



University of Cincinnati Diversity Plan 2011–2016

UNIVERSITY OF

Cincinnati



Diversity Definition

The University of Cincinnati recognizes a very broad and inclusive concept of diversity that includes commonly recognized considerations such as race, ethnicity, gender, age, disability status, socioeconomic status, gender identity and expression, sexual identity, sexual orientation, religion, and regional or national origin. Going forward, we want to emphasize that UC's concept of diversity will retain the capacity to grow with our understanding.



"I have a reputation for saying that the University of Cincinnati is the #hottestcollegeinamerica. I don't just say it, in fact, I believe it. And one of the greatest attributes that makes us such a great university is our diversity. Our campus community encompasses people of all different races, ethnicities and genders along with individuals from all walks of life and a multitude of cultures, backgrounds and beliefs. This inclusiveness makes UC a mirror of the world in which we live.

At UC, our mission statement points out that inclusion is part of our purpose, and in our Diversity Plan we embrace the notion that our university cannot truly achieve excellence if we are not also truly diverse. Excellence and diversity go hand in hand. We acknowledge that while we have a long-standing history of diversity and a commitment to diversity, we always have room for improvement. Our Diversity Plan places us on a path for continuous improvement and reminds us that we each have a personal role in creating an environment that welcomes and affirms diversity in all its forms.

Our UC community can take pride in the fact that our university has received honors for our diversity efforts – an award given for the very first time by Insight into Diversity Magazine recognized UC and 47 other colleges and universities for Higher Education Excellence in Diversity. Another award, from the South Central Ohio Minority Supplier Development Council, named UC the Corporation of the Year for its efforts in improving its relationships with minority vendors.

While awards are nice, what remains most important is that each of us recognizes the unique contributions we can make to foster a university community that welcomes and embraces diversity."

Santa J. Ono, President
University of Cincinnati



"The unique backgrounds, talents, and expertise of members in our university community will bring our Diversity Plan to life as an illustration of inclusive excellence. The intentionality of our efforts will underscore our core values and university imperatives to have a dynamic, collaborative enterprise that successfully competes on the world's stage. This is an exciting time for the University of Cincinnati as we shape the future of higher education. Our accomplishments are many, but there is still much work to be done. I am optimistic about all that can be achieved through our collective effort and invite you to join us on this journey."

Bleuzette Marshall
Interim Chief Diversity Officer



"At the University of Cincinnati, our commitment to diversity is integral to our public mission of recruiting, welcoming and nurturing students, faculty and staff who broaden the educational experience and contribute to excellence in all that we do."

Beverly Davenport
Senior Vice President for Academic Affairs and Provost

Executive Summary

Goal I: The University of Cincinnati will attract, retain and graduate academically prepared students who reflect a wide range of diversity.

Objective A: Recruitment - UC will invest in vigorous and effectively targeted outreach and recruitment to attract a sufficiently diverse applicant pool to undergraduate and graduate programs.

Objective B: Admission - UC will incorporate strategies and “best practices” into the current admissions process to increase diversity in the confirmed undergraduate and graduate student pool.

Objective C: Undergraduate Retention & Graduation - UC will develop and implement a plan to move all undergraduates to retention and graduation targets stated in UC2019 resulting in no performance gaps between underrepresented students and majority students.

Objective D: Graduate Retention & Graduation – UC will develop and implement a plan to improve degree completion for underrepresented professional (law, medicine, and pharmacy) masters and doctoral candidates.

Goal II: All colleges and departments at the University of Cincinnati will attract, retain, and promote an increased number of historically underrepresented and other diverse faculty in tenure and clinical track positions, including faculty at advanced ranks.

Objective A: In five years, every college will increase the percentage of African American, women and other traditionally unrepresented faculty of color in tenure-track positions consistent with college goals established as part of the implementation of the UC Affirmative Action Plan.

Objective B: Colleges and departments will develop and implement strategies to retain a diverse faculty through the probationary period leading up to and beyond the tenure decision.

Goal III: The University of Cincinnati will recruit, retain and promote historically underrepresented staff for professional, mid-level and senior leadership positions.

Objective A: UC will increase the number of African Americans and the number of people of color in professional and mid-level management positions which include first level supervisor and director positions in the university consistent with targets identified in the UC’s Affirmative Action Plan.

Objective B: UC will increase the number of women, African Americans and people of color represented in senior-level positions, including deans, vice presidents, and high level administrative and academic personnel, consistent with targets identified in the UC’s Affirmative Action Plan.

Goal IV: The University of Cincinnati will create and support a learning and work environment that reflects the university’s mission which includes a commitment to excellence and diversity.

Objective A: Increase education and professional development related to diversity and inclusion for students, faculty and staff.

Objective B: Improve quality and scope of communications plan regarding diversity initiatives.

Objective C: Develop and maintain systemic climate assessment processes and tools to monitor and improve departmental, college and university climate.

Goal V: The University of Cincinnati will increase supplier diversity and strengthen its community partnerships with particular focus on the inclusion of historically underrepresented and other diverse constituents for the benefit of both the community and the university.

Objective A: Establish and monitor annual goals for spending with women and minority suppliers in all categories of purchasing activities.

Objective B: Develop and strengthen partnerships with diverse communities and groups locally, nationally and internationally.

Goal VI: The University of Cincinnati will develop and implement a comprehensive, integrated, university-wide system of accountability and assessment that will evaluate and quantify institutional performance in relation to these diversity goals at all levels.

Objective A: Determine the appropriate organizational model (blended or stand alone) to execute the responsibilities of the Chief Diversity Officer.

Objective B: Academic and administrative units will be responsible for reporting progress on established goals and objectives.

Introduction

As a public institution of higher education, the University of Cincinnati (UC) has an unquestionable interest in the creation of a diverse university community and believes excellence and diversity go hand-in-hand. UC's mission statement underscores this relationship and recognizes diversity as critical to our success as a public, urban, research intensive university. "Institutional excellence begins with deep connections between diversity work and institutional mission".ⁱ The educational benefits of a widely diverse campus community are many, including but not limited to exposure to multi-dimensional aspects of individuals and groups, opportunities to examine stereotypes, variances in perspectives and thinking which ultimately enhance the learning and teaching process.

The Association of Public and Land-grant Universities (APLU)/American Association of State Colleges and Universities (AASCU) formed a Task Force on Diversity that developed a 2005 report "Now Is the Time: Meeting the Challenge for a Diverse Academy," which provided inspiration and guidance to the University of Cincinnati in its diversity aspirations. (Chairing this task force was Gregory Williams, who later became UC's president.) The report summarizes the compelling importance for diversity in terms that are once again affirmed through this plan.ⁱⁱ

First, a diverse campus is essential to fulfilling the learning imperative of an urban, public university. It introduces students and faculty to broad perspectives and ideas, fosters critical analysis and opens vistas for scholarly inquiry.

Second, a diverse campus is essential to our efforts of producing a vital workforce — fulfilling the economic imperative of an urban, public university.

Third, a diverse campus is essential in preparing students for effective citizenship in an increasingly diverse America and world and to fulfilling the public university's democracy imperative.

Fourth, identified specifically to UC in the 2007 Report of the President's UC|21 Diversity Task Forceⁱⁱⁱ, "a diverse campus, with a culture that fosters diversity, is essential to the effective engagement with our community which makes us strong." This document outlines a concrete plan to deliver on these beliefs. The plan presented here builds on the efforts of many people over the past five years and reflects the work of others who have pursued this university-wide initiative.

In 2004, during the early stages of implementation of UC's strategic vision, UC|21: Defining the New Urban Research University^{iv}, it was widely recognized that the plan lacked sufficient attention to diversity. Dr. Mitchel Livingston, Vice President for Student Affairs and Services, made a formal request to former President Nancy Zimpher to convene a task force to address

this deficit in UC|21. In 2005, the President's UC|21 Diversity Task Force was formed, co-chaired by former President Nancy L. Zimpher and distinguished alumna, Marian A. Spencer, with a steering committee chaired by Louis D. Bilonis, Dean of the College of Law. Throughout 2006, this task force engaged in an assessment of UC's progress toward diversity and presented a report of recommendations to the executive committee of the President's Cabinet.

The task force recognized a very broad and inclusive concept of diversity that included commonly recognized considerations such as race, ethnicity, gender, age, disability status, socioeconomic status, gender identity and expression, sexual orientation, religion, and regional or national origin. The task force also stressed that UC's concept of diversity should retain its flexibility in an ever-changing environment that is inclusive of differences. While recognizing important relationships to the ongoing work of other campus groups, the focus for the initial task force in 2005 and its report was on race and ethnicity among faculty, staff and students at UC.

In response to a recommendation from the UC|21 Diversity Task Force, President Zimpher assigned the responsibilities of a chief diversity officer to Vice President Livingston. In 2007, the President's Diversity Council was convened, also in response to a recommendation from the task force. Following the direction of the task force, the council devoted its first years to acting on task force recommendations with the initial emphasis on race and ethnicity. By mid-2009, the Diversity Council had addressed 34 of the original 52 recommendations identified by the task force and raised the level of attention to diversity and inclusion across the University resulting in:

- development of the new, diversity-reflective, university mission statement;

The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research. We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our University, city, state and global community.

- distribution of incentive grants funded from the President's Diversity Council and through the Office of the Provost to support diversity activities throughout the university

- inauguration of an annual Diversity Conference through the office of the Chief Diversity Officer^v;
- creation and publication by University Relations of a special, diversity-themed issue of UC Magazine^{vi};
- collection and dissemination by the VP for Student Affairs and Chief Diversity Officer of a diversity inventory to catalog programs and initiatives throughout the institution^{vii};
- creation of a template designed to incorporate objectives related to diversity into the university planning process at the unit level;
- revitalization by the Dean of Arts and Sciences of the Department of Africana Studies with a new department head and five new faculty lines;
- establishment of the first Student Affairs and Services LGBTQ (Lesbian, Gay, Bisexual, Transgendered, Queer/Questioning) Center, with the hire of a professional program director;
- revision of the university statement on affirmative action initiated by the President's Diversity Council and approved by the University Board of Trustees;
- enhancement of academic and executive search processes to ensure a search pool that is diverse and inclusive, at the direction of former UC President Gregory H. Williams.

For much of 2009, the Diversity Council was engaged in discussion concerning the content and form of an institution-wide diversity plan. That discussion led to the selection of a working group charged with drafting a five-year plan that would reflect the Council's deliberations.

This UC Diversity Plan reflects a broad and inclusive concept of diversity and communicates clearly that diversity must be supported not only by each office and college of the university, but by all individuals within the campus community and larger community of constituents. The plan describes six goals relating to diversity. The six goals collect and organize not only the recommendations of the initial Diversity Task Force, but also the efforts of the President's Diversity Council to date. Each goal is supported by specific and measurable objectives to ascertain progress toward goals. The goals are not presented in order of priority; however, accountability measures and specific recommendations for oversight are included in this document as evidence of the University's commitment to progress and achievement over five years in all six of the goal areas.

Parallel to the development of this document, the University engaged in a review of the UC|21 strategic vision. In September 2010, the University adopted a new strategic plan, UC 2019► *Accelerating Our Transformation*, that builds on the momentum of its predecessor plan, UC|21. The strategic plan includes three significant developments for the promotion of diversity:

- identification of diversity as an operational principle of the university, affecting all aspects of its operation, and an essential factor in assessing individual and unit progress;
- incorporation of this Diversity Plan into UC2019;
- inclusion of diversity in the President's annual report card that is presented to the University Board of Trustees.

Under President Santa J. Ono's leadership in 2012, the plan will enhance the vitality of the campus through the work of dedicated professionals with a commitment to diversity, inclusion and excellence in all aspects of university life. It is the belief of the University of Cincinnati community that diversity is not just about numbers, statistics and demographics; it is much more than compliance with laws and directives. Diversity envelops culture, inclusion and the creation of an environment that supports differences and affirms each individual's value, potential and contribution to the UC community.

The document that follows reflects the extraordinary commitment of the working group in consultation with many individuals and organizations across campus. This plan is presented with great faith in the ability of the University of Cincinnati to achieve the goals outlined here, compelled by adherence to the principles of a just community and by the call of our own better nature.

Following each goal statement is a recommendation for leadership. The President will assign lead responsibility for each goal contained in this plan. Suggestions for lead responsibility are included for the President's consideration. While each member of the UC community has a role in creating an environment where individuals flourish and diversity in culture and thought is valued, designation of a lead role is necessary for purposes of accountability and progress. Implementation of the University Diversity Plan will begin in FY2012.

Goal I: The University of Cincinnati will attract, retain and graduate academically prepared students who reflect a wide range of diversity.

Lead Responsibility — Vice President for SAS, Provost

Objective A: Recruitment — UC will invest in vigorous and effectively targeted outreach and recruitment to attract a sufficiently diverse applicant pool to undergraduate and graduate programs.

5-year outcome: In five years, UC's applicant pool for undergraduate students of color will minimally reflect or surpass relevant racial/ethnic proportions of high school graduation classes qualified for admission.

Recommended Strategies:

Strategy 1. Strengthen pre-collegiate programs designed to raise the level of academic preparedness of students in area schools who will be attending college in the next five years.

Strategy 2. Increase need-based scholarship funding for underrepresented students with particular attention to women and students of color in STEMM (Science, Technology, Engineering, Math and Medicine) majors.

Strategy 3. Increase the number of participants in the Darwin T. Turner Scholars Program^x.

Strategy 4. Increase the capability of the undergraduate Office of Admissions to recruit traditionally underrepresented students.

Strategy 5. Provide targeted outreach to underrepresented groups in high schools and guidance counselors to explain the admissions process and encourage early submission of applications.

Strategy 6. Create an on-campus visitation program for high school juniors and seniors with a focus on the recruitment of a diverse student population.

Strategy 7. Increase the opportunities for prospective graduate and professional school candidates to visit UC and participate in university and discipline-based programs.

Strategy 8. Increase access to undergraduate research experiences including McNair.

Strategy 9. Increase funding for graduate assistantships aimed at increasing diversity in the graduate student population, including the Yates Program.

Strategy 10. Increase the capability of graduate programs to recruit students from groups underrepresented in graduate education.

Objective B: Admission — UC will incorporate strategies and “best practices” into the current admissions process to increase diversity in the confirmed undergraduate and graduate student pool.

5-year outcome: In five years, the yield of confirmed admissions for undergraduate students of color will minimally reflect or surpass relevant racial/ethnic proportions of high school graduation classes qualified for admission.

Recommended Strategies:

Strategy 1. Undergraduate Admissions and UC International will continue executing the International Student Recruitment Plan.

Strategy 2. Enrollment Management will continue to deploy aid leveraging strategies to increase yields from underrepresented populations.

Strategy 3. The university will consider becoming ACT/SAT optional for students with a high school GPA above a 3.0.

Objective C: Undergraduate Retention & Graduation — UC will develop and implement a plan to move all undergraduates to retention and graduation targets stated in UC2019 resulting in no performance gaps between underrepresented students and majority students.

5-year outcome: In five years, the first-year retention rate for undergraduate, underrepresented students of color will be 90% and the six-year graduation rate will be 75%.

Recommended Strategies:

Strategy 1. Provide enrolled undergraduate students with the necessary academic support services to raise the performance of those not achieving institutional targets.

Strategy 2. Restructure curriculum and course offering patterns on regional campuses to increase appropriate course selection, use of academic support programs and timely completion of degree requirements.

Strategy 3. Increase academic resources and support for students on regional campuses to improve retention and degree completion for underrepresented populations as well as matriculation rates to baccalaureate programs.

Strategy 4. Strengthen academic support and tutoring for undergraduate English language learners.

Strategy 5. Review and expand allocations for need-based financial aid for students transitioning from Cincinnati State, UC Blue Ash and UC Clermont Colleges.

Strategy 6. Assure non-traditional students, including student parents, have knowledge of university and community resources.

Strategy 7. Increase the likelihood of academic success for first generation, economically challenged and low-income students in their first two years at UC.

Objective D: Graduate Retention & Graduation — UC will develop and implement a plan to improve degree completion for underrepresented professional (law, medicine, and pharmacy) masters and doctoral candidates.

5-year outcome: In five years, the degree completion rate for underrepresented graduate and professional students will reflect the national average by discipline.

Recommended Strategies:

Strategy 1. Maintain participation in the Council of Graduate Schools PhD Completion Project.

Strategy 2. Establish the Center for Graduate Student Development to provide offerings tailored to support success during graduate and professional school experiences.

Increase the number of participants in the Darwin T. Turner Scholars Program.

Strategy 3. Develop an online annual progress report. Information will include evaluative comments on the achievements toward the goals of the previous year and the setting of goals for the next year.

Strategy 4. Establish an electronic portfolio for all graduate students that can include coursework, annual reviews, teaching materials, thesis or dissertation proposal, research products of any kind, and other relevant items.

Strategy 5. Collaborate with the Center for Teaching and Learning to enhance faculty programming on mentoring. Find ways to “pair” junior professors with senior professors who can provide successful mentoring experiences.

Strategy 6. Discuss characteristics of outstanding dissertations to provide a transparency that helps students know what is required. Provide departmental and university-level recognition for one or two “superior” dissertations each year.

Strategy 7. Assure adequate access to information and resources to support integration into the UC community for entering graduate students and their families.

Goal I Indicators — Student recruitment, retention and graduation

In year one, a comprehensive assessment and evaluation process should be developed. Qualitative and quantitative data should be analyzed, distributed and reviewed at least annually. Indicators including but not limited to the following should be analyzed over time for progress. Frequency of data collection will vary by indicator.

- National Survey of Student Engagement (NSSE) and Student Satisfaction Inventory (SSI) results — select questions
- Undergraduate enrollment by gender/race/ethnicity/nationality, college and major
- Shifts in majors by college
- First year retention rate by gender/race/ethnicity and college
- 4-year, 5-year and 6-year graduation rates
- Graduate/professional degree enrollment and completion by gender/race/ethnicity and field/discipline
- Undergraduate and graduate aid recipients by gender/race/ethnicity, income and first generation status

Goal II: All colleges and departments at the University of Cincinnati will attract, retain, and promote an increased number of historically underrepresented and other diverse faculty in tenure and clinical track positions, including faculty at advanced ranks.

Lead Responsibility — Provost, Deans

Objective A: In five years, every college will increase the percentage of African American, women and other traditionally underrepresented faculty of color in tenure-track positions consistent with college goals established as part of the implementation of the UC Affirmative Action Plan.

5-year outcome: In five years, the university will increase the percentage of tenure-line faculty who are African American and women.

Recommended Strategies:

Strategy 1. Provide assistance to search committees in creating diverse applicant pools by identifying resources needed to attract, recruit and retain underrepresented faculty in tenure-track positions.

Strategy 2. Maximize visiting professorships to build relationships with candidates from underrepresented groups and to build relationships with faculty at colleges and universities that historically serve underrepresented populations.

Strategy 3. Develop an incentive pool of funds to support college and department hiring and retention efforts.

Strategy 4. Use “best practice” human resource firms for critical hires to improve recruitment and retention success.

Objective B: Colleges and departments will develop and implement strategies to retain a diverse faculty through the probationary period leading up to and beyond the tenure decision.

5-year outcome: In five years, the university will increase the percentage of tenured faculty who are African American and women.

Recommended Strategies:

Strategy 1. Develop a faculty mentoring program implemented at the college level to facilitate retention of faculty members in underrepresented groups.

Strategy 2. Develop a cluster pre- and/or post-doc program to attract and retain faculty from underrepresented groups.

Strategy 3. Assertively implement processes to monitor the diversity of applicant pools for faculty.

Goal II Indicators — Faculty recruitment, retention and promotion

In year one, a comprehensive assessment and evaluation process should be developed. Qualitative and quantitative data should be analyzed, distributed and reviewed at least annually. Indicators including but not limited to the following should be analyzed over time for progress. Frequency of data collection will vary by indicator.

- Full-time faculty diversity by rank, tenure, gender/race/ethnicity, college and department
- Turnover rates by gender/race/ethnicity within colleges
- Tenure success rates by gender/race/ethnicity within colleges
- Qualitative data indicating faculty retained/exited UC

Increase the percentage of tenure-line faculty who are African American and women.



Goal III: The University of Cincinnati will recruit, retain and promote historically underrepresented staff for professional, mid-level and senior leadership positions.

Lead Responsibility — Vice Presidents

Objective A: UC will increase the number of African Americans and the number of people of color in professional and mid-level management positions which include first level supervisor and director positions in the university consistent with targets identified in the UC's Affirmative Action Plan^{xi}.

5-year outcome: In five years, UC will have reached employment targets for mid-level positions identified in the most current Affirmative Action Plan.

Recommended Strategies:

Strategy 1. Implement strategies designed to improve the search and recruitment process for staff, in particular, underrepresented groups at the unit/department level.

Strategy 2. Expand the knowledge and skill base of the newly formed Equal Opportunity coordinators group.

Strategy 3. Increase both unit-level and university-level opportunities for professional development.

Strategy 4. Increase staff awareness of promotion requirements and career paths within the university.

Strategy 5. Assure all new hires are aware of UC policies and practices and have access to appropriate programs and support for work/life balance.

Strategy 6. Assure employees are aware of campus and community-based affinity groups and opportunities for networking.

Objective B: UC will increase the number of women, African Americans and people of color represented in senior-level positions, including deans, vice presidents, and high level administrative and academic personnel, consistent with targets identified in the UC's Affirmative Action Plan.

5-year outcome: In five years, UC will have reached employment targets for senior-level positions identified in the most current Affirmative Action Plan.

Recommended Strategies:

Strategy 1. Assertively implement newly revised processes to increase the diversity of applicant pools for senior management positions.

Strategy 2. Develop succession plans and professional development designed to provide leadership experiences and an awareness of promotion opportunities.

Strategy 3. Use “best practice” human resource firms to improve recruitment and retention for critical senior hires.

Strategy 4. Establish and strengthen mentoring programs.

Strategy 5. Monitor turnover staff rates by gender and race/ethnicity and take appropriate steps to improve.

Goal III Indicators — Professional, administrative and executive staff recruitment, retention and promotion

In year one, a comprehensive assessment and evaluation process should be developed. Qualitative and quantitative data should be analyzed, distributed and reviewed at least annually. Indicators including but not limited to the following should be analyzed over time for progress. Frequency of data collection will vary by indicator.

- Staff diversity by level, by gender/race/ethnicity, and by college/department
- Recruitment and retention of African Americans in professional, administrative and executive positions
- Turnover rates of senior or critical hires

Implement strategies designed to improve the search and recruitment process for staff, in particular, underrepresented groups at the unit/department level.

Goal IV: The University of Cincinnati will create and support a learning and working environment that reflects the university's mission which includes a commitment to excellence and diversity.

Lead Responsibility — Chief Diversity Officer

Objective A: Increase education and professional development related to diversity and inclusion for students, faculty and staff.

5-year outcome: In five years, qualitative and quantitative data from UC students, faculty and staff will demonstrate increased awareness and capacity as well as organizational improvement related to diversity and inclusion.

Recommended Strategies:

Strategy 1. Provide incentives for student organizations to implement student-centered initiatives designed to raise awareness around issues of diversity and inclusion.

Strategy 2. Review and revamp racial and discriminatory incidents response practices and create a university-wide system to manage responses.

Strategy 3. Examine and where necessary, restructure and refine Student Life offices to improve their effectiveness in supporting and retaining a diverse student body.

Strategy 4. Create opportunities for both informal and formal discussions that engage all members of the University and advance the understanding of diverse perspectives and issues related to inclusion.

Strategy 5: Revise new hire orientation for faculty and staff to include information about UC's commitment to a diverse and inclusive culture.

Strategy 6: Provide relevant, on-going, diversity-related professional development opportunities for faculty and staff at the unit, college and institution levels.

Strategy 7: Emphasize the value of diversity and inclusion during freshman orientation, in Learning Communities and in the FYE curriculum.

Strategy 8: Identify and distribute a list of curricular and co-curricular experiences that focus on diversity or are designed to raise awareness of issues related to diversity in the local community.

Strategy 9: Support the development of both didactic and experiential learning opportunities for students, faculty and staff that promote an appreciation for diversity and inclusion.

Strategy 10: Implement university-wide mandated harassment training and document participation.

Objective B: Improve quality and scope of communications plan regarding diversity initiatives.

5-year outcome: In five years, qualitative and quantitative data from UC students, faculty and staff will demonstrate a high level of understanding of the Diversity Plan goals and the university's commitment to diversity and inclusion.

Recommended Strategies:

Strategy 1. Increase the percentage of UC staff and faculty who have visited the diversity website from 24% to 50% by making the website the centralized location for information and links to UC initiatives related to diversity and by adding a link on the UC home page.

Strategy 2. Provide access to the Diversity Plan through multiple media and assure accomplishments are communicated frequently.

Strategy 3. Collect and disseminate data on faculty, staff and students who individually engage in local policy or other initiatives that specifically impact diversity issues in the local and regional communities.

Strategy 4. Develop and publish periodic reports on the status of women and people of color by college/division, position and title.

Strategy 5. Increase staff and faculty awareness of policies and practices that facilitate and support work/life balance including flex time, child care resources, etc.

Objective C: Develop and maintain systemic climate assessment processes and tools to monitor and improve departmental, college and university climate.

5-year outcome: In five years, qualitative and quantitative data from UC students, faculty and staff will demonstrate a high level of satisfaction with the university climate.

Recommended Strategies:

Strategy 1. Collect qualitative climate data every two years at the unit/department level.

Strategy 2. Repeat the 2010 survey on institutional commitment to diversity and inclusion at least every two years.

Strategy 3. Measure degree and quality of intergroup relations periodically and track improvements.

Strategy 4. Develop and implement a highly visible and easily accessed bias incidence reporting and remediation process.

Strategy 5. Annual recognition of faculty, staff and student groups that promote diversity.

Strategy 6. Include questions related to diversity, inclusion and university climate in the exit interview process; where climate or retention issues are identified, HR will provide support for academic and administrative units to address concerns and develop programs aimed at addressing climate based issues that impact retention of underrepresented groups.

Goal IV Indicators — Campus Life and Climate: exemplary learning and working environment

In year one, a comprehensive assessment and evaluation process should be developed. Qualitative and quantitative data should be analyzed, distributed and reviewed at least annually. Indicators including but not limited to the following should be analyzed

over time for progress. Frequency of data collection will vary by indicator.

- Perceptions of institutional/college/departmental commitment to diversity and climate at UC from bi-annual faculty/staff survey
- Levels and quality of interaction among groups
- Visibility of diversity in UC publications
- Easy access to university and community diversity information and resources
- Presence of specific policies, practices and programs supporting a broad range of diverse populations and issues and familiarity and levels of use (e.g., domestic partner benefits, affinity groups, new employee orientation)
- Participation in study abroad by gender/race/ethnicity, first generation status, college and major
- Presence of diversity related courses and requirements (see Gen Ed requirements under Diversity and Culture)
- Improved accessibility ratings for UC websites and compliance with Section 508 of the Rehabilitation Act
- Quantity and substance of student learning concerning diversity
- Level of faculty expertise on diversity-related matters



Goal V: The University of Cincinnati will increase supplier diversity and strengthen its community partnerships with particular focus on the inclusion of historically underrepresented and other diverse constituents for the benefit of both the community and the university.

**Lead Responsibility —
Vice President for Administration and Finance
Director, University Purchasing
Chief Diversity Officer
Vice President for Development**

Objective A: Establish and monitor annual goals for spending with women and minority suppliers in all categories of purchasing activities.

5-year outcome: In five years, quantitative data will demonstrate an increase in the number and percentage of Minority Women Based Enterprise (MWBE) suppliers in purchasing activities.

Recommended Strategies:

Strategy 1. Maintain and publish across the university a list of UC approved women and minority business suppliers.

Strategy 2. Develop an information strategy to inform MWBE suppliers of the certification process and increase awareness of the bid process at UC.

Strategy 3. Include information on MWBE companies and entrepreneurship for students seeking opportunities through internships and co-op.

Strategy 4. Publish position statement on supplier diversity.

Objective B: Develop and strengthen partnerships with diverse communities and groups locally, nationally and internationally.

5-year outcome: In five years, assessment data collected from diverse external groups including UC Alumni will indicate improved perception and satisfaction with UC's commitment to diversity and progress toward UC's Diversity Plan goals.

Recommended Strategies:

Strategy 1. Revive the Campus Visit Program to bring diverse external groups to campus with the goal of exploring partnership opportunities with the University.

Strategy 2. Work collaboratively with the UC Foundation to develop and implement strategies to support the UC Diversity Plan and to create a more diverse donor base.

Strategy 3: Invite African American alumni to the Uptown Campus at least once a year for broader discussions of issues, goals and on-going initiatives related to diversity and inclusion at UC.

Strategy 4. Increase visibility and nominations for the Mosaic Award^{xii}, a program that recognizes outstanding alumni of color.

Goal V Indicators — Community engagement & partnerships

In year one, a comprehensive assessment and evaluation process should be developed. Qualitative and quantitative data should be analyzed, distributed and reviewed at least annually. Indicators including but not limited to the following should be analyzed over time for progress. Frequency of data collection will vary by indicator.

- Perception of minority and women vendors regarding the university purchasing process and outcomes
- Number and percentage of MWBE vendors as compared to the pool
- Documentation of specific community partnership and collaborations
- Alumni views of the university by diverse constituencies, especially African Americans
- Community perceptions of university
- Development of a UC Foundation plan that appropriately corresponds with the UC Diversity Plan

**Increase the number
and percentage of
Minority Women Based
Enterprise suppliers.**

Goal VI: The University of Cincinnati will develop and implement a comprehensive, integrated, university-wide system of accountability and assessment that will evaluate and quantify institutional performance in relation to these diversity goals at all levels.

Lead Responsibility — President

Objective A: Determine the appropriate organizational model (blended or stand alone) to execute the responsibilities of the Chief Diversity Officer.

5-year outcome: In five years, an institutional evaluation process will be in place for the collection of qualitative and quantitative data from students, faculty and staff to assess the university climate, satisfaction and organizational improvement related to diversity and inclusion.

Recommended Strategies:

Strategy 1: Hire a Chief Diversity Officer who reports to the President.

Strategy 2: The Office of the Chief Diversity Officer will oversee the implementation and yearly assessment of the university's five-year Diversity Plan.

Strategy 3: Conduct a bi-annual survey of faculty and staff perceptions of institutional commitment to diversity and campus climate.

Strategy 4: Publish annual report on university's progress toward diversity goals.

Strategy 5: Centralize documentation of college and unit-based strategies/initiatives that support university diversity and inclusion goals.

Objective B: Academic and administrative units will be responsible for reporting progress on established goals and objectives.

5-year outcome: In five years, all academic and administrative units will annually identify and report progress on goals and objectives consistent with the University Diversity Plan.

Recommended Strategies:

Strategy 1. Include objectives and performance criteria related to diversity and inclusion in the performance evaluation process for all categories of university employees.

Strategy 2. Hold the UC Foundation and Office of the Provost accountable for external money to support diversity initiatives.

Strategy 3. Improve accuracy and timeliness of university-wide and unit-specific data collection and analysis in relation to established diversity indicators.

Goal VI Indicators — Accountability and Assessment

In year one, a comprehensive assessment and evaluation process should be developed. Qualitative and quantitative data should be analyzed, distributed and reviewed at least annually. Indicators including but not limited to the following should be analyzed over time for progress. Frequency of data collection will vary by indicator.

- Presence of structures to assure that diversity, equity and inclusion issues are presented at the highest levels of administrative decision making e.g., full-time senior level position, governance and advisory committees on diversity/inclusion
- Presence of campus-wide structures to support and reinforce university policies and practices to create and maintain a diverse institution e.g., EO staff within colleges/depts.
- Perceptions of institutional/college/departmental commitment to diversity and climate at UC per bi-annual faculty/staff survey data
- Integrated university planning that includes diversity
- Unit-level plans containing diversity objectives and strategies
- Annual report documenting progress
- Open access to disaggregated data on diversity

Establish a university-wide process for a system of accountability.

Endnotes

ⁱ Association of American Colleges and Universities, 2007. *Making a Real Difference with Diversity: A Guide to Institutional Change*. Washington, DC: Association of American Colleges and Universities.

ⁱⁱ <www.aplu.org/page.aspx?pid=747>

ⁱⁱⁱ <uc.edu/diversity/history.html>

^{iv} <uc.edu/president25/uc21/publications.html>

^v <uc.edu/diversity.html>

^{vi} <magazine.uc.edu/issues/1009.html>

^{vii} <uc.edu/diversity/inventories.html>

^{viii} <uc.edu/content/dam/uc/president/media/StrategicPlan_2010.pdf>

^{ix} <uc.edu/justcommunity/principles.html>

^x <uc.edu/eps/applying_turner.html>

^{xi} <uc.edu/hr/equal_opportunity.html>

^{xii} <uc.edu/alumni/connect/events/annual/uc_dac/about_awards.html>

Diversity Plan Task Force Membership 2010–2011

Co-Chairs

Terry Kershaw, Department Head, Africana Studies

Debra Merchant, Associate Vice President, Student Services

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Kenneth Simonson, Academic Director, Emerging Ethnic Engineers

Jeannette Taylor, Professor, Social Work

George Wharton, Director, Office of Equal Opportunity



Glossary

TERM	DEFINITION
ALLY	Describes someone who supports a group other than one's own (in terms of racial identity, gender, faith identity, sexual orientation, etc.). Allies acknowledge disadvantage and oppression of groups other than their own; take risks and supportive action on their behalf; commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.
CAMPUS CLIMATE	Campus climate refers to how students, faculty, and staff perceive and experience an institution's environment.
CULTURE	A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.
CULTURAL COMPETENCE	The ability to function effectively in a society of culture variation.
DISCRIMINATION	The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.
DIVERSITY	The wide range of national, ethnic, racial and other backgrounds of U.S. residents and immigrants as social groupings, co-existing in American culture. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class and much more.
EMPOWERMENT	When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably.
ETHNICITY	A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.
INCLUSION	Authentically brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making.
"ISMs"	A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group, color (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g. Anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc.
LGBTQ	The initials stand for the words lesbian, gay, bisexual, transgendered, and queer/questioning.
MINORITY	A sociological term for a group that does not make up a politically dominant voting majority of the total population of a given society. A sociological minority is not necessarily a numerical minority.
OPPRESSION	<p>The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.</p> <p>Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility.</p> <p>Oppression also signifies a hierarchical relationship in which dominant or privilege groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.</p>

*OPPRESSION continues
on the following page*

TERM	DEFINITION
OPPRESSION <i>continued</i>	<p>Oppression resides not only in external social institutions and norms but also within the human psyche as well.</p> <p>Eradicating oppression ultimately requires struggle against all its forms, and that building coalitions among diverse people offers the most promising strategies for challenging oppression systematically.</p>
PERSON OF COLOR	A term used to describe all people who are not white. The term is meant to be inclusive among non-white groups, emphasizing common experiences of racism. People of color was introduced as a preferable replacement to both non-white and minority, which are also inclusive, because it frames the subject positively; non-white defines people in terms of what they are not (white), and minority frequently carries a subordinate connotation.
PRIVILEGE	A right that only some people have access or availability to because of their social group memberships (dominants). Because hierarchies of privilege exist, even within the same group, people who are part of the group in power (white/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious. See the term “right” also in this glossary.
RACE	A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups.
RACIAL AND ETHNIC IDENTITY	An individual’s awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience.
RACIAL EQUITY	The condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestations. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.
RACISM	A complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious; personal and institutional, and result in the oppression of people of color and benefit the dominant group, whites. A simpler definition is racial prejudice + power = racism.
RIGHT	A resource or position that everyone has equal access or availability to regardless of their social group memberships.
SOCIAL JUSTICE	A vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.
UNDERREPRESENTED	Racial and ethnic populations are underrepresented relative to their numbers in the general population. Data suggests that these student populations include but are not limited to Black/ African American, Chicano/Mexican American/Latino, and Native American/Alaska Native students. Five- year trend rates for students from underrepresented groups will be a measure of historical underrepresentation.

