculty, they did identify it as an issue and it seems reasonable to establish some goals to work toward changing it.

The report also identifies relatively low pay scales and the lack of “family friendly” policies as barriers in recruiting women. The report indicates that there is a lack of “problems” as evidence of an accepting climate for GLBT populations.

The goals of the college Diversity Plan are very concrete with measurable outcomes but, as stated above, do not include work with faculty to overcome identified attitudinal barriers. A new full-time Assistant Dean has been hired with responsibility for enhancing diversity. She is relatively new and likely has not had sufficient time to think through specific ways to work with the faculty on enhancing the climate for women and minorities. This should be a priority for the coming year.

## **HEALTH SCIENCES COLLEGES**

### **1. College of Veterinary Medicine**

To date, the college has been more successful in recruiting women faculty than ethnic minorities who are very underrepresented in the profession as a whole. Impressively however, the college did hire three Hispanic faculty this year. There is a greater percentage of women faculty at the assistant professor rank (35%). This year a woman was appointed to an endowed chair. This demographic reality accounts for the absence of women in leadership positions in the college. For the past several years, greater numbers of women have been attracted to the profession and the student body reflects this insofar as women now constitute 76% of the professional and 53% of the graduate students in the college. With time, these numbers should result in the ability to recruit greater numbers of women into faculty positions.

Unfortunately, as is the case with faculty, the numbers of ethnic minorities in the student body is quite small. The college has formed a Minority Alumni Advisory Council to assist the admission staff on recruitment and retention issues and have conducted a climate assessment to identify and correct problems. However, given the small numbers of respondents, this survey was less helpful than anticipated.

The college has developed a relationship with Tuskegee University and hopes to utilize this recruit visiting faculty and postdoctoral trainees. This is a long-term strategy that may lead to a greater ability to recruit African-American faculty. The report indicates

faculty and staff who identify with the GLBT community report they feel “safer” in the college than the university at-large and an active GLBT student organization.

## 2. College of Nursing

The college faculty and student body is comprised primarily of white females -reflecting the national profile for the profession. However, three new African American faculty were recruited this year. A college Diversity Committee has been established and is very active. This year it focused on diversity training for the faculty to ensure a more welcoming climate for students. In addition, a full-time staff member was hired to assist with the recruitment of minority students that includes working with the local Black Nurses Association. It is recommended that the college should also focus on work with local high schools to recruit minority students into nursing

Several efforts have been made to feature diversity in the college including an international themed holiday display and installing posters and artwork throughout the college that celebrates diversity.

The college is a small unit and cites that as a limitation for advancement of women staff particularly those in lower paid positions. The plan does not discuss any initiatives related to the inclusion of diversity content in the curriculum.

The goals in the college plan are clear and ambitious with a strong action plan to meet them that will pose considerable challenges given the demographic constraints of the profession and pool.

## 3. College of Dentistry

It was obvious to the Council that the college put considerable effort into the development of this year’s diversity plan that documents the scarcity of women faculty in many of their Sections and in senior ranks (only one full professor). Overall, women represent 24% of the tenured/tenure-tracking faculty and there is fair representation of women among the leadership. The lack of female full professors is acknowledged as a potential barrier to hiring additional women. The report indicates that climate and the lack of any formal mentoring program likely accounts for difficulties in both recruiting and retaining women.

The college has attended national minority conferences and this has yielded some positive results in hiring minority faculty. The college is also working with minority dentists in the community in an effort to increase the recruitment and retention of both faculty and students and to possibly entice them to become part-time faculty. 9% of the faculty are minority and last year two minorities were hired.

Although there are few women and minority faculty, this college does not deviate from the national demographic profile for colleges of dentistry. In fact, for women, the

numbers are slightly ahead of the national norm. Recently the college obtained a federal training grant to attract women and minority faculty.

Students in the college have identified a climate issue for GLBT populations. The report indicates that the “conservative” nature of the profession may affect a lack of tolerance.

The college plans on establishing a Diversity Committee and they are encouraged to do so as well as conducting a climate survey and to institute diversity training for their faculty. They are also encouraged to establish a mentoring program for women and minority faculty and to aggressively recruit and support minority students.

#### 4. College of Pharmacy

The faculty is primarily white and male. Like the other health science colleges, this college identifies the “pool” as being the biggest barrier to recruiting women and minority faculty. The college acknowledges that they have to do a better job at expanding their pool if they are to make any progress. The report did not contain any specific objectives as to ways to do that. The report did not discuss any barriers that might exist in the college to preclude the recruitment and retention of women and minorities into faculty positions. The college did analyze salaries for pay equity discrepancies between genders and minorities. Where found, they made corrections.

Although the student body is not very diverse, more recently, the college is attracting a more diverse student body, particularly Asian Americans, especially in the newly established Pharm D. program. They are trying to develop strong connections to the minority students in all of their programs as one way to enhance recruitment not only of students but potential faculty.

The goals of the college diversity plan are ambitious and wide ranging and they have prioritized goals for the current year. Priorities include a climate assessment, establishing articulation agreements with HBCUs, utilizing minority alumni as recruiters, establishing a diversity award and examining the curriculum. Yet, the plan lacks specificity - desired completion dates or exact mechanisms about how some goals would be achieved.

#### 5. College of Optometry

The College has established a College Diversity Enhancement Committee that developed this year’s diversity plan. This is a very brief report that identifies the college as possessing a ‘welcoming climate’ and a sense of collegiality as a strength of the college. Interestingly, they also identify an “occasional” lack of support for minority staff. An emphasis in the plan is placed on the retention of two African American female faculty and the recruitment of more ethnic minority students. The plan for the latter is quite detailed and comprehensive.

It is clear from the report that there is a need for information and training with respect to GLBT populations to correct misinformation and the expression of negative and judgmental attitudes that are reflected in the report.

6. College of Medicine and Public Health

No report was submitted.

## **REGIONAL CAMPUSES**

1. OSU Lima

The college report provided detailed information regarding the *culture* of the region in which this campus is located and from which it draws its student body. The report characterizes the community as having unexamined attitudes and beliefs and a general lack of sophistication.

Given that context, the campus is making significant strides in enhancing the diversity of its faculty and student body. For example, they have been successful in hiring Asian Americans and women faculty and they have several openings yet to fill and women are well represented in leadership positions on campus. The campus has extensive outreach activities with community agencies that serve diverse populations including an African American community center (Bradfield Center), the 4-H, YWCA and YMCA and hope to diversify its student body through these connections.

The report demonstrates a very good understanding of what is termed the “unexamined attitudes” toward diversity that local students bring with them to the campus and the challenges the faculty faces in confronting and dealing with them. However, impressively there is a willingness to deal swiftly and directly with students who make hurtful comments to others.

An innovative strategy is the plan to hire a graduating African-American student to assist in recruiting minorities to the campus by working with high schools and minority populations.

The report believes that increasing the number of four-year programs would make the campus more attractive to women and minority faculty and that the planned residence hall will expand the area of recruitment for students.

2. OSU Mansfield

The campus has established a diversity committee and the report that they prepared candidly acknowledges that student diversity lags significantly behind the region’s population demographics. The report also indicates a disappointment in the diversity of

the faculty but are encouraged that three of the four hires last year were women. They have been less successful in recruiting racial minorities.

African-Americans are the largest minority population in the geographic area. However, the high school enrolling the largest number of African American students is of very poor quality resulting in an extremely low college going rate. This reality hampers the recruitment of African American students to the campus. Contributing to a climate that is less than welcoming is a reported lack of “socially progressive” attitudes among the residents of the geographic area from which students are drawn. These emerge in the classroom when topics such as race, sexuality and gender are discussed.

The report also cites a “hostile” attitude toward the GLBT population verified by a survey that reported 17% of gay students have experienced discrimination. The report indicates that a variety of plans are being considered to improve the climate for diversity but concrete steps/actions are not presented. It is recommended that the campus make concerted effort in this area as well as continuing to feature diversity in the campus Arts and Lectures program, a strength of this year’s activities and to implement the planned Student Support Committee and the College Access Program.

#### 4. OSU Marion

This campus was awarded a Distinguished Diversity Enhancement award, “Growing our Own” in 2001 and continues to make progress on increasing the number of minority students on its campus. There is an expressed and overt commitment to continue to make progress and to become a leader in diversity. The campus sponsors a variety of educational forums and celebrations to enhance the appreciation of diversity e.g. Cinco De Mayo celebration, Sexual orientation and Diversity dialogue etc. and has established a Deans Diversity Leadership Council to develop specific action oriented projects with focus and direction.

Interestingly minority students are retained at higher rates than the overall student body due, they believe, to the commitment of faculty, aggressive support programs and the commitment of the academic advisors to these students. The campus continues to reach out to the minority community, for example, making contact with the Sandusky County NAACP to extend the campus minority outreach programs. Of note is that faculty search committee chairs are charged with accountability for ensuring thoroughness in identifying and considering candidates from under-represented groups.

A particular strength of this campus plan is the fact that the entire campus was involved in preparing and evaluating the 2000-2001 diversity plan. Viewing a speech given by Dr. Frank Hale kicked off the planning process. Future plans include working on the inclusion of diversity in the curriculum and evaluating progress on diversity through student surveys.



#### 4. OSU Newark

Although this faculty is predominately white and male, two minorities were hired this year and an African American male was appointed to an academic advisor position and a multicultural affairs professional was hired. Males far outnumber females at the associate and full professor ranks but women are equally represented at the assistant professor rank. Consequently, retaining them will be the challenge. Developing a focused retention program seems to be in order. The campus is planning on creating a “seed grant” research program to attract faculty.

The campus does have a GLBT student organization, “ Directions,” but announcements of their meetings/activities have been repeatedly torn down and GLBT students report derogatory discussions or statements directed toward them. Although this difficulty is candidly reported, the plan does not identify any steps to remedy the situation and they are strongly advised to do so in the coming year.

The campus is developing linkages with local, regional and national minority and women’s faculty organizations as one way to enhance recruitment of women and minority faculty.

### **Vice Presidential Units**

#### 1. Office of Research

This is a relatively small office (N=22). There are two women and no minorities in leadership positions. The report indicates that there is a “sincere effort” on the part of the leadership in the various areas to advance diversity. Some of them have implemented diversity training and many have devoted time and energy to this by programming and providing information about successful programs and the like.

The Office and its units are particularly sensitive to appointing women and minorities to graduate research appointments; they have developed a diversity resources web site and make diversity training part of new employee orientation. The office also sponsors several research programs aimed at women and minorities, such as joint programming with the Ohio Association of Women in Science. In addition, the office contributes to the salary packages offered to senior hires.

The office is encouraged to continue the initiatives they have begun but to also use their resources to leverage the hiring of women and minorities in a more targeted manner. Given their expertise, they might also be helpful in identifying individuals to expand the pool of women and minorities, particularly in areas where there are small numbers.

## 2. Office of Student Affairs

This is a very large and complex unit that includes all of the usual student services and residence and dining halls. Some of the areas have very high turnover rates e.g. Residence Hall Directors and Service/Housekeeping –the lowest paying positions. Consequently, not much can be concluded from the turnover data. Where possible, the unit gives priority to promoting from within. Women and minorities are represented in the leadership. 50% and 33% of the Assistant Vice Presidents are women and minorities. In the Director/Administrative Officer category, 49% are women and 18% are minority.

Diversity is at the very heart of all of the activities undertaken by this unit. Much of what they are doing could serve as effective practices for other units. They collaborate with other units e.g. Office of Minority Affairs to develop targeted programs, implement family-friendly policies, work with various councils and coalitions that target diversity, and support student leaders in developing their leadership skills. There are literally hundreds of diversity initiatives being implemented through this office.

The goals put forward in the plan are comprehensive and aligned with the university's diversity goals. One of the acknowledged challenges cited in the report is that minority staff often performs disproportionate amounts of advising and service. It is recommended that they try to find ways to compensate or reward these staff for exceptional performance. The office is encouraged to continue to keep diversity within the fabric of all of their activities and in forming partnerships with other relevant units.

## 3. Office of University Development

This office has three Assistant Vice Presidents and one is a woman. There are 57 Development Directors and 63% are women and 12% minority. The unit utilizes the usual venues of advertising for positions that they readily admit do not generate large, diverse pools of applicants. Consideration should be given to more targeted recruiting especially for leadership positions and to increase the number of minority staff. The report talks about the importance of mentoring program but does not provide any plan for developing one.

This office is responsible for raising private funds for minority scholarships, the Critical Difference for Women program and the Office of Minority Affairs. Increasing the amount support for these units as well as the newly established Center for the Study of Race and Ethnicity in the Americas is identified in their diversity goals. These goals could benefit by the specification of annual targets for increases so as to be able to assess progress.

The report indicates that the office has a passive attitude regarding the GLBT community. This attitude would seem to hamper the ability of the office to do its job effectively.

#### 4. Office of University Relations

This is a very small unit and five of the eight directors are women. The office has done an excellent job in advancing the university's diversity achievements utilizing a variety of venues. The unit conducts diversity workshops on a quarterly basis and has utilized Stonewall Columbus to provide one. In order to increase the diversity of the staff, the vice president withholds approval for new hires unless there has been a concerted effort to obtain a diverse candidate pool.

#### 5. Office of Business and Finance

This unit has made good progress (200% increase over ten years) in recruiting women into senior management positions but now find themselves in a situation where there is a very low turnover; hence, there is an inability to either advance or hire employees from diverse backgrounds. They attribute their high retention rate to their ability to provide flexible schedules and part time appointments. Currently there are two senior level positions and they are committed to recruiting from a diverse pool.

## **Office of Academic Affairs Units**

### 1. University Libraries

The leadership of the university libraries sets the tone for the diversity initiative in that unit by indicating that the environment of the Libraries is critical to the overall impression that people get of the university as a whole. Hence, creating a supportive and welcoming environment is their primary goal. They see their mission as providing outstanding resources and services to faculty, staff and students and therefore, a diverse staff is both desired and expected. However, they do face similar challenges that confront colleges –namely meager applicant pools. The library profession has historically been female dominated and this is reflected in the profile of the library faculty that has a majority of women in their ranks. The report also indicates that the profession has historically been sensitive to the GLBT community and they report evidence that the Libraries are a safe environment for members of this community

The Director has established a Diversity committee that is charged with implementing specific actions to meet their diversity goals. The Libraries have an ongoing commitment to provide space for displays that inform others about the University's diversity initiatives such as Black History Month, Hispanic Awareness Month etc. They also have evaluated and revised materials to remove prejudicial/non inclusive statements and practices. A communications coordinator has been appointed to advance diversity interests both internally and externally to the campus community.

A very successful, nationally known program has been the Mary P. Key Resident Diversity program that appoints new, minority librarians to gain relevant professional

experience. They also provide administrative and financial support for the Kent State University Library Minority Fellowship Program.

## 2. Office of the Chief Information Officer

The leadership team in this office is diverse with respect to race and gender; the CIO is an African American male. Members of the GLBT community often bring partners to informal gatherings and so it appears that they feel safe in this unit. The biggest challenge faced by this office is associated with retention insofar as the university has difficulty in providing compensation that is competitive with the private sector. However, they have developed a compensation plan based on both market and performance that does seem to be helping this problem. Some of the very technical areas have been male dominated but this is beginning to change.

They continue to support the “Women in Technology” group and to flex work hours and location of work to facilitate family-friendly policies. It is recommended that more specificity be added to their diversity goals in order to access progress made in achieving them.

## 3. Office of International Affairs

Diversity is a strength of this unit in which 62% of the directors and 75% of the assistant directors are female and/or minority. Diversity is, of course, at the core of the mission of the office. Clearly there is wide spread support for diversity in this small unit. There is one staff member who is a member of the GLBT community and functions in an open manner without negative consequence. Their overall plan is to increase the numbers of women and minorities in all of the units that comprise the office. What are lacking are concrete steps for goal achievement. Since they have been so successful, it is recommended that they publicize more the ways in which others can accomplish this.

## 4. Office of Minority Affairs

One of the main functions of the Office of Minority Affairs remains the recruitment and retention of a diverse student body at Ohio State. The staff of OMA is primarily minority, and 55% of the leadership in the Office is women. All Graduate Associates and a majority of the professional and clerical staff are minority members, including African Americans, Latinos/as, and Asian Americans. Currently 55% of the leadership are women and all but one individual is a minority. A racial breakdown of the entire OMA staff and demographic data for the various programs that the office sponsors (e.g. Young Scholars, Minority Scholars, etc.) is needed. More information is needed regarding the climate for GLBT populations in OMA.

It is well known that OMA is involved with partnerships with many colleges and other campus units to implement OSU diversity goals. An example of the collaboration is the co-sponsorship with the Professional Schools Recruitment Committee and OMA of a visit to campus by two educators from the University of Michigan who provided insights

about ways to keep the campus community "thriving" and not just "surviving." In addition, the office sponsored its annual Big Ten conference dealing with minority issues and was, as usual, very well attended. Events and programs like this one are routinely assessed for success.

OMA is unique in its mission to serve all campus units as we move towards the celebration of diversity on this campus for students, staff, and faculty. The Office welcomes opportunities for collaboration in fulfilling its mission.

#### 5. The Multicultural Center

This center was newly established this year and is in the process of integrating the offices of Ethnic Student Services and Student Gender and Sexuality Services. The early months have been dedicated to facilitating the change process and establishing the goals for the center. The report details solid goals for recruiting and retaining greater numbers of ethnic minority students and plans for innovative initiatives including field trips for regional campus students, mixing the ethnic mix between student workers and staff, creating a symposium for faculty and graduate students on diversity issues and maintaining and strengthening the Sister Series and Shades programs for women of color.

This center has made a good beginning and it is hoped that this work will continue and also that they will be able to develop a partnership for programs in the future with the such units as the Hale Center, The Women's Place, The Wexner Center, and academic units.

#### 6. The Graduate School

This is a small unit with a very low turnover of staff and hence few openings for staff. The Graduate School oversees the graduate programs but is not directly responsible for recruiting either faculty or students. The demographic data for their 20+ staff were not included in the report but the statement was made that women held most of the leadership staff positions.

The Graduate School sponsors some diversity programs such as the Summer Research Opportunity Program (SROP) for undergraduate and the STARS program. They also award enrichment fellowships to minority students. The report indicates that currently these programs do not have a dean level administrator, which would be desirable. It is recommended that responsibility for these initiatives be added to one of the dean's portfolio.

#### 7. Office of Undergraduate Studies

- Office of Enrollment Services  
The professional staff in this unit is 50% female with few minorities. Minorities are represented at the support staff level. One of the

barriers cited in the report is the disproportionately higher turnover of minority employees. They plan to investigate this further. The unit has hired a staff member to focus on professional development.

Many of the activities are ones in which this office partners with the Office of Minority Affairs to recruit and retain minority students. The office has a long history of focusing on diversity recruitment and retention. They are also sensitive to the needs of GLBT students and especially to their financial concerns if the student's parents withhold financial support.

- Undergraduate Student Academic Services

This unit is focused primarily on advising students and the "first year experience." Women occupy the majority of the leadership positions, and the majority of advisors, reflecting national trends. The unit believes that more men are needed in these roles. Several staff have self-identified as being members of the GLBT community and that is seen as being reflective of their comfort level. The unit has had a policy of deliberate consideration of minority applicants and advertises widely but a relatively low salary structure has not produced the desired results.

A Diversity Services Office has been created and plans include working more closely with Ethnic Student Services and providing more diversity awareness training for the staff.

- University Honors and Scholars

This is a very small unit in which women dominate the leadership. A major concern of this program is the relatively low numbers of minority students that participate in the Honors and Scholars programs (~5%). The staff is working closely with the Office of Minority Affairs to increase this number.

An Association of Hispanic, African, and Native American Honors and Scholars Students has been created. Other initiatives designed to attract more minorities includes an "Adopt a School" program with two minority middle schools, a mentoring program with South High School, a diversity focused book program and enhanced recruitment for National Achievement and National Hispanic finalists.

## 8. The Wexner Center for the Arts

This unit has strong female leadership and ongoing programs of diverse films and artistic presentations and performing arts. A strength of the programming has been to target

GLBT audiences and to feature diversity and there are plans to strengthen those. The report indicates that recruiting minorities is a challenge but little specific information regarding this statement is provided.

#### 9. John Glenn Institute

This unit has a very small staff of eleven but sponsors over two dozen programs that range from a Washington D.C. undergraduate internship program to a management-training program for mid-level government managers. The Institute strives to recruit participants who represent diversity for all of their programs. As an example, an outside contractor was utilized to recruit for one of their programs and the new director sensed that the contractor did not have a strong commitment to diversity. This was confirmed through several discussions and when the contract was up for renewal, the director did not renew it and identified new leadership for the program who shared a commitment to diversity.

The staff of the Institute is overwhelming female with one minority. They have created a flexible work environment that they believe assists in the retention of the staff. They indicate that the Institute is a welcoming environment for the GLBT population but they are interested in finding new methods to determine if this is true. One recommendation would be for the Institute to avail themselves of the expertise of the Office of Student Gender and Sexuality Services. They are also encouraged to continue aggressive recruitment of minority high school students for their programs.