



Office of Diversity and Inclusion



Strategic Plan

Office of Diversity and Inclusion

The Ohio State University

2012-2017

Strategic Planning at The Ohio State University

Supporting Faculty, Students, and the Structures that Foster their Success

Ohio State's future will be defined and driven by an unwavering commitment to our faculty, students and the structures—physical, administrative, curricular, and financial—that will foster their success. Such a commitment is founded in the overarching principles of the institution's vision, mission, values, and core goals.

VISION

The Ohio State University is the model 21st-century public, land grant, research, urban, community engaged institution.

MISSION

The University is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

VALUES

Shared values are the commitments made by the University community in how we conduct our work. At The Ohio State University we value:

- Excellence
- Diversity in people and of ideas
- Inclusion
- Access and affordability
- Innovation
- Collaboration and multidisciplinary endeavor
- Integrity, transparency, and trust

CORE GOALS

Four institution-wide goals are fundamental to the University's vision, mission and future success:

Teaching and Learning: to provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and staff, and enhanced by a globally diverse student body.

Research and Innovation: to create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and toward solutions of the world's most pressing problems.

Outreach and Engagement: to advance a culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions of Ohio, the nation, and the world.

Resource Stewardship: to be an affordable public university, recognized for financial sustainability, unparalleled management of human and physical resources, and operational efficiency and effectiveness.





Table of Contents

Letter from the Vice Provost	1
Office Overview	3
Strategic Scan	
External.....	8
Internal	9
Succeeding in Our Strategic Focus Areas	
Teaching and Learning	11
Outreach and Engagement	14
Resource Stewardship	
People	
Diversity.....	15
Workplace Culture	17
Physical Environment/Infrastructure	17
Financial Sustainability.....	18
Advancement.....	18
Tracking Our Performance	19
Scorecards	41

Letter from the Vice Provost & Chief Diversity Officer

Because diversity is dynamic and not static, expansive and not insular, the Office of Diversity and Inclusion reshapes, restructures, and revitalizes itself with each era. Forty-one years ago, as one of the nation’s pioneering programs, the unit carried the name of its era: the Office of Minority Affairs or OMA. Birthed in the crucible of racial unrest and student protest of the 1970s, OMA served as a surrogate family and social sanctuary for predominately African American students. Demographic shifts, more complex and inclusive definitions of diversity, and a different legal climate nudged the unit to embrace a broader, sustainable vision of diversity and inclusivity as reflected in its current name: the Office of Diversity and Inclusion. Without losing its historical relationship with specific and federally defined underserved populations, the new branding signals the way that diversity in academe, although embedded in historical and cultural contexts, has become a multi-layered, ever-evolving concept, attentive to legal constraints and new opportunities.



The unit’s strategic plan reflects an office that has welcomed and embraced new priorities that characterize an institution where the diversity stakeholders are university-wide. As stated in the College of Arts and Sciences 2011-2016 Strategic Plan, “Diversity is everyone’s goal, everyone’s priority, and to everyone’s benefit.” This comprehensive responsibility for diversity frees ODI to truly perform its role as an academic support unit and not as a lone advocate for diversity. Accordingly, ODI works with academic units to strengthen and leverage their efforts in building inclusive excellence. Alongside academic units, our most frequent collaborators include the Graduate School, Enrollment Management, Student Life, and Outreach and Engagement. This strategic plan also announces our newest intentional partner: the Office of International Affairs. ODI sees these partnerships as critical to accomplishing our objectives.

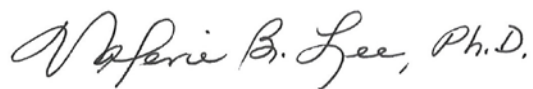
Along with our internal partners, this strategic plan identifies external partners who are helping us accomplish our goals, such as the Honda Foundation of America, the Bill Gates Foundation, and the Hispanic Scholarship Fund. ODI is also courting foundations that will help prepare more students for Science, Technology, Engineering, and Mathematics (STEM) fields (e.g. The National Science Foundation’s Louis Stokes Alliance for Minority Participation). ODI plans to continue its history of working with internal and external partners as we connect with students and their families.

In preparation for creating the office’s global strategic plan, all twelve of ODI’s units created their individual plans. After a four-month strategic planning process for each unit to ask

questions and contribute feedback, ODI renewed its commitment to placing heavy emphasis on its signature programs: the Todd Anthony Bell National Resource Center on the African American Male, the Frank W. Hale, Jr. Black Cultural Center, the Young Scholars Program, and the Graduate and Professional Students Recruitment Initiative. To keep these programs thriving, the plan's objectives focus on strengthening the quality of our pipeline programs, enhancing student experiences once admitted to Ohio State, and preparing students for post-baccalaureate careers and graduate school. Thus, ODI's initiatives foreground the broad contours of undergraduate and graduate student recruitment and retention, community and alumni engagement, and ongoing strategic partnerships.

In sum, with over eighty full-time staff and home to many pipeline and pathway programs, several national conferences, and African American and Latino/a research and resource centers, ODI is one of the largest office of diversity and inclusion at an academic institution in the nation. Its programs target a wide range of constituents, from 6th graders in urban centers, to pre-collegiate Appalachian students, to first-generation college students, to students who are single parents, to graduate students who are underrepresented in their respective disciplines. With such a comprehensive range, ODI is poised to move forward as a national leader in critical conversations about the role of race, equity, access, and social justice in American life and global communities. The office has made a concerted effort to offer and promote staff professional development, as well as provide opportunities for faculty to work on special assignments that forward both the faculty member's research agenda, as well as ODI's programmatic mission and goals. However, at the end of the day, ODI is interested in more than the sum of all of its programs. Our mission, methods, and metrics are but steps for larger systemic, structural changes to ensure that diversity at The Ohio State University is not an addendum to whatever targets of excellence we set, whatever discovery themes we identify, or whatever values we extol. Diversity is both the destination and the pathway we travel to model 21st century global citizenship.

Sincerely,

A handwritten signature in cursive script that reads "Valerie B. Lee, Ph.D.".

Valerie B. Lee, Ph.D.
Vice Provost, Office of Diversity and Inclusion
Chief Diversity Officer

Office Overview

ODI recognizes that diversity encompasses all the dimensions that everyone brings to the table. The overarching view point of ODI is that difference is not a deficit; it's a dividend. Diversity is not antithetical to excellence; it's complimentary. Everything that ODI does is within the context of inclusive excellence -- the leveraging of diversity to ensure Ohio State's continued leadership on the world stage.

Mission

The Office of Diversity and Inclusion advances academic excellence by increasing and advocating for campus diversity and inclusion. The Office undertakes initiatives aimed at the recruitment, retention, and success of underrepresented students, faculty, and staff by working with academic units, community partners, and national organizations and institutions.

Vision

Our vision is to be the nation's premier leader and model for the institutional integration of excellence through diversity in higher education for the 21st century.

Values

We are committed to these primary values:

- Inclusive Excellence
- Collaboration
- Social Justice and Equity
- Respect and Civility
- Leadership and Partnerships

"We believe in a generous America, in a compassionate America, in a tolerant America open to the dreams of an immigrant's daughter who studies in our schools and pledges to our flag, to the young boy on the south side of Chicago who sees a life beyond the nearest street corner, to the furniture worker's child in North Carolina who wants to become a doctor or a scientist, an engineer or an entrepreneur, a diplomat or even a president."

- President Obama's Victory Speech, Chicago, November 7, 2012

History

It was during the turbulent campus crises of 1968 and the many months following the assassination of Dr. Martin Luther King, Jr. that African American students at The Ohio State University confronted senior university administration with a set of demands. They called for the hiring of more African American faculty and senior-level administrative personnel; the establishment of a Black Cultural Center; the recruitment of African American students; the establishment of a Department of African American Studies; more student employment opportunities; more funds for African American programming and publication; and lower student fees. Times for these students were laced with struggle and determination. In response, Ohio State created the Office of Minority Affairs (OMA) during the 1969-1970 academic year with an executive level Vice Provost position.

Now known as the Office of Diversity and Inclusion, in 2011 the unit celebrated forty years of providing national and campus leadership. ODI offers programs and services to assist our diverse population of students, faculty and staff. We work year-round to introduce the resources of Ohio State to college seniors, high school students, and elementary school students through ongoing recruitment efforts. When freshmen or transfer students come to Ohio State, ODI assists and nurtures them – through mentoring, tutoring, and other forms of enrichment – toward degree completion. From financial support to cultural activities and collaboration with academic and administrative units, including Ohio State’s professional colleges and the Graduate School, ODI is committed to enhancing the overall student experience. In sum, ODI assists students in making a successful transition from high school to college to post-baccalaureate and life choices.

The history of institutional diversity is the history of strong, committed leadership:

Former Vice Provosts



W. Holloway (1970-78)



F. Hale, Jr. (1978-88)



L. Johnson (1988-89) (l)
J. Russell (1989-92) (r)



R. Duncan (Summer of 1992)



D. Williams II (1992-93)



L. Pernell (1994-97)



B. Rich (1997-99)



T. Knowles (1999-2000)



M. Stewart (2000-10)

ODI Service Units

“Service is the rent we pay for the privilege of living on the earth.”

Shirley Anita Chisholm - First African American woman elected to Congress where she served seven terms

ACCESS Collaborative provides a comprehensive package of services to assist single-parent students, both male and female, who have custodial responsibility for their children.

ADA Coordinator’s Office is a referral point for disability related information, services and resources.

Administration/Special Programs coordinates university-wide recruitment activities for prospective graduate and professional students and organizes the largest campus career fair and a nationally recognized conference on race and learning.



Todd A. Bell National Resource Center on the African American Male (BNRC) examines and addresses critical issues in society that impact the quality of life for African American males throughout the lifespan. It achieves these goals by conducting robust research studies and evaluations that inform social policy and theory on African American males and developing/coordinating research-based programs, models, and initiatives that could be replicated at other institutions.

Community Outreach and Engagement works with populations that have historically been disenfranchised from post-secondary educational attainment by providing early preventive pre-collegiate guidance to middle and secondary school students and their parents.

The **LGBTQ and Questioning Initiatives** are designed to develop and impact policy and practices that ensure that Ohio State is a diverse and inclusive environment for students, staff, and faculty who identify as sexual or gender minorities.

Frank W. Hale, Jr. Black Cultural Center plans, develops and implements a diverse offering of activities that bring together art, history, and culture. The Center fosters an environment of awareness and sensitivity and provides a space for academic classes and community organizations to meet.

“Do work that matters. Vale la pena.”

Gloria Anzaldúa
– Latina author
and social critic

LASER provides a forum for faculty, students, and staff to engage in scholarly discourse around the most current research concerning Latino and Latin American studies.

Leadership Initiatives for Women of Color provides leadership development strategies to undergraduate, graduate, and professional women of color at Ohio State, helping them become better leaders in the classroom, on campus, and in their communities.

ODI Scholars Program focuses on all ODI-funded students. The program awards and manages the Morrill Scholars Program, Ohio State’s premier merit-based scholarship that rewards leadership and academic excellence through diversity. It also administers need-based scholarships for those students selected for its Young Scholars Program and other similar programs. In addition to scholarship funding, the ODI Scholars Program coordinates cultural enrichment, service opportunities, and personal and professional development for its merit-based and need-based scholarship recipients.

The **Upward Bound Program** is part of the federal TRiO programs designed to motivate and support low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from high school to college. ODI administers Upward Bound programs at two Ohio State campuses—Columbus and Wooster.

Young Scholars Program (YSP) selects students from the nine largest urban school districts in Ohio. YSP nurtures the potential of its students through academic, personal, and career development initiatives. Students participate in programs from grades 6-12, including a summer residence experience, and when all requirements are met, receive a full four-year financial aid packet to Ohio State.



Points of Pride

- The Frank W. Hale, Jr. Black Cultural Center is the largest employer of African American students on campus and has one of the largest African American art collections housed at a Black cultural center. The Center is one of the few, if not the only, African American Cultural Center with substantial space reserved for academic use, including classroom and IT spaces.
- Over 750 low-income, first-generation college students have obtained their bachelor's degree through the Young Scholars Program.
- The Todd Anthony Bell National Resource Center on the African American Male (BNRC) is one of the only educational and research centers of its kind housed at a major research university. Since its beginnings in 2008, the BNRC has obtained over \$1.5 million in grants and contracts and has received positive attention from numerous national publications such as *DIVERSE: Issues in Higher Education*, *Chronicle of Higher Education*, *The Educational Experience of Young Men of Color: A Review of Research*, and *Pathways and Progress*.
- Since the BNRC's inception, the first-year retention rate for African American males has increased from 78.6% in 2003 to 85.7% today. For those students who participate in the Center's Early Arrival Program, a two-day program before classes begin, the first-year retention rate was 97.9% in 2012, a rate higher than the general student population and other African American males.
- Because ODI is considered a leader in diversity and inclusion, over the last five years more than 40 universities have sought ODI's guidance on best practices and organizational structure, including: University of Texas at Austin, University of Minnesota, University of Virginia, Virginia Tech, Yale University and many other benchmark and aspirational institutions.
- ODI sponsors the largest graduate and professional student recruitment initiative (GPS) on campus and one of the oldest in the nation.
- ODI hosts the National Conference on Diversity, Race & Learning, one of the nation's longest continuously-running diversity conferences.
- ACCESS Collaborative is among the nation's most comprehensive programs supporting the academic success of single-parent students. It annually hosts the premier national conference for higher education professionals who support student-parent populations.
- Americans with Disabilities Act (ADA) hosts the annual national Multiple Perspectives Conference and provides consultation for state and federal agencies.
- At its annual off-campus retreat, the Leadership Initiative for Women of Color convenes Ohio State's largest gathering of faculty, staff and student co-eds of color.

Strategic Scan

The External Environment

Units, programs and departments that grow out of social protest movements are always affected by external pressures as well as internal mandates. National trends both help and hinder such units in making progress. That there are diversity support offices at most universities speaks to the gains made in recognizing that the academy has a compelling interest in meeting the needs and improving the climate for all students, faculty, and staff. All of Ohio State’s benchmark and aspirational institutions welcome intellectual diversity and diversity along socio-economic, gender, and racial and ethnic dimensions. It is the latter category of diversity that currently is facing the most external pressure.

Statewide affirmative action bans and the changes in college admissions policy in minority higher education define and affect how demographic diversity can and cannot be achieved.

A long list of legal cases spanning various eras have (re)shaped the mission of diversifying the academy: *Brown v. The Board of Education* (1954); *Bakke v. University of California at Davis* (1978); Proposition 209 in California; *Hopwood v. University of Texas* (1996); the “One Florida Initiative” (1999); *Grutter v. Bollinger* (2003); *Gratz v. Bollinger* (2003); Oklahoma Affirmative Action Ban Amendment (2012), and currently *Fisher v. University of Texas*.

Throughout the Committee on Institutional Cooperation (CIC), diversity units have been discussing and preparing for possible outcomes to *Fisher v. University of Texas* case. Once again, the means to achieve racial diversity may become more restrictive. In this regard, ODI will continue to provide outreach and services to communities and schools of color and to work closely with Enrollment Management on increasing its emphasis on race-neutral strategies. To this end, ODI is helping to shape leading national dialogues on these issues by presenting research to policy makers such as the Congressional Black Congress, Inc., the U.S. Department of Education, and the College Board.

Additionally, ODI already has started meeting the external challenges by providing platforms for Ohio State to have more critical conversations about and more nuanced thinking around race and privilege. Even as ODI has raised the traditional measures of merit (GPA, ACT scores, etc.) for its programs and scholarships, it is nevertheless a part of ODI’s social justice mission to renegotiate and redefine “merit” to include qualities that contribute to the mission of the institution. ODI acknowledges that there are multiple ways of achieving diversity. Because of this strong belief, ODI is an active partner and leader on and off campus in dialogues about access, equity and inclusion.



Sponsored by the
Office of Diversity and Inclusion



Professor
Philip T.K. Daniel
The Ohio State
University



Professor
Liliana M. Garces
George Washington
University



Professor
Angel L. Harris
Princeton
University



Mr.
Damon Hewitt
NAACP Legal Defense
and Educational Fund

The Internal Environment

Student Challenges

Because The Ohio State University is uniquely a land-grant *and* flagship institution, these two combined missions sometimes present a tension between land-grant accessibility and flagship aspirations. The shift from open enrollment to increasingly selective admissions poses challenges to the mission of diversity and inclusion. Therefore, ODI has taken steps to be more intentional, deliberate, and creative in carrying out its mission.

Ohio State annually recruits a diverse class of residents and non-residents, domestic and international students, urban and rural students, as well as racially and ethnically diverse students. The challenge is to prepare students for positive, cross-cultural engagement in a rapidly changing global society where intercultural conflicts sometime erupt. Recently, in addition to the racial hate speech written on the wall of the Hale Center, the Ohio State “No Place for Hate” Tumblr revealed slurs that expressed anti-Asian, anti-international, anti-gay, anti-transgendered, and anti-Semitic sentiments. ODI has been actively involved in the “No Place for Hate” taskforce sub-committees, and our strategic plan details the ways in which we will continue to partner with the Office of Student Life (and its Multicultural Center) and the Office of International Affairs to foster intercultural dialogue and nurture a welcoming and inclusive climate.

Faculty Challenges

Although ODI does not have a direct role in the recruitment and retention of faculty, the Chief Diversity Officer and ODI’s senior administration work with the Senate Diversity Committee, Human Resources, and the Office of Academic Affairs to advocate for faculty diversity. At its November 2, 2012 meeting of CIC Diversity Officers, CIC Fellows, and Affirmative Action representatives, the area that most of the institutions named as most challenging was faculty recruitment and retention because of the autonomy of academic departments and the decentralization of hiring practices. As one of the campus units that annually consults comparative CIC data, as well as Ohio State internal data, ODI offers best practices to help units move forward, and when asked, has been willing to be a part of candidates’ itineraries. The Office of Human Resources data indicate that the percentages of underrepresented faculty on the Columbus campus have remained stagnant over the last five years, particularly in select disciplines.

ODI has been confronting these challenges by responding to one of the root causes: the dearth of underrepresented faculty. Too few are entering the professoriate. In 2012 ODI convened the first campus-wide retreat for preparing graduate students of color for the professoriate. “Armed for the Academy” will be an annual series of events designed to facilitate the potential and expedite the pace of increasing intellectual diversity.

Although “Armed the Academy” addresses the pipeline to the professoriate, ODI does not have sufficient resources and a broad enough mandate to effectively intervene in the current Ohio State faculty landscape. Even though ODI does not have funds set aside to help increase intellectual diversity, it does offer expertise in terms of exemplary practices, assistance with brokering cross-departmental partnerships, and access to doctoral directory databases. Various departments have asked the Vice Provost and Chief Diversity Officer for assistance with partner hiring, information exchange, and mediation of climate issues.

Fragmented Diversity Efforts

As one of the largest universities in the nation, Ohio State faces a challenging culture of decentralization that has particular consequences for diversity efforts. The question of what diversity means remains perplexing to many and is inconsistent across disciplines. Units struggle to locate and adapt best practices. When units act in isolation, they tend to limit their capacity to make a positive impact. To address these challenges, the Vice Provost and Chief Diversity Officer convenes quarterly university-wide diversity representatives to calibrate shared vocabulary, practices and obstacles.

“The U.S. Department of Education reported that in 1981, African Americans who held full-time faculty positions in higher education composed 4.2 percent of the faculty population. In 2003, over two decades later, this number slightly increased to 5.6 percent. At this rate of improvement, it will take more than 180 years for the black faculty percentage to reach parity with the black percentage of the U.S. population.”

- from **Recruiting the Next Generation of the Professoriate** in *Peer Review*, Summer 2012, Vol. 12, No. 3
By Karen Jackson-Weaver, Princeton University; Earnestine B. Baker, University of Maryland, Baltimore County; Michael C. Gillespie, Borough of Manhattan Community College; Carlos G. Ramos Bellido, University of Puerto Rico, Rio Piedras; Anne W. Watts, Morehouse College

Succeeding in Our Strategic Focus Areas

The Office of Diversity and Inclusion has selected specific focus areas in three of the University's four Core Goals (Teaching and Learning, Outreach and Engagement, and Resource Stewardship). Although we do work that has consequences for research and innovation and have faculty on our staff who do scholarly research, ODI's mission is more one of academic support than a research hub. Therefore, although some action steps dovetail with research, this strategic plan focuses on the three areas that maximize our strengths.

In sum, all of the ODI initiatives seek to turn resolve into results, angst into action, and principles into policies. The years ahead will call for us to think more broadly, deeply, and creatively.

Teaching and Learning Goal

Although ODI has several senior administrators with faculty status, some of whom still teach a course or two, most of the unit's teaching and learning occurs outside of formal classroom instruction. ODI assists the academic units with their teaching and learning missions by helping to recruit and retain a diverse student body.

- Focus Area #1: Incoming student quality

Objective: Increase financial aid, maintain access, and attract students to enhance the diversity of the student body.

Strategic Approach 1 (Financial Aid Management)

- Manage ODI scholarship programs to increase access and attract students from diverse communities (ethnic, cultural, economic, etc.)

(No ODI funding required)

Initiative 1: Redistribute Morrill Scholars Program scholarship funds/levels to impact yield of diverse students.

Initiative 2: Monitor the impact of Morrill Scholars Program offers on diversity.

Strategic Approach 2 (Enrollment Management Policy Support)

- Support Enrollment Management benchmarks for increasing admissions standards, regarding the racial, ethnic, geographic, and economic diversity of the student body.

(No ODI funding required except for Initiative 3, which will come from YSP development funds)

Initiative 1: Adjust the Morrill Scholars Program ACT score, class rank and residency criteria to align with Enrollment Management benchmarks.

Initiative 2: Revise the Morrill Scholars Program application/selection process to increase the number of admissible students in the application pool.

Initiative 3: Design and expand Young Scholars Program recruitment strategies to better align with Enrollment Management admissions benchmarks.

Initiative 4: Increase the minimum high school graduation GPA for Young Scholars Program participants.

Strategic Approach 3 (Pre-collegiate Pipelines)

- Identify and prepare academically promising and culturally and economically diverse pre-collegiate students for admission to Ohio State University Columbus Campus.

(Initiatives 1, 3 and 4 will be funded through ODI general funds and Capital Campaign; initiative 2 will be funded through already secured Dept. of Education grants)

Initiative 1: Create and implement a uniform Young Scholars Program pre-collegiate curriculum.

Initiative 2: Administer the Columbus and Wooster 2012-2017 Upward Bound grants.

Initiative 3: Create an elementary school readiness program for the Young Scholars Program.

Initiative 4: Establish a high school mentoring program targeting Latinos.

Strategic Approach 4 (Post-baccalaureate Pipeline)

- Identify academically promising and culturally and economically diverse prospective graduate and prospective professional students for admission to Ohio State.

(Currently funded from ODI general funds)

Initiative: Maintain the pipeline and departmentally vetted pool of historically underrepresented applicants to Ohio State graduate and professional schools. Over the past forty years, the ODI Graduate and Professional Student Recruitment Initiative (GPS) has brought thousands of students from historically black colleges and universities, Hispanic serving institutions, and Big Ten universities to Ohio State's campus to meet faculty and learn about the application processes, academic expectations, and faculty for various programs. Recently, GPS has shifted its focus from large clusters from the same institutions to individual students at various institutions. We now partner with academic units in an intricate vetting process that is individualized for each participating department. This process asks them to put ODI in contact with students with an expressed interest in their respective programs and/or review students' GPS applications.

Strategic Approach 5 (Regional Campuses Pipeline)

- Create a pipeline of under-represented minority students from the Ohio State regional campuses.

(No ODI funding required)

Initiative: Facilitate the transition of an annual cohort of regional campus underrepresented minority students to the Columbus campus.

- Focus Area #2: Program Excellence

Objective: Enhance the reputation and productivity of programs.

Strategic Approach 1 (Accreditation)

- Through accreditation, strengthen the reputation of a targeted ODI unit to better attract, retain and graduate students.

(Funded through development funds)

Initiative 1: Secure accreditation for the Hale Center through the newly-evolving criteria of the Association for Black Culture Centers.

Initiative 2: Establish the Frank W. Hale, Jr. Civil Rights Library.

Strategic Approach 2 (Program Enhancement)

- Strengthen selected ODI programs to better attract, retain and graduate targeted student populations through specialized program enhancement.

(Initiative 1 is currently supported by an earnings account and future grant money; initiatives 2 and 3 are dependent upon ODI general funds and expected Capital Campaign funds)

Initiative 1: Expand the African American Male Retreat as a national event.

Initiative 2: Increase the number of single parent students served by ACCESS Collaborative.

Initiative 3: Secure Section 8 housing units for single parent students served by ACCESS Collaborative.

- Focus Area #3: Student outcomes

Objective: Assure confident, society-ready graduates with lower educational debt.

Strategic Approach 1 (International experiences)

- Provide supplemental funding for international experiences (study abroad, service abroad, and research abroad) for targeted undergraduate, graduate and professional students.

(Funded through ODI general funds and development accounts)

Initiative: Collaborate with the Office of International Affairs to increase the number of ODI-funded scholars studying abroad.



Strategic Approach 2 (Post-baccalaureate Preparation)

- Provide service related to post-baccalaureate preparation.

(Funded through ODI general funds)

Initiative: Facilitate the preparation for post-baccalaureate options of ODI-funded students.

Strategic Approach 3 (Leadership Development)

- Contribute to students' leadership skills development opportunities.

(No major funding required)

Initiative 1: Provide exposure to leadership development strategies for women of color.

Initiative 2: Expand the Leadership Institute for African American males at the Todd Anthony Bell National Resource Center on the African American Male

Strategic Approach 4 (Scholarship Stewardship)

- Educate ODI-funded students on ways to maintain and maximize scholarships to minimize educational debt.

(No major funding required)

Initiative 1: Offer workshops through ODI Scholars Program to address ODI scholarship requirements, renewal criteria and personal budget management to minimize educational debt.

Strategic Approach 5 (Graduation Rate increase)

- Assist in increasing the 6-year graduation rates.

(Funded through ODI general funds)

Initiative 1: Provide services that assist underrepresented minority Campus Change students in graduating at rates that support Enrollment Management benchmarks.

Outreach and Engagement Goal

- Focus Area #1: Off-campus Programs and Awareness

Objective: Engage in mutually beneficial partnerships with communities to engage them in the work of Ohio State.

Strategic Approach 1 (mutually benefitting collaborations)

- Engage in mutually beneficial partnerships with off-campus partners to meet stakeholders' needs of access to diverse populations and ODI's need for resources.

(Funded through ODI earnings account)

Initiative 1: Engage more companies in the Career & Job Fair for mutual exchange and expose ODI scholars to more career opportunities.

Initiative 2: Explore and recruit new external collaborative sponsors for the National Conference on Diversity, Race, & Learning.

- Focus Area #2: Strategic Partnerships

Objective: Engage in mutually beneficial partnerships with communities to engage them in the work of Ohio State.

Strategic Approach 2 (Formal partnerships)

- Engage in active partnerships with business, industry, governmental organizations, arts and other community organizations to leverage resources.

(Funded through ODI general funds, development accounts and grants)

Initiative 1: Develop internships with international, national, state and local organizations.

Initiative 2: Co-sponsor diversity speakers and events.

Initiative 3: Co-sponsor mass media productions.

Initiative 4: Renew collaboration with Center for Healthy Families.

Resource Stewardship Goal

- Focus Area #1: People -Diversity

Objective: Design, implement and maintain effective approaches to increasing diversity.

Strategic Approach 1 (Diversity Professional Development)

- Provide Diversity Professional Development opportunities for faculty, staff, students and the community.

(Funded through President and Provost's Diversity Lecture & Cultural Arts Series development fund)

Initiative 1: Focus more strategically on speaker selection for the President and Provost's Diversity Lecture & Cultural Arts Series

Initiative 2: Work with Ohio State departments, units and Centers to help sponsor diversity and social justice lectures throughout the ODI Diversity Distinguished Lecture Series.



Strategic Approach 2 (Faculty Research Opportunities)

- Increase the opportunities for faculty to further scholarly work on topics related to diversity.

(Funded through reprioritizing of ODI general funds)

In a November 12, 2012 email announcing the Arts & Humanities Associate Professor, Associate Dean Sebastian Knowles writes: "In many U.S. research universities, faculty, and especially female faculty, get stalled at the associate level, never achieving promotion to full professor. Ohio State has a disproportionate number of associate professors, and a significantly higher proportion of the total faculty than many of our peer institutions. In the ASC Division of Arts & Humanities (A&H), out of a total of 506 faculty members, 233 (46.05%) are at the associate rank,

43% of whom are women and 24.5% of whom are faculty of color. In many A&H departments the proportion of associate professors is 50 percent or higher.”

ODI’s contribution to the problem of stalled associate professors or full professors who want to be re-energized is to offer opportunities these professors to take a temporary shift to administrative work in an area that allows them to apply their diversity knowledge.

Initiative 1: Provide opportunities for Ohio State faculty to research diversity related scholarly topics for .50 FTE through ODI Faculty Fellows program.

Initiative 2: Provide opportunities for Ohio State faculty to research diversity related scholarly topics through grants for special research assignment (SRA).

Strategic Approach 3 (Student Research Opportunities)

- Increase the opportunities for students to further scholarly work on topics related to diversity.

(Funded through ODI general funds and development funds)

Initiative 1: Engage Ohio State graduate students in activities to prepare for the professoriate via the two-part Future Faculty Initiative.

Initiative 2: Implement the LASER Graduate Fellows in Residence program with the Humanities Institute

Initiative 3: Award competitive annual grants for graduate and professional students seeking to conduct research or service around issues related to race/ethnicity, gender, sexual orientation and/or class.

Strategic Approach 4 (Diversity & Inclusion Development)

- Work collaboratively with units to foreground diversity as a core value.

(No major funding required; initiative 2 is funded through ODI general funds)

Initiative 1: Partner with the Senate Diversity Committee and the Diversity Officers Working Group, provide guidance on how to incorporate diversity goals and metrics into the university strategic planning process and contribute feedback on unit diversity progress.

Initiative 2: Award grants that support conferences and symposia that address diversity related issues of race/ethnicity, gender, sexual orientation and/or class.

Initiative 3: Track and assess the impact of co-sponsorship funding to academic and support units for events and activities that promote campus diversity and inclusion.

Initiative 4: Work in partnership with the Office of Student Life’s Multicultural Center and the College of Social work to conduct a comprehensive needs assessment for LGBTQ and Questioning undergraduate, graduate and professional students.

Initiative 5: Convene diversity representatives from academic and support units to facilitate information and best practice exchange and collaboration.

- Focus Area #2: People – Workplace Culture

Objective: Expand culture-shaping activities to ensure unsurpassed management of human resources.

Strategic Approach 1 (Staff Professional Development)

- Provide ODI staff professional development opportunities to increase skills and knowledge for career advancement.

(Funded through ODI general funds)

Initiative 1: Engage ODI staff in Open Doors anti-bias training program to provide them with the resources to assist students who experience bias incidents at Ohio State.

Strategic Approach 2 (Climate Shaping)

- Shape the climate at Ohio State by providing faculty and staff with diversity and inclusion-related training.

(No major funding required)

Initiative 1: Familiarize faculty and staff with Americans with Disabilities Act compliance regulations, as well as disability climate training in how to make web content accessible.

- Focus Area #3: Physical environment/infrastructure

Objective: Renovate facilities and develop replacement facilities designed to house programs and enhance their delivery.



The move to Enarson will help several units on campus combine their strengths and resources to better provide our students (future and current), staff, faculty and community partners with a one-stop shop that encompasses: the Frank W. Hale, Jr. Black Cultural Center; all of ODI’s academic and administrative services; the Todd Anthony Bell National Resource Center; the ADA Coordinator’s Office; and the Office of Outreach and Engagement.

Strategic Approach 1 (Building renovation)

- Establish Hale Hall to support and strengthen current Hale Black Cultural Center and ODI programs by providing intellectual and physical spaces for student engagement and networking.

(Funded through POM saving from consolidation of all ODI staff into one building)

Initiative #1: Oversee the renovation of Enarson Hall Phase One (construction, auditorium, etc.)

Strategic Approach 2 (Consolidation)

- Consolidate ODI office sites.
(Funded through POM saving from consolidation of all ODI staff into one building)
Initiative #1: Relocate ODI to Enarson Hall.

- Focus Area #4: Financial sustainability

Objective: Generate resources through reallocation, savings, new sources of revenue advancement initiatives and new partnerships.

Strategic Approach 1 (Capital Campaign)

- Present cases for key ODI programs for Capital Campaign involvement.
Initiative 1: Include ACCESS Collaborative in Capital Campaign.
Initiative 2: Include Bell National Resource Center in Capital Campaign.
Initiative 3: Include Hale Black Culture Center in Capital Campaign.
Initiative 4: Include Young Scholars Program in Capital Campaign.

Strategic Approach 2 (Advancement)

- Implement advancement campaign for key ODI programs.
Initiative 1: Identify constituents.
Initiative 2: Cultivate relationships with prospective donors.
Initiative 3: Reach out to and engage prospective donors and volunteers.
Initiative 4: Visit prospective donors.
Initiative 5: Ask for donations.

Strategic Approach 3 (Resource Leveraging)

- Leverage resources through external collaborations.
Initiative 1: Increase the number of companies participating in the Career and Job Fair.
Initiative 2: Explore and engage new external sponsors for the National Conference on Diversity, Race, and Learning.

Overall, ODI plans to increase its monetary resources by eventually eliminating all long-term (3 years or more) cash positions as these terms end. Thus far, we have gone from five persons on cash in 2007 to two persons as of November 2012. Also, we have opened positions that we have not filled or did not fill at the same salary level. By merging all of our units into one building as of Spring 2013, we will further strengthen ODI's fiscal stability by providing a savings on the four separate buildings that currently house ODI units. Over the years, there will be a substantial POM savings. Additionally, there have been many other current changes that ODI has implemented that have had an immediate fiscal effect and will continue to strengthen ODI's cash stability:

- Reorganization of offices that currently deal with students. These offices have been merged or changed to strengthen the goals they are meant to achieve and their fiscal stability.
- Not only has the business office been streamlined due to the OAA service center but also the budget itself due to a more efficient way to allow budgetary responsibility.
- The modernization of office equipment (e.g. copying machines) has allowed the office to more efficiently save on new contracts.

Tracking Our Performance

The strategic plan above was first submitted in 2010, when the Office of Academic Affairs initially mandated the submission of strategic plans from all campus units. This version, for 2012-17, was developed through a series of meetings conducted since August 2012. Some objectives that have been achieved were deleted, and others were added to address urgent needs in the Office now. Any objectives, whose achievement will continue throughout the five-year period, even if their implementation began in 2010, are designated as such. Only those objectives that can conceivably be completed by the end of 2012 are designated as one-year objectives.

All baseline values below were calculated as of November, 2012 for Fiscal Year 2013.

Teaching & Learning Scorecard

Provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body

	Focus Area	Metric	2012 Baseline	2013	2017 Target
1	Incoming Student Quality Strategic Approach #1: <u>Financial Aid Management</u> . Initiative 1: Morrill Scholars Program redistribute scholarships	Yield of MSP D istinction, P rominence, and E xcellence scholarships offered 2012-13 – Baseline	D=12 P=95 E=312 Avg.=107%	D=15 P=115 E=225 Avg.=100%	D=TBD P=TBD E=TBD Avg.=100%
2	Incoming Student Quality Strategic Approach #1: <u>Financial Aid Management</u> . Initiative 2: Monitor impact of Morrill Scholars Program offers on diversity	Percentage of acceptance fees paid by May 1 st by students awarded Distinction, Prominence, and Excellence Morrill Scholars Program scholarships.	D=120% P=106% E=93% Avg.=106.3%	D=100% P=100% E=100% Avg.=100%	D=100% P=100% E=100% Avg.=100%
3	Incoming Student Quality Strategic Approach #2: <u>Enrollment Policy Support</u> . Initiative 1: Adjust Morrill Scholars Program criteria	Average ACT composite score, average class rank (CR) and residency percentage (in -state, out -of state) of Morrill Scholars Program awardees	ACT=28.24 CR=91.07 In=70% Out=30%	ACT=28.62 CR=91.50 In=70% Out=30%	ACT=29 CR=91.50 In=70% Out=30%



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2014	2015	2017 Target
4	Incoming Student Quality Strategic Approach #2: <u>Enrollment Policy Support</u> . Initiative 3: Create and implement additional Young Scholars Program recruitment strategy	<p>Create guidelines to define new recruitment geographic areas</p> <p>Create process to secure participation from all YSP-eligible students in all schools</p> <p>Research schools for inclusion in new recruitment pool</p> <p>Send information session promotional materials to schools in the new recruitment pool</p> <p>Conduct information session for schools in the new recruitment pool</p> <p>Nominate and select students 10 % of 2014 YSP cohort newly defined recruitment areas</p> <p>Nominate and select students 20 % of 2015 YSP cohort newly defined recruitment areas</p>	<p>2012 Baseline</p> <p>X</p>	<p>2013</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>2014</p> <p>X</p>	<p>2015</p> <p>X</p>	<p>2017 Target</p>
5	Incoming Student Quality Strategic Approach #2: <u>Enrollment Policy Support</u> . Initiative 4: Increase minimum high school graduation GPA for Young Scholars Program	Shift in minimum high school graduating GPA from 3.0 to 3.3 effective for high school class of 2017	3.0	3.0	3.3		



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
6	Incoming Student Quality Strategic Approach #3: <u>Pre-collegiate Pipelines</u> . Initiative 1: Create and implement a uniform Young Scholars Program Pre-collegiate curriculum	<p>Determine if proposed curricula matches the Ohio Department of Education and the Ohio Common Core metrics</p> <p>Engage curriculum specialist at OSU for initial consultations on new curricula in Mathematics, Chemistry, Physics, Biology, Writing (composition)/Literature</p> <p>Request curriculum specialist commitment in designing curricula</p> <p>Commission curriculum specialist to design YSP curricula</p> <p>Identify master teachers in each of the nine districts to ensure YSP students master the content designated by the state</p> <p>Implement in all YSP cities during the 2013-14 school year</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
7	Incoming Student Quality Strategic Approach #3: <u>Pre-collegiate Pipelines</u> . Initiative 2: Administer Upward Bound 2012-2017 grant on Columbus & Wooster campuses.	<p>Annual percentage of Upward Bound seniors that achieve the proficient level on state assessments in reading/language arts and math.</p> <p>Annual percentage of participants that continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.</p>	<p>COL = 0%</p> <p>WOS= 0%</p> <p>COL = 0%</p> <p>WOS= 0%</p>	<p>90%</p> <p>90%</p> <p>90%</p> <p>90%</p>	<p>90%</p> <p>90%</p> <p>90%</p> <p>90%</p>



	Focus Area	Metric	2012 Baseline	2013	2017 Target
		Annual percentage of UB seniors that complete a rigorous secondary school program of study and graduate with a regular secondary school diploma.	COL = 0% WOS= 0%	90% 90%	90% 90%
		Annual percentage all UB seniors that graduate will enroll in higher education by the fall term immediately following high school graduation.	COL = 0% WOS= 0%	85% 85%	85% 85%
		Annual percentage of participants, who enroll in a postsecondary education program immediately following high school graduation, who will attain an associate's or bachelor's degree within six years following high school graduation.	COL = 0% WOS= 0%	85% 85%	85% 85%
8	Incoming Student Quality Strategic Approach #3: <u>Pre-collegiate Pipelines</u> . Initiative 3: Create an Elementary School readiness program for Young Scholars Program	Percentage of referable 5 th grade, Young Scholars Program-eligible students from non-public schools in the nine Young Scholars Program school districts	0	5%	25%
9	Incoming Student Quality Strategic Approach #3: <u>Pre-collegiate Pipelines</u> . Initiative 4: Establish H.S. Mentoring Program targeting Latinos	Level of college aspiration (CA) of freshman and sophomore students and the level college readiness (CR) of junior and senior participants	CA =TBD CR=TBD	CA =TBD CR=TBD	CA =TBD CR=TBD
10	Incoming Student Quality Strategic Approach #4: <u>Post-baccalaureate Pipeline</u> . Initiative 1: Maintain the pipeline & vetted pool of historically underrepresented applicants	Percentage of participants tracked (TR) through the admissions process after attending GPS Percentage of GPS participants requiring assistance (AST) on completing the OSU application	TR=100% (tot = 99) AST=82% (tot=81)	TR=100% AST=100%	TR=100% AST=100%



	Focus Area	Metric	2012 Baseline	2013	2017 Target
11	Incoming Student Quality Strategic Approach #5: <u>Regional Campuses Pipelines</u> . Initiative 1: Facilitate transition of annual cohort of regional campus underrepresented minority students to Columbus campus	Increase in the number of students in the annual cohort by 8 per year through 2017 (2014=34; 2015=42, 2016=50.)	18	26	60
12	Program Excellence Strategic Approach #1: <u>Accreditation</u> . Initiative1: Secure accreditation for the Hale Black Cultural Center	Investigate accreditation criteria of the Association of Black Culture Centers Access accreditation criteria met to-date Meet Annual percentage (20) of accreditation criteria	n/a n/a n/a	X X 20%	 100%
13	Program Excellence Strategic Approach #1: <u>Accreditation</u> . Initiative 2: Establish the Frank W. Hale, Jr. Civil Rights Library	Identify Library space in new Hale Hall Review & Revise Library space budget Prepare Library space for October 2013 anniversary and opening Complete cataloging of all library items	X 	 X X 	 X
14	Program Excellence Strategic Approach #2: <u>Program Enhancement</u> . Initiative 1: Expand the African American Male Retreat to a national event	Increase in the percentage of advertising (ADV) to selected external institution with similar African American Male initiatives or interests Increase in the number of nationally-renowned speakers (SPK) presenting at the retreat Increase percentage of retreat attendance (ATT)	ADV=TBD% SPK =TBD# ATT=TBD%	TBD TBD TBD	TBD TBD TBD



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target		
15	Program Excellence Strategic Approach #2: <u>Program Enhancement</u> . Initiative 2: Increase the number of single parent students served by the ACCESS program	Increase in the number students served annually	25	35	35		
16	Program Excellence Strategic Approach #2: <u>Program Enhancement</u> . Initiative 3: Secure Section 8 housing units for single parent students in ACCESS program	Increase in the number of Section 8 units provided by Columbus Properties of Ohio in the 17 th Ave. at Long St. property	0	TBD	6		
17	Student Outcomes Strategic Approach 1: <u>International experiences</u> . Initiative 1: Collaborate with the Office of International Affairs to increase the number of ODI students studying abroad.	Complete creation of a joint staff internship with the Office of International Affairs to create and manage travel abroad initiatives for ODI students	2012 Baseline X	2014	2015	2016	2017 Target
		Complete collaborative effort with AAAS and EHE to design a 3-credit Brazil Bahia Region travel abroad course		X			
		Recruit annual cohort of ODI undergraduate students for travel to Brazil Bahia Region	0	12	15	20	20



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
18	Student Outcomes Strategic Approach 2: <u>Post-Baccalaureate Prep</u> . Initiative 1: Facilitate the preparation for post-baccalaureate options of ODI-funded students.	Increase in annual percentage of program participants that successfully gain acceptance or entry into graduate school, professional school or the workforce	33%	50%	85%
19	Student Outcomes Strategic Approach 3: <u>Leadership Development</u> . Initiative 1: Provide exposure to leadership development strategies for women of color	Percentage of participation level in The P.E.A.C.E. Corps Peer Leadership Development Program	TBD	80%	TBD
		Percentage of participants attending “The Women’s Retreat” that will express interest in attending the Retreat again	TBD	75%	TBD
		Percentage of participants attending “The Women’s Retreat” that will note positive change in self-awareness and acceptance	TBD	80%	TBD
		Percentage of participants attending “The Women’s Retreat” that will increase in awareness of the value of diversity among/across groups of women of color	TBD	80%	TBD
		Percentage of participants attending “The Women’s Retreat” that will express willingness to relate to/work with women of color different from themselves	TBD	75%	TBD
		Percentage of lecture, talks, and discussion panel attendees will experience significant impact in	TBD	80%	TBD



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
		<p>their thinking/understanding about women of color.</p> <p>Percentage of lecture, talks, and discussion panel attendees will find specific ways to initiate some change relative to women of color.</p>	TBD	70%	TBD
20	<p>Student Outcomes Strategic Approach 3: <u>Leadership Development</u>. Initiative 2: Expand the Leadership Institute for African American males at the Todd Anthony Bell National Resource Center on the African American Male</p>	<p>Increase in number of African American males who participate in the program</p> <p>Increase in number of African American male guest lectures</p> <p>Increase in number of African American males who will obtain leadership positions (LP) on and off campus, after one year.</p>	<p>20</p> <p>5</p> <p>LP=TBA</p>	<p>25</p> <p>7</p> <p>LP=10%</p>	<p>50</p> <p>12</p> <p>LP=20%</p>
21	<p>Student Outcomes Strategic Approach 4: <u>Scholarship Stewardship</u>. Initiative 1: Offer workshops through Scholarship Services to address ODI scholarship requirements, renewal criteria and personal budget management to minimize educational debt</p>	<p>Increase in knowledge of 1st year Young Scholars Program Scholarship requirements (SR)</p> <p>Increase in knowledge of 1st year Young Scholars Program and 2nd year Morrill Scholars Program renewal criteria (RC)</p> <p>Increase in knowledge of 1st years Morrill Scholars Program & Young Scholars Program students on personal budget management (PBM)</p>	<p>SR=TBD</p> <p>RC=TBD</p> <p>PBM=TBD</p>	<p>SR=TBD</p> <p>RC=TBD</p> <p>PBM=TBD</p>	<p>SR=TBD</p> <p>RC=TBD</p> <p>PBM=TBD</p>
22	<p>Student Outcomes Strategic Approach 5: <u>Graduation Rate Increase</u>. Initiative 1: Provide services that assist underrepresented minority</p>	<p>Increase in the 6-year graduation rate for Campus Change Program participants to equal the current</p>	66%	n/a	Current rate =76%



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
	campus change students in graduating at rates that support Enrollment Management benchmarks.	graduation rate of all campus change students			



Outreach and Engagement Scorecard

Establish mutually beneficial partnerships with the citizens and institutions of Ohio, the nation, and the world so that our communities are actively engaged in the exciting work of The Ohio State University

	Focus Area	Metric	2012 Baseline	2013	2017 Target
1	Off-Campus Programs & Awareness Strategic Approach 1: <u>Engage in mutually benefitting collaborations</u> . Initiative 1: Engage more companies in the Career & Job Fair for mutual exchange and to expose underrepresented minority students to more career opportunities	Increase in number of companies/organizations represented	96	100	100
		Increase in number of OSU student job seekers	817	10%	10%
		Increase in number of other job seekers	101	10%	10%
		Increase in number of resumes collected	TBD	10%	10%
		Increase in number of interviews conducted	149	10%	10%



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
2	Off-Campus Programs & Awareness Strategic Approach 1: <u>Engage in mutually benefitting collaborations.</u> Initiative 2: Explore and engage new first-time participants in the National Conference on Diversity, Race, and Learning	Number of registered attendees	381	TBD	TBD
Increase the percentage of new registered attendees		TBD	10%	10%	
Number of companies/organizations represented as participants		44	TBD	TBD	
Increase the percentage of new companies/organizations represented as participants		TBD	10%	10%	
Number of companies/organizations conducting workshops		16	TBD	TBD	
Increase the percentage of new companies/organizations conducting workshops		TBD	10%	10%	
Number of OSU departments/offices represented		39	TBD	TBD	
Increase the percentage of OSU departments/offices represented		TBD	10%	10%	
Number of OSU faculty/staff conducting workshops		20	TBD	TBD	
Increase the percentage of OSU faculty/staff conducting workshops	TBD	10%	10%		



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
3	Strategic Partnerships Strategic Approach 2: <u>Formal Partnerships</u> . Initiative 1: Develop internship with the NAACP	Assess need for internship	n/a	X	
		Development process for the internship (2014)	n/a		
		Recruit students for internship (2014)	n/a		
		Prepare students for internship (2014)	n/a		
		Manage internship (2014)	n/a		X
4	Strategic Partnerships Strategic Approach 2: <u>Formal Partnerships</u> . Initiative 2: Co-sponsor diversity speakers and events	Increase number of annual co-sponsorships	2	4	6
5	Strategic Partnerships Strategic Approach 2: <u>Formal Partnerships</u> . Initiative 3: Co-sponsor mass media productions on diversity related issues	Increase number of annual co-sponsorships of media productions (i.e. Radio One, WOSU, La Mega)	4	6	6
		Create a working group of campus representatives interested in pursuing mass media productions with Telemundo	X		
		Consult with University Communications on		X	



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
		viability and scope of the project with Telemundo			
6	Strategic Partnerships Strategic Approach 2: <u>Formal Partnerships</u> . Initiative 4: Renew Center for Healthy Families Partnership	Signing 2012-2015 MOU with Center For Healthy Families	X	n/a	n/a
		Advise pregnant and parenting teens referred by the Center for Healthy Families regarding higher education option	100%	100%	100%
		Host quarterly meeting of the Center for Healthy Families President's Panel	0	1	1



Resources Stewardship Scorecard

Become the model for an affordable public university recognized for financial sustainability, unsurpassed management of human and physical resources, and operational simplicity and effectiveness

	Focus Area	Metric	2012 Baseline	2013	2017 Target
1	Resources-People-Diversity Strategic Approach 1: <u>Diversity Professional Development</u> Initiative 1: Focus more deliberately The President and Provost's Diversity Lecture & Cultural Arts Series	Reduce the number of annual lectures Increase the number of nationally prominent or interdisciplinary speakers Increase departmental/programmatic co-sponsors of speakers	5	4	3
			1	3	3
			1	2	4
2	Resources-People-Diversity Strategic Approach 1: <u>Diversity Professional Development</u> Initiative 2: Work with OSU partners to help sponsor diversity and social justice lectures	Increase the number of ODI Diversity Distinguished Lecture Series	2	3	4



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
3	Resources-People-Diversity Strategic Approach 2: <u>Faculty Research Opportunities</u> . Initiative 1: Provide opportunities for OSU faculty to research diversity related scholarly topics for .50 FTE	Maintain offering of one ODI Faculty Fellow annually	1	1	1
4	Resources-People-Diversity Strategic Approach 2: <u>Faculty Research Opportunities</u> . Initiative 2: Provide opportunities for OSU faculty to research diversity related scholarly topics through grants	Increase the number of faculty applicants Increase the number of total grants awarded Increase the number of grant awardees supported through Special Research Assignments (SRA)	8 7 0	12 8 2	25 10 TBD
5	Resources-People-Diversity Strategic Approach 3: <u>Student Research Opportunities</u> . Initiative 1: Engage OSU graduate students in activities to prepare for the professoriate	Increase number of students participating in the “Armed for the Academy” (Part I) annual retreat held in the fall Increase the number of students participating in the annual “Dissertation Writing Boot Camp” (Part II) held in the spring	40 TBD	45 45	100 100



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
	via two part Future Faculty Initiative				
6	Resources-People-Diversity Strategic Approach 3: <u>Student Research Opportunities</u> . Initiative 2: Implement LASER Graduate Fellow in Residence program	Establish the criteria and terms of collaboration with the Humanities Institute for the Graduate in Fellows in Residence program Increase the number of graduate student fellows Increase the number of interdisciplinary applications addressing Latino and/or Latin American related topics	X 2 1	n/a 2 4	n/a 3 6
7	Resources-People-Diversity Strategic Approach 3: <u>Student Research Opportunities</u> . Initiative 3: Award graduate and professional students grants for research on race/ethnicity,	Increase the number of grant proposals submitted for diversity-related research projects Select and fund graduate and professional student grant recipients	7 4	8 4	10 6



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
	gender, sexual orientation and/or class.				
8	Resources-People-Diversity Strategic Approach 4: <u>Diversity & Inclusion Development</u> Initiative 1: In partnership with the Senate Diversity Committee and the Diversity Officers Working Group incorporate diversity metrics into the university strategic planning process	Submit initial recommendations for measuring and reporting diversity and inclusion progress in the university strategic plan Review feedback and submit revisions on an on-going basis	X	TBD	TBD
9	Resources-People-Diversity Strategic Approach 4: <u>Diversity & Inclusion Development</u> Initiative 2: Award grants that support conferences and symposia that address diversity related issues	Increase the number of grant proposals submitted for conferences and symposia support Increase the number of proposals funded	4 3	6 4	12 4



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
10	Resources-People-Diversity Strategic Approach 4: <u>Diversity & Inclusion Development</u> Initiative 3: Track and assess the impact of co-sponsorship funding/resources for diversity programming in academic and support units	Develop tracking process for ODI co-sponsorships including allocation of fiscal resources, human resources, in-kind, advisory services, etc. Implement tracking process Assess co-sponsorship impact on diversity and inclusion programming in academic and support units	n/a	X X	n/a n/a X
11	Resources-People-Diversity Strategic Approach 4: <u>Diversity & Inclusion Development</u> Initiative 4: Conduct a comprehensive needs assessment for LGBTQ and Questioning undergraduate, graduate and professional students.	Developed assessment methodology Complete Phase One of the assessment Complete Phase Two of the assessment Complete Phases Three of the assessment Complete Data collection, reduction, analysis Deliver University Aggregate Report to MCC ODI and Regional Campuses Develop programming based on assessment data Implement programming	X X X X X X	X X X	X



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
12	Resources-People-Diversity Strategic Approach 4: <u>Diversity & Inclusion Development</u> Initiative 5: Convene diversity representatives from academic and support units to facilitate information and best practice exchange and collaboration.	Convene bi-monthly meetings of diversity representatives from academic and support units	1/quarter	6	6
13	Resources-People-Workplace Culture Strategic Approach 1: <u>Staff Professional Development</u> Initiative 1: Engage ODI staff in Open Doors anti-bias training program	Increase in number of ODI staff trained in Open Doors anti- bias training	2	4	12



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
14	<p>Resources-People-Workplace Culture</p> <p>Strategic Approach 2: <u>Climate Shaping</u>. Initiative 1: Engage faculty and staff in ADA compliance and disability climate training reflecting new regulations and providing a model for accessible for on line delivery</p>	<p>Develop ADA compliance and disability climate training</p> <p>Implement ADA compliance and disability climate training for supervisors and managers in clinical settings</p> <p>Implement ADA compliance and disability climate training for supervisors in office and skilled trade settings</p> <p>Implement ADA compliance and disability climate training for Deans & Chairs</p> <p>Implement ADA compliance and disability climate training for Instructional Faculty</p> <p>Implement ADA compliance and disability climate training for e) For practica, placement and internship programs</p> <p>Evaluate ADA compliance and disability climate training</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
15	Resources-Physical Environment Strategic Approach 1: <u>Building Renovation</u> Initiative 1: Renovation of Enarson Hall Phase One	Form internal subcommittee to address moving issue (Winter 2012) Work with Design and Construction on design, build, and delivery method (Spring 2012) Work with Design and Construction to hire local architectural firm and construction firm (Fall 2012) Conduct on-site walkthrough with Design and Construction (Fall 2012) Begin renovation (December 2012) Complete ODI office space construction (May 2013)	X X X X X	X	
16	Resources-Physical Environment Strategic Approach 2: <u>Office consolidation</u> . Initiative 1: Relocation of ODI to Enarson Hall	Have all ODI sub-units convert physical files to electronic files Reconfigure space usage by ODI sub-units in new building Move into Enarson (June 2013)		X X x	



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target	
17	Resources-Financial Sustainability - Advancement Strategic Approach 1: <u>Capital Campaign</u> . Initiatives 1-4: Include four key ODI programs in Capital Campaign	Attain ACCESS Collaborative objective	n/a	n/a	\$400,000	
		Attain Bell National Resource Center objective	n/a	n/a	\$500,000	
		Attain Hale Black Cultural Center objective	n/a	n/a	\$400,000	
		Attain Young Scholars Program objective	n/a	n/a	\$300,000	
18	Resources-Financial Sustainability - Advancement Strategic Approach #2: <u>Advancement Campaign</u> . Initiative 1: Constituent Identification for five ODI priority programs		2012 Baseline	2013	2014	2017 Target
		Create Young Scholars Program Alumni database	X			
		Create Morrill Scholarship Program Alumni database	X			
		Create Freshmen Foundation Program Alumni database	X			
		Create Bell National Resource Center Alumni database			X	
		Create ACCESS Collaborative Alumni database			X	
	Identify high profile and high wealth alumni			X		



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target	
		for advancement of YSP target programs				
		Identify approximately 15 key donors/ volunteers to organize the Hale Center Expansion Volunteer Committee		X		
		Identify ODI donor base interested in supporting Brazil Study Abroad program		X		
19	Resources-Financial Sustainability - Advancement Strategic Approach #2: <u>Advancement Campaign.</u> Initiative 2: Cultivate Prospective Donors	Develop sponsorship package for BRC Luncheon		X		
		Identify funding to enhance programmatic support		X		
		Develop case statement and sponsorship package for YSP Alumni Reunion in 2013		X		
		Develop case statement for Hale Center expansion project		X		
		Develop case statement for Brazil Study Abroad		X		
		Publish donor-cultivation edition of OSUnity magazine		X		
20	Resources-Financial	Establish TWITTER accounts for all major		X		



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target	
	Sustainability - Advancement Strategic Approach #2: <u>Advancement Campaign.</u> Initiative 3: Outreach & Engagement of Prospective Donors	programs Establish email list serves for all major programs		X		
21	Sustainability - Advancement Strategic Approach #2: <u>Advancement Campaign.</u> Initiative 4: Visit Prospective Donors	Organize donor alumni events in cities with major alumni presence Develop advancement video “packages” that highlight students, programs, history and need for support Develop relationships with organized alumni in major cities			X	X
22	Sustainability - Advancement Strategic Approach #2: <u>Advancement Campaign.</u> Initiative 5: Ask for donations	Dollar yield from 14 individuals, corporations and foundations request for donations for FY13		\$300,000		
23	Sustainability – Financial Sustainability Strategic Approach #1: <u>Resource Leverage.</u> Initiative 1:	Increase in the percentage of spaces purchased by companies for day-one of the	2012 Baseline 96%	2013 100%	2017 Target 100%	



Strategic Plan
Office of Diversity and Inclusion

	Focus Area	Metric	2012 Baseline	2013	2017 Target
	Increase the number of participating companies to maximize the use of space on both days of the Career and Job Fair	fair Increase in the number of companies that purchase space for day-two student interviews	27	30	35
24	Sustainability – Financial Sustainability Strategic Approach #1: <u>Resource Leverage</u> . Initiative 2: Explore and engage new external sponsors for the National Conference on Diversity, Race, and Learning	Dollars amount secured at the Title Sponsor (TS) level (\$6000 +) Dollar amount secure at the Second Tier (ST) sponsor level(\$250 to \$5999)	TS=\$0 ST=\$6000	TS=\$6000 0 ST=\$7000 0	TS=\$9000 ST=\$8000

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