

CFAES DEI Action Council
Recommendations to Dean Kress
May 2021

The following are recommendations from the CFAES Diversity, Equity, and Inclusion Action Council members. The members broke up into seven workgroups, each workgroup met twice before coming back together to the large group. The workgroups and the members are found at the end of this document. The recommendations are broken down by topic and are not in order of importance.

APT/POA Review

1. All CFAES APT and POA documents should include reference to the significance of DEI efforts.

Departmental/Unit Audits

The workgroup developed a tool for departments and support units to use to assess DEI within their department/unit. Each department/support unit will receive an audit document that is pre-populated with a variety of data including demographics and salary information for faculty and staff. The department/support unit will have 1 month to complete their audit and submit to the CFAES Office of Diversity, Equity, and Inclusion. Members of the CFAES DEI Action Council will serve as reviewers and make recommendations to be shared with the department.

Climate Surveys

1. Launch climate survey for all students spring semester (2022).
2. Launch climate survey for faculty and staff midway through fall semester (2021).

Curriculum

1. For faculty who use textbooks
 - Develop a guide for when selecting a textbook e.g., determine if a text/reading is supporting diversity and inclusion
 - How can we support faculty to begin to look for more inclusive instructional materials?
2. Meet with the College committee on academic affairs to determine if the curricula is inclusive. Each department has an academic affairs committee and a chair-maybe we present the recommendations and resources to the committee at the departmental level. Start with Jeanne Osborne to get advice.
3. Host a session for those faculty who already diversify their courses to come together to establish best practices.
4. Bring in folks from Drake Institute to share best practices with interested faculty.
5. Increase awareness of the desire for diversity within the curriculum- statements that must be included e.g., Title IX, disability, mental health awareness, (talk with Jeanne Osborne regarding adding a statement for faculty to remember to keep in mind the importance of different perspectives in textbooks and readings).

6. When presenting and using PowerPoint use of diverse pictures in presentation/teaching materials along with citations and references from diverse contributors (can this suggestion be part of the checklist referenced above).
7. Require that TAs complete the GTA training from the Drake Institute training.
8. Offer opportunities for faculty to come together to discuss DEI topics related to instruction.
9. Mandatory onboarding of new faculty including that there is an expectation of engagement around DEI and Implicit Bias and training in Microaggressions.
10. Make use of an instrument like this
<https://drive.google.com/file/d/0B0ulz5eHbyjYdmY0eF9ablRRcHM/view>
11. Explore other resources that can help faculty/instructors diversify their curriculum e.g., Learn Gala-resource help crowd source material. <https://www.learn gala.com/>
<https://americanindian.si.edu/nk360/> .

Professional Development

1. Incentivize completion of the Drake Institute for Teaching and Learning Inclusive Teaching Endorsement by offering a one-time bonus.
2. Create a program based on Your Plan for Health that creates a point system for engagement in various DEI activities. Once a certain point level is achieved rewards can be provided.
3. In partnership with the OSU Leadership Center develop a CFAES DEI Certificate Program with those who complete the program internally receiving a one-time bonus.
4. Establish an expectation through APT and POA that CFAES faculty and staff complete 4 hours of DEI training annually. Training can be through OSU, CFAES or professional organizations.
 - o Alternatively make it an expectation that all CFAES faculty and staff engage in one DEI activity on an annual basis-can be internal to CFAES, the University, or professional organization.
5. Create a CFAES DEI professional development fund to support faculty and staff to engage in DEI related professional development outside of CFAES and OSU.
6. Create a CFAES Diversity Speaker Series in conjunction with CFAES SAC and FAC.
7. Work with supervisors to ensure that DEI efforts are formally included and defined in annual performance review conversations and in written documents.
8. Work with HR to develop a guiding document to address how to discuss DEI during performance reviews.
9. Create a monthly discussion program addressing topics related to DEI this would not be a training per se but an opportunity to engage with others to have difficult conversations. First year for onboarding expectation for faculty and staff is to attend 6 of 12 discussion sessions. Monthly discussion session on topics related to DEI.

Recruitment and Retention of URM Students (Grad and Undergrad)

Recommendations for Recruitment

1. Develop a summer program targeted toward URM High School Sophomores and Juniors see NSF as an example.
2. Continue to support the Summer Research Opportunities Program (SROP) Consortium of undergraduate research programs that is part of OSU.
3. Revisit “College is for me” program that ATI conducted focus on 8th graders, elementary school's 6th graders. Focused on lower income parts of Wooster a long with their parents provided food and engaged in activities with them based on disciplines at CFAES Wooster. Targeted group that may not have thought about college yet. Create a Columbus based group.
4. Reconnect with Cleveland Metropolitan School District (CMSD)MS Environment focused school.
5. Engage with community youth tie athletes and doing a campus tour. In context of the goal of bringing all OSU students to Waterman.
6. Strengthen connection to COSI in Columbus particularly around their, celebration of science community collaborations for K-12 students.
7. Resurrect Science of Agriculture event that used to take place in Wooster. Replicate for Columbus Campus. Interactive stations related to Agriculture science. Shannon Hollis used to lead the program.
8. Marketing materials reflect diverse aspects of our disciplines-identify new target markets.
9. Ambassadors from CFAES engaging students from different schools presenting lessons based on agriscience.
10. Promote the exploration program approach to help people learn more about CFAES. Use that as an avenue for recruitment.

Recommendations for Retention

1. Annual DEI training for students as part of curriculum infusion into orientation.
2. Complaint box (online reporting) for reporting concerns. Allows for documenting student concerns and possible patterns. A way for students to have a voice. CFAES based.
3. Send out pulse surveys to all students to identify issues and concerns.
4. Diversify the CFAES Ambassador program.
5. Develop an Ambassador program for Graduate Students.
6. Create a Graduate Peer Mentor program.
7. Create sessions for faculty about Implicit Bias, Model Minority Myth, and concept of Stereotype threat, this also ties to the previous conversation regarding not assuming the background of our students e.g., Examples that assume all students are from a farm or rural background.

Recruitment and Retention of URM Faculty and Staff

1. Reestablish the exit interview process for faculty and staff; Workday has a built in Exit Interview which will need further exploration.

Recommendations for Recruitment

1. Have SAD F&SA approve all high-level staff search committees.
 - High-level e.g., Director, Associate Director and above. If we are focused on hiring internally ask if we have a diverse group to choose from.
2. Work with HR to develop a data bank of DEI related questions for interviewers to choose from. Leveraging Jane to work with hiring managers regarding pool of candidates and questions. Invite Jane to meet with our group in the future.
3. Ensure that there is a URM on all faculty search committees even if that means asking an external person to serve.
4. Have the Assistant Dean and Director for DEI or a representative from the office/council serve on all faculty search committees. Note this does not mean that the member of the CFAES DEI Office becomes the Diversity Advocate. This will make a statement of the importance of representation.
5. Continue our relationship with the OSU Diverse Faculty and Scholars Collaborative SREB. Send faculty to SREB.
6. Highlight our flexible work-life balance, especially for staff positions (being explored as the university level)
7. Establish a “faculty exchange”. Invite up and coming researchers from HBCU’s to present here. Start to develop partnerships with other institutions may be other Research 1 but can be other tiers as well. Central State is a place to start.
8. Send our faculty to present at other universities to help recruit.

Recommendations for Retention

1. Establish bi-annual check-ins with Junior Faculty.
 - a. Pulse surveys?
 - b. Relaunch Junior Faculty Survey from 2018
 - c. Check in with staff.
2. Conduct climate surveys to identify areas of concern prior to departure.
3. Encourage a supportive and flexible work environment whenever and wherever possible. During the pandemic, we have demonstrated that many roles can be successful working remotely.
4. Explore possibility of establishing employee resource groups-similar to OSU Med Center.
5. PI and Supervisor training about managing people-awareness of overscheduling (related to labs) and being cognizant of work-life balance. How do we treat our “human resources”? Seminar approach, event short videos or handouts. Mental health awareness, stress

management. Surviving being an URM in a PWI. Develop a program for new supervisors/managers establishing expectations and providing resources on managing people.

6. Safe space for reporting-share more widely what currently exists. How to counter the if you make a complaint, you are now a marked person so people can share their concerns.

Work Groups

Professional Development	Recruitment and Retention of Students (Undergrad and Grad)	Departmental Audits
Steve Brady	Lisa Bielke	Seth Walker
Elliott Lawrence	Frances Whited	Victoria Abou-Ghaloum
Brian Raison	Regan Tell	Joyce Chen
Laura Akgerman	Ezekiel Miller	Rachel Cornell
Kelly Elisar	Kayla Arnold	Farnaz Maleky
Suzanne Ferencak	Michelle Pham	
Whitney Gherman		

Diversifying the Curriculum	Climate Surveys	Recruitment and Retention of URM Faculty and Staff	APT & POA Review
Alia Dietsch	Misty Harmon	Tracy Robinson	Carri Gerber
Pam Bennett	Gonul Kaletunc	Brandi Gilbert-Hammett	
Warren Flood	Bryan Harding	Josh Blakeslee	
Everly Jazi		Nicole Wakeley	

Action Council Members

Last Name	First Name	Department/Unit	Faculty/Staff
Abou-ghalioum	Victoria	SENR	Grad Student
Akgerman	Laura	FABE/AgrAbility	Staff
Arnipalli	Shanvanth	SENR	Undergraduate Student
Arnold	Kayla	Research & Grad	Staff
Bennett	Pam	Extension	Faculty
Bielke	Lisa	Animal Sciences	Faculty
Blakeslee	Josh	HCS	Faculty
Brady	Steve	Extension	Staff
Chen	Joyce	AEDE	Faculty
Cornell	Rachel	FABE	Staff
Dietsch	Alia	SENR	Faculty
Elisar	Kelly	FST	Staff
Ferencak	Suzanne	Extension	Staff
Flood	Warren	Academic Programs	Staff
Gerber	Carri	ATI	Faculty
Gherman	Whitney	Extension	Staff
Gilbert-Hammett	Brandi	CFAES HR	Staff
Giusti	Monica	FST	Faculty
Harding	Bryan	Marketing and Comm	Staff
Harmon	Misty	Extension	Staff
Jazi	Everly	SENR	Grad Student
Jones	Kira	SENR	Undergraduate Student
Kaletunc	Gonul	FABE	Faculty
Lawrence	Elliott	Extension	Staff
Maleky	Farnaz	FABE	Faculty
Meadows	Laquore	Extension	Extension DEI
Miller	Zeke	AEDE	Undergraduate Student
Pham	Michelle	Ent	Grad Student
Raison	Brian	Extension/ACEL	Faculty
Tell	Regan	ACEL/Dean's Off	Grad Student
Turner-Robinson	Tracy	Advancement/Comm	Staff
Wakeley	Nicole	CFAES HR	Staff
Walker	Seth	Safety and Compliance	Staff
Whited	Frances	ATI	Staff