



## 2019 HEED Award Application

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1) What is the complete name of your institution (as you would like it to appear in our publication and press release if you are selected as a 2019 HEED Award recipient)?

Ohio University

2) Which type of institution are you applying as?

- (X) Baccalaureate-granting (may include graduate and doctoral degrees)  
 ( ) Graduate School only

- Law School only
- Community College
- System Administration Office

**3) How would you describe your institution?**

- Public
- Private

**4) Which if any of the following designations apply to your institution? Check all that apply.**

- AANAPISI
- Faith-based
- HBCU
- HSI
- MSI
- PWI
- Tribal College
- Other: \_\_\_\_\_

**Comments:**

None at this time.

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**5) If you are applying as a Baccalaureate-granting institution or a System Administration Office, what is your full-time enrollment for undergraduate and graduate students?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

- Less than 5,000 students
- 5,000-9,999 students
- 10,000-14,999 students
- 15,000-29,000 students
- More than 30,000 students

**~~6) If you are applying as a Law School only or Graduate School only, what is your full-time student enrollment?~~**

- Less than 1,000 students
- 1,000-2,999 students
- 3,000-4,999 students
- More than 5,000 students

**~~7) If you are applying as a Community College, what is your full-time student enrollment?~~**

- Less than 5,000 students
- 5,000-9,999 students
- 10,000-14,999 students
- 15,000-29,000 students
- More than 30,000 students

**8) What is the percentage of your full-time student enrollment by gender?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

44% Male  
56% Female  
\_\_\_\_\_ Non-binary  
\_\_\_\_\_ Transgender

**Comments:**

None at this time.

**9) What is the percentage of your full-time student enrollment by race/ethnicity?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

81% White/Caucasian  
5% African American/Black  
3% Hispanic/Latino  
<1% Native American  
1% Asian American  
<1% Native Hawaiian or Pacific Islander  
4% Multiracial  
4% International  
2% Unknown/other

**Comments:**

None at this time.

**10) What percentage of your student body has identified as being in the following groups (if you don't collect this information, please leave blank)?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

LGBTQ: \_\_\_\_\_  
Veteran: 5%  
Having a disability: 6%  
Low-income: \_\_\_\_\_  
First-generation: 25%  
Transfer: 15%

**Comments:**

None at this time.

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**11) What is the percentage of your administrative leadership (chancellor, president, provosts, deans, and other executive-level positions) by gender?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

67% Male  
33% Female  
\_\_\_\_ Non-binary  
\_\_\_\_ Transgender

**Comments:**

None at this time.

**12) What is the percentage of your full-time tenured and tenure-track faculty (if you don't have tenured or tenure-track faculty, please leave blank) by gender?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

61% Male  
39% Female  
\_\_\_\_ Non-binary  
\_\_\_\_ Transgender

**Comments:**

None at this time.

**13) What is the percentage of your full-time non-tenure-track faculty by gender?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

42% Male  
58% Female  
\_\_\_\_ Non-binary  
\_\_\_\_ Transgender

**Comments:**

None at this time.

**14) What is the percentage of your governing board by gender?**

*\*Information obtained from David Moore, Secretary of the Board of Trustees, Board of Trustees*

5% Male  
4% Female  
\_\_\_\_ Non-binary  
\_\_\_\_ Transgender

**Comments:**

None at this time.

**15) What is the percentage of your administrative leadership (chancellor, president, provosts, deans, and other executive level positions) by race/ethnicity?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

84% White/Caucasian  
4% African American/Black  
           Hispanic/Latino  
           Native American  
           Asian American  
           Native Hawaiian or Pacific Islander  
1% Multiracial  
           International  
10% Unknown/other

**Comments:**

None at this time.

**16) What is the percentage of your full-time tenured and tenure-track faculty (if you don't have tenured or tenure-track faculty, please leave blank) by race/ethnicity?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

73% White/Caucasian  
5% African American/Black  
4% Hispanic/Latino  
<1% Native American  
10% Asian American  
           Native Hawaiian or Pacific Islander  
1% Multiracial  
4% International  
3% Unknown/other

**Comments:**

None at this time.



**20) What percentage of your faculty has identified as being in the following groups (if you don't collect this information, please leave blank)?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

LGBTQ: \_\_\_\_\_

Veteran: 2%

Having a disability: 1%

**Comments:**

None at this time.

**21) What efforts do you use to recruit historically underrepresented and first-generation students? Check all that apply. (Please provide details of your programs in the comments box below.)**

*\*Information obtained from Candace Boeninger, Associate Vice Provost for Strategic Enrollment Management and Director of Undergraduate Admissions, Enrollment Planning Services*

- Community outreach
- Admissions officers with a diversity focus
- On-campus diversity recruitment efforts
- Community college bridge programs
- Pre-college programs for K-12 students
- Social media outreach
- National strategic partnerships (Posse Foundation, Questbridge, etc.)
- Race-conscious scholarships
- Economic-conscious scholarships
- Holistic admissions process
- Recruiter attendance at underrepresented student conferences

**Comments:**

- Expanded our purchased test score bands in senior application search, which also expanded OHIO's multicultural outreach.
- Initiated partnership with an community-based organization, NEED (<https://www.needld.org/>), in Pittsburgh in accordance with the "3C" strategy that includes CBO relationship management.
- Initiated conversations with Montgomery County College Promise and Say YES to Cleveland regarding scholarship-based pipeline development.
- Added "Access OHIO" module to open-house visit programs to focus on resources and services for underrepresented students.
- Partnered with alumni organization, Ebony Bobcat Network, to support visit program send-offs and student follow-up.



- Added multicultural-specific yield dinners with staff, students, and alumni in Pittsburgh\* and in Cleveland.
  - \*Note: The Pittsburgh event was canceled due to lack of interest, but the communication supporting the event may have had impact.
- Added yield letter from Vice President for Diversity and Inclusion.

**22) Do you have any of the following clubs, organizations, and efforts for the following on your campus?**

*\*Information from Cat Cutcher, Assistant Director for Undergraduate Programs, Center for International Studies, Amanda Graham, Executive Assistant, Division for Diversity and Inclusion, and Maria Modayil, Graduate Assistant, Division of Diversity and Inclusion*

[X] Clubs and/or organizations for LGBTQ+ students

- *Open Doors*
- *SHADES*

[X] Clubs and/or organizations for students with disabilities

- *OU Sparkles*

[X] Clubs and/or organizations for first-generation students

- *We Are First*

[X] Clubs and/or organizations for international students

- *International Friendships*
- *Athens Friends of International Students*
- *International Student Union (30 member organizations, which includes organizations such as African Students' Union, Latino Student Union, Indian Student Association, Muslim Student Association, etc.)*

[X] Clubs and/or organizations for multicultural students

- *Diversity Leadership Ambassador Program*
- *Multicultural Greek Council*
- *Association of Multicultural Sports Professionals*
- *Junior Executive Business Student Organization*
- *Black Student Cultural Programming Board*
- *HCOM Inclusion Scholars Program*

[X] Clubs and/or organizations for student veterans

- *Combat Veterans Club*
- *Student Veterans of America – Athens Campus*

[X] Targeted fundraising/donor opportunities for diversity-focused programs

- *OHIO Giving Day*
  - [https://givingday.ohio.edu/diversity\\_inclusion](https://givingday.ohio.edu/diversity_inclusion)
    - *Beatrice Selotlegeng Scholarship*
    - *Cleveland Physician Diversity Scholars Program Support Fund*
    - *College of Fine Arts Wimmer Patterson Urban Dance Award*
    - *Ebony Bobcat Network Urban Scholarship Endowment*

[X] Mentoring programs for underrepresented students

- *LINKS*
- *OHIO First Scholars*
- *College Achievement Program (CAP): TRiO/SSS program*
- *ASPeCT (Autism Spectrum Peer Coaching Team): program to support students on the Autism Spectrum*

**Comments:**

None at this time.

**23) What efforts do you use to improve retention and graduation rates for historically underrepresented and first-generation students? Check all that apply. (Please provide details of your programs in the comments box below.)**

*\*Information obtained from Dr. Elizabeth Sayrs, Dean of University College and Dr. Marlene De La Cruz, Director, OMSAR*

[X] Campus-wide strategic retention plan

- *Strategic enrollment management plan*
- *Student success advisor embedded central advising model*
- *Development of holistic student success plan that focuses on closing gaps in success for First Gen, African-American, and Pell-eligible students*

[X] Institutional research on student success patterns

- *Retention study*
- *Research on First-Generation, Pell-eligible, and under-represented student success and completion*
- *Research on regional campus student success and completion*
- *Development of "Diversity Dashboard" to track student populations and success*
- *Development of D/W/F dashboard that looks at large courses with high rates of D or F grades or withdrawals by student characteristics (e.g., demographic, Pell-eligibility)*
- *Development of student success dashboard to track student success by specific characteristics (e.g., demographic, Pell-eligibility)*

[X] Cohort-based academic success and leadership programs

- *LINKS*
- *Rural and Urban Scholars Program*
- *Margaret Boyd Scholars*
- *College Achievement Program (CAP): TRiO/SSS program*

- *OHIO Honors (first full cohort of 400 in fall 2019)*
- *Transition Success Program (TSP)*
- *Cutler Scholars Program*
- *Global Leadership Center*

[X] Academically themed diverse student organizations

- *Black Student Business Caucus*
- *National Society for Black Engineers*
- *We Are First (First Gen student org)*
- *Society of Women Engineers*
- *Minority Association of Pre-Health Students (MAPS)*
- *Scripps Hispanic Network*
- *Society of Hispanic Professional Engineers (SHPE)*

[X] Supplemental instruction

- *Supplemental instruction coordinated through Academic Achievement Center (AAC)*
- *Math and English co-requisite remediation courses approved*

[X] Free tutoring support

- *College Achievement Program (CAP): TRiO/SSS program*
- *Math and Science Center*
- *OHIO First Scholars*
- *LINKS*
- *College Study Skills Coaching*

[X] Culturally relevant advising

- *Appreciative advising model*
- *Office of Multicultural Student Access and Retention (OMSAR) advising*
- *First Gen supplemental advising*

[X] Early warning systems

- *My OHIO Success Network (Starfish)*
- *Midterm progress reports*

[X] First-year experience programs

- *Learning Community Programs*
- *OHIO First Scholars*
- *LINKS*
- *Bobcat Student Orientation*
- *Transition seminars for specific majors and populations*
- *Study Skills courses*

[X] Summer bridge programs

- *Gateway to Success: outreach program to assist students with disabilities in the transition process from high school to post-secondary education and training regardless of where they may choose to attend.*

**Comments:**

- In addition, we have text-based behavioral nudging for first-generation students and near completers
  - Completion grant pilot
  - Emergency grant program
  - Summer “catch-up” scholarship pilot

**24) Tell us about any programs and initiatives listed in question #22 and #23 that you have started in just the last 24 months and their impact to date.**

*\*Information obtained from Candace Boeninger, Associate Vice Provost for Strategic Enrollment Management and Director of Undergraduate Admissions, Enrollment Planning Services and Dr. Marlene De La Cruz, Director, OMSAR*

- Added participation in LGBTQ college fairs held in Charlotte, NC, and New York City.
  - Joined the College Board’s Access and Diversity Collaborative to better support the University community in diversity and inclusion efforts.
  - Collaborated with the Alumni Association’s Ebony Bobcat Network to facilitate several recruitment and yield engagement efforts, including on- and off-campus programs.
  - Introduced a newly admitted student communication stream from the Vice President for Diversity and Inclusion.
  - Partnered with LGBT Center, Multicultural Student Center, Women’s Center, First Generation for Access OHIO session and Resource Fair participation with on-campus visit programs.
  - OMSAR’s Being Black In College Series is a program started in the 2018-19 academic year to provide academic enrichment and support for African American and underrepresented minorities at Ohio University. It is also a key recruitment tool as the programming is attractive to incoming students considering OHIO University. Furthermore, because it fosters a sense of community and reinforces academic achievement, it is a key retention initiative that benefits all students.
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**25) Baccalaureate-granting institutions only: What are your six-year graduation rates for full-time undergraduate students in the following groups?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

Overall: 64%  
White/Caucasian: 66%  
African American/Black: 51%  
Hispanic/Latino: 62%  
Native American: 33%  
Asian American: 54%  
Native Hawaiian or Pacific Islander: N/A  
Multiracial: 53%  
International: 59%

**Comments:**

- Please note, small Cohort numbers for various race/ethnicity groups can result in wide variations in 6-year graduation rates when calculated as a percentage.

**26) Community Colleges only: What are your three year graduation rates for full-time students in the following groups?**

Overall: \_\_\_\_\_  
White/Caucasian: \_\_\_\_\_  
African American/Black: \_\_\_\_\_  
Hispanic/Latino: \_\_\_\_\_  
Native American: \_\_\_\_\_  
Asian American: \_\_\_\_\_  
Native Hawaiian or Pacific Islander: \_\_\_\_\_  
Multiracial: \_\_\_\_\_  
International: \_\_\_\_\_

**Comments:**

**27) Law Schools and Graduate Schools only: What are your three year graduation rates for full-time students in the following groups?**

Overall: \_\_\_\_\_  
White/Caucasian: \_\_\_\_\_  
African American/Black: \_\_\_\_\_  
Hispanic/Latino: \_\_\_\_\_  
Native American: \_\_\_\_\_  
Asian American: \_\_\_\_\_  
Native Hawaiian or Pacific Islander: \_\_\_\_\_

Multiracial: \_\_\_\_\_  
International: \_\_\_\_\_

**Comments:**

**28) What are your current retention rates for full-time students in the following groups? Use the most recent data available.**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

	<b>Overall</b>	<b>White/ Caucasian</b>	<b>African American/ Black</b>	<b>Hispanic/ Latino</b>	<b>Native American</b>	<b>Asian American</b>	<b>Native Hawaiian/ Pacific Islander</b>	<b>Multiracial</b>	<b>International</b>	<b>Transfer</b>
Freshmen	81.4	82.4	73.9	80.0	85.7	78.0	50.0	75.4	85.2	80.5
Sophomores	91.2	91.7	88.1	88.2	100.00	91.9	---	87.1	83.9	74.0

**Comments:**

None at this time.

**29) What strategies does your institution use to recruit diverse faculty? Check all that apply.**

*\*Information obtained from Howard Dewald, Associate Provost for Faculty and Academic Planning, Provost Office, Amanda Graham, Executive Assistant, Division for Diversity and Inclusion, and Maria Modayil, Graduate Assistant, Division of Diversity and Inclusion*

- Faculty diversity plan
- Dedicated faculty diversity recruitment specialist
- Advertise in diversity publications and/or job boards
- Attend diversity-focused recruitment events such as SREB
- Grant-funded initiatives to increase retention (NSF Advance program, etc.)
- Strategic funds being used to hire diverse candidates
  - *Diversity Opportunity Hire Funds*
- Host future faculty diversity symposiums on campus
- Diversity-themed postdoctoral fellowships
- Diverse faculty exchange programs with HBCUs, MSIs, etc.
- Pipeline programs for future faculty
- Mentors for diverse faculty

**Comments:**

- Ohio University is a member of the OH-Western PA-WV Higher Education Recruitment Consortium (HERC). HERC is a non-profit consortium of 700+ colleges, universities, and related institutions championing diversity and distinction-one job at a time ([www.hercjobs.org](http://www.hercjobs.org)).
- The Division of Diversity and Inclusion is currently restructuring the Multicultural Junior Faculty Mentoring Program and the Multicultural Faculty in Residence Program to roll out in academic year 2019-20.
- While we currently do not have a university-wide effort in “Faculty diversity plan”, we are actively addressing this through the 2019-25 Diversity and Inclusion Strategic Plan and the Presidents Commission on the Status of Women. Specific colleges, such as Scripps College of Communication, College of Health Sciences and Professions, and the Heritage College of Osteopathic Medicine currently have measures in place to recruit diverse faculty.



**30) What strategies does your institution use to retain diverse faculty? Check all that apply.**

*\*Information obtained from Howard Dewald, Associate Provost for Faculty and Academic Planning, Provost Office, Amanda Graham, Executive Assistant, Division for Diversity and Inclusion, and Maria Modayil, Graduate Assistant, Division of Diversity and Inclusion*

Shorter tenure time lines

Mentor programs for diverse faculty

- *Women Leading OHIO*

Graduate research support for new diverse faculty

Start-up research funds for new diverse faculty

Participation in diversity-related programming is considered in tenure and promotion processes

**Comments:**

- While our institution does not have guidelines for shorter tenure timelines, some colleges do allow expedited tenure for other reasons. The College of Arts and Sciences has guidelines, which some of the other colleges' reference:  
<https://www.ohio.edu/cas/dean/faculty-affairs/early-tenure.cfm>
- The Division of Diversity and Inclusion is currently restructuring the Multicultural Junior Faculty Mentoring Program and the Multicultural Faculty in Residence Program to roll out in academic year 2019-20.
- While we currently do not have a university-wide effort to retain diverse faculty we are actively addressing this through the 2019-25 Diversity and Inclusion Strategic Plan and the Presidents Commission on the Status of Women. Specific colleges, such as Scripps College of Communication, College of Health Sciences and Professions, and the Heritage College of Osteopathic Medicine currently have measures in place to retain diverse faculty.

**31) Tell us about any programs and initiatives listed in question #29 and #30 that you have started in just the last 24 months and their impact to date.**

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**32) Tell us if you require any of the following regarding your search committees. Check all that apply.**

*\*Information obtained from Cat Russell, HR Liaison for Strategic HR Programs, University Human Resources*

We require our search committees to include at least one person from an underrepresented group

We require all applicants to include any diversity accomplishments in their CV

We require a diverse pool of applicants in the hiring process

We insure that necessary accommodations are made for any applicant with a disability

We require search firms we use to include diverse candidates in the final pool of all candidates

**Comments:**

- While training is not a requirement university-wide, there are several departments that do require all committee members to complete training prior to engaging in the search process. Furthermore, many departments have taken steps to ensure that recruitment efforts, postings/ads, and evaluation steps embody best practices, such as redacting protected information, outreach to relevant affinity professional organizations, emphasizing diversity and inclusion related duties within a position, etc.
- To date, 151 faculty/staff members have participated in OHIO Search Committee Training: Preparing for the Search. A training geared towards search chairs and hiring managers.
- To date, 307 faculty/staff members have participated in OHIO Search Committee Training: Candidate Evaluation and Selection. A training geared towards all committee members.

**33) Tell us about any pipeline programs your school has with other institutions of higher education or that you have created within your own institution that focus on the recruitment of diverse faculty.**

*\*Information obtained from Cat Russell, HR Liaison for Strategic HR Programs, University Human Resources*

- Beginning in early 2018, University Human Resources began engaging with approximately 12 different HBCUs, including Howard University, Central State University, Hampton University, and others, with the goal of establishing reciprocal pipeline partnerships. Since that time, a variety of postings have been shared with contacts at these institutions and a number of institutions, faculty, staff and students have joined our Handshake network. In addition, UHR has shared information on career events with several departments for additional decentralized efforts. Efforts to strengthen and solidify these partnerships are ongoing.

**34) Which diversity publications and/or diversity job boards do you use to attract diverse job candidates? Please limit your response to a maximum of 5.**

*\*Information obtained from Cat Russell, HR Liaison for Strategic HR Programs, University Human Resources*

- Diversityjobs.com
  - Africanamericanhires.com
  - Allgbtjobs.com
  - Allhispanicjobs.com
  - Disabilityjobs.net
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**35) Indicate the role the president/chancellor (or dean if you are a law school or graduate school) plays in your campus diversity policies. Add any additional information about the president/chancellor/dean's role in ensuring the execution of campus diversity efforts. Include any explanations of your responses to this question that you feel are important.**

*\*Information obtained from Dr. Gigi Secuban, Vice President for Diversity and Inclusion, Division of Diversity and Inclusion*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A</b>
Ensures that resources (financial and staffing) are available to drive campus diversity efforts	(x)	( )	( )	( )	( )	( )
Charges the campus-wide diversity committee	(x)	( )	( )	( )	( )	( )
Creates a culture of accountability	(x)	( )	( )	( )	( )	( )
Shows a visible commitment to diversity in speeches, written correspondence, and public appearances	(x)	( )	( )	( )	( )	( )
Ensures that senior leadership is engaged in campus diversity strategies	(x)	( )	( )	( )	( )	( )

**Comments:**

**36) What strategies does your institution have in place to ensure diversity planning and accountability? Check all that apply.**

*\*Information obtained from Dr. Gigi Secuban, Vice President for Diversity and Inclusion, Division of Diversity and Inclusion*

Our institution's official mission statement includes diversity and inclusion as one of its core values

Our diversity and inclusion goals and plans are embedded in the campus-wide strategic plan

Our institution requires a diversity plan from each of our individual schools

Our campus has a centralized diversity plan

Our institution has a campus-wide diversity committee or taskforce

We use a diversity scorecard to measure our diversity progress

Our diversity office has the opportunity to formally report on campus diversity plans, successes, challenges, and opportunities at meetings of our governing board

Our diversity office submits and makes public an annual diversity report

**Comments:**

- The Division of Diversity and Inclusion, in collaboration with multiple campus partners, created OHIO's campus-wide diversity plan this past spring and will be finalized by the end of summer 2019.
- The Office of Institutional Research created diversity dashboards for 2018-19 and will be available campus-wide in late fall 2019.

**37) Indicate the degree to which you agree or disagree with the following statements regarding the activation of your diversity plan.**

*\*Information obtained from Dr. Gigi Secuban, Vice President for Diversity and Inclusion, Division of Diversity and Inclusion*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A</b>
Senior leadership ensures that diversity is prioritized in their respective schools, colleges, and divisional units	(X)	( )	( )	( )	( )	( )
Our chief diversity officer provides point leadership in the campus-wide implementation process	(X)	( )	( )	( )	( )	( )
Our campus-wide diversity committee ensures that many different people are involved in shaping the campus diversity plan	( )	(X)	( )	( )	( )	( )
Student opinions play a key role in leading diversity-related change efforts on our campus	(X)	( )	( )	( )	( )	( )
Campus diversity efforts are data-driven and evidence-based	(X)	( )	( )	( )	( )	( )
Adequate financial resources exist to drive campus diversity efforts	( )	(X)	( )	( )	( )	( )

**Comments:**

None at this time.

**38) Identify any diversity-focused financial strategies that exist at your institution. Check all that apply.**

*\*Information obtained from Dr. Marlene De La Cruz-Guzman, Director of the Office for Multicultural Student Access and Retention and Caryn Bailey, Assistant Director of Development, Diversity & Inclusion, University Advancement, and Amanda Graham, Executive Assistant, Division for Diversity and Inclusion*

Diversity goals are embedded in the overall budget process

We have an annual diversity fundraising campaign

We have campus-wide diversity incentive grants

We apply for federal diversity grants (NSF, NIH, Dept. of Education, etc.)

- *Heritage College of Osteopathic Medicine in partnership with two other institutions, recently received nearly \$3 million in funding from the National Institutes of Health (NIH) to investigate why Hispanics are more prone to develop non-alcoholic fatty liver disease (NAFLD).*
- *The Patton College of Education has received \$2.3 million in funding from the National Science Foundation to create the RALLY for STEM Robert Noyce Teaching Fellowship Program, which encourages STEM graduates and professionals to pursue middle and high school teaching careers.*
- *The Southeast Ohio Teacher Development Collaborative (SEOTDC), a coalition of rural and Appalachian schools: Ohio University, Marietta College, Muskingum University, University of Rio Grande, and Shawnee State University, received \$50,000 to improve teacher preparation through the clinical model of education and partnerships with local schools.*
- *Ohio University was awarded \$499,986 of the OhioCorps Pilot Grant by the Ohio Department of Education to support at-risk secondary students in Southeast Ohio.*

We have a dedicated development officer focused on diversity

We have a qualified diversity endowment fund

We have a diversity-themed alumni fundraising campaign

We have financial resources set aside for internal diversity and inclusion awards

- *Charles J. Ping International Student Leadership Awards*
- *Stonewall Leadership Awards*
- *Women's Issues Leadership Award*
- *Blackburn Spencer Scholarship Awards*
- *Blackburn Spencer Achievement Awards*
- *Latino Heritage Achievement Award*
- *Eyes of Freedom Scholarship Award*
- *Francine Childs Diversity Leadership Award*
- *OHIO Promise Award*

Other: \_\_\_\_\_

**39) Does your institution offer any training programs for each of the following groups at your institution?**

*\*Information obtained from Dr. Gigi Secuban, Vice President for Diversity and Inclusion, Division of Diversity and Inclusion and Dr. Jason Pina, Vice President for Student Affairs, Division of Student Affairs*

	<b>Sexual Harassment Training</b>	<b>Diversity Training</b>	<b>Unconscious Bias Training</b>	<b>N/A</b>
Governing board members	[X]	[ ]	[ ]	[ ]
Full-time non-tenured faculty	[X]	[X]	[X]	[ ]
Full-time staff	[X]	[X]	[X]	[ ]
Search committee heads	[X]	[X]	[X]	[ ]
Search committee members	[X]	[X]	[X]	[ ]
Full-time students	[X]	[X]	[X]	[ ]
Senior leadership	[X]	[X]	[X]	[ ]
Campus police force	[X]	[X]	[X]	[ ]

**Comments:**

- Our trainings are available by request and open to faculty, staff and students. In addition, we offer a campus-wide training/workshop at least once a year.



**40) Identify which of the following your institution uses to understand issues of climate, inclusion and satisfaction. Check all that apply.**

Campus-wide climate survey (DO NOT include sexual assault or Title IX survey) for students - when was the last one you administered (month and year)?:

Spring 2018 – EAB, Diversity and Inclusion Survey

Campus-wide climate survey (DO NOT include Great Colleges to Work For application or employee satisfaction survey) for administrators - when was the last one you administered (month and year)?: Spring 2014

Campus-wide climate survey (DO NOT include Great Colleges to Work For application or employee satisfaction survey) for faculty -when was the last one you administered (month and year)?: Spring 2014

Campus-wide climate survey (DO NOT include Great Colleges to Work For application or employee satisfaction survey) for staff - when was the last one you administered (month and year)?: Spring 2014

Exit interviews for students

- *We offer an optional exit interview for students who are transferring to another institution or taking a break from college all together.*

Exit interviews for employees

- *We offer an optional exit interview for employees*

Diversity mapping of institutional capabilities

Diversity benchmarking efforts

Follow-up with job candidates who were offered a position but did not accept it to determine their reasoning

**Comments:**

- University Human Resources, in collaboration with multiple campus partners, are currently working to develop a formal, online exit interview process for employees.

**41) If you administered a campus-wide climate survey in the past two years, what actions, if any, have you taken on campus based on the results of your survey(s)?**

Our institution administered an EAB Campus Climate Survey over sexual violence and diversity and inclusion during spring semester 2018. The results were shared with campus groups, including the University Diversity and Inclusion committee, spring 2019. We will re-evaluate this process and re-format questions for spring 2020. There was a relatively low response rate to the 2018 survey. The University D&I committee would also like to increase the number of student responses by possibly offering incentives for completion and better communication around survey completion to a broader audience of students.

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**42) Which of the following multicultural branding and communication techniques does your institution use? Check all that apply.**

*\*Information obtained from Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

Social media used for multicultural marketing (YouTube, Facebook, Instagram, Twitter, etc.)

Multicultural communications specialist

Diversity-focused admissions materials and brochures

Marketing/advertising in diversity publications and websites

Student ambassadors communicate campus diversity to prospective students and parents

- *Diversity Leadership Ambassadors*
- *Ohio University Recruiting Society (O.U.R.S.)*

Display diversity awards on our website

Link to our diversity office and/or programming on our website homepage

If your institution is a past HEED Award recipient, tell us how you have used this national honor to market your school (use of the HEED Award logo, marketing brochures, public announcements, etc.):

- <https://www.ohio.edu/compass/stories/18-19/09/OHIO-wins-HEED-award.cfm>
- <https://www.thepostathens.com/article/2018/09/heed-award-diversity-inclusion-ohio-university>
- *President Nellis shared during his State of the University address in September 2018 and during the Board of Trustee meeting in October 2018.*
- *Vice President for Diversity and Inclusion included it in her yield letter to new, first-year students.*
- *Will be included in the Division of Diversity and Inclusion's annual report.*

**Comments:**

None at this time.

**43) Which of the following offices does your campus have? Check all that apply.**

*\*Information obtained from Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

Diversity office

LGBTQ office

Veterans' office

Disability services office

International office

Supplier diversity office

Religious services office

Multicultural affairs office

**Comments:**

- While Ohio University does not have a religious services office, the university does have the University Interfaith Association (UIA). The UIA is an association of clergy and campus ministers from the Athens religious community committed to meeting the religious and spiritual needs of Ohio University students, faculty and staff. Members of UIA provide advice and counsel to the Dean of Students on matters of campus religious activity and student spiritual development. UIA members are eligible to serve as advisors to registered student organizations at Ohio University.

**44) Which of the following diversity-related information appears on your website? Check all that apply.**

*\*Information obtained from Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

[X] Our procurement/supplier diversity office page lists opportunities for minority- and women-owned businesses

- [www.ohio.edu/finance/purchasing/supplier-information](http://www.ohio.edu/finance/purchasing/supplier-information)

[X] Our study abroad office page includes specific opportunities for underrepresented students (scholarships, etc.)

- <https://www.ohio.edu/global/diversity/funding.cfm>

[X] Our disability services office page links to our career services page

- [www.ohio.edu/careerandleadership/resources/students-with-disabilities.cfm](http://www.ohio.edu/careerandleadership/resources/students-with-disabilities.cfm)
- [www.ohio.edu/uc/sas/accommodations-after-ohio](http://www.ohio.edu/uc/sas/accommodations-after-ohio)

[X] Our international office page includes information about groups, clubs, etc. for international students

- [www.ohio.edu/global](http://www.ohio.edu/global)

[X] Our human resources page includes information about affinity/employee resource groups

- [www.ohio.edu/hr/additional-resources/employee-involvement](http://www.ohio.edu/hr/additional-resources/employee-involvement)

[ ] Our human resources page includes information about diversity training

[X] Every open job posting listed on our human resources page includes an AA/EEO statement

- <https://www.ohiouniversityjobs.com/>

[X] A link to information about our campus diversity appears on our website home page

- “Diversity on Campus” is found under “Life At OHIO” on our homepage

**45) Tell us about any diversity-related awards/recognitions your institution has received over the past year.**

*\*Information obtained from Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

- 2018 HEED Award
  - 2018 Inspiring Programs in STEM Award
    - Heritage College of Osteopathic Medicine Cleveland's Aspiring Doctors Precollege Program
  - 2018 Inspiring Programs in STEM Award
    - College of Arts and Sciences' Tech Savy OHIO
  - Named one of the nation's top military-friendly schools for 2019-20 by G.I. Jobs Magazine
  - First Forward Designation
    - National honor for commitment to first-generation student success
  - 2018 Larry Abernathy Award from the International Town and Gown Association (ITGA)
  - Ohio University's Innovation Center was named 2019 Rural-Based Entrepreneurship Center of the Year and received the Randall M. Whaley Incubator of the Year Award from the International Business Innovation Association (InBIA)
  - Ohio University's Voinovich School of Leadership and Public Affairs was awarded the 2018 iGIVE Award from the iBELIEVE Foundation
-

**46) How is your chief diversity officer's (or similar title) role situated for success? Check all that apply. (Please provide details in the comments box below.)**

*\*Information obtained from Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

- We don't have a dedicated chief diversity officer
- Our chief diversity officer reports to the president
- Our chief diversity officer position is an executive-level or cabinet position
- Our chief diversity officer has their own budget
- Our chief diversity officer has a deciding vote on the diversity council
- Our chief diversity officer can attend governing board meetings and present the case for campus diversity
- Our chief diversity officer has input into the budget allocated to their office

**Comments:**

None at this time.

**47) How does your institution help students develop cultural competence? Check all that apply.**

*\*Information from Cat Cutcher, Assistant Director for Undergraduate Programs, Center for International Studies, Amanda Graham, Executive Assistant, Division for Diversity and Inclusion, and Maria Modayil, Graduate Assistant, Division of Diversity and Inclusion*

- We have a general education diversity requirement
- Faculty are requested, where applicable, to incorporate diversity into their curriculum
  - *Global Connections Professional Development Program in Vietnam and Thailand*
  - *Collaborative Online International Learning (COIL) Initiative*
- We have diversity courses for students
  - *Numerous courses, degrees and certificates are available to students in African-American Studies; Women's, Gender, and Sexuality Studies; Political Science; Sociology, International Studies; etc.*
- We have multicultural events on campus
  - [www.ohio.edu/multicultural-center](http://www.ohio.edu/multicultural-center)
- We have multicultural student clubs and organizations
  - [www.ohio.edu/multicultural-center/student-organizations](http://www.ohio.edu/multicultural-center/student-organizations)
- Issues of diversity are woven into the first-year experience program
  - *Learning Communities*
  - *Bobcat Student Orientation*
- We offer opportunities for Pell Grant students to study abroad
  - [www.ohio.edu/global/goglobal/students/funding.cfm#](http://www.ohio.edu/global/goglobal/students/funding.cfm#)

**48) Does your institution celebrate the following? Check all that apply.**

*\*Information obtained from Dr. Winsome Chunnu, Director, Multicultural Center and Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

- African American History Month
- Women's History Month
- Asian-Pacific American Heritage Month
- National Hispanic Heritage Month
- National Disability Employment Awareness Month
- Native American Heritage Month
- Martin Luther King Jr. Day
- LGBTQ Pride Month

**Comments:**

None at this time.

**49) Which of the following affinity/employee resource groups do you have or plan to create in the next year at your institution? Check all that apply.**

*\*\*Information obtained from Carey Busch, Assistant Dean for Accessibility and ADA/504 Coordinator, University College and Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

- African American
  - *Council of Employees and Staff of African Descent (COESAD)*
- Hispanic/Latino
  - *Latino Caucus*
- Asian American/Pacific Islander
- Native American
- Disability
- Veterans
- LGBTQ
- Women
  - *American Association of University Women (AAUW)*
  - *Ohio University Women's Club*
  - *Women Leading OHIO*
  - *Women's Mentoring Program*
  - *OHIO Women*
- Religious
  - *University Interfaith Association*
- Multiracial

**Comments:**

- OHIO has the Presidentially Appointed Committee on Disability and Accessibility Promotion (PACDAP), which serves as the steering committee providing guidance and direction for the implementation of the priorities and goals outlined in the Ohio University Disability Strategic Plan for Inclusion and Accessibility.

- In partnership with Human Resources and their diversity committee, we have identified current marginalized staff populations that exist on campus and will be creating groups that will meet on a regular basis starting in fall 2019. In the fall 2018, the first Multicultural Mix and Mingle program was created to invite those groups to meet in an informal setting. Out of those informal conversations, individuals expressed and validated the need for the creation of campus affinity groups. According to research from other campuses, the establishment of affinity groups on campus contributes to the diversity and inclusion on campus, as well as the recruitment/retention of marginalized groups. These groups tend to foster a positive community and can help to educate the community on their perspectives, experiences and concerns.

**50) Please respond to the following statements regarding your institution's diversity council (or similar title). Check all that apply.**

*\*Information obtained from Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

- We don't have a diversity council
- Our diversity council reports to the president
- Our diversity council meets at least quarterly
- Our diversity council members include administrators
- Our diversity council members include faculty
- Our diversity council members include staff
- Our diversity council members include students
- Our diversity council members include governing board members
- Our diversity council has input on campus-wide diversity planning

**Comments:**

None at this time.

**51) Does your institution offer the following? Check all that apply.**

*\*Information obtained from Amanda Graham, Executive Assistant, Division of Diversity and Inclusion*

- Gender-neutral bathrooms
  - <https://www.ohio.edu/equity-civil-rights/Accessible-Restrooms.cfm>
- Same-sex partner healthcare benefits for employees
  - <https://www.ohio.edu/hr/benefits/domestic-partner>
  - <https://www.ohio.edu/hr/benefits/spouses-and-dependents>
- Trans-inclusive health benefits
  - [https://www.ohio.edu/sites/default/files/sites/hr/files/2018-2019\\_Benefits\\_Guide\\_Fac\\_Admin\\_NBU\\_FOP.pdf](https://www.ohio.edu/sites/default/files/sites/hr/files/2018-2019_Benefits_Guide_Fac_Admin_NBU_FOP.pdf) - See page 11 for transgender healthcare benefits

**Comments:**

None at this time.

**52) Which of the following accommodations does your institution offer for students with disabilities? Check all that apply.**

*\*Information obtained from Carey Busch, Assistant Dean for Accessibility and ADA/504 Coordinator, University College*

- Sign language translators in the classroom
- Textbooks in braille
- Section 508 website compliance
- Computer-assisted real-time captioning
- Instructional materials in accessible formats
- Online learning systems accessible to all students
- Wheelchair-accessible curbs and building ramps
- Elevators in all buildings (excluding certified historic ones)
- Wheelchair-accessible buildings (excluding certified historic ones)
- Accessible online employment application

**Comments:**

- Many of our buildings were constructed prior to the Architectural Barriers and ADA and have not been significantly renovated. Elevators are absent from some residence halls and administrative buildings, but present in most core academic spaces. As buildings are renovated, elevator access is being added when technically feasible.
- Nearly all buildings have a compliant entrance accessible by wheelchair with the exception of only a few administrative buildings. The University is currently engaged in the ADA Transition Planning process to develop a known list of barriers and assist in prioritizing their removal.



53) Has your institution experienced any of the following incidents on campus over the past year? If yes, tell us how you responded. Check all that apply.

	<b>Did nothing</b>	<b>Called the police</b>	<b>President responded with a positive message in a public forum</b>	<b>Other administrator(s) responded with a positive message in a public forum</b>	<b>Only the chief diversity officer was asked to address the situation</b>	<b>Media presence was the triggering factor for resolving the issue</b>	<b>Ongoing resolutions are being addressed by campus leadership</b>	<b>Protests continue because campus response was not acceptable</b>	<b>N/A</b>
Student protests on campus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List of demands from student groups for changes to be made on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hate speech and/or discriminatory language in public areas on campus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism of any buildings on campus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Had an invited speaker on campus that was not well-received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Comments:**

None at this time.

**54) To what extent have you met your strategic diversity goals for the following?**

*\*Information obtained from Elizabeth Bennett, Director of Institutional Reporting and Planning Support, Institutional Research*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A</b>
We have increased the number of female full-time non-tenured faculty over the past three years	( )	(X) 11% increase 202 (2016) 225 (2018)	( )	( )	( )	( )
We have increased the number of female full-time tenured faculty over the past three years	( )	( )	( )	(X) 5% decrease 339 (2016) 321 (2018)	( )	( )
We have increased the racial and ethnic diversity of full-time non-tenured faculty over the past three years	(X) 71% increase 24 (2016) 41 (2018)	( )	( )	( )	( )	( )
We have increased the racial and ethnic diversity of our leadership over the past three years	( )	( )	( )	( )	(X) 43% decrease 7 (2016) 4 (2018)	( )
We have increased the number of women in leadership positions over the past three years	( )	(X) 15% increase 20 (2016) 23 (2018)	( )	( )	( )	( )

We have increased the number of female STEM faculty members over the past three years	( )	( )	( )	(X) 19% decrease 203 (2016) 165 (2018)	( )	( )
We have increased the number of full-time underrepresented students over the past three years	( )	( )	( )	(X) 1% decrease 3177 (2016) 3145 (2018)	( )	( )
We have increased the racial and ethnic diversity of full-time tenured faculty over the past three years	( )	(X) 8% increase 157 (2016) 170 (2018)	( )	( )	( )	( )

**Comments:**

None at this time.

**55) How did you hear about the HEED Award?**

- Past HEED award recipient
- Colleague
- Search engine
- Conference
- INSIGHT Into Diversity e-newsletter
- INSIGHT Into Diversity magazine
- Other: \_\_\_\_\_

**56) Please tell us why you applied for the HEED Award.**

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**57) Please provide any feedback regarding the HEED Award or this application. We appreciate your comments!**

Ohio University would suggest that information is asked or required from where each university's data is coming from to ensure that it is from a reliable source and that all universities are measuring data in the same manner and of the same year as other intuitions.

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**58) I am a representative of my institution and hereby certify to the best of my ability that the information submitted in this application is accurate.**

Name: Amanda Graham  
Title: Executive Assistant  
Email address: grahama4@ohio.edu

**59) Please provide contact information for your chief diversity officer (or the person we should contact if your institution is selected as a 2019 HEED Award recipient).**

Name (include credentials): Dr. Gigi Secuban  
Title: Vice President for Diversity and Inclusion  
Email address: secuban@ohio.edu  
Physical mailing address 1: Ohio University  
Physical mailing address 2: Cutler Hall 311  
City: Athens  
State/Province: Ohio  
Zip/postal code: 45701  
Country: United States  
Phone number: 740-597-7937

**60) Please provide contact information for your director of marketing.**

Name: Mark Krumel  
Title: Senior Director, Marketing Services  
Phone number: 740-593-1927  
Email address: krumel@ohio.edu

**61) Please provide contact information for your director of public relations (if different from above).**

Name: Carly Leatherwood  
Title: Senior Director, Communication Services  
Phone number: 740-597-1940  
Email address: leatherc@ohio.edu