Diversity Action Team Report
Presented to
Dr. William J. Radke, Provost and Vice President for Academic Affairs
University of Central Oklahoma
May 9, 2012

Introduction

The Diversity Action Team, commissioned and charged by the Provost in May of 2010, has devoted the last two academic years to a systematic review of current and best practices in promoting and sustaining diversity on college campuses. During the time, the Action Team has engaged in benchmarking of peer institutions; conducted surveys of randomly selected samples of the university’s student, faculty and staff; interviewed key internal stakeholders; and identified developments that affect the level of and climate for diversity within the Central community. This report summarizes the Action Team’s findings and offers a series of recommendations for consideration by the university’s leaders as they make decisions to promote continuous improvement in the area of diversity.

Background

The Provost charged the Diversity Action Team with undertaking a systematic study of diversity on campus. The work that the Action Team has completed during the 2010-11 and 2011-12 academic years builds upon a range of previous and continuing diversity-related initiatives including those conducted by the University of Central Oklahoma African American Faculty and Staff Association.

In his charge, the Provost directed the Action Team’s members to “consider ways to improve the environment to support cultural diversity as a positive feature of UCO” and, “in alignment with the Transformative Learning tenet of Global and Cultural Competencies,” to “benchmark against other peer and aspirational institutions for ideas to increase an appreciation for diversity including the recruitment and retention of a diverse faculty, students and staff.”

The Action Team’s stated goal is to offer “Specific recommendations for action that will systematically promote diversity and encourage individuals with diverse backgrounds to come to UCO.”

Composition of the Action Team

Members of the Diversity Action Team represent a wide range of academic and support units from every sector of the university. Team members have demonstrated, through their individual work on campus, a strong continuing commitment to and experience with initiatives related to diversity. The following members of the Central community served as members of the Diversity Action Team:

- Ms MeShawn Conley, Director of the Office of Diversity and Inclusion
• Ms Regina Lopez, Instructor in the Bilingual Education/Teaching English as a Second Language Program in the Department of Curriculum and Instruction

• Dr. J. David Macey, Chairperson of the Department of English and Faculty Advisor to the Gay Alliance for Tolerance and Equality/Student Alliance for Equality

• Dr. Bill Pink, Associate Dean of the College of Education and Professional Studies

• Ms Rukmini Ravikumar, Chairperson of the Department of Design

• Dr. Charlotte K. Simmons, Associate Dean of the College of Mathematics and Science

• Dr. Terry E. Spigner, Professor of Advanced Professional and Special Services

• Dr. Mary D. Teal, Assistant Professor of Accounting

• Dr. Judith Wakefield, Professor of Advanced Professional and Special Services

• Dr. Pamela T. Washington, Dean of the College of Liberal Arts

Dr. James R. Machell, Dean of the College of Education and Professional Studies, coordinated the Action Team’s work.

Process

The Diversity Action Team convened for the first time in October of 2010 and concluded its work in May of 2012. The following timeline describes the process through which the Action Team pursued its work.

October 1, 2011: The Action Team reviewed the Provost’s charge and created task-focused teams to benchmark peer institutions and to examine perceptions of diversity by the university’s students, faculty and staff.

October-December 2010: Team members investigated best practices for fostering and sustaining diversity by conducting a review of literature and participating in a Webinar supported by the Office of Academic Affairs. During the same period, team members investigated diversity-related initiatives and practices at peer institutions and designed survey instruments for use with internal stakeholder groups.

January-May 2011: The Action Team collated and discussed its findings regarding initiatives and best practices at peer institutions, conducted interviews with key internal stakeholders, and finalized its survey instruments for on-campus use.
June-December 2011: The Action Team distributed its survey to randomly selected groups of students and of faculty and staff members. Technical difficulties associated with retrieval of usable data caused considerable delay in processing and analyzing the results of these surveys.

January-May 2012: The Action Team compiled and analyzed the results of its surveys and drafted and revised its final report to the Provost.

**Methodology**

Methods used to collect data included the review of institutional websites; telephone interviews with key individuals at peer institutions; personal interviews with key internal stakeholders including deans, legal counsel, and administrative staff members in Academic Affairs and Human Resources with responsibilities associated with faculty and staff hiring; and surveys of randomly selected groups of students and of faculty and staff members. Data from peer institutions and from personal interviews were analyzed qualitatively, while survey data were analyzed both quantitatively and qualitatively.

**Peer Institutions**

To fulfill its charge to “benchmark against other peer and aspirational institutions for ideas to increase an appreciation for diversity including the recruitment and retention of a diverse faculty, students and staff,” the members of the Diversity Action Team conducted an extensive review of diversity-related policies and initiatives at UCO’s metropolitan peer institutions and at a select group of other institutions that were easily accessible to Diversity Action Team members. The members of the Action Team reviewed websites; corresponded with campus diversity officers; and reviewed mission statements, action plans, and white papers at the following institutions: Boise State University; California State University at Fresno; Central Washington University; Eastern Washington University; Kennesaw State University; Missouri State University; Sam Houston State University; San Jose State University; San Jose State University; Texas State University at San Marcos; Towson University; Western Washington University; Wichita State University; and Youngstown State University.

The following list provides a brief summary of the Action Team’s findings:

- Many of the institutions surveyed have either an **executive-level administrator charged with overseeing the institution’s diversity initiatives** (Western Washington, Texas State, Towson University), a **university-level standing committee** charged with this responsibility (Boise State, Eastern Washington, Texas State, Youngstown State), or an **administrative unit specifically charged with promoting and supporting diversity** at the university level (Missouri State, California State Fresno, San Jose State)

- Several of the institutions surveyed have **student diversity centers, analogous to UCO’s Office of Diversity and Inclusion**, charged with promoting diversity-related programming and providing support services to a diverse student population (Boise State, Central Washington, Texas State, Wichita State University).
Several of the institutions surveyed have written faculty recruitment policies and procedures that mandate consideration of diversity in all hiring decisions and also provide resources, through their employment services divisions, for deans and faculty search committees in support of these mandates (Boise State, Missouri State, Towson State, Western Washington).

Several of the institutions surveyed maintain Webpages and in some cases entire Websites devoted to their diversity initiatives and goals (Boise State, Eastern Washington, Western Washington).

At least two of the institutions surveyed support grant programs designed to promote diversity initiatives and programming (Eastern Washington, Wichita State).

At least one of the institutions surveyed includes a diversity requirement as part of its Core Curriculum (Boise State).

At least one of the institutions surveyed has compiled a “faculty toolkit” to assist instructors in incorporating knowledge about diverse communities and experiences into the first-year curriculum (San Jose State).

At least one of the institutions surveyed participates in a system-wide consortium dedicated to increasing diversity in higher education on a statewide basis (Wichita State).

More complete information, including links to documents, policy statements, and white papers posted online, is available at the Diversity Action Team’s wiki site: https://wiki.uco.edu/display/diversity/Home

On-Campus Surveys

In order to assess the range and efficacy of the university’s ongoing efforts to promote diversity in the recruitment and retention of students and of faculty and staff members, the members of the Diversity Action Team constructed online surveys that were administered to randomly selected students and faculty and staff members during the months of January and February of 2012. Survey questions included items suggested by the team’s earlier review of best practices. Copies of these surveys, as well the raw data they generated, are included as Appendices A through D to this report. Data from student, faculty, and staff respondents were reported separately, as described below.

Faculty Survey

The faculty survey was distributed to 454 employees, 120 of whom completed the survey, yielding a response rate of approximately 26%. The Diversity Action Team noted the following results in the area of faculty recruitment:
• approximately 57% of faculty respondents report that their units consider the overall diversity of the unit and of the university when making hiring decisions.

• approximately 35% of faculty respondents report that individuals in their units support the unit’s recruitment efforts by making contact with other institutions of higher learning on the basis of their own personal or professional affiliations.

• approximately 18% of faculty respondents report that their units require the inclusion of a diverse group of faculty members on professional screening committees.

• approximately 10% of faculty respondents report that their units engage in targeted outreach to institutions of higher learning with historically or traditionally diverse populations.

The Diversity Action Team noted the following results in the area of faculty retention:

• approximately 61% of faculty respondents report that their units support academic work, including teaching and/or research and scholarly or creative activity, that engages with and support diversity.

• approximately 43% of faculty respondents report that their units provide active mentoring programs for new employees that include both mentors in the new employee’s area of specialization and mentors from diverse backgrounds.

• approximately 41% of faculty respondents report that responsibility for fostering and sustaining diversity within their unit is shared by all of the members of the unit.

• approximately 36% of faculty respondents report that their units assist new faculty members to identify and network with individuals and organizations, both at UCO and in the wider community, that reflect and support diversity.

The Diversity Action Team noted that approximately 62% of faculty respondents reported that their units hold no specialized accreditations that require attention to staff diversity. Faculty respondents, in their written comments, noted that specialized accreditations offered by the Accreditation Council for Business Schools and Programs (ACBSP), the Association to Advance Collegiate Schools of Business (AACSB), the National Council for Accreditation of Teacher Education (NCATE), the National League for Nursing’s Accrediting Commission (NLNAC), the National Association of Schools of Art and Design (NASAD), and the National Academy of Sports Medicine (NASM) require attention to faculty diversity.

Approximately 56% of faculty respondents indicated that their unit’s planning documents include no explicit language addressing faculty diversity, although in their written comments respondents identified a range of documents, including unit-level strategic plans, benchmark assessment documents, and Self-Study for Continuous Improvement (SSCI) reports, that address faculty diversity.
Approximately 51% of faculty respondents indicated that there were **no other ongoing efforts in their unit to address diversity**, although in their written comments respondents identified a number of programs and initiatives at both the unit and the university levels that address faculty diversity.

**Staff Survey**

The staff survey was distributed to 767 employees, 122 of whom completed the survey, yielding a **response rate of approximately 16%**. The Diversity Action Team noted the following results in the area of **staff recruitment**:

- approximately 43% of staff respondents report that their units consider the **overall diversity of the unit and of the university** when making hiring decisions.

- approximately 35% of staff respondents report that individuals in their units support the unit’s recruitment efforts by **making contact with other institutions of higher learning on the basis of their own personal or professional affiliations**.

- approximately 13% of staff respondents report that their units require the **inclusion of a diverse group of staff members on professional screening committees**.

- approximately 6% of staff respondents report that their units engage in **targeted outreach to institutions of higher learning with historically or traditionally diverse populations**.

The Diversity Action Team noted the following results in the area of **staff retention**:

- approximately 37% of staff respondents report that their units **assist new staff members to identify and network with individuals and organizations**, both at UCO and in the wider community, that **reflect and support diversity**.

- approximately 33% of staff respondents report that **responsibility for fostering and sustaining diversity within their unit is shared by all of the members of the unit**.

- approximately 28% of staff respondents report that their units **support academic work**, including teaching and/or research and scholarly or creative activity, that **engages with and supports diversity**.

- approximately 17% of staff respondents report that their units provide **active mentoring programs** for new employees that include both mentors in the new employee’s area of specialization and mentors from diverse backgrounds.

The Diversity Action Team noted that approximately 88% of staff respondents reported that their units hold **no specialized accreditations that require attention to staff diversity**. Staff respondents, in their written comments, noted that specialized accreditations offered by the National Council for Accreditation of Teacher Education (NCATE), the National Association of
Schools of Art and Design (NASAD), the National Academy of Sports Medicine (NASM), and the Professional Golfers’ Association (PGA) require attention to staff diversity.

Approximately 75% of staff respondents indicated that their unit’s planning documents include no explicit language addressing staff diversity, although in their written comments respondents identified a range of documents at both the unit and the university levels that address staff diversity.

Approximately 72% of staff respondents indicated that there were no other ongoing efforts in their unit to address diversity, although in their written comments respondents identified a number of programs and initiatives at both the unit and the university levels that address staff diversity.

Student Survey

An insufficient number of students responded to the Action Team’s survey to generate meaningful data.

Interviews

Action Team members conducted face-to-face interviews with key internal stakeholders with responsibilities associated with faculty and staff hiring. Individuals interviewed included Assistant Vice President of Academic Affairs Dr. Lori Beasley, who provides direct support and assistance with faculty hiring; Employment Coordinator Carrie Irwin, who provides academic and support units with assistance in hiring; Legal Counsel and Affirmative Action Officer Dr. J. Brad Morelli; Dean John Barthell of the College of Mathematics and Science; and Dean John Clinton of the College of Fine Arts and Design.

These internal stakeholders offered the following perspectives with regard to the consideration of diversity in recruitment and hiring practices for faculty and staff members:

- All interviewees indicated that the overarching principle applied to hiring faculty and staff members is the “selection of the best candidate with respect to background, experience, and expertise related to what is needed.”

- College leaders tend to rely on institutional policies, guidelines, and documents to guide their work in this area.

- College leaders noted that care is taken to mentor and support new faculty, and one dean noted that he frequently invites speakers to meetings of his college’s department chairpersons to address issues related to diversity and that he encourages department chairpersons to reflect often and carefully on these issues.

- Outreach to underrepresented groups including minorities is important and is accomplished in part by placing advertisements and position postings in publications such as The Black Chronicle and El Nacional.
• The internal stakeholders interviewed perceive that advertisements and postings in publications with broader audiences, including The Oklahoman, higheredjobs.com, and The Chronicle of Higher Education, reach a well-blended and diverse audience.

• Several interviewees noted that considerable progress has been made in institutionalizing university support with respect to immigration and visa management for newly hired international faculty members and that funding for this purpose has been appropriated by the Division of Academic Affairs, with supplemental funding from other academic units.

• Interviewees noted that some recent changes in federal regulations and federal court decisions pose challenges with respect to documenting that international faculty candidates have “specialized knowledge and skills” not held by domestic candidates seeking the same position.

• Interviewees reported that assistance is available to faculty screening committees in “translating” international academic credentials.

• Interviewees noted that some academic units require that faculty screening committees reflect diversity with respect to gender, ethnicity, race, and geographic or regional affiliation, although this has proven to be difficult to arrange in some units.

• One campus leader noted that great care is taken to assist newly hired faculty candidates with respect to physical limitations and disabilities by making appropriate accommodations in offices, learning spaces and equipment.

Related Developments on Campus

A number of important developments related to diversity on campus have taken place over the course of the past eighteen months. Each of these events has contributed directly to the university’s ability to foster and sustain diversity.

• During the 2010-11 academic year, the Office of Research and Grants requested the Diversity Action Team’s assistance in developing a statement for inclusion in grant proposals submitted to external agencies, including those providing federal funding. Together, the Office of Research and Grants and the Diversity Action Team created the university-level Diversity Statement, which has been included in the Undergraduate Catalog and which can be found in Appendix E to this report.

• During the 2011-12 academic year, the university adopted an expanded Equal Opportunity Statement that specifically prohibits discrimination on the grounds of “actual or perceived race, creed, color, religion, alienage or national origin, genetic information, ancestry, citizenship status, age, disability or handicap, gender, marital status, veteran status, sexual orientation, gender identity, or any other characteristic protected by applicable federal, state, or local laws.” A copy of this expanded statement is included in Appendix F to this report.
During the 2011-12 academic year, the Division of Student Affairs’ Office of Multicultural Student Services was renamed the **Office of Diversity and Inclusion** and was charged “researching, designing, and implementing unique programs that promote the pursuit of academic success, encourage retention and enhance graduation rates of students” while expanding “students’ cultural horizons, cultural competence and perspectives” and “honoring their respective cultural experiences.”

The **Centre for Global Competency** and the **Creating a Study Tour Leadership (CaSTLE)** program continue to develop innovative programs that provide students with firsthand experience of diverse cultures on the university’s Edmond campus, within the Oklahoma City metropolitan area, and overseas, in support of the university’s commitment, articulated in the **Academic Vision Statement** and codified among the “Central Six” tenets of **Transformative Learning**, to promote global competency.

The university’s **Passport UCO** program provides an exceptionally rich range of academic and co-curricular opportunities for students to pursue global competency and to experience cultural diversity. Over the course of the past eight years, Passport UCO has sponsored full semesters of programming focused on the cultures of Italy, India, Egypt, Mexico, China, Turkey, Canada and France.

Academic departments, schools and colleges continue to promote favorable attitudes toward diversity through discipline-specific events such as the College of Education and Professional Studies **Multicultural Education Institute**, sponsored each year in partnership with the Oklahoma Association for Bilingual Education, and the College of Liberal Arts’ **Sherman Chaddlesone Arts & Letters Series**, which celebrates the literatures and cultures of Oklahoma’s American Indian communities.

**Recommendations**

The Diversity Action Team, having benchmarked of peer institutions; conducted surveys of randomly selected samples of the university’s student, faculty and staff; interviewed key internal stakeholders; and identified developments on campus that affect the presence of and climate for diversity within the Central community, offers the following recommendations for consideration by the university’s leadership:

- that the university continue to **prioritize the recruitment of faculty and staff members from diverse backgrounds** in order to address the significantly lower levels of racial and ethnic diversity, as well of diversity in other categories, among faculty and staff members than among the university’s student population. Continued progress in addressing this discrepancy will require **active and creative collaboration among the university’s leadership, the Department of Human Resources, and hiring committees and officers in each of the university’s academic and support units.**

- that the Office of Human Resources, working with the Office of Legal Counsel, develop a “**Diversity Tool-Kit**” to assist hiring managers and professional screening committees
in ensuring the appropriate consideration of diversity within the university’s hiring processes.

- that the university establish a standing “Committee on Diversity,” including representatives of the faculty, staff, administration, and student body, and that the university charge this committee with assessing the climate for diversity on campus and with developing initiatives to enhance that climate and to support students and faculty and staff members from diverse backgrounds.

- that the university create a prominent and easily accessible Website devoted to diversity on campus as a central electronic resource for students, faculty and staff members, and external constituents who are seeking information about the full range of programs and initiatives that foster and sustain diversity within the Central community.

- that the Center for Excellence in Transformative Teaching and Learning and the Office of Employee Relations and Development offer regular sessions as part of their ongoing professional development programs that focus on strategies for promoting and sustaining diversity in the classroom and in the workplace.

- that the university provide additional support, including both financial and human resources, for the Office of Diversity and Inclusion in order to facilitate the expansion of existing programs and the development of new programs that support and promote the retention of students from diverse backgrounds.

Appendices

A – Student Survey
B – Faculty Survey
C – Staff Survey
D – Survey Data
E – Diversity Statement
F – Equal Opportunity Statement
Appendix A
Student Survey

Diversity Action Team Survey
Student Recruitment and Retention

Directions: The Diversity Action Team has been charged with considering ways to improve the environment to support cultural diversity as a positive feature of UCO and making recommendations for promoting diversity and to encourage individuals with diverse backgrounds to come to UCO. Please respond to each item and submit the completed survey to help us assess current practices in this area. Diversity in the context of this work should be considered in its broadest possible interpretation.

The purpose of this survey is for program evaluation and improvement purposes and no written reports reflecting individually identifiable information will be forthcoming. Responses will remain confidential and Diversity Action Team members will see only combined results. Participation in the survey is strictly voluntary.

1. In which of the following areas related to recruitment of students is your college involved? Choose all that apply.
   - Specific outreach efforts to higher education institutions with historically or traditionally diverse populations
   - Individual contact with other higher education institutions based on personal and professional affiliations
   - Requiring the inclusion of diverse faculty members on student screening committees
   - Overall diversity in the college and departments/schools is considered when making student admission decisions
   - Other (specify)

2. In which of the following areas related to retention of students is your college involved? Choose all that apply.
   - Provide an active mentoring program, including both mentors within the department or academic discipline and mentors from diverse backgrounds
   - Support academic work, including teaching, research, and scholarly and creative activity, within the academic discipline that engages with and supports diversity
   - Share responsibility for fostering and sustaining diversity within the department among all faculty and staff members in the academic unit
   - Assist students new to campus and to the wider community to identify and network with individuals and organizations that reflect and promote diversity within the UCO and the metropolitan Oklahoma City communities
   - Other (specify)
3. Are there specialized accreditations within your college that require attention to student diversity?
   - Yes (specify the name of the accrediting body)
   - No

4. Is there explicit language in your college or departmental planning documents (i.e. college / department goals, initiatives, mission statement, strategic plans) that address student diversity?
   - Yes (specify the document)
   - No

5. If you answered “yes” on item 3 and/or item 4, identify how progress is measured.
   - Included in accreditation report
   - Included in annual strategic planning reports
   - Other (identify)

6. Are there other efforts to address student diversity taking place in your college?
   - Yes (specify)
   - No
Appendix B
Faculty Survey

Diversity Action Team Survey
Faculty Recruitment and Retention

Directions: The Diversity Action Team has been charged with considering ways to improve the environment to support cultural diversity as a positive feature of UCO and making recommendations for promoting diversity and to encourage individuals with diverse backgrounds to come to UCO. Please respond to each item and submit the completed survey to help us assess current practices in this area. Diversity in the context of this work should be considered in its broadest possible interpretation.

The purpose of this survey is for program evaluation and improvement purposes and no written reports reflecting individually identifiable information will be forthcoming. Responses will remain confidential and Diversity Action Team members will see only combined results. Participation in the survey is strictly voluntary.

1. In which of the following areas related to recruitment of faculty members is your college involved? Choose all that apply.
   - Specific outreach efforts to higher education institutions with historically or traditionally diverse populations
   - Individual contact with other higher education institutions based on personal and professional affiliations
   - Requiring the inclusion of diverse faculty members on faculty screening committees
   - Overall diversity in the college and departments/schools is considered when making hiring decisions
   - Other (specify)

2. In which of the following areas related to retention of faculty members is your college involved? Choose all that apply.
   - Provide an active mentoring program, including both mentors within the department or academic discipline and mentors from diverse backgrounds
   - Support academic work, including teaching, research, and scholarly and creative activity, within the academic discipline that engages with and supports diversity
   - Share responsibility for fostering and sustaining diversity within the department among all faculty and staff members in the academic unit
   - Assist faculty and staff members new to campus and to the wider community to identify and network with individuals and organizations that reflect and promote diversity within the UCO and the metropolitan Oklahoma City communities
   - Other (specify)
3. Are there specialized accreditations within your college that require attention to **faculty diversity**?
   - Yes (specify the name of the accrediting body)
   - No

4. Is there **explicit language** in your college or departmental **planning documents** (i.e. college / department goals, initiatives, mission statement, strategic plans) that address faculty diversity?
   - Yes (specify the document)
   - No

5. If you answered “yes” on item 3 and/or item 4, identify how progress is measured.
   - Included in accreditation report
   - Included in annual strategic planning reports
   - Other (identify)

6. Are there other efforts to address faculty diversity taking place in your college?
   - Yes (specify)
   - No
Appendix C

Staff Survey

Diversity Action Team Survey
Staff Recruitment and Retention

**Directions:** The Diversity Action Team has been charged with considering ways to improve the environment to support cultural diversity as a positive feature of UCO and making recommendations for promoting diversity and to encourage individuals with diverse backgrounds to come to UCO. Please respond to each item and submit the completed survey to help us assess current practices in this area. Diversity in the context of this work should be considered in its broadest possible interpretation.

The purpose of this survey is for program evaluation and improvement purposes and no written reports reflecting individually identifiable information will be forthcoming. Responses will remain confidential and Diversity Action Team members will see only combined results. Participation in the survey is strictly voluntary.

1. In which of the following areas related to **recruitment of staff members** is your unit involved? Choose all that apply.
   - Specific outreach efforts to higher education institutions with historically or traditionally diverse populations
   - Individual contact with other higher education institutions based on personal and professional affiliations
   - Requiring the inclusion of diverse staff members on staff screening committees
   - Overall diversity in the college and departments/schools is considered when making hiring decisions
   - Other (specify)

2. In which of the following areas related to **retention of staff members** is your unit involved? Choose all that apply.
   - Provide an active mentoring program, including both mentors within the department or academic discipline and mentors from diverse backgrounds
   - Support academic work, including teaching, research, and scholarly and creative activity, within the academic discipline that engages with and supports diversity initiatives
   - Share responsibility for fostering and sustaining diversity within the department among all faculty and staff members in the academic unit
   - Assist faculty and staff members new to campus and to the wider community to identify and network with individuals and organizations that reflect and promote diversity within the UCO and the metropolitan Oklahoma City communities
   - Other (specify)
3. Are there specialized accreditations within your unit that require attention to **staff diversity**?
   - Yes (specify the name of the accrediting body)
   - No

4. Is there **explicit language** in your unit **planning documents** (i.e. college / department goals, initiatives, mission statement, strategic plans) that address staff diversity?
   - Yes (specify the document)
   - No

5. If you answered “yes” on item 3 and/or item 4, identify how progress is measured.
   - Included in accreditation report
   - Included in annual strategic planning reports
   - Other (identify)

6. Are there other efforts to address staff diversity taking place in your unit?
   - Yes (specify)
   - No
Appendix D
Survey Data

[First Spreadsheet]

Faculty Response
N=120 sent to 454

In which of the following areas related to the recruitment of faculty is your college involved?

Specific outreach to higher education institutions with historically or traditionally diverse populations

12

Individual contact with other higher education institutions based upon personal and professional affiliations

42

Requiring the inclusion of diverse faculty members on faculty screening committees

21

Overall diversity in the college and departments/schools is considered when making faculty hiring decisions

68

Other

23

Did not answer

11

In which of the following areas related to retention of faculty is your college involved?

Provide an active mentoring program, including both mentors within a department or academic discipline and mentors from diverse backgrounds

51

Support academic work, including teaching, research, and scholarly and creative activity within the academic discipline that engages with and supports diversity

73

Share responsibility for fostering and sustaining diversity within the department among all faculty and staff members in the academic unit

49

Assist faculty and staff members new to campus and to the wider community to identify and promote diversity within the UCO and the metropolitan Oklahoma City communities

43

Other

14

Did not answer

14
Are there specialized accreditations within your college that require attention to faculty diversity?
Yes 26
No 74
Did not answer 20

Is there explicit language in your college or departmental planning documents that address faculty diversity?
Yes 34
No 67
Did not answer 19

If you answered "yes" on item 3 and/or item 4, identify how progress is measured:
Included in accreditation report 28
Included in annual strategic planning reports 28
Other 8

Are there other efforts to address faculty diversity taking place in your college?
Yes 26
No 61
Did not answer 33

Staff Response
N=122 sent to 767
Recruitment of Staff Members

Specific outreach to higher education institutions with higher education institutions with historically or traditionally diverse populations 7

Individual contact with other higher education institutions based on personal and professional affiliations 43

Requiring the inclusion of diverse staff members on staff screening committees 16

Overall diversity in the college and departments/schools is considered when making staff hiring decisions 53
Other 23
Did not answer question 15

Retention of Staff Members

Provide an active mentoring program, including both mentors within a department or academic discipline and mentors from diverse backgrounds 21
Support academic work including teaching, research, and scholarly and creative activity, within the academic discipline that engages with and supports diversity

Share responsibility for fostering and sustaining diversity within the department among all faculty and staff members in the academic unit

Assist faculty and staff members new to campus and to the wider community to identify and network with the individuals and organizations that reflect and promote diversity within the UCO and the metropolitan Oklahoma City Communities

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Are there specialized accreditations within your unit that require attention to staff diversity?

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Is there explicit language in your unit planning documents that address staff diversity?

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If you answered "yes" on item 3 and/or item 4, identify how progress is measured:

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Are there other efforts to address staff diversity taking place in your unit?

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## Faculty Comments

**In which of the following areas related to recruitment of faculty is your college involved in?**

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<td>advertisements</td>
<td>diversity is a politically correct and largely meaningless term. Diversity of opinion would be meaningful but is not addressed by our contemporary culture. Diversity in terms of religion, sex, language, and other such categories obscures the meaning of the term: one can assemble a unanimous opinion from each of the above categories – would that be diversity?</td>
</tr>
<tr>
<td>Do not know.</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
</tr>
<tr>
<td>Don't know. I assume they are involved in all of the above.</td>
<td></td>
</tr>
<tr>
<td>I am not informed on this subject</td>
<td></td>
</tr>
<tr>
<td>I can only speak to our department, rather than to the college as a whole. We have a diverse faculty, although I would not say they were hired specifically for their diversity. We do not use a student screening committee per se, and, to my knowledge, do not try to quantify diversity.</td>
<td></td>
</tr>
<tr>
<td>I do not know what UCO is doing to recruit diverse faculty.</td>
<td></td>
</tr>
<tr>
<td>I don't know what the entire college does, each department is independent in their hirings. Our department simply posts the opening on-line and in relevant national journals.</td>
<td></td>
</tr>
<tr>
<td>I don't know.</td>
<td></td>
</tr>
<tr>
<td>I don't know.</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td>None of the above</td>
<td>None of the above. We recruit and hire based on merit and nothing else.</td>
</tr>
<tr>
<td>None of the above.</td>
<td>Our department creates faculty requirements and qualifications. The advertisement of the faculty opening is done on the university level and I have no idea what the university does. I hope that the university advertises in/with minority focused publications. I would like to see an increase in the number of Hispanic and African American professors. We only hire every 2 to 6 years.</td>
</tr>
<tr>
<td>Requiring diversity on hiring committees.</td>
<td>We are able to do with successfully in regards to gender.</td>
</tr>
<tr>
<td>There's no money to recruit faculty. Whenever there is, we try to advertise nationally rather than locally</td>
<td></td>
</tr>
<tr>
<td>They don't do any of this in my area</td>
<td></td>
</tr>
<tr>
<td>To believe that diversity does not naturally exist, even within a particular group is to stereotype people. I do not subscribe to such a view. Rather, I believe that all people regardless of how diversity is defined (cultural, ethnic, age, gender) prefer very similar things at work and home: to be treated with respect, to have honest management, to have an equal opportunity, etc. Thus, why are we pursuing &quot;differences&quot;?</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
</tbody>
</table>
very little seems to be to recognize diversity

<table>
<thead>
<tr>
<th>In which if the following areas related to Retention of faculty is your college involved in?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As noted in question one, we have diversity and I supposed we support it by accepting and respecting each other.</td>
</tr>
<tr>
<td>Don't know</td>
</tr>
<tr>
<td>I am not aware of any of these.</td>
</tr>
<tr>
<td>I don't know</td>
</tr>
<tr>
<td>I don't know.</td>
</tr>
<tr>
<td>I don't know.</td>
</tr>
<tr>
<td>I know of nothing that is specifically done to retain diverse faculty</td>
</tr>
<tr>
<td>Is retention of non-diverse faculty not important? The questions have the hegemony of being divisive and in-congruent with building a team where &quot;cultural&quot; diversity doesn't matter. We should be deeply committed to retaining all quality faculty. Your question can be interpreted any many different way, many of which have a negative connotation.</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>None of the above. We retain (i.e. grant tenure to) faculty based on merit and nothing else.</td>
</tr>
<tr>
<td>none that I am aware of</td>
</tr>
<tr>
<td>There's very little money to support research, and research grants tend to be biased against liberal arts. Department does what it can with insufficient funds.</td>
</tr>
<tr>
<td>They don't do any of this in my area. I have had help, but it has come from other disciplines.</td>
</tr>
<tr>
<td>They need to work on faculty retention. The low salaries are a real problem.</td>
</tr>
<tr>
<td>unknown</td>
</tr>
<tr>
<td>unknown</td>
</tr>
<tr>
<td>We have mentors for the first year or semester but they are only for class-related activities or departmental activities. There is little or nothing beyond that and it is informal, no documentation or list of things to be covered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are there specialized accreditations within your college that require attention to faculty diversity? Please specify the name of the accrediting body</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACSB</td>
</tr>
<tr>
<td>ACBSP</td>
</tr>
<tr>
<td>ACBSP</td>
</tr>
<tr>
<td>acbsp/ aacsb</td>
</tr>
<tr>
<td>Do not know of such requirement.</td>
</tr>
<tr>
<td>Don't know</td>
</tr>
<tr>
<td>How can you possibly believe that faculty are not diverse?</td>
</tr>
<tr>
<td>I cannot speak to the college-wide accreditations</td>
</tr>
<tr>
<td>I don't know.</td>
</tr>
<tr>
<td>I think that NCATE does look at diversity. They do look at faculty qualifications.</td>
</tr>
</tbody>
</table>
NASAD
NASM
NASM
National Council for the Accreditation of Teacher Education (NCATE)
National Council of Accreditation of Teacher Educators (NCATE)
National Council of Accreditation of Teacher Educators (NCATE)
NCATE
NCATE
NCATE?
NCATE?
NLNAC
NLNAC
None of which I know.
Not sure
not that I know of.
not to my knowledge
not to my knowledge
unknown
unknown

Is there explicit language in your college or departmental planning documents that address faculty diversity? Please specify the document

Answer: C--don't know
benchmarks assessment document
benchmarks assessment document
CBA Strategic Plan
department strategic plan
Departmental SSCI Reports and Strategic Plan
Do not know of any.
Do not know or remember the name of the document
Don't know
don't know
I don't know.
I'm not sure.
In hiring committees it is normally interpreted as "non-white-guys," Have witnessed it several times
Long term goals
None of which I know.
Not sure
not sure
not sure
Not to my knowledge for the department. I imagine other departments in the college do also.
only in general language
Strategic plans

The SSCI report requires us to report our diversity.

**If you answered “yes” on item 3 and/or 4, identify how progress is measured:**

Answer: D—don't know
Every 5 years we report our diversity. It may not change much as we don't frequently hire.
I don't know.
I don't know.

Included in the 5-year cycle SSCI report
Most people measure it by gender and race. This points to a cheapened view of diversity.
Not sure
unknown
unknown

**Are there other efforts to address faculty diversity taking place in your college?**

Answer: C—don't know
Attempts are made to hire diverse faculty but no strategical plan to do so is in place.
Consideration of diversity issues at college retreats
Do not know.
Don't know
Don't know.
I believe that awareness is the key and diversity is discussed often and addressed by awareness.
I deeply welcome and embrace “diversity." However, I this survey/goal is sophomoric.
I don't know
I hope so, but I don't know what they are.
In conjunction with the accreditation we are trying to achieve we have indicated how diverse we are.
Liberal Arts Symposium sponsors programs related to diversity.
Lots of the usual propaganda.
Not aware of other efforts, though they may be in place
Not sure
Not sure
not sure
not that I am hearing about as a faculty member
not that I know of. Feel that student racism (which is legion) should be addressed first.
Our department is very supportive of the many types of diversity of our students and colleagues.
Reading Groups and Informal Faculty Task Forces to Address Diversity
The Dean would like to raise the average pay of female faculty to be the same as that of male faculty
The SSCI and this survey are the only 2 things I have seen.
there is only discussion
This seems to take care of itself as we hire the "most qualified candidate".
We have a diversity committee, but we've only met once in the 2 years I've been on it. Sad!!!
Who really knows what is happening in a college that has 6 or so departments? Not very many people.

### Staff Comments

<table>
<thead>
<tr>
<th>In which of the following areas related to recruitment of staff members is your unit involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertisement of job postings</td>
</tr>
<tr>
<td>Advertisement for full-time faculty is on two nationally known websites and one diversity newsletter</td>
</tr>
<tr>
<td>Diversity in skill sets, also included</td>
</tr>
<tr>
<td>due to high unemployment numbers we don't recruit staff members</td>
</tr>
<tr>
<td>Human resources places ads for vacant staff position</td>
</tr>
<tr>
<td>I can't say if inclusion of diversity is considered in hiring since I'm involved, but think it is.</td>
</tr>
<tr>
<td>I have absolutely no idea.</td>
</tr>
<tr>
<td>I would like to see my unit consider diversity when making hiring decisions.</td>
</tr>
<tr>
<td>Input is solicited when necessary.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>na</td>
</tr>
<tr>
<td>NONE</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>normal hiring process when involved my department</td>
</tr>
<tr>
<td>Not associated with a college.</td>
</tr>
<tr>
<td>Not involved in the recruitment of staff.</td>
</tr>
<tr>
<td>Not sure</td>
</tr>
<tr>
<td>staff must be the most qualified available without regard of meeting diversity quotas</td>
</tr>
<tr>
<td>unknown</td>
</tr>
<tr>
<td>We do not hire to specifically have diversity, but it is a natural result when we do not exclude.</td>
</tr>
<tr>
<td>We don't do any of these things.</td>
</tr>
<tr>
<td>We first look at applicants/candidates to see who can start being productive in the shortest possible time</td>
</tr>
<tr>
<td>We look at the best candidate, preferably with work experience in the field they are teaching.</td>
</tr>
<tr>
<td>We post ads in local papers; screening is done collectively by unit directors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In which of the following areas related to retention of staff members is your unit involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>departmental training and university offered service training</td>
</tr>
<tr>
<td>Directors directly mentor employees within their areas</td>
</tr>
</tbody>
</table>
Encourage staff development opportunities
I would like to see my unit do all of these but the faculty/staff just isn't diverse enough.
mostly involved with training within my department
n/a
N/A
na
need to recruit & retain most qualified candidates without regard to any diversity issues or quotas
no specific efforts made in retention of staff
None
None
None
None
Not associated with a college.
Not sure
preliminary orientation and training of new staff members
unknown
Unknown

**Are there specialized accreditations within your unit that require attention to staff diversity? Please specify the name of the accrediting body**

<table>
<thead>
<tr>
<th>Accreditation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASAD</td>
<td>Unknown</td>
</tr>
<tr>
<td>NASAD and NASM</td>
<td>Not that I'm aware of.</td>
</tr>
<tr>
<td>NCATE</td>
<td>PGA</td>
</tr>
<tr>
<td></td>
<td>Skill certifications/licensing only - not accreditation</td>
</tr>
<tr>
<td></td>
<td>unknown</td>
</tr>
<tr>
<td></td>
<td>unknown</td>
</tr>
</tbody>
</table>

**Is there explicit language in your unit planning documents that address staff diversity? Please specify the document**

<table>
<thead>
<tr>
<th>Document</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;E Services Policies and Procedures</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
</tr>
<tr>
<td>Goals and Objectives Annual Document</td>
<td></td>
</tr>
<tr>
<td>Hiring practice/training, EOE, Diversity statement in Faculty Handbook and AA website</td>
<td>I don't recall that there is, but there may be.</td>
</tr>
<tr>
<td>in university policies</td>
<td></td>
</tr>
<tr>
<td>Job descriptions</td>
<td></td>
</tr>
<tr>
<td>Mission Statement and strategic plans are not developed yet.</td>
<td>Not sure</td>
</tr>
<tr>
<td>Not sure</td>
<td></td>
</tr>
<tr>
<td>Not that I know of.</td>
<td></td>
</tr>
</tbody>
</table>
not to my knowledge
Programming Model
Strategic Plan
The Wellness Center Overview - page 1
unknown
Unknown
unknown
We do not have a planning document apart from the university's.
We hire those people who are qualified. It should not be dependent on their diversity.

If you answered "yes" on item 3 and/ or 4, identify how progress is measured:
% of new faculty hires that fall into protected categories, if known
Comment cards are left at each repair for student comments
Healthy Campus Strategic Plan
IPP (Individual Performance Plan) document - yearly
Results of such programs are measured on EOY reports per residence hall

Are there other efforts to address staff diversity taking place in your unit?
All of our scholarship programs require a diverse group reviewing and selection our scholarships
Health promotion for special populations: i.e. those with diabetes, asthma, obesity, etc.
hiring of least qualified to meet imposed quotas
I do not feel that is necessary. No one is excluded.
I don't know that there are, but there may be.
I'm sure there are
invitations to diverse candidates to apply for vacancies
Making sure departmental development meets the Central "Core" values.
Our department is very small. I suppose the best person who applies is chosen.
Recruitment of faculty but the university needs to assist with visa renewals for international faculty
Some departments advertise with other organizations or in print/online newsletters
There are not any that I know of.
Those in charge of interviewing candidates, actively pursue female and/or minority candidates.
Training of supervisors
unknown
unknown
we are a diverse staff but do provide equal opportunities to any applicants
We hire the most qualified person.
We offer training related to leveraging & appreciating diversity and managing multiple generations
when selecting program members, much attention is paid to selecting multiple aspects of diversity
Appendix E
Diversity Statement

University of Central Oklahoma Diversity Statement

The University of Central Oklahoma (UCO)’s explicit commitment to diversity is essential in fulfilling the university’s mission to provide transformative educational experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving the global community.

Diversity encompasses a range of values, personal experiences, and worldviews that arise from differences of culture and circumstance, including differences of race, ethnicity, geography, gender, age, religion, socioeconomic status, language, ability/disability, sexual orientation, status as a veteran, learning style and immigration status, among other forms of diversity.

Diverse backgrounds broaden and deepen the educational experience and scholarly environment that are essential to achieving academic excellence. UCO promotes academic excellence and enhances the scholarly and creative environment by systematically pursuing the following goals:

- To promote diversity by encouraging students from diverse and underrepresented backgrounds to enroll at and to graduate from UCO.
- To recruit and retain faculty and staff from diverse and underrepresented backgrounds.
- To foster an institutional culture that values a diverse community and that invites authentic interaction among the members of that community.

UCO recognizes that enhancing diversity in service to the university’s mission and goals requires leadership, commitment and consistency. Leaders at all levels have an obligation as they build upon this commitment to embrace and sustain diversity in every area of the university.

UCO vigorously fosters diversity on its campus and in the communities it serves. By valuing and promoting diversity, the university acknowledges uniqueness, similarities, and differences among its stakeholders while providing transformative learning experiences for its students.

UCO celebrates its tradition of inclusion and recognizes that strengthening and expanding diversity on its campus is essential to the university’s continued success.
Appendix F
Equal Opportunity Statement

Equal Opportunity Statement

The University is committed to an inclusive educational and employment environment that provides equal opportunity and access to all qualified persons. The University will continue its policy of fair and equal employment and educational practices without discrimination or harassment because of actual or perceived race, creed, color, religion, alienage or national origin, genetic information, ancestry, citizenship status, age, disability or handicap, gender, marital status, veteran status, sexual orientation, gender identity, or any other characteristic protected by applicable federal, state, or local laws.

Discrimination or harassment in violation of this policy should be reported to the Affirmative Action Officer (Office of Legal Counsel) Lillard Administration Building, Room 114D, voice (405) 974-3377 or fax (405) 974-3807. After office hours or on holidays and weekends, the report may be made by contacting University Police Services at (405) 974-2345.