

CFAES

OFFICE OF DIVERSITY, EQUITY, & INCLUSION

2022 CFAES Faculty and Staff Climate Survey Results



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

—We Sustain Life—

cfaesdei.osu.edu

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Executive Summary

Executive summary

In fall 2021 the CFAES Office of Diversity, Equity, and Inclusion distributed a survey to all CFAES Faculty and staff with at least a .25% FTE (N=1978). The survey asked about faculty and staff perceptions of the climate for diversity, equity, and inclusion at the college and department/unit level.

The survey addressed faculty and staff experiences with discrimination and harassment, perceived treatment of individuals with intersecting identities, overall view of college leadership related to DEI, and overall view of the college as a welcoming and inclusive place for Underrepresented Minority (URM) faculty, staff, and students. Members of the CFAES DEI Action Council contributed to the construction of survey questions. Survey questions were also drawn from an earlier faculty and staff climate survey distributed as part of the Change Agent States for Diversity Project, a national endeavor from the ECOP in 2008.

The survey was approved by IRB in October and distributed at the end of October and closed in November. One thousand nine hundred seventy-eight invitations were sent. One thousand one hundred and seventeen completed the survey. There was a 56% response rate and a 91% completion rate.

Respondants

N = 1,017 respondants

249

Faculty

768

Staff

732

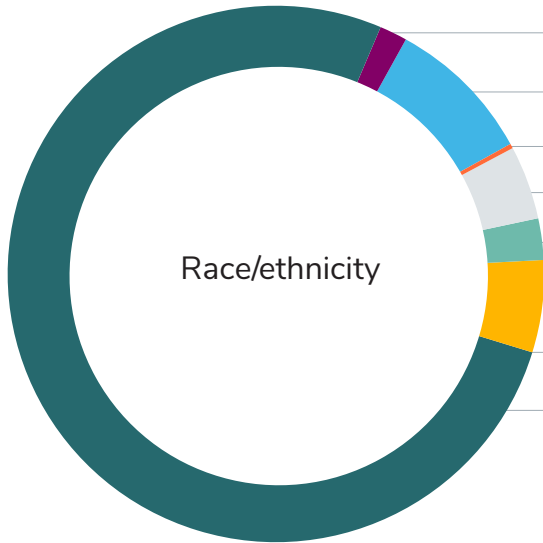
Female

285

Male

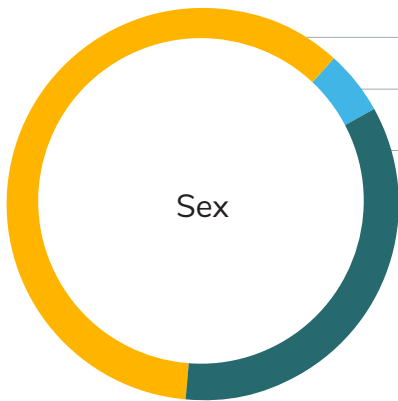


Demographics of Respondents



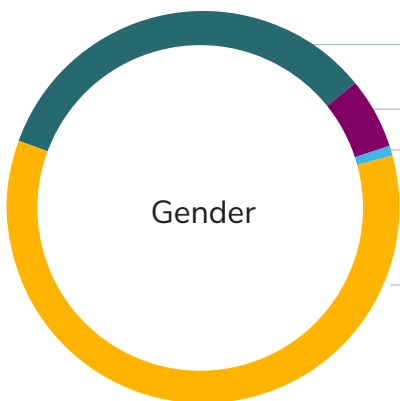
- Black or African American (23)
- Prefer not to answer (74)
- American Indian or Alaskan Native (4)
- Asian or Asian-American (36)
- Two or more races (14)
- Hispanic or Latino (47)
- Native Hawaiian or Other Pacific Islander (0)
- White (647)

GRAPH 1



- Female (495)
- Prefer not to answer (42)
- Male (283)
- Intersexed (0)
- Additional sex category (0)

GRAPH 2



- Man (274)
- Prefer not to answer (47)
- Nonbinary, questioning or unsure, trans man, trans woman, demi-gender (6)
- Woman (490)

GRAPH 3





Key Findings

Perceptions of the College as a whole

When asked about being satisfied with being an employee within CFAES 88% of respondents agreed or strongly agreed to being satisfied. When asked about college leadership visibly supporting DEI, 86% agreed or strongly agreed that college leadership visibly supports diversity, equity, and inclusion. Ninety percent of respondents indicated that they agree or strongly agreed that college leadership fosters a civil environment. Eighty four percent indicated that they agree or strongly agreed that college leadership proactively addresses issues related to diversity, equity, and inclusion.

See Appendix A for additional questions and responses.

Question	Strongly disagree	Disagree	Agree	Strongly agree
Overall, I am satisfied with being an employee in the College of Food, Agricultural, and Environmental Sciences.	2%	9%	60%	28%
College leadership visibly supports diversity, equity, and inclusion.	2%	11%	55%	83%
College leadership fosters a civil environment.	2%	7%	61%	29%
CFAES leadership proactively addresses issues related to diversity, equity, and inclusion.	4%	13%	57%	27%

TABLE 1

When asked if CFAES is a welcoming place for all faculty/staff 81% indicated agree or strongly agree. While 71% indicated that they perceived that CFAES was a welcoming environment for all students. Seventy nine percent of respondents indicated that they agreed or strongly agreed that CFAES encourages open expression of ideas.

Question	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
CFAES is a welcoming environment for all faculty/staff.	2%	13%	51%	30%	3%
CFAES is a welcoming environment for all students.	2%	9%	42%	29%	19%
CFAES provides an environment that encourages open expression of ideas.	4%	14%	53%	26%	3%

TABLE 2



Seventy-two percent indicated that they agreed or strongly agreed that CFAES encourages the expression of differing beliefs. Seventy three percent indicated that they agreed or strongly agreed that CFAES encourages open expression of opinions and 79% indicated that they agree or strongly agree that CFAES is an inclusive environment. See Appendix B for detailed questions and responses.

Question	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
CFAES provides an environment that encourages open expression of differing beliefs.	5%	16%	48%	25%	4%
CFAES provides an environment that encourages open expression of opinions.	5%	17%	49%	24%	4%
CFAES is an inclusive environment.	3%	14%	53%	26%	4%

TABLE 3

Experiences of Discrimination or Harassment

Respondents were asked if they experienced discrimination or harassment as employees of CFAES.

Discrimination

Most respondents, 89% indicated that they have not experienced discrimination and 11% indicated that they did experience discrimination as an employee of the college. For respondents who identified as non-white 17% indicated that they have experienced discrimination while 83% have not. Of those who experienced discrimination 24% reported the experience while 76% did not. For those respondents who experienced discrimination 35% reported the discrimination and 65% did not.

In looking at male and female responses 12% of those identifying as female reported experiencing discrimination while 9% of those identifying as male reported experiencing discrimination. Both males and females reported at a rate of 24%.

The majority of those (White and non-white) who did report their experience of discrimination reported it to supervisors, unit leaders, or human resources. For those that



opted not to report discrimination, fear of retaliation or retribution including loss of job or not receiving tenure were the most indicated reasons. A sense of nothing will be done was also indicated along with reporting creating more problems.

Experience Discrimination	Yes	Frequency	No	Frequency
All respondents	11%	95	89%	788
White	8%	51	92%	592
URM/BIPOC	17%	17	83%	83
Female	12%	70	88%	530
Male	9%	25	91%	258

TABLE 4

Report Discrimination	Yes	Frequency	No	Frequency
All respondents	24%	23	76%	72
White	18%	9	82%	42
URM/BIPOC	35%	6	65%	11
Female	24%	17	76%	53
Male	24%	6	76%	25

TABLE 5

The following table shows the reasons why respondents felt that they were discriminated against. For examples see Appendix B.

Reason	All	Freq.	URM/BIPOC	Freq.	White	Freq.	Fem	Freq.	Male	Freq.
Age	11%	15	3%	1	14%	10	10%	11	9%	4
Race/ethnicity	13%	21	35%	12	3%	2	8%	9	26%	12
Sexual orientation	3%	5	0%	0	3%	2	5%	5	0	0
Gender identity or expression	24%	37	14%	5	34%	25	27%	30	15%	7
Veteran status	0%	0	0%	0	0%	0	0%	0	0%	0
Country of origin	6%	10	18%	6	0%	0	4%	4	13%	6
Religion	5%	8	3%	1	3%	2	5%	6	4%	3
Disability	1%	2	0%	0	1%	1	2%	2	0%	0
Socioeconomic status	6%	9	3%	1	7%	5	5%	6	7%	3
Employment classification	20%	31	12%	4	26%	19	21%	23	17%	8
Other	12%	18	12%	4	11%	8	13%	14	9%	4

TABLE 6



Harassment

Fewer respondents indicated experiencing harassment as employees of the college. Ninety-five percent (White and non-white) said that they have not experienced harassment in the college while 5% indicated experiencing harassment within CFAES. For those respondents who identified as non-white 6% reported experiencing harassment and 94% have not experienced harassment.

Out of those who indicated that they experienced harassment 60% indicated that they reported the harassment and 40% did not. For non-white respondents, 50% reported the harassment and 50% did not. The majority of those who reported indicated that they reported it to a supervisor, unit leader and or human resources. When asked why they chose not to report the harassment, responses were similar to those given by those who opted not to report discrimination, feeling that nothing would be done and fear of retaliation and retribution.

Experience Harassment	Yes	Frequency	No	Frequency
All respondents	4%	39	96%	841
White	3%	21	97%	624
URM/BIPOC	6%	6	94%	95
Female	5%	31	95%	564
Male	3%	8	97%	277

TABLE 7

Report Harassment	Yes	Frequency	No	Frequency
All respondents	59%	23	40%	16
White	52%	11	48%	10
URM/BIPOC	50%	3	50%	3
Female	58%	18	42%	13
Male	63%	5	37%	3

TABLE 8

The following table shows the reasons why people felt harassed. For examples see Appendix C.



Reason	All	Freq.	URM/ BIPOC	Freq.	White	Freq.	Fem	Freq.	Male	Freq.
Age	10%	6	8%	1	13%	3	12%	5	6%	1
Race/ethnicity	12%	7	25%	3	0%	0	7%	3	25%	4
Sexual orientation	0%	0	0%	0	0%	0	0%	0	0%	0
Gender identity or expression	15%	9	17%	2	17%	4	17%	7	13%	2
Veteran status	0%	0	0%	0	0%	0	0%	0	0%	0
Country of origin	5%	3	8%	1	0%	0	2%	1	13%	2
Religion	3%	2	0%	0	0%	0	2%	1	6%	1
Disability	5%	3	0%	0	13%	3	7%	3	0%	0
Socioeconomic status	3%	2	0%	0	0%	0	2%	1	6%	1
Employment classification	12%	7	17%	2	8%	2	14%	6	6%	1
Other	33%	19	25%	3	50%	12	36%	15	25%	4

TABLE 9

Disparaging remarks

Respondents were asked if they heard faculty and staff making disparaging remarks about a variety of historically marginalized identities. Over 90% of those who responded have not heard disparaging remarks made about colleagues based in intersecting identities. One category, politics, did have 15% of respondents indicating that they heard disparaging remarks about colleagues based on politics.

While there are not a significant number of respondents indicating that they have heard disparaging remarks for those providing examples of what they heard some of the examples include individuals disparaging those whose first language is not English or for being from another country. Full comments can be found in Appendix D. Most respondents indicated that they did not report the disparaging comments because they did not feel that the comments met the policy standard or that reporting would “put a target on your back”.

For all examples of comments, see Appendix D.



Question	% Yes	% No
Sex	5%	95%
Gender identity or expression	5%	95%
Country of origin	3%	97%
Disability	2%	98%
Politics	15%	85%
Religion	3%	97%
Age	8%	92%

Question	% Yes	% No
Socioeconomic status	3%	97%
Race/ethnicity	5%	95%
English as a second language	3%	97%
Veteran status	.11%	99.89%
Sexual orientation	3%	97%
Position within the college	9%	91%
Physical appearance	5%	94%

TABLE 10

Overall Perception of Climate: Faculty and Staff

Both faculty and staff were asked about their perception of the climate within CFAES. There was some variation among questions posed to faculty than staff based on their research, teaching, and engagement with the promotion and tenure process. Faculty were asked specific questions relating to their role as faculty which included aspects of mentoring, explanation of the tenure process and support in engaging in the tenure process as well as perceived levels of support from departmental leadership. Table 11 presents responses on questions related to the general departmental climate and Table 12 shares responses to questions related to types of support faculty perceived as available.

Overall perception of departmental climate (Faculty)	Strongly disagree	Disagree	Agree	Strongly agree
My colleagues value my research/scholarship.	3%	12%	46%	39%
My colleagues value my teaching.	3%	6%	45%	45%
My colleagues value my service.	4%	6%	45%	44%
I feel respected by fellow faculty in my department/unit.	3%	11%	42%	43%
I feel respected by staff within my department/unit.	1%	4%	40%	56%
I feel respected by students.	0.53%	2%	45%	52%
I feel a sense of belonging in my department/unit.	7%	14%	43%	35%

TABLE 11



Departmental Support (Faculty)	Strongly disagree	Disagree	Agree	Strongly agree
My department chair has provided me with clear expectations related to the promotion/tenure process.	8%	18%	36%	38%
I have the opportunity to ask departmental colleagues questions related to promotion/tenure.	2%	7%	39%	52%
I have a functional relationship with my faculty mentor.	15%	10%	29%	46%
I feel comfortable asking my faculty mentor questions about promotion/tenure.	10%	7%	30%	52%
I feel supported by my department chair.	6%	6%	35%	52%
I am confident in my classroom management skills.	53%	2%	37%	60%
I have been invited to network with other faculty within the department.	5%	16%	38%	41%

TABLE 12

Overall departmental climate (Staff)	Strongly disagree	Disagree	Agree	Strongly agree
My colleagues value my service.	3%	7%	45%	45%
I feel respected by colleagues in my department/unit/school.	3%	8%	48%	40%
I feel respected by fellow staff within my department/unit.	3%	5%	45%	47%
I feel respected by students.	3%	4%	40%	54%
I feel a sense of belonging in my department/unit/school.	4%	14%	44%	38%
My department/unit fosters an inclusive environment.	5%	11%	46%	37%

TABLE 13

Views on Departmental Leadership: Faculty and Staff

Faculty and staff were asked questions about their views on the level of support they receive from departmental leadership. In addition, they were asked about their perceptions of departmental leaders and how they demonstrate support for diversity, equity, and inclusion as it relates to various identities.



Overall departmental climate (Staff)	Strongly disagree	Disagree	Agree	Strongly agree
My department/unit head helps me obtain resources that I need.	3%	11%	55%	31%
I feel respected by the head of my department/unit.	3%	8%	50%	39%
The department/unit head supports a positive climate for female faculty / staff.	2%	5%	50%	43%
The department/unit head supports a positive climate for faculty/staff who identify as members of the LGBTQ+ community.	1%	5%	50%	43%
The department/unit head supports a positive climate for underrepresented minority (Black, Indigenous, and People of Color (BIPOC)) faculty/staff.	2%	6%	55%	37%
The department/unit head supports professional development opportunities for female faculty/staff.	1%	5%	53%	42%
The department/unit head supports professional development opportunities for LGBTQ+ faculty/staff.	1%	5%	57%	37%
The department/unit head supports professional development opportunities for underrepresented minority (Black, Indigenous, and People of Color (BIPOC)) faculty/staff.	2%	6%	55%	38%
I feel like I have to work harder than others in my department/unit.	19%	48%	21%	11%
Others seem to fit in better than I do within my department/unit.	21%	48%	22%	9%
The climate in my department/unit is equally supportive for male and female faculty/staff.	4%	10%	54%	32%
The department/unit leadership visibly supports diversity.	3%	10%	54%	33%
The department/unit leadership visibly supports equity.	4%	13%	51%	32%
The department/unit leadership visibly supports inclusion.	3%	11%	52%	34%

TABLE 14

Open ended question

There was one open-ended question that asked respondents to share “what actions can we as a college can take to build a diverse, equitable, inclusive and welcoming environment for all faculty staff and students. Overarching themes that arose are

- Hiring/salary/retention (mentioned 112 times)



- Training/programming/networking (mentioned ninety-one times)
- Stakeholders and or funders limiting DEI/compensation for DEI work specifically (mentioned twenty-two times)
- Other that included comments related to Workday and other concerns (69 statements)

Many comments focused on increasing the diversity of the student body and the faculty and staff. Several also commented on the possible undue influence that our stakeholders and funders have on how far we as a college can go with DEI. This sentiment was mirrored in several of the faculty and staff focus groups. Salary equity came up numerous times as an aspect of equity and inclusion. This sentiment also arose in faculty and staff focus groups.

Specific responses from the open-ended questions can be found in Appendix E.

Focus groups

In addition to the survey there were six faculty focus groups held during the month of January 2022. A total of forty-one faculty participated. Each focus group was 60 minutes and addressed the same series of questions. All groups were conducted via Zoom and recorded. The recorded transcript was used to identify common themes among the groups. Initially over one hundred staff signed up for a focus group. To keep the number of participants at 10 or less focus groups were run simultaneously. Kathy Lechman facilitated one group while members of the CFAES DEI Action Council facilitated the other groups. A total of sixty staff participated. Each focus group was 60 minutes and addressed the same series of questions.

Most groups got through four questions 1, a smaller group got through five. The questions addressed were:

1. What are your impressions of CFAES when it comes do diversity, equity, and inclusion?
2. What creates an inclusive climate?
3. How can the college demonstrate the there is value for DEI?
4. What should we have asked that we did not?



Faculty and Staff focus group themes

Question 1: What are your impressions of CFAES when it comes to DEI?

Most faculty and staff agreed that we have some good things in place and there is a desire to do better, but we need to continue and to do more to enhance the college climate. Each group mentioned that we have additional work to do to create a diverse, equitable and inclusive climate.

- “So, I think there’s the commitment I just think we don’t have a really good you know at least folks I talked to you don’t always have a really good pathway to sort of move that direction and I think that’s what we struggle with is how do we, how do we get to where we want to be given, where we are now”.
- “I think that it’s clear that the College leadership values diversity equity and inclusion, we have an office, we have Leo we have people”.
- “...there are some really good programs like _____ mentioned the promotion and tenure workshops, there were there are also, I think the conversations that are happening now about this is the first time that I’m seeing that there is a workshop for associate faculty”.
- “I think that we have really good intentions and I think that we want to do better, but we just don’t really know how to take those first steps, especially when it comes to hiring or even expanding our clientele based on our programming”.

There were statements regarding us being “behind other institutions”, “slow to respond to this issue”, and that the college gives “lip service” to DEI. The concept of “entrenched” attitudes regarding various identities surfaced.

It was also shared that there is a perception that the college is engaging in “performative” or just “transactional” activities that do not lead to culture change.

- When asked for examples of actions that would not be performative an example was given to focus on having difficult conversations regarding how to right historical and current structural wrongs, e.g., Land Grab.
- “To me it would be so important that the Dean actually personally gathers groups of faculty at all ranks and really have a frank conversation about why we should be engaged in these sorts of activities, why it’s important and how she thinks or she sees us doing it”. “It has to come from the top”.
- Targeted hiring was also identified as an antidote to the perception of “lip service” along with, “weighing in the value of a different perspective afforded by a different ethnicity or different background” when making hiring decisions.
- “staffing doesn’t reflect the diversity in the population we serve and the efforts to further train or embrace this issue and internalize it is a huge need and I haven’t seen a lot of efforts yet like really good efforts where we really talk about things that really besides, a committee here committee there...”
- We are not doing enough that is visible to the college regarding DEI.
- Communicating our DEI efforts more clearly and frequently was also a theme from several of the focus groups.
- Several individuals identified faculty onboarding as a concern and that there needed to be additional efforts to onboard URM faculty.
- Mentoring was also a concern since mentoring is not consistent across departments.



Strong ties to the agricultural community and commodity groups was brought up as a pro and a con due to the fact that they “tend to be very white and male” creating a hesitancy to “say things or take positions that might be offensive to our stakeholder groups in the state (sic)”. “I see forward movement, but it seems like there are some external pressures that slow down progress oftentimes like there are some stakeholders that maybe are not on board with diversity, equity and inclusion efforts, and so I think that it seems like it thwarts progress a lot of times”

- Redefining/expanding who we view as stakeholders e.g. people working on food and environmental issues in urban areas

Funding structure surfaced as a concern

- “We’ve got a funding structure that runs through the state legislature, and we have to often times limit our scope of investigations on topics that would kind of perhaps attract more diverse set of faculty, students, staff to the College. And because we’re hemmed in by you know some strong factions, probably at the state level in terms of what college of food and environmental sciences should be pursuing in terms of topic areas”.
- “I do believe that the College has every intention of embracing, you know, diversity, but again, when it comes down to the action, and you know when the rubber meets the road when it comes to funding, they’re very timid about putting their toes in the water and upsetting the applecart. And, so I think we’re stuck”.

Concerns related to hiring practices were brought up and examples provided of URM candidates being in the pool and either not being interviewed or being interviewed and then not hired-sometimes due to perceived stakeholder input.

Poor undergraduate student recruitment practices that do not reach URM students surfaces as a concern.

“I personally feel that there’s a disconnect and maybe I’m not sure whose responsibility it is, but I think there’s a disconnect on how we emphasize the importance of it to faculty and staff and how we don’t emphasize the importance of it to students”.

People have seen more females elevated to leadership positions.

- “I think there’s I get a sense there’s a commitment, but in my own experience there’s still a lot of misogyny in the college and in the departments. . .”
- “I think we’ve had a very entrenched culture that has been not just misogynistic, but we do have issues with race, with non-national you know you know international acceptance, homophobia, trans phobia I think have been especially pernicious problems. I think, as we get newer faculty and younger faculty, that culture seems to be changing. I’ll be flat out honest, like the first year I was, I was horrified at some of the things that I was seeing I mean it was it was just like it was very bad I mean just comments that were made about international students people coming up and doing their interesting versions of different international accents”.

“...but maybe more on the optimistic side I have appreciated the messaging and the fact that, like Kathy your role exists in the College. And the principles of Community and in our department that we have a committee looking at how can we be supported as faculty and staff”.

Question 2: What makes an inclusive climate?

Feelings of safety and belonging

- The ability to be authentic and bring entire selves to the workplace.
- To communicate without fear that things that are said or research areas will offend stakeholders and hurt careers.
- To be at the table and have a voice.

Seeing people who represent visible diversity

Recognizing contributions of all CFAES employees e.g., faculty and staff.



Having DEI infused in everything that we do not just as an afterthought or as a reactive approach.

- “Issues of equity and inclusion would be a part of all of our conversations, not just the ones that are related to DEI work. That it is kind of a pervasive thing that is just part of who we are...”

Having intentional conversations about DEI when making decisions at all levels.

“Providing faculty initiatives to hire a diverse group of lab techs, graduate students, those types of things”.

Practicing faculty governance (When asked about Faculty Advisory Council it was deemed as another layer of bureaucracy that was used to deny access to the Dean).

- “I would like to see senior leadership make more direct efforts to connect with faculty. I don’t, for example, recall the last time the Dean came along to our faculty meeting. Having such regularly check in and reporting to us on what’s going on, the value and goals of DEI work/initiatives is super important. Emails don’t cut it”.

Focus on international faculty and celebrating their success and contributions to the college.

Transparency

“Being respected equally as my male counterparts”.

Calling out people, especially leaders for positive behaviors and actions.

“Encouraging and fostering people’s curiosity about different backgrounds and communicating and making sure people are told that their voices and experiences are important”.

Question 3: How can the college demonstrate that there is value for DEI?

Administration being more vocal about DEI.

Being mindful of academic snobbery and how it may impact hiring and even undergraduate recruitment.

- “Just to follow up on that student recruitment to have we don’t have much minority or ethnic diversity in the academic staff and administration either, so I think that would help within increasing the perspective get more diversity and viewpoints and perspectives, but also when you’re talking to students, they can, if they see people like themselves and that’s come up to in conversations to it just it sends it just it’s better connection that might be implicit or unconscious but there’s that bias, there too, so I think in that in our own staff and administration is increasing the diversity that would be help in many ways to”.

Stronger outreach to HBCUs, Hispanic Serving Institutions, Tribal Colleges, and urban public high schools

When building relationships especially with HBCUs, Hispanic Serving Institutions, and Tribal Colleges make sure it’s a two-way street not just taking from them e.g. faculty exchange programs.

Value DEI work in the P and T process or additional compensation.

Addressing the DEI tax often placed on URM and female faculty.

- Having DEI embedded in APT and POA documents “are incredibly powerful signals...” “moving APT documents to formally reflect that, so now it’s why aren’t you doing that, rather than why are you doing it (DEI)”.
- “Altering the College APT to shift the burden from candidates who have to say ‘sorry, I supported DEI’ to candidates having to say ‘sorry, I didn’t actively support DEI”.
- “I think one way in which we can strive to be more inclusive when it comes to making decisions about Promotion and tenure, is to is to recognize the different ways in which people’s research can be impactful. . .”.



Value staff as much as faculty
Amplifying URM faculty research and voices
Develop strong retention strategies for female and URM faculty
Reliance on senior faculty and administrators to set a tone for establishing a welcoming environment and building diversity and equity and holding them accountable.
Broadening stakeholder groups. <ul style="list-style-type: none"> • “The College needs to be willing to pursue topics centrally that might not be favored/approved by legacy CFAES funders and stakeholders - this will attract diverse scholars who might not identify with pursuit of topics typically favored by legacy stakeholders”.
Diversifying all college committees to ensure URM and International faculty representation.
Acknowledging and addressing power disparities.
Investing in hires that are tied to DEI. <ul style="list-style-type: none"> • “Like the hiring practices and we look at in the College you know, underrepresented groups, and we see like 1%. And you see an increase over a three-year period of point 2%. And some people think that that’s great. Some departments have not hired underrepresented groups in 20 years. How can you justify that we are serious about DEI when we have such to me appalling data, the data speaks for itself it’s just look at it”.
Continue to provide a budget for DEI.
Ensure pay equity
Targeted campaign toward non-traditional students.
Being aware that not everyone celebrates Christmas and when having a party during that time not focusing it on Christmas decorations and practices associated solely with the Christmas Holiday.
Avoid scheduling college events on non-Christian major holidays.
Networking opportunities for folks engaged in DEI work.
Authenticity from leaders related to DEI.
DEI effort as part of the AMCP process, require DEI effort and annual reporting changing the APT and POA processes. <ul style="list-style-type: none"> • “We we’ve come a long way in requiring in requiring potential candidates to give us a diversity statement right they all have to write a statement, what do we do with it like we assess whether we want to hire someone or not based on their intended commitment to diversity equity and inclusion and then we don’t track that at all”. • Capturing DEI work in a way that is “reportable and recognizable and able to be applauded in the annual performance reviews and the Promotion and Tenure Process”. • “What you focus on gets results and what you measure matters...”

Question 4: What should we have asked that we did not?

How engaging in DEI work can be exhausting and how is it rewarded?

- Changing the tenure process so that it is more inclusive.
- People want to engage in DEI but feel constrained and conflicted if they are in the midst of the tenure process because DEI efforts are not counted strongly and my harm some people.



What might we be afraid of in moving DEI forward?

Reaching out to nontraditional stakeholders.

Negative student interactions-students saying horrible things about each other.

Leaders not being held accountable for lack of support for DEI.

The fact that having a DEI Office does not negate others responsibility to DEI efforts.

Addressing invisible diversity and being mindful of how needs might vary.

Not having formal prayers at our events (respondent indicated that it was not a college level event but one that was still associated with our college).

“What bonus, do you get for doing an outstanding job in your annual evaluation in terms of diversity and inclusion. What are the innovative grant programs that advance diversity inclusion, where we as faculty who are accustomed writing competitive grants can apply to okay I don’t see it and maybe that’s why some people aren’t taking it quite so seriously”.

- “hey, I want to echo ____point I mean part of what I was saying, is the same, but if those financial incentives can be put in place, then people will probably train themselves, like, I think I think a lot of it is just educating and becoming more aware of what issues need to be considered. And until there is an incentive to do that people are not going to educate themselves and that’s where I find that repeatedly whether this is a faculty meeting or you know college meeting or whatever”.
- “yeah, It may also be helpful to like survey with a faculty and find out how like what their service commitments look like. And how much time they’re spending on various service activities right because you hear that people playing like the gender tax and like. The racial attacks and because you’re an in an underrepresented group you’re asked to serve on more things, and so, then that means you have more service, but service isn’t necessarily value the same way, a scholarship of teaching is and promotion and tenure”.





Appendix A

Perceptions of College Leadership

Question	Strongly disagree	Disagree	Agree	Strongly agree
Overall, I am satisfied with being an employee in the College of Food, Agricultural, and Environmental Sciences.	3%	9%	60%	28%
College leadership visibly supports diversity, equity, and inclusion.	2%	11%	55%	32%
College leadership fosters a civil environment.	3%	7%	61%	29%
College leadership supports a welcoming environment for employees who identify as members of the LGBTQ+ community.	1%	8%	62%	29%
College leadership supports equity between male and female faculty/staff.	3%	9%	60%	28%
College leadership supports equity between underrepresented minority (Black, Indigenous, and People of Color (BIPOC)) and non-underrepresented minority faculty/staff.	2%	10%	60%	28%
College leadership supports professional development opportunities for female faculty/staff.	1%	5%	62%	32%
College leadership supports developmental opportunities for male faculty/staff.	2%	5%	62%	31%
CFAES leadership proactively addresses issues related to diversity, equity, and inclusion.	3%	13%	57%	27%

TABLE 15



B

Appendix B

Perception of College Environment

Question	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
CFAES is a welcoming environment for all faculty/staff.	2%	13%	51%	31%	3%
CFAES is a welcoming environment for all students.	2%	9%	41%	29%	19%
CFAES is a welcoming environment for faculty/staff who identify as LGBTQ+.	1%	8%	52%	28%	11%
CFAES is a welcoming environment for students who identify as LGBTQ+.	1%	8%	46%	26%	19%
CFAES provides an environment that is inclusive of underrepresented minority students (Black, Indigenous, and People of Color (BIPOC)).	2%	13%	47%	27%	11%
CFAES provides an environment that is inclusive of underrepresented minority faculty/staff (Black, Indigenous, and People of Color (BIPOC)) .	2%	12%	51%	28%	7%
CFAES provides an environment that encourages open expression of ideas.	4%	14%	53%	26%	3%
CFAES provides an environment that encourages open expression of differing beliefs.	5%	18%	48%	25%	4%
CFAES provides an environment that encourages open expression of opinions.	5%	18%	49%	24%	4%
CFAES is an inclusive environment.	3%	14%	53%	26%	4%

TABLE 16



C

Appendix C

Discrimination

Themes and examples by category

Age

Faculty and staff who are younger and older both indicated that they felt discriminated against.

"I believe the inaccurate assumption that I'm nearing retirement has placed me on the sidelines relative to opportunities that seem to be reserved for younger colleagues. It seems there are much greater opportunities for everything from career advancement to leadership roles for those in their pre-40's compared to those in their post-60's based on pre-conceived notions."

"Passed over repeatedly for promotion when other younger people were promoted for lower achievements."

"My previous experience and education were not respected due to being young. This, combined with identifying as female, led to heavy amounts of mansplaining."

"I am excluded in planning and decisions that impact the unit I manage. My impression is that my experience is intimidating to my supervisor who has much less experience and is younger. I am avoided rather than consulted, even though I actively offer to contribute. This has significant negative impacts on the work my team is trying to accomplish."

"I was not selected for appointments on departmental committees in favor of younger faculty members."

Race/ethnicity

White male

I have seen over and over again my colleagues support promotion of white males at a disproportionate rate as compared to people from other groups.

Black

I'm Latino, which could be the reason...

Need to stay in my lane white women tears not needed

I've been called names by contractors and staff. They weren't disciplined. In my opinion, it's because they're people of color and I'm not.

Sexual orientation

Passed over repeatedly for promotion when other people were promoted for lower achievements

During CFAES Community Circles, all registrants of the community (LGBTQ+) were unjustly outed to one another, Dean Kress, and Dr. Kitchel, who were all included on the outlook invite for the community meeting.



Gender identity expression

Female
White male
Rudeness from male faculty was accepted. Not now!
Male had “girly voice”; fellow colleague’s staff referenced as “her girls”
During CFAES Community Circles, all registrants of the community (LGBTQ+) were unjustly outed to one another, Dean Kress, and Dr. Kitchel, who were all included on the outlook invite for the community meeting.
Male
I feel I am not respected by some of my colleagues due to my gender (cis-female). In the past, some of my ideas have been dismissed by one male colleague. The ideas were only considered after communicating with the unit/department head. When in a/an (attempted) discussion with the colleague, I am often talked over or cut off, which I have not seen happen when he talks to other male colleagues.
Women have been unequally tapped for service responsibilities in order to maintain representation of both genders on committees.
Being a male faculty member, it was assumed that my interactions with female staff will always be intimidating (in a preemptive manner, by the unit head themself)
Treated differently than male peers
I was often mansplained to on topics I have a degree in and on research I was currently conducting. I was also told to apply for secretarial positions well below my skill/ education level.
There is discrimination in administrative promotions against white males because they have been dominant in the past. Most recent Dean, Director, Associate Chair, Faculty and Chair appointments have been female and/or minority to make up for the past. In more than one occasion these promotions/hires occurred despite inexperience and mediocre accomplishments in the field. There are also zero programs for struggling male graduate students who have difficulties due to stereotypical thinking about their being the root cause of all prejudice. The fact that OSU undergraduate admissions are now 60% female should indicate that there is a problem. No one cares about this and nothing is being done to encourage male applicants or understand why they are not applying, nor to be sure they succeed.
Inability to properly grok (sic) 3rd person pronoun preference
Not provided equal training opportunities, not provided equal level of communication by supervisor
The department chair actively and publicly obstructed my duties as chair of a committee - this may have reflected a gender bias - I’m not sure. I experienced similar interference from the associate chair.
Some faculty in my department seem to have different criteria/expectations/views for women than they do for men. Examples include not equally recognizing the achievements of women compared to men and discounting the input of female faculty members even when the topic is within her expertise but not within the expertise of the male faculty members.

Country of origin

I was even told that my reputation and accomplishments in my country of origin (not the USA) did not count as “international impact”, because I was born there. So, having professional recognition and accomplishments in the USA and my country of origin were both categorized as “national impact”. They diminished my accomplishments and contributions because I am originally from a different country.
“Why don’t you go back to your country, fix your visa and then see if we hire you or not”
People of Asian origins are totally ignored, while African and other heritages are supported enormously within our unit.



Religion

Christmas-themed games at our holiday/winter party, rather than an inclusive setting

Disability

Having an invisible disability and being criticized for sometimes forgetting things.

Socioeconomic status

My unfair pay concerns were not met with a response or action in a timely manner (+3 months). In the meantime, I was expected to be able to pay for services in advance and then be reimbursed.

Concerns related to Career Roadmap and current salary being deemed to high so there will be no AMCP.

Concerns related to unequal pay based on where one resides in the state.

Employment classification (position)

4-H has a harder road to climb and being a female it's harder to get promoted

I will not put your name or photo on your PI page because you are only staff

Due to my lack of education - degree (in the eyes of the individual), I should not have attained my position.

Economic Development program personnel are classified incorrectly at our Center and paid substantially less than ALL of their counterparts funded by the same grant programs at other Universities across the state. The classifications do not reflect the work being done. Center Director does not care, because he is not making any visible efforts to address the problem.

The leader in this office prohibits Office Associates from attending the staff meetings. This has been a historic problem in this office.

Told that since I am youngest, I cannot advance upwards

They personally mentioned my immigration status

There is still a slight frisson when it comes to staff/academic career worth

As a non-tenure track faculty I have not received the same level of support or guidance as tenure-track faculty

Being an Assistant Professor

Staff is extremely undervalued and underappreciated at CFAES. Moral is very low among employees, and many do not even voice their opinions in fear of losing their jobs.

I was not confident of being treated fairly given my half-time appointment for annual raises



Other, please explain

Not being a favorite Location within the state some areas just don't get the same opportunity

Vaccine status

The work I do Urban work has very little respect in this organization

Discrimination threats intimidation and heavy coercion because of personal health choices

My conservative political views

Certain faculty employment decisions for example remote work by a tenured teaching faculty for an indefinite period of time and another associated faculty from _____ were taken exclusively by the unit head without any consultation with the faculty body ...

Education

Level of education

Length of service within this unit

I feel discriminated against for strongly not wanting to pursue a graduate level degree or enact my own research projects as part of my work here as a research assistant staff member

I was discriminated against because of my expressed views on a controversial topic

Parental status

Male vs Female pay difference

Maybe not discrimination but the supervisor definitely has favorites within the department



D

Appendix D

Harassment

Themes and examples by category

Age

Again, those who identify as younger and those who identify as older expressed experiencing harassment due to age.

By being young I was told by a fair board member that I could walk instead of getting a golf cart during fair
Was told "At your age you should know this."

Race/ethnicity

Conservative white male

I am told that because I am white, I am implicitly biased, and my views are dismissed

My dossier writing was criticized incessantly even after a majority of the faculty had accepted it

Non-white

Sexual orientation

NA

Gender identity expression

Conservative white male

I am told that because I am male, I am implicitly biased, and my views are dismissed.

A person also referenced that my gender was probably a reason why the students gave me a favorable review on SEI

Veteran status

NA



Country of origin

Asian

Religion

Non-Christian

Disability

Being called names because of a disability

After being out for medical reasons was questioned about coming back and work hours

Socioeconomic status

Higher degree

Employment classification (position)

He had a position of power and used that to treat others badly

I was told that my job title does not support me having an office Not true There is no policy to back this up So I was displaced in favor of a white male employee by my white male supervisor

Higher position

Other, please explain

I am discriminated against because of my conservative political views. I support DEI in principle but not how it is being framed by the university and college

Being female A male fair board member told me to do something sexually explicit in order to get a golf cart

Supervisor uses negative language

If you as a female were home taking care of your children and household you would not need to worry about work life

Inappropriate bias towards a female coworker

Personal animosity towards me from a fellow supervisor who has a reputation for bullying and who nonetheless continues to harass select people who are deemed weak or whom are direct reports



I was talked to like a piece of shit troublemaker and called names including idiot for asking to be given more clear and specific details about incomplete SOPs for a highly regulated program

This was a result of my expressed views on a controversial topic

Standing up for my values and beliefs concerning the role of faculty member

Territorial staff

It was due to the fact that I wasn't doing something the way he saw fit

Power struggles over what faculty controls and what staff control This leads to daily harassment and has even bled into harassing student workers



E

Appendix E

Actions we can take as a college to build a diverse, equitable, inclusive, and welcoming environment for all faculty, staff, and students

Hiring/salary/retention

Spend the time, resources and political capital necessary to treat faculty and staff the way you've treated students over the past year and a half -- i.e., with concern for the hardships they are enduring. Even while you implored us to be understanding of the difficulties students were facing and asked us to take measures to be supportive, the college did NOTHING to relive pressure on faculty and staff -- we have been required to do more with less. (Turning us all into HR staff through workday was a slap in the face that I won't soon get over.) Burn out is running high right now and we are not replacing the social capital we're burning.

Bringing in qualified individuals of different walks of life to start seeing the representation we are talking about getting among students

Recruit diverse individuals

Need more nonwhite persons in administrative and leadership roles

Trying to hire more people of color and admitting more students of color

Outreach and recruitment in communities that make up a lower percentage of staff/students

Attract, support, and retain people from a diversity of backgrounds that better represents the communities of Ohio to faculty, staff, and extension positions

Hire and bring in more diverse faculty, staff and students.

The College has excellent gender diversity. However, it really needs to work on achieving a higher level of racial and ethnic diversity. It should also plan events that visibly celebrate LGBTQ members of the community.

We need focused efforts to recruit and retain BIPOC, Latinx, and other diverse peoples. The only way to fix this is to spend the time and money it takes. Surveys are not a solution.

Increased recruitment and retention of diverse students, faculty, and staff - including increased and targeted financial support (scholarships and fellowships for students), targeted faculty searches that recruit diverse individuals for faculty positions.

Work to attract and retain a more diverse workforce

Salary equity

Be more proactive in supporting efforts to recruit/support/retain faculty and students from historically excluded backgrounds. Make sure every unit mentors junior faculty and supports them.

Supporting the attraction of cohorts of students/staff from underrepresented minorities

We also need to continue to hire non-white employees, especially in extension. I think It's intimidating to be a minority individual coming into a predominantly white group. were historically they were not welcome.

Greater representation of diverse individuals at the staff, faculty, and administrative levels. Active recruitment of students from diverse backgrounds.

Onboard people in a way that says you are welcome and we are here to help you succeed.

Recruit more students, staff and faculty of color to the college.

First, work on a more diverse pipeline of CFAES employees and especially ANR educators. Secondly, support and promote urban agriculture within ANR Extension and CFAES, it would help with my first suggestion



I note that much of the college's diversity comes from international employees. That is great of course, but there is still a need to recruit Black and other minorities who are U.S. natives. I feel there is a danger of these domestic minority groups being passed over or forgotten if we are just looking at race. International students and employees may come from a much different background in terms of wealth and socioeconomic class. Diverse students and staff are more likely to join us if they find people already here with whom they can identify.

Invest in time, energy, and money recruiting diverse faculty/staff/students and put supports in place to help them succeed. ERG and student programs

Improving the channels of communication with HR and OIA to make sure international arrivals don't struggle that much upon arrival.

A good start would be to pay equitable and fair wages, that would certainly help retain people in the college and draw talent from other areas, cultures, etc

HIGHER PAY, ESPECIALLY FOR EARLY CAREER PROFESSIONALS; I NEED TO PAY RENT AND MY RAISE WAS LESS THAN INFLATION.

Hire faculty from diverse backgrounds, and more importantly, retain them. Same with graduate and undergraduate students.

Help break down historical stereotypes associated with the fields of study in the college.

The leadership should clearly show that this is something that is actively being pursued. I recall when the current Dean first came to the college, she clearly stated that one of her goals was to close the gap between male and female employees in the college. Two to three years later she announced that the female employees numbers were on par with the males. This same active approach should be displayed for all areas of DEI.

Our department is predominantly male and white. I think it is likely a reflection of the demographics of the field at large. There should be a bigger emphasis on minority American hires, particularly those from more diverse socio-economic backgrounds. The diversity of our department seems to be driven by international hires versus actual minority Americans. The gender ratios for hiring, however, is not an issue. I also believe that many women I encounter actually benefit from gender status more than they are impeded by it. I don't think some egregious behavior I've seen demonstrated by women should be tolerated because of their gender... yet, it has been.

Implement more diverse hiring practices, double blind review of diversity statements

Discontinue the title of program assistant for those who are not assisting anyone with a program in their county. SNAP-Ed Program assistants are doing similar work of educators, we are the local program. However, the title and compensation are not even close to being equal. Coincidentally, we are largely female employees.

Your actions represent your values. If diversity is important, continue building events around those respective groups with a focus on CFAES careers, nights, etc.

Recognize that agriculture will not attract all backgrounds. In fact, it can be off-putting. Play up other areas of the college too.

There should be a reexamination to ensure that men and women are being paid the same, who do the same job on all campuses

Staff need to be recognized for the support they provide to faculty. When faculty get promotion/salary increase, so should staff, they need staff to reach their accomplishments. Faculty are treated much higher respect. Staff should submit evaluations for faculty, the Chair does not see how faculty treat staff.

Create a better environment and actively recruit younger, more diverse faculty and staff. Bring the people first, and they will help bring new ideas and better communities

Treat women equally to men in terms of salary and promotion and opportunity to engage with leadership

I think CFAES covers a diverse array of disciplines (and sub-disciplines), and at times it seems some are forgotten or less recognized than others. Perhaps doing highlights or something to make sure those working in less recognized sub-disciplines of CFAES feel included. This could also help in attracting new diverse faculty/staff members with different specialties to further CFAES's journey to having a more inclusive/diverse/equitable environment.

Make an honest effort to advertise for positions in diverse target areas.

Quit treating lecturers like second class citizens and recognize that critical race theory holds water.



Continue to build on opportunities that meet people of all backgrounds at their level of understanding of food, agriculture, and natural resources to better describe opportunities in our college for career prospects in the related fields. With the new controlled environment facility, it would be nice to see more education on how to produce food commercially in the urban environment rather than gardening for a single-family unit.

I think the college could give us the funds we need to do a job and the biggest would be to pay a descent wage for the important work we do

Transparency with faculty and staff. Include appropriate faculty and staff on committees or groups with formal training to meet needs

Building meaningful relationships with tribal nations on whose lands OSU sits and/or who were dispossessed to found the University Creating exchange opportunities and articulation routes with Tribal college and HBCUs

Additional investment in fellowships for under-represented graduate students

Increase diversity in the CFAES web team to get more points of view, better perspectives.

Support international faculty/staff through permanent residency process. It is a stressful process that happens during pre-tenure period. The OSU's lawyer is extremely disrespectful and unwelcoming of our concerns. This is an important process, that affects our entire lives, and we should have appropriate support and be treated with respect during it. The process is unclear, our concerns are not heard. I have considered leaving OSU for this reason because it is close to unacceptable.

Hire more diverse staff - both racial including blacks and Hispanics.

Hire diverse faculty and staff -Enroll diverse students -Offer additional scholarships to improve accessibility for marginalized communities -Zero tolerance policy (stop defending xenophobes)

The college needs to go directly into the areas where diversity is highest and work with the schools and education centers there explaining ALL the opportunities the college has. Recruiters are under resourced with knowledge on all the programs and so maybe specific departmental programs might be beneficial for the college recruiters/admissions people. Also getting to know the faculty in each area would be of help with this also.

Hiring practices need to improve,

I think establishing more partnerships and collaboration with organizations and groups will help with the build better relationships and a more welcoming environment. For instance, partnering with Native American tribes and working with them on projects and initiatives like Indigenous Food Systems.

Increased recruitment of POC, especially Black, students and faculty

Active recruit faculty and staff members from underrepresented groups, which will help attract more diverse students and pave the way for better diversity and inclusion in the college.

Piketon staff need equitable pay for positions regardless of gender. Women are consistently underpaid when compared to male counterparts in the same positions, even when the women have more qualifications or education, and more time working for OSU. Position descriptions and pay need to be in line with the pay of counterparts doing the same jobs in other parts of the university. We have had at least six employees resign in the past year or so in order to take better paying jobs, and several others are actively seeking employment elsewhere.

Equal Pay, Higher pay and support.

Review compensation equity. Conduct a salary survey among other universities in Ohio and apply to all colleges

Diversity the leadership

Hire leadership who truly have it in their hearts to provide this type of environment and everything else should fall into place if they hire people who also desire to work toward this goal. Do it because you are passionate about this cause, not because you want to appear to be on board.

There are a number of ways that the college could be more inclusive of minoritized identities, for example, offering funding to help underrepresented students to attend conferences. It seems solutions fizzle out because funding/resources are not devoted to adequately support them.

Recruit more minority staff members at all levels and make it a more welcoming and inclusive environment for them.



Actually welcome employees. Speak to them when you are in their building, instead of ignoring them. Make them feel like they are important.

Provide support to young professionals and opportunities for an increase in salary more based on job performance and not just academic success. Some employees are amazing at their job but not academia.

More DEI in committees, more recruiting in BIPOC communities when seeking employment candidates.

Hire a more diverse staff and faculty on our campus, at this point we are mostly white and mostly rural.

How can people of color or ethnicity know of this if they do not know of the existence CFAES, 4-h, extension or other areas of support to the community?

CFAES is a welcoming environment, it is inclusive, but I do not see much diversity amongst the faculty and staff.

Hire a more diverse pool of faculty/staff and provide more promotion/tenure opportunities for a more diverse pool of faculty/staff.

The college could start by recognizing that skills and experience are just as valuable in an employee as formal education. There are two classes of employees; the educated and the less thans. This is evident from the county office level all the way to the top of Extension. Those of us without a degree are limited in pay and promotion even though we may be doing more programming without any formal supervision.

Hire more staff and faculty to account for the increase in student enrollment and more complex student needs and demands (ie. accommodations, mental health, diverse interests, and overall need for more step-by-step help) - Hire (and then support) BIPOC/ POC/ LGBTQIA / and non-conforming individuals (ie don't fit the "norm" of what you'd "expect" in that position but are capable of doing the job)

The college really needs to look at acceptance when it comes to diverse students. Many of the students coming from diverse areas don't meet the admission standards because of lack of opportunity. We can't recruit diversity if we're attempting to apply standards that align to students coming from a privileged socioeconomic background

Bring in a non-white dean

Appreciation and equality across the positions. Not treating support staff as the disposable, uneducated employees

Start with the hiring process. I see lists and lists of white male and female department heads in this college. I only see male/female and age diversity in most colleagues I work with. I see little diversity in our Extension educators so I question how they relate to diverse groups. I see no older or senior workers being hired. We need a diverse workforce to be inclusive to diversity

Hire, support, and promote more individuals from underrepresented populations/ groups

Additional education, recruitment of minority students and staff, outreach, volunteer opportunities, etc.

Start hiring more diverse staff out in the counties, along with people who actually believe in practicing the research-based information they are disseminating.

I think we are very accepting in that regard, but I personally have not seen where we make concentrated efforts to recruit students and employees of that demographic.

Really work on the hiring process and eliminating bias

Proactively recruit more diverse undergraduate students. This will eventually address diversity issues among graduate students, staff, and faculty in agricultural -related disciplines.

Hire faculty into administrative roles only after they have applicable management/supervision training, make 360 evaluations with all administrators regular practice

More equally distributed pay and opportunities for education for everyone.

Recruitment efforts (faculty, staff and students), retention/creating an environment that is comfortable for all, incorporating DEI into the curriculum of our courses, collaborations with HBCU's, 1890's, and Tribal colleges

Consider promotion salary increases consistent with other colleges at OSU. Our 6% is not competitive on our own campus or with many peer institutions.



CFAES should look into doing a similar program to EHE's post-doc cohort in order to recruit faculty of color. We should be encouraging faculty to diversify the "experts" they are using for source material in their classes and providing enrichment grants or some other kind of incentive for faculty to adapt their courses to be more inclusive. We could replicate the spirit of this cohort program with new staff, grad students, and undergrads and connect the cohorts in meta-cohort dinners each semester, providing opportunities for mentorship. We need decentralized support for students of color--staff or faculty positions in every department who have some percentage of their position focused on creating community, support, and opportunities for students of color in their area. Ideally, the people with these positions should be people of color themselves

Look at better pay for male vs female employees with same service.

Re-consider the way that the college handles qualifying life events with regard to P&T expectations and timelines

Hiring practices are something that I think should be reviewed for unintentional bias, and I'd like to see more fluency from leadership to discuss and integrate antiracism in several aspects of our mission.

Better salaries for staff, more professional development opportunities for staff, respecting years of experience and/or graduate degrees and paying staff appropriately for these accomplishments, professional growth, promotions, respect, not limiting people to a job title but allowing them to grow to their full potential, giving staff resources to succeed, providing offices for staff.

Make sure all campuses have equitable salaries to main campus.

Healthy communication between departments and faculty.

Salary equity -- not just for new hires but examine existing salary structures to correct old imbalances I think OSU and CFAES do a bad job of providing support structures to help international students and could do more in this area

Provide better training in diversity equity for search committees for faculty positions.

I feel like new people are being hired in and making very close to what I make although I have been here much longer. I don't feel that my loyalty is valued

Pay equity would be a start. Hiring more diverse staff also. CFAES is overall not diverse.

Better salary equity

Encourage more diversity in extension, goal for more diverse workforce

Hire a more diverse group of individuals and be more aware of what is happening at the country level with office dynamics. My office is a very hostile work environment and it does not seem to get better.

Make an effort to hire more diverse employees and prove equity through pay

Actively recruit among underrepresented populations and support initiatives in this vein

There are significant pay differences between males and females in the College as well as in several departments that desperately need to be addressed.

Hire more LGBTQ and BIPOC educators

Recruit more faculty and staff of color and LGBTQ+ orientation

Hire more, make the environment look more diverse; start finding ways to celebrate underrepresented audience; have 4-H events in more urban environments and make sure people are in attendance that look like the community

Stop talking about inclusivity, and actually hire more underrepresented staff.

More inclusive for current employees. Most things seem to be focused on gaining new employees. There is no incentive for employees to stay in their position for a period of time, especially when the pay ranges increase for new people, and annual increases don't even cover cost of living increases.

RAISE ADJUNCT SALARIES!!!!

Encourage promotion from within



Replacing people that have left rather than give employees more work to do with no additional monies.

Pay better and listen to those at the ground level

Training/programming/ networking

For instance, in project book for 4-H are we using gender neutral language, showing pictures of people of many backgrounds.

Investments in personnel and programing, relate how equity & inclusion apply to rural areas

Offer inclusive team-building opportunities

Continue to put the need this topic in front of us, and offer opportunities to learn more

Actively pursuing outreach programs in underserved and urban communities.

Providing the same offerings to employees throughout the departments and units.

Increase opportunities for people to know each other, as well as diversity training that includes other cultures

Consider how people (especially students) who start at regional campuses are treated and viewed once they make it to Columbus

The college should give all employees developmental opportunities.

Understand how important relationships are, building trust, sometimes those are things you cannot document

Education and Communication

Mandatory implicit bias training could be a good start.

Change attitudes of research-based faculty toward staff and non-tenure-track faculty, lecturers, etc. Let women lead as women and not try to make them conform to a male determined view of what leadership is. Value older employees. Foster a culture of supporting each other to achieve our career goals in whatever way we serve the college.

Make all of the programs that are available on the main campus available on remote campuses.

More opportunities to bring people from different backgrounds together and work on projects. Also trainings to open the minds of others that might be less welcoming of others that are unlike themselves

Continue making it a priority and providing relevant education and training

We need to be more forward in our approach to embracing the needs of all CFAES employees, students and clientele.

Be more understanding that a large percentage of the department's community, English is not their native language

Keep learning and allow everyone to have a seat at the table.

Offer English class support (that means helping pay for that) for non-native speakers.

Initiate frequent training sessions

More inclusion and accommodation for the plain community (Amish) and those that do not work with electronics and computers (including elderly).



Just keep trying to be better and educate folks
Supervisor training
I think that continued staff education on the value of diversity and about their own implicit biases is very important.
More social or academic activities to bring individuals from diverse backgrounds together to interact and network.
Create awareness
Create safe spaces for staff to share
Develop a “ Welcome Diversity Week” for Faculty Staff and Students.
Continue to make us aware. I am a white male not so familiar of the needs of others
Organize relevant events
Include in person programming for branch campus workers
Ensure students of diverse backgrounds feel seen and respected in class. For example I had a CFAES student who used they/them pronouns and they told me that I was their only professor who used their pronouns. Ensure faculty are educated on why respect and diversity matters. I feel as if there are faculty who get away with this because they don't know about it. That should not be a deficit for our faculty.
Invite individuals to be a part.
More workshops/seminars on DEI. These are great.
Ensure that efforts are put in place to encourage and VALUE DEI efforts by staff and faculty.
Workshops, training, seminars for diverse speakers, non-traditional seminars (e.g. a research seminar where people with ESL speak or present posters in their first language).
Services to provide students of a diverse background a welcomed and environment to be successful both academically and socially on the Wooster. campus.
More interaction between the three CFAES campuses including understanding of the student population and OSUE clients
More outreach to children of immigrants, migrant workers, asylum seeker, nursery workers or immigrants and migrant workers themselves, along with dairy farm workers, those in the horse industry and other parts of agriculture who are essential to agriculture but often don't see college or a two-year degree as an option.
Town halls, community outreach, etc.
Require leadership training that teaches positive directions and less negative language
More fun group events so we can all get to know each other.
More cultural competency training
Social and networking events for female and minority faculty better support and promotion of minority student groups and associations
College level course on diversity and equity in ag and natural resources
More action to include those with disabilities
It's going to be hard to make a truly welcoming environment with so much work from home. Campus is a pretty dead place. At least my building is. I suppose we could have an open forum via zoom where people are invited to share feelings about diversity without fear of reprisal. Allowing people to be heard makes them feel included.



Celebrate the myriad of cultures that our students, staff, and faculty bring to CFAES. Breaking down exclusivity through education and appreciation of different cultures within CFAES can help to breed acceptance and a welcoming environment for all. Holding monthly Lunch & Learns where people can come together to discuss a topic on equity or cultural diversity. Creating a multicultural awareness throughout the community will only bring positive things. Potentially offering a 1 credit hour proseminar on cultural diversity in FAES and the importance of creating a diverse, equitable, and inclusive environment within the profession and school.

Add something about diversity into our vision and values.

Encourage people "in the know" about all of the new terminology to be forgiving. If you are (like some people in my own personal close family) LGBTQ or gender (____) fill in the blank... please encourage that community to quit judging everyone who does not know what the newest thing is! I try to keep up... but it changes every single month. (e.g., I heard we're NOT supposed to use BPOC anymore. I also heard one source say to use "indigenous"... but another said use "native." Which is it?) NOTE: I can't even "study" this... because popular press sources ALL say different things. So then I offend someone again accidentally.

Continue the conversations and dialogue on diversity, equity and inclusion.

Take public stances on important issues of equity and inclusion - not just passive remarks in an email newsletter.

I think you should encourage a 360-review process among units, with questions that focus on DEI aspects within the workplace

To start, you can define diversity, equity, inclusivity and what it means to be welcoming. I'm sure these terms mean different things to different people.

We should always work harder to be inclusive and supportive of all our people. It should always be in the front of our minds instead of just coasting until we notice a problem. Education, awareness-raising, and actions to make our college as diverse, equitable and inclusive as possible should be the on-going norm

Foster an environment where faculty, staff and students understand the challenges that minority and international students face - language, culture, difficulties in large enrollment classes, educational norms in the U.S., etc.

Keep talking about it in real practical ways- not hype. Implement DEI seminars that offer food or even coffee - that automatically doubles the attendance.

Highlight and celebrate staff and faculty who are doing things differently and taking a chance on a new way of teaching/ programming/ learning, etc. -- Instead of just highlighting those that are excelling in mainstream routes of "success"

Provide a variety of different types of opportunities that facilitate interaction among those of different backgrounds. Courses on DEI are great, but don't reach those who think they don't need to learn anything or are hostile to these conversations. Thus, non DEI-focused activities, such as fun events or service projects, that intentionally mix people can help all of us get to know individual from a broader variety of backgrounds, thus helping to reduce some of our assumptions and biases

Somehow our society needs to allow people to discuss their feelings and thoughts openly in order for others to understand multiple perspectives on the same issue. Our society has become overly sensitive to so many things that it stifles true conversation and dialog.

More sensitivity training to being kind to all.

Pay more attention to Appalachia Ohio and it's needs. Totally not on the radar...

Encourage conversations at the student level to help them recognize how DEI and food, ag, and environmental science interact and how their actions make an impact.

Unit/Program/Supervisor leaders = leadership in CFAES learn more about equity and inclusion and not just in the sense of race, ethnicity or social economic status. But in the sense of equity toward on campus vs in the county, county staff/ employees vs county staff/employees and treating those the same as to whom they supervise on campus vs those they lead in the counties.

Continue to be thoughtful and build on the practices that we already have in place to ensure DEI initiatives. I am not as familiar with our college initiatives as it pertains to the LGBTQ+ population, so I would be interested to learn more about that

Continue the conversation. Listen to all.



Open discussions
Offer free tuition for indigenous people.
American agriculture is already so 'white' centered. Maybe highlight ag from different backgrounds?
Train faculty and administrators in DEI,
More inclusive, diversity, and recognition
Provide more outreach to those outside traditional agriculture
A stronger MANRRS Chapter and space for URM students to be themselves. Funding and support for DEI learning activities at the departmental level
We should create minors in our college that address DEI issues so that new courses can be created (to be included in the majors as the courses grow): Indigenous People and Land Management; Food Insecurity, Justice, and Equity; Climate Justice; etc
Diversity culture events
More resources to support student programming
I know most leadership supports DEI, many individuals in leadership are even vocal and actively engaging in efforts to support DEI. But it is not enough to quietly support. We, as a college need to make their stance clear and actively work towards goals of DEI.
Do whatever we can to prevent students from bullying other students.
Encourage civil conversations and diversity of thought. "Canceling" someone because you don't agree with them goes against everything an academic environment is developed for. Critical thinking and challenging your own convictions helps you become a more educated and knowledgeable person. Surrounding yourself in an echo chamber with everyone who thinks the same way you do and not allowing any diversity of thought is extremely damaging to our society, and to our university. When students, staff and faculty partake in "identity politics" and completely disregard the value that a different opinion has, we lose our ability to effectively communicate and only entrench ourselves deeper into our own beliefs and drive people further apart (a professor told a class that all "conservative" leaning people and those who did not vote a certain way were racists, which is obviously a horrendous and false-hearted claim.). Diversity in race, gender and ethnicity is important, but so is diversity of thought and opinion.
Continued education around acceptable actions and modeled behavior for students.
Think outside the box when it comes to diversity. Is diversity just socioeconomic status, race, gender, and sexual orientation? No. Consider more factors, home-life, married/single, families who "look different", political affiliation and background, how religion has affected someone, medical privacy, appropriate questions to ask a new employee etc. I think CFAES has done an amazing job of covering the "basics" but let's dive deeper as a college. Let's aim for respect of all individuals regardless of any diversity.
Diversity is in all directions, not just Black-American, Latinxs, or LTBQ
More education opportunities. I have been to 2 of Leo Taylor's workshops and they were both great. I wish more people would take the time to go to these types of things.
Better outreach to "non-traditional" (i.e., non-rural) potential CFAES students
Work to understand biases and prejudices we all bring with us and increase cross-cultural experiences to reduce ignorance based prejudices
I would like to see the college do a better job of amplifying underrepresented stories from more diverse populations.
More training
Faculty also need to be trained on how to recognize and address gender discrimination. It often feels like a "good ole boys" club.



Stakeholders/Funding Limiting DEI Work and Compensation for DEI Work/Leadership/Administration

Recognize and reward the contributions of those doing DEI work.

Apart from internal messages about Principles of Community, etc - we need a more pronounced EXTERNAL image of diversity/equity/inclusion. Too often we're overly cautious/p.c with a fear of offending our traditional audiences (older alumni, commodity groups, seed companies, etc). Apart from the external image, we need to work on improving our internal culture as a college. Although there are DEI taskforces/committees, these entities are comprised of individuals to ALWAYS sign up for these tasks and are often charged by their dept/unit to participate because they (themselves) represent under-represented/minority groups. There needs to be a promotion/tenure connection to diversity training and diversity-related work and initiatives. In short, if faculty/staff are not INCENTIVIZED to engage in DEI work, they simply will not. This is especially true of OSU Extension, who already feel disconnected to the main campus campaigns. Lastly, we need to increase the capacity for DEI work in CFAES. It is not enough to have 1-2 employees paid to do this work (while dozens others are doing this pro-bono, with no p&t recognition or RIV classification). We need an entire department/unit committed to the work. Let's put our money where our mouth is.

More investment is needed to build a DEI-driven culture - it needs to be elevated to same status as teaching and research.

Reduce the prominence and influence of industrial agriculture supporters of the College that have historically been at odds with honestly facing the downsides (pollution, economic decline in rural areas, etc) of industrial, corporate ag interests

More public-facing communication from leadership related DEIJ as well as policies that support it. Funders still have a lot of political influence that seem to keep the college from being unapologetically inclusive.

CFAES administration is not visibly representing the ideals of DEI. CFAES Principles of Community and Extension Keys (one being inclusion) are talked about, but not always followed through. Committees and task forces are formed to collect input, however any action does not get done in a timely manner because there always seems to be one more step in order to allow a program on a DEI topic or best practice (sometimes deemed "controversial" by CFAES administration) to be offered. These additional steps have included making supervisors aware of the program, sharing knowledge with CFAES government affairs, and other stakeholders. This has put unjust barriers on positive programs and education from being delivered to our clientele and it sends a strong message of what identities are welcome in CFAES. A few examples that can be offered by the college could be celebration of identities by making public social media posts about celebratory heritage months (thank you for starting to include these in internal update emails to faculty/staff) and allowing OSU Extension to follow the same efforts as the overall university when it comes to inclusive programs.

I've noticed when issues around DEI come up - for example, staff wanting to hold an event or conversation - there is a big reaction, typically with hoops to jump through and extra approvals, etc. However even with other confrontational issues, there doesn't seem to be as much resistance. I understand the college has a brand and needs to share common messaging, but the extra resistance in these areas is felt, especially from people who identify in minority groups, etc. Finding a way to accept these events, conversations and efforts with less resistance and hoops, would be a huge step to foster a better environment.

FUND positions in extension instead of leaving us to find our own local dollars! Extension offices are the first to get cut funding wise in an economical emergency and CFAES should help more. The more dollars spent on the local level (or even regional) instead of the state level would be highly beneficial. Extension offices are hanging on by a thread and people are leaving! We do NOT feel supported by OSU or CFAES when it comes to workday/financial stipulations, or when we cannot get support locally for issues/needs.



Appreciate the opinions and thoughts of all, not just those that align with leadership

I think that more emphasis should be put on individual units/departments (including those departments that are not part of an academic unit) to work on equity and access issues. It seems like we've just barely begun the work of identifying diversity and understanding that differences exist, but we need to put action behind it. One person can't be responsible for creating an equitable, inclusive, and welcoming environment. The work needs to be done at every level, and support needs to be in place. I'm not an expert on the topic, but I could certainly learn and implement improvements in my work (if leadership of my unit recognized it as a priority).

The college needs to acknowledge that there are people who come from non-agricultural backgrounds/cultures. Non-ag research/material is downplayed and even censored when it doesn't align with the college's ideas. Additionally the Dean promotes "scholarship" that panders to the ag industry instead of encouraging valid academic inquiry. The "Environment" part of CFAES is basically non-existent in college communication, leadership, or culture.

Put aside politics in regards to potential impacts to federal/state funding

Separate decision making from funding sources

We would never tell a trauma survivor to educate its abuser and yet we expect those most harmed by the system of oppression to take on roles for diversity, equity, and inclusion (DEI). Some of us are paid and some of us do DEI work for free because our institutions haven't committed the time, effort, and resources. During rare occasions, usually, when national tragedy strikes or a funder shifts its focus area, Extension educators get opportunities to contribute skills of organizing, capacity building, and educating. Temporarily we are valued for our relationships and the expertise we have built in the community, and yet it's almost always up to one person or a very small group to strategize around the historical and institutional violence of white supremacy, patriarchy, imperialism, and capitalism in our institutions. The recommendations we are able to list -and hope are palatable enough for the majority- end up rarely being adopted. Inevitably the ones least invested in diversity, equity, and inclusion are the ones most accommodated. Leadership suggests ways to "bring others along" or "reach people where they are" but what's at stake is the rights and dignity of staff that are marginalized. We need a proactive, unapologetic approach to equity. The path to equity requires direct confrontations with inequity—"how is inequity operating here?" No strategy can help us cultivate an equitable organization if we're unwilling to understand how inequity - like racism - operates. Professional development opportunities related to equity should emphasize the ideological work required to more deeply understand the dynamics of racism in society and communities. Then we can draw on those deeper understandings to build our practical approach for eliminating bias and nepotism in Extension.

Listen to what we have to say. Extension is lumped in with campus. It has its own needs and is very different from campus. "They" need to be diverse, equitable, and inclusive by being willing to treat Extension differently even if it is not convenient. Sometimes lumping is not inclusive and equitable when you are talking about a group with different needs. You would never think of lumping the blind and expecting them to conform to what is needed for others on campus.

I think that there is plenty of discussion about how the university and college want to be more inclusive, and possibly the college is on campus however in Extension there still feels as though there is a lot of "old" mentality which can be unwelcoming to certain identified groups. I think top leaders are aware and are trying to make changes but the middle is still mucky in it's response.

Embrace stakeholder groups other than those that we cultivate to ensure the OARDC and Extension budget lines are protected.

Don't attempt to address the diversity, equity, and inclusivity problems of the College by employing more administrators and implementing more programs to develop "top down" approaches to deal with the issues. College administrators need to listen to the faculty and staff who are in "the trenches" conducting the business of the University and don't be revengeful when there are those who communicate what College administrators don't want to hear. College administrators need to stop their exclusive listening to those who tell them what they want to hear and listen more closely to those who tell them what they need to hear.

Actively broaden the CFAES stakeholder group in the state by making connections to organizations, entities, and legislators with an interest in food and the environment outside of agriculture. Require trainings of the people who make our college environment less inclusive rather than putting the burden on those who are marginalized.

We need to come to terms with the lingering affects of this history (and present) in our community. Our scholarly topics are problematically tied to political and industry interests, which leads to some potentially extremely hostile environments for folks who fall outside of the accepted political spectrum of the group. Our College's increasing dependance upon industry funding and partnerships is affecting the way our College navigates public spaces, press releases, events, even research.



I would like to see greater transparency from senior leadership so that we can be aware of what the college is or is not doing for DEI. I know there are people who think we are doing too much and others who think we aren't doing enough. I suspect there is a lack of understanding about what's really going on. I don't get the impression that leadership is hiding anything, I think it's more about communication. I know Dean Cress explained all the things we have accomplished and are doing in her self-assessment, but we need to see that information on a regular basis. Perhaps a DEI dashboard for the college would be useful, something that gets updated weekly.

The only thing that we can do is to not tolerate certain behaviors that are just inherent in the agriculture community, but how realistic is that? Yes, the worst of it, but I really don't know what there's anything that can be done to combat the institutional racism inherent in this field

Concerns/complaints

I think the building of the gas plant during a climate crisis is a much bigger issue

The current climate at the university is unfavorable toward heterosexual people. It is also unfavorable toward people who have political views that are mainstream conservative. Reinstate the personal exemption to getting the coronavirus shot.

To be honest, I don't think there's a problem with these issues. The problems I see is that we spend a lot of money on surveys and programs like this one, yet leave the faculty and staff without adequate financial and administrative support to perform their jobs. All of my frustrations with this job relate to the lack of that type of support, not the lack of diversity or inclusion. I am a woman and have always been treated equitably by OSU in regards to my womanhood. But I have not been treated equitably in regards to support for me to do the job I was hired to do. Over the years, I've lost administrative support and have been expected to do that myself, along with expectations to become a technology expert, graphic designer, video producer, travel arranger, and Workday expert. You can welcome and include us as much as you want and waste a lot of money on that, but if you can't give us the support we need in order to share our expertise as expected, then what does all that matter? It's just feel good fluff. I'm not trying to be rude, I am just frustrated that we spend so much time and money talking about these issues at the expense of getting our research and teaching out the door. You all likely have more financial and administrative support in your office of diversity, etc. than any of the content experts have. Very frustrating.

I feel that the pendulum is swinging too far and that as a white person I am now being discriminated against.

Stop using discrimination and racism to fight discrimination and racism. Too frequently discrimination and racism are used to promote ethnic groups at the expense of the majority groups. All individuals need to be treated equally and fairly. The climate is such that the discrimination/racism is used against majority groups to promote minority groups. Anyone that has conservative values is not allowed to present their beliefs and opinions

I am so disgusted with CFAES's lack of action that I cannot even answer because I have provided suggestion regularly. This is something that should have been addressed 2 decades ago.

Quit pushing DEI! The more it is pushed down our throat the more pushback that occurs and irritation that comes from having this forced upon us multiple times.

Stop coercing them into unwanted medical treatment

I feel that those of us who are against vaccine mandates and those who disagree with the Democratic Party on one or more policies are forced to remain silent or else be scorned, talked down to, or made to fear for their job. This feeling is not from my unit co-workers or boss but from the university.

We already do plenty in this regard . . . in fact, perhaps we go too far focusing attention on building a diverse, equitable, inclusive and welcoming environment for all faculty, staff and students

Not to make too much of a fuzz and treat everyone the same



The college is an leftist institution and just because I work there doesn't mean I support a leftist agenda.

CFAES and the University as a whole needs to move beyond surface level diversity; valuing everyone as long as they share the same belief set/political agenda. That isn't real diversity. Value everyone regardless of their race, gender, and beliefs.

The University as a whole is moving toward this idea that everyone here needs to think the same way and have the same opinions but look different. In reality, how we look should be one of the least important things about us, especially in academia, where ideas of all kinds are meant to be pushed and challenged.

When you say inclusive/diversity you need to mean we all matters. You didn't mention Hispanic in the first part of the questions diversity only LGTB, native american (they need to be more included and OSU needs to reach them out more, as you do when it comes to African Americans) and African American population. The Hispanic community has been underestimated and OSU need to support Hispanic women more in promotions. many do not apply due to the fact you don't add them in your diversity statements. All you talk about is LGTB and African Americans. You reach out to them via videos, TV and others, but Hispanic, Asian-American and Native Americans you don't. Your definitely have a lot more to think bout, when it comes to diversity. I also think it's bad, that we are getting catatagorize in color/culture/language - it shouldn't really matter where we come from, because we are all equal.

Stop sending these emails, making "it" a "thing"....

Allow all opinions to be shared in safe spaces, not just the opinions that align with the latest trend or optically correctness.

Identify that all lives all people matter

Currently I feel that the college/university is accepting of all except those not on the same political side. In the past 7 years I've never been more against the University's stance on things until the past year. I feel that I'm a very open-minded person- I have family that include those of the LBGQT+, a variety of ethnic backgrounds, and statuses- so I appreciate and respect making sure that all groups feel welcome. However, if you're not on the political side of the University- you are made to feel like an outcast, who is made to jump through hoops to keep a job that you don't feel accepted.

Stop asking , the answers to any of the previous questions should have no bearing on services offered of an individuals treatment as a person.

Less red tape to get things accomplished

Not have surveys and programs that point out all the possible individual groups thus making it more of an issue than it is in realty.

There is an overwhelming attempt to let 5% of the OSU administration population act like they speak as the majority. Stop it now. My friends who are white, male, and straight are made to feel like second class citizens. Why are you discriminating against them? You're not being tolerant at all, so please don't act like your are. Please understand what inclusion is all about. It means EVERYONE, not just selected groups in order to appease your version of political correctness

Diversity is inclusive to everyone, stop excluding males

This is probably the wrong platform for this rant.... but...The people that I interreact with on a daily basis (students, faculty, and staff) are for the most part wonderful, caring, and welcoming people who are very capable (myself included) of fucking-up. They usually catch themselves when they do and are more than willing to take the blame when they do. The underlying problems of "inclusion" that present themselves to me tend to be more institutional. It feels like leadership is as inclusive as it must be while remaining fiscally responsible (no more, no less.) Unfortunately, I have a hard time faulting them for this as it seems to be their sole function. There is surely a disconnect in administration (because they can't be everywhere at once and have personal relationships with all of the people) But, the disconnect shows itself in dumbass infrastructure decisions. I will list only a few: CampusParc is dogshit; how is it ethical to be obliged to pay to go to one's job (let alone paying a third party to poorly manage the thing) WorkDay is worthless and not getting better (everyone seems to be toiling and trying their damndest, but what is the reward we can look forward to? Byzantine, exorbitantly bought software that doesn't simplify anything.) Finally, why is a college with the motto We Sustain Life actively engaged in building a power plant that has anything to do with fracking? It is staggeringly bad optics! These problems are merely demonstrative, this is not an exhaustive list. So...I feel welcomed in my community. I think my community is more or less a welcoming and inclusive one, absolutely subject to human error. What I do feel is thoroughly disenfranchised but carpet-bagging administration with disgusting ties to corporations making unsustainable decisions and moving on before having to deal with the ramifications their pisspoor (probably corrupt) capitalism. I do love working at this University, I hate working at this Institution.



As far as recruiting faculty and staff, some of our team tend to lean too far on one side or the other. I believe we tolerate behavior from diverse staff that would NOT be tolerated from non-diverse staff. This creates a divide. I have specific examples; however, it would reveal my department and put my position in jeopardy.

Immediately stop supporting and disavow all trainings based on Critical Race Theory or CRT-adjacent ideas.

Stop disregarding faculty rule 3335-5-01 regarding academic freedom and responsibility.

Stop the university rhetoric and hypocrisy. The university appears to be so worried about including everyone (LGBTQ and every other combo out there, every race, creed, sexual orientation, and religion) that it is leaving/shutting/turning off/cancelling other people. There are hardworking people at this university (black, white, Latino, Asian, American citizens/ or not, immigrants, gay, straight and the whole rainbow) that don't care about diversity and inclusion because they already treat all people fairly, equal and with respect without having to make a big deal about who those people are. These good folks are tired of opening email telling them they need to take yet another training to teach them how to behave/treat people. Is it the university's job to teach people how to be decent to one another? Is it the university's job to tell people what to think, how to act, behave, do and not to do? NO. To continue that smacks of indoctrination and will only backfire by sowing seeds of distrust, inequality, and division. I believe that the groups the university always seems to be worried about helping, including and supporting are a small group and need to grow up. I believe the university is afraid of those groups and is doing anything to appease those groups while annoying and excluding other groups. Perhaps those small groups the university appear to be supporting need some real coping tools and ways to deal with all people.

CFAES needs a serious culture change starting from the top. I have zero faith in CFAES admin doing anything resembling the right thing. Rather, CFAES admin will do whatever they have to do to remain in rule. The college has created and continues to foster a toxic work environment.

I don't think actions at the college level does much. Lots of talk, emails, etc but change if needed, occurs at the ground level and I don't see the college that will connect to the ground level for DIE or many other issues

"Canceling" someone because you don't agree with them goes against everything an academic environment is developed for. Critical thinking and challenging your own convictions helps you become a more educated and knowledgeable person. Surrounding yourself in an echo chamber with everyone who thinks the same way you do and not allowing any diversity of thought is extremely damaging to our society, and to our university. When students, staff and faculty partake in "identity politics" and completely disregard the value that a different opinion has, we lose our ability to effectively communicate and only entrench ourselves deeper into our own beliefs and drive people further apart (a professor told a class that all "conservative" leaning people and those who did not vote a certain way were racists, which is obviously a horrendous and false-hearted claim.). Diversity in race, gender and ethnicity is important, but so is diversity of thought and opinion.

Overwhelmingly the youth I work with do not feel welcome on main campus because they are white, heterosexual, and lean politically conservative. Until this stops we will continue to lose future leaders to rival institutions out of state.

Increase the rate of faculty hiring, which has brought on many new members in my department from all different backgrounds. The College administration has been micromanaging hiring for our department which is leading to overburdened teaching and service responsibilities and increasing stress levels and strife between junior and senior faculty who have different teaching loads. We have many positions that need filled and the college needs to get out the way of our progress!

The president of OSU should refrain from including her stance on politics and other national issues in campus wide emails. I think it's alienating to blame current employees and students for injustices in history.

I'm curious as to why we focus so much on putting people into categories when we should be treating everyone as equals. Ethnicity/biological sex/gender identity/etc questions should not be asked in my opinion.

STOP FORCING LABELS ON PEOPLE!!! There are good and bad people within every "label". Labeling people is treating them different based on characteristics such as skin color and gender. When we look at a person as an individual and not fit them into some label we will make great progress.

The CFAES Dean has made at least a couple of disparaging and very inappropriate remarks against one of my colleagues in response to a regular question during a meeting with my department in the past year. That was a very demoralizing incident and prevented me from asking questions outside my department. The incident made me feel very disrespected by the CFAES leadership.

I feel less a part of the university than I ever have in my career especially with regards from being from a rural area and a Christian. I am an Independent but I believe the university culture is pro-liberal Democratic and is biased against Republicans. Actions--be inclusive of everyone.

Community Nutrition needs to be more inclusive with in FCS and Extension regardless of the grant consideration.



Use less critical race theory

Actually listen and take action to improve the workplace

Stop perpetuating academic stereotypes for faculty careers.

Don't create issues because it is politically correct

Respect everyone's time equally, regardless of status. Have an HR department that actually responds to discriminatory or unethical situations.

Rather than offer training for faculty to learn how to deal with bias and poor supervisory skills of their superiors, identify the supervisors and others who are problems and focus training efforts on them.

Don't treat Civil Rights trainings like a box to just be checked. Hold DEI work groups accountable for deliverables-not sure I've seen anything from the Extension Task Force. Acknowledge we are learning and growing as an org as well.

Kudos

I think you are already doing it

I feel the upper management has done an excellent job. It seems as though the ones that have been here for 25 + years have a hard time with change and society as a whole has changed and it takes time for people to change and be accepting of others.

I think that the work being done already is incredible. The only thing that we can do is to not tolerate certain behaviours that are just inherent in the agriculture community, but how realistic is that? Yes, the worst of it, but I really don't know what there's anything that can be done to combat the institutional racism inherent in this field.

Dean Cathann A. Kress has set an excellent pathway for the college. The college needs total buy-in and to follow her lead.

Continue to do what we are doing; we are doing a good job.

The College is doing a good job of keeping everyone educated.

I think the college has made great efforts and progress to make what historically has been a student body and faculty and staff dominated by white protestant males a place that welcomes and offers the same opportunities to all people. I think the efforts of your office have been instrumental in this and look forward to keeping this momentum strong in a recent climate that has highlighted the need for urgent progress while possibly making discussion and planning harder.

Continue current efforts. Make efforts to make sure that ODI events are not only underrepresented groups, The other group should attend too.

You are doing fine.

All diversity and equity initiatives are excellent

The college is doing their part. I'm not sure something can be done when people don't realize they have a subconscious bias. I also think it can be a double-edge sword when too much emphasis is put on this

You have started right



I think overall the college does a great job, but the Extension Office's need some work. I think there needs to be more of a focus on ensuring that Extension Office members are creating an inclusive and welcoming environment. As a side note, Ohio SNAP-Ed is doing an excellent job at building a diverse, equitable, inclusive, and welcoming environment... the disconnect is with Extension Office colleagues.

Already have it. Continue as is.

You are already doing this.

Keep doing what you are doing. Creating an Asst. Dean position was strong.

I think the college does an excellent job taking actions building a diverse equitable, inclusive and welcoming environment for all. I personally believe they are trying too hard to do so. I think sometimes they make a "mountain out of a mole hill".

I believe that this is already being accomplished.

The college does a pretty good job of doing this. Ohio is not very diverse outside of urban areas, so it is hard to build diversity when you have little diversity to choose from for many positions around the state. We still need to promote all of these, but aside from encouraging more diverse populations to live in less urban areas, the challenge will remain.

Miscellaneous

Just be kind to everyone

I think you can be more response to people that cause an unwelcoming environment. There are a few tenure individual that say whatever and treat people poorly because they wont get fired. It creates a horrible office environment.

Also in what I have heard from friends discussing this topic that are racially different, sometimes drawing attention to how they create diversity in a work place often makes them uncomfortable and rather that being the factor that makes a place diverse they would like to be seen as an employee.

Hire more people at the State 4-H office to help lead and work on the Design Teams to help local 4-H professionals be able to focus more energy on their county clientele rather than feeling pulled to increase their time and energy on state level projects. I love my job, but it's overwhelming with so much going on and so many projects that need our attention.

Focus more on equity

Support from leadership

Being more intentional with our words and actions.

The only thing that we can do is to not tolerate certain behaviours that are just inherent in the agriculture community, but how realistic is that? Yes, the worst of it, but I really don't know what there's anything that can be done to combat the institutional racism inherent in this field

It's America, we're divided. Some faculty and staff and many students don't see a need to care about their neighbors or appreciate differences. Those who are open have increased in numbers at Ohio State. But those who refuse have hardened their "anti" position. Anti-immigrant, anti-other of race, gender, orientation, religion.

Consider the obstacles the Extension Offices outside of the Columbus area deals with. The opportunities for furthering education, health benefits of campus, etc. are not available.



Ask staff's input & follow advise on Departmental issues concerning facilities, program areas they are involved in, manage &/or work with students in. Often very short sighted decisions are made because no one consulted the people actually working in that area or facility. This impacts long term changes in these areas. I do not see this as a diversity issue - it is a management issue

As a white female, I find it difficult to answer many of these questions as what I don't see is probably because I'm only around a small group of people within a very large college.

Not hold college events on non-Christian major holidays

Recognize that age discrimination is just as detrimental as any other type of discrimination.

Empower individuals to speak up and educate.

I think CFAES tries very hard on the surface to present an image of inclusivity however it's difficult to overcome the long history of agriculture being a predominantly white field.

Make things more user friendly for Extension staff

Focus less on physical and personal attributes and more on character and skills

Take survey for opinions on the department chair/unit head every 3-4 yrs

I do feel the university is more diverse and working more actively toward inclusion than when I was a student here in the 90s.

Put people who guide in a personalized way in all the procedures and paper works that have to be done when entering. And as far as possible these guide people should have been abroad or been foreigners.

Provide the funding needed to purchase the supplies and equipment needed to actually do the job would be incredibly helpful. Honestly, spending less time worrying about how everyone FEELS and spending more time on making things work to be successful would be a huge benefit. Everyone would be happier and more productive, thus leading to success

I think the most inclusive thing the college can do is judge its students, staff, faculty, and anyone else who comes through the doors based on merit, ideas, and actions. This college should feel like home to anyone who wants to be a part of it and that will happen, when the people who make it up are not put into some box based on what they look like or who they are attracted to.

There are employees on the fringes are afraid to speak within our unit their voices are generally unheard of or being gas lighted together with some other influential administrators and colleagues on the average CFAES would be okay but there are always some people who are trampled upon to get the agenda of certain other faculty it is extremely disconcerting to see that within CFAES

Hold higher management accountable for their actions and tone in emails.

Share governance with faculty, empower faculty committees in decision making , budgeting and other policies

Take action when items are reported... Follow up and follow through, even if the individual(s) is no longer employed/a part of the university.. Closure is important beyond just notifying of the EAP in certain situations

Get a qualified Dean who understands academics and has research experience.

Keep an open mind for everyones beliefs, values and opinions.

Focus on acceptance to all as individuals regardless of their identity, race, etc.

"Praise Allah" and "Praise God" should be expressions that can be said however, the person that said "Praise God" was reported for pushing their religious views, but the person that said "Praise Allah" nothing was reported. How is this equitable or welcoming?

This is challenging to answer, as my own opinions have morphed over time as I've learned more about where we actually stand and who is (and isn't) an ally in relation to DEI. Many people believe they are 'supportive' of DEI ("oh, it's so great that you're doing that"), yet standby doing nothing while a select few try to push the boundaries and effect real change -- then those select few are judged by those who stood by (doing only what their jobs entail, which is still a lot to ask of anyone) following old-school rules that reward the people who don't do anything in this particular space of DEI. So, it's disheartening/exhausting. Otherwise, the list of actions is incredibly long. I'm tired of creating lists - would like to see more people actually take effective action.



Walk the walk, not just talk the talk! Know how what you say or implement works way through the system to last employee in the line, how it really trickles down.

Implement an antibullying policy that focuses on persistent harassment and embarrassment of people particularly by the supervisor, singling people out so their peers isolate them so they are not exposed to the same.

Be supportive of staff. I don't feel supportive in my work

Extension Director and Operations Director need to support staff. All diversity and equity initiatives are excellent. Extension needs support and it has to come from more than just the Dept. Chair. He does great. However, the Director needs to support county professionals in their job.

Address issues with appropriate action in a timely manner. Take issues brought to the attention of management seriously. Singling out certain staff to be in office while other staff can work elsewhere when they are not doing programming severely damages morale and increases exclusion.

I expect us to be diverse, equitable, and inclusive and expect of others, as I expect of myself, to earn the respect of all others by behaving professionally, ethically, fairly, and doing excellent work regardless of what we look like or our private (and let's keep them private) preferences.

Figure out how to get rid of tenured faculty who don't want to get with the times

Listening is important, but it is also important to take action. I think a lot of the negative-leaning responses aren't due to a harmful environment necessarily (in other words, I wouldn't go as far to classify the community as 'toxic') but rather a lack of action taken to address the issues we know exist.

Have any form of consistency in policy, management, and resource opportunities between units. Some leaders are on board and some are not and it results in jealousy between units and a questioning of overall leadership and direction of the College. Leniency given to some, but not all

I think there is a disparity between how welcoming faculty/staff are to diverse groups and how welcoming the student body is to diverse groups with the student body being less welcoming. I recognize the turnover in this group with students graduating make it hard to make a lasting difference. However, having positive experiences with people that just happen to be members of diverse groups will help the students grow as people.

I'm not sure something can be done when people don't realize they have a subconscious bias. I also think it can be a double-edge sword when too much emphasis is put on this

Actually take actions against employees for racist/sexist/discriminatory behavior.

Come visit the Extension Offices. The environment is totally different in each county office and is not always welcoming. Some of the working conditions are not great. Some are not held accountable for their actions because we are not on campus.

Find out why fewer men are applying to College

I think there needs to be more of a focus on ensuring that Extension Office members are creating an inclusive and welcoming environment.

Maintain an environment of open expression of views

After 20 years in academia I have found that the college CAN NOT "build" this type of environment all they can do is get out of the way and allow us who are actually out here to interact. This is how understanding is achieved and through understanding is the path of diversity, equity, and inclusiveness. Considering that CFAES has had a notorious pay disparity across its various sites for the exact same work for literal decades and not a single thing has been done to address the most simple form of equity I have no faith that they will be able to anything meaningful to address other more complex issues.

Encourage the Director of Extension and Director of Operations to repeat the "Report=Support" training! Also encourage her to walk the walk with DEI. Its easy to copy and paste something from OSU into her Directors Report and another to actually go out there and do it via recruiting employees and supporting the ones she already has.

Improve the sport facility on Wooster Campus

Promotion of team work with all departments

The key word is welcoming. I was though to welcome everyone like they are family. Your problems are mild compared to some. So this is how I live my days. Be nice to everyone, listen to all, and don't judge.



Leadership has to care Note comments about department leadership and chair were for the old chair We have a new one now Keeping fingers crossed

Stop being scared to do the right thing. We know what to do. Just do it.

The level of inclusive practices/feeling of welcoming is very different in different parts of our college--some are very inclusive, some are not. A lot of the upper leadership in the academic areas are not aware of how structural bias works, only focusing on diversity numbers and addressing harassment/biased actions. For example, I don't think the college is all that inclusive for parents who would do great work, but need a flexible work arrangement for work and life balance.

While I don't find CFAES and my unit to be openly hostile to those that are not cisgender, white, and heterosexual, the homogeneity of our staff and student body is pretty striking

It's not a top down thing. If the faculty are bullies, and nothing can be done, that is the problem.

Empower/trust existing employees to do the work they were hired to do without requiring excessive approval/oversight by other entities--try to reduce bureaucratic inefficiency and work to reduce wasteful/irresponsible use of resources. I perceive that to be a much larger threat to job satisfaction and staff morale than the equity/inclusion issues addressed herein.

Actions, not words

Treat all equally and follow guidelines as written

FST is a very dysfunctional department. It is predominately made up of males over the age of 60.

Inappropriate, critical and disparaging comments by faculty toward staff

There is always more work to be done. I feel the overarching narrative of CFAES supports what many consider the "typical" CFAES student (white, rural, Christian).

Listen to staff when it comes to how off site (extension offices) view their working situations

I don't think you want/need to hear from me. I am happy to be a part of the solution, but I am not in a position to speak about the experiences of people who are most likely to experience discrimination or an unwelcome work environment. I would like to hear from those people too. I am sure that there is a lot that I am unaware of that may make CFAES less welcoming than would be ideal, but I don't know enough to say why or how it is best addressed. My experience has been positive and I try to create a positive experience for others.

Sometimes staff a beat up by faculty and sometimes students - positions within the university seems to have an impact on people's views of others. As a staff person, my role is just as important. I should be valued and respected

Make collegiality a criteria for tenure. Make faculty agree to a code of civil conduct. Make it possible for a faculty member to be censured for inappropriate behavior

