

USAC Special Report

Diversity & Inclusion Task Force

Executive Summary

In 2015, President Michael V. Drake outlined three components in his 2020 Vision: Access, affordability and excellence; Community engagement; and Diversity and inclusion. In addition to the steady progress the university has made in diversifying the student and faculty population, President Drake charged the University Staff Advisory Committee (USAC) with examining the issue and bringing forth recommendations leading towards a positive change for staff in the university environment.

A task force was appointed by USAC including representation from Office of Human Resources (OHR), Office of Diversity and Inclusion (ODI), Office of Academic Affairs (OAA), Enrollment Services and Undergraduate Education (ESUE), College of Veterinary Medicine, Office of Student Life, and Association of Staff and Faculty Woman (ASFW). Based on a cursory review of existing staff demographic data, dialogue with campus constituents, common themes in the areas of awareness/collaboration, training, and enhanced processes emerged. We feel continued assessment and attention in the area of staff diversity and inclusion will address long-term ideas and solutions for inclusiveness, making the follow recommendation to begin the pathway to excellence.

Recommendations

Awareness/Collaboration

- Develop a staff inclusion committee to act a liaison for units on diversity efforts
 - Continue the USAC Diversity & Inclusion Taskforce, charged with developing a framework and membership structure for an ongoing staff inclusion committee
 - Review potential models for formation of committee including Wellness Innovators program, Senate Diversity committee, OSUMC Diversity Council
- Appoint Diversity Officers in every unit. Develop a network to communicate diversity efforts, provide resources and educate staff in conjunction with the standing staff diversity committee

Training

- Incorporate diversity training into recruitment and selection efforts and onboarding of new staff as well as continued annual training for all staff
 - Use existing faculty search committee model to establish diversity training for staff search/selection committees including unit HR Generalist, HRPs, and hiring managers
 - Train HR Generalist and SHRPs regarding use of language and resources to expand the scope and visibility of job openings to diverse populations
 - Set place holders within current onboarding proposal for diversity training and resources; Incorporate existing diversity trainings into BuckeyeLearn and create additional content to meet needs

Enhanced Processes

- Create clear career pathways and talent management programs for all staff employees, supported by the completion of the Classification and Compensation project
- Develop an adequate funding model to achieve diversity recruitment and outreach objectives, provide fiscal and FTE for creation and support for employee resource groups (ERGs), and enhance diversity metrics to provide accurate and timely data for reporting and audit.



Awareness and Collaboration

College and units should work collectively to develop and promote opportunities that serve to engage, guide, and educate staff on the importance of diversity. In addition, each unit should have access to collaborative learning opportunities designed to address and assess their respective challenges while providing instruction on how to build and expand diverse communities.

Establishing Best Practices for Campus Search Committees

- All unit websites should include the university's diversity statement and feature the unit's diversity report
- Establish a process and secure resources needed to place job announcements in minority serving outlets
- Review existing practices and policies to ensure that searches are inclusive and to establish consistency across units. Publicly acknowledge exemplary practices within the units that prove to be effective in recruiting and retaining under-represented groups

Staff Diversity Liaison (s) for each Unit

- Identify a network of staff, similar to the Wellness Innovator program, who can work within their units to create opportunities for all staff to be engaged in ongoing diversity education and training
- Communicate the university's vision, guidelines and policies regarding diversity as well as celebrating successes to their units
- Assess specific community problems relevant to diversity and assist leaders and managers with researching, developing, and implementing strategies that will address any issues

Collaborative Learning & Sharing Opportunities for Units

- Encourage units to deliver an annual State of Diversity Address
- Host a Campus Diversity Summits where units share effective systemic practices, discuss their challenges and accomplishments and learn about campus resources that can assist them in creating communities that are rich in diversity
- USAC, in collaboration with relevant units, can coordinate Town Halls to focus on consistent messaging and to clarify the university's commitment to these efforts



Training

Acknowledging that staff members, like any other population, are at varying levels of cognitive complexity in their conceptualization of diversity and inclusion, it is important to offer a range of opportunities to move our thinking and behaviors toward an increasingly positive and just climate. Efforts should be made to develop opportunities to enhance awareness, process social identities, heighten cultural competency, consider power and privilege, and inspire action toward social change.

Consolidating and Managing Staff Training Efforts

- Facilitate a consolidated training approach, grounded in consistent messaging, by developing a common portal to streamline efforts, initiatives, and training opportunities
 - A portal should include references to university and other relevant policies and procedures, webinars on various training sessions, and opportunities to engage in workshops or other efforts on campus
 - Specific topics/workshops should be flagged as appropriate/required for specific populations, such as HR Generalists, managers, and those working in direct contact with students

New Staff Members

- New employees should be required to participate in an onboarding session or module emphasizing the importance of diversity and inclusion in the workplace
 - Trainings should be sequenced with introductory, intermediate, and advanced options offered to engage different levels of awareness and understanding
 - Accountability and timelines could model those in place for other mandatory trainings, such as fiscal, Title IX, Title IIV, and other compliance-based requirements
 - Until the online training is developed, a placeholder should be held for a diversity module in the HR Service Delivery Project

Existing Staff Members

- Current staff members should also be encouraged to engage in a workshop or online module appropriate to their work environment
 - Trainings should be offered to engage different levels of cognitive complexity in order to be appropriate for an individual's previous level of diversity training
 - Continue to identify opportunities to bring in organizations to offer existing trainings, such as the current partnership with Opportunities for Ohioans with Disabilities
 - Existing structures should be capitalized on to engage staff. BuckeyeLearn and YP4H are systems that are regularly accessed and can be incentivized for streamlined messaging.

HR Generalists and Managers

- HR Generalists and SHRPs across campus should be commonly trained on implicit bias and other relevant topics, such as reporting and climate
- Managers and directors should engage in a workshop or module specific to supporting a wide range of staff identities

Staff Recruitment and Selection Committees

- The hiring committees should engage in the implicit bias training currently being implemented for Discovery Theme faculty hires.



Enhanced Processes

Based on review of current systems and programs, it is essential to determine necessary enhancements to better the reporting and hiring while becoming an inclusive university through education and group involvement. Incorporating inclusion through education from recruitment and hiring to onboarding to day-to-day work, can elevate the intrinsic desire of staff to become a part of President Drake's vision for "the most talented and diverse in university history".

Metrics

- Establish institutional metrics and systems of accountability to advance and support the efficient operations and effective outcomes of diversity initiatives. Charge Office of Human Resources with pulling salary data by race, gender, and status and provide this data to the colleges. Incentivize colleges to address salary inequities for staff in similar position
- Culture Survey and other existing datasets should be disaggregated, provided to relevant parties, and made available to all campus-wide to better understand the experiences of our various identity groups regarding the campus climate; these findings should be used to inform training and other efforts
- The Office of Diversity and Inclusion in partnership with the Office of Human Resources should assist the university in enhancing inclusive excellence by standardizing reporting processes, making data more broadly available in support of accountability and reward systems, and eliminate duplicative work to make more efficient use of limited university resources.
 - The Diversity and Inclusion Action Plan and Assessment template should be revised in partnership with OHR to insure that it encompasses all appropriate metrics
 - The Diversity and Inclusion Action Plan and Assessment should be completed annually by all academic *and* service units
 - Academic and service units should be encouraged by the president, provost, and vice provost for academic and strategic planning to include Diversity and Inclusion metrics in all sections of the strategic planning process: Teaching and Learning, Research and Innovation, Outreach and Engagement and Resource Stewardship

Recruitment

- Systematize focused recruitment, promotion and retention activities to achieve mission-appropriate outcomes among our senior administrative and other staff
- Establish a hiring fund to be administered by OHR in support of staff and/or cluster hires that enhance staff diversity
- Talent management plans should be streamlined to better retain and promote existing talent at the institution, based on the completion of the Classification and Compensation project

Inclusion

- Incorporate Diversity and Inclusion workshops into the onboarding process of all staff members, including senior administration, in an effort to improve the climate at all levels of the institution
- Formalize a mentoring program that assists new senior hires with acclimating to the university (Note: An essential component to such a program should be D&I training for mentors.)
- OHR and ODI should work together to develop cross-functional, multi-level Employee Resource Groups (ERGs) that will serve multiple functions at the university:
 - Provide community to underrepresented staff



- Serve as “brain trusts” for the university: ERGS have intuitive knowledge about social issues impacting our campus climate
- ERGS also have contacts and credibility among their respective affinity groups and therefore serve as an excellent resource and pipeline in during the staff recruitment process

Classification and Compensation Project

- Use the new Classifications to develop clear pathways where relevant
- Ensure that these pathways are made available to staff members
- Establish metrics and complete reviews of internal and cross-departmental promotions/hires to determine if employees are moving through pathways over time
- Further review this analysis for success metrics relevant to identified populations of interest

