TABLE OF CONTENTS

Letter from Interim Chief Diversity Officer ........................................ 3
Diversity & Inclusion Overview .......................................................... 4
University-wide Efforts ...................................................................... 14
HEED Award ...................................................................................... 22
School Comparison Data ................................................................... 48
Proposed Projects ............................................................................. 76
Recommendations .............................................................................. 78
Acknowledgements ........................................................................... 82
Appendices ......................................................................................... 86
A letter from Ohio University’s Interim Chief Diversity Officer

On the following pages, you will find an initial draft report that overviews the current state of diversity and inclusion at Ohio University and beyond. Based on observations from over 100 group and individual meetings with alumni, former employees, faculty, staff and students across OHIO, this synopsis highlights much of the collective work that is being done in and through OHIO’s academic colleges and planning units, as well as the initiatives being facilitated through our Office for Diversity and Inclusion.

In addition to highlighting diversity and inclusion work here at OHIO, we explored D&I within the broader higher education landscape. We examined the structure of D&I operations at other Inter-University Council schools and Mid-American Conference schools to see how our own operations align. We analyzed recipients of the 2017 “Insight into Diversity” Higher Education Excellence in Diversity (HEED) awards to see what best practices we might replicate. We also highlighted aspirational work of colleagues across the country. All of this data informed our suggestions moving forward and recommendations for the future of diversity and inclusion at OHIO.

It is my hope that this work will allow OHIO’s leadership to better understand the intricate role that D&I plays on our campuses and at institutions around the nation. Most importantly, I hope this information can inform more effective pipeline programs, recruitment/retention efforts and support mechanisms for students and employees of every race, culture, religion, sexual orientation, ability and socioeconomic level in the years ahead.

Jason Pina
Interim Chief Diversity Officer
Vice President for Student Affairs
Ohio University
OFFICE FOR DIVERSITY & INCLUSION MISSION

The Office for Diversity and Inclusion seeks to facilitate an infusion of diversity embedded into the fabric of the institution with inclusive practices, institutional policies, curricula and programs leading to a supportive and affirming environment that welcomes and respects all persons, specifically those individuals and groups who have historically been excluded, not represented and/or rendered voiceless in society.

Total Budget: $395,042

ANNUAL BUDGET

$368,082
$26,960

- Salaries, Wages & Benefits
- Supplies & Services

Administrative: 3
Classified: 1
Graduate Assistants: 0
Student Employees: 3

Diversity & Inclusion

The Office for Diversity and Inclusion leads the charge of creating and sustaining an inclusive culture on our campus, as the driving force behind the Lesbian, Gay, Bisexual, Transgender Center, Multicultural Center, Office for Multicultural Student Access and Retention, and Women’s Center.

Staff seek to foster understanding, community and belonging within the OHIO community. Through facilitated trainings and dialogues, the office provides opportunities for both students and staff to enhance their skills and deepen their understanding around issues of diversity and inclusion. D&I offers an annual Summer Institute for Diversity Education (SIDE) in May. In addition, Multicultural Leadership Ambassadors are available year round to lead classroom discussions or staff meetings on topics of diversity.

PROGRAM HIGHLIGHTS

Multicultural Leadership Ambassador Program
The Ambassador Program provides opportunities for students
to take an active role in educational, cultural, social and leadership opportunities pertaining to multiculturalism, equity and social justice. The overall goal of the program is to encourage the genuine celebration of differences and promote multicultural awareness, engaging people across cultures and in everyday settings.

**Multicultural Junior Faculty Mentoring Program**
This mentorship program is designed to facilitate the professional development of tenure-track assistant professors. The core project matches each participating assistant professor with a senior faculty member. The goal is to foster confidential, interpersonally supportive relationships that are separate from performance evaluations.

**Multicultural Faculty in Residence Program**
This program aims to increase diverse faculty presence and role modeling in the residence halls. Through formal and informal interactions and programs, underrepresented faculty immerse themselves in the student experience and provide additional academic resources based on inclusivity.

**OHIO Reach Scholars Program**
OHIO Reach Scholars is a statewide program established to improve retention and persistence rates among former foster youth who are enrolled in college. It provides social support and academic enrichment opportunities to students who have spent any amount of time in foster care.

**Summer Institute for Diversity Education (SIDE)**
The first program of its kind in Southeast Ohio, SIDE is a 30-hour curriculum that uses intercultural communication techniques to promote cross-cultural learning and improve facilitation skills.

**EVENT HIGHLIGHTS**

**Dr. Martin Luther King, Jr. Week**
MLK Week honors the life and legacy of Rev. Dr. Martin Luther King, Jr. through events that highlight equality and social justice issues. MLK Week includes a school supply drive, poster contest, silent march and brunch, a teach-in, open mic night and a day of service.

**RESOURCES**

**Opportunity Hire Policy**
The Opportunity Hire Fund provides funds to employ highly qualified individuals who make unique contributions to the University and its community. Such individuals specifically include those who bring a unique or different perspective because of their personal or professional backgrounds, interests or expertise; partners of current or prospective University faculty and staff who themselves have talents that match the needs of the organization; and those with national or international stature.

**AWARDS & SCHOLARSHIPS**

**Dr. Francine Childs Diversity Leadership Award**
In honor of Dr. Francine C. Childs, the first tenured African American professor at OHIO and longtime stalwart for social justice and equality, this award represents the most prestigious diversity honor bestowed upon an OHIO student.

**PARTNERSHIPS: Academic: 3 | Administrative: 7 | External: 8**
LGBT CENTER MISSION

The Lesbian, Gay, Bisexual, Transgender Center advances the diversity mission of Ohio University by creating a university environment and community inclusive and supportive of sexual orientation, gender identity/expressions and queerness. It focuses on the unique academic, cultural and social needs of LGBT students, faculty, staff, alumni and members of the wider community. As an academic support unit, they strive to enhance students’ learning and engagement as well as increase the retention of LGBT students. Their broader influence emerges from providing resources, educational opportunities, social gatherings and LGBTQ justice initiatives to ALL students, faculty, staff, alumni and other community members at Ohio University and beyond.

Total Budget: $125,747

ANNUAL BUDGET

$103,749
$21,998

Salaries, Wages & Benefits
Supplies & Services

Administrative: 1
Classified: 0
Graduate Assistants: 1
Student Employees: 11

LGBT Center

As the first center of its kind in the state, OHIO’s LGBT Center has built a strong rainbow foundation for the lesbian, gay, bisexual and transgender communities. The center has worked collaboratively with the University community to create gender neutral housing and offer trans health benefits to students and employees. OHIO is one of three universities nationwide that offers both a name AND pronoun policy. The center actively collaborates with academic departments, student groups and community allies in creating co-curricular programs and events that provide opportunities for engaging on sexual and gender diversities from a variety of perspectives, from activism to queer representations in the media to LGBT religious narratives to self-care strategies.

The center also collaborates with academic departments, centers and our regional campuses to explore strategies that support LGBTQ students. The center promotes queer scholarship in the classroom by sharing resources with faculty, guest lecturing on a variety of topics, and facilitating SpeakOUT panels (story sharing panels with time for question/answers). By adopting an intersectional and queer approach to programming, education and advocacy, the center offers comprehensive support to students, faculty, staff and the wider Southeast Ohio community.
PROGRAM HIGHLIGHTS

SafeZone
The Safe Zone training program is open to all students, staff, faculty and community members. The goal of this program is to raise awareness about the dynamics of gender and sexual orientation while exploring different ways to embody inclusive allyship for people of all orientations, genders, sexualities, identities and levels of being out.

SpeakOUT Panels
The Speakers Bureau Project educates the campus about sexual orientation and gender identity through panel discussions in classes, residence halls, fraternity and sorority houses and other University and local settings. Panels, which typically feature three to four speakers, combine personal stories with educational information.

EVENT HIGHLIGHTS

Rainbow Thanksgiving
This dinner and Thanksgiving celebration is for individuals who are not able to travel home for the break.

Queer Bobcat Meet-n-Greet
This annual fall semester event seeks to connect LGBTQ individuals and share resources that are LGBTQ inclusive.

Pride Graduation
This end of the year celebration honors graduating students from all academic levels in the LGBTQ community.

AWARDS & SCHOLARSHIPS

Wayne Hadley Scholarship and LGBT Travel Award
This award is geared toward undergraduate students participating in a travel experience, including study abroad trips or conferences.

Tom and Jan Hodson Emergency Student Support Fund
This fund was created to support students experiencing financial hardship due to being cut off from their families and communities of support.

PARTNERSHIPS: Academic: 8 | Administrative: 10 | External: 13
MULTICULTURAL PROGRAMS & CENTER MISSION

The Office of Multicultural Programs works with and through the Multicultural Center to develop and deliver programming that increases human understanding and fosters appreciation of differences through the study and expression of culture. The office focuses on the contributions and histories of African American, Hispanic/Latino American, Asian American and Native American cultures.

Total Budget: $196,461

ANNUAL BUDGET

$157,745
$38,716

- Salaries, Wages & Benefits
- Supplies & Services

Administrative: 1
Classified: 1
Graduate Assistants: 1
Student Employees: 8

(Multicultural Programs & Center)

Multicultural Programs & Center

The Office of Multicultural Programs promotes multicultural awareness within the University and Athens communities through programs and activities that celebrate the contributions and histories of African American, Hispanic/Latino, Native American and Asian American cultures. Staff formally advise the Black Student Cultural Programming Board and informally advise other student organizations, such as the Native Peoples Awareness Coalition.

The Multicultural Center serves as learning and meeting space for OHIO students, faculty and staff. The center features state-of-the-art conference rooms, multipurpose rooms, a computer lab and a library. The center is also home to the Multicultural Center Art Gallery, focused on the artistic talent within the Appalachian region. The Multicultural Center was instrumental in the conceptualization and implementation of the multi-state “Women Speak” series, which the center has hosted since 2009. The series is incorporated with the “Women of Appalachia: Their stories and their art” exhibit.
EVENT HIGHLIGHTS

Kushinda/Ritos de Pasaje Graduation Celebration
This signature annual event unites African American and Hispanic/Latino undergraduate and graduate students in a celebration of degree completion. The event includes music, dance, personal reflections and written word presentations by graduates.

The Blackburn Spencer Scholarship Pageant
With combined efforts from the Black Student Cultural Programming Board, the pageant has become the largest fundraising initiative for the Blackburn Spencer Scholarship and Achievement Awards.

Holocaust Remembrance Day
Observances and remembrance activities occur during the Week of Remembrance, which runs from the Sunday before Holocaust Remembrance Day (Yom Hashoah) through the following Sunday.

Heritage Month Programs
National Heritage Month programs are celebrated throughout the year to recognize the contributions made by people of different descents and to celebrate their cultures.

Pre-Kwanzaa Celebration
This celebration seeks to honor the values of ancient African cultures and inspire African Americans who are working for progress. The celebration features a prominent speaker who shares his/her thoughts on the seven basic values of African culture.

AWARDS & SCHOLARSHIPS

Blackburn Spencer Scholarship and Achievement Awards
The Black Student Cultural Programming Board established the Blackburn/Spencer Scholarship and Achievement Awards in 1979, in honor of Martha Jane Hunley Blackburn, the first African American woman to graduate from Ohio University, and Donald A. Spencer, the first African American to serve as chairman of the Ohio University Board of Trustees.

Latino Heritage Achievement Awards
The Latino Heritage Achievement Awards were established to recognize outstanding students of Latino descent.

Camila LeMaster talks to Yashashree Jadhav

PARTNERSHIPS: Academic: 8 | Administrative: 5 | External: 5
OFFICE FOR MULTICULTURAL STUDENT ACCESS & RETENTION MISSION

The Office for Multicultural Student Access and Retention (OMSAR) is committed to attracting and retaining highly talented and capable students of diverse backgrounds and to maximize their leadership potential through educational and service opportunities. OMSAR programmatic activities instill in students the importance of scholarly pursuits and the value of education. They serve as a resource to the Ohio University community on issues of access, retention and student success as well as promote the educational benefits of diversity and the appreciation for difference.

Total Budget: $500,618

ANNUAL BUDGET

$466,891
$33,727

Salaries, Wages & Benefits
Supplies & Services

Office of Multicultural Student Access & Retention

The Office for Multicultural Student Access and Retention (OMSAR) advances the mission of OHIO and its Office for Diversity and Inclusion by attracting and retaining talented students of diverse backgrounds and maximizing their leadership potential. With an 85 percent retention rate from year 1 to year 2 and an average GPA of 3.0, OMSAR scholars are equipped with the resources and support to successfully navigate and thrive in higher education.

OMSAR actively collaborates with OHIO colleges and regional campuses to promote key educational and enrichment opportunities such as peer mentorship, leadership development, study abroad, engagement in academic research and presentations, enrichment courses and service learning. OMSAR effectively provides a support community from the day students arrive on campus until the day they graduate. These comprehensive services support the personal and psychosocial wellness of OMSAR scholars during their journey toward academic and professional excellence.
PROGRAM HIGHLIGHTS

LINKS
This year-long transition, enrichment and support program is committed to attracting and retaining high achieving students from diverse backgrounds and maximizing their academic, leadership and service potential. The LINKS program helps first-year students navigate the college experience by focusing on issues of access, retention and student success, while promoting the educational benefits of diversity and inclusion.

Scholar Enrichment Courses
OMSAR offers courses in the following areas: academic achievement, leadership development, service learning, post-baccalaureate preparation, peer mentor leadership, self-management and psychosocial development.

Experiential and Service Learning Study Abroad Programs
These programs provide culturally centered course content and offer students the opportunity to travel abroad with minimal costs. Opportunities include:

• Service learning in Jamaica
• Experiential learning in colonial Mexico
• Service learning in Belize

Year 2-4 Retention Services
These services are available to OMSAR students in their second to fourth year at OHIO. The program offers one-on-one academic support advising, free tutoring, academic monitoring and scholarship compliance, enrichment workshops, community service opportunities, additional advising for students on appeal, and counseling and psychological assessments on-site.

AWARDS & SCHOLARSHIPS

Appalachian Scholars
The Appalachian Scholars Program was created to provide academically qualified students from the appalachian region with the financial resources and the support system they need to seize their opportunity.

Ohio Promise Award
The merit-based OHIO Promise Scholarship Program provides valuable educational opportunities designed to enrich intellectual experiences.

Rankin Scholarship Program
This selective merit-based scholarship program is awarded to academically talented students from a variety of backgrounds and experiences who can contribute to the intellectual, cultural and social diversity of the University.

Templeton Scholars
The Templeton Scholars Program provides valuable educational opportunities designed to enrich the intellectual experiences of talented students from disproportionately represented populations.

Urban Scholars
The Urban Scholars Program was created to provide academically qualified students from urban settings with the financial resources and the support system they need to seize their opportunity.

PARTNERSHIPS: Academic: 12 | Administrative: 24 | External: 35
WOMEN’S CENTER MISSION
The Women’s Center acts as a catalyst to promote awareness, education and advocacy about women, gender and diversity among faculty, staff and students at Ohio University and in its surrounding communities. The center provides students, faculty and staff with information, services and programs that address matters of particular concern to women while exploring the connections among gender, race, economic status, sexual orientation, culture, religion, political views and other significant elements in relation to women’s individuality and collective identity.

Total Budget: $123,535

ANNUAL BUDGET

$113,012

Salaries, Wages & Benefits

$10,523

Supplies & Services

Administrative: 1
Classified: 0
Graduate Assistants: 2
Student Employees: 9

Women’s Center

The Women’s Center promotes inclusion, honors difference, and works with faculty, staff, students and the larger Athens community to promote academic achievement, active global citizenship and substantive leadership positions for women in all professional fields. The center works to build confidence within women’s personal lives, using an intersectional, through-gendered lens.

The center does this through:
- Trainings on women’s leadership, including salary negotiation
- Women’s mentorship
- Programming on diverse women’s experiences around the world
- Resources that improve the lives of women on campus
- Support for sexual assault prevention
PROGRAM HIGHLIGHTS

**Women Leading OHIO**
This early career faculty and staff development program builds a professional leadership network through weekly workshops with their cohort. Each participant is provided a mentor and an opportunity to job shadow others on campus.

**The Women’s Mentoring Program**
This is an opportunity for sophomore, junior and senior students at OHIO to connect with a female mentor in their personal and professional fields of interest.

**She Leads OHIO**
This structured professional development and leadership program for students takes into consideration the particular hurdles that women face in the workforce.

**Soulful Sisters**
This leadership and professional development program takes into consideration the unique experiences of women of color in the workplace.

**Monthly International Women’s Coffee Hour**
There are over 100 countries represented by OHIO students, faculty and staff. This coffee hour is an opportunity for international women and their allies to meet others, discuss current events, play games, practice English or other languages, and listen to music from all over the world.

**Young Women Leaders Program (YWLP)**
A collaboration between the Women’s Center and Athens Middle School, the YWLP is an innovative mentoring program designed to empower middle school girls and college women to be leaders and to make positive choices based on their interactions as mentors and peers.

**Thirsting for Knowledge Thursdays**
This series provides casual, interactive opportunities to gather on the first Thursday of each month and discuss topics with facilitators or listen to speakers.

EVENT HIGHLIGHTS

**Love Yourself Week**
This week-long series of programming supports body positivity and challenges harmful beauty standards.

AWARDS & SCHOLARSHIPS

**The Women’s Issues Leadership Award**
This award recognizes a student or student organization that has shown outstanding leadership and/or community involvement on women’s and gender issues, or has raised consciousness about those issues.

**Women’s Achievement Dinner**
This appreciation dinner is an opportunity to highlight the successes of women in a variety of roles and to lift up those doing work in areas that may go unrecognized as “women’s work” or more feminized labor.

PARTNERSHIPS: Academic: 15 | Administrative: 19 | External: 6
University-wide Efforts

Ohio University’s academic colleges and planning units contribute immeasurably to the University’s vision of a more diverse and more inclusive campus environment. The following pages seek to summarize some of these efforts. Listed initiatives and collaborations were highlighted by University constituents during some of the vice president for student affairs’ listening tour as well as available website information, but these summaries are by no means comprehensive.

“We need to move from a culture of silence to a culture of dialogue.”

– Kenneth Johnson, D.O., FAAO
Executive Dean, Heritage College of Osteopathic Medicine
ACADEMIC COLLEGES:

College of Arts & Sciences
- Initiative to increase the diversity of the faculty. Outcomes include a training program for all search committees and successful recruitment of more diverse faculty cohort.
- Developing intercultural leadership certificate for undergraduate students in collaboration with multiple academic departments and the Career and Leadership Development Center
- Developed and published college diversity plan
- Partnership with the Women’s Center on programs such as Tech Savvy and Elect Her, among others
- Collaboration with the LGBT Center on Pizza for Politics, film screenings, panel discussions, class visits and guest speakers as well as sponsorship of LGBT History Month
- Partnership with OMSAR to coordinate two study abroad programs, provide instruction and provide strategic planning input
- Coordinate with the Multicultural Center on various speakers, panels, brown bag sessions and colloquiums
- Faculty member serves on the Dr. MLK Jr. Week Committee
- Majors, course offerings, themes and certificate programs aimed at addressing social inequity
- Identified staff member working on diversity

College of Business
- Collaboration with the Women’s Center on programs such as Athens Area Women’s Summit and Salary Negotiation Training
- Partnership with OMSAR on the Junior Executive Business Program
- Partnership with Central Diversity and Inclusion on Multicultural Faculty-in-Residence
- 1.0 FTE position partially focused on diversity and inclusion efforts for the college
- Identified staff member working on diversity and diversity recruitment

College of Fine Arts
- Weekly forums with the LGBT Center
- Partnership with the Multicultural Center on the World of Music Festival

College of Health Sciences and Professions
- Prepared for future collaboration and investment opportunities with Diversity & Inclusion
- Collaboration with the Diversity and Inclusion directors for input regarding diversity strategic planning
- Creation of a diversity committee
- First breakfast/networking event connecting Black alumni and students last year as part of the Black Alumni Reunion

Graduate College
- College and Graduate Student Senate collaborate with the Women’s Center on multiple programs, including Support Women in Graduate School Programming and Take Back the Night
- Online and hybrid programs aimed at increasing participation by underrepresented groups
- Partnership with AAUW and Women’s Center for AAUW fellowship mentoring; Salary Negotiation Training, to support
women university students; and Tech Savvy to encourage women middle/high school students interested in STEM

- Dedicated customer service to support students from diverse backgrounds
- Application fee waivers for McNair Scholars (primarily first generation Appalachian students)
- Chair the Graduate Education and Research Committee for University International Council to advance cultural competence and tolerance
- Work with the under-served Appalachian community to enhance economic opportunities through the Innovation Center and LIGHTS Program
- Edison Biotechnology Institute has a partnership with AMVETs to support student researchers who are veterans or have a family member who served
- Identified staff member working on diversity

**Heritage College of Osteopathic Medicine**

- Created a new Office of Inclusion with a vision to appreciate all forms of diversity and to build a fair and equitable climate in order to build: (1) A cadre of outstanding primary care physicians in Ohio, and (2) An inclusive “Best place to learn, work, and grow” HCOM culture
- Three new positions are being created in the Office of Inclusion – chief inclusion officer, assistant director (Cleveland campus) and assistant director (Dublin campus) to design, implement and assess inclusion initiatives for all HCOM faculty, staff and students across the three campuses
- Continued existing pipeline programs for underrepresented students, along with new programs for leadership, faculty and staff

- Simulation labs where medical students learn how to communicate effectively with a diverse group of patients
- Collaboration with the Women’s Center on diversity training to address macroaggression and racism in the workplace
- Cleveland Campus started a Physician Diversity Scholars Program in collaboration with Cleveland Clinic
- The Rural and Urban Scholars Program uses “clinical jazz” and theater to address challenging diversity, equity and inclusion issues
- A pilot narrative medicine program has been added to the RUSP curriculum to explore the role of story-telling in medicine
- International health initiatives in Ecuador, Peru, Botswana and Kenya
- Have an alumni Diversity and Inclusion Committee

**Honors Tutorial College**

- Collaboration with OMSAR on Premiere Scholars selection coordination
- Co-sponsored Pens to Pictures and the Monument Quilt with the Women’s Center
- Diversity Alumni Advisory Board has provided detailed suggestions about ways to improve recruiting and effectively support students on campus

**Gladys W. and David H. Patton College of Education**

- Partnership with Women’s Center to provide service learning courses
- Collaboration with the LGBT Center to identify guest lecturers and provide Speakout Training and SafeZone Training
• Sponsors with the LGBT Center on various panel discussions and film screenings
• Provide tuition waivers for multiple graduate assistants that provide services in multiple offices within Diversity & Inclusion
• Partner with OMSAR on the 1804 Grant for Coding Academy and Food Through Culture program
• Published commitment to diversity statement and inclusion of “Embracing Diversity” as one of four core values
• Upward Bound Program geared at providing college readiness skills to potential first-generation college students
• Program and certificate offerings focused on diversity related studies
• Has a diversity committee

Russ College of Engineering and Technology
• Partnership with the Women’s Center to support programming
• Collaborate with OMSAR on the 1804 Grant for Coding Academy project and Step Up
• Partnership between the National Society of Black Engineers student group and Multicultural Engineering Alumni Network to support student success
• College partnership with the Society of Professional Hispanic Engineers
• Summer partnership with Upward Bound to bring urban youth to participate in STEM activities on campus
• Identified staff member working on diversity

Scripps College of Communication
• Collaboration with the Women’s Center on programs including Women in STEM Programming and 90 Minute Speaker Series
• Partnership with OMSAR on the 1804 Grant for Coding Academy project
• Sponsorship and assisted coordination with the Multicultural Center on the 90 Minute Conversation Series
• Diversity committee and identified staff member working on diversity related initiatives

University College
• Partnership with the Women’s Center to provide guest lecturers and trainings on salary negotiation and diversity related issues
• Offer a LGBT Learning Community for students that identify as part of this population
• The Academic Achievement Center coordinates with OMSAR to provide enrichment courses, course instructors, academic support services and free tutoring for OMSAR students
• The Allen Student Advising Center and the Academic Achievement Center coordinate with OMSAR to provide student success advisors and academic coaching to support OMSAR students
• Collaborative partnership between the First Generation Scholars program and OMSAR
• Relationship between the college and OMSAR office to coordinate the Descutner-Brunier Peer Educator Award and together serve as members of the AAC Advisory Committee
• Student Accessibility Services’ Gateway to Success is a one-day program in which local high schools bring juniors with disabilities to campus to explore careers and learn about the transition to post-secondary education. This year, they are working in Lancaster to pilot a senior year experience.
• Updated all BSO materials to be more inclusive and focused on recruiting diverse student orientation leaders
• The federally-funded TRIO/SSS College Achievement Program in the Academic Achievement Center supports students who have academic need and are first generation, low income level or registered with Student Accessibility Services
• The OHIO First Scholars program provides services for OHIO’s first generation students, including mentoring, a residential experience, free tutoring, supplemental advising, social activities and a student organization
• First-year learning community seminars include an introductory diversity and inclusion lesson plan
• Student success initiatives focus on approaches that have demonstrated impact on underrepresented populations

DIVISION OF STUDENT AFFAIRS
• Partners with the Women’s, LGBT and Multicultural Centers by providing fiscal resources and programming support for dozens of events and programs each year including Love Yourself Week and Take Back the Night
• Require social justice and sexual misconduct training within one year of hire and at least one social justice in-service training every semester for all professional staff
• Regularly utilize staff in the Women’s, LGBT and Multicultural Centers to provide training, serve as guest speakers and serve on panels at division programs
• Partners with the Office for Diversity and Inclusion to ensure that all student populations are included in the annual Leadership Awards Gala
• Counseling and Psychological Services works with OMSAR to provide an OMSAR In-Residence Counselor
• Multiple departments within the division support LINKS, Ohio Reach Scholars, peer mentors and other diversity initiatives
• Housing and Residence Life works with the Office for Diversity and Inclusion on programs such as the student ambassadors and the Multicultural Faculty in Residence Program
• Office of the Dean of Students employs a 1.0 FTE assistant dean of students focused on diversity related initiatives
• Office of the Dean of Students facilitates the Margaret Boyd Scholars Program, the University’s first and only women’s leadership program
• Resident assistants produce in-hall bulletin boards addressing equity and community agreements, diversity-related terms and concepts, and strategies for discussing diversity topics in ways that are respectful and productive
• Culinary Services requires all student leaders to take RHT 1050. The class includes a 55-minute presentation on Title IX by the Office of Equity and Civil Rights Compliance and a 55-minute presentation on sexual assault prevention by the Survivor Advocacy Program
• Culinary Services hires employees with disabilities thorough Personnel Plus
• Culinary Services provides international cuisine at certain venues and events

Student Organizations
• Student Senate collaborates with the Women’s Center on annual programs including Take Back the Night and Elect Her event
the LGBT Center on programs like the International Street Fair and various film screenings

- Latino Student Union and the LGBT Center coordinate conversations surrounding identity
- Black Student Cultural Programming Board coordinates the annual Blackburn/Spencer Scholarship Pageant and Multicultural Holiday Social
- The Black Student Union works with the Campus Involvement Center and Multicultural Center to facilitate a Multicultural Student Organization Fair

FINANCE AND ADMINISTRATION

Human Resources
- Led collaborative efforts with the Office for Diversity and Inclusion and the Office of Equity and Civil Rights Compliance to develop a two-part training for recruitment and selection of faculty and staff
- Offers a monthly newsletter and monthly “lunch and learns” to alumni of the search committee trainings, which foster continued learning and dialogue regarding best practices in inclusive search and selection activities.
- In partnership, developed a strategy for recruitment supportive of active outreach to diverse candidates. This work is planned to continue, as Human Resources will begin working with planning units to develop tailored strategies for building pipelines fostering diversity recruitment in the next year.
- Developing two web pages: one geared toward employee involvement and another geared toward on-campus resources, such as lactation rooms, single-user restrooms, meditation rooms and other resources appealing to a diverse population of current and existing employees
- Has representation on the Lactation Room Committee, provides search committee training, assists with the development of diversity related trainings and collaborates with various diversity and inclusion centers when guest speakers are needed

Ohio University Police Department
- Partnered with various groups to sponsor individual sessions of “Coffee With a Cop”
- Partnered with Black Student Cultural Programming Board to present “Ask The Chiefs,” informal question and answer sessions for students with Chief Pyle and Chief Powers
- Collaborated with the Office for Diversity and Inclusion for this past fall’s Joint Police Advisory Council “BBQ on the Bricks” outside Baker Center
- Collaborated with different diversity and inclusion groups to present self defense and active shooter workshops

University Planning
- Working closely with LGBT, OMSAR, Veteran’s Center, Women’s Center, ROTC and interim vice president for diversity and inclusion on program and space needs to ensure needs are met

OFFICE OF THE PRESIDENT
- “Become a National Leader for Diversity and Inclusion” is the first Presidential Strategic Pathway
- The president has elevated the chief diversity officer position within the organizational structure to vice president, a direct report to the president
• OHIO was a founding member of the Interlink Alliance, a program that focuses on the development and preparation of African American students

**University Communications and Marketing**
• Provides branding support, serves as a liaison for story topics, helps with MLK Jr. Week promotions and marketing, and provides support for the Women’s Mentoring Program

**Athletics**
• Partners with the Multicultural Center on diversity related programming, including speaker Dr. Derek Greenfield

**PROVOST**
• Annually supports the nomination process and funds scholarships for female faculty to participate in the HERS Institute

**Enrollment Management**
• Partners with OMSAR on access, recruitment, admissions, scholarships and various programming
• Works with Diversity and Inclusion to coordinate admissions of OHIO Reach students (former foster youth)

**Equity and Civil Rights Compliance & Accessibility**
• Works with Women’s Center to provide sexual assault prevention programming and serves on the Lactation Room Committee
• Coordinates with the LGBT Center to offer monthly lunchtime discussions
• Partners with OMSAR to offer student support services

**Global Affairs**
• Office of Global Opportunities provides the Women’s Center with a graduate assistant and supports international women’s programming, including World Hijab Day
• Office of Global Affairs engaged in a two-year pan-university process to develop OHIO’s Global Strategy - https://www.ohio.edu/global/resources/strategy.cfm
• The University International Council has a subcommittee devoted to globalizing the campus
• The Center for International Studies provides financial and programming support to hire graduate assistants in the Women’s Center and OMSAR
• The Office of Global Opportunities partners with diversity offices to offer multiple programs for OHIO students
• Co-manages the Wayne Hadley Scholarship Fund LGBT Travel Award with the LGBT Center

**Center for Campus and Community Engagement**
• Partners with the Women’s Center to offer a service learning course through the Patton College of Education
• Coordinates with OMSAR to offer service learning seminars to students

**Instructional Innovation**
• Collaborates with the Women’s Center through support of the Athens Area Women’s Summit
• Supports inclusive design with instructional design and course production service
• Sponsors the Globalizing the Curriculum program
University Libraries

- Department committee focused on inclusion and diversity
- Coordinated a “Kitchen Table Conversation” event each semester whereby participants discuss themes including topics related to diversity and inclusion

Regional Higher Education

- Coordinates with OMSAR to offer LINKS Peer Mentoring Programs on the Southern Campus
- Regional campus faculty and staff regularly participate in summer SIDE training
- Eastern and Southern Campuses coordinate LGBT student groups
- Lancaster Campus offers an annual Celebrate Women event and WITS (Women in Technology and Science) to provide school age girls the opportunity to learn about careers in science and technology
- Southern Campus employs a coordinator of diversity and inclusion and hosts multiple programs annually including: Tri-State Diversity Conference, Diversity Speaker Series and Women of Appalachia Conference
- Zanesville Campus offers programming during International Education Week
- Eastern Campus holds a Celebrate Women in Business event

Veterans and Military Student Services

- Provides two work study students to the Women’s Center
- Partners with the Multicultural Center on an art gallery exhibit

UNIVERSITY ADVANCEMENT

- Assists the various diversity and inclusion units by helping with grant funding applications and by providing a development officer focused on raising funds to support diversity related initiatives
- Partnership with the Women’s Center on multiple programs including the Cutler Scholars Program, Pens to Pictures and other leadership programming
- Collaborates with OMSAR on the 1804 Cutler Scholars
- Provides inclusive enrichment programs for Cutler, Templeton Scholars and Urban Scholars Scholarships and Appalachian Scholarships
- The Alumni Association collaborates with the Women’s Center through Soulful Sisters and by helping transport the Women’s Mentoring Program participants to the Celebrate Women event at the Lancaster Campus
- Diversity & Inclusion units actively engage with the Alumni Association through work with the Ebony Bobcat Network
- Partnership between the Alumni Association and Multicultural Center on Black Alumni Reunion art exhibit and stroll competition
- The LGBT Center collaborates with the Alumni Association on the coordination of Pride Graduation, Rainbow Thanksgiving and Rainbow Holligays
The “Insight Into Diversity” Higher Education Excellence in Diversity (HEED) awards recognize colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. It is an honor for which Ohio University should aspire to on an annual basis. By including overviews of the 2017 HEED Award recipients, we seek to highlight best practices of the highest-performing institutions.

In addition, we applied HEED metrics to OHIO’s current diversity and inclusion work. This data was collected from many campus partners, including: Institutional Research, Equity and Civil Rights Compliance, Student Accessibility Services, Admissions and Veterans and Military Student Services Center. It serves as a barometer of our current campus efforts in the area diversity and inclusion.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>REPORTS TO THE PRESIDENT</th>
<th>SCHOLARSHIPS OFFERED</th>
<th>REGIONAL CAMPUS SUPPORT</th>
<th>TITLE IX</th>
<th>EDUCATIONAL PROGRAMS</th>
<th>ACADEMIC SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kent State University</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Metropolitan State University</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The University of Oklahoma</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
RECIPIENTS OF THE 2017 INSIGHT INTO DIVERSITY HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

2017 DIVERSITY CHAMPIONS
Columbia University in the City of New York
Florida State University
Indiana University-Bloomington
James Madison University
Kennesaw State University
Kent State University
Metropolitan State University of Denver
Oklahoma State University
Rochester Institute of Technology
University of Cincinnati
University of Kentucky
University of North Florida
University of Oklahoma
University of Virginia
Virginia Polytechnic Institute and State University

2017 HEED AWARD RECIPIENTS
Arizona Summit Law School
Augusta University
Ball State University
California State University, East Bay
California State University, Fresno
California State University, Northridge
California State University San Marcos
Case Western Reserve University
Central Washington University
Clemson University
Cleveland State University
Cuyahoga Community University
Davenport University
DePaul University
East Carolina University
Eastern Kentucky University
El Paso County Community College District
Florida Coastal School of Law
Georgia Institute of Technology
Georgia State University
Greenville Technical College
Indiana University-Purdue University Indianapolis
Kansas State University
Louisiana State University and Agricultural and Mechanical College
Metropolitan State University
Millersville University
North Carolina State University
Northeastern University
Northern Virginia Community College
Palo Alto University
Raritan Valley Community College
Salem State University
San Diego State University
Seminole State College of Florida
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
Southwestern Law School
Stockton University
SUNY Buffalo State College
SUNY Oneonta
SUNY System Administration
Swarthmore College
Texas Tech University
The Pennsylvania State University
The School of the Art Institute of Chicago
The University of Georgia
The University of South Carolina
The University of Texas at Austin
The University of Tulsa
Union College in New York
University of Central Florida
University of Colorado Boulder
University of Delaware
University of Houston
University of Houston Law Center
University of Illinois at Urbana-Champaign
University of Louisville
University of Minnesota-Twin Cities
University of North Carolina at Chapel Hill
University of North Carolina Wilmington
University of Pittsburgh
Western Michigan University
West Virginia University
William Marsh Rice University (Rice University)
William Rainey Harper College (Harper College)

2017 HEED AWARD HONORARY MENTION
California State University, Fullerton
California State University, Monterey Bay
Capital Community College
Highline College
Morgridge College of Education at the University of Denver
University of North Carolina at Greensboro
Widener University
INDIANA UNIVERSITY BLOOMINGTON
Hudson & Holland Scholars Program

The largest scholarship and support initiative at Indiana University (IU) Bloomington, the Hudson & Holland Scholars Program currently supports 1,400 high-achieving, underrepresented minority students. Eligible individuals receive a base award of $6,000 per year for up to eight consecutive semesters to help ensure their success at IU; however, some students qualify for additional aid. Participants also have access to a variety of support services to holistically address their academic and personal needs.

SUNY SYSTEM ADMINISTRATION
Diversity Abroad Honors Scholarship Program

Designed to help offset the costs of participating in an international study or research program, the State University of New York (SUNY) System awards scholarships of $1,000 to students who may not otherwise be able to study abroad through its Diversity Abroad Honors Scholarship Program (DAHSP). Special consideration is given to high-achieving underrepresented and low-income students. Since the program’s inception in 2014, 82 SUNY students have completed travel through DAHSP, expanding their knowledge of diverse cultures.

MENTAL HEALTH SERVICES
Diversity Counselors Program

A new partnership between the Division of Diversity, Equity, and Inclusion and Family Therapy at Texas Tech University, the Diversity Counselors Program provides mental health services to students in need. The innovative internship program includes three graduate-student counselors who specialize in various aspects of diversity and are available every day of the week for appointments or walk-in therapy sessions.

60% of HEED Award recipients have annual diversity fundraising programs.

COMMUNITY SERVICE & ENGAGEMENT

Developing Knowledgeable Leaders
The Center for Community Education at Arizona Summit Law School offers customized workshops and classes on contemporary legal and regulatory issues to local businesses, nonprofit organizations, governments, schools, and other organizations. In line with the school’s mission to build community-based solutions, the center provides the tools, knowledge, and skills to help create a network of local leaders who empower others.

Growing Minority Businesses
Hosted by the University of North Carolina Wilmington (UNCW), the Cape Fear Region Minority Enterprise Development Week recognizes the achievements of local minority entrepreneurs, provides opportunities for networking, and offers workshops to support and strengthen their businesses. The event also allows minority business owners to learn about government contracting and business opportunities as well as those at UNCW in order to grow their companies.

Teaching the Hispanic Community
Palo Alto University (PAU) founded La Clinica Latina in 2014 to offer clinical training to PAU students in providing Spanish-language outpatient therapy to members of the local community. The program trains up to 10 Spanish-speaking students every year and serves hundreds of community members. It is now beginning to offer cognitive-behavioral group therapy for depression in order to expand its service to the Hispanic community of Palo Alto.

Inspiring Intergenerational Success
The Resilience Project at Western Michigan University (WMU) is a partnership between the university and Friendship Village, a retirement community near the campus, that pairs students with senior citizens — many of whom are former WMU professors — for activities that demonstrate their resilience. Students who receive the Kalamazoo Promise Scholarship participate in this intergenerational relationship program. One goal of the project is to inspire students to achieve their own versions of success throughout their lives.
Leadership & Development

**Students** The Leaders of Tomorrow

The Latino Student Leadership Institute at MILLERSVILLE UNIVERSITY aims to create a sense of belonging among Latino first-year students via a community-building retreat. This three-day experience features team-building activities, an introduction to Millersville resources, an overview of curriculum requirements, and networking opportunities with other members of the campus community. Since it launched in 2013, 72 individuals have completed the institute. Evaluations have indicated that participants have higher GPAs, earn more credits, and are more likely to graduate than Latino students who don’t participate.

The mission of the Inclusion Leadership Program (ILP) at OKLAHOMA STATE UNIVERSITY is to develop and sharpen students’ leadership skills to help them achieve success in their personal and professional lives. By providing a supportive environment through mentoring and programming, the program strives to help them broaden their perspectives and develop inclusive leadership skills, increase their knowledge of global networking, and prepare them for a global society. Technology is a major component of ILP, and students communicate with their mentors via video conferencing, instant messaging, and other networking tools.

**PhD Students** Preparing Future Faculty

Every spring, NORTH CAROLINA STATE UNIVERSITY hosts the Building Future Faculty Program, a two-and-a-half day workshop for doctoral students and postdoctoral scholars who are interested in pursuing academic careers and are committed to promoting diversity in higher education. Any graduate student who is in the dissertation or postdoctoral phase is invited to apply. Through the program, up to 40 young scholars hoping to launch a career in academia gain access to information, networking opportunities, skill development, strategies, and feedback.

THE UNIVERSITY OF CENTRAL FLORIDA McNair Scholars Program prepares students from low-income, first-generation, and underrepresented groups for doctoral studies. Scholars participate in courses, seminars, and workshops that focus on graduate school preparation; complete a paid research project with a faculty mentor; and have the opportunity to present their findings at local and national conferences. Currently, 85 percent of McNair Scholars are enrolled or have graduated from graduate or professional school.

**Faculty**

Through the Certificate in College Teaching and Learning in Hispanic-Serving Institutions, STEM faculty at CENTRAL WASHINGTON UNIVERSITY learn best practices for how to teach Hispanic students. The yearlong experience educates them on how to develop students’ competence and their ability to monitor their own learning, use structured small-group work to improve aptitudes in math, and cultivate effective study habits and metacognition in STEM courses. Faculty who have applied techniques in the classroom have reported improvements in grades and classroom participation among students of color.

EASTERN KENTUCKY UNIVERSITY’s Developing Excellence in Eastern’s Professors (DEEP) system, advances faculty and professional development at EKU through the design of technology and resources. Faculty participate in various levels of learning that include materials and assignments focused on knowledge at each stage. Collectively, the levels of the DEEP system include remembering and understanding, applying, and evaluating and promoting knowledge, as well as creating new knowledge based on a specific pedagogical topic, such as culturally responsive pedagogy or critical and creative thinking. Course content is available online so that faculty can participate as their schedule allows.

81% of HEED Award recipients have campus-wide retention strategic plans for historically underrepresented students.
STUDENT SUPPORT

Georgia State University (GSU) provides micro-grants to help low-income students cover financial shortfalls affecting their ability to pay tuition and fees. GSU has awarded more than 5,000 Panther Retention Grants — of $300 and more — over the past four years, preventing thousands of students from leaving school.

The Sullivan-Deckard Scholars Program at Cleveland State University provides opportunities for highly motivated youth who are aging out of foster care to pursue an undergraduate degree. The program offers a system of support that is customized and structured to meet the unique academic, social, and financial needs of these students.

Migrant and seasonal farm workers gain the skills they need to succeed in higher education via the College Assistance Migrant Program (CAMP) at California State University San Marcos. Part of a national program, CAMP allows the university to provide pre-college transition and first-year support services to help these students develop the skills necessary to graduate.

Designed to support Native American and Alaska Native students, Rochester Institute of Technology’s Native American Future Stewards Program offers academic support, cultural activities, mentoring, research opportunities, and professional development workshops aimed at preparing and encouraging them to return to and serve their tribal communities.

Seminole State University supports the needs of students with autism through Full Spectrum, a 12-week program that helps them adjust to college life and their studies. In addition to developing skills related to self-advocacy, daily living, and social interaction, students receive assistance with the transition to a bachelor’s degree program at the University of Central Florida.

At the University of Louisville, a multidisciplinary team of students, faculty, and staff meets monthly to support undocumented students by working to remove barriers that stand in their way. After the announcement of the rescission of DACA, the team served as first responders for these students and trained the campus about next steps.

The Center for Academic Retention and Enhancement (CARE) at Florida State University provides first-generation and socioeconomically disadvantaged students a pathway into FSU regardless of past academic performance. CARE students receive support — including mentoring, advising, and assistance with registration and financial aid — from the center for the duration of their academic career.

The QUEST Mentorship Program at Kent State University pairs LGBTQ students with LGBTQ and ally faculty, staff, and community members to provide guidance and support. Mentors meet monthly with students and share vocational information based on personal experience to encourage their career exploration and social growth.

Salem State University’s Brotherhood with a Purpose focuses on young men of color who are bonded by shared experiences and a desire to achieve, succeed, and develop as leaders. Programming concentrates on understanding and overcoming barriers, clinical intervention and referrals, building networks of support, leadership development, increasing college readiness, and career exploration.

ACKNOWLEDGING INJUSTICE

Established by University of Virginia (UVA) President Teresa A. Sullivan in fall 2013 to explore and recognize the university’s historical relationship with slavery, the President’s Commission on Slavery and the University is an effort by UVA to acknowledge its complex history as well as recognize the enslaved people who were integral to the university’s founding. As part of this effort, the commission designed and is raising money to build the Memorial to Enslaved Laborers, this will be a gathering place on UVA’s campus in Charlottesville that will feature some of the names of the slaves who built and worked at the university. The site will be included on UVA’s self-guided “Enslaved African Americans at the University of Virginia Walking Tour,” which features historically significant places that showcase the university’s connection to slavery.
Events and Celebrations

HEED Award institutions host and participate in a number of events focused on not only celebrating diversity, but also increasing awareness and understanding of different cultures and identities, recognizing achievements, and building community.
DIVERSITY TRAINING

To build employee cultural competence, Davenport University (DU) developed a Diversity, Equity and Inclusion (DEI) Training package that offers both in-person and online workshops. Meant to help employees more effectively work together to achieve inclusion, the training is required of all full-time faculty and staff; all senior leaders have already completed the program. Offered in four levels, the self-paced sessions range from one to seven hours and cover several critical areas: Core Competency Introduction, Understanding DEI at DU, Taking Action Toward Inclusion, and Cultural Intelligence. Following completion of all levels, employees are evaluated on what they have learned.

Conflict Communication assessment and workshop. Since participating, they continue to engage in experiences to increase their collective as well as individual cultural competence, including meeting with interest and advisory groups on campus to discuss their concerns related to diversity, inclusion, and racism and to promote open dialogue.

Community. Students gain the skills necessary to break down barriers and participate in difficult conversations as well as discuss similarities and differences in identity, experience, and values.

The Safe Zone interactive online training at Augusta University was designed to develop, enhance, and maintain culturally competent and supportive environments on campus for individuals who identify as LGBTQ and their allies. It establishes an identifiable network of students, faculty, staff and administrators who can provide support, information, and a safe place for LGBTQ people within the Augusta campus community. The one-hour training is divided into three modules — language, identity, and stereotypes of privilege — and uses information and activities to clarify language and terminologies in order to help participants understand experiences related to identity in general and LGBTQ identities specifically, as well as to address issues related to stereotyping.

The Freshman Diversity Experience at the University of Oklahoma (OU) is designed to take all incoming freshmen through a three-hour, research-based curriculum that educates on active listening, social identity, and cognitive empathy. The purpose of the program is to not only prepare students for future employment, but to also provide baseline skills that will help them make the most of their educational experience at OU and fully engage as a member of the campus community. Using the Intercultural Development Inventory (IDI), a 50-item online questionnaire that assesses intercultural competence, Metropolitan State University in Minnesota strives to evaluate and improve the cultural competence of campus senior leadership. Members of the President’s Cabinet recently completed both an IDI and Intercultural

The BUILD Diversity Certificate program empowers DePaul University employees to boost their multicultural competencies, better understand differences and how they impact the workplace, work toward inclusive excellence, leverage diversity and strengthen leadership capacity, and develop measures of success to ultimately create a more comfortable and welcoming campus for all. The curriculum has two levels that include assignments as well as required courses focused on topics such as recruitment, retention, systems of racial inequity, disability in the classroom and workplace, and religious diversity. More than 1,200 faculty and staff members have participated in at least one BUILD workshop since the program began in 2013, and currently, 246 faculty and staff are pursuing certification.

79% of HEED Award recipients have some form of diversity training for faculty.
CAMPUS CLIMATE

The Equity and Inclusive Excellence Taskforce at Cuyahoga Community College is a college-wide team dedicated to reviewing internal policies and practices to identify potential barriers to success for nontraditional, underrepresented, and Pell-eligible students. It also recommends programs and activities that focus on achieving student equity goals in order to improve the campus climate.

The Committee on Campus Diversity and Inclusive Excellence at Stockton University is a growing group of faculty, staff, and students that is goal-oriented and outcome-driven. The committee has taken the lead on reviewing campus climate survey data and implementing strategies to address areas for improvement, such as hosting open forums with the campus community to discuss survey results.

Every year, Indiana University-Purdue University Indianapolis (IUPUI) publishes an Annual Diversity Report that examines the diversity of students, faculty, staff, and administrators; the campus climate; and curricular and co-curricular activities. The report provides an honest look at IUPUI’s progress toward becoming a more diverse and inclusive campus and helps the university make adjustments where necessary.

In an effort to create a more inclusive campus, the University of Pittsburgh named 2016-2017 the Year of Diversity, a themed initiative aimed at advancing individuals’ knowledge of diverse groups and preparing students to lead purposeful lives. Designed to celebrate and encourage conversation about cultural, academic, and political differences, the initiative included numerous programs, workshops, and events throughout the year.
DIVERSITY GRANTS

Metropolitan State University of Denver
To support the efforts of faculty and staff members working to enhance the campus climate at Metropolitan State University of Denver, the Office of Diversity and Inclusion offers Diversity Initiative Grants of up to $4,000. Grant money can be used to plan and host events, programs, and initiatives that help advance the university’s core values of diversity and inclusion as well as fulfill its mission to support the multicultural competency of all students, faculty, and staff.

James Madison University
Created to fund sustainable projects by members of the campus community that enrich diversity and inclusion at James Madison University, Innovative Diversity Effort Award (IDEA) grants support activities that embrace a variety of identities and experiences. Past recipients’ projects have included initiatives, events, and services spanning art, music, religion, technology, health, and beyond for international and first-generation students, Hispanic faculty members, and individuals with disabilities, among others. In the last eight years, the university has awarded nearly $270,000 to 87 grantees.

University of Texas at Austin
Starting with the 2017-2018 academic year, the University of Texas at Austin began offering Campus Climate Innovation Grants to student organizations that are working to create events, programs, and resources aimed at increasing social awareness and supporting underserved populations. Inaugural winners of the grant include the Public Affairs Alliance for Communities of Color, which hosted a lecture by leading race relations scholar Robin DiAngelo, and the Student African American Brotherhood, which held an event to honor the experiences of women on college campuses.

The School of the Art Institute of Chicago
With a mission to provide students an education that truly broadens their awareness of and appreciation for diverse artists, scholars, and societies, the School of the Art Institute of Chicago (SAIC) created Diversity Infusion Grants. These are awarded to faculty who update syllabi to expand, refresh, and further SAIC’s curricular offerings around diversity and inclusion by incorporating a greater variety of course materials, guest speakers, and projects into their classes.

64% of HEED Award recipients have campus-wide diversity incentive grants.
RECRUITMENT & RETENTION

Students

ROAD DAWGS
During spring break, University of Georgia (UGA) students dedicate their time to Road Dawgs, a program in which they visit high schools throughout the state to speak with several hundred students about their undergraduate experiences at UGA. The program aims to inspire the next generation of college students by encouraging those still in high school to explore the benefits of a college education and to consider applying to UGA. Road Dawgs includes a panel discussion and one-on-one conversations in which UGA students engage high school students in answering questions about campus life, academic rigor, and future career opportunities.

CALL ME MISTER
The mission of Clemson University’s Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) program is to recruit and retain more men of color in the teaching profession. Participants are largely selected from South Carolina’s most underserved and disadvantaged communities. They reside in a living-learning community together on Clemson’s campus, take all the same classes, receive mentorship, and participate in co-curricular experiences focused on their dispositional development. Graduates must commit to teaching in a public K-12 school in the state for as many years as they received support from the program.

BILINGUAL ASSISTANCE
To aid in the recruitment of students of color, Southern Illinois University Carbondale (SIUC) employs a diverse group of admissions coordinators, including a Hispanic recruiter who works in a predominantly Hispanic territory. Through the Office of Undergraduate Admissions, a bilingual student assists with communicating with family members of these prospective students during campus visits and is working to develop an online Spanish-language parent portal and brochures. SIUC is also in the process of creating a Spanish version of all tour scripts and virtual tour narration for prospective students and their families.

Faculty

A FINANCIAL COMMITMENT
Part of a new $100 million commitment, the Faculty Diversity Initiative at Columbia University supports the recruitment and career development of professors as well as doctoral and post-doctoral students who are historically underrepresented in academia. The initiative will also include faculty retention efforts, dual-career support, and mid-career grants for recently tenured professors. Additionally, beginning in spring 2018, Columbia will recognize with awards mid-career faculty who contribute to the university’s diversity. Under the current iteration of the initiative, launched in 2006, the university supports faculty recruitment and retention, junior faculty career success, and pipeline programs.

ADVANCING WOMEN IN STEM
The University of Houston’s (UH) Center for ADVANCING Faculty Success, established in 2014 with a $3.3 million National Science Foundation grant, conducts and analyzes research to determine how to best recruit and retain diverse female faculty in STEM disciplines. It works to grow the number of women in these positions at UH by increasing professional development, creating infrastructure to facilitate work-life balance, and improving opportunities for advancement and promotion.

DIVERSE FACULTY FELLOWS
A paid fellowship initiative, the Diverse Faculty Fellow Program at William Rainey Harper College opens the door to individuals of historically underrepresented groups so they can gain extensive experience as a college faculty member. It provides opportunities for newly minted master’s or doctoral recipients to gain exposure to the community college environment without having any prior teaching experience, as well as helps the college recruit diverse faculty. Fellows hired following the two-year program will have year two of their fellowship experience count as year one toward their three-year path to tenure.

91% of HEED Award recipients administer campus climate surveys for students.
88% administer them for faculty.
PIPETINE PROGRAMS

Law School Prep
The University of Houston Law Center (UHLC) Pre-Law Pipeline Program was created as a solution to both the decline in law school applications in recent years and the lack of diverse legal professionals. To increase the quality of law school applicants who are first-generation, low-income, or members of underrepresented groups, the eight-week summer program exposes participants to law school classrooms and networking opportunities with attorneys, educates them about the law school admissions process, and prepares them for the LSAT.

A Bridge to STEM Careers
With a $1 million National Science Foundation grant, the University of Delaware’s UD Bridge to the Doctorate Program provides significant support, including financial aid and mentoring, to underrepresented graduate students in STEM fields. Participants come to UD following undergraduate study at schools in the Louis Stokes Alliances for Minority Participation network.

An Easier Transition
Kansas State University’s (KSU) MAPS Summer Bridge Program is an interdisciplinary initiative that serves students in agriculture, business, and engineering and is designed to ease the transition from high school to college for multicultural students. Participants take two summer courses and engage in activities that help them form effective study habits, teach them about university resources, and familiarize them with KSU’s campus.

An Introduction to College
A pre-college program for underrepresented high school students, the Black College Institute (BCI) introduces students from all over Virginia, North and South Carolina, and parts of Maryland and New England to college life at Virginia Tech. Students spend four days on campus participating in empowerment sessions, serving the community, and getting a sense of what it is like to live and study at the university. This past summer, students went to Roanoke, Va., where they visited the Harrison Museum of African American Culture and, in a partnership with United Way, spent the afternoon volunteering at community organizations.

A Path for Transfer Students
AIMS² is a collaborative program at California State University, Northridge (CSUN) focused on boosting the transfer and graduation rates of Hispanic and low-income students pursuing engineering and computer science. A partnership with Glendale Community College and College of the Canyons, AIMS² attempts to ease these students’ transfer to CSUN. A preliminary program assessment showed that participants completed more units and earned higher cumulative GPAs than those in a comparison group; they also achieved a higher persistence rate of 96.7 percent.

SUNY Buffalo State
Every fall for the past nine years, SUNY Buffalo State has presented the Anne Frank Project, a two-day campus-wide event that uses art and literature to highlight the need for social justice in a rapidly changing world. Open to all students, it brings together survivors of genocide, musicians, thespians, poets, visual artists, and academics to discuss genocide, reconciliation, and community building. In addition, director of the project Drew Kahn travels with a handful of students to Rwanda every year to train local teachers in drama-based education methods. While there, the students also interview genocide survivors as well as perpetrators of violence and write a play about what they learned.

Union College
The Next Step Social Justice Retreat is an annual event at Union College in New York that provides a forum for students to deepen their knowledge and awareness of identity and issues related to racism, sexism, heterosexism, ableism, ageism, religious oppression, and classism. Participants engage in two days of group dialogue, activities, and workshops designed to help them build relationships on campus as well as the skills to become better change agents, leaders, and activists in regard to diversity, equity, power, privilege, and discrimination. The mission of Next Step is to create a safe and inclusive yet challenging experience for students, faculty, and staff in which issues of social injustice and oppression are discussed honestly and openly through individuals’ personal stories.
STRATEGIC INITIATIVES

HELPING WOMEN SUCCEED
In 2015, Georgia Institute of Technology President G.P. Peterson hosted a series of listening sessions with women from across the campus community to determine how the university could best support the advancement and professional growth of its female employees. As a result, Georgia Tech launched 11 programs — known as the Gender Equity Initiatives — focused on hiring and promotion, equal pay and leadership opportunities, and increasing the visibility of women and their achievements. Now entering the second year of implementation, these efforts have included more than 100 workshops on implicit bias for hiring committees, the creation of several leadership programs for women in tech, and more.

ACHIEVING DIVERSITY GOALS
In an effort to continue expanding the recruitment and retention of underrepresented students, faculty, and staff, the University of Oklahoma (OU) relies on a comprehensive strategy known as the Theory of Change Process. With input from the campus community and subject matter experts, OU’s Faculty and Staff Diversity Council uses the Theory of Change Process to create specific short-term, intermediate, and long-term recruitment goals. The strategy also helps the council devise specific steps for each department and office to achieve their individual diversity goals.

INCLUSION AS A TEAM EFFORT
As the largest institution of public education in the commonwealth, Northern Virginia Community College (NOVA) spans six campuses and serves more than 75,000 students. To ensure that inclusion remains a priority throughout the entire system, NOVA created a strategic network of faculty and staff members who are responsible for creating and overseeing diversity efforts, both large and small. This includes a Diversity and Inclusion Council composed of faculty and staff from each campus, as well as individual committees at each location that include members from every campus unit. The result is a multi-level, collaborative network of employees dedicated to ensuring that NOVA remains a unified, welcoming institution for all.

ART & CULTURAL CELEBRATIONS

Diversity Through Art
Sponsored in partnership by the Office of Diversity and Inclusion (ODI) and the College of the Arts, Kennesaw State University’s (KSU) annual diversity art competition encourages students to illustrate their definitions, experiences, and understanding of human difference. Members of the campus and local community then vote on students’ artwork to determine the top three winners. Each year, KSU purchases the winning entries and permanently displays them in the ODI.

Religious Enlightenment
With a student body that is 24 percent international, the University of Tulsa (UT) prides itself on fostering an environment that honors all worldviews and religions. The school’s Enlightenment Week provides an opportunity to learn about the many faiths represented on campus through open houses at each of UT’s religious student centers, giving people a chance to observe or participate in ceremonies like Catholic Mass, Jewish Shabbat, Muslim Khutbah, and more. The week also includes a celebration of World Hijab Day and a student-organized interfaith dinner.
Diversity Education & Dialogue

Discussing Difficult Topics
The Courageous Conversations speaker series at the University of North Florida extends learning and discussion beyond the classroom to engage students, faculty, and staff in dialogue around critical topics, including ending relationship violence and understanding media depictions of minority populations. Extensive support for the speaker series comes from partnerships with the U.S. Attorney’s Office and other outside organizations, as well as sponsorship by multiple campus units. Courageous Conversations includes lectures, panel discussions, and small-group dialogue.

Social Justice and the Law
At Florida Coastal School of Law (FCSL), students are prepared for the legal profession by engaging in open, honest conversations on some of the most important social justice issues of our time. Forums on topics such as the Black Lives Matter movement and Islamophobia allow students to listen to and learn from leading experts and community members, as well as ask questions and share their own experiences. The discussions are based on the principle that students have an opportunity and a responsibility to use their legal knowledge in the fight for a more just and equal world.

Education to End Sexual Assault
Since 2015, SUNY Buffalo State has undertaken an extensive, proactive effort to end campus sexual violence through positive dialogue and educational events. The school’s “I Love Consent” campaign offers workshops on assault prevention for residence halls, fraternities and sororities, athletic teams, and more. Other resources, such as video interviews and a photo series featuring real students, promote the idea that every individual can contribute to ending sexual assault.

An Introduction to Diversity
Every new student at SUNY Oneonta is welcomed into the campus’s socially progressive community via Faculty Diversity Presentations — a series of demonstrations and lectures by top-ranking professors from a variety of academic and cultural backgrounds. Delivered at each new student orientation, the presentations help incoming freshmen discover how diversity relates to different areas of study and why it is an inherent component of SUNY Oneonta’s mission to create socially conscious citizens.

Sharing One’s Diverse Identity
Created by the University of Kentucky’s (UK) Humanity Academy — an initiative composed of faculty, staff, and students devoted to inclusion — the “I Am ...” Diversity Project celebrates differences within the UK community. In recognition that every person is diverse in some way, facilitators of the video project record testimonies from faculty, staff, and students on what makes them unique. The videos, which are shared online, have become so popular that “I Am ...” is now an official student organization that works to increase the visibility of diversity on campus.

Fighting Inequality
Each year, the Racial Awareness Program (RAP) at the University of Cincinnati offers as many as 35 students the opportunity to participate in discussion, debate, and leadership training through a series of meetings and retreats. The program — which accepts students on a first-come, first-serve basis — focuses on understanding how ethnicity, gender, socioeconomic status, and other characteristics affect a person’s experiences and worldviews. RAP’s summer session, Accelerating Racial Justice, focuses solely on understanding and addressing racism. Both programs are designed to develop student leaders who have the knowledge, compassion, and tools to fight inequality and systems of oppression.
Student demographics

What is the breakdown by gender of your full-time undergraduate and graduate enrollment?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>12,458</td>
<td>1,551</td>
</tr>
<tr>
<td>Male</td>
<td>9,989</td>
<td>1,432</td>
</tr>
</tbody>
</table>

More than 22,000 full-time undergraduate students

5% of the student body identifies as being a veteran

2,983 full-time graduate students

1,601 students identify as having a disability

What is the breakdown by race/ethnicity of your full-time undergraduate enrollment?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>18,928</td>
</tr>
<tr>
<td>Black</td>
<td>1,056</td>
</tr>
<tr>
<td>Latino</td>
<td>598</td>
</tr>
<tr>
<td>Native American</td>
<td>33</td>
</tr>
<tr>
<td>Asian American</td>
<td>190</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>12</td>
</tr>
<tr>
<td>Multiracial/International</td>
<td>887</td>
</tr>
<tr>
<td>Other</td>
<td>539</td>
</tr>
<tr>
<td>Total</td>
<td>22,447</td>
</tr>
</tbody>
</table>

What is the breakdown by race/ethnicity of your full-time graduate enrollment?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>1,824</td>
</tr>
<tr>
<td>Black</td>
<td>143</td>
</tr>
<tr>
<td>Latino</td>
<td>78</td>
</tr>
<tr>
<td>Native American</td>
<td>7</td>
</tr>
<tr>
<td>Asian American</td>
<td>111</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>66</td>
</tr>
<tr>
<td>Multiracial/International</td>
<td>671</td>
</tr>
<tr>
<td>Other</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>2,983</td>
</tr>
</tbody>
</table>
Administrator, faculty and staff demographics

What is the breakdown by gender of your administrative staff, tenured/tenured-track faculty, and non-tenure-track faculty?

- Administrative leadership: executives only
  - Female: 29%
  - Male: 41%
- Administrative leadership: includes management
  - Female: 38%
  - Male: 62%
- Tenured and tenured-track faculty
  - Female: 49%
  - Male: 51%
- Non-tenure-track faculty
  - Female: 42%
  - Male: 58%

What is the breakdown by gender of your full-time non-instructional staff, adjunct faculty?

**Non-instructional staff: excludes management staff**
- Female: 1,184
- Male: 937

**Non-instructional staff: includes management staff**
- Female: 1,427
- Male: 1,165

**Adjunct faculty**
- Female: 394
- Male: 320

What is the breakdown of your governing board?

- 7 females
- 7 males

**OHIO UNIVERSITY STATISTICS 2017 Diversity and Inclusion Overview**
What is the breakdown of your female full-time tenured and non-tenured faculty between 2012 and 2016?

ATHENS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2012</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>248</td>
<td>278</td>
<td>12% increase</td>
</tr>
<tr>
<td>278</td>
<td>170</td>
<td>62% increase</td>
</tr>
</tbody>
</table>

TOTAL UNIVERSITY

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2012</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>310</td>
<td>339</td>
<td>9% increase</td>
</tr>
</tbody>
</table>

What is the breakdown of your underrepresented race/ethnicity full-time non-tenured faculty and administrative leadership between 2012 and 2016?

ATHENS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2012</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>100% increase</td>
</tr>
</tbody>
</table>

TOTAL UNIVERSITY

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2012</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7</td>
<td>133% increase</td>
</tr>
</tbody>
</table>
FEMALE STEM FACULTY (ATHENS)

*Note: The regional campus faculty are not tied to an academic department in the HRMS system, so we cannot calculate a reliable total University set of numbers for this question. Regional campus faculty are only assigned to a college such as “Chillicothe Arts & Sciences,” so we cannot differentiate the STEM faculty from non-STEM faculty.

Full-time

<table>
<thead>
<tr>
<th>2012</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>120</td>
</tr>
</tbody>
</table>

Total (includes part-time)

<table>
<thead>
<tr>
<th>2012</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
<td>201</td>
</tr>
</tbody>
</table>

FEMALE ADMINISTRATIVE LEADERSHIP

*Note: The data for 2012 is based on the University’s old compensation structure. The positions have changed significantly since then, especially within the “Management” group. This makes the 5-year trend comparisons difficult.
What is the breakdown by race/ethnicity of your administrative leadership?

What is the breakdown by race/ethnicity of your full-time non-instructional staff?
What is the breakdown by race/ethnicity of your faculty?

- Tenured and tenure-track faculty (full-time)
- Non-tenured track faculty (full-time)
- Adjunct faculty

5.4% of staff (including management) identify as a veteran

2.7% of faculty identify as having a disability

3.3% of leadership (including management) identify as a veteran

6.7% of faculty identify as having a disability

1% of faculty identify as being a veteran

1.7% of faculty identify as having a disability
Student Recruitment and Retention

What efforts do you use to recruit historically underrepresented and first-generation students?

- community outreach
- on-campus diversity recruitment efforts
- admissions officers with a diversity focus
- social media outreach
- race-conscious & economic conscious scholarships
- holistic admissions process
- recruiter attendance at underrepresented student conferences

Currently not engaging in:
- Community college bridge programs
- Pre-college programs for K-12 students
- National strategic partnerships

What efforts do you use to improve retention and graduation rates for historically underrepresented and first-generation students?

- campus-wide strategic retention plan
- institutional research on student success patterns
- cohort-based academic success and leadership programs
- academically themed diverse student organizations
- supplemental instruction
- free tutoring support
- culturally relevant advising
- early warning monitoring systems
- first-year experience program
- mentorship programs
What is the time (in years) to degree for doctoral-level students in the following groups?

- Caucasian: 5.14
- Black: 6.50
- Latino: 3.00
- International: 5.57
- Unknown: 4.00
- Overall: 4.84

What are your six-year graduation rates for undergraduate full-time students in the following groups?

- Caucasian: 65%
- Black: 55%
- Latino: 56%
- Native American: 75%
- Asian American: 50%
- Pacific Islander: 33%
- Multiracial International: 50%
- Unknown: 59%
- Overall: 100%
- Overall: 64%

Faculty recruitment and retention

What strategies does your institution use to increase the diversity of your faculty?

- National partnerships
- Advertisements in diversity publications and/or job board
- Participation in diversity recruitment events
- Strategic funds being used to hire diverse candidates
- Require diverse job candidates to be included in the final pool of all candidates
All jobs are posted to diversityjobs.com and a host of affiliated sites:
Africanamericanhires.com
allhispanicjobs.com
alllgbtjobs.com

OHIO strives to retain diverse faculty with affinity or employee resource groups, mentor programs, & graduate research support

What strategies does your institution have in place to ensure diversity planning?

Our institution’s mission statement includes
DIVERSITY & INCLUSION as one of its CORE VALUES

Our Office for Diversity and Inclusion has the opportunity to
FORMALLY REPORT on campus diversity plans, successes, challenges and opportunities at meetings of our GOVERNING BOARD

Our diversity office submits and makes public an ANNUAL DIVERSITY REPORT

Our institution offers:

gender-neutral bathrooms

same-sex partner healthcare benefits

trans-inclusive health benefits
Does your institution offer **unconscious bias training** for the following groups?

- full-time tenured and tenure-track faculty
- full-time non-tenure track faculty
- full-time staff
- adjunct faculty
- search committee heads
- search committee members
- athletic department staff
- senior leadership
- campus police force
- governing board members
- full-time students

---

**Institutional Branding**

Which of the following **offices** are on your campus?

- disability services office
- international office
- study abroad office
- multicultural affairs office
- diversity office
- LGBTQ office
- veterans office
- supplier diversity office
- religious services office
Which of the following *diversity-related information* appears on your website?

Our procurement/supplier diversity office page *lists opportunities for minority – and women-owned businesses.*

Our study abroad office page includes specific *opportunities for underrepresented students.*

Our international office page includes information about *groups, clubs, etc.*

Our human resources page includes information about *affinity/employee resource groups.*

Our human resources page includes information about *diversity training.*

Every open job posting listed on our human resources page includes an *AA/EEO statement.*

---

**Chief diversity officer's role**

How is your chief diversity officer's role situated *for success?*

- Our chief diversity officer position is an *executive-level position.*

- Our chief diversity officer has his/her *own budget.*

- Our chief diversity officer is encouraged to *attend* governing board meetings and *present* the case for campus diversity.

- Our chief diversity officer has *input into the budget* allocated to his/her office.

---

How does your institution help students develop *cultural competence?*

- *diversity courses for students*
- *multicultural events on campus*
- *multicultural student clubs and organizations*
- *issues of diversity incorporated into first-year experience program*
Does your institution *celebrate* the following?

- [ ] YES
- [ ] NO

**African American History Month**
**Women's History Month**
**National Hispanic Month**
**Native American Heritage Month**
**Martin Luther King Jr. Day**
**LGBTQ Pride Month**
**National Disability Employment Awareness Month**

---

Which *affinity/employee resource groups* do you have at your institution?

- African American / Hispanic/Latino
- Veterans / LGBTQ / Women / Religious

*We lack Asian American / Pacific Islander / Native American / Disability Multiracial Resource Groups*

---

Does your institution *accommodate* for the following students with disabilities?

- [ ] YES
- [ ] NO

- sign language translators in classrooms
- textbooks in braille
- computer-assisted real-time captioning
- instructional materials in accessible formats
- wheelchair-accessible curbs and building ramps
- wheelchair-accessible buildings
- accessible online employment application
- elevators in all buildings
- online learning systems accessible to all students
- section 508 website compliance
School Comparison Data

On the following pages, we take a high-level look at how other area schools are carrying out diversity and inclusion initiatives. Comparative data includes overviews of D&I operations at partner institutions within the Inter-University Council of Ohio, as well as out-of-state schools in the Mid-American Conference. This research sheds light on the reporting structures and organizational structures that are being utilized to facilitate D&I work in higher education, as well as the missions that guide the work of our peers.

“We need to hire leaders who look beyond the immediate fit to make diversity happen, and we need to hire people who have the diversity skills we lack. We need to be purposeful.”

– William Willan, Ph.D.
Executive Dean for Regional Higher Education
MISSION:

Equity, Diversity, and Inclusion (EDI), a unit of the Division of Student Affairs, has a central mission to create inclusive and welcoming environments to retain diverse populations at the University.

WEBSITE:

https://www.bgsu.edu/equity-diversity-and-inclusion.html
REPORTING

Reports to:
Division of University Engagement

Name:
Office of Inclusion & Multicultural Engagement

Oversees:
None

Mission:

The Office of Inclusion and Multicultural Engagement works collaboratively across the Cleveland State campus to support strategies that advance diversity, to enhance programming and activities that build and nurture a broadly diverse campus community, and to support the social and academic success of the University’s diverse student population.

Website:

https://www.csuohio.edu/engagement/inclusion
REPORTING

Reports to:
President

Name:
Division of Diversity, Equity and Inclusion

Oversees:
LGBTQ Student Center
Women’s Center
Student Multicultural Center

Mission:

The Division of Diversity, Equity and Inclusion will lead Kent State community’s efforts to increase diverse representation, create and sustain equality of opportunity and intentionally foster an inclusive and equitable environment.

Website:

https://www.kent.edu/diversity
REPORTING

Reports to:
Division of Student Affairs

Name:
Office of Diversity Affairs

Oversees:
Women’s Center
LGBT Center

Mission:

Miami University’s Office of Diversity Affairs is responsible for the development and implementation of programs, activities, and procedures designed to enhance the academic success, retention, and personal development of diverse student populations. ODA embodies a commitment to diversity/multiculturalism as expressed through ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic differences.

Website:

http://miamioh.edu/student-life/diversity-affairs/
Mission:

NEOMED embraces diversity with its benefits and values, which entails a work and learning environment that is grounded in respect and inclusion for all. Diversity encompasses race, culture, ethnicity, gender, socio-economic status, religion, age, sexual orientation, disability and military/veteran status. Everyone is diverse and brings unique aspects of who they are to the NEOMED community. We value the unique qualities that each person possesses.

Website:

https://www.neomedi.edu/diversity/
REPORTING

Reports to:
Provost

Name:
Office for Diversity and Inclusion

Oversees:
Bell National Resource Center
Hale Black Cultural Center
LASER (Latinx Space for Enrichment and Research)
The Women’s Place

Mission:

The Ohio State University Office of Diversity and Inclusion (ODI) is one of the oldest and most prominent offices of its kind in the nation. Founded in 1970, ODI has supported the recruitment, retention and success of students, faculty and staff who enhance the diversity of The Ohio State University. ODI oversees the Hale Center, the Todd Anthony Bell National Resource Center on the African American Male, the American Disability Act program (ADA), the nine-city Young Scholars Program, as well as being home to a wide-range of retention, mentoring, scholarship, and access programs.

Website:

https://odi.osu.edu/
Mission:

The goal of the Office of Inclusion and Equity is to increase the impact of UA’s inclusive excellence commitment, leading to wider understanding and greater success for all students. The office reports directly to the president. Now consolidated within the office are a number of units, programs and events that represent a spectrum of diversity. They continue to be offered to directly contribute to matriculation, persistence and graduation from the University.

Website:

http://www.uakron.edu/ie/
**REPORTING**

**Reports to:**
President

**Name:**
Office of Equity & Inclusion

**Oversees:**
Women’s Center

**Mission:**
We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish.

**Website:**
https://www.uc.edu/inclusion.html
**MISSION:**

The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

**WEBSITE:**

http://www.utoledo.edu/diversity/
REPORTING

Reports to:
Division of Student Affairs

Name:
Office of Equity and Inclusion

Oversees:
LGBTQA Affairs
Women’s Center
Latino Affairs

Mission:

The mission of the Office of Equity and Inclusion (OEI) is to advance and sustain an environment of internal equity, diversity, and inclusiveness for all members of the WSU Community by ensuring equal access to employment and educational opportunities; promoting fairness and equity; being respectful, impartial, and non-judgmental.

Website:

www.wright.edu/equity-and-inclusion
**Mission:**

The major responsibilities of Multicultural Affairs are to educate the University and the community regarding diversity, multicultural affairs and related issues as well as supporting and encouraging diversity initiatives. The division also conducts educational outreach programs and training in the areas of diversity and multicultural affairs.

**Website:**

http://www.ysu.edu/multicultural-affairs
REPORTING

Reports to:
Provost and Executive Vice President for Academic Affairs

Name:
Office of Institutional Diversity

Oversees:
None

Mission:

At Ball State, diversity is an integral part of our identity. Our success depends on our efforts to cultivate inclusivity within our pedagogical, scholarly, and creative pursuits. Community is an inherent and crucial aspect of such efforts at local, national and international levels. As we recruit and retain a diverse administration, faculty/staff and student body, we strive to ensure that our students are prepared to engage and succeed in increasingly diverse environments. Our recruitment efforts will continue to include historically underrepresented populations to create the cultural milieu that promotes participation by all.

Website:

http://cms.bsu.edu/about/administrativeoffices/institutionaldiversity
Central Michigan University

CMU
Central Michigan University

Mission:
None Listed

Website:
https://www.cmich.edu/office_provost/OLD/Pages/default.aspx

Reporting

Reports to:
Provost

Name:
Office of Institutional Diversity

Oversees:
Center for Inclusion and Diversity
Multicultural Academic Student Services
Native American Program
The Office of LGBTQ Services
Office of Diversity Education
REPORTING

Reports to:
Division of Student Affairs

Name:
Department of Diversity and Community Involvement

Oversees:
The Center of Multicultural Affairs
LGBT Resource Center
The Women’s Resource Center

Mission:
The Department of Diversity and Community Involvement provides intentional learning experiences focused on the multiplicity of identities, cultures, values and beliefs that prepare students to be socially conscious citizens.

Website:
https://www.emich.edu/dci/
Northern Illinois University

**Mission:**
We are dedicated to providing a dynamic educational experience that expands the understanding of differences cultures and identities with respect to the rich and diverse cultures represented on campus. We develops visionaries with the transformative skills to become change agents.

**Website:**
http://niu.edu/diversity/

**REPORTING**

**Reports to:**
President

**Name:**
Office of Academic Diversity, Equity and Inclusion

**Oversees:**
Latino Resource Center
Asian American Resource Center
Gender and Sexuality Resource Center
Center for Black Studies
COMMITTEE: University at Buffalo

**Reports to:**
President

**Name:**
Office of Equity, Diversity and Inclusion

**Oversees:**
Office of Inclusive Excellence

**Mission:**
To provide assistance in the University’s goal to promote diversity and a climate welcoming of a diverse faculty, staff, student body and the University community.

To effectively oversee policies governing discrimination, harassment, reasonable accommodation, religious accommodation, child protection and recruitment.

To ensure that issues of harassment, discrimination and accommodation are addressed in a timely and effective manner that does not tolerate retaliation.

To assist the University in its commitment to foster and sustain a working and learning environment where each member of the community can succeed.

**Website:**
http://www.buffalo.edu/equity.html
**Mission:**

To ensure equitable access for all, the Office of Diversity and Inclusion provides leadership by working collaboratively with the University community to identify and overcome institutional barriers and affirm the dignity, value, and uniqueness of each member of our community.

**Website:**

http://www.wmich.edu/diversity
COLORADO STATE UNIVERSITY

REPORTING

Reports to:
President

Name:
Office of the Vice President for Diversity

Oversees:
Asian Pacific American Cultural Center
Black/African American Cultural Center
El Centro
Native American Cultural Center
GLBT Resource Center
Women and Gender Advocacy Center

Mission:
 Colorado State University is committed to embracing diversity through the inclusion of individuals reflective of characteristics such as: age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, physical appearance, medical diagnosis, documentation status, and veteran status with special attention given to populations historically underrepresented or excluded from participation in higher education. The University’s commitment to diversity is a longstanding one that reflects our role and mission as a land-grant institution.

Website:
https://diversity.colostate.edu/
MISSION:

With nearly 37,000 students and more than 6,000 faculty and staff, Iowa State University is proud to educate and employ a diverse community. The Division of Diversity and Inclusion supports a broad range of students, faculty, staff, alumni and community constituents to build a model of inclusion that impacts every aspect of campus life and gives voice to all members of the university community. Our aim is to promote critical thinking, the responsible management of people, professional skills development, innovation in research, teaching and learning, and the constructive expression of divergent viewpoints.

WEBSITE:

https://www.diversity.iastate.edu/
REPORTING

Reports to:
President

Name:
Division of Institutional Diversity

Oversees:
Office of Equal Opportunity
Diversity Academic Support/TRIO
Office of Multicultural Affairs
OK-LSAMP

Mission:

To develop and support efforts that help the Oklahoma State University System achieve and maintain environments, where all members are actively broadening their perspectives about differences; actively seeking to know individuals; actively including all members of the community in every aspect of the organization; and where students achieve academic excellence.

Website:

https://diversity.okstate.edu/
**Mission:**

As a land-grant institution committed to learning, discovery and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.

**Website:**

http://outreach.oregonstate.edu/about/who-we-are
REPORTING

Reports to:
President

Name:
Division of Inclusion, Diversity and Equity

Oversees:
LGBTQ Resource Center
Women’s Center
Multicultural Student Center

Mission:

The Division of Inclusion, Diversity & Equity (IDE) was created to foster an inclusive living, learning, and working community where everyone is valued and inspired to reach their full potential. IDE achieves this overarching goal through programming efforts, support services and learning spaces that include Diversity Peer Educators, the LGBTQ Resource Center, Citizenship@Mizzou, CitizenshipToo, the Office for Civil Rights & Title IX, the Gaines/Oldham Black Culture Center, the Multicultural Center, the LGBTQ Resource Center, Diversity101, Workplace Diversity trainings, and a comprehensive faculty recruitment and retention plan. Thanks to these efforts and many others, Mizzou is in position to become a national exemplar where the campus, local communities, and the state embody inclusive excellence.

Website:

https://diversity.missouri.edu/index.php
Mission:

We are committed to supporting and sustaining an educational community that is inclusive, diverse and equitable. The values of diversity, inclusion and equity are inextricably linked to our mission of teaching and research excellence, and we embrace these values as being critical to development, learning, and success. We expect nothing less than an accessible, multicultural community in which civility and respect are fostered, and discrimination and harassment are not tolerated. We will ensure that under-represented groups and those who experience systemic inequity will have equal opportunities and feel welcome on our campus. We accept the responsibility of teaching and learning in a diverse democracy where social justice serves as a bridge between a quality liberal education and civic engagement.

Website:

https://www.unh.edu/inclusive/
REPORTING

Reports to: President

Name: Office of Community, Equity and Diversity

Oversees: Bystander Intervention Program
Gender and Sexuality Program
Multicultural Student Services Center
Women’s Center

Mission:

The Office of Community, Equity and Diversity strives to create a diverse, equitable, and inclusive University in which every individual can thrive.

Website:

http://web.uri.edu/diversity/
Mission:

The University of South Carolina is committed to preparing students who are culturally competent and well equipped to lead in an increasingly diverse and global workforce. The Office of Diversity and Inclusion supports this commitment by creating and sustaining an inclusive learning, living and working environment where all members of the university’s community feel that they are welcomed, valued and supported.

Website:

https://www.sc.edu/about/offices_and_divisions/diversity_and_inclusion/index.php
REPORTING

Reports to:
President

Name:
Office of Equity and Diversity

Oversees:
Center for Ethnic Student Affairs
LGBT Resource Center
American Indian Resource Center
Women’s Resource Center
Center for Student Wellness

Mission:
We are deeply committed to enhancing student success, recruiting out future leaders, and engaging with key community member on and off campus.

Website:

http://diversity.utah.edu/
Mission:

West Virginia University will be known for honoring the worth of every individual, and sustaining an environment where all people are encouraged to achieve their full potential. This vision encompasses the following:

- West Virginia University is committed to the inclusion of all socioeconomic groups, traditional and non-traditional students, volunteers, the extended academic community, and society;
- Every campus, college, and administrative unit will continually examine itself and identify ways of assuring that a comprehensive approach to achieving social justice is attained and sustained;
- West Virginia University will act affirmatively to assure equal opportunity in employment and in delivery of programs and offerings consistent with both federal and state civil rights laws and affirmative action guidelines;
- The essential elements of character – trustworthiness, respect, responsibility, fairness, caring, and good citizenship – will transcend every element of the University;
- Students will be prepared with the principles of social justice competencies in order to function effectively in the global workplace;
- Faculty and staff will exemplify principles of social justice in fulfilling their responsibilities;
- No form of illegal discrimination or harassment will be tolerated;
- Complaints of illegal discrimination, harassment, and abuses of social justice principles will be addressed in an objective and timely manner; and,
- All people will be accountable for their actions.

Website:

https://diversity.wvu.edu/
Based on the culmination of information presented on the preceding pages, I am proposing a number of near term actions. These measures are intended to strengthen the University's existing commitments to diversity and inclusion and position future leadership for success.

“Each of us can be a better human being through a shared experience within a diverse environment (in all its forms).”

– Sara Trower, J.D.
  Executive Director and Title IX Coordinator
Vice president search
The search for OHIO’s new vice president for diversity and inclusion would ideally commence in January 2018. We can better ensure the success of this search by utilizing a search firm with experience positioning chief diversity officers at similar-sized schools. A portfolio for the position should be finalized at the earliest possible date, with the goal of bringing the new vice president to campus by the summer of 2018.

Campus Climate Survey
We are in the process of investigating five options by which to facilitate OHIO’s next campus climate survey related to diversity. One of the most promising options is sponsored by the Educational Advisory Board and is currently utilized by over 60 schools. This survey will provide useful comparative data while equipping OHIO leadership with a better sense of our students’ morale, needs and priorities—valuable information upon which a new vice president can successfully lay the groundwork for a more inclusive campus environment.

Longitudinal data (3-5 years) converted to Diversity and Inclusion dashboards
Institutional Research possesses a wealth of valuable longitudinal data from the past five years that should inform our future approach to diversity and inclusion. As interim chief diversity officer, I will work with Institutional Research and other senior leadership to convert collected data into actionable dashboards. This will provide a meaningful beginning for our new vice president, while allowing him/her to identify gaps in our data collection processes. My goal is to have dashboards available for our vice president finalists.

Near-term hiring plan for Diversity and Inclusion at Ohio University
OHIO leadership must determine the best initial investment prior to the hiring of our new vice president for diversity and inclusion. This includes identifying resources for the new vice president to take action based on his/her own assessment of the landscape and identification of skill gaps and needs around personnel.

Finalize reorganization of divisional components
Senior leadership must work to create synergy between our many disparate campus diversity efforts by aligning existing initiatives in our academic colleges, planning units and in our Office for Diversity and Inclusion. In addition, we need to collect and vet proposals for new units that would add value to our diversity and inclusion structure moving forward. My aim is to have recommendations completed prior to the launch of our vice president search.
Recommendations

These cultural recommendations are not designed to support a specific course of action. Instead, I seek to provide broad insights that hold implications for nearly every aspect of University decision-making, from personnel recruitment to budgetary decisions to curriculum planning. These observations were gleaned from more than 100 meetings with faculty, staff, alumni, former employees and students. To be sure, this is not an exhaustive list of recommendations. Rather, it is an attempt to broadly encapsulate and address many of the concerns that were shared by colleagues and constituents. My hope is that these recommendations will provide a unique lens by which to view OHIO’s current state and envision our future.

“Structure is not as critical as intention, prioritization and relationships.”
– Bradley Cohen, Ph.D.
Senior Vice Provost for Instructional Innovation
1) **Incentivize action.**
OHIO prides itself as a caring community that values diversity and inclusion. Indeed, there is no shortage of goodwill among our faculty and staff. But in order to effect change, our values must be actionable. Diversity and inclusion must be institutionalized in order to ensure long-term support for marginalized students and employees.

2) **Promote synergies.**
There are many quality diversity and inclusion initiatives taking place in OHIO’s colleges, departments and in the Office for Diversity and Inclusion. But these initiatives tend to operate in isolation, disconnected from one another. A conscious effort must be made to forge synergies between existing diversity and inclusion efforts. Only then will our influence be greater than the sum of our parts.

3) **Be proactive.**
OHIO has been successful in addressing specific instances of discrimination and bigotry on campus. A proactive rather than a reactive approach would allow us to own our continued diversification. Innovative recruitment strategies and additional seed opportunities are needed to make our vision of a truly diverse campus community a reality.

4) **Invest in experience.**
Diversity and Inclusion are bodies of knowledge with rich roots and research and must be treated as such. In order to effect change, OHIO needs to invest in personnel who have successfully implemented diversity initiatives at other institutions of higher education. OHIO currently lacks depth of experience in this area because we have not made it a focus of recruitment. Investing in this skill gap would enable the recruitment of seasoned professionals who can take our diversity and inclusion initiatives to the next level.

5) **Define accountability.**
A culture of accountability will support the continued progress of our Office for Diversity and Inclusion. Regularly scheduled updates with OHIO’s Board of Trustees and other University leadership will help to ensure that our institutional direction aligns with our declared values and that diversity and inclusion continues to be prioritized and supported in University planning processes.
EMBEDDED MATRIX DESIGN

This graphic depicts the interconnectedness of key diversity constituents at OHIO. In collaboration with OHIO’s colleges and planning units, as well as many external partners, the Office for Diversity and Inclusion should take direct action to execute their mission as well as partner across the university. The key below delineates the macro opportunities that fall into individual colleges as well as planning units.

**COLLEGES/UNITS**
- Green: Advancement
- Purple: Colleges
- Red: Finance and Administration
- Blue: President
- Orange: Provost
- Blue: Student Affairs

**COMPONENTS**
- Orange: Academic Courses/Degree Programs
- Green: Co-Curricular Programming
- Yellow: Curricular Programming
- Blue: External Collaborations
- Pink: Initiatives/Centers
The following pages pay tribute to the Ohio University faculty, staff, students and affiliates who have played a critical role in helping form the recommendations in this report. Their input was garnered through more than 100 individual and group meetings during the course of Fall semester 2017. The depth and scope of this report is a testament to their expertise and passion for fostering greater diversity and inclusivity on OHIO’s campuses.
Paul Abraham, Ph.D., Dean, Eastern Campus
Patricia Ackerman, Foundation Trustee
Catherine Allgood, Director of Development
Delfin Bautista, Director of Lesbian, Gay, Bisexual, Transgender Center
Colleen Bendl, Chief Human Resource Officer
Elizabeth Bennett: Associate Director for Data Management, Analysis and Reporting
John Biancamano, J.D., General Council, Legal Affairs
Candace Boeninger, Assistant Vice Provost for Enrollment Management and Director of Undergraduate Admissions
Dianne Bouvier, Ph.D., Director, Office for Equal Opportunity and Accessibility and ADA/504 Coordinator
Brianna Bridges, Student
Patricia Bungard, Administrative Services Associate, Office of Multicultural Student Access & Retention
Eric Burchard, Director of Government Relations
Carey Busch, Ph.D., Assistant Dean for Student Accessibility
Tyronne Carr, Director of Interlink Alliance and Special Assistant to the Vice Provost for Diversity & Inclusion
Amy Chadwick, Ph.D., Associate Professor, School of Communication Studies
Winsome Chunnu-Brayda, Ph.D., Strategic Director for Diversity, Inclusion & Multicultural Programs and Initiatives
Bradley Cohen, Ph.D., Senior Vice Provost for Instructional Innovation
Elijah Cohen-Denson, Student
Craig Cornell, Senior Vice Provost for Strategic Enrollment Management
Tom Davis, Ph.D., Interim Vice President for University Advancement; President and CEO of the Ohio University Foundation
Marlene De La Cruz-Guzman, Ph.D., Director of Office of Multicultural Student Access & Retention (OMSAR)
David Descutner, Ph.D., Interim Executive Vice President & Provost
Howard Dewald, Ph.D., Associate Provost for Faculty & Academic Planning
Sebastian Diaz, Ph.D., J.D., Associate Professor, Consortium Research Lead, Heritage College of Osteopathic Medicine
Lorna Jean Edmonds, Ph.D., Vice Provost for Global Affairs and International Studies
David Edwards, Director of Veterans & Military Students Services
Robert Frank, Ph.D., Dean, College of Arts & Sciences
Steve Golding, Senior Vice President for Strategic Initiative
Amanda Graham, Executive Assistant, Office for Diversity & Inclusion
Jenny Hall-Jones, Ph.D., Senior Associate Vice President & Dean of Students
Christopher Hayes, Ph.D., Director of Music
Dennis Irwin, Dean, Russ College of Engineering
Calvin James, Ph.D., Chair, Department of Biomedical Sciences
Kenneth Johnson, D.O., FAAO, Executive Dean, Heritage College of Osteopathic Medicine
Jennifer Kirksey, Chief of Staff, Office of the President
Landon Lama, President, Student Senate
Victoria LaPoe, Ph.D., Assistant Professor, EW Scripps School of Journalism
Serena McCollum, Record Management Senior Specialist, Office of Institutional Research at Ohio University
Wendy Merb-Brown, Assistant Dean for Operations & Learning Community Programs
Allison Moore, Assistant Director for Multicultural Retention Services
David Moore, Ph.D., Secretary to the Board of Trustees
Renea Morris, Chief Marketing Officer
Geneva Murray, Ph.D., Director, Women’s Center
Laura Myers, J.D., Chief of Staff, Office of the Executive Vice President and Provost
M. Duane Nellis, Ph.D., President
Jacob Okumu, Ph.D., Coordinator for Student Outreach & Developmental Services
Patricia Palmer, Administrative Services Associate, Office of Multicultural Programs
Nicole Pennington, D.N.P., Dean, Southern Campus
Yegan Pillay, Ph.D., Associate Professor, Counseling & Higher Education
Robert Pleasant, Director of Enrollment and Student Services, Southern Campus
Thomas Raimondi, Assistant Director, Leadership and Scholar Development
Nagesh Rao, Ph.D., Special Advisor, Inclusion & Faculty Affairs, Heritage College of Osteopathic Medicine
Elizabeth Sayrs, Ph.D., Dean, University College, Vice Provost of Undergraduate Education
Scott Seaman, Dean of Libraries
Deborah Shaffer, Vice President for Finance & Administration
Hugh Sherman, Ph.D., Dean, College of Business
Joseph Shields, Ph.D., Vice President for Research & Creative Activity and Dean, Graduate College
Chaundrea Simmons: Student
Charlene Smith, Retiree
James Smith, Ph.D., Dean, Lancaster Campus
JW Smith, Ph.D., Associate Professor, Communication & Disability; African American Rhetoric
Scott Titsworth, Ph.D., Dean, Scripps College of Communication
Sara Trower, J.D., Executive Director for the Office of Equity & Civil Rights Compliance, Title IX Coordinator
Martin Tuck, Ph.D., Dean, Chillicothe Campus
Jeremy Webster, Ph.D., Dean, Zanesville Campus
Barbara Wharton, Ph.D., Associate Provost for Institutional Research & Effectiveness
William Willan, Ph.D., Executive Dean for Regional Higher Education
Nick Wortman, Director, Human Resource Services
Christina Wright, Lecturer, Multicultural Faculty in Residence, Department of Sports Administration
Report appendices include the strategic plans and action plans of several aspirational peers. In addition, we’ve included a handful of reports and presentations that overview recent strides made by the Office of Diversity and Inclusion and the Scripps College Diversity Committee. Each of these plans/reports helped to inform/inspire our recommendations for the future of diversity and inclusion at OHIO.
Penn State Framework
Penn State University has been scaffolding its diversity work over a number of decades. This report benchmarks progress to date and outlines the next phase of the university's strategic diversity planning. The site serves as a testament to Penn State's long-term commitment to diversity work.

Virginia Tech Strategic Plan
Virginia Tech is a model of successful branding of campus-wide diversity efforts. Their plan also provides a potential framework for connecting partners across campus, who are infusing diversity and inclusion work into their curricula or programming.

University of Texas at Austin Action Plan
http://diversity.utexas.edu/diversity-and-inclusion-action-plan/
As one of the largest diversity and inclusion units in the country, University of Texas’ Division of Diversity and Community Engagement comprises over 400 employees and a $50 million budget. As a national model for diversity and community engagement, both within higher education and in the corporate space, this unit is exemplifies diversity work in its broadest sense.

Virginia Commonwealth University Strategic Plan
https://inclusive.vcu.edu/about-us/strategic-action-plan/
Virginia Commonwealth University is currently searching for a new vice president for inclusive excellence to spearhead the university’s comprehensive diversity efforts. This website clearly articulates and effectively organizes updates on this search, as well as ongoing initiatives, campus resources, upcoming events and the strategy that guides these efforts.

University of Toledo Comprehensive and Current Plan
https://www.utoledo.edu/diversity/diversity-plan/docs/diversity-plan.pdf
University of Toledo’s Strategic Plan for Diversity and Inclusion communicates campus diversity work in a succinct and professional manner. In the words of Sharon L. Gaber, Ph.D., “It shows where we are strong, and it makes very clear where we have more work to do.” Each goal is accompanied by implementation strategies, which identify responsible units, time periods for implementation and measures of success. This plan laid the groundwork for the newly-hired vice president for diversity and inclusion, a newly-created position at the University of Toledo.

Ohio State Diversity Landing Page
https://www.osu.edu/initiatives/diversity.html
Ohio State University’s decentralized diversity model is successfully encapsulated through this centralized landing page. Any visitor can get a quick sense of diversity work happening across campus by visiting this site, even though many of the featured efforts are being facilitated in other areas.

Equity and Diversity at Ohio University (PowerPoint)

Scripps College Diversity Committee Annual Report 2015-16

Scripps College Diversity Committee Annual Report 2016-17

Diversity & Inclusion Annual Report 2016-17
Mission and Organization for Equity and Diversity at Ohio University

Recommendations of the University Diversity Core Planning Committee
September 2006

“Diversity is not an initiative; it is a conviction that produces action.”

- The Vision of a University, Address by President Roderick McDavis
Perspective

- Diversity is a major priority of Ohio University; diverse faculty, staff and students and global focus are fundamental to our future success and important to the bottom line.
- Progress to-date has been limited and erratic (Ohio University is 236th of 245 national universities ranked on student diversity)
- Academic plan Vision Ohio identified need for coordinated infrastructure, and additional staff and resources
- Previous initiatives did not establish a comprehensive approach or high (cabinet) level responsibility and accountability
- Deans’ requested and the president and provost commissioned the review to determine how success can best be achieved

Process

- Review of Previous Reports
- On-line “Best Practices” Investigation
- Website Visits of Selected Universities and Organizations
- Interviews with Key Constituents, Stakeholders and Consultant
Prerequisites for Success

- Senior leadership commitment to inclusive excellence and institutional transformation regarding diversity
- Chief Diversity Officer (CDO) participating on executive cabinet to infuse diversity into highest level priorities
- Comprehensive central office to lead, guide and support diversity and equity programs, assess outcomes and oversee strategic initiatives
- Sufficient resources to carry out mission, mandates and programs
- Planning unit diversity representatives to facilitate, monitor and assess dispersed activities and endeavors
- Diversity Advisory Council to promote and enable coordination, collaboration and communication

University Office of Equity and Diversity
Mission Statement (Draft)

The mission of the Office for Equity and Diversity (OED) is to lead Ohio University initiatives to achieve a diverse, just and inclusive community.

Valuing diversity means affirming the humanity of those who are different from ourselves and seeking to learn about them—and from them—in order to gain greater knowledge of the world we share.

Central to this mission, the OED adopts a global perspective that includes the many forms and expressions of diversity, and works to enable access to opportunity, ensure nondiscrimination, develop multicultural understanding and advance intercultural fluency.

The OED provides an organizational structure and programmatic focus to accomplish this mission; collaborates with academic and academic support offices to realize university and unit goals; and coordinates and assesses institutional initiatives related to diversity, equity and inclusiveness.
“Thanks...for sending the diversity committee report. I think the proposed infrastructure is just what it will take to accomplish what we have been talking about (and different units have been "holding the torch" for) for decades. Seeing the concept presented in a way so close to action was really quite moving. I hope it can find monetary traction and good leadership.”
• Progress depends on courage, commitment and determination—an organizational will to make changes that allow us to move forward.
Annual Report of the Scripps College Diversity Committee
2015-2016

Summary

The Diversity Committee began its first full year in operation in the Fall Semester of 2015. The prior Spring Semester of 2015 served as a planning phase for the Committee. As part of that planning phase the Committee, members reached a consensus on four main points:

- Our efforts need to change the conversation within the College. Members mentioned that efforts such as this one have been tried without sustainability.
- Any plan for the College is to serve as a “lab” for the University at large.
- Our efforts are to result in building a sustainable sense of community in the College.
- While diversity is important, inclusion is also required. Without inclusion, diversity is ornamental. We need to honor diversity by advancing inclusion.

The Committee also created the following mission statement during the planning phase and it as a touchstone for all of its conversations, deliberations and actions:

_The Scripps College of Communication’s concept of diversity encompasses acceptance and respect. It is understanding that each individual comes with a unique set of life experiences shaped along the dimensions of race, ethnicity, gender, sexual orientation and gender identity, socio-economic status, age, abilities, religious beliefs, political beliefs, or other ideologies. It is about understanding one another and moving beyond simple tolerance to embracing and celebrating the rich dimensions contained within each individual. Diversity enables the exploration of varied life experiences in a safe, positive and nurturing environment._

Diversity Committee’s efforts can be placed in the following categories; 1. recruitment/outreach initiatives, 2. work towards developing social support systems to facilitate diversity, 3. Work towards developing financial support systems, 4. content creation and educational programming, and 5. developing understanding of perceptions about diversity related issues among students through research based initiatives.

In order to develop a multi-pronged approach to address the complexity of addressing diversity related issues, we focused not only on planning and executing events that were
consistent with the mission statement and providing student support through scholarships and grants, but also on developing understanding of the environment and perceptions about our initiatives among students. The Committee’s working falls under the following areas:

Recruitment/Outreach

- The Committee coordinated our efforts with Advancement and Alumni Relations to connect our students with alumni throughout the State of Ohio and the United States.
- The Committee developed with WOUB-"Studio B" a regular radio program featuring diversity and inclusion experiences of students, faculty and staff within Scripps College.
- “Studio B” program guests included, Brenda Hughes Andrews, Alysia Burton Steele, Darrell Dawsey and Tom Costello, Chair of the Diversity Committee.
- The Committee enlisted the support of the media staff within the College to promote our efforts and uplift students and faculty.
- The Committee created a Facebook page and Twitter account.
- The Committee supported programs that will encourage the enrollment of underrepresented students (high school visits, summer workshops). This year the Committee awarded five scholarships to the Media Arts high school workshop.
- In addition, in March and April 2016, the Committee conducted three student focus groups with: general population, international students, and student organizations.

Social Events

Based on information gathered from student focus groups the Committee recognizes the need for more social events that allow students to recognize and experience elements of diversity across the continuum outlined in the mission statement.

The Committee sponsored, organized or participated in the following events:

- Unity Walk-International Students Union
- Student Lunch sponsored by the Diversity Committee

Scholarship/Student Support

The Committee created scholarship guidelines, and a plan to disburse funds from the Scripps Howard Multicultural Fund. It also created a standardized application form for funding requests from students. It is in the process of refining: the application form, procedures, and deadlines for applying for funding. The Committee’s support in scholarships was $17,500, and in addition to the scholarships, provided other student support totaling almost another $10,000.
The Committee also provided monetary support for the following:

- Hannah Britton-Travel
- Michelle Ferrier’s Presentation at Interlink Alliance at VCU
- Bush Retreat-School of Journalism-Diversity Plan Update
- Supported Three Ph.D. Conference Presentations

In conjunction with a group planning the Black Alumni Reunion in September 2016, the Committee identified five to ten students within the College to participate in a mentoring program with black alumni. Students within the college will be paired in a mentor-mentee relationship with black alumni.

Educational Programming

The Committee recognizes the need to either support or develop programs and events that bring in speakers and experts from diverse backgrounds, fields of study and experiences to speak with classes as well as a general campus lecture.

- Incorporate a diversity component in the Scripps Innovation Challenge and an award of $5,000

The Committee sponsored, organized or participated in the following events:

- Talk Back session after N*gger, Wetb*ck, Ch*nk Performance
- Brown Bag Lunch on Diversity in the Classroom
- STARS-Halloween-“I am Not a Costume”
- Events/Speakers: Parvez Sharma, Emanuel Xavier, Bob Kendrick, N*gger, Wetb*ack, and Ch*nk” Discussion, Dr. Khalil Gibran Muhammad, Jemele Hill, JJ DiGeronimo, Alysia Burton Steele
- Conducted a student forum/town hall within the College to hear from students about their experiences within the College on these issues and listen to their concerns. The timing is planned for each Spring Semester (April). The initial focus group occurred in April 2015. In March and April 2016, three focus groups were conducted. A general student group with a focus on underrepresented students, international students, and student organizations

In all of the focus groups, students mentioned that all students be required to take a class that addresses all the dimension of diversity and inclusion. The Committee presented to the Dean and the School Directors a plan to require a cultural competency class for all first year students in the College beginning in the fall of 2017. The foundation of the class would be modeled after Communication Studies 1100, “Communication among Cultures”.

Research and Assessment Initiatives
The committee recognizes the dynamic nature of the educational environments and the need to understand the effectiveness of its existing initiatives. We conducted focus groups with different populations to understand how our target audience think about diversity, issues they think are important, and their perceptions about our existing and previous efforts. Besides adding four student members to the committee, we also planned and executed the following research based activities:

- Focus group with undergraduate students
- Focus group with International Students
- Focus group with leaders of student organization

Future Planning

The Committee closed the year with a discussion of future activities, and is committed to sponsoring a “diversity kick-off mixer” in the fall of 2016. This event will provide an opportunity for incoming students to mingle with returning students and faculty. In addition, the Committee will develop a web page that will include grant/scholarship application information and forms. The Committee will also develop an accounting process that will better allow the tracking of current account balances, and enable a more efficient disbursement of support.

The Committee can play an integral role in the planning of College and School events, and in the hiring of faculty and staff by giving the process a diversity and inclusion lens. The Committee can be a resource when it comes to speaker and content of events that touch the dimensions of diversity and inclusion. One such event this past year was the Future of Student Media Summit. Prior consultation with the Committee may have resulted in a more inclusive Summit.

The Committee believes that its opening year has been a success, and looks forward to a productive 2016/2017 academic year.
Annual Report of the Scripps College Diversity Committee
2016-2017

Membership

The Diversity Committee added one new faculty member and three student members. Dr. Laura Black (COMS) joined the committee replacing Dr. JW Smith. Patrick Evans (Media Arts & Studies) and Marquis Maines (VisComm) joined as undergraduate students. Zamzam Jama (COMS) joined as one of two graduate student members.

Commitment

The committee renewed it commitment to the principles that serve as the foundation of its work:

- Our efforts need to change the conversation within the College. Members mentioned that efforts such as this one have been tried without sustainability.
- Any plan for the College is to serve as a “lab” for the University at large.
- Our efforts are to result in building a sustainable sense of community in the College.
- While diversity is important, inclusion is also required. Without inclusion, diversity is ornamental. We need to honor diversity by advancing inclusion.

The committee’s initiatives this past year focus on the following areas:

- Serving as a resource to search committees.
- Maintaining social support systems to facilitate diversity.
- Provide financial support for student scholarship.
- Content creation and educational programming.
- Developing a series of videos focusing on the various aspects of diversity.

In order to develop a multi-pronged approach to address the complexity of addressing diversity related issues, we focused not only on planning and executing events that were consistent with the mission statement and providing student support through scholarships and grants, but also on developing understanding of the environment and perceptions about our initiatives among students. The Committee’s working falls under the following areas:
Recruitment/Outreach

- The Committee coordinated our efforts with Advancement and Alumni Relations to connect our students with alumni throughout the State of Ohio and the United States.
- The Committee developed with WOUB-"Studio B" a regular radio program featuring diversity and inclusion experiences of students, faculty and staff within Scripps College. A number of the “90 Minutes” speakers participated in such interviews.
- The Committee enlisted the support of the media staff within the College to promote our efforts and uplift students and faculty.
- The Committee created a Facebook page and Twitter account.
- In conjunction with a group planning the Black Alumni Reunion in September 2016, the Committee identified five to ten students within the College to participate in a mentoring program with Black alumni. Students within the college were paired in a mentor-mentee relationship with black alumni.

Social Events

Based on information gathered from student focus groups the Committee recognizes the need for more social events that allow students to recognize and experience elements of diversity across the continuum outlined in the mission statement.

The Committee sponsored, organized or participated in the following events:

- “Welcome Back to Campus” event the first week of the fall semester.

Scholarship/Student Support

The committee's support in scholarships was $10,000, and in addition to the scholarships, provided other student support totaling almost another $10,000. The additional $10,000 supported student travel to conferences to participate as attendees and/or presenters.

Educational Programming

The committee continued to support and develop programs and events that bring in speakers and experts from diverse backgrounds, fields of study and experiences to speak with classes as well as a general campus lecture.

- Incorporate a diversity component in the Scripps Innovation Challenge and an award of $1,500.

The committee sponsored, organized or participated in the following events:
• “90 Minute” series. Some of the speakers included: Stephen Henderson (Detroit Free Press), Charles Savage (New York Times), Lemon Andersen (poet and actor), Honorable Judith Levy (U.S. District Judge), Lisa Maatz (AAUW) and Daisy Hernandez (journalist, author and teacher).

• Creation of a series of diversity videos by committee members and graduate students Franklyn Church and Zamzam Jama. Scripps College students were interviewed on the various aspects of diversity. The video played on the monitors in Schoonover Center.

• Supported the Office of Diversity and Inclusion with a $200 award to create a video on the Multicultural Ambassador Program for Bobcat Student Orientation.

Future Planning

The committee is pleased with its work to bring awareness to the College regarding issues of diversity, access and equity. Programming, scholarships and awarding funds for other purposes is productive; however, to create transformational change the structure and policies of the College need to be addressed. We must move beyond awareness. There must be a dedicated effort to review our curriculum with a lens of justice and equity. There must be a concerted effort to attract, support and retain students from marginalized communities. Summer high school workshops certainly provide a pipeline for that to occur. Our School Directors and search committees must understand the importance of hiring, supporting and promoting faculty from underrepresented communities. This makes for a richer and deeper educational experience.

In the couple of years before his death, Dr. King expressed his fear that the Civil Rights Movement was settling for only “improvement” in the lives of marginalized communities rather than transforming structures and policies that create access and equity for all. The time has come for transformational change to take place within our College. Our targeted areas for next year are:

➢ Professional development in the area of cultural competency for faculty and staff. Three members of the committee have completed SIDE training and the committee believes that such training will benefit the faculty and staff of the College. The committee suggests creating an abridged version of SIDE for the College at a time when Mark Orbie is on campus to help reduce the cost.

➢ A directed and concerted effort around educating search committees on how best to recruit, attract, interview and hire faculty and staff from underrepresented groups. The University’s Human Resources Department is in the process of creating a two-part workshop on this very topic. Collaborating with HR seems the appropriate approach to take.
There have been prior discussions on requiring a cross-cultural communication class for every student within the College. The committee suggests that either the College require such a class for first year and transfer students or conduct a review of the curriculum of each School to determine if there is a class within each School that addresses diversity, equity and inclusion issues to meet the requirement of a cross-cultural communication class.

Thomas Costello, Chair    Laura Black    Franklyn Church
Jenny Nelson             Jatin Srivastava  Patrick Evans
Trevor Roycroft         Michael Rodriguez  Zamzam Jama
Gary Kirksey             Atish Baidya     Marquis Maines
Kyle Bowser
Vice Provost Statement for the Year End Report

Enclosed please find a copy of the Office of Diversity and Inclusion's Year-End Report. This report provides highlights and photos of multicultural initiatives, programs, services, and celebrations. It is a snapshot designed to capture moments in time. It is my hope that this report will serve to encourage you to continue to promote and increase all facets of diversity. Ohio University is committed to the value and intrinsic worth of each individual. Our commitment to the inclusion of all cultures and racial groups, socioeconomic groups, and traditional and non-traditional students is essential to the university. In its commitment to diversity and inclusion, Ohio University exemplifies the elements of culture, community, character, civility, citizenship, and commitment.

The Office for Diversity and Inclusion serves as a leader and advocate for awareness, understanding, and inclusion of all people. We encourage all who enter our portals to step outside of their comfort zones and get to know someone different from yourself. Enhance your knowledge through program participation, attendance at a Pride celebration, multicultural event or by taking a course that explores intersections of identity, Women's Studies, or African American Literature. Ohio University offers you the opportunity to experience the richness of diverse people, cultures, communities, and societies through a culturally educated view of the world.

Shari L. Clarke, Ph.D.
Vice Provost for Diversity and Inclusion

Multicultural Leadership Ambassadors

The Ohio University Multicultural Leadership Ambassadors Program, now in its fourth year, continues to grow its diverse pool of speakers. The Ambassadors are a select group of trained peer advocates who strive to eliminate stereotypes while building inclusive, understanding communities through interactive presentations. They share their own diversity narrative and help others understand the importance of diversity on campus and in our society. Dr. Shari Clarke, Vice Provost for Diversity and Inclusion created the program shortly after arriving on campus. A collaboration with Housing and Residence Life, the program gives residence hall students another contact point for diversity questions. “All of our students arrive on campus with their own lens of the world according to how they were raised. It is not unusual for students to believe false stereotypes and react to other students inappropriately because of them. The narrative changes when you actually interact with and know individuals who are different from yourself. It breaks down the negative stereotypes,” says Dr. Clarke.
At Ohio University we strive to...

Improve the campus climate to foster the nurturing, acceptance, and respect of women, racial/ethnic minorities, Lesbian, Gay, Bisexual and Transgender persons and diverse individuals. Ameliorate and eliminate barriers to students, faculty, and staff’s interactions across gender, racial, ethnic and cultural boundaries. Foster understanding, respect and appreciation of similarities and differences among multi-cultures, groups and religions. Recruit and retain underrepresented diverse populations and racial minorities as members of the administration, faculty, staff and student populations. Increase scholarships for racial/ethnic minority groups and support for faculty diversity. Enhance diversity throughout the university to include, but not limited to, university governance, colleges, department committees, and administration. Promote increased understanding and relations between the University and the community to enhance communication and appreciation of women, racial/ethnic and cultural groups in order to breakdown barriers.

Our Commitment...

Ohio University is committed to promoting an atmosphere where understanding and acceptance of gender, cultural and ethnic differences are ensured and valued. Ohio University embraces a climate that respects different cultures and enhances the University's ability to provide all of its students with the experiences necessary to successfully compete and achieve in an increasingly diverse and complex society. Ohio University believes in and recognizes that diversity of faculty, staff, students and curriculum represents Inclusive Excellence.

Goals

1. To cultivate Senior & Executive Leadership to promote, encourage and sustain a commitment to diversity and inclusivity in the recruitment and retention of faculty, staff and students.
2. To work with each academic college and campus to provide leadership in the recruitment and retention of underrepresented Faculty and Staff.
3. To create Campus climates that welcome and respect all people; values equality and worth for all individuals.
4. To ensure that all Ohio University students have a working knowledge, understanding of, and appreciation for diversity and inclusion and that graduates of Ohio University will be prepared to lead inclusively in their places of employment, communities and society in a diverse and globally competitive society.
5. To increase domestic diversity among the student population on each campus.
6. To ensure at least one candidate represents an underrepresented population in each interview pool and on each search committee.

Concluding Statement

The Office of Diversity and Inclusion (D&I) serves as a leader and advocate for awareness, understanding and inclusion of all people. Ohio University offers the opportunity to experience the richness of diverse cultures, communities, and societies through a culturally educated view of the world. The Office for Diversity and Inclusion is comprised of: The Women’s Center, The Lesbian Gay Bisexual Transgender Center, The Office of Multicultural Student Access and Retention, The Multicultural Center-Multicultural Programs Office, Survivor Advocacy and Survivor Advocacy Outreach Programs. The work of inspiring and transforming community is reflected in both the individual and collaborative efforts of these offices both on and off campuses.
Native American Outreach

With approximately 30,000 Native American people residing in the state of Ohio, the Office of Diversity and Inclusion is specifically targeting the recruitment of Native American students, faculty, and staff through developing relationships with Native people that respect and honor their traditions and history. D&I offers the Rankin Scholarship for students entering the university. Details can be found at ohio.edu/onmsa/rakin/

Jamie Oxendine, Coordinator, Native American Outreach

Ohio University President, Dr. Roderick McDavis, receives the 2016 Black Alumni Reunion Diversity and Inclusion Medal of Excellence during the gala dinner held at the Baker Center Ballroom on Friday, September 16, 2016.

Singers from Anointed Ministries perform for the Black Alumni Reunion Variety Show.

The Singing Sensations Youth Choir perform at the Martin Luther King Jr. Day brunch.

Photograph by Annette DeMerrit

2017 Diversity and Inclusion Overview
Multicultural Faculty in Residence Program
This program aims to increase diverse faculty presence and role modeling in the residence halls. Through formal and informal interactions and programs, underrepresented faculty experience current student culture and receive additional academic resources based on inclusivity. Outcomes include an enriched educational experience, strengthening of the academic community and workplace, and promotion of personal growth and a healthy society.

In April, Christina K. Wright was named the first Multicultural Faculty-in-Residence. Wright, who identifies as an Asian-American woman with Type 1 diabetes, has worked for five years in the College of Business as a teacher, academic course planner, student team coach, researcher and advisor. Dr. Clarke said: “This position will provide a seamless transition between the classroom and the residence hall environment and increase the presence of diverse faculty in our residence halls.” Too many times our conversations are around checkboxes,” Wright said. “Are you male or female, white, ethnic minority or international. So much of the conversation should be ‘we are all diverse and we all bring perspectives beyond these checkboxes.’ Wright said she looks forward to helping students become successful adults who appreciate diversity.

The Ohio University SREB Doctoral Fellows Program
The Southern Regional Education Board (SREB) Doctoral Scholars Program provides members of underrepresented minority groups with support to pursue a Ph.D. Ohio University’s vision is to become the nation’s best transformative learning community. To that end, the university is strongly committed to academic excellence and views diversity and inclusiveness as being essential to its success in providing outstanding academic experiences that equip students for life in a diverse multicultural society. A collaboration with the Gladys W. and David H. Patton College of Education, this program provides tuition waivers and stipends, dissertation research support and professional development, counseling and advocacy, and participation in the annual Institute on Teaching and Mentoring.

Multicultural Junior Faculty Mentoring Program
The MJFMP provides support, advocacy, advice, and resource information to junior tenure-track faculty members to assist them in tenure and promotion, derive job satisfaction, and make Ohio University and its community their permanent home.

SIDE-Summer Institute for Diversity Education
The first program of its kind in southeastern Ohio, SIDE is a 30-hour curriculum session that uses intercultural communication techniques to promote cross-cultural learning and builds diversity education and facilitation skills.

The Interlink Alliance
A nine member institutions partnership to work in the key areas of faculty development, student leadership, and fostering interest in attending college among students as early as middle school. The Alliance’s central purpose is the development and preparation of African American students to learn, live, and lead in the 21st century.
From the Director

Welcome to the Office for Multicultural Student Access and Retention (OMSAR) at Ohio University’s Athens Campus. OMSAR provides a wide array of programs and support services for underrepresented students. Students are assisted through each college transition: from first year enrollment to senior year commencement. Activities are guided by three standard goals: Academic Achievement, Leadership, and Service. By participating in a wide range of activities, OMSAR scholars develop behaviors that enhance their academic, leadership, and service skill set and empower them to succeed academically and professionally.

OMSAR Support Programs

Year 1:

- LINKS- A first-year college transition and support program: ohio.edu/omsar/LINKS
- Academic Support Advising: One-on-one advising by OMSAR staff

Year 2, 3, 4:

- Achieve, lead, and steward the OHIO Promise Program.
- Support for upper-class students focuses on academic skill building and post-baccalaureate preparation.
- Courses: Taken for academic credit, these classes rotate annually on topics pertaining to academic achievement, leadership, and community service.

OMSAR Scholars Programs

- Templeton Scholars Program
- Appalachian Scholars Program
- Rankin Scholars Program
- Urban Scholars Program
- Templeton Scholars Program
- Promise Scholars
- Ohio Reach Scholars

Templeton Scholars Program

A comprehensive scholarship program designed for academically-talented students. It honors John Newton Templeton, Ohio University’s first African American graduate (class of 1828) and his legacy of academic excellence, leadership, and campus and community involvement. Valuable educational opportunities provided include:

- LINKS
- A four-year renewable scholarship
- Full in-state tuition
- Double room in a scholar’s residence hall
- Twenty-meal weekly dining plan
- Community service opportunities
- OMSAR advising
- Co-curricular opportunities
- Academic Enrichment Courses

More information at: ohio.edu/omsar
**Ohio Promise Scholarships**

These four-year renewable scholarships are awarded to students from a variety of backgrounds and experiences who can contribute to the intellectual, cultural, and social diversity of Ohio University. Recipients have access to a variety of OMSAR student support services. More information at: ohio.edu/omsar

**Harry and Ruth Rankin Scholarship Program**

The Rankins provided this gift to fund a selective, merit-based scholarship program for members of federally recognized Native American tribes. The scholarship is awarded to academically talented students who can contribute to the intellectual, cultural, and social diversity of Ohio University. The Rankin Scholarship emphasizes academic excellence, leadership, cultural exchange, and community service. It includes:

- A four-year renewable scholarship
- Full tuition, fees, and out-of-state surcharges
- OMSAR advising
- Double room in a residential learning community
- Twenty-meal weekly dining plan
- LINKS
- Academic Enrichment Courses
- Co-curricular opportunities

More information at: ohio.edu/omsar

**Urban Scholars Program**

A prestigious merit and need-based scholarship program for high school graduates of urban school districts in Ohio. The program provides scholarship support to students with demonstrated financial need and academic achievement, coupled with the desire and motivation to succeed. It includes:

- A four-year renewable scholarship
- Annual book stipend
- OMSAR advising
- Free tutoring
- Leadership and community service experiences
- LINKS
- Academic support seminars
- Academic Enrichment Courses

More information at: ohio.edu/omsar

**Appalachian Scholars Program**

A prestigious merit and need-based scholarship program for high school graduates residing in one of the 32 Appalachian counties of Ohio. The program provides scholarship support to students with demonstrated financial need and academic achievement, coupled with the desire and motivation to succeed. It includes:

- A four-year renewable scholarship
- Annual book stipend
- OMSAR advising
- Free tutoring
- Leadership and community service experiences
- LINKS
- Academic support seminars
- Academic Enrichment Courses

More information at: ohio.edu/omsar

---

1,209
active OMSAR scholars

3.075
average OMSAR scholar GPA
LINKS is a year-long transition, enrichment, and support program, committed to attracting and retaining high-achieving students from diverse backgrounds, to maximize their academic, leadership, and service potential. For over 30 years, the LINKS program has been the cornerstone of support and assistance for first-year multicultural students at Ohio University.

LINKS helps first-year students navigate the college experience by focusing on issues of access, retention, and student success, while promoting the educational benefits of diversity and inclusion at Ohio University. The LINKS program is highly successful, boasting a 91% fall to spring retention rate, and an 85% retention rate from year 1 to year 2 of enrollment.

The LINKS program consists of Pre-Matriculation, an intense 2-day program, and Academic Year Enrichment that involves academic monitoring and tracking, academic and professional development workshops, leadership and workforce development, community service, and monthly enrichment sessions. All students in the LINKS program receive free tutoring throughout the duration of their enrollment at Ohio University.
Retention
First-Second Year
2015-2016:

**OMSAR**
85%
OU overall
81%

6,000 one-on-one peer mentoring meetings between first-year and upper-class students

7,619 community service hours valued at $175,161

Service Learning abroad with OMSAR
OMSAR has created three study abroad programs by partnering with the Office of Global Opportunities, the College of Arts and Sciences, and University College.

Service learning with OMSAR makes academic and professional enrichment available to its scholars. Among the benefits provided are international cultural competence, field experience, improved written and oral communication skills, networking opportunities, cultural, historical, and literary knowledge of the post-colony, and a new understanding of themselves as global citizens committed to academic excellence, leadership, and service. OMSAR Study Abroad are affordable in part because OMSAR staff take no salary, helping underrepresented students to take advantage of such a high impact experience.

BELIZE: Literature, Culture, and Service Learning
University College or English Junior Composition requirement course over Winter Break

**Experiential Learning in Colonial MEXICO**
Tier II Arts & Sciences History class in Mexico over Spring Break

**Community Engagement in JAMAICA**
University College service learning course over Spring Break

Awards and Recognitions
Dr. Marlene De La Cruz-Guzmán was awarded an 1804 Grant as Co-Principal Investigator for a $20,000 grant to start a Summer Coding Academy at Ohio University in 2017. She was appointed by the American Association of University Women (AAUW) to serve on the National AAUW Diversity and Inclusion Task Force and received the AAUW Daffodil Diversity Award for her recruitment efforts. Dr. De La Cruz-Guzmán is also the president of the AAUW Athens branch. The Ohio University Student Research Exposition once again had an OMSAR Award for Best Research in Diversity and Inclusion. First place award: Corey Hayes. Second place award: Gabriella Clarke and co-presenters.
**From the Director**

In the 2016-2017 academic year, the Women’s Center unveiled **Women Leading OHIO**, an early career faculty and staff development program, and officially launched **She Leads OHIO**, a series of professional and leadership training for students. We tripled the number of participants in the **Women’s Mentoring Program** and formalized training of the mentors in the **Young Women Leaders Program** through offering the first C-designated course on campus (PCOE 2301C). The Women’s Center organized a **Women in Graduate School Day Conference**, and created a new partnership with the Women’s Panhellenic Association and the Positivity Project to offer a week-long series of programs for **Love Yourself Week**. In partnership with Sigma Lambda Gamma National Sorority, Inc. and Order of Omega, we created the **Women’s Achievement Dinner**. As part of the **Race, Gender and Culture film series**, we brought in two speakers: Hend Nafea, featured in ‘The Trials of Spring’, and Renee Tajima-Peña, director of the documentary ‘No Más Bebés’. Additionally, the Women’s Center began to host a post-abortion support group, which is affiliated with a pro-life organization, as part of our outreach to work with both pro-life and pro-choice groups. The Women’s Center continued to offer monthly brown bag lunch and learn, rebranded as **Thirsting for Knowledge Thursdays**, and coffee hours, rebranded as **highly caffeinated themed conversations**.

**Vision**

Ohio University’s Women’s Center strives to be an integral part of the university’s transformative learning community, and a national leader in its own right. The Women’s Center promotes inclusion, honors difference, and works with faculty, staff, students, and the larger Athens community, to promote academic achievement, active global citizenship, and substantive leadership positions for women in all professional fields, as well as building confidence within women’s personal lives, by using an intersectional, though gendered, lens.
**She Leads Ohio Program**
A structured professional development and leadership program that takes into consideration the particular hurdles that women face in the workforce. Students who complete all aspects of the program receive a certificate of completion after completing an online form documenting their program attendance and demonstrating their learning. The program may be completed at any time during one's enrollment at Ohio University. She Leads Ohio requires the completion of four Women's Center programs and two CLDC services.

**Women leading OHIO**
A small cohort of 12 participate weekly in this training for early career faculty and staff. Participants can expect to:
- build a professional leadership network through weekly workshops with their cohort
- engaging in mentoring and job shadowing with on-campus leaders
- participate in team building activities
- engage with community and campus leaders
- discuss styles of leadership and supervision
- investigate gendered issues in higher education
- reflect on the meaning of diversity and inclusion within the workplace, and integrate intercultural knowledge into their workplace or syllabus
- learn from leaders about career advancement
- attend the Celebrate Women Conference at OU Lancaster

**Mission**
The mission of the Ohio University Women’s Center is to act as a catalyst to promote awareness, education, and advocacy about women, gender, and diversity, among faculty, staff, and students at Ohio University and its surrounding communities.

In fulfilling its mission, the Center provides students, faculty, and staff with information, services, and programs that address matters of particular concern to women - while exploring the connections among gender, race, economic status, sexual orientation, culture, religion, political views, and other significant elements in relation to women's individuality and collective identity.

**Young Women Leaders Program**
The Young Women Leaders Program builds competence, autonomy and connection. A collaboration between the OHIO University’s Women’s Center and Athens Middle School, the Young Women’s Leader Program (YWLP) is an innovative mentoring program designed to empower middle school girls and college women to be leaders and to make positive choices based on their interactions as mentors and peers. Participants meet weekly for trainings and group discussions at the middle school.

**Women in Grad School Day Conference**
Workshops and discussions at the February 2017 conference covered “Personal Branding and Networking”, “Facing “isms” in the workplace”, “Budgeting in Grad School”, and “Careers after Grad School”. Award-winning author Dr. Valerie Young was the keynote speaker.
More than:

110 events
3,260 attendees
1,560 visitors

The Women’s Mentoring Program
An opportunity for sophomore, junior, and senior students at Ohio University to connect with a female mentor in their personal and professional fields of interest. Mentors offer guidance and encouragement, assisting students in reaching their personal and professional goals. Participating students and mentors have the opportunity to attend programs and activities focused on career and professional development.
Awards and Recognitions
Dr. Murray, Director of the Women’s Center, was selected to serve as a Member-at-Large of the Executive Board of the Women’s Network Ohio (WNO), an affiliate of the American Council on Education (ACE) Women’s Network. Dr. Murray was also featured on the cover of OHIO women’s magazine. She will accept the International Leadership Association’s Women and Leadership Affinity Group’s award for Outstanding Practice with Local Impact at their conference in New York in June 2017.
The Women’s Center awarded Gabriela Clarke with the Women’s Issues Leadership Award at the Leadership Awards Gala.

Programming Highlights 2016-17

July 26-27 • Residence Hall Director Diversity Training
August 9 • Resident Assistant Training: Gender 101
August 10 • Resident Assistant Training: Eating Disorders
August 22-29 • Mentoring Program Training
September 14 • Speaker: Princess Harmony Rodriguez
September 26-30 • Love Yourself Week
September 26 • Speaker Jennifer Cassetta
October 6 • Brown Bag Lunch and Learn: Breast Cancer
October 26 • Race, Gender, Culture Films: Menstrual Man
November 12 • Elect Her: Campus Women Win
November 14 • Race, Gender, Culture Films: The Trials of Spring
November 28,30 • Start Smart: Career Strategies
December 1 • Brown Bag Lunch and Learn: Self-Care and Wellness
January 30 • Race, Gender, Culture Films: MIND/GAME
February 1 • World Hijab Day
February 2 • Brown Bag Lunch and Learn: Myths vs. Realities
February 4 • Women in Grad School Day Conference
February 17-19 • The Vagina Monologues
February 23 • National Eating Disorder Awareness Week Film: Embrace
February 25 • Celebrating Women: Leaders on and off the court
February 27 • Race, Gender, Culture Films: Anita, Speaking Truth to Power
March 2 • Women’s Achievement Dinner
March 16 • Women within the Wizarding World: The Witty Quiz Game for Wizards
March 19 • International Women’s Day Festival
March 22 • Race, Gender, Culture Films: No Más Bebés with Renee Tajima-Peña
March 22 • Women’s History Month: Lois Whealey
March 29 • Breaking Barriers: A Case Study in Lt. Col. Layla Sweet
April 6 • Brown Bag Lunch and Learn: Fat Activism
April 12 • Meditation Workshop
April 19 • Women in STEM Coffee Hour
Lesbian, Gay, Bisexual, Transgender Center (LGBT)

From the Director

The LGBT Center’s most prominent aspect of work in the 2016-2017 academic year is to continue to create an environment that is inclusive, supportive, safe, diverse, and educational for students regardless of their sexual orientation, gender identity, or level of being out. The need for an LGBT Center stems from the marginalization of queer people in different levels of society; the center advocates for their equality on campus and off campus providing opportunities for education and advocacy on sexual and gender diversities. This year we have placed emphasis on looking at events and issues through an intersectional lens. The LGBT community has different identities further than just being queer: we are our nationalities, race, class, religious affiliations, immigration status, political affiliations, educational level, abilities/disabilities, personal interests, and more. The Center collaborates with different student organizations and campus centers/offices on a variety of events as one way of engaging and affirming all aspects of the lives of students, faculty, staff, and members of the community.

Mission

The Lesbian, Gay, Bisexual, Transgender (LGBT) Center advances the diversity mission of Ohio University by creating a university environment and community inclusive and supportive of sexual orientation, gender identity, gender expression, and queerness. We focus on the unique academic, cultural, and social needs of LGBT students, faculty, staff, alumni, and members of the wider community. As an academic support unit, we strive to enhance students’ learning and engagement as well as increase the retention of LGBT students. Our broader influence emerges from providing resources, educational opportunities, social gatherings, and LGBTQ justice initiatives to all students, faculty, staff, alumni, and community members at Ohio University and beyond.
Outreach
This year, the LGBT Center has reached thousands with outreach and education on various topics related to sexual and gender diversities. SafeZone trainings were presented in over 50 locations including classrooms, learning communities, campus mental health and healthcare staff, housing staff, administrative spaces, and community organizations within Southeast Ohio and beyond. The goal of these presentations is to educate on different aspects and needs of the LGBT population. SpeakOut panels were also vital in reaching more students, faculty, and staff through the power of story sharing. The Center participated in over 30 panels through which individuals shared personal experiences about being a LGBT person and/or ally to the community. In addition, Center staff guest lectured on a variety of topics and facilitated workshops at conferences in Ohio as well as other parts of the country.

Awards and Recognitions 2016-2017

deflin bautista, Debra Benton, and Ohio University were awarded the Equity & Inclusion Award from the Ohio College Personnel Association for their work on name and pronoun policy.
The General Assembly of the State of Ohio extends special recognition to deflin bautista for work on university name and pronoun policy.

deflin bautista is awarded Top OHIO Faculty Newsmaker by University Communications and Marketing for the second most number of media mentions university wide.

Gabriela Godinez-Feregrino, LGBT center student staff, receives the Social Justice Award from United Campus Ministry.
Ohio University is named 2017 Top 25 LGBTQ-Friendly Online Colleges and the 2017 25 Most Affordable LGBTQ-Friendly Online Colleges.

Patricia Palmer, Administrative Services Associate for the Multicultural Center and the LGBT Center, is honored at the Women’s Achievement Dinner.

LGBT Numbers:

2748 newsletter subscribers
2287 Twitter followers
Event Highlights 2016-17

October 7 • National Coming Out Day SpeakOUT Rally
October 12 • Screening of ‘Documented’
October 27 • Queer Self Defense Workshop
November 16 • Trans Empowerment Week: ‘Exact Change’ by Christina Howey
January 26 • Keeping the Rainbow Alive: Self Care in New Political Reality
January and February • New Series – Breaking the Silence: Queerness and Dis/Ability
February 21 • Visiting Artists: Snake Talk – Lunch and Talk
April 15 • Pride Graduation
June 9-11 • Athens Pride Fest (first pride celebration for SE Ohio)
Presentations

The LGBT Center director and staff presented at various conferences and community groups including:

July • Campus Pride’s Advisor Academy at the University of North Carolina, Charlotte (faculty)
July • ‘Tammy Fay’s Final Audition’ by Merri Biechler, Dublin, Ohio (panel)
September • Seminar on Religion and Transgender Lives, Butler University (panel)
October • Inclusivity in the classroom – Scripps Pedagogy Professional Seminar
October • Ohio Association of Collegiate Registrars and Admission Officers Annual Conference (breakout session)
October • SafeZone presentation at OU-Southern
October • Transgender Spectrum Conference at Washington University, St. Louis (panel, keynote)
November • Social Work and LGBT identities
January • Behavioral Health Conference (keynote lunch panel, breakout session)
February • Scripps PRSSA Diversity panel
February • Kognito Ohio K12 – Webinar on Suicide Prevention
March • Spirituality and Inclusive Recreation: Religion and Sports
March • Stories from the Clinic: Transgender Health Experiences (panel moderator)
April • SafeZone presentation for Fairfield County Job and Family Services
April • SafeZone presentation for Athens Children and Family Services
May • Appalachia Rising! Camp’s workshop on Microaggressions and Cultural Appropriation
June • SafeZone 2011: Challenging Microaggression and Privilege
June • Diversity Panel for Southeast Ohio: Hugh O’Brian Youth Leadership Seminar
June • Stuart’s Opera House – Diversity presentation
From the Director

Our aim is to familiarize the campus community with the contributions and histories of African American, Hispanic/Latino, Asian American/ Pacific Islander and Native American cultures. During the 2016-2017 academic year, our office hosted 55 programs and events, collaborated on a total of 90 events, with a cumulative attendance of about 14,000. This report features just a few highlights. Achieving an open, respectful, diverse, yet connected community is our challenge.

NC Numbers:

55 programs and events
90 event co-hosted
14000 cumulative attendance

The Office of Multicultural Programs
is committed to supporting and promoting multicultural awareness. It develops educational, recreational, social, and cultural programs and opportunities that increase understanding and appreciation of cultural differences.

The Multicultural Center
serves as a place where cultural teaching and learning are the focus of all programs and activities. Its focus is intercultural, and provides a place where members of the university community, representing a variety of backgrounds, participate in programs and activities. All programming in the Center is designed to increase human understanding through the study and expression of culture. Located on the second floor of Baker University Center, the center houses a state-of-the-art conference room, multipurpose room, computer lab, library and casual lounge.
The Outstanding Programming Award was established in 1986 and recognizes student organizations for conceiving, planning, and implementing outstanding programs on the Ohio University campus. In Fall semester 2016, it was awarded for the Blackburn-Spencer Pageant.
The Division of Student Affairs Excellence in the Workplace Scholarships was awarded to Matthew Kinlow.
The John Newton Templeton Outstanding Senior Leader Award was awarded to Jeffrey Billingslea.

Hispanic Fraternities and Sororities
Sigma Lambda Gamma Sorority, Inc. is a social fraternity that was founded in 1986 at the University of Iowa. It is a latino-based fraternity with a multicultural membership.

Hispanic and Latino Student Union
The Hispanic and Latino Student Union was organized to promote higher education, cultural events, brotherhood and sisterhood within the Latino community. The organization can be contacted by emailing latinosu@ohio.edu

Native Peoples Awareness Coalition
The Native Peoples Awareness Coalition (NPAC) is a non-profit organization that comes together to honor the cultural value and beliefs of Native Peoples, and to support those who preserve and share this heritage. The organization is open to both Native and Non-Native American students alike. It is also here to give those of Native heritage an opportunity to discuss issues unique to their experience.

Programming Highlights 2016-17
August 25 • Multicultural Student Organizations Fair
September 15 - October 15 • Hispanic Heritage Month
October 8 • Blackburn-Spencer Scholarship Pageant
November • American Indian Heritage Month
November 30 • Pre-Kwanzaa Celebration
December 1 • K is for Kwanzaa
January 16 • Martin Luther King Jr. Day Brunch
February 1 • National Black HIV/AIDS Day
February 3 • Sibs’ Weekend Variety Show and After Party
February 4 • Sibs Weekend Concert
February • Black History Month
March • Women’s History/Asian American History Month
April 1 • Mom’s Weekend Expo
April 4 • Holocaust Remembrance Program
April 28 • Kushinda / Ritos de Pasaje
Black Student Cultural Programming Board

The office formally advises the Black Student Cultural Programming Board. The BSCPB provides social, cultural, educational and recreational programs for all students at Ohio University. In addition, they seek to expose others to the culture, thoughts and perspectives of African Americans throughout the University community as well as the Athens community. Membership is open to the public. If you would like to join this organization, they can be contacted by email at bscpbohio.edu or by attending their weekly meeting on Wednesdays at 6:00 pm in the Multicultural Center.

National Pan-Hellenic Council

The Ohio University Pan-Hellenic Council, Inc. (NPAC) is the governing body for the historically African American fraternities and sororities on campus. Organizations represented at Ohio University include: Alpha Phi Alpha Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Phi Beta Sigma Fraternity, Inc., Sigma Gamma Rho Sorority, Inc., and Zeta Phi Beta Sorority, Inc. The purpose of the organization is “Unanimity of thought and action as far as possible in the conduct of Greek letter collegiate fraternities and sororities, and to consider problems of mutual interest to its member organizations.” "NPAC promotes interaction through forums, meetings and other mediums for the exchange of information and engages in cooperative programming and initiatives through various activities and functions." NPAC has icebreakers the first Friday of Fall and Spring semester. All are welcome to attend!

Holocaust Remembrance Program

In collaboration with Hillel, Jewish student organizations, and community members and organizations, our Holocaust program intends for students to remember and discuss this major genocide, and also to shed light on other acts of genocide around the world, such as in Rwanda and Sudan. One lesson is to realize that, no matter the time period, inequality should never go unchecked in any society. Noah Lederman, author of the poignant memoir “A World Erased”, was this year’s featured speaker.

Kushinda/Ritos de Pasaje

Kushinda/Ritos de Pasaje enjoyed a record participation this year with 115 students registered. The ceremony was established in 1997 as two separate programs for African American and Latino students. Kushinda is an African word meaning “to win” and Ritos de Pasaje translates as “rite of passage” in Spanish.” The celebrations have since been joined. The Kushinda/Ritos de Pasaje Graduation Celebration is an intimate gathering for family, friends and members of the Ohio University community to celebrate the culture and accomplishments of the multicultural undergraduate graduating class.
**K is for Kwanzaa**

Kwanzaa is an African-American holiday that combines aspects of different African tribes’ “first fruit” (harvest) celebrations. The official holiday is celebrated Dec. 26 through Jan. 1. The Pre-Kwanzaa celebration gives students the opportunity to celebrate together while still on campus. The BSCPB/MCC Cultural Arts team gave an in-depth history on the origins of Kwanzaa as well as the evolution of BSCPBs observation of the holiday. Every year, we host 2 large and impactful events surrounding the holiday in the OU community. At “K is for Kwanzaa”, we invite local elementary school students to the Multicultural Center and teach them of the 7 principles of Kwanzaa through interactive stations within Baker University Center. At the Kwanzaa dinner, a host of student performers and professional storytellers from Cleveland are featured.

**The Blackburn Spencer Scholarship Pageant**

Through the combined efforts of the Black Student Cultural Programming Board (BSCPB), several sponsoring Ohio University student organizations, and contestant fundraising, the annual Blackburn Spencer Homecoming Pageant is the largest fundraising initiative for the Blackburn Spencer Scholarship. In 1976, BSCPB coined the event to honor the legacies of Martha Jane Hunley Blackburn, the first African-American female to graduate from the university in 1916, and Donald A. Spencer Sr., the first African American chairperson of the Ohio University Board of Trustees who served from 1974 - 1983. Over the course of 40 years, BSCPB has raised close to $300,000, awarding and presenting over 290 scholarships and achievement awards to students. Created by students, the scholarship and achievement awards reflect the ideal and spirit of students helping students. At the 40th anniversary, BSCPB hosted over 350 students, administrators, faculty, family and friends, generating funds from nearly 1,000 alumni, students, family members, and friends. We also honored Dr. McCollum at the event, and exceeded our fundraising goal, awarding 11 scholarships at the annual Leadership Gala.

**American Indian Heritage Month**

**Speaker**

Anton Treuer, executive director of the American Indian Resource Center, spoke about the realities of insensitive sports mascots. He addresses this topic in his book, “Everything You Wanted to Know About Indians but Were Afraid to Ask.” Treuer grew up on the Leech Lake Ojibwe Reservation in Minnesota and has Ojibwe roots. He has earned more than 40 prestigious awards and fellowships for his work in history and the humanities.

**2017 MCC Awards at the Annual Leadership Gala**

More than 40 student leaders and exemplary organizations were honored with awards and scholarships at this year’s Leadership Awards Gala on April 5. 2017 Awards from the MCC include:

The **Latino Heritage Achievement Award** recognizes outstanding students of Latino descent with at least 24 completed credit hours and a 2.75 cumulative grade point average. The 2017 recipients are Salvador Gomez, Madison Lopez, and Emily Morello.

The **Martha Jane Hunley Blackburn and Donald A. Spencer Scholarship and Achievement Awards** go to selected recipients based on a combination of financial need, academic performance, and outstanding contributions to Ohio University. The 2017 Blackburn-Spencer Achievement Award recipients are Eislie Ansong, Lauren Cartwright, Justine Johnson, Matthew Kinlow, Victoria Lewis, Kaleb Russell, and Alexandria Stewart. The 2017 Blackburn-Spencer Scholarship Award recipients are Yasmine Agyekum, Randi Bateman, Aissatou Boye, and Crystal Vincent.