

Task Force on Racism and Racial Inequities



THE OHIO STATE UNIVERSITY

APRIL 28, 2022



THE OHIO STATE
UNIVERSITY

Executive Summary

In June 2020, The Ohio State University announced the creation of the Task Force on Racism and Racial Inequities. The task force was charged with convening discussions and proposing action steps to help Ohio State be an even more equitable, healthy, supportive and nurturing university community. The 17-member task force includes representation by students, faculty, staff and senior leaders, and it is committed to broad engagement across the university community. The co-chairs are Dr. James L. Moore III, vice provost for diversity and inclusion and chief diversity officer, and Dr. Tom Gregoire, dean of the College of Social Work. Upon becoming Ohio State president in September 2020, Dr. Kristina M. Johnson requested that the task force pinpoint grand challenges for the university to become an institution whose values reflect unflinching principles of fairness, equity and opportunity for all – without boundaries shaped by identities, but with purpose shaped by our strategic focus on equality and excellence.

The task force engaged and gathered input from a wide range of university community stakeholders, including students, faculty and staff, through three primary committees: Call for Input Committee, Focus Groups Committee and Forums Committee. These committees administered a university-wide survey; organized seven focus groups with constituencies of students, faculty, staff and trained facilitators; and four university-wide forums. In addition, the Office of Diversity and Inclusion hosted a series of 11 panels on the student, staff and faculty experiences of Black women; Black men; the Asian Pacific Islander Desi American community; the Native American, American Indian, and Indigenous community; lesbian, gay, bisexual, transgender, queer (LGBTQ) communities of color; and the Latinx community. The task force also met with teams, offices and programs across the university, including the Wexner Medical Center, Ohio State University Police Division, Student-Athlete Support Services Office, Graduate School, Alumni Association, Office of Institutional Equity, Enrollment Services, and more. It is appreciative of all the voices it heard and is committed to carrying these messages forward through this report.

The task force learned of challenges experienced by members of our community. Broadly, students, faculty and staff engaged by the task force reported experiencing Ohio State differentially, based upon their identity, country of origin, income status and other factors. The task force also identified examples of commitment and effort on behalf of diversity, equity and inclusion throughout the university community and a frequent ambition to do more. To this end, the task force's report reflects a view that a commitment to diversity, equity and inclusion has no finish line. While the university has accomplished much in this space – including the Office of Diversity and Inclusion's work on diversity and inclusive excellence, diversity leaders' work in their respective colleges and units, and the medical center's Anti-Racism Initiatives – there is always more that the Ohio State community can and will do. To that end, the task force offers challenges and action steps with the belief that the university can become a model community for all students, faculty and staff, and a leader in transforming society through the advancement of equity, diversity and inclusion.

Finally, the task force established a pair of ad hoc committees with assistance from additional Ohio State faculty. The ad hoc committees worked to (a) develop a framework for reviewing the naming of university spaces, and (b) review the university's collaboration with Ohio Penal Industries and the use of inmate labor in the university solid waste program. Summaries of the work of the ad hoc committees are also posted on the Task Force on Racism and Racial Inequities webpage.

Task Force Membership

Co-chair **James L. Moore III**, Vice Provost for Diversity and Inclusion and Chief Diversity Officer, Executive Director for Todd Anthony Bell National Resource Center on the African American Male, and EHE Distinguished Professor of Urban Education

Co-chair **Tom Gregoire**, Dean, College of Social Work

Melissa Beard Jacob, Intercultural Specialist for American Indian/Indigenous Student Initiatives, Office of Student Life

Joyce Chen, Associate Professor, College of Food, Agricultural, and Environmental Sciences; Chair Elect of the President and Provost's Council on Women

Liv Gjestvang, Associate Vice President for Learning Technology, Office of Distance Education and eLearning *

Autumn Glover, Senior Director, Civic and Community Engagement (Wexner Medical Center)/President, PACT *

Fareedah Haroun, Professional Student, College of Optometry

Russell Hassan, Associate Professor, John Glenn College of Public Affairs

J. Marcela Hernandez, Administrative Director, Office of Postdoctoral Affairs

Sorabh Khandelwal, The Samuel J. Kiehl III, MD, Professor in Emergency Medicine, College of Medicine

Raven Lynch, Doctoral Student, College of Social Work

Bishun Pandey, Professor, Department of Mathematics, College of Arts and Sciences; Associate Dean of Marion Campus

Paul Patton, Senior Advisor to the President *

Elizabeth Patterson, Undergraduate Student, College of Arts and Sciences

Stephanie Sanders, Associate Vice President of Strategic Enrollment Planning, Office of Student Academic Success *

Emily Schriver, Senior Associate General Counsel, Office of Legal Affairs *

Andréa N. Williams, Associate Professor, Department of English, College of Arts and Sciences; Director of The Women's Place

Sara Childers (Task Force Coordinator), Director of Strategic Diversity Planning, Training, and Assessment, Office of Diversity and Inclusion

* No longer at Ohio State

Grand Challenges and Priority Action Steps

INSTITUTIONAL

Grand challenge #1: University-wide diversity, equity and inclusion plan

Ohio State is missing key opportunities to align its values related to inclusive excellence with day-to-day practices across the university. Currently, there is too much variability in how individuals experience different units across campus and inconsistency in the importance assigned to creating inclusive and equitable experiences. Therefore, the need exists to create a new diversity, equity and inclusion (DEI) plan applicable to units across Ohio State.

Priority action steps

- Charge the vice provost for diversity and inclusion or another central university leader, in collaboration with other diversity leaders across campus, with developing a cultural transformation work plan aligned with the university's [RAISE initiative](#), affirmative action obligations, the [Buckeye Portal for Inclusive Excellence](#), and a new university-wide Diversity Plan.
- Charge campus leaders and units to develop inclusive and engaging work environments for all faculty and staff, and monitor unit leaders' incorporation of these efforts into their leadership practices through engagement surveys, performance evaluations and the like.
- Direct all colleges, campuses, and administrative units to create and revise annual cultural transformation plans unique to the needs of the unit and informed by data. The plans should identify challenges, include recommendations and align metrics with the report.
- Charge the vice provost for diversity and inclusion and chief diversity officer to work with diversity leaders across the university to develop a DEI scorecard, and to pinpoint the inclusive excellence metrics that will be used.
- Provide financial and personnel resources to create and maintain the Diversity Dashboard. Locate the dashboard on the websites of the Office of Diversity and Inclusion (ODI) and the Office of Institutional Research and Planning.

Grand challenge #2: Training

Although many university units offer DEI training, Ohio State does not have a centralized resource that can ensure access to training for all who want or need it – or, at a minimum, a standard training curriculum. As such, there is a need for standardizing, incentivizing and ensuring consistent DEI training and education for all students, faculty and staff. (NOTE: This training effort would be part of the larger, university-wide DEI plan.) Training efforts could be most effective if tailored to diverse constituents at Ohio State (undergraduates, graduates, postdocs, staff and faculty). It is important that international members of our community receive training that addresses their unique needs.

Priority action steps

- Charge an ad hoc group with establishing a baseline core curriculum that reflects minimum DEI education requirements for students and employees.
- Develop and disseminate a core training curriculum that is informed by goals of knowledge gain, increased competency and increased self-efficacy in engaging in areas of DEI.
- Develop a professional development guide for continuing education in DEI after the training curriculum is completed to ensure the campus community understands that DEI is a lifelong pursuit.

Grand challenge #3: Communications

In an increasingly emotionally charged sociopolitical atmosphere, communications regarding DEI have the potential to negatively impact the experiences of underrepresented and other members of the university community. Ohio State should develop a comprehensive communications protocol or strategy in addressing DEI-related issues that emerge across the university enterprise.

Priority action steps

- Ensure that sensitive communications obtain input from diverse members of the university community, such as ODI leadership, to understand how those communications may be perceived by different groups in our community.
- Recognize the need to address the personal and emotional impact of unjust or controversial issues with the recognition that different groups experience these events in very different ways.
- Take a proactive role in listening for and addressing rumors and misinformation surrounding events, and respond in a timely way to mitigate their impact.

Grand challenge #4: Harassment and discrimination reporting

Multiple pathways exist at the university for individuals to share complaints of bias, harassment and discrimination, making it unclear at times which route to take. More robust efforts of behalf of students, faculty and staff are needed in promoting how and where to find the appropriate services, particularly those located in the [Office of Institutional Equity](#) (OIE). Continued training is also needed to increase the capacity of leaders and other community members in effectively responding to behavior that contributes to a negative climate.

Priority action steps

- Provide additional training (e.g., bystander training, ally training) to leaders and members of all units on how to respond to microaggressions and workplace incivility focused on women, employees of color, and other campus demographic communities (e.g., LGBTQ, etc.).
- Invest in new and further expand existing training resources for units on creating a more supportive and equitable culture and climate (e.g., The Women's Place Advocates & Allies for Equity initiative; the leadership training program White Men as Full Diversity Partners).

Grand challenge #5: Advancement, giving and alumni engagement

Many at Ohio State benefit from the philanthropy and other support provided by alumni and friends of the university. However, the current university structure in developing relationships with donors and alumni has not resulted in a very diverse donor base. As a result, both donations to fund programs for underrepresented community members and inclusion initiatives such as mentorship and support may be lower than they could be given the size and the reach of the university's alumni and friends network. Students, faculty, staff and alumni have called upon the university to revisit honorific naming, a specific task assigned to this task force.

Priority action steps

- Assess and reconfigure as needed advancement algorithms, and increase identification and development of prospects among people of color and underrepresented groups.

- Accelerate efforts to create innovative approaches to engaging corporations and showcasing current investments in DEI efforts at Ohio State. [The Driving Change](#) series is an excellent example of this innovation.
- Coordinate strategic events (online and face-to-face) for alumni of color and other underrepresented groups to better connect them with DEI successes and opportunities for engagement with students, faculty and staff.
- Provide the Board of Trustees and senior leaders with a proposed strategy for evaluating honorific naming to better represent the diversity and reputation of the university community.

Grand challenge #6: Procurement services

The university's total purchasing from minority vendors is approximately 4% of all expenditures. As Ohio State is a leading purchaser of goods and services in Ohio, increasing supplier diversity and overall diversity spend are important next steps to improving procurement processes and promoting the development of minority-owned businesses. (This procurement effort would be part of the larger, university-wide DEI plan.)

Priority action steps

- Encourage each unit with purchasing authority to provide, as a component of its annual diversity plan, a plan and timeline to establish goals that substantially increase its external purchasing from minority vendors.
- Invest in a Supplier Diversity Portal to help cast the university's net wider in obtaining diverse suppliers and keeping track of the suppliers, and their capabilities for the opportunities coming.
- Establish a Supplier Diversity Institute, similar to the [Supplier Diversity Institute](#) at the University of Texas, to assist in the development, stabilization and growth of diverse, minority-owned businesses to strengthen their ability to be able to become a supplier at Ohio State. Additionally, provide small grants, on a competitive basis, to minority-owned businesses to help grow their businesses and strengthen their competitiveness with becoming suppliers at Ohio State.

STUDENTS

Grand challenge #7: Campus safety climate

The task force acknowledges the complex and often conflicting views on safety and policing, and the different needs and resource contingencies at the university. This presents a challenge for students when actions that promote a greater sense of safety for some result in other members of our community feeling less safe. While we locate recommendations for safety under the student experience, we clearly recognize that these challenges also impact our faculty and staff. The university must continue to commit itself to balancing this challenge so that all feel a greater sense of safety. The task force believes that Ohio State has potential to establish itself as a leader in the empirical study of transformative approaches to equitable policing and public safety.

Priority action steps

- Hold deliberative dialogues with the Columbus Division of Police, the Ohio State Department of Public Safety and students, staff and faculty of color to allow people to share their concerns and experiences and discuss how to improve policing in Columbus.
- Develop a collaborative relationship with the city of Columbus Civilian Police Review Board.

- Create an interdisciplinary research center, based on the university's current RAISE initiative, that would focus on policing, equity and the empirical scholarship of community safety.

Grand challenge # 8: Mental health and wellness

Many students report being significantly challenged by mental health concerns. From a broad cross section of students, the task force learned that the health, isolation and fiscal challenges created by the global pandemic and the safety concerns of both students of color and international students have exacerbated concerns that already existed. A prior [commission on student mental health](#) has studied this problem and offered important recommendations that should continue to drive progress in this area.

Priority action steps

- Increase the availability of mental health clinicians, especially those who come from communities of color and those with special training and experiences in working with minoritized, marginalized and international students.
- Encourage academic units to hire embedded mental health clinicians with cross-cultural, international experience and training to be embedded in the Office of International Affairs (OIA).
- Explore and address, as needed, potential gaps in student health insurance coverage and financial aid that create barriers to students of color and other underrepresented groups seeking mental health care from providers of their choice.

Grand challenge #9: Admissions and enrollment

Ohio State continues to expand its important commitment to greater access and affordability. At the same time, opportunities exist to create a more coordinated and centralized approach to improving overall DEI responsiveness and effectiveness in enrollment, recruitment, retention and success among students of color and other underrepresented student populations. While many benefit as Ohio State fully implements its land-grant mission, there is value in recognizing the impact of the land-grant program.

Priority action steps

- Create a first-generation resource, support and outreach unit to help students of color and other student populations better transition to Ohio State and, in turn, increase their retention, academic and graduation success at the institution.
- Increase the funding years of the [Graduate Enrichment Fellowship](#) to better recruit and retain students of color and other underrepresented graduate students.
- Invest in programs, workshops and people that can help academic departments create holistic admission processes and create a holistic admission advisory group to provide guidance in supporting both educational access and diversity.
- Having established with confidence the specifically impacted tribes, provide in-state tuition scholarships for Native American and Indigenous undergraduate students who are members of tribes that were removed from Ohio by the Treaty of Greenville.

Grand challenge #10: Financial aid and scholarships

To attend Ohio State and, more importantly, complete their education, many students of color struggle to meet financial requirements and often require additional loans and/or employment. Data also

suggest that some students experience multiple periods of food insecurity. Students faced with these burdens may struggle to achieve the full benefit of an Ohio State education. Increased support is needed to help cover the gaps between existing financial aid and the total cost of college.

Priority action steps

- Launch a debt-free program initially with Pell-eligible Ohio residents and study the benefits and challenges of such a program.
- Increase availability of emergency and bridge funding for students of color, DACA students, low-income students, and other diverse student populations facing economic hardships.
- Expand the funding level for the Graduate Enrichment Fellowship from one year (first year of graduate school) to two years of funding for master's students and four to five years of funding for doctoral students.
- Consider implementing a meal plan system in which students can share or donate meal swipes or leftover swipes in their meal plans with students who are experiencing food insecurity rather than obtaining groceries from a food pantry. Seen as less stigmatizing, these models already exist at other universities.

Grand challenge #11: Academic success

At all student levels at Ohio State, retention and graduation rates differ vastly by racial groups and among low-income students. At the undergraduate level, these rates also differ by family income levels. It is critical, therefore, that the university puts an increased emphasis on student success, particularly for students of color and low-income students.

Priority action steps

- Encourage each college to review current advising and academic success strategies and monitor performance for all students with an expectation of improving outcomes for all students, especially students of color and low-income students.
- Expand the [Summer Research Opportunities Program](#) to broaden participation among underrepresented and low-income groups in graduate and professional school, and guarantee full funding if the participants are admitted to a graduate program at the university.
- Invest in the [ACCESS Collaborative](#) and other like initiatives (i.e., Child Care Access Means Parents in School Program) that offer academic and social support to low-income, single-parent students who are pursuing a college education at Ohio State.

Grand challenge #12: Student experience, belonging and inclusion

The spaces we share, and the persons we do so with, have considerable ability to build supportive living and learning communities. From university housing to DEI programming, connecting community members with vastly different identities and histories presents great opportunity. The potential exists to broaden the student experience and make Ohio State a more welcoming community by accommodating student desire for additional inclusive and affirming connections in formal and informal spaces.

Priority action steps

- Create a campus resource center for LGBTQ students that supports intersectional identity

- development, wellness and community building.
- Renovate and expand Hale Hall to ensure that ODI has capacity to serve the growing community of diverse students, staff and faculty, as well as the ability to accommodate emerging university DEI priorities.
- Determine if on-campus housing rates and residential assignments foster unintended advantages for some students and disadvantages for other students (i.e., determine why students of color may disproportionately live in certain tiers of residential halls). If needed, recommend strategies to diversify residences, especially the newer facilities.

FACULTY

Grand challenge #13: Teaching, scholarship and mentoring

Considerable variation exists in how academic units and individual instructors create supportive learning environments and engage in challenging conversations about race and equity. Greater faculty support, professional development and allocated resources would help instructors acquire important DEI knowledge and skills. This concentrated support would serve to enhance curricula; improve teaching, mentoring and advising practices; and enrich research and scholarly endeavors applicable to broader audiences.

Priority action steps

- Encourage undergraduate and graduate programs to include DEI topics and approaches in foundational or prerequisite courses for the discipline.
- Encourage the completion of the Michael V. Drake Institute for Teaching and Learning's [Teaching for Racial Justice endorsement](#), plus one additional diversity-related endorsement as a metric for tenure and promotion, as well as for other teaching personnel such as teaching assistants, graduate administrative associates, adjuncts, etc.
- Include questions regarding DEI in Student Evaluations of Instruction.

Grand challenge #14: Recruitment, retention, advancement and recognition

Across the university, the representation of faculty of color has remained low, especially those faculty who identify as African American, Latinx, Native and Indigenous, etc. In a review of the data, opportunities for better retention, promotion and salary adjustments for some individuals in the university community remain. Greater attention needs to be placed on developing a comprehensive plan to recruit, hire, retain, advance and recognize the contributions of faculty of color, women and other underrepresented groups.

Priority action steps

- Fund and implement the university's RAISE initiative.
- Enable current faculty to transition into opportunities created under the RAISE initiative to create opportunities for current faculty to redefine their research foci and distribution of effort across research, teaching and service.
- Ensure that start-up packages are transparent and distributed equitably within and across units. When there is very little guidance and transparency of the distribution of faculty resources and no accountability system in place for decision makers (e.g., dean or department chairs), there is potential for unconscious bias to emerge. Start-up packages are critical for the success of faculty,

- especially beginning faculty; therefore, more attention to start-up packages is critical.
- Revise annual faculty reporting requirements and performance evaluation metrics to include activities in service of DEI.
 - Review current approaches to supporting dual career hiring and consider extending opportunities to key staff positions.
 - Ask unit leaders to conduct periodic comparative salary reviews regarding race, gender, etc. – and collaborate with Human Resources on correcting persistent disparities.

STAFF

Grand challenge #15: Recruitment, retention, advancement and recognition

Not feeling valued and appreciated was a regularly reported experience of many university staff of color, women and other underrepresented groups. Staff also reported a lack of professional growth opportunities. Ohio State has opportunities to address these issues and help to bolster recruitment and retention among university staff members, whose work is critical to supporting students and faculty, as well as a wide array of Ohio State programs and initiatives.

Priority action steps

- Instruct leaders to assess and respond to identified inequities in recruitment, retention and promotion of staff of color, women and other underrepresented groups.
- Create an Administrative Fellows Program similar to the Pennsylvania State University [model](#) that releases staff from regular duties to fulfill short-term, intensive administrative and leadership development opportunities, allowing staff from underrepresented backgrounds and women to gain skills, relationships and career mobility into higher education administration.
- Hire an empowered staff ombudsman, with a focus on diversity, equity, inclusion and justice, devoted specifically to staff concerns.
- To further ensure that each unit's compensation remains equitable with respect to race, gender and other measures, ask unit leaders to conduct periodic comparative salary reviews in collaboration with Human Resources and address any identified disparities.

Addendum

Additional action steps for consideration

INSTITUTIONAL

University-wide diversity, equity and inclusion plan

- Expand the talent acquisition team to allow the development of these tools, engagement of a Human Resources representative in all searches, and deployment of best practices.
- Develop a scorecard and ask each unit to have inclusive excellence metrics with established goals and report on metrics annually.
- Have cultural transformation plans and progress toward results submitted annually for review and feedback by ODI. Performance in this area should inform annual review and retention decisions.
- Ask colleges, campuses and administrative units to track their DEI investments and engagements in the Buckeye Portal for Inclusive Excellence.
- Consider a Board of Trustees resolution or university-wide statement indicating strong support for greater diversity, inclusion and equity for senior leader positions.

Training

- Create a hard- or dotted-line reporting structure for diversity educators to their home units and ODI.
- Assess and catalog existing university-wide and unit specific offerings on DEI.
- Conduct a periodic (three to five years) assessment of the current offerings and modify as needed to remain aligned with current challenges on campus and in society.

Communications

- Continue to employ the Public Safety Advisory Committee to provide input and guidance for communications efforts.

Harassment and discrimination reporting

- Promote through communication and training the pathways and resources available to address resolution of concerns related to harassment and discrimination.
- Standardize reporting on the number and type of complaints and their resolutions across offices, with a goal of identifying themes that can inform training and a consistent university response.
- Conduct periodic assessments/surveys of employee experiences with microaggression and workplace incivility.

Advancement, giving and alumni engagement

- Require DEI training for alumni affairs and development professionals in the Office of Advancement and across the university enterprise.
- Coordinate strategic events (online and in person) for alumni of color and other

underrepresented groups to better connect them with DEI successes and opportunities for engagement with students, faculty and staff.

- Assist the Board of Trustees and senior leaders with a proposed strategy for evaluating honorific naming to better represent the diversity and reputation of the university community.

Procurement services

- Obtain baseline data on peer institutions' current rate of spending with minority vendors and share with accountable units.
- Employ baseline data to inform goal setting and aspire for a substantial increase in the university total linking goal attainment to reviews of senior leaders and managers.
- Monitor university and unit spending outcomes in a dashboard of data pulled from the university's enterprise resource system and visible across units.
- Create an Ohio State-led supplier development program like the one at [Tuck School of Business at Dartmouth](#) – expanding upon the current Ascend Columbus program at Fisher College of Business to focus on equipping smaller entrepreneurial programs to work with Ohio State and helping to grow established businesses within our region of schools through the Big Ten purchasing committee.
- Require all RFPs and vendor contracts to include core assessment questions to identify past record of and ongoing commitment to diversity enhancement strategies in the procurement process.

STUDENTS

Campus safety climate

- Conduct periodic assessments of students, faculty and staff about their policing experiences, both on campus and off campus.
- Create professional leave/special assignment and seed grant programs in which faculty can concentrate on unique research, service, outreach and/or teaching endeavors focused on policing and safety.
- Provide academic units resources to create continuous education programs for current police officers that focus on community relations and working with diverse communities.

Mental health and wellness

- Expand mental health awareness training to faculty, staff and students to help them recognize psychological warnings or symptoms and how to refer students for assistance.
- Expand communications, advertising and outreach to students about mental health and well-being services available to students, both on campus and off campus.
- Explore potential collaborations between Counseling and Consultation Service and the College of Education and Human Ecology, College of Social Work, College of Nursing, Department of Psychology, and Department of Psychiatry and Behavioral Health to expand mental health services to students.

Admissions and enrollment

- Support the development of college-specific recruitment plans and activities tailored to students from underrepresented backgrounds.

- Provide greater funding to ODI to increase personnel to support and mentor more students from underrepresented backgrounds and/or following nontraditional paths to higher education.
- Benchmark peer institutions regarding the use of standardized tests and holistic review in admission decisions.
- Continue to provide implicit bias training to all reviewers, assess scoring rubrics and other practices for the potential to impact admissions for students of color and economically disadvantaged students.
- Rename ODI's Morrill Scholarship Program and acknowledge the painful history of removing Native and Indigenous People from their lands for the creation of land-grant universities.
- Develop recruiting relationships with reservations and tribal colleges in neighboring states and beyond.
- Approve use of a Land Acknowledgement statement in e-mail signatures for faculty and staff to promote greater awareness of Native and Indigenous People and their presence in both the past and present.

Financial aid and scholarships

- Expand the [Young Scholars Program](#) to include additional urban and rural Ohio districts, located near the four regional campuses, with investment in personnel and fiscal resources in ODI.

Academic success

- Provide funding for full-time personnel and programmatic resources in ODI to increase the capacity to offer specialized support services, programming and professional development for graduate students receiving Graduate Enrichment.
- Develop new programming to encourage interaction, integration and collaboration among international and domestic students outside the classroom (e.g., local field trips, study away, STEP cohorts and living-learning communities).
- Expand the capacity of OIA's Global Engagement team to offer success coaching and targeted programming to international students and increase collaboration with ODI to leverage its current infrastructure, experiences and successes to deliver services and programming at scale.
- Charge the Office of Student Academic Success with developing a university-wide student success plan, in collaboration with representatives from the accountable units and other appropriate units.

Student experience, belonging and inclusion

- Create and coordinate ongoing university-wide events (virtual and traditional) for international students to connect with international faculty, postdocs and staff across Ohio State, as well as international alumni.
- Create an international student resource center or lounge to foster a greater sense of belonging among international students.

FACULTY

Teaching, scholarship and mentoring

- Compile and publish reading lists, by discipline, highlighting scholars from minoritized and underrepresented backgrounds and publication outlets focused on issues of racism, sexism,

inequality, oppression, diversity, equity and inclusion.

- Charge the Drake Institute with creating an inclusive excellence teaching and advising endorsement, and incentivize faculty and other teaching personnel, such as teaching assistants, graduate administrative associates, adjuncts, etc., to complete the endorsement.
- Continue to fund incentives for instructional redesign through the Drake Institute to encourage instructors to devise more inclusive syllabi and classroom practices.
- Incentivize completion of the research mentorship training endorsement coordinated by the Office of Postdoctoral Affairs and available through the Drake Institute, and/or other related professional development, to learn evidence-based practices for advising students from minoritized, underrepresented and low-income backgrounds.
- Ask that all faculty who agree to serve as an advisor to any university-funded fellowship recipient submit a mentoring plan to their academic unit leadership for approval that considers the student's individual development plan.
- Ask that units receiving Graduate School fellowships document activities to improve mentoring and inclusion of underrepresented students in their diversity action plans.

Recruitment, retention, advancement and recognition

- Continue to support the Seed Fund for Racial Justice, with a continuing annual investment of \$1 million to help address racial and social inequities.
- Create and fund more term-limited, named professorships, like ODI's Hazel C. Youngberg Trustees Distinguished Professorships, to recruit, retain and support diverse faculty members and their research, teaching and service.
- Increase recognition of scholarship and leadership on issues related to race, gender, diversity, equity and inclusion (e.g., awards, publications, interdisciplinary projects, external grants).
- Create and fund a [Diversity Scholars Network](#), like the University of Michigan, to better connect researchers and scholars whose research and creative inquiry focuses on race, identity, difference, culture, power, inequality, etc. (Such a network would give scholars access to a cross-university scholarly community and could foster greater opportunities for collaborations and collective impact.)
- Create incentives for faculty to invest time, effort and resources to support a broader range of scholarly activities, including interdisciplinary research; innovative teaching methodologies; promotion of diversity, equity and inclusion; mentoring; and other forms of service.
- Fund a collaboration with ODI, the Office of Postdoctoral Affairs and the Office of Academic Affairs (OAA) to create an inclusive excellence postdoctoral fellows program, like the program created in Ohio State's College of Education and Human Ecology (i.e., Dean's Diversity Postdoctoral Fellows Program).
- Align OAA policies and procedures regarding the APT process with Faculty Rules concerning promotion and tenure (e.g., revise policies to allow external evaluators to review and comment on teaching and service activities in addition to scholarship).
- Revise current requirements to allow faculty to include childcare or caregiving expenses as a budget line item for faculty travel expenses and grant funding, offsetting barriers to single parents and other caregivers.
- Revise policies to be more inclusive of nontraditional family members and caregiving/support networks.
- Revise OAA policies and Faculty Rules regarding promotion and tenure to provide greater guidance and transparency around the use of part-time tenure track options as well as other options for extending the probationary period.
- Enhance and further communicate about programs to support incoming faculty such as

emergency loan funds, and to expedite Human Resources and payroll processes so that faculty – especially new faculty – are offered cash advances or reimbursed within two to three weeks for relocation expenses.

- Create a university-wide faculty leadership program, like Pennsylvania State University, with opportunities for faculty of color, women and other underrepresented groups.
- Encourage each college and unit to identify faculty of color, women and/or other underrepresented groups as potential faculty fellows.

STAFF

Recruitment, retention, advancement and recognition

- Revise annual merit evaluation to incorporate individual contributions to DEI and identify opportunities for staff development in this area.
- Announce newly developed opportunities and promotion potential to employees and allow for inclusive promotion.
- Create a more robust internal recruitment process to ensure employees are aware of opportunities.
- Implement a paid degree-completion leave program for those individuals who are working on their associate or bachelor's degree and need fewer than 30 credit hours to complete their degrees.
- Create a salary appeal process for staff comparable to faculty and disseminate the new process widely across campus.

Talent acquisition, employee relations and professional development

- Review all job postings for their potential to limit the applicant pool or discourage potentially qualified individuals from applying and write inclusive job postings that broaden search criteria and focus on skills needed to do a job.
- Encourage outside search firms to bring forth diverse pools of candidates.
- Review the level of knowledge and skill on conducting diverse searches of talent acquisition specialists and update as needed.
- Create a transparent and trusted model for analyzing and reporting salary data for faculty and staff.
- Offer career counseling and professionalization services to university personnel to support job readiness, career planning and leadership development.
- Provide resources to implement university-wide Employee Resource Groups to foster a sense of belonging and community among participants.

Advancement, giving and alumni engagement

- Develop a comprehensive university strategy, with specific metrics, to prioritize DEI in advancement and marketing campaigns and fundraising activities.
- Increase the potential of advancement to support unit and university diversity and equity initiatives and foster increased positive relationships with alumni of color. Create special branding, marketing and communications that increase university engagement with prospective college students of color and current alumni of color.
- Continue to increase representation of diverse students, faculty, staff and alumni in the Alumni Magazine and in other popular university publications.

- Continue to prioritize and further increase engagement of alumni around learning opportunities focused on DEI issues.
- Promote the institution's DEI priorities and existing portfolio to corporations to foster mutually beneficial partnerships and obtain potential funding for new and existing DEI programming. Seek opportunities to recruit and advance diverse advancement staff to help secure major gifts from alumni of color and other underrepresented groups.
- Increase advancement's knowledge regarding DEI efforts, programs and resources across the university enterprise.
- Encourage every unit engaged in fundraising to outline DEI priorities in some of the broad areas.
- Discuss with donors acceptable ways to target their personal giving to underrepresented groups and endeavor to develop strategies to make such designations possible.
- Pursue opportunities and partnerships for further engagement and philanthropic activity among smaller donors to support recognition of underrepresented and historically disadvantaged members of the university community.