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THE OSU SYSTEM

Oklahoma’s only university with a statewide presence, Oklahoma State University is a five-campus, public land-grant educational system that improves the lives of people in Oklahoma, the nation and the world through integrated, high-quality teaching, research and outreach. OSU research, scholarship and creative activities promote human and economic development through the expansion of knowledge and its application.

OUTREACH

OSU-Stillwater

Established in 1890 as a result of the Morrill Act, the Stillwater campus is the home of the OSU System. Named Oklahoma’s inaugural Truman Honor Institution for its production of Truman Scholars, the STATE’s university boasts students from all 50 states and 116 nations and has 185,000 alumni throughout the world.

OSU-Tulsa

In addition to more than 70 undergraduate and graduate degree choices in a variety of areas, including engineering, business and aviation, OSU-Tulsa students, via daily shuttles, may conveniently pursue class options in Stillwater.

OSU-Oklahoma City

Offering more than 40 associate degree and certificate programs, OSU-OKC provides collegiate-level career and transfer education as well as supportive services that prepare individuals to live and work in an increasingly technological and global community.

OSU-Okmulgee

Known for its hands-on technical education, its world-class equipment and its unique partnership with industry, OSU-Okmulgee delivers high-quality instruction and programs which are consistent with emerging educational and labor market needs.

OSU Center for Health Sciences (Tulsa)

OSU’s medical school is perennially ranked by U. S. News and World Report among the nations best for rural medicine, family medicine and primary care and is also a national leader in telemedicine and occupational education studies.
Oklahoma Agricultural Experiment Station

Established in 1890 with the objective of providing Americans useful and practical information on subjects connected with agriculture, the OAES includes laboratories, greenhouses and plot land in Stillwater, as well as 17 research stations across the state. Oklahoma Cooperative Extension Service

Extension offices in all 77 Oklahoma counties link citizens to the STATE’s university and educational programs in agriculture and natural resources, family and consumer sciences, 4-H youth development and community and rural development.

TEACHING

Academic Priorities

With more than 200 undergraduate degrees and options, 100 master’s and doctoral programs as well as professional degree programs in medicine and veterinary medicine, the STATE’s university and its nine different colleges provide unmatched diversity of academic offerings for the citizens of Oklahoma, the nation and the world.

- College of Agricultural Sciences and Natural Resources
- College of Arts and Sciences
- William S. Spears School of Business
- College of Education
- College of Engineering, Architecture and Technology
- Graduate College
- College of Human Environmental Sciences
- Center for Health Sciences
- Center for Veterinary Health Sciences

RESEARCH

Research Priorities

OSU conducts innovative research and technology transfer that enhance Oklahoma’s economic vitality and its quality of life. The focus has expanded greatly since 1890, but the third cornerstone of the university’s land-grant mission remains as crucial for the future of Oklahoma as it was at statehood. Interdisciplinary collaborations with academic institutions, government agencies, private business, and industry ensure that contributions of faculty and student researchers to the development of new knowledge and its dissemination are pertinent and lasting. Areas of emphasis include:

- Alternative Energies and Conservation
- Animal-based agriculture and biotechnology
- Environmental Protection
• Food Production and Safety
• Health and Medicine
• Manufacturing and Advanced Materials

• National Defense and Homeland Security
• Sensors and Sensor Technologies
• Transportation and Infrastructure

(OSU Fact Sheet)
FORUM REPORTS BY CAMPUS
CURRENT ACTIVITIES

Recruitment

- Strong faculty ownership in recruitment. Broad definition of diversity exists. Deans very involved in hiring. Strong Native American hires.
- We work with Admissions for meetings with top scholars, and especially try to focus (when we have the information) on those who are minorities and thereby highly recruited by us and other schools. Since we deal in very lucrative and rewarding types of programs, we feel we have a lot to give on this matter.
- Honors College recruitment for honors academic counselors included e-mail to National Association of African American Honors Programs (NAAAHP) directors as well as to National Collegiate Honors Council (NCHC) listserv. In terms of student recruitment, one of the featured students on our fact sheet sent to prospective students is an African American woman.
- Attending multicultural day. Represented at Native American weekend. Meet with high school prospective multicultural students.
- Participate in “Multicultural Day” to recruit students to the Honors College.
- The Honors College Ambassador Program currently includes two Native American and one African American student.
- 1. Updated website. 2. Career fairs. 3. Personal visits by students. 4. Strive for balance – 50% international & 50% domestic.
- Through Grad Program and through ELI.
- I can improve the process in my office by speaking with young people of all races and explaining to them why obtaining an education, and a higher education is important.
- I do not think that we are doing enough to recruit Native Americans in our institution.
- Unaware of diversity-related recruitment activities.
- I think we are fairly diverse. We are all different ages and with different age comes different backgrounds and thoughts on different subjects.
- In the testing office we interact with a variety of people, including administering ACT to OSU students only, CLEP exams, and administering exams to students with disabilities.
Retention

- Create more opportunities for cross cultural exchanges. Keep faculty at the center of the academic mission.
- Some of the same principles as above (in recruiting) apply here. When we are notified of a minority student who has interest in one of our various programs, we make a special effort to encourage that person to participate, whether in research, summer travel, or applying for major scholarships.
- Offering living/learning communities based on major offering linked courses—students take a few courses together & receive tutoring.
- The Honors College retention rate (freshman to sophomore year) exceeds 90%. We believe that part of the reason for this level of success is actively engaging students with their honors academic counselors as well as professors in their honors classes that are small enough to allow close professor-student interaction.
- Offer office times to help meet diverse student needs. Help choose courses for future semesters.
- I encourage all of my students to continue in the Honors College.
- Midterm grades help, but move to 8 week mid-term (rather than 6 weeks). Attempts by VAS for 8% probation – offering new 1-on-1 assistance.
- 1. Alumni database – contact. 2. Newsletters to alumni. 3. Email to alums. 4. Strong positive environment for students.
- Study Abroad Programs.
- 1. Offer a program of the highest quality 2. Focus on integrating ELI students into the campus and Amer. society in general 3. Deal with cultural sensitivity on a daily basis.
- I can encourage students to remain committed by showing them results of others who attended school, and who now have rewarding jobs and experiences.
- We need to increase the graduation rate for our football players.
- Retention in various campus departments including UAT seems to be due to good leadership, good morale and fair pay.
- I think retention is very well in my area.
- In the Testing office we administer class exams and final exams to students with disabilities.

Partnerships

- Limited Langston relationships. Few relationships with tribal colleges or HBSCU’s. Growing linkages with K-12 schools.
- As noted above, we interact constantly with Admissions. Also, we manage funds from the Lew Wentz Foundation, which makes it possible for OSU to give major research grants and leadership scholarships (open not only to U.S. citizens but international students as well, which has been very popular since it’s so rare). Additionally, the Wentz Foundation has offered to assist in OSU’s drive to have more diversity, and we are exploring how best to use their funds to get more involvement.
- NOC/OSU Gateway Program & TCC/OSU Dual Admission Program to ease transition to OSU.
• We actively participate with Undergraduate Admissions on various programs for recruitment. Last spring we partnered with Institutional Diversity and Multicultural Student Services to bring a one-person play on the life of Dr. George Washington Carver to campus, with the Honors College providing funding for the event.
• I am not aware of any “partnerships” we are associated with.
• I’m unaware of any specific “partnerships” with honors.
• The Honors College works frequently with Admissions, participating in Multicultural Day and Project Success.
• Working closely with the community to help MLK Day (several black students assisted City Committees).
• 1. MOU’s with other countries. 2. Credited courses out of country. 3. Duel degree with Mexico.
• Developing worldwide 100% agreements in place.
• 1. Provide lang/culture programs in tandem with other univ. depts 2. Partner with foreign govt agencies and universities 3. Cooperate with Stillwater Sister Cities org.
• My activities off campus could be great opportunities for me to welcome new students and people to campus and show them that we are diverse by my attitude.
• International partnerships with educational institutions, organizations, and governments.
• We should partner with local tribes to increase Native American enrollment.

Campus Climate
• Native Americans treated as invisible population. Too many overt racist incidents.
• Certainly the existence of the new office of diversity and Pres. Schmidly's obvious interest/support in this area are welcome changes and give hope for future improvement. No doubt OSU’s history, location, and reputation in certain areas makes it difficult to turn around our diversity climate in short order. But nothing is more important than trying, and I feel better about our chances (e.g. several new faculty this year) than I ever have. Having been around OSU for most of my life, I know how challenging this is going to be--and how satisfying success will be.
• Added new general education designation for a diversity course-required for new students Fall 2008. International course has been required for several years.
• While there have been lamentable exceptions, my experience has been that my professional colleagues and the vast majority of honors students have been quite open to matters of diversity. Certainly that has been the case in our office and in my classes.
• The campus seems to be very inviting, open and receptive to diversity student population.
• We work to include as many students as possible in our honors activities on campus.
• From my experience with students, there seems to be a great deal of openness and understanding in regards to diversity.
• Improving greatly for black undergraduate students. They are leaders. Often 8% students are stigmatized. We’re moving away from our greatest asset-our friendly, warm welcoming attitude.
• Various groups sharing their culture, foods, traditions, etc; international fairs.
• Sponsor many programs such as Global Briefing Series.
• 1. Introduce and encourage participation in campus activities 2. Organize and provide opportunities for cultural enrichment 3. Participate (as an Institute) in campus activities such as Harvest II, which we won two years in a row.
• I think the climate on campus is very warm and inviting.
• Not much interaction between local and international students.
• The climate is not diverse. I believe that over 10% of all African-American students are athletes.
• I think the campus as a whole has a very diverse climate.

Professional Development
• HR has numerous opportunities. ITLE is providing lots of opportunities.
• We will do our part with the Wentz activities, as mentioned above— including working with staff/faculty as often as possible.
• Sponsored workshops for advisors on advising diverse students.
• Diversity workshop session was informative. Need to be careful that sessions do not degenerate into dreadfully dull events in which the speaker essentially reads Power Point slides to the audience.
• We try to encourage our staff.
• Although our staff is small in number, we do have diverse opinions & viewpoints which are respected.
• Helpful workshop!
• I vote less training and more jumping into it! (Students are forgiving if the know you are sincere).
• Seminars, workshops on diversity.
• Participation in PD programs and activities.
• Attend, present at, and participate in a number of int'l conferences. Institute has been a member of the University and College Intensive English Programs consortium since 1985.
• I do believe that conversations that challenge beliefs and stereotypes are paramount to a safe and friendly work environment.
• “Diversity as a Learning Goal” workshop offered to faculty and staff by our department in October.
• Professional development for staff is great.
Assessment

- Diversity course development. Strong institutional assessment program. Focus on student outcomes.
- Assessment at present is devoted to academic experiences/skills and, in our case, to success in recruitment of non-majority students (part of our strategic plan).
- We assess our number of diverse students at the end of every semester.
- Each semester we receive a breakdown of the ethnic diversity of our active honors students.
- The Honors College bases assessment on academic success, and our strategic plan includes increasing recruitment of minority students.
- Dynamite minority leaders! Students are great.
- Created handbook for Program given to every student.
- Self assessments and 360 input.
- Students assess the ELI program regularly. Eli is reviewed regularly by a) VCIEP consortium (to determine continued eligibility for membership) b) Oklahoma State Regents for Higher Education (OSRHE).
- I should be more aware of enrollment and access levels on our campus.
- The Gen Ed Assessment Committee’s development of a rubric for diversity-related learning goal and bringing in faculty for suggestions and ideas for relevant assignments should prove highly valuable in the University’s diversity efforts.
RECOMMENDED ACTIONS FOR IMPROVEMENT
ACADEMIC AFFAIRS

Recruitment
- Admissions does a great job of targeting generally the kinds of students who will improve our situation in this matter. Now I believe it will take a lot of work by individual faculty and especially staff to "close the deal" and bring in top minority recruits at a higher rate than currently occurs.
- HR or Institutional Diversity conduct general recruitment for a diverse staff – no qualified minority applicants have applied for staff positions in our office.
- Continue this approach. Indirectly, continue efforts to encourage non-majority students to pursue and complete Honors College Degree requirements to provide a more diverse pool of applicants in the future for Honors College positions. Implement (for Fall 07) new optional admission process for students who fall just short of the requirements for admission to Honors College as first-semester freshmen. Work with Institutional Diversity to identify students in this category and pursue them actively.
- Target more groups. Add more diversity to Honors student population.
- Find a way to reach out to various high schools to recruit more diverse honors students.
- Continue to encourage diversity in the Ambassador Program.
- Allow 8% advisors to recruit minority students. Allow top minority students to recruit minority students.
- Need strong recruiters. Recruit more off campus. Need strong advisors in every department. Plant a seed their freshman year about travel abroad programs-not first for honor students.
- Strive for all groups to be represented when possible and have equal consideration.
- Country fairs and assistantships.
- University funding for recruitment, advertisement, and scholarships.
- Speak with anyone and everyone you can about the topic, and to make sure that they understand how important it is to get this message across to young people.
- Eliminate scholarships for out-of-state students that have high ACT scores and give them to in-state minorities.
- As far as testing, one free CLEP exam for certain incoming freshman.
Retention

- Don’t encourage counter offers—drives people to ‘look’. Build on strong mentoring programs already existing. Don’t reinvent the wheel.
- See above—since we deal with a rather small segment of OSU population, we don't have much involvement in the larger retention issues, but think if we can make a difference on a smaller scale it can encourage larger progress.
- Continue active honors academic counseling, with particular attention to freshmen.
- Make an effort for attention/interaction with students while advising for Honors.
- Encourage more students to join honors after the first semester so that International students have the opportunity to join.
- Maintain a high level of student contact through Honors advising.
- More scholarships for transfer students. More “at-risk” students should be assigned to UAS.
- Have an environment where all races, ethnicities, etc. feel welcome, appreciated.
- Consider the awarding of credit for English Language Study.
- Hold lectures on what a higher education really means. Tell students what they can look forward to with a little bit of hard work. Show how much fun college life really is.
- Stop recruiting superstar athletes with marginal academic qualifications.
- Retention is notably poor in at least one division on campus primarily because of poor leadership and low morale. This has been an ongoing problem and should be examined if retention is a priority.

Partnerships

- Build partnerships beyond African Americans. Develop more graduate student partnerships with institutions with diverse undergraduate populations.
- See above, in re' to our office's activities.
- We have partnered with the Departments of Political Science and Sociology on the development of a diversity course to be offered for the first time in the spring of 2007. We would like to build on this model to develop an additional course or courses that would approach diversity from an international perspective that we hope will increase interest in study abroad by honors students.
- Expand to join & make new partnerships with other diversity offices on campus.
- Learn about “partnerships” that we have.
- Expand on partnerships with other organizations on campus.
- Please don’t require blacks to lead blacks’ white lead whites. Allow interaction.
- Need more languages taught on OSU campus.
- Partnering with universities from other countries, backgrounds, etc. can expand the opportunity for leaning about other cultures and for participating in those cultures.
- Funding for travel.
- Expand opportunities.
- I should involve myself in more situations where I can welcome people to our campus.
Need to expand global connections.
We need to have a Native American studies minor/major and a center for study of Native American culture.

**Campus Climate**
- Enhance service & social activities on campus & community. Listen to multiple perspectives not just the last complaint through the door.
- HONR 3043, Contemporary Cultures of the United States, will bring an additional diversity course on line beginning in Spring 07. As noted, above, we hope to be able to develop additional diversity courses with an international focus.
- Try to involve the Honors College in more campus wide diversity events.
- Reach out specifically to invite students to our events that might not normally attend.
- Encourage continued education and sensitivity.
- Continue allowing diverse students to lead SAM, Alpha, etc.
- More opportunities to share cultures. More combined cultural opportunities as well as individual. More classes with international components.
- Enhance communications.
- Greater recognition and support for ELI and its mission.
- I think that any situation that directly involves students of color should be dealt with by those students.
- More interactive programs and events need much more focus and funding to promote Study Abroad for all OSU students.
- We need to do more for diversity.
- No recommendations, but kudos to the SUAB for their cultural dinners!

**Professional Development**
- Inventory current campus efforts before duplicating. Hire persons trained in professional development.
- I'm not so sure it's a "professional development" assignment as much as a change of culture assignment, and I think more films, plays, focus on authors, speakers, etc. would do more than seminars, or maybe a combination of both. OSU is a very conservative place, and exposure to new ideas and people who have had different experiences is crucial.
- Provide workshops for instructors on teaching students from diverse backgrounds.
- Have a session that focuses on dealing with diversity matters in the classroom.
- A workshop for advisors specifically.
- Interact with other larger departments that are probably more diverse.
- More interracial programs where all groups work together-black-whites-rural-urban-greek-independent-princess-pov.
- Development for programs for diverse groups. Assessment of needs.
- Sharing of thoughts, ideas, and differences. Participating in exchange of ideas, backgrounds, and cultural exchanges.
- More discussions should involve such conversation where these stereotypes are challenged.
Assessment

- What resources exist for assessing diversity nationally?
- Whatever assessment activities are developed should be consistent with the strategic plans of the various units.
- Make suggestions every semester of how to continue our success for diversity.
- Assess not only students’ ethnicity but other diverse characteristics as well.
- Continue effort in recruiting.
- Condense.
- Opportunities to assess diversity, ethnicity.
- This information could be made more readily available.

The Division of Academic Affairs has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.

- Request and distribute employee market availability information for all faculty, staff and administrative positions on an annual basis.

- Actively participate with Undergraduate Admissions and the Directors of Student Academic Services in the recruitment of ethnic minority students into the Honors program, the Wentz Research initiative, the Student Academic Mentors (SAM) program, and the Niblack Scholars program, and the Scholar Development application process.
  - B. Graalman is hosting a reception for the RISE program on January 18 to encourage minority student involvement in Wentz and other university research programs.
  - OSU has a Black/Hispanic Goldwater nominee this year, in addition to a Native American candidate for the Udall.
  - Ms. Brooke Washington, a Goldwater nominee and a Niblack Scholarship winner, has been selected as our representative at Undergraduate Research Day at the State Capitol this spring.
- Fully implement the diversity assessment rubric for learning outcomes in general education offerings.

- Increase the number of Fulbright scholars, both American and International, studying at OSU and abroad.

- Continue the international travel scholarship program with particular emphasis on need-based students.

- Provide professional development opportunities through the Institute for Teaching and Learning Excellence related to diversity in the instructional setting.
Recruitment

- Work to have safe and clean campus.
- We are color blind on who we hire. There are specific skill sets that are necessary to perform our work. Anyone capable or willing/able to learn is desired.
- Departments participate with local school programs.
- International Students & Scholars talk with international students about what it’s like to be a student at OSU and bring groups students to campus (K-12).
- IT help desk employees a diverse group of students (i.e.: international students).
- Outreach programs that bring “at risk” students to campus.
- Grants and Contracts receive grants for promoting diversity and attending college.
- We advertise on many job posting web sites and, locally, regionally and nationally.
- Encouraging current employees to recommend applicants with diverse backgrounds for open positions.
- We do work with other units such as undergraduate admissions to help them with their recruiting efforts.
- Physical Plant hires and encourages the hiring of International students.
- We volunteer, as a group, in helping students to enroll.
- We meet with young adults and parents to promote the college education, Freshmen Orientation, the OSU Webpage.
- Encourage K-12 students to pursue a college education.
- We have people that went to college talk to young people about the importance of college.
- We try to make the visual effects of ads effective to onlookers to help people while recruiting.
- Our department is working towards a recruitment tape that shows what we do in our department and will include diversity.
- Always recommend OSU to high school students I meet.
- We see the first step in recruiting as having a great work environment. Employees talk to friends and colleagues.
- Maybe I have a very narrow perspective of diversity on our campus, but with my limited knowledge, I fail to see a “problem” of diversity. I think our campus has a very diverse society of people, working & attending classes. There are always going to be individuals who are “racist” or have bias stereotypical views; however, the campus as a whole does not reflect this mentality in my opinion.
- We support our co workers’ children; encourage them to seek a college education in order to better themselves.
- Our department is actively recruiting and hiring more women, and actively recruiting Black officers.
Volunteered to participate in a program called “Girl Tech” in hopes of encouraging women in technology.

Routinely teach quality customer service to new and existing student employees.

We are a member of OMSDC & are developing a small business – diversity initiative.

We encourage kids by handing out sticker badges and talking to them.

When recruiting for a position we advertise in various publications and web sites that we hope will reach a wide range of people.

Attend minority vendor fairs. Small disadvantage vendor data base. Supplier diversity manager and developing program.

Our department assists in recruitment by providing useful info to faculty, staff, & students regarding ethnic breakdowns of enrollment, faculty numbers, mailing, . .

Retention

I support the retention & success of anyone doing a good job.

University Ambassador Program. Promotion within your department basically does not exist. The only way to advance yourself is by changing jobs. A definite loss to the university – i.e. you have obtained the skills to do your job and then leave in order to obtain promotion. Keeping a skilled person in the position would allow the university to better serve their customers instead of having a high turn over in positions.

Limited funds for any sort of staff development – even in their own discipline.

Retention of staff of color – Provide the same opportunities and encouragement that I would for anyone else. Mentoring – This is a key component of retention. Staff must feel needed and appreciated. If done correctly, productivity and retention rise.

Departments send employees to conferences/trainings. There are not any disparities in treatment.

Incentives provided for employees to further education.

*receive higher degree/certificates = pay increase/1 time incentives

Opportunities for advancement & promotion are based on skills & knowledge attained without regard to age, sex, ethnic background, etc.

Employees informally provide mentoring and training to employees.

Computers & software provided for students/employees

*Res. Life provides free technical support (computers) for on campus students.

*IT helps students/employees with free support.

Although our department is fairly small, I believe the staff is quite diverse; and our supervisors are supportive of diversity and professional development.

I work with all staff members in my department to develop and grow in their dates as much as I am capable of mentoring.

All persons are given the same training when they first arrive.

Hold annual meetings with each staff member reviewing training requirements.

Vendors provide training seminars and speakers on products.

HR provides professional development opportunities.
• Mentoring and training is provided to new employees.
• FAFSA workshops.
• HR provides assistance to individuals seeking training seminars targeting different topics.
• Department provides leadership development classes.
• Physical Plant and Architectural Engineering provide Internship opportunities.
• The main retention for our group is mainly affected by the pay scale. I think everyone will agree with that.
• I retain employees who continue to demonstrate the required performance traits.
• Providing more internal promotion & pay opportunities.
• We work together more like a family and I help my colleagues in every possible way.
• Recommend and suggest training programs to colleagues.
• Career Development Plan.
• We all work together to get the job done. There are not really any financial barriers.
• Allow people to do what they do best when time is a factor and we assign tasks to specific individuals when time is available.
• I personally seek to understand people on campus.
• Leadership Development training and certification programs are currently offered along with some financial incentives for participation.
• We are trying to send people to more schools and promote within our department.
• Making the campus a good environment to work in.
• Treat everyone the same. Get to know your staff. Treat your staff like people. Offer advancement paths.
• We try to embrace culture of new employees and learn more about their background, language, etc.
• Our department supports the promotions of staff of color if they meet all qualifications for advancement; we support all persons for advancement, regardless of age, color, race or disabilities when they have the necessary qualifications.
• Our department provides all funding so that we can participate in professional development programs offered by OSU.
• Foster a team approach & create an enjoyable, honest and nurturing straight forward work environment. Other than that nothing else.
• I treat all people the way I want to be treated.
• Our department has one Black Lt. who is an excellent leader and the department is giving him opportunities to lead more in order to keep at our department.
• I don’t think the staff of color should be treated any different from anyone else.
• Our office works with all individuals in finding funding to pay (financial aid, payment plans, etc).
• As a supervisor I meet with my staff periodically to discuss their short & long term goals & try to assist by incorporating appropriate training & informing my boss who often helps.
• It is made known that if there is any reason that they (the employee) believe that the organization is intolerant that it needs to be addressed immediately.
• I.T. training opportunities for full and part time staff – for full-time, the opportunity to train with help desk institute.
• Our unit provides many opportunities for training and professional development.
• Giving everyone the opportunity to achieve their goals.
• We support the retention and success of staff of color by also having fun w/ them at work and learning new things about their culture.
• Our unit is currently working with a new employee to receive his HB-1 status and eventually his green card.
• As an international employee I am treated the same, no difference from other employees.
• I have international coworkers who I collaborate with on a daily basis.

Partnerships
• Yes, we have programs to support and enhance Diversity, I am in one now. Our unit has members who have served on staff advisory committees and community functions, including myself.
• Everyday contact. Treat everyone as equals with respect (main problem with everyone).
• Technology available for individuals with visual impairments. (labs/downloads for home)
• Phones available for individuals with hearing impairments (Telecommunications)
• Technology provides: software for different operating systems.
  *provide training with various software
  *has cultural dynamic because of different software used by different regions/countries/etc.
• Our unit does work with other organizations on campus like Institutional Diversity and the International Students & Scholars Office in providing reports which help them make decisions on diversity efforts.
• Small businesses/minority businesses.
• Grants/contracts.
• Help with website, programs.
• This forum is the first real effort.
• Emails are sent out to entire campus communicating events/programs coming to campus.
• Student Hiring Program: hire and train students to work in Physical Plant departments.
• Employee offices are set to meet the needs of employees with disability.
  *Classrooms also made accessible to meet students needs
• Scheduling is based on time available not any other factors.
• Presentations/different cultural activities between co-workers get to know where your co-workers came from, their background, etc.
• Attended and participated in diversity forum.
• My office provides programming support to other units on campus—including the Diversity Office, which hopefully makes a difference—as well as other units looking at issues that probably relate back to diversity.
• HR provides seminars to departments.
• Software Services/Internet Security provides support to Langston, Conner, NEO A&M, and Panhandle.
• Interviews with consultants and vendors include following question:
  *"Do you have a minority statement?"
• Recruitment is inclusive.
  *Recruit from as large of pool as possible by publicizing, Internet, vendors.
  *Efforts are being made even if end result is not reflective.
• Department works well with all other departments on campus.
• Work with other institutions to help train and show them how to use certain software.
• We host a couple of diversity websites.
• We work with several departments in helping them with meeting or achieving some goal.
• Participate in Freshmen Orientation and Alpha Week.
• Our unit is constantly engaged with different kinds of people coming to our office at different times. We try to respect and maintain a friendly atmosphere that makes our work easy.
• The Gateway Program is a good program for the school.
• We have foreign exchange students working in the Motor pool part-time.
• We mix little with other units except for a large Thanksgiving dinner.
• Through local & national trade organizations.
• There is no time to pick over applicants, we are looking for a few good people, and diversity doesn’t have any role.
• Work with other offices on campus (Registrar, FA, ISS, etc) to assist students.
• I personally partner with the local vocational school.
• Our unit collaborated with the office of Institutional Diversity to create the Diversity Ledger. We constantly work with many minority student organizations & minority faculty/staff organizations to provide them with data they need.
• My department provides aggregate numbers to key administration as well as provide requested & approved mailing/contact lists to depts.

Campus Climate
• Ours seems to be cold by nature.
• Do not work well as a whole team.
• Cats calls by construction hands.
• I believe, in our office, that we’re all pretty much warm & welcoming to new staff regardless of race, gender, etc.
• Make signage on buildings more visible.
• Campus is ADA compatible.
• We are pond scum that keeps the university clean, cool/heat & water.
• We are not allowed to use a computer terminal, if caught punished.
• Discrimination is not allowed and everyone I have authority over has a clear understanding on what is expected and appropriate.
• Communicate trouble calls-help people.
• A lot of room for growth.
• Publications reflect university commitment to diversity.
• IT encourages employees to listen politely, be friendly, and helpful when working with all people.
  *Communicate with people from various backgrounds (ex: Individual called in and only spoke Chinese, IT got someone who could speak Chinese to help caller).
• Websites show commitment to diversity.
  *Some people have said new website design is not friendly for people with visual impairments.
  *Younger people have stated they like the new site.
• Try to spend one on one time with each employee.
• Hold off-site social gatherings.
• Office door is always open.
• I make certain that my staff follow my lead on these issues. Lead by example.
• My office has a diverse staff (racial, gender, etc) and I work with all employees closely and treat them all with proper respect. I feel that I am treated likewise.
• I believe IRIM’s environment is welcoming and inclusive.
• Some student workers live in same areas which builds communication and community.
• Posters/brochures in buildings promote diversity and campus involvement.
• Employees participate in campus events.
  *i.e.: ALPHA week, Special Olympics, Freshmen Orientation, and United Way.
• Work under the motto: “Customer is always Right”.
• Work experience doesn’t count when degree is not in hand.
• Support student needs through SIS.
• Campus has rural base and is traditionally conservative.
• The head of our dept. does not like the head of our unit therefore our unit is always “being punished” in little ways (i.e.: small requests for supplies are denied, our ideas on what would help us & our customers are disregarded, etc). Our dept head should be aware that we only work for our unit head, we are not like them. We want to work as an entire unit along with everyone else and be treated as valued employees. Not excluded because of our unit head.
• Our environment is very warm and welcome to all. We have special “party” days to promote inclusiveness.
• We work with students as fairly as possible.
• Full time staff gets along well with international students and learn a lot from them.
• Since we have quite a cultural mix – especially at the student level, I and others do step in when one culture is not respecting the values & customs of another.
• Our division does seem to get involved with most of the semester start up activities and assist students as much as possible.
• We try to keep the campus climate one of safety.
• Doors open to all, but doesn’t seem like we accept all equally.
• Campus appears well diverse.
• A greater than thou attitude is not where it is at. Does not belong anywhere yet, it is here.
• There seems to be a lot of people down on the Physical Plant all across campus. Lots of comments have been made lowering moral.
• Campus climate is one of bullying from the top down. Ideas are considered non cooperation.
• Very little training or information about cultural diversity, or the differences between cultures and their beliefs.
• Physical Plant employees currently “second class citizens”.
• I hear anti-semantic comments and racial comments a lot.
• For me, personally, I have many friends on campus and obviously enjoy the atmosphere. However, I think we are welcoming to all.
• Too much of “male” dominance. Seems what women say is of “little” importance.
• Maintenance personnel treat all customers with respect.
• I have made verbal statements to my co-workers about cleaning up “shoptalk” when women in our department are present.
• The climate looks and perpetrates a cohesiveness to draw you in but lacks stability once you get here. All the promises made to get you aren’t kept.
• I know of nothing that would highlight a need for improvement in our workgroup in how we view diversity. We have hired many students from various ethnic backgrounds over the years. As long as I have been with the University (17 years) I remember no instance when any “diversity” issue has affected either our work or hiring practices. Unless we have amore ethnically diverse pool of applicants from which to select prospective employees, we will never have a more diverse workforce. I personally don’t care what anyone’s color is; I just want capable and qualified employees.
• We have monthly lunches & encourage everyone to participate; this gives everyone a chance to know their co-workers better.
• Strive to be team oriented.
• We’re fairly accepting of all.
• Website has graphics of various people in dept, & it reflects a diversity of people.
• Most people try to not let their personnel bias into the workplace.
• For students – climate has been warm and welcoming – but for employees – it appears the thermometer has dropped. Fear of loosing jobs – department shut downs has fostered an environment people fear.
• I do believe even as an officer, I am warm and inviting. I go out of my way to show that I do not hold any stereotypes.
• I think diversity is handled in a great way. We focus on the problem at hand, not the person or persons involved.
• Closed atmosphere between Native Americans & Internationals does not help. Even ethnic differences keep people apart. Internationals do not feel fully comfortable in this scenario.
• We emphasize customer service and study ways of helping people of various socio-economic backgrounds.
• We help with freshman orientation a lot to welcome new students and try very hard to be of help with any questions even if it’s not our office.
• Still reflects its poor history.
• We deal everyday with people of all nationalities, races, and status- I think we treat them all well.
• Have functions within the office, food days, etc. and take into consideration religious preferences.
• I believe our environment is very welcoming, we encourage different ideas.
• Our website, I believe is very warm and welcoming to all who would like a job there.
• Our college is always looking for ways to improve.
• The mission statement of our unit expresses a commitment to diversity.
• We have regular office lunches that include the full staff and allow for open participation.
• Campus is not welcoming for many disadvantage groups.
• I have trained my current student employee staff with the Affirmative Action provided sexual harassment training material and promote an environment of tolerance and acceptance.
• I have a map of student employees’ origins to advertise our diverse student employee staff @ help desk.
• When anything is perceived as discriminatory or exclusionary it is addressed immediately. Welcoming, friendly, & helpful to all is mandatory.
• Our office promotes a friendly customer service environment & treat all individuals the same in regards to paying their account.
• There is nothing wrong with our campus.
• I am a Sr. Collector in the Bursar’s office & I work with all groups to assist them in paying their past debt to OSU. I am open with all of them & will be flexible as to each individual financial situation.

Professional Development
• Never go to professional meetings. No off campus exposure to my other Big 12 peers.
• In our office we are always encouraged to take classes (seminars, training or enroll in classes at OSU) regardless of race, gender, etc.
• Yes, I participate and seek out conversations that challenge my understanding. This is a lifelong process as I only have one childhood to draw from so new ideas and views must come from others.
• I participate in the discussion of issues of diversity.
• There are no opportunities for professional development.
• There are no professional development programs.
• Participated only in Sexual Harassment training done.
• HR offers trainings and seminars.
• Physical plant provides professional development opportunities (i.e.: leadership).
• People in Software Services, during work, try not to bring issues of bias and stereotypes into work. We do well and are productive. Our area has gone through sexual harassment training and training dealing with confidentiality of information.
• Connecting students with Career Services.
• Professional development opportunities are provided by departments. I work with people of many different backgrounds. This teaches us to respect each other. I believe participating in these types of conversations helps you to understand others’ points of view as well as your own.
  I currently try to learn as much as I can from people and their cultures.
  Our department has many conversations and we do participate in activities.
• Our department doesn’t have any conversations about diversity and I don’t need any either.
• Our unit needs to see the big picture in diversity.
• I try to keep an open mind, especially when discussing religion with employees who are Muslim.
• We go to classes that help with our particular area.
• We work around individual schedules so that we allow them the opportunity for training and school.
• Try to identify quality personnel in low ranks for additional education/training to prepare for promotion, either in or out of department.
• Tuition assistance and fee waivers are a great idea; I think supervisors should encourage their employees.
• We have training sessions and work shops in-house. I attend a few meetings outside the university also.
• This is a problem area that needs to be addressed.
• I tend to listen and be non-combative and non-committal in these situations. We do not have professional meetings.
• I am trying to attend more programs that relate to my job.
• I am not involved with our depts. Diversity meetings.
• I personally am only biased against liars, thieves, gossipers, and people who complain.
• Working for the physical plant has only challenged me since I speak with many foreign students about jobs.
• Hard to progress the corporate ladder without a mastery of the language.
• Working with diverse people across campus is just like everything else, a good learning experience.
• We deal with billing so it’s hard not to be biased when people don’t pay their bills.
• Professional purchasing organizations we belong to are very active in diversity.
• I typically talk a lot about the challenges I face as an International with my colleagues who are quite receptive.
• I do not participate in challenging conversations re: my bias. Everyone should be treated the same.

Assessment
• Administration performs assessments.
• Not aware of any assessments of demographics and/or diversity climate.
• IT working to comply with ADA guidelines (websites).
• Individuals are contributing to forums.
• I am not aware of any efforts being done contributing in our institutions diversity efforts.
• I’m not sure how much “assessment” as such occurs in my office, but looking at my office, these issues seem to be addressed.
• Departments don’t receive numbers, therefore unable to track. Information is voluntary and accuracy is not guaranteed. Wages are comparable to education levels required for jobs.
• We frequently assess the climate for diversity by holding weekly meetings.
• Our unit will make a regular assessment of its working style. We sometimes get mail if something is wrong with our working methodology and the compliments and comments are treated equally and we strive for improvement.
• Our unit does regularly assess diversity within the unit.
• Supervisors perform evaluations of all employees.
• I am not in a managerial position so I don’t feel that I can attest to anything done in our unit to assess the demographics of our staff.
• Use standard assessment forms developed by personnel. Also, one-on-one by supervisor.
• Personnel evaluation forms.
• We contribute by providing historical analysis based on race, sex, position (diversity ledger, etc).
• If assessments are made within information technology, the results have not been published in such a way that I have been able to see them.
• I have never seen a detailed assessment in our area.
• We assess all feedback we receive from students & staff to provide the necessary training to enhance diversity in our office.
• Currently assesses diversity climate.
• Our units just reorganized our structure by placing like jobs with supervisors who know the jobs they do best.
RECOMMENDED ACTIONS FOR IMPROVEMENT
ADMINISTRATION & FINANCE

Recruitment

• Find more ways of encouraging all to apply for open job opportunities.
• We need to encourage more young students to get jobs on campus.
• Actively recruit more diverse personnel upon retirement of current staff.
• Set goal & standards. Every PP person ambassador – A smile & hello – If needing directions give them.
• Improve pay salary with industry. Offer more degree programs. No pay for parking. More campus friendly.
• Get more kids on campus – Research has shown the more exposure we give to K-12 students & family the more likely they are to choose that “familiar place”.
• Advertise – mass media, currently only way to find jobs is online, everyone does not have access.
• Make the Human Resource computer useable!
• Stop promoting nepotism.
• Continue to hire and promote based on ability and what is best for my university. Gender, nationality, race, religion and/or other factors should not be an issue.
• Provide opportunities for part-timers to meet outside of work – include full-time staff.
• Have tours of the plant & see why college may be the best route to take.
• International Students and Scholars can do more to recruit and program more programs.
• By listening to different people from different ethnicity/race/color/age and sex, you are creating a great environment people working together peacefully.
• Display more diversity on billboards. Determine if there are more free website job postings and work with other cities/institutions on recruiting.
• Out of state tuition waivers-long term.
• Provide free language courses. Language courses provide a good window into diversity.
• Send recruiting teams to schools in large cities to provide the benefits offered by the university.
• More targeted area: (i.e.: Where and who do we want?); needs to be more mission based. More organizations and committees. Positions that require a bachelor degree.
• Start regular discussion groups.
• Provide training opportunities.
• Do not compare pay to Big XII.
• Advertise to a broader audience.
• For International students – mentor one group to welcome each/all new ones on campus.
• Offer more positions for student workers.
• Offer more scholarships.
• We need parents and adults that didn’t go to college to speak to young people about how beneficial it is to go to college and to show what could happen if they don’t go to college.
• Make people aware that the Physical Plant exists and of all the services we provide.
• Advertise all opportunities & invite applications from within the division as well as outside.
• If I take a class during the day, I have to make up the time. That’s wrong.
• We need to work towards showing more than what our department does, but what other departments on campus are doing.
• Provide a quicker response time from foreman to open positions that need to be filled.
• Student employment should be considered in all diversity staff. The physical Plant has to employ more students to assist with the work effort because there is a lack of skilled and unskilled full time applicants.
• When hiring for Admin & Finance positions, allow a wider variety of individuals to apply. Their experiences may qualify them for the position even if their educational background does not seem to be relevant. The new online application process does not seem to allow for a very wide variety of applicants to make it to the interview stage of the hiring process.
• Look at qualifications as equal to background.
• Increasing student pay rate would increase student applications.
• Replace supervisors with people that think and use common sense instead of the ability to look someone square in the eyes and lie without flinching.
• Foster positive attitudes among workers about the university so that when we are off the job, prospective students and employees will build a positive view of OSU.
• We should have more events focused towards children and allow them to come on campus so they can see college students and their daily lives.
• Send representatives to locations that have high levels of diverse people and recruit.
• Pay for employees children to attend OSU.
• Need to get word out to minority vendors about OSU via fairs and career days.
• Make application process easier for people who may not have access or skills to apply on-line.
• No need for improvement.
• Try to recruit more bus drivers from different backgrounds.
• Eliminate all questions with references to race on all job and student job applications.
• The bus transportation unit should be encouraged to hire some international students.
Retention

- Raise the pay for student employees. Also give the student employees a break on hours to obtain a master degree.
- Improve training opportunities.
- Whitehurst administrators should work to better understand what the Physical Plant does and the flack that we get.
- Perhaps a list of organizations/activities specific to employees could be provided upon employment.
- Have professional fees paid by the university or Boone Pickens. Make the seminars actually provide valuable & usable information.
- Improve benefits. More night classes offered. Lower fee for full time employ students.
- Make training funds available – encourage & require staff to attend training in their chosen profession & bring in trainer who represent a more diverse background – institute & implement broad banding & put some funds to allow promotion & equality.
- Improve the interaction with students.
- Listen better to people who interview not just someone higher up. Better background checks. Quit trying to “separate” people by diversity - it really doesn’t help. Try being friends.
- Need to do even more with specific skills training within different trades shops.
- Provide more incentives for employees.
- Offer more diversity courses/workshops/seminars.
- Continue with current practices. Single employees should be treated equally as married employees. Make sure employees of all races/ethnic, age, etc. feel comfortable in our work area so they will want to stay. Increase communication between upper administration and employees. Implement career development plans. Treat people like what they are: God’s creation. Remove any barriers, if there are any. Hire more people so we have more time for training.
- Bring in more outside staff.
- Listen more to what employees have to suggest for improvements and changes in work area.
- Establish an up or out military attitude for all.
- Supervise a process that provides honest feedback to employees to enable them to own their careers.
- If any people from diverse backgrounds apply and are qualified, hire them.
- Look inside myself to be more receptive and learn more from and about the people I work with.
- Broad banding should not have had the negative and adverse effect on employees that were working here before its inception.
- Sick leave – vacation employees that work together in small groups should have the say in when someone does or doesn’t get leave time.
- We should try and rotate positions so that we keep fresh ideas.
- I feel that when our department is more diverse retention won’t be a problem.
• Allow most qualified people to advance – should not give preference to protected classes which just strengthens prejudicial views.
• Aside from benefits and retirement there are no OSU retention items. Need to pay for a part of unused sick leave that is accumulated – maybe at 5 year increments.
• Determine why someone is leaving and if it is feasible to retain them.

Partnerships
• Promote the partnerships that currently exist more.
• Better communications & interaction between PP AS/utilities & the big green building folks.
• Continue to use our vendors that promote diversity and the proof is visible in their personnel.
• Allow us to participate.
• Work with community action groups in the county and city to meet their needs.
• Work on engagements and learn from industries/companies around Oklahoma.
• Offer more partnerships between NOC and OSU.
• Who tracks numbers/statistics?
  *Whoever has the information needs to pass along to departments so they are able to track progress.

Departments do not have information the institution is asking for; info not shared with departments. Contact with nearby communities TRIO programs.
Encourage STAFF involvement in student organizations (i.e.: staff and community members in the OSU Sailing Club).
• We could use more time in Learning Diversity Programs.
  Create new partnership entities and develop these to enhance to whole organization.
• Communications.
  Collaborate with peers at A&M colleges and other Oklahoma and National/International universities.
• Seek advice from various organizations as to how to market jobs to various races and ethnic groups and how to recruit more to come and apply for our open job positions.
• Might be good to define what groups are being referred to – we have lots of international people – how are you going to differentiate between international populations and American minorities?
• Sometimes the division should try collaborating within the unit before doing so with others.
• Supervisor support between shops.
• Make more contact in the local and surrounding communities to develop a more diverse base.
Campus Climate

- Find ways to seek out more employees thus provide diversification.
- We as a whole need to work together better.
- Work to have bus drivers become “good will ambassadors” for the university in the city.
- Fire them after training and warning.
- I need to learn to speak up. We need to use what we learned.
- Some respect.
- Encourage football coaches to stop their players from curing all the time.
- Our university seems very pro-active in diversity training. Our websites could do a better job of describing job openings.
- Make websites accessible to visually impaired.
- Include diversity training & philosophy in shop meetings w/all employees.
- Being an international of Asian descent, I think I add to the diversity of our unit. Have not offered to serve on campus-wide committees, units should do so. Not quite welcoming to everyone since some co-workers still looks at you differently because of your race, color, etc. We need to educate co-workers by setting up activities and/or presentations.
- Provide trainings and alternative access to resources.
- I would like to see more assistance for students/employees with visual impairments.
- Offer similar program for transfers and students in new housing. Advertise services better.
- Make student employment available to all groups.
- I need to work on my patience.
- Treat all students in a kind, friendly, and welcoming manner. Put them at ease. Smile to show you care. Work hard to solve their problems and make sure they aren’t made to feel like a burden. Everyone can improve in some way. I try to make everyone feel welcome. We need people that will listen to us and take some kind of action. We are doing an exceptional job with this; not much room for improvement. Need more interaction with the community beyond sports.
- Inclusive environment: include all student group activities.
- Increase website information regarding commitment to diversity. Provide merits for people trying to improve themselves. Have direct information and insight on planning and learning process. Overall, feel campus climate is good but to improve even more: promote awareness of intolerance to discrimination.
- Develop more cultural awareness training – some sort of Myers-Briggs exercise but instead of personality have it do with cultural aspects.
- We have a need for some bilingual employees.
- We can start having more activities on campus.
- Prohibit “sidewalk chalk”, offensive advertising, etc. Easier to accept and embrace a culture that does not go out of way to offend.
- Keep a friendly environment to your customers, make them feel appreciated.
- Need a way to report complaints that truly remains anonymous.
- Promote more female in leadership/management positions and freedom to act.
• Introduce new employees.
• Always welcome everyone with open arms, no matter of their abilities.
• Begin putting out at least basic information about the different cultures our employees and students come from.
• Learn more about resources on campus.

**Professional Development**
• Our University doesn’t provide enough. Small group sessions with people from other areas than your own would help.
• We should be given opportunities to be able to see what other schools are doing.
• Need more opportunity for training in our own disciplines.
• We need more PD on diversity.
• We need Middle Eastern/Muslim cultural training.
• Provide financial assistance for employees seeking continuing education and/or professional development opportunities.
• Instead of providing a one time stipend for completing continuing education training/degrees; add onto wages/salary so that increase is continuous and not one time only.
• The University, instead of department, should incur cost of financial incentive to employees who complete trainings/certifications/professional development.
• Allow more employees to attend courses on communication skills.
• Develop better mechanism to groom staff members and others.
• Provide tuition waivers for online courses.
• We really need to work on this area of diversity. Take classes/seminars when offered, to learn more about others’ points of view and how they feel. Find out how others have been treated and learn from past mistakes that others have made. Meet with peers in staff, faculty, and student organizations. Need more offered.
• Provide more access to development opportunities by allowing administrative leave payment to staff attending sessions and seminars. Allow for more information on plans and outlooks for the future.
• Offer promotions and reward programs as incentives of some kind.
• We need people to be given the chance to use more of that training.
• Everyone should participate in voicing their opinions in staff meetings.
• Teaching diversity in ways that are simple: Concepts such as: change can be beneficial, different strengths and abilities make us better as an organization, we can personally gain by learning about others, we can contribute to our organization and are valuable because of what we are able to do that is different than others.
Assessment
• Continue to keep diversity in the forefront.
• Explain/educate everyone.
• Allow employees access to website.
• Provide hard copies of self-study forums to employees.
• Implement a tracking system with information the institution is seeking.
• Assess demographics periodically and publish the results through email.

The Division of Administration and Finance has provided a list of initiatives that will help the OSU System attain diversity. The following is a list of activities for the entire Division and some that apply only to individual units that will be given primary attention.

Division of Administration and Finance

- Review diversity information and request assistance from the Office of Institutional Diversity in identifying candidates for all higher level exempt positions
- Review all A&F websites to ensure views of diversity on campus
- Request and review diversity ledger information on staff for past five years by each major unit and division as a whole to track progress
- Assess information provided by the Office of Institutional Diversity
- Encourage every employee to participate in at least one diversity seminar offering each year (may be part of regular departmental training)
- Encourage staff to participate and contribute to University activities and events featuring diversity and multiculturalism

Institutional Research

- If unavailable from Office of Institutional Diversity, provide diversity ledger information on staff for the past five years by each major unit and the Division of Administration and Finance

Purchasing

- Request department providing listing of possible vendors for RFPs to include minority vendors
- Continue to participate in minority vendor recruitment fairs

University Human Resources

- Continue to provide variety of sessions focused on diversity and multicultural sensitivity
- Ensure diversity in trainers
- Continue to promote Career Development Plans and Incentives Plans
ATHLETICS

CURRENT ACTIVITIES

Recruitment
- Contact Ethnic Diversity Committee in my national organization when hiring new positions.
- Partner with career services to put on informational sessions for athletics development intern program.
- New Staff; we are not yet familiar with any of OSU's current activities to facilitate diversity which makes it difficult for us to speak on this matter. We can however give recommendations on how to enhance institutional diversity.
- At the present time the football program is very diverse. Coach Gundy has gone beyond what most Big 12 schools have done in hiring and recruiting.
- New Hires for facilities.
- Actively recruit a diverse range of employees.
- We look to bring in the best possible student athletes!

Retention
- Promote. Benefits.
- Most of our exposure is in the academic division. Students in class and athletic training room.
- Encourage training classes. Work with Black Coaches Association.
- New Staff; we are not yet familiar with any of OSU's current activities to facilitate diversity which makes it difficult for us to speak on this matter. We can however give recommendations on how to enhance institutional diversity.
- The 2 years I have been here we have become more diverse. This is important to Coach Holder.
- Trying to increase salaries to keep our people.
- Continues to develop employees and maintains a good work environment.
- We went to the City of Stillwater, Outreach that was volunteer and players signed autographs and socialized with the majority of people!

Partnerships
- None on campus – work with minority committee in my national organization (NATA).
- Work with university purchasing on work perform in department.
- Careers Services & Athletics solicit entire body regarding internship opportunities.
- New Staff; we are not yet familiar with any of OSU's current activities to facilitate diversity which makes it difficult for us to speak on this matter. We can however give recommendations on how to enhance institutional diversity.
Campus Climate

- Church services geared toward African Americans.
- Under each employee’s traits & characteristics. Be positive about opportunities to expand ones self.
- Very collaboration environment.
- New Staff; we are not yet familiar with any of OSU's current activities to facilitate diversity which makes it difficult for us to speak on this matter. We can however give recommendations on how to enhance institutional diversity.
- Being African American diversity is very important to me. I try and reach out to all minorities. Our websites do not reflect a commitment to diversity.
- Seems to be great.
- Very good. Continue to develop on campus relationships.
- Yes, our environment is warm to all because it doesn’t matter what color or ethnicity you are.

Professional Development

- Benefits/continuing education.
- Encourage professional development in course involving diversity and other issues (i.e. harassment).
- I have not been involved in any professional meetings. I have discussed these areas with Dr. Thomas and his staff.
- Working great leaving new ideas.
- Needs development.
- Yes, I interact in conversations that challenge stereotypes or bias. Yes, I encourage discussions about race and we try to bring in the best possible student/athletes!

Assessment

- Report demographics to Department of Education & NCAA. Involve University Administration.
- Yes. The topic comes up in regard to coaches & administrator interaction with student – athletes.
- As far as I know we have not assessed the demographics of our staff. Football has a very diverse staff.
- Great overall people, all seem to work together.
- Overall good environment. Needs to develop a few noted over above.
- Yes, our staff and student/athletes interact in social events and a different array of activities that encourage diversity.
RECOMMENDED ACTIONS FOR IMPROVEMENT
ATHLETICS

Recruitment
• Do high school educational clinics in OKC & Tulsa for minority high school student trainers.
• Continue to involve HR & Affirmative Action.
• Continue Program & increase publicity.
• Putting on sport camps and clinics in areas of the state that are heavily populated with minority groups (i.e. Native Americans, African Americans).
• Find a way to be more involved with the city of Stillwater. OSU separates itself from the city.
• Go statewide on posting jobs.
• Bring in a more diverse group for camps to have more possible student athletes.

Retention
• Continue to encourage professional development to expose employee to diversity issues.
• Have current minority student-athletes speak to prospect student-athletes on his/her positive experiences here at OSU as a minority (i.e. He/she can speak on OSU's openness to minority groups)
• I feel that the athletic program needs to be more involved with other units on campus and visa versa.
• Raise minimum hire wage to bring in more quality people.

Partnerships
• New Staff; we are not yet familiar with any of OSU's current activities to facilitate diversity which makes it difficult for us to speak on this matter. We can however give recommendations on how to enhance institutional diversity.
• Our athletes have become involved in helping one of our coaches to start up a church on campus for students and the city of Stillwater.
• Partner with diversity offices on campus. Multicultural events, etc.

Campus Climate
• Have efforts come from the top – down.
• Have minority student-athletes join various minority organizations.
• Continue to try and hire minorities. Find a way to make the students feel that they belong.
• Bring more life to athletics different walks of life.
• To encourage more diversity into our campus not only through an athletic realm but also to the student body!
Professional Development

- Continue to encourage professional development.
- Something should be set up in the early springtime to talk about issues.
- More classes on how to better one’s self-hold classes in area of work.
- Partner with executive development office on campus.

Assessment

- Efforts must come from top – down.
- Just try and get more people involved outside of the university-come to events.

The Division of Athletics has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
COMMUNICATIONS

INFORMATION TO BE PROVIDED
ENROLLMENT MANAGEMENT

CURRENT ACTIVITIES

Recruitment
- I believe we are taking steps to reach out to students of color with our FAFSA workshops and programs such as Gates Millennium workshops that target minorities such as African-Americans, Hispanic-Americans, Asian Americans, and Native Americans.
- I’m not in any type of recruitment but am on the back end of recruitment. It would be nice to know how we handle this issue.
- We have recruitment programs designed for diversity. For the resources given in the budget, we do target minorities.
- I feel the current recruitment activities do as much as it is possible to help the endeavors.
- OSU does a good job recruiting women in athletics.
- In my position, I don’t have anything to do with recruitment; but I feel like my department is doing everything they can with regard to diversity.
- Currently the Admissions Counselors are finishing up their recruitment efforts. I believe they are attending more HS’s than last year, with more personnel available.
- Recruitment is limited to a few areas. Would like to see more international recruiting done. With decreased number of high school graduates, more colleges are reaching out to the same student.
- Aside from regular visits to schools by our recruiters I do not know of any other activities.
- In my office, recruitment efforts seem to seek women, however, without a diverse pool of employees to choose from, there really is not a choice for which individuals get hired.
- I believe recruitment activities are adequate. I would like to know specific goals that recruitment would like to meet.
- Staff -- I think we do a reasonable job at the professional level. At the lower levels we face some obstacles with the demographics of the applicant pool in the area, but I still see little creativity and effort in trying to diversify pools for support staff openings. Student -- Efforts have improved. The key is yield activities after applications are generated.
- Although I know our management supports diversity in recruiting and hiring, our applicant pools do not yet reflect it. We probably have some more ground to cover from a recruiting standpoint.
- Recruitment activities are obviously inadequate, given the number of ethnic minority students we are currently recruiting. There are not enough collaborative efforts between the units on campus that have a direct impact on whether a student chooses to attend OSU--Admissions, Residential Life, academic colleges, Scholarships & Financial Aid, Campus Life.
The Admissions outreach staff reaches out to underrepresented populations primarily by way of college fairs, high school visits and on campus recruitment programs. Counselors travel extensively throughout Oklahoma, Texas, Arkansas, Kansas, Missouri, Colorado, and other parts of the country to make contact with a diverse prospective pool. The Admission office maintains permanent offices in Oklahoma City, Tulsa, and Dallas; all areas with large groups of diverse students. The efforts are also complemented by a communication plan that includes mailings, phone call, and electronic mail. Additionally, the Outreach staff will participate in other outreach programs sponsored by other community organizations. Even with all of the efforts made by the outreach staff is has become increasingly difficult to compete for these student without better financial incentives. Many of our competitors have made diversity a goal well and have established lucrative scholarships to attract such students.

Actively involved in helping recruit students of color to campus, through support of, and representation at, OSU recruitment activities designed for students of color. Developed, coordinate and present multiple workshops in Stillwater, Tulsa, and OKC to help students of color complete the Gates Millennium Scholarship application-- a national scholarship program for students of color. Included in the program is a separate workshop for parents that includes "how to apply for financial aid" as a topic. By putting more dollars into test-based scholarships, and less into need-based awards, OSU is not addressing the needs of many students of color.

I feel that recruitment efforts recently have improved to recruit a diverse student population.

I believe our department has a wide range of staff members with different personalities and backgrounds.

I am rather new to the university but even in my short time here I know the emphasis that is being placed on increasing diversity. It is great to see that the leadership here realizes the need to make this a system goal and is not just making the statement but appears to be taking positive actions to reach this goal.

Currently we hold a series of workshops each year for students interested in submitting an application to the Gates Millennium Scholars program. As this scholarship is limited to minority students, it's an excellent chance to make a connection with them. Our workshop involves follow-up contact, so by the end of the process we hope that the relationship increases the student's chance of attending OSU. Our new scholarship packages directed toward National Hispanic Scholars and National Achievement Finalists (African-Americans) may result in better recruitment of those populations, however it's too early in the process to be certain. The National Hispanic Scholar package has already generated an influx of phone calls.

I feel as part of our particular unit dealing with international students, we endeavor to engage in diversity on a day-to-day basis.

As a technical staff member I have very little contact with students. Outside of work I have two young children so do not meet very many people even close to the age of going to college. However, I did try to move to a part of town that would be more diverse and do try to encourage acceptance of all different people.
by my children. In my personal life in the past I helped set up a financial aid presentation at my church and I also encouraged an older friend who had never had the opportunity to attend college that it was possible. She is currently in college and doing well.

- I have worked with the TRIO programs housed within our office. From both a personal and departmental viewpoint, these programs serve as a tool in recruiting and connecting with diverse potential college students.

**Retention**

- We encourage students to complete their education and stay here by making the information about financial aid readily available and as electronic as possible, so students are always up to date and notified about their aid. We let them know what their options are and what kind of aid they are eligible for, during their entire school career.
- It appears to me that OSU retains a diverse group of students.
- Being available for current students, offering help if needed.
- Tutoring and counseling offices on campus as well as study labs.
- I think the retention activities are good.
- So long as individuals are being treated the same as others in the workplace, there is no concern for retention.
- Retention is most important. Students need to feel welcome and needed and part of something bigger then themselves.
- Retention efforts for students are inadequate throughout the University. ID is to be commended for its initiatives.
- I am a new employee and am not familiar with all of the current retention activities. I would think that after you have recruits students from all areas, you need to make sure that they feel welcome once they get here. In addition to needing academic programs geared toward several different types of students, you need to have non-academic ways/activities for each student to express themselves or feel like they too belong at OSU.
- I think that we could certainly work on our retention activities for current employees. We are actively working on this with new employees we hire, and are planning to follow up with current employees.
- The Admissions Outreach staff informs prospective students of the support services that are available to OSU students. These services are emphasized in presentations and printed materials.
- Review success rates of students of color who receive scholarships. Ongoing analysis of the effectiveness of these awards, at these dollar amounts, in keeping students in school.
- We are encouraged to attend different training sessions.
- We try to foster a welcoming atmosphere for students and make their navigation of our processes as easy as possible. I have established relationships with minority students and hopefully have helped them deal with university systems and increase their chances or remaining here. However, I can't honestly say I have made a conscious effort to be cognizant of the specialized issues minority students face.
Retention appears to not be as much of a priority these days. I am not aware of the actual numbers, but it seems as thought the University's attitude toward current students had gone down hill over the past few years.

Instill on students, the importance of "staying the course." I believe in regular "instant mentoring" and being sensitive and receptive to student's frustrations and what they may perceive as setbacks, and try to turn those into positives.

I have limited student contact but in my personal life I am trying to encourage my niece to finish her degree, by helping her navigate the financial hurdles she is facing and just trying to encourage her when she needs it.

From a college-as-a-whole perspective, I know there are many student organizations serving to acclimate students to the college environment and to retain student interest in OSU and higher education.

Partnerships

- I have no knowledge of current partnership activities but I would like to know more.
- We do have a work study staff who works directly with off-campus businesses that offer work study positions. Any business can speak with our work study coordinator about offering a potential work study position.
- I believe that everyone is working together in a cooperative manner.
- The Office of Undergraduate Admissions works closely with all 6 colleges on campus to maintain relationships with seniors in high school.
- Training academic counselors on reading scanned student files and transcripts to improve their ability to better advise the student's needs and academic goals. Working with financial aid and scholarship office in accepting students sooner so financial aid packages and scholarships can be offered sooner to incoming and current students.
- Actively sharing thoughts and ideas to improve diversity efforts.
- Those we have may have some benefits for diversity, but I don't see us capitalizing to the extent we could.
- Our department has working partnerships with undergraduate admissions and scholarships/financial aid, both of which work with prospective high school students and their parents/counselors.
- From time to time admission outreach staff volunteer for activities that put them in to contact with underrepresented students. The Outreach staff also works with government sponsored TRIO programs to encourage college attendance among those groups. Some have even joined community based groups that raise college awareness and raise donations for scholarships.
- I am always amazed by how hard OSU works with other entities compared to other colleges in the state.
Campus Climate

- I believe there is a great need for increased understanding of all people and cultures.
- I think that the pursuit of these goals is excellent. Personally I have always tried to be as open and helpful to everyone who works in my office or enters as a customer. From what I have observed and heard this is generally true of most offices. I have heard of instances when international students were treated rudely because they were international but I have not actually observed this.
- We have interacted with more diverse groups on campus, such as the meeting we had with the Multicultural student center.
- I believe everyone is a little insecure.
- We seem to have groups/clubs geared toward the different ethnicity or diversity groups. Do we have anything that combines ethnic cultures with American cultures?
- I think that the climate of campus is welcoming to students of all races.
- Most of the students and parents I speak with that have recently made a campus visit speak of how much they love the climate on campus and the family atmosphere. I believe the climate on campus is one of the things that makes OSU so special and attractive to so many high school seniors every year.
- Campus climate is very friendly. There are many places to gather for lunch and have a nice break from the office.
- I feel the climate has improved in the past several months. People do not like change and it takes awhile for them to get used to new things.
- Campus climate is very warm and welcoming to incoming students regardless of race or color. All applications are input on SIS daily for earlier acceptance and correspondence with prospective students.
- I feel that our campus is very open to all people. In my specific area I no longer deal directly with students but in the past we were very willing and desired to help students with whatever possible to enable their experience to be positive and satisfying.
- The climate on campus is good. Being a student and now an employee, I have had the chance to see it from different viewpoints and it is apparent that the university is making an attempt to diversify itself.
- Most small town students feel very small when they come to the huge university. Maybe some warm small town atmosphere is needed.
- Within our division I think the attitude toward students and faculty/staff of color is consistent with that for all -- sometimes, unfortunately, it hasn't been as friendly toward anyone as it could have been.
- I think the current campus climate shows diversity. I see it in walking around campus, seeing the students, ads for student activities/organizations, etc.
- I find the campus climate very warm and friendly, while maintaining a professional atmosphere.
- Keeping open-door policies; ensuring that workspaces and shared break areas are neat, clean and void of any potentially offensive material; holding occasional department "food days" in which everyone is invited to cook and share something
special with co-workers; working with marketing and management to ensure diversity is appropriately conveyed on our publications.

- I have been involved with OSU as a student and staff member. I believe most students that attend OSU feel welcomed and appreciated regardless of their background. There are so many different activities and events that highlight the diverse talents and backgrounds of our students. Most faculty and staff I have encountered are dedicated to every student’s success. When speaking with students the Outreach staff makes an effort to include information concerning campus life programs devoted to diversity.

- Since one key aspect of my business is to work with need-based students-- the need of the family is the differentiating factor, not the ethnicity, or sexual preference, or religion, or any other factor.

- I believe the Greek System is a divisive institution which promotes class levels and division of diverse people. Why in the world, as we are promoting the inclusion of diverse populations, color or other, are we not looking at that system as part of the reason that we have not come farther in diversity, faster? How far does this trend for diversity go? Is it an attempt to unit all people or are there levels - like the Greek system promotes?

- I read some info online about Nationality being the top reason for discrimination on campus.

- Perhaps I'm naive, but I do feel the campus climate is not overtly racist. That being said, I realize when an institution has historically been less diverse that a minority student will feel less welcomed and probably encounter situations I can't begin to imagine.

- I have not ever witnessed any problems on the OSU campus that would involve diversity issues.

- The campus has always had a warm, spirited, and inviting climate. With all the construction and changes taking place some of that has diminished.

- I feel that our campus is diverse inasmuch as the student population is very accepting and tolerant of others. However, I do not recall any successful diversity programs. On a personal level, I feel I am friendly and welcoming regardless of race, color or religion. I embrace diversity.

- Our office is very warm, welcoming and diversity sensitive both towards students and staff. I and my co-workers do not tolerate hurtful or racist remarks. I have spoken to staff members when I felt something bordered on insensitivity.

- From a student point-of-view, I greatly enjoyed working on group projects when students were randomly grouped. I met many diverse students and leaned to appreciate the benefits of group dynamics and unity.
Professional Development

- The shirts and jeans must be nice.
- The campus has always had several professional development activities for staff and students.
- Would like to see more support for staff who are interested in bettering themselves and less focus on who will do your job if you are gone a few hours.
- I just began working for OSU one week ago and already, I have been asked for my input on what changes can be made to make our department better. Six of us were hired and we have already been asked to brainstorm ideas together. We are all different and all bring something different to the table, and we have already come up with some good ideas on how to make the necessary change.
- Show students goal related activities. Let students know what an OSU education can do for them in specific terms.
- Attend staff development programs, both on- and off-campus related to diversity. Much of my focus is on first-generation, low-income college students and their families; through these types of learning experiences, diversity issues are addressed.
- We are offered certain training activities.
- We're committed to, and I think we're successful, making our practices inclusive to all students. However, I do believe I should make more of an effort to seek out and understand.
- I participate in professional development seminars offered on campus and as far as I know there has not been a seminar regarding diversity on campus.
- As a staff employee our opportunities for professional development are better than many other Universities I have seen.
- I feel pretty comfortable that my professional development is enhanced by embracing the many different facets of my experiences attached to diversity -- both my life experience and in my professional life.
- I have been involved in diversity discussions with our planning staff. As an office we strive to be inclusive and sensitive.
- Lately (within the last several years), I have attended many presentations on the benefits of diversity. The University is doing a good job of promoting diversity through the professional development of faculty and staff.

Assessment

- There is a lot of assessment going on in my office but I am uncertain how this pertains to diversity. I am unaware of any goals or objectives set by the management as they pertain to diversity.
- I believe everyone is acting in a more professional manner.
- Keeping up with the other colleges in facilities is a must, but cutting back for employees in the process is not wise. This lowers moral on campus and makes employees and students find other alternatives.
- Do not know if staff diversity is monitored. Student diversity is recorded and monitored by questions reported on applications for enrollment and recruiter’s prospective student information cards.
• I think they must be getting strong, because I am filling this assessment out and I really wouldn't want to.
• I do not think commitment to diversity gets enough emphasis in assessment activities in the University in general.
• I understand that students and staff are challenged more in a diverse environment and that they can learn, and experience more in that type of environment.
• The only assessment I am aware of is the yearly employment evaluation.
• More times than not assessment activities are standard and more than fair.
• I am very aware of how Financial Aid is awarded and how cost can be a barrier for students to attend college. We constantly push for more need based awards. When we do research we look at the ethnic component of the findings.
RECOMMENDED ACTIONS FOR IMPROVEMENT
ENROLLMENT MANAGEMENT

Recruitment

- I believe there is a greater need for diversity in the workplace but I am not certain of the best way to recruit.
- I realize there is a limited pool of applicants at times but I feel every effort should be made to achieve diversity in every office possible. Without people of color as your co-workers how can one who is uneducated in this respect develop any appreciation of a diverse work place.
- I am uncertain as to where my comment should be entered, recruitment vs. partnership. For four to five years I volunteered with inner city females ages 12-16. During these years I made many observations and drew even more conclusions. These youth were very bright, so much so they were "trouble makers"; they were bored in school and trouble exercised their minds. Granted, and unfortunately, some of these youth really were out to make trouble. So many more of them, however, just need to believe/know higher education was a possibility for them, too. Because of their skin tone, nationality/ethnicity, and/or economic condition, these young women felt they had no chance to better their future unless they were an outstanding athlete, science star, mathematical genius, or married into a rich family, won a sweepstakes, or the list is endless...essentially, they desired to have a better life than what they were presently living. I hope our recruiting efforts include those individuals who desire to better themselves and their condition. I hope our partnership efforts include those youth who need a bit of fostering (Early! Very early!), encouragement, and empowerment. My volunteer efforts were only for a couple of hours every several weeks. I was amazed, however, at the number of "lights that went on upstairs" by the end of these classes. These young inner city women needed hope (a roadmap, a goal, tools to succeed). They needed someone who really cared about their future (a youth mentor).....they needed a partner to help them see beyond their awkward age of discovery and development. I hope OSU recruitment and partnership efforts do not overlook the inner city school systems. There are, indeed, so many.
- The staff in Admissions has never been given a target for diversity. They are just told that we want a diverse student body (and a better academic freshman class than the year before). Specific targets and the money to go after such students would be needed for real strides to be made in attracting more minorities. Admissions Counselors need fewer projects if their goal is to follow up with and actually "recruit" minority students. Currently, the Admissions staff has no excess time to target any particular students let alone any specific minority groups. When our suggestions about community receptions are totally ignored our interest in these programs wane. Respect our input. Don't try to make giant leaps when we don't know what will work and what will not work. You are asking Admissions Counselors to do all the work for these programs and our input is ignored. We have the view that we have to do all this work so that some people
across campus can say that we have added this many programs for minority recruitment when their worth was zero because of lack of involvement in the planning process with our staff. Also, minority groups that hold recruitment type programs on campus need to be more cooperative with Admissions. They also need to be more reliable. When asked too participate in programs they need to show up. Principal/Counselor day was a great example of Admissions having to scramble because a speaker that was to speak about diversity claimed that they didn't know about the event. We later found the email that proved that was incorrect.

- With the decline in HS grads there will need to be more recruitment efforts out of state, other than the surrounding states.
- Make on-line application for international students as high a priority as domestic students. Need to be very creative with recruiting materials and highlight our shining stars in academics and research technologies as well as top schools.
- It would be nice to know what our Recruiters do...I don't feel that I am able to give any recommendations since I have no idea of the scope of their responsibilities.
- Create jobs and/or provide job descriptions which include more focus on men and people of different nationalities.
- In my opinion, quality is more profound then quantity. Define a type of student and go after that type and do not try to cast a wide net.
- Staff --Try to build a data base of potential applicants in the area and in OKC/TUL at the support staff level. Maybe work with the technology centers to get a pipeline. Student-Intense efforts need to be focused in Tulsa, OKC and Lawton for greatest potential return on investment.
- When recruiting on high school campuses, choose a wide variety of campuses to visit, i.e. inside and outside OK, visiting small high schools as well as those in OKC and Tulsa, etc. Be sure to include a variety of faces in marketing materials.
- Possibly work on our marketing and outreach efforts to ensure we promote diversity and engage people from different ethnic backgrounds.
- More collaborative efforts between the units mentioned above and any other units identified as important to the process. This identification of units needs to be done in a scientific, quantitative manner, not just anecdotally. We should focus on who the receiver of our recruitment message is, and the best way to "transmit" that message to the unique groups we are trying to recruit. If we are trying to recruit first generation college students (which will likely be the case), then we must recognize the lack of information about college that both the potential student and his/her parent has, and be willing to provide that information and any necessary support services to help the student complete the process. "Hand-holding" with this group of students may be required, and we must be able to devote the resources necessary.
- While the efforts by the Admission Outreach staff should play the primary role in recruitment, I believe several other key offices should consider taking a more visible role in recruitment activities for students from diverse backgrounds. 1) It would be ideal for the President to participate/attend in the recruitment programs coordinated by the Office of Undergraduate Admission. This would demonstrate
the university's goal of achieving a diverse student body not only to the prospective students and their families, but also to the OSU student body, faculty, and staff. 2) The Multicultural Student Center is the most visible office for diversity support. It is key that they participate by sending a representative (student or staff) from each of the groups they support to recruitment activities hosted by the Office of Undergraduate Admission. 3) All faculty, specifically those from underrepresented backgrounds should endeavor to assist in the recruitment process. Additionally, the recruitment effort for recruitment and retention of diverse students does not seem to be comprehensive. There are several offices that have identified diversity recruitment as a one of their duties and some of these host programs to facilitate this. However, it might be beneficial to have one office charged with guiding these efforts. For example, both the Admission Outreach staff and Multicultural Student Center Staff hold annual recruitment event that target this same cohort of students. In many years the events have conflicted with each other in terms of program content, invited guests, and timing. This has created confusion for student, families, and personnel at both the high school and the university.

- Get into the communities-- host programs at churches, libraries, etc. If OSU, by virtue of its size and ethnic makeup, is not a comfortable place for students of color, host recruitment activities where these students (and their families) will be comfortable. I think that, in order to hear what we have to say about how great OSU is, we have to earn the trust of families who may not know many people here. If we can focus on our land-grant mission as it relates to educating the community, we can provide information and workshops to help these students GO TO COLLEGE, regardless of where that is. While expensive in terms of return on dollars spent initially, it is one way to build a relationship in the community. We should encourage questioning by students and parents-- and we need to have solid, data-based answers for them-- about why OSU is a good place for them.
- I recommend that we look at the recruitment practices of the early 90s and review the very effect recruitment weekends done for the specific minority groups.
- Accept work experience as a degree.
- Recruitment and retention are intertwined. Orientations should be fun and exciting, not like a corporate seminar. Again, I'm not sure what we do to recruit anyway.
- I am not sure that I have anything to add, however I do think importance should be placed on recruiting a diverse range of faculty and staff. If visiting students and recruited students see diversity in place on campus, I think they will feel much more comfortable enrolling here. So I guess I think the process has to begin with professor and leadership recruitment efforts.
- I worry that with OU's new Sooner Promise our share of OHLAP recipients, many of which are minorities, will decrease. If the budget will allow, OSU needs not just a similar program, but a better program.
- I do not work directly with students, but I would be interested in learning more about any opportunities to assist in the recruitment of diverse students.
- We can target specific ethnic groups, etc, but do we go on to consider other groups such as those who are obese or unattractive. Or, what about potential
students in certain impoverished areas who may not have exposure to information regarding higher education. I realize that we are faced with diversity issues, but I cannot help but consider where the issues end if we are really talking about equal opportunity. With that in mind I truly feel that the best we can do is be open and accepting of all potential students, keep open minds and treat others as we would like to be treated. If we observe students who are struggling we should be willing to go the extra mile to assist those students regardless of their situations. Targeting should not be necessary. Rather than a university problem I see the issue as being a community problem. Maybe we need to make more effort to inform the parents of potential students what assistance may be available to those students. I am really not sure, but I think the sharing of helpful information needs to start with the families, middle schools, junior highs and high schools prior to a student approaching college age.

- More accessible location for our office so that other students may have more opportunity to interact with, and meet internationals and as such, initiate more diversity.
- I am not aware if this is done or not but maybe it would be good to have field trips for elementary students to introduce them to college. Have them meet with a diverse population of students who could encourage them about college.

**Retention**

- I have no knowledge of current retention activities but I would like to know more.
- To stop any problems with aid that might harm future enrollment at OSU, it would be helpful to get the other departments fully aware of financial aid and let their students know to check with us whenever their enrollment status changes.
- Better publicized aids and tutoring available for those with falling grades or needs for emotional and/or academic counseling. Where do they find help?
- Inform the employees regarding activities and opportunities to participate.
- No one be treated with any type of retaliation concerning color or any other difference.
- Better communication between students and administration. Communication with all students not student government types.
- Be certain to attend to the nonacademic factors in retention -- money, engagement, community.
- Open communication with employees; provide regular opportunities to exchange ideas; show appreciation to employees; schedule ongoing assessment discussions to keep everyone on the same page.
- Although the primary contact for the new OSU student should be that students, academic advisor, many new students will still continue to contact an admission counselor with whom they have formed a relationship. Many new students still are unaware of many of the support services offered until they have a critical situation. Thus, more effort should be made to advertise such services to new student and their parents.
- More extensive support services to help students succeed. We have at least 20 or more Gates Scholarship recipients on this campus at any given time-- a formal support mechanism for these students would be a big draw. OSU should actively
compete for a U.S. Dept. of Education Student Support Services (TRIO Programs) grant in the next funding cycle. This is an academic/financial support program for college students. Having an SSS program would be another draw to recruiting and retaining students who participate in the high-school age TRIO programs in areas of high diversity.

- Give more opportunities for staff to gain degrees.
- We should make it easier for students to contact Student Service offices. The easier it is for a student to contact an office and receive friendly assistance, the easier it will be to keep them attending OSU.
- I think equal pay is an important part of retaining any employee. Based on statements I have read from the President, OSU is really working toward offering competitive pay for its faculty. This would be a positive step towards retention efforts on campus. I think offering sensitivity training of some sort and just ensuring that all staff and faculty are educated and aware of how to communicate respectfully with other ethnic groups than their own is also very important. The stronger and more knowledgeable our community is as a whole is going to encourage retention and overall respect for all people on campus.
- Start considering why students are here and what keeps them here more than what they say they want. What we want isn't always what we need, nor does it always satisfy us like we think it will.
- More mentoring programs that deal more specifically with other than academic issues. More easily accessible counseling services that deal with triggers that can affect academic performance, such as stress, anxiety, mental disorders, alcoholism, drug abuse. Work to dismiss the stigma attached to such issues.
- Perhaps a requirement of these organizations should be to work with at least one other student organization in community service projects and/or campus-wide projects. Perhaps the student organizations need more visibility and outreach activities.

Partnerships

- Form a tighter connection so the Office of Undergraduate Admissions knows what is going on with recruitment efforts in each of the colleges (such as letters, emails, events, etc).
- Make sure that these activities are followed through.
- Activities should start out mandatory and maybe become voluntary if the mandatory activities become successful. Free stuff is good.
- We must do a much better job with two-year schools in attracting the best and brightest students of color at those institutions.
- We are open to any suggestions on how we can improve our partnership activities to improve diversity.
- I am most familiar with recruitment activities. Although partnership activities exist at the current time, they need to be enhanced so that all players have an equal voice and are encouraged to share their own experiences and/or perspectives of the difficulties ethnic minority students encounter at OSU.
- From an outreach perspective, partnerships could be utilized to promote OSU to groups that we would not normally have contact. This could mean younger
students than we normally contact. It could also mean involving ourselves with
groups that are not necessarily affiliated with education, but influence students
decisions.

- I feel that cross-training would help make all offices more effective.
- Establishing a diversity program with the community would be a great way to
  attract students of color. Offering a mentor program through this sort of program
  would be a good idea as well.
- Partnerships with social services agencies may help to inform families of potential
  college students of the types of assistance available.
- Churches are good places to meet students and get involved in their lives. There
  are probably some other similar places. How about mixing students and staff for
  some intramural sports?
- As I stated earlier, I think partnerships between/among student organizations
  would promote diversity, retention, and student success.

Campus Climate

- Mandate diversity training at the undergraduate level.
- I think that generally the campus climate is good but there is also room for
  improvement. One issue I would like to see addressed is the unintentional racism
  that is sometimes expressed. Treating people of color politely and equally as you
  serve them is one thing. Making a generalized comment after they have left that
  could be interpreted as insensitive is another. The worst part is that the person
  making the comment has no clue.
- I do not believe our department has institutional structures that limit or discourage
  students of color from being successful on campus.
- I believe we should be able to show team spirit by wearing jeans and orange shirts
  on Fridays.
- Have more faculty/staff activities at lunch.
- I think the president and others are making an effort to keep the students & staff
  informed which is very important.
- Contacting prospective students earlier and sending financial aid packages as soon
  as possible will improve number of students enrolling at our campuses. Equitable
  pay for women employees and lower insurance rates.
- Geographical location, mascot, and previous students play a major role in regards
  to climate, some of which the university has no control. However, certain majors
  and/or classes offered have an effect on which group of students/faculty are
  interested in attending the university. Checking into majors that draw a more
  diverse crowd may increase diversity throughout campus.
- Students should feel warm and cozy. Hometown pride, even though Stillwater is
  small town, OSU feels huge to most new students.
- I believe that the climate will continue to improve as we are able to hire more
  diverse employees to our staff.
- There are organizations and activities on campus that need to be more reflective
  of the OSU student body.
• Do away with the Greek System and promote excellence and mentoring within career areas/activity interests etc. that focuses on being the best you can be instead of promoting the notion of social superiority.

• I can't think of anything except maybe putting the staff members through diversity training to help them cope with differences in cultures.

• We can make every effort to make the climate more welcoming through PR campaigns and training, etc., however I think the only way to truly foster an atmosphere that feels welcoming to minority students is to continue to raise the number of minority students on campus. As we are able to recruit a more diverse student body, I believe that will in turn encourage more minority students to want to attend OSU, and the efforts will snowball.

• Personally I can make a point of trying to offer a more diverse point of view in the publications that I handle through my office.

• Although the changes are needed and growth for OSU is a great thing, we need to put in the extra effort to keep the family like aspect that keeps students coming here.

Professional Development

• Professional development should follow for any person no matter race, color, creed.

• The professional developments activities that the college does have need to be advertised more.

• Encouragement by supervisors for staff to attend leadership workshops, etc.

• Let students know that an OSU education is not only good for them, but good for the world. Save the world, by becoming educated at OSU. This is not a joke. Education is imperative to peace.

• A lot of staff at lower levels aren't comfortable with discussion, interaction, role play. They would benefit most from just receiving information in lecture or video. We need more on the student experience, good and bad, from students in our professional development.

• I would like to see more opportunities for those of us who did not have a degree be able to attain this accomplishment.

• Offering a seminar addressing the issue of diversity among our student population and how staff can more actively participate would be good.

• Keep offering wonderful programs and maybe offer even more dates.

• Maybe more learning opportunities that relate to different cultures that would open more understandings between cultures.
Assessment

- I believe I should study any legislation that supports our diversity efforts more than I have in the past.
- When buildings or other large projects affect the university, it would be wise to get the opinion of the employees.
- Do surveys ask how we are doing?
- Keep this type of activity up. Maybe some meetings that we can attend. Communicate the seriousness of this for our own job security and homeland security.
- Be certain appraisals include assessment and feedback on accomplishment or efforts toward diversity goals in departmental strategic plans.
- Push for more mixed student and staff activities and joint projects.
- I would like to suggest in regards to our evaluations that the person being evaluated not have to give their own assessment to the supervisor before the actual evaluation.
- It would be helpful if the University shared some of the statistics of diversity with the staff. (i.e., enrollment issues, financial aid opportunities).
- More need based scholarships.

The Division of Enrollment Management has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
GRADUATE COLLEGE

Current Activities

Recruitment
- McNair Scholars includes diversity scholarships.
- OKAMP.
- MAGAP.
- Campus visits for prospective students from various locations.
- Fee waiver.
- Other campus visits recruiting students.
- UTEP, New Mexico State – Career Fairs. McNair.

Retention
- If enrollment discontinues Craig sends a letter asking why they stopped coming.
- Welcome week.
- GPSGA.

Partnerships
- Co-operative programs with various universities.
- Bridge programs.
- MAGAP.
- Vice President of Diversity.
- Center for Teaching Excellence.
- Other Deans.
- GPSGA.

Campus Climate
- Multiple multicultural activities.
- Focus groups.

Professional Development
- We have reflective retreats for diverse views to be stated.

Assessment
- Process of developing key outcomes.
RECOMMENDED ACTIONS FOR IMPROVEMENT
GRADUATE COLLEGE

Recruitment
- Encourage nontraditional students (parents, older).
- Study publications making them more diverse (appropriate).
- Look at all recruitment material.
- Fee waiver for Louis Stokes.

Retention
- Create a better relationship between students and Grad College.
- McNair Group (grad students).

Partnerships
- Continue to identify opportunities for partnerships.
- Partner with colleges and groups to coordinate more functions for graduate students.

Campus Climate
- Make Stillwater more diverse.
- Educate Stillwater residents diversity some how.
- Get diverse populations to integrate with the Caucasians.

Professional Development
- Have more retreat (professional development) sessions to learn more about others views on their reflective questions.

Assessment
- We intend to use these results to further our diversity views and identify key areas of improvement.

The Graduate College provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
- Strive to sustain an increasing trend of enrollment of underrepresented groups in graduate programs.
- Make the staff of the Graduate College more aware of diversity issues when dealing with students and prospective students.
- What initiatives should be considered in ensuring that people from diverse backgrounds are applying to and given consideration for open positions within the Graduate College?
- Review all recruitment material and ensure that it reflects our desire to have a diverse student body and that is presents OSU in a fair but encouraging manner.
INSTITUTIONAL DIVERSITY

AFFIRMATIVE ACTION

CURRENT ACTIVITIES

Recruitment
- TRiO: Provide tutoring for students in programs.
- TRiO: Expose students to college campuses.
- TRiO: Provide students with residential/educational experiences.
- TRiO: Share information with students regarding OHLAP and all financial aid and scholarship opportunities.
- TRiO: Help students prepare college applications.

Faculty & Staff
- Provide a Recruitment Resource Book that is on-line and available to all campuses.
- Provide search committees with internal department statistics (race/gender) and external availability.
- Talk with search committees about taking affirmative action measures and assist them in identifying recruitment sources.
- Post all faculty and staff positions on the AA website.

Retention
- TRiO Programs: Provide activities and seminars to retain students.
- Upward Bound Math Science provides stipends for student participation.
- Provide role models for students.
- Publish an informative newsletter for students, parents, and the community.
- Send emails and postcards to students on their birthdays/special occasions to personalize their experiences and create a stronger link between parents/students and the programs.
- Monitor student academic and social growth.

Partnerships
- TRiO Programs have partnerships with middle and high schools with diverse student populations.
- TRiO Programs and AA have state, regional and national organizational memberships that they can utilize to promote activities and job openings.
- TRiO Programs work with parents and guardians of students to encourage and support them in their goals of keeping students in school and keeping students on track to further their education.
- Partnerships with local media and businesses are used to publicize the programs’ accomplishments and garner support from businesses to underwrite additional activities.
• Working relationships between OSU and other post-secondary institutions help students identify options for post-secondary education and become acquainted with the campuses and people.

Campus Climate
• The location of the ID program offices, (i.e. space) can have both a positive and negative welcoming effect. Programs that are located in highly visible areas reflect their importance to the mission and core values of the university. Some of the programs are more easily accessible to students that come to visit the campus. However, it is more difficult to host groups when the offices are located off campus. This creates a less welcoming atmosphere and leaves the impression the program is more of a ‘second class’ program.
• Outreach into communities to recruit students promotes a diverse student population for the TRiO programs.
• Connectivity within campus, i.e. when connections are established between programs/departments there is a stronger commitment to the program, making it better and more successful.

Professional Development
• AA provides employment data to colleges and departments that can be used to assess their internal representation of minorities and women with the intent they will hire in areas they are lacking representation.
• Holding memberships in state, regional and national organizations also provides an avenue for employees to receive more specific training in his/her areas.
• The Ambassador/LDP Programs at OSU provide an opportunity for employee development.
• Providing Diversity Training at OSU affords an opportunity for employees to learn more about diversity and appreciate the differences in people.
• Providing quarterly/annual evaluations of individuals/programs provides the opportunity to assess the need for professional development.

Assessment
• TRiO Programs provide quarterly and annual evaluations of the status of their programs.
• TRiO Programs: Through monitoring state report cards on individual districts and schools, the TRiO Programs identify and compare performance of students in their programs and identify the programs’ impact on students’ academic success.
• TRiO Programs monitor individual students’ academic success on a regular basis, identifying students’ strengths and weaknesses that need to be addressed.
• TRiO Programs are able to assess a student’s financial need and provide assistance in the areas of scholarships and financial aid.
• Budget that is provided for activities and events acts as a motivator for students to join the programs.
RECOMMENDED ACTIONS FOR IMPROVEMENT

AFFIRMATIVE ACTION

Recruitment
- TRiO: Develop better parental and community outreach. More participation and commitment from both groups will strengthen the program and increase student retention. These are the students that will enroll in an institution of higher education.
- Develop better media and website visibility. More publicity on the programs’ activities is apt to garner more support at both the local and state level.
- Develop a link between Request to Staff process and the office of Diversity Academic Support. The DAS will be working closely with colleges in identifying recruitment sources to fill vacancies.
- Faculty/Staff Recruitment needs to be more aggressive.
  - The cost of advertising is becoming more of an issue so there is a need to identify more web recruitment sources that are pro bono.
  - Need to utilize all the areas in ID to assist in the recruitment process. E.g. When people go to conferences take a list of the job openings.
  - When anyone receives a phone call regarding positions, refer the individuals to the AA website.
  - Develop a Vita Bank that will be available to all campuses.
  - Utilize the people on campus to recruit and advertise our positions to their professional organizations and peers at other institutions.

Retention
- Develop a program to increase faculty and staff retention.
- Find ways to supplement the budget in order to be able to finance some extra activities and to be able to provide scholarships.
- Supplement the budget to send employees to conferences and allow further professional growth.
- Faculty and staff need a support mechanism.

Partnerships
- Develop more visibility locally, regionally and nationally.
- Develop partnerships with faculty and staff to make them aware what the different programs are doing and seek their participation in on campus activities. It is important for students to see faculty and staff of color when they visit.
- AA: Develop stronger partnerships with departments/colleges to lessen the negative perception that some may have regarding AA. Stronger partnerships will lead to opening lines of communication regarding hiring needs and AA issues that might occur.
Campus Climate

- Work to secure much needed office space and visibility. “Out of sight out of mind” applies. Programs that are not housed where they can be seen are viewed as less worthy programs.
- Have more frequent divisional meetings. Now that we are a larger group it would be beneficial to meet periodically to stay connected.
- Develop better communication with media and the campus. We need to be more pro-active in providing stories to the newspaper of events we are having. While there is a diversity reporter the stories tend to not get printed in the student newspaper. Developing a newsletter and having the reporter be a guest writer is another method of ‘getting the word out.’
- Develop a plan that will result in a better understanding of the role and function of the offices of:
  - Affirmative Action
  - TRiO Programs
  - Women’s Programs

Professional Development

- Secure funding to attend state, regional and national conferences.
- Work with university officials to provide courses at OSU regarding issues of diversity and inclusion.
- Work with the Provost’s Office to partner with NOC in ways that will allow employees better access to courses offered. Currently employees have to pay OSU tuition rates if they take classes at NOC and do not receive any assistance with a break in tuition.
- Work with the Provost’s Office to provide tuition reimbursement support for staff in Distance Learning courses.
- Work with the Training Department to publicize the Ambassador/Leadership Development Programs and possible incentives associated upon their completion.

Assessment

- AA needs to secure funding for assessment software. Department of Labor is making changes in how we are to gather statistical information and new software is being developed that we need to purchase.
- TRiO: Secure funding for external review process. TRIO sends individuals to conduct reviews of programs. It would be beneficial if funds could be secured so that the campus programs could be pro-active and invite external reviewers to assess programs before formal reviews are conducted.
- Provide Affirmative Action data on a more regular basis.
- Disseminate data gathered in evaluation process. It is important to keep people informed of the successes and failures both in the areas of employment and programs.
- Work with Enrollment Management to provide information on OSU admission application regarding first generation status. Currently this information is not on student application forms. This would be beneficial information to gather because many grants are asking this question.
MULTICULTURAL STUDENT CENTER

CURRENT ACTIVITIES

Recruitment

- Freshmen Enrollment Clinic - Event where new students complete the enrollment process by selecting classes and campus housing.
- OSU Experience - A Fall semester activity sponsored by Undergraduate Admissions. Focused on high school juniors or seniors who are introduced to the wide range of programs and services available at OSU.
- OSU ALPHA Orientation - Orientation program for new students which introduces them to OSU tradition as well as all available resources.
  a) Appreciating Differences Workshop - The MSC’s interactive session of ALPHA where students learn cultural aspects of OSU and hear from key individuals.
  b) GET A LIFE BEYOND THE BOOKS - Activity sponsored by the University Counseling Center which stresses a healthy balance between academics and extra curricular activities.
- Senior Spotlight Program (at OSU-Tulsa and OSU-Oklahoma City) - Sponsored by Undergraduate Admissions. This program focuses on providing high school seniors with specific enrollment and campus life information.
- Scholars Day - Coordinated through Undergraduate Admissions, this program is focused on recruiting high school seniors.
- Multicultural Encounter Day - Arranged by Undergraduate Admissions. This program invites ethnic minority students from across the state to OSU to learn more about the OSU enrollment process and affords them the opportunity to participate in OSU student organization sponsored events.
- Recruitment Walk-Ins - MSC staff routinely make themselves available to meet and host students who visit the campus independent of any formal recruitment program.
- Limited number of scholarships for freshmen - The MSC annually awards a limited number of scholarships to entering freshmen students meeting the scholarship criteria established by the MSC staff.
- Camp Cowboy - Sponsored by the Campus Life department. This activity allows new freshmen students to meet various OSU departments and make new friends in an informal setting.
Retention

- Provide limited number of scholarships to continuing students.
- Dialog with community agencies.
- Advise residential life living and learning programs.
- Advise student organizations.
- Provide leadership development programs.
- Provide parental advisement on university related issues.
- Academic and Non-Academic interaction (Share information with regard to financial aid, internships, job opportunities and giving referrals to University Academic Services for tutorial services. Monitor academic progress and provide personal advisement for ways to improve GPA).
- MSC creates a Welcoming Environment for students of color.
- Participate in campus wide retention efforts.
- Conduct on going research on student retention issues in an effort to identify the “Best Practices” in student retention.

Partnerships

- Corporate Partnerships for the following purposes:
  - Funding to support MSC programs and scholarships
  - Student Internships/Jobs.
  - Technology enhancement to assure MSC students and staff stay current on changing technologies while enhancing our operational efficiency and effectiveness.
- MSC staff work with community service agencies including:
  - Tribal Agencies
  - Stillwater Red Ribbon Committee
  - Chambers of Commerce
  - NPHC Organizations (state and regional)
  - Local churches, to communicate our mission while promoting higher education for traditionally underrepresented groups.
- Partnerships with campus groups to maximize the resources of the MSC and other campus groups i.e., Career Services, Counseling Services, etc.

Campus Climate

- Maintain an open door policy for ALL students.
- Advocate on behalf of students who experience challenges in adjusting to the campus climate.
- Support forums on campus climate.
- Conduct Cultural Awareness programs designed to increase the level of knowledge on this topic (Culture).
- Enhance MSC Honors Convocation to recognize students for exemplary academic and leadership achievements.
Professional Development

- Present diversity/inclusion related workshops for the following groups:
  - Faculty/Staff
  - Residential Life
  - Student Organizations
  - Public Schools
- MSC staff attends conferences on diversity/inclusion in higher education.
- MSC staff are involved in OSU faculty/staff associations, state, regional and national professional associations.

Assessment

- Monitor campus retention efforts and provide input as requested.
- Continuously assess the purpose and quality of our contact with students.
- Stay current on student retention research.
- Conduct on-going review of Campus Recruitment/Retention data and provide input as requested.
RECOMMENDED ACTIONS FOR IMPROVEMENT
MULTICULTURAL STUDENT CENTER

Recruitment
- Develop stronger lines of communications with campus recruitment areas.
- Communicate more effectively our defined role in the student recruitment process to minimize misconceptions.
- Provide information to the VPID to consolidate efforts to raise funds for additional staff and resources. Basically seek the funding to designate one individual as the “lead” MSC recruitment contact.
- Explore the prospect of a new office location which would increase the center’s visibility.
- Collaborate more with other units within the division to maximize use of fiscal and human resources and in support of ID mission.
- Collaborate more with other departments across the campus.

Retention
- Keep the VPID informed on MSC efforts to secure additional funding for tutoring, student workers, scholarships, and academic program development.
- Partner more with faculty, staff and graduate students to determine their retention related issues.
- Work closely with the RISE Coordinator to prevent duplicating services.
- Explore the possibility of developing one-on-one and small group mentoring initiatives that will compliment the one on one and small group advisement performed by MSC staff.

Partnerships
- Work with VPID to identify and expand list of prospective corporate partners while channeling all fund raising efforts through the VPID.
- Keep the VPID informed on MSC efforts to develop grant proposals to internal and external constituents.
- Develop better partnerships with OSU Alumni associations.
- Develop better partnerships with public schools.
- Explore partnership opportunities with other ID departments.

Campus Climate
- Develop better ways to share what we do (media, event calendar, website, etc.).
- Support the development and implementation of environmental scans that assess the campus climate.
- Promote cross-cultural interactions that serve to positively affect the campus climate.
- Contribute articles to ID newsletter highlighting positive aspects of the campus climate.
**Professional Development**
- On-going effort to secure additional funding for MSC staff development programs.
- Use the performance evaluation process to identify potential topics for staff development.

**Assessment**
- Collaborate with other units to assist in retention effectiveness.
- Use acceptable “benchmarks” in measuring MSC operational effectiveness.
DIVERSITY ACADEMIC SUPPORT

CURRENT ACTIVITIES

This unit is new. All activities will be listed under recommended actions for better results. There are three new initiatives to address retention and recruitment. The programs are RISE, Transitions, and ILP.

1. The RISE Program, Retention Initiative for Student Excellence, is geared to work with freshmen students of color to help them transition into the life of a college student.

2. TRANSITIONS, another retention program targeting freshmen students, are slated to begin spring of 2007. TRANSITIONS will work with second semester freshmen who are on academic probation as a result from their first semester performances. TRANSITIONS will be open to any freshman who is on academic probation.

3. The ILP, Inclusion Leadership Program, will not only help with recruitment and partnerships with high schools, but also serve to empower students on campus to succeed in a global economy.
RECOMMENDED ACTIONS FOR IMPROVEMENT
DIVERSITY ACADEMIC SUPPORT

Recruitment
- ILP- Develop the Inclusion Leadership Program will develop recruitment opportunities with six targeted high schools in Oklahoma City and Tulsa. The mentor/mentee relationship will use video/teleconferencing.
- Faculty – Develop recruitment plan to increase the number of tenure and tenure track faculty. Key information sent to colleges to let them know of our services to help with recruitment. Work closely with AA.
- Staff – Develop plan to help with Staff recruitment in leadership positions.
- Conferences – Attend conference to actively recruit for OSU.
- Assist colleges in recruitment process - Key information sent to colleges to let them know of our services to help with the recruitment process.
- Develop matrix – This matrix will include key conferences that colleges attend so that scheduling of career fairs can aid in the recruitment process.
- Admissions/enrollment management – Work closely with Enrollment Management to compliment and develop new strategies in recruitment efforts.
- RISE - Help with recruiting to foster hope that all can attend college not just the high ACT achievers.
- Assist in ID recruitment efforts across the Division.
- Assist Graduate College in their efforts to recruit students.
- Transitions Program to help students on probation after the first semester.

Retention
- RISE - Develop RISE into an academic program to help with retention of alternatively admitted students.
- ILP Leadership Development - Empower students to be better prepared in the global world. Improve the retention of college sophomores and help them continue the success they experienced as freshmen.
- New faculty/staff website (resource center matrix) - The site will assist new faculty/staff with resources at OSU and the Stillwater Community.
- Coordinate with faculty/staff councils to build community and improve communication.
- Coordinate with Alumni Organizations to build community, support and improve connectedness to campus.
- Develop mentoring program for new faculty to improve retention and transition to OSU.
- Develop a plan and system to work with Graduate Office to strengthen graduate student retention efforts.
- Work with others to create a more diversely inclusive campus community of learners.
Partnerships
- Develop community outreach programs in collaboration with other units in the division.
- Assist VPID in the development of corporate partnerships.
- Develop partnerships across campus and within ID.

Campus Climate
- Develop and disseminate a division newsletter sharing positive stories and the activities of the division.
- Seek to be in “OSU Headline News” to share tips and other positive information about ID.
- Work with student organizations to improve the campus climate to include students across all organizations.
- Develop and conduct first year student forums so that first year students know key activities they can be involved in across the campus and to introduce them to key student leaders on campus.
- Promote concept of inclusion as a way to build a more positive community of learners.

Professional Development
- Develop mentoring program for new hires.
- ILP Leadership Development - Will introduce current students to business leaders across Oklahoma, facilitate possible internships, and develop leadership skills from a global perspective.
- Student Forums – Meet with students to proactively seek their input on campus issues and let them interface with key administrators on campus.
- Work with the Institute for Teaching and Learning Excellence to develop an annual workshop sharing best ways to teach in a diverse and inclusive environment.

Assessment
- Set individual and unit goals to address position responsibilities.
- Evaluate programs based on the goals of each program annually.
- Needs assessment (staff, faculty, students) should be based on the annual evaluation of each program.
- Monitoring success of RISE, Transitions, and ILP students.
- Develop and share ‘Best Practices’ activities with OSU System campuses.
The Division of Institutional Diversity has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities, by unit, will be given primary attention.

**Affirmative Action:**
- Develop a Vita Job Bank for faculty and staff that can be shared with all of the campuses.
- Develop a system that tracks the accomplishments for faculty and staff of color for all of the campuses.
- Provide departments with a quarterly affirmative action update on their hiring and termination activity.
- Work in conjunction with Diversity Academic Support in recruiting.
- Provide search committees with statistical information to assist them in their recruiting.
- Supervise the Women’s Program Coordinator to ensure that it is successful.
- **COMMUNICATE, COMMUNICATE, COMMUNICATE** – via newsletters, e-mail or the news media, to update the campus on AA issues and programs that are available.

**TRiO Programs:**
- Continue to work within our campus and within our OSU system to educate and establish visibility, so others will know what we do, who we are and who we serve. We want OSU to see how we can be an integral part of the outreach plan.
- Continue to work within our state (ODSA), regional (SWASAP) and national (COE) organizations to obtain more funding and control over our programs from the Department of Education and Congress.
- Attend Town Hall meetings to support candidates who support TRiO and to educate those who don’t.
- Become more active in our Target School communities. Attend more events outside of counseling sessions and meetings at the schools.
- Send our newsletters to AA so they can be used in part in the VPID newsletter.
- Communicate more within our division by attending meetings, forwarding applicable emails, asking for help when needed and offering help to other units in our Division and on campus when requested.

**Multicultural Student Center**
- Develop MSC programs that have broad based appeal, i.e., leadership issues and gender concerns.
- Focus MSC efforts on assisting students to achieve their educational objectives.
- Increase the number of corporate partners who support our mission and vision.
- Help to shape the campus climate toward the concept of inclusion.
- Continue working to establish relationships with community service agencies such as Chambers of Commerce, Tribal service organizations, and NAACP.
- Enhance the MSC Honors Convocation to include more awards for student leadership and academic achievement.
• Build stronger collaborative relationships with OSU departments which may enhance student recruitment and retention efforts.
• Constantly strive to keep the campus informed on issues of diversity as they relate to student retention.

Diversity Academic Support
• Develop recruitment plan and proactively recruit faculty/staff to OSU by working with colleges and departments.
• Foster a climate of inclusion on campus and around the state by newsletters, websites and inviting more faculty, staff and students to the table to communicate.
• Become more intentional in our efforts to recruit more students of color in the OKC and Tulsa areas.
• Develop RISE into an academic program to improve the retention of alternatively admitted students.
LIBRARY

CURRENT ACTIVITIES

Recruitment
- For librarian advertising is major library publications.
- We help all students on campus.
- Outreach to others of underrepresented peoples.
- Library conducts national searches, encourages search committees to consider minority groups. Have a high percentage of groups represented. Administrative office, with the support of the university has been able to do special hires.
- Hosting groups of students to complete assignments or tour the library and campus.
- My job is payroll for the students-I know holding a job and taking classes can be overwhelming. I try to create a nice, calm environment, encourage and support students with work and class.
- Create internships for upper level undergrads of color with an interest in academic librarianship (under discussion).
- Networking with students from other countries and keeping informed about other cultures and what makes them interesting and unique.
- I work closely with community schools through the PTA and substitute teaching. I would like to see more high school students utilize these libraries resources and be taught how to use a research library.
- I’m involved in community programs for tutoring English as a 2nd language (mostly spouses of international students).
- Buy items from high school students such as discount cards & fruit at Christmas and cookies.
- None.
- We have a documented record of minority hires over the past 2-3 years.
- Yes. Demonstrations of Arts & Sciences make it part of a routine in meeting new people. Hire students with diverse backgrounds as they apply.
- Participate in community activities. No. What stereotypes? None that I’m aware of. Improvement in my office? Haven’t had any issues with diversity.
- Our office regularly employs & retains a number of minority & international students.
- Currently trying to speak to high school faculty at in service training to make them aware of how to train students in information literacy.
- We are trying to identify individuals who might target for hire to date I am satisfied with our results but we may have hit the low hanging fruit. I think we face an uphill battle with many other schools competing for the same narrow pool of applicants. I do not think we should give up, but we must think about what are our positives and attempt to highlight these. I.E. research school, small town, low cost of living. I know that being in a small town might not be a positive for some people, but others might appreciate this.
• Don’t think campus does enough of this. It is like big idea but little actions.
• Visit classics in K-12 Education.
• Our department provides library instruction for high school classes (English, etc.) that have diverse populations. We familiarize them with a university environment and give them a head start on how to do research.
• Meet with students through church. Work with different minority organizations.
• I do not participate in activities where I meet students of any race, nor do I have children. My office only deals with our own student employees.
• We try to do our best in recruiting student/staff employees through our application process.
• Library tours.
• I’m simply friendly to everyone I meet—that seems to help.
• I advise a student group that does living history demos for local schools & libraries. We’re as diverse as it gets in Stillwater. We’ve got a white Christian male pretending to be an Indian Buddhist male. We’ve got a black guy whose character is Japanese. We’ve got adopted kids from India & China. We have a woman playing a male pirate & a lesbian couple. Mostly the women run things & the men cook and we have a pair of Canadians. Our token Chinese female with a French 16th century cook’s persona has graduated & left for law school. We’re the OSU Medieval studies group.
• We have been able to attract some “minority” faculty but haven’t always been able to keep them.

Retention
• Make all patrons feel welcome and appreciated.
• Our department works with students’ to help with their assignments and with student workers to adapt to their class schedules and demands.
• Office always encourages our student workers to keep their priorities right and advice them well.
• Provide reference service to students to help them with their research.
• Encourage and constantly ask student workers how their classes are going and what plans are for future (i.e. continue with masters, etc).
• Provide learning opportunities for staff that will allow for advancement.
• As other universities are also trying to maintain a presence of minorities, OSU will need to work to keep those hired. However, OSU administration needs to stay aware they cannot favor one group over another.
• Direct students to campus resources such as Financial Aid, Voc Rehab & student organizations. Work with students I know on how to balance life, work, and school. Support positive choices.
• I’ve seen international students drop out or transfer because they needed language support in English.
• Make sure that the work environment is not threatening.
• We as a department work with the public & staff/faculty in the computer labs. We are courteous & friendly, helping with any problems they might have.
• The students are treated as equals.
• Underrepresented individuals are in high demand in our profession & retention is a challenge as they have many other opportunities.
• Noon concert series at the library to get students experienced with variety of classical music.
• Employment of multicultural students. Discuss their classes, interests, and even find out more about their unique cultures and backgrounds.
• In the library dealing with students, I listen to each question/problem & do what I can to help or refer them to someone who can – students who work for me I try to make out their schedules with their class loads in mind.
• I try to show how students’ classes & experiences affect & are directly affected by the work they do in our office.
• Lectures to foreign students on how to use library.
• Need to improve in all aspects of retention. Student, faculty & staff – across all population groups.
• I’ve attended some student group activities and interacted with the students to get a better understanding of them.
• Long tenure at OSU has included almost all of the techniques described in this section on a personal and departmental level.
• We provide instruction on library resources in orientation, English composition, and other classes. We also teach a 1-credit hour class on library research skills to help students succeed in other classes.
• Hold workshops with different campus organizations. Joined a mentor program.
• I always encourage student employees to remain committed to finishing their degrees when times seem tough.
• I display informational tools about different cultures.
• Sessions for specific student groups, work directly with individuals, code website down to LCD to allow for technological difficulties.
• I am a student supervisor, so I ask the students, how they are dealing with their course load and encourage them. I make sure they are ready to work and not overstressed to the point of exhaustion. The students often come to me for advice about their courses, and I assist them every way.
• When aiding a patron who comes to our office for help, I go with them to make sure they get to the right place, right person to prevent them being frustrated (This is regardless of who/what this patron is).
• Last year I worked with a Native American Indian student to get him connected to counseling and tutoring services on campus. I was not at all pleased by how difficult it was to get the student lined up with counseling, tutors, etc in terms of different departments and service points.
• Salaries need to be competitive; ability to be in contact with others in “your” situation.
Partnerships

- NASA, the Multi-Cultural Greek Council.
- Our collections include collections on women, Indians, African Americans in the military and those on specific people.
- Focus on student organizations for outreach/bibliographic functions.
- Recruit at Langston for their graduates to come to OSU for graduate programs and possible faculty positions.
- Acquire collections that document the contributions of individuals or groups (people of color, women) who are under represented in our body of knowledge.
- Our area works with on and off campus to collect material to support research.
- New African America Military collection, many Native American collections.
- Work closely with the Medieval Studies Group to provide an active varied community for students to be involved in. Get involved with SUAB and library tours.
- The library has faculty liaisons to teaching faculty throughout campus.
- Partners with the Music Department to hold concerts.
- Concessions, Relay for Life & other community activities.
- Professional associates at state, regional, national level.
- Activities off campus can aid in building relationships among a diverse group of qualified people, which can translate into good production in the workplace.
- Networking – job references. Research is encouraged.
- Activities with Partners? My area wouldn’t have any meshing with anything else on campus. Scholarships/mentors? I’m sure there are for campus, but none that I know of in the library outside of maybe the Dean’s office/faculty.
- Provide work study for qualifying students.
- Work with Habitat for Humanity.
- Not familiar with.
- The Library as a whole has some scholarships for students, but I am not involved with this aspect.
- Look for funding for programs from companies.
- My work with the Graduate College and grad students lets me experience a plethora of diversity. It is nice to give help to others, and they are always appreciative of my help.
- My department has close partnerships with Indian organizations & nations, through this they gain knowledge in what we have to offer, and we gain knowledge in how we can serve them better.
- Work with other academic departments.
- Activities that foster a willingness to learn & listen to one another would make a difference in how students, teachers, and staff relate to each other.
- Seems irrelevant to our office & to me personally.
- We lack people of color among our departmental liaisons. Latinos to some extent, Blacks & Native Americans, especially. The following is an excerpt from Dr. Schmidly's weekly letter of 9/11/2006. I believe the historic opening of Oklahoma State University liaison offices in Puebla, Mexico, last week will lead to life-changing opportunities for students and economic benefits for both our
countries. I am confident that we have the partners and the commitment to succeed. OSU, which has students on campus from nearly 120 countries, has a long and rich international legacy, including connections with Mexico. Those ties will only get stronger with the opening of offices on the campuses of two outstanding Mexico universities -- the Universidad de las Americas (UDLA), a private university in a beautiful setting that in many ways reminds me of our campus, and the Universidad Popular Autonoma del Estado de Puebla (UPAEP), an influential urban public college.

**Campus Climate**
- O’Colly, Flat Screen TV, ADS, handouts.
- OSU does a good job embracing different nationalities.
- Our main concern is our students-answer their questions in a timely fashion.
- Campus climate is good. I think anytime there is a change people don’t take it well.
- Participate in Alpha, provide group and individual campus tours.
- Stay involved in campus activities with students. Students need to have more interaction with faculty outside of classes.
- I’ve never seen any person I’ve ever worked with who appeared to be uncomfortable simply because they were of another race, age, etc.
- Assist with orientation to the library.
- I try to present perspectives of people not represented in a discussion who will be impacted by the decisions made.
- Not a lot of opportunities (social spaces) for diverse groups to interact.
- As the spouse of a minority I can personally attest to myriad incidents where hostile comments or feelings are expressed. Abysmal! The fact that Ernest Istook’s major issue in the governor’s race is anti-immigration.
- My environment seems very welcoming to all students & co-workers. Our campus offers a number of diversity activities for everyone, e.g. Latin Dancing is open to all though I do not attend, but it is an option.
- I think so – they all act comfortable. Sometime – confronting hurtful words. Not relevant – all our students are colorful!
- The environment I control is welcoming to all students. I have reached out to include diverse colleagues & students in my activities.
- I hire students of diverse cultural backgrounds. This gives my student workers a chance to get to know others from diverse backgrounds. Through international organizations & cultural events this gives a chance for further learning.
- Despite administrations many programs & meetings concerning diversity, there still seems to be many negative attitudes toward whoever might be considered the “minority target of the day”. (Lately this has been Arabs/Middle Eastern individuals/Muslims).
- Various library colleagues work with minority students to familiarize them with the library. We work with foreign student office to help transition.
I don’t stand for hurtful comments being made about people. You can make fun of the dress, but not the person in it. I have very little voice or impact in proceeding, anyway.

- Generally positive, but a mirror of our state.
- Familiar SIG’s on campus.
- Participate in literary – related activities, also campus groups serving as an advisor, mentor and friend.
- At the Reference Desk in the classroom we strive to be welcoming to all and work with students with special needs.
- Attend many student sponsored events.
- I captain a Relay for Life team. Everyone is welcome to join but I can’t go to each Library person to ask if they want to be a team member. That would be frowned on. I try to be equally welcoming to every team member no matter whom they are.
- We try to hire individuals of all nationalities, color, etc. & treat them all equally.
- The EPC welcomes people of all walks of life. I assist student employees, faculty and staff, and all graduate students weekly.
- All patrons, no matter the race, beliefs, etc, are treated the same in a welcoming matter.
- I attempt to make teaching faculty aware that not all of their students have the same technological & societal baseline when starting their classes.
- I don’t control much of it, but yes I think it is warm and welcoming. I have heard “students of color” comment about limited help & about roadblocks. I don’t know any details. Direct this question to them.
- Negative - Undercurrents of reparation & misunderstanding. Positive - I see a fair amount of interracial contact & study going on.
- The "xxxxx Night" presentations seem to be popular, but I wonder if they're actually representative of what it's like to work and live in those areas.

**Professional Development**

- Encourage staff to work toward advanced or related degrees.
- Office has employed many students from other countries as well as regional differences and always made an effort to make them understand us as well as learn about their distinctive life styles and beliefs.
- Encourage participation in attending professional meetings, recruit at those meetings.
- Provide for faculty and staff to attend professional meetings.
- As projects are developed effort is made to have a diverse advisory group.
- Many need financial help - are the materials reaching these students?
- Took diversity class given through OSU Human Resources.
- Help catalog and make available books from other countries and in foreign languages.
- I don’t know what efforts are being made on campus to promote diversity.
- The programs in my unit are all inclusive.
• I tend to participate in conversations that I do or do not agree on regularly but I am a person who enjoys a good debate. Some of the things I might say may offend others but they aren’t meant to do so.
• I strive to welcome and encourage all coworkers and students regardless of external factors. We are all here for the same reason, to work.
• My experience at colleges in the state have challenged & charged my biases & stereotypes. I try to be sensitive to differences in cultural understanding.
• Open discussions about issues affecting students.
• I am participating in the Ambassador Training Program & have taken 2 courses where diversity was discussed in detail.
• Oklahoma Library Association is planning a program on cultural behavioral differences in Spring 07.
• I have no impact on any units or hiring or anything. I’m just courteous and helpful to everyone equally.
• Yes, I try to be open minded in all activities. Yes, sensitive to differences in cultures.
• Not really aware of any.
• Concerns about they graying of our profession. Even I am scheduled to retire within the next 5 years.
• In my professional associations the issues of dealing with diverse library client bases comes up frequently. I’ve been involved in programs at state & regional conferences on these issues. We address these concerns in other forums as well (community, other universities, etc.).
• Attend workshops.
• Most conversation relates to work procedures.
• We try to make sure the content of all programs we offer are all inclusive.
• I am always concerned with making sure I have an open mind when dealing with new circumstances. All student employees are treated with respect.
• I work with professional groups that value diversity & build into their structures.
• I work in an environment that abounds with women, minorities, & international students. We talk about diversity constantly, because it is important to us. Oddly, it is the white male we forget & write off.
• Yes, I participate in conversations that challenge my thinking.
• I stay open to diverse views & am constantly checking my beliefs to see if they are still valid.
• I’d personally like to see more focus on library service to international & minority students.
Assessment

- Funds for cultural events have been an issue in the past. Promised money but never surfaced—good people left.
- SCUA furnishes such information to interested researches.
- I am aware of scholarships for Native American Students because of Victor (he’s very good).
- Regularly review diversity statistics and articles relating to diversity and culture or generation differences seen on campus and in the local community.
- I don’t know about the racial equality here on campus.
- Activities outside of the often stressful settings of work where people can relax and enjoy themselves translate to better relationships in and out of the office.
- I have not researched financial aid and its impact on “my” students, though tracking that information is part of keeping up with their hiring status.
- The impact of diversity on our campus, state & community helps to strengthen the infrastructure that exists.
- I have examined diversity reports through faculty committee & Women’s Faculty Council.
- I’m just trying to get along with everybody.
- None – More action by campus might be taken in this area.
- Not aware of any.
- This is beyond the scope of my duties.
- Looked for information to forward to students.
- I am aware that OSU has a diverse student population as well as a diverse faculty & staff.
- I understand the impact of diversity on our community, but I do not know how the university assesses this.
- I am not aware of how financial aid is awarded here at OSU.
- What makes people dissatisfied? Exit polls of minority students, faculty, and staff. They would be best judges. The interviews must be shared outside the interviewer-interviewee pair.
RECOMMENDED ACTIONS FOR IMPROVEMENT
LIBRARY

Recruitment
- Continue current programs.
- Increase salaries to keep people on staff.
- Need to work at hiring minority groups within staff positions.
- Go to library schools and specifically talk up OSU and possibilities.
- Try to encourage students to stick with college, even though they have to work.
- Communicate with OSU community on existing efforts.
- Make known, more areas of study to the public, not just ag and geology.
- Do outreach programs to under represented peoples in Oklahoma public school systems.
- Go to high schools and make presentations.
- Health Care Support for dependants (10 of 12 Big XII universities provide subsidized health care premiums for dependants, only OU and OSU do not).
- Develop a systematic approach to seek out librarians of color.
- Implement internships for upper level undergrads in academic librarianship.
- “Multicultural Day” at the library highlighting our programs and holdings and/or celebrate diversity days.
- I would like to work more with school groups who visit campus helping students feel this is a good place to return for school not just competitions and shows or programs.
- The family resource center has a lot of programs for ESL learners-perhaps the library could partner or offer support.
- Our profession is facing similar issues. The American Library Association has concerted efforts in recruitment & scholarship programs to encourage more individuals from under-represented groups to enter the profession.
- Creating Library Day for K-12 students and invite them with their K-12 school librarians.
- Any activities outside of work with a diverse group can help build positive results inside the workplace. I would highly encourage that to all co workers.
- More actively seek them out. References to how degrees help hobbies. Find tactful ways around the language barrier. Hire students with diverse backgrounds – seek them out.
- Possibly volunteering with outside organizations or schools that will help to shore the benefits of college with diverse students.
- Monitoring and intervening in situations where conflicting viewpoints of ideas may cause a situation in our office.
- Go out to schools with high minority populations for this effort.
- Increase our efforts at attracting Native Americans. I think for non professional employees we are limited to the population pool in our region – without any competing factors why would a secretary from OKC or Tulsa commute to work in Stillwater. Tuition breaks for children might create a draw.
• A concerted effort should be made to hire many more minority faculty. Student of color will feel less different if they are less of a minority.
• Find ways to recruit from other regions of the country. Scholarships for academic out of state/underrepresented country groups.
• Lack of religion department hurts. Create advisory group of local minority organization.
• I don’t have time to go looking for outside activities, other than those I am already doing.
• Set-up informational meetings for interested parties.
• Reduce cost of living on-campus.
• Show more examples to local children of successful OSU grads.
• Shorten our recruitment time process so good people don’t go elsewhere; be sure that our announcements reach historically neglected groups.

Retention
• Have more tours of the department for students, etc. that are informative about our holdings and the services we provide.
• Start mentoring.
• More money to hire more student workers.
• Include and always advertise invitation to others outside the culture.
• Better salary/scholarships become harder to get scholarships the farther you go.
• Support students more, especially toward the end when they may be getting burned out.
• Provide better salaries for faculty and staff.
• Perhaps have a weekly time set aside to just talk/share (i.e. Thursday meet at cafeteria, open time).
• Help support study groups use of the library for academic success. Provide opportunities to learn about varied cultural perspectives on education and university.
• Develop (or make known existing) support systems.
• Stress to student how important a college education really is. Not everyone has the opportunity they have. Take advantage.
• Mentoring for troubled students. Student parties, showers. Unique experiences don’t always translate well, but everyone knows Preacher Bob!
• Encourage and be friendly with our diverse students. Make them feel valued and appreciated for what they bring to the table.
• Input from staff, at regular staff meetings & include the S.A.I.s in our department to foster a surge of inclusion among all staff/students.
• Be more aware of cultural differences in student populations when doing the library tours & classes.
• I would like for us to do in depth surveys of faculty members who have left and attempt to determine why they left – are there any inherent problems that we might be able to address. I know that this occurs to be a certain degree in student services – but it needs to also occur with faculty.
There are always new ways and other opportunities to improve. Would like to learn more on ways, techniques, and programs to keep the students.

Concerns of learning communities as new methods of retaining students. Realizing they provide support for individuals in their field of study – but they may not exhibit great diversity in majoring opportunities, backgrounds of different students, etc. Maybe too cohesive and narrow.

Add more training on academic integrity to our instruction sessions.

Work more with SGA & GPSGA. Create a campus wide mentoring program.

Continue to provide open communication.

Learn more about activities on campus that are offered for diverse groups and activities to learn about diversity on campus.

We need more emphasis on campus for the needs of non-traditional students. Much of our “diversity” comes from non-traditional students who need classes in the evenings or longer classes once a week. They may need access to day care, or tutoring in the evenings & weekends. They may need time off for evening prayer during class or work, & it would help if the university made concessions for non-Christian religious holidays. Not in terms of time off, but in terms of meals offered in the evenings for students who are observing Ramadan and things like that.

Programs where recent college graduates mentor freshmen & upperclassmen.

What I want to see and recommend for the future is that all students are assigned mentors who can help push them along through the college experience. I think that our American Indian population is especially at risk for being labeled “stupid” or dumb and that they are marginalized by stereotypical perceptions such as intelligence. Students who enter OSU through NOC are also at risk for not succeeding in their course work. The purpose of a “mentor” in this sense is someone who “oversees” the student as a person, making sure that the student’s needs are being met. This can be very personal, which makes such a program problematic to implement.

How much informal contact & community support is there? Have talks on how to do this. Hire more people. Give more time for book selections to interact with faculty in their areas, which may be inter-disciplinary. Increase funding for African American collection efforts, especially.
Partnerships

- Work more closely with athletic department and student athletes; go to religious/minority student organizations.
- Have more open/vocal partnerships with people of a more diverse nature than Boone Pickens.
- Include involvement on the Administrative Counselor Level to these groups and raise their attendance at meetings.
- Differences from other populations on campus and supporters to acquire personal papers from Oklahomans and others who will help the expansion of the special collections area and thus support academic research.
- Find more funding to acquire and make accessible such collections.
- Include staff in discussion making committees they frequently have more contact with students than faculty/administrations.
- Could partner with minority groups on campus to educate them on special collections and university archives (what we do and what we have) and suggest these groups donate materials to us for presentation and make them widely available to the public.
- Continue to develop collections that contain a diverse population and represent history through embracing minority histories as well as the majority.
- Advertise these collections more through exhibits.
- Perhaps library personnel could be assigned to diversity groups as well.
- More high school related things to get high school students interested in working for/with Library.
- Stillwater as a community does not recognize diversity and culture as part of its growth. Need to address that issue through the campus since we help this town grow.
- The American Library Association has concerted efforts in recruitment & scholarship programs to encourage more individuals from under-represented groups to enter the profession.
- Campus support of groups reciprocated. Diversity and unique expression is highly encouraged. Not-for-profit organization. Staff/faculty help direct students as need is made apparent.
- Work with the tribes to identify tribal members who have Ph.D.’s. Start a Native American Studies program; I know an African Studies program is in the works.
- Establish partnerships with university & colleges in other regions for exchanges, joint ventures, and events.
- Campus training on options for partnerships.
- Seek out different groups to build relationships with.
- If we are going to be a truly international university, we need to focus more resources on campus toward providing adequate preparation for our students (and faculty and staff) in languages, and in information resources about other countries. This includes: further support for foreign language teaching on campus; library resources in the actual world languages, as well as those focused on other countries and cultures; and suitable rewards for OSU community members who act as cultural liaisons.
Campus Climate

- Have workshops that develop equality in reference help/support for librarians.
- Improve communication and informing people of changes that are occurring.
- Use more diverse base of students for advertising.
- OSU needs a lot of work embracing diversity in religion and sexual orientation.
- There is an atmosphere of extreme classism in the divisions of employees. Staff concerns and input are secondary at best.
- Attend cultural events on campus, meet people involved.
- Promote academic benefits of the campus and reduce the spotlight.
- Provide programs of a diverse nature beyond Black History/Native American month.
- More promotion.
- Need to get rid of the feel projected by this campus that we are full of intolerant Ag students/rednecks.
- Encourage development of events that bring different cultures together to jointly learn about one another.
- Develop cross-cultural programs. Create more spaces for social programs.
- Hold discussions & mixers with different groups.
- Have more cultural groups hold events at the library, leads to growth in awareness.
- Need to conduct diversity related sensitivity training to the undergraduate students because they would live in the future in more diverse society.
- While our campus offers a number of activities, you can never have too many.
- Greetings at the door, small talk. It depends on the severity, but it doesn’t always work as planned. Our office is almost inclusive to a fault – mistakes due to inattention are made.
- Language barrier is the main obstacle. Need to work on diversifying colleagues.
- Signage/radio-TV/Visible expressions promoting diversity that reaches beyond the halls of the campus & into the surrounding community.
- Be more aware of services for all minorities so we can direct students to proper help on campus, from the reference desk.
- We need more opportunities to have people move outside of their comfort zone and interact with people of other ethnic groups, beliefs, etc. We also need to increase our support network for students from these groups by hiring more faculty and staff to be there for them.
- (1) More & varied activities – concerts, arts, speakers, fairs, gatherings, etc. (2) Increase campus avenues of communication – radio, TV stations, get away from focus on sports.
- The university may need to create more diverse programming to encourage interaction and learning about each other.
- We might have some services targeted to student groups (tribal members, students with disabilities).
- More campus activities that foster interaction between different groups.
- Continue to provide an environment that is welcoming to everyone.
• Do more to understand other individuals, so that we can understand their perspectives & help them better.
• More recognition of other parts of the world even where there isn’t a disaster to raise money for.
• The campus climate is good—except for the occasional frat party. I think we need to work on our Ethiopian connection again. We have 2 generations of OSU grads now & I think it would be cool to have a third.
• Each person should be treated as they are—a human being. No matter the color, beliefs, gender, etc.
• There is a large body of research on teaching/learning styles to accommodate persons of color. The campus climate is largely geared to Anglo-American bias—learning and teaching styles—this needs amendment.
• Keep talking about the problems; acknowledge that they are there: look closely at student rewards—for example, all white outstanding seniors—be sure minorities aren’t being pushed under the rug. Maybe public forums on diversity week, role-playing involved.
• Promote awareness of what it’s like to actually live in other countries. This could be accomplished by more international experiences, perhaps by series of talks by students and representatives from those countries.

**Professional Development**

• Provide better mentoring for individuals (women, persons of color) who are in under-represented groups of tenured faculty.
• Financial rewards and support for those efforts. Also recognition and promotion.
• Mentor minority library students from OU and other library schools.
• Find a way to foster communication.
• Meet with tribal or other groups to see if the library can partner to help each other.
• Support diversity recruitment activities in our professional organizations.
• Diversity related lecture series with speakers of different cultural backgrounds and experiences.
• While I do firmly believe a diverse group of leaders/educators is important, I think that the qualifications of the individual are most important. Qualifications should be the main focus.
• I don’t know where to begin to support diversity in faculty/staff/etc.
• Have these discussions/meetings more frequently.
• I would like to see more programs offered that explain common misinterpretation of people due to cultural differences.
• Make the Ambassador Training program required of all staff/faculty & extend the time to complete the program to accommodate the lower paid staff & overworked faculty.
• We ought to try and host some academic events for various ethnic groups—even if it is no more than regional meetings, this would help to showcase OSU and Stillwater. But this only works if you think we have something to showcase. As an old farmer who I once worked for was fond of saying—You can put lipstick on a pig, but it still is a pig.
• Hire staff & faculty from outside the region, and from diverse population groups.
• More open forums in public places like the Student Union, Noble Research Center or Library Lawn.
• Seek out more relationships where I can learn from individuals with different backgrounds, and see their point-of-view, as well as share my point-of-view.
• This was a waste of my time. A preplanning email with information about what’s going to happen & what you wanted us to think about ahead of the meeting time would have helped a lot. To me, the fact that you changed the structure of the forums in the middle & didn’t tell anyone implies to me that this was not well thought out & even less well implemented. We could have gotten something valuable from today but I’m leaving with a vague sense of annoyance, rather than the feeling of a job well done.
• We needed this to be real, & it wasn’t.
• Information sessions about challenging situations that might be present in the workplace.
• Oklahoma has a record of racist behavior – confederate flags, etc, Tulsa Race Riot – bringing this to the attention of faculty & administration.

Assessment
• Make this information available in print as well as online. Make sure that the university archives receive all types of records from all over campus.
• Get offers from administration in writing.
• Assess whether students of color and non-traditional students are having their library needs met at least at the same level as white undergrads ages 18-23.
• Have focus sessions to determine how the library can better meet needs and create a more welcoming environment.
• I need to be more aware of campus programs that support diversity.
• Provide more information (or point out availability) on legislation or university policies that encourage diversity.
• If it’s important that individuals be aware of these issues, find a way to communicate the information (Forums? Workshops?).
• We need to better understand why each diverse group does not choose to attend OSU or use the Library.
• Learn more about other cultures by holding “seminars” led by diverse cultures to help this community.
• Student orientation should include a full presentation of available financial aid programs to all students.
• Offer as many scholarships as humanly possible. Give people every opportunity humanly possible to get educated. This may fall under partnerships.
• I know I will have greater opportunities to learn about these impacts as I notice trends and research courses.
• Become more aware of diversity data, legislation, financial aid opportunities, and other enrollment issues.
• Hope to cooperate with other groups on campus to increase recruitment of minorities. It’s easier if we work together.
- Yes, I understand the economic impact of diversity on our campus, state, and nation.
- Need a more prominent diversity/inclusiveness web presence.
- Provide more information on legislation that supports diversity efforts.
- Learn more about OSU’s enrollment, and retention stats regarding diversity.
- How many non-traditional students wash out? Those are the numbers we need to examine.
- Read up on these.

The Edmon Low Library has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
MARKETING

CURRENT ACTIVITIES

Recruitment
- University Marketing attempts to represent multiple races & ethnicities in our publications, ads, etc. So do the college magazines that UM produce. UM has also built a pool of models so that we can be selective call on them for ads etc. and not just depend on whoever shows up for representation.

Retention

Partnerships

Campus Climate
- People are generally friendly & welcoming to each other, regardless of our differences.

Professional Development
- We recognize it’s important to represent various cultures & ethnicities in our pubs, and we strive to reach out to various student, alumni & faculty groups & individuals to know more about them & their concerns.

Assessment
- NA
RECOMMENDED ACTIONS FOR IMPROVEMENT
MARKETING

Recruitment
• Continue building our model pool & ask faculty to select students for photos that reflect more diversity.

Retention
• Start

Partnerships
• Continue

Campus Climate
• More opportunities for informal interaction-socials, events, etc., would be helpful because generally we’re too busy to get to know people. Knowing more about our cultural differences would be helpful in reducing awkwardness & miscommunication.

Professional Development
• Seminars or workshops that tell groups about cultural differences so we will know how to better interpret cultural differences. For example, knowing that eye contact is common for some cultures & uncommon in others. And knowing how different cultures conduct introductions-saying hello to the group as a whole vs. acknowledging each person. Knowing these differences will help us relate better to people from different backgrounds.

Assessment
• N/A

Marketing has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
RESEARCH & TECHNOLOGY TRANSFER

CURRENT ACTIVITIES

Recruitment
- I think that the summer programs in place in several colleges that give under-represented students an opportunity to come to campus and spend time in research labs are a good way to at least bring students to campus who otherwise might not consider OSU. For staff and faculty recruitment we make an effort to advertise openings widely in an effort to recruit a wide range of individuals into various jobs on campus. Unfortunately, the advertising is very expensive and we aren't able to do it as much as we would like.
- Indirect; Marketing of OSU research success via magazines, newsletters and website.
- I believe current recruitment could be improved with respect to diversity.

Retention
- I know very little about our efforts to retain students, particularly at the undergraduate level. We have problems retaining faculty and staff, in part because we don't have a particularly good salary to offer and our benefits packages aren't very attractive.
- Awards, incentive grants, general research support.

Partnerships
- Partner with groups such as TBAG to help researchers further studies and develop start-up companies.
- Partnerships, Memorandums of Understanding, etc. with external organizations.
- Not applicable-all employers are affirmative action/equal opportunity employers.

Campus Climate
- While few students visit our office, it is welcoming to all walks of life.
- I think the majority of our campus would say we are open minded in regards to diversity. However, I believe we are still fairly closed minded and influenced by many underlying prejudices.
- We include diverse stories and photos in our publications and on our web pages. Our Niblack Research Scholars program is available to both national and international students. This program includes several minority and international students. Research Week includes activities sponsored by minority groups. Holiday cards are chosen to be respectful of multiple ethnicities and religions.
**Professional Development**

- The Ambassador/LDP/ALP programs provide opportunities for employee development/training.
- We are not currently offered an professional development in regards to diversity and the workplace that I know of.
- We are an equal opportunity/affirmative action employer and comply with all requirements. Do not discuss diversity/politics at work.

**Assessment**

- Affirmative Action guidelines are always followed in job searches.
RECOMMENDED ACTION FOR IMPROVEMENT
RESEARCH & TECHNOLOGY TRANSFER

Recruitment
- I hope we can find a new way to advertise and bring professionals to campus in staff and faculty positions. It seems that if we want to make our student body diverse, we must be able to present a campus community that is also diverse. I don't think you can have one without the other and we find ourselves in a difficult position.
- Diversify the subjects of VPR publications to include minorities or information on research grants for/from minority focused groups.
- Efforts to ensure success stories about minorities, people of color, etc. are included prominently.
- From the stand-point of cultural and language diversity, I think it would be beneficial to have translators available for potential as well as current students. There are times when it is difficult to explain things to students who have language barriers. It would also be beneficial to staff who need to communicate better with students on courses, recruiting, etc.
- Reach out to HBCUs located out of state. Also do more to make OSU more friendly to gays and lesbians. Finally, can't we do more to work with AARP or other organization to part-time employ retired persons?
- Perhaps OSU should have different test and entrance score requirements for different ethnicities.
- One way of meeting diverse students is attending class.

Retention
- I wonder if we need to make it clear that we expect excellence in our students. It seems to me that being able to meet the high standards set at an institution can be a huge reward in itself and give a very big payoff for students for the rest of their lives. I am concerned that if we lower standards in an effort to retain students we will be doing them and the institution a disservice. In many ways, it seems the same thing should hold true for staff and faculty, but in reality it will take better pay and benefits to help us retain really good people.
- Special effort to seek out success of minority faculty and students.
- Retention should be based on merit and performance, not diversity. I believe that we should open the door to diversity but retention should be based on performance. If institutional barriers exist that hinders performance by minorities, then they should be removed. We should ask minorities who are dismissed or leave voluntarily the reasons and explanations for separation. Then we can act on their responses.
- I think mentor programs might work well as well as educational programs aimed specifically at staff supervisory positions and faculty members.
- We all need to encourage students who work in departments. We need to be warm and welcoming. We need to reach out and talk to students.
Partnerships

- In partnerships, seek diverse individuals to aid.
- Continue staff involvement in national/international organizations that might lead to opportunities for OSU faculty/staff/students.
- Seek partnerships in research with HSBC and Tribal Colleges in Oklahoma and surrounding states.
- Reach out to minority organizations. There are dozens.
- Perhaps current partnerships could be publicized more broadly so the campus community as a whole would be aware of them.
- We need to be familiar with partnerships. We need to be good role models for grad students and post docs, etc.

Campus Climate

- Increase flow of information pertaining to division/office activities to colleges/departments/satellite campuses.
- Politeness and general open mindedness on an individual basis.
- Make effort to attend student and faculty group activities.
- From the stand-point of cultural and language diversity, I think it would be beneficial to have translators available for potential as well as current students! There are times when it is difficult to explain things to students who have language barriers. It would also be beneficial to staff who need to communicate better with students on courses, recruiting, etc.
- We should ensure that OSU is seen as a friendly environment. Based on statements written in chalk on sidewalks and uttered in overheard extemporaneous conversations, we have a long way to go to embrace diversity. OSU and Oklahoma are quite conservative; we tend to accept minorities only if it serves our selfish purposes (e.g., sports). We generally are intolerant of gays, socialists, non-Christians, and ethnic minorities. This intolerance is probably being exacerbated by the conservative climate nationally. We should do much more to encourage honest, open, and frequent discourse among students, staff, and faculty about diversity. We should begin, in my opinion, by talking about Islam. Ignorance breeds intolerance. If we want to advance diversity, we need to appreciate differences. This is a matter of heart and mind, not just administrative fiat. Let's talk - and talk openly.
- Maybe an online discussion group regarding diversity on campus would help keep the issues central and aid in transitioning the campus to a more open minded state.
- We need to be warm and welcoming. We need to make sure diverse students are reached out to.
Professional Development

- Encourage staff to participate in the Ambassador/LDP/ALP programs or to at least attend session(s) pertaining to diversity training.
- Develop personal awareness that everyone is biased in some way about some thing and must overcome those prejudices to deal effectively with those around us.
- Diversity training, ethics, etc.
- Perhaps the VP for Institutional Diversity should offer sessions periodically.
- We need to learn more about other cultures. We need to be sensitive to cultures, and be understanding. We need to have inclusive programs.

Assessment

- Increase number of job site postings to try & broaden applicant pools for job searches.
- I think it is hard to accurately determine what is being done to make the University more diverse without having the assessment be more diverse based upon each office. There might be a subdivision of a department that is more diverse within each college or division.
- This should certainly be a factor in future assessments.
- We need to work on intercultural interaction, read about diversity issues, and read the diversity plan.

Research and Technology Transfer has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.

- The Division will seek out success of minority faculty, staff and students. These diverse success stories will be included prominently in VPR publications.
- The Division will actively seek partnerships with Historically Black Colleges and Universities (HBCU) and Tribal Colleges. These partnerships will be heavily publicized.
- The Division will bring in highly prominent minority speakers at least once per year. We hope to tie these speakers in with our annual Research Week held in the Spring.
- The Division will actively promote all Research Week events to minority groups and other research related student programs to encourage their participation. This will be in addition to the mass marketing already being done.
- The Division will encourage every employee to participate in at least one diversity seminar offering each year, as well as encourage involvement in national/international organizations that provide opportunities to increase diversity awareness.
- The Division will actively recruit for staff in minority publications and newspapers.
CURRENT ACTIVITIES

Recruitment

- Racial, as well as disability diversity is considered in all our recruitment activities.
- We advertise on the OSU bulletin board.
- We advertise positions through OSU channels equipped for such purposes. Depending on the position, we have advertised through outside channels not related to OSU.
- Recruitment seems to center more on racial diversity than on all primary areas of diversity (age, sexual orientation, sex/gender, physical/mental abilities). Most comments in diversity self reflection deal with “color”.
- It is becoming harder each year to recruit quality employees. Benefits continue to decline. When I first came to work at OSU we had the best benefits in Stillwater. That is no longer the case.
- I have not personally seen actual recruitment in my area that focuses on diversity. Standard recruitment practices are utilized. That being written, there is no bias (against) in my department to areas of diverse populations.
- I am not aware of any.
- We are fully staffed and our students come to us as employees of agencies contracting with DHS. (We are a grant.)
- We attempt to recruit the best qualified healthcare givers we can obtain. If the qualifications are close then an extra point will be given as to minorities and gender. We can not afford the luxury of not having the best when dealing with peoples lives. Incompetence is not diversity.
- Activities are adequate.
- Follow all HR policies & procedures with regard to recruiting.
- Looking for individuals with diverse backgrounds and disabilities from all areas to have a diversified council.
- My goal is to recruit people from a varied background. This includes age, education, color, experiences, communities, etc. I believe that these differences make us a better whole. We can build upon each other and the group is broadened and enhanced.
- Our department is open to hiring students from diverse backgrounds for operations and specialty programs. I try to attract diverse participation by offering diverse programming.
- It is my opinion that the university, including all departments and academic areas, should recruit on the merit of the individual, not the quantity of diversity which will be represented.
- Currently as a coordinator for Adaptive sports I feel that I and my program reaches out to individuals that are not included on the radar screen for diversity issues that OSU is dealing with. We recognize and accept all individuals no matter their disability, race, color, creed, religion, gender or sexual preference.
• We recruit through normal factions: Campus Bulletin Board, Campus Website, Job Listings on Website. For P.T. positions openings are announced at APTA meetings.
• The Institute for Dispute Resolution is in a unique position of being able to educate about the role of cross-cultural and diversity issue in the community at large and the campus community specifically if we had strong support for such a program.
• Close interaction with ADA compliance.
• The facility is a top 5 building with new equipment.
• Colvin Center uses as a recruitment tool. Is a great facility, one of the top 5 in the nation. It is constantly upgrading with new equipment and a clean facility.
• I work with a grant. We don't recruit our students for our classes. DDFD and agencies determines the diversity of the students.
• All student employee applicants are reviewed by the Student Personnel Management Committee. It is comprised of 4 students and 4 professional staff. Right now we have all the applicants we can handle - approx 150 per semester for the 15-20 openings available so our recruitment efforts are really just limited to having a desirable place to work.
• Work with Non-Traditional Student Organization to encourage those who have been out of education for 2 or more years to continue their education. Participate in all on campus recruitment days (One Accord, OSU Experience, etc.) to promote OSU as a place for everyone to be educated.
• Serve on the President’s Leadership Council to insure minority participation and representation.
• Help fund to fund SODA events and activities, meet with SODA members and leaders, meet annually with PFLAG parents.
• Work with the Latin Dance and Cultural Club to offer events designed to recruit Hispanic/Latino students.
• I do not particularly notice that we have a diverse campus like others I have attended. The numbers of ethnic/minority students does not mean we are a diverse campus. Diversity is more than appreciation of other cultures/foods/celebrations. It is an enculturation process of a campus organizational culture. I will relate one incident that occurred to me when hiring on at OSU. I was in line to get an ID card. I observed a staff member of OSU treating a graduate student employee (foreign student I am pretty sure) who was also wanting to get an ID card, as if the person were inferior and stupid. The staff member was abrupt and deliberately unhelpful to this new person for whom English was a struggle. When I stepped up to the counter (I am white), the staff person was the exact opposite and said something to a co-worker about the graduate student employee's ethnicity. I realized then, that I was probably coming to a university culture that still considers dominant culture its major paradigm. Racism is subtle and covert and we have to be vigilant to see it in ourselves.
• Students are recruited to help with programs, initiatives and community service programs based on commitment, experience and individual needs of the student.
• We provide specialized career services to special population groups including International Students, Minority Students, and Students with Disabilities.
• We don’t recruit students (besides student staff), but we do hire people with
different life perspectives and from different backgrounds.
• We provide employers with Web links and contact information for many
multicultural groups on campus.
• It is difficult to recruit racially diverse staff when applications submitted are from
predominantly Caucasian candidates.
• Market the ALPHA program through Undergraduate Admissions and the
Multicultural Student Center (a scholarship is available for the ALPHA program
to students in need).
• Partner with MSC to offer diversity session during ALPHA program.
• OSU faces a variety of challenges when it comes to recruitment. On the student
front, our current population is not incredibly diverse. When selecting a
university, many students will go with a place that they feel like they will belong.
From the employment standpoint, most employees seem to have graduate from
OSU, and consequently are not incredibly diverse.
• We always seek to choose the best qualified individual applying for the position
in our office. While we never have deliberately excluded anyone we have not
made it a top priority until the last two hires. A conscientious effort to diversify
was used in the last two interviewing processes.
• Working with Kappa Kappa Psi and recruiting students abiding to our non-
discrimination policy.
• Career Services provides opportunities for individuals from very diverse
backgrounds.
• I believe recruitment is a challenge - because you cannot control who chooses to
apply for your position. I think that "blind" resumes or resumes without names
would be better for screening applicants.
• We do a fairly good job of recruiting international and out of state students. We
need to recruit more minority students.
• I think that OSU does an okay job on recruitment of minorities. OSU could try a
little harder on diversity.
• I think OSU does an excellent job regarding recruitment activities.
• The university needs to remain competitive with other universities in terms of
benefits, wages, tuition, educational quality and opportunities.
• I am not aware of any current recruitment activities in my department.
• Depending on the division-appears to be on the basis of “whom do you know?”
not always merit.
• I personally think that the University should recruit more minority students to this
facility. It seems the largest proportion of students here are athletes. And if you
are not recruited in athletics you are not recruited at all. There is a very small
minority of African American students in particular. And I don't quite understand
the reason for this.
• I feel the way we recruit is good. We examine each application that comes in and
as long as the applicant meets the minimum requirements, they are considered for
the position.
• We recognize the need to have a variety of staff to provide students with the best opportunity to find someone on the staff that they feel comfortable communicating with.

• I work for a grant program within the Seretean Wellness Center. The grant program focuses on assisting people with disabilities. The program provides great outreach and resources to all ages of people with disabilities. Whenever we provide services to individuals of college age, we encourage participation as a college student and try to assist with the aids necessary to become an independent college student with a disability. We outreach to several minority groups with the grant as well as from the wellness center.

• Attending two national conferences to recruit graduate students. Participating in every campus visit by minority groups.

• I feel recruitment at the upper levels is active. I wonder if the same effort is at the lower pay scales.

• We have one person who visits embassies in Washington DC once a year. There are other areas of campus that do limited recruitment of international students.

• Our office reaches out and touches a diverse population on a daily bases. The ISS works with over 110 countries and we must be culturally sensitive. There is a continuous desire to provide an avenue to include Americans in the international programs.

• Occasionally, I have a high school patient and we may discuss O.S.U. as an option for college. This is rare. We hire student employees who have provided previous volunteer services and performed well. We provide clinical training opportunities for physical therapy students from other schools who may be interested in employment.

• Racial diversity is not very evident in the Department. The main problem that I have experienced concerning this is that no persons of diverse racial backgrounds apply for the jobs when they become available. I am constantly serving on search or interview committees, and the applicants are simply not there. In spite of the lack of diversity in the staff, I truly believe that our programs and services reach out to all students including all minority students.

• OSU should recruit more international students. Also should expand its discussion of diversity to include consideration for age, not just ethnicity. OSU should work harder to recruit and retain non-traditional students.

• OSU seems to ignore the history of exclusion that is a part of the Stillwater campus. Few seem to recognize the history behind why Langston University exists and how that has shaped OSU through the years. I try to engage colleagues in hiring efforts that focus on choosing the candidate who represent underrepresented groups, when the two candidates are equally qualified and apply for that same job. Too often it seems these colleagues misunderstand my idea and think I'm pushing the hiring of a less qualified candidate.

• I have no direct responsibility to recruit, but from the people that I have seen come in to the Student Store and ask about possible employment, they are predominantly female age 18-22. Not a great variety of applicants.

• Campus tours come and eat at the Market.

• I encourage students from home to consider OSU for the pursuit of their degrees.
• Personally, in recruiting for a program committee, I am polling a number of people and organizations to make sure and include key groups. I am a new employee, and am still learning how my department is working to recruit students, faculty and staff.

• The department of residential life recruits from other universities for GA selection. There is a national search done at the ACHUO I conference, NASPA conference and others.

• Varied avenues for posting job info, which includes job-specific professional sources, as well as places reaching underrepresented groups (e.g. HBCUs); presence on-line & physically in outlying areas (e.g. Dallas).

• I think a lot of the University's new recruitment activities are "lip service" to the commitment to diversity. (Ex. the pamphlet "The State's University Your University" with info about the Office of Institutional Diversity and the MSC -- the pictures portray a very diverse student body interacting with one another playfully. That is NOT how OSU looks. Those pictures were taken after a request was sent out to minority organizations asking for diverse people to come out for a photo shoot. A more realistic picture of the university can be seen on the cover of the Foundation's magazine -- it shows T. Boone Pickens surrounded by a sea of very WHITE students.) I'm not saying that a "Fake it 'til you make it approach won't be beneficial -- it just feels a little forced and stilted when you're here on campus and see what it's really like.

• ISS makes annual trips to D.C. every year to recruit students who are sponsored and paid for by various Embassies and Agencies. ISS also goes on international recruitment trips (when asked) but pays for all of this out of its own budget. Domestic students are the charge of another office.

• Recruitment for professional positions is always conducted on a national level, with encouragement to women and minorities to apply. We have recently advertised in a website specific to minorities.

• In University Apartments 70% of our residents are from outside the US. We choose community leaders who represent the different experiences of our residents. These persons must be community oriented and value education, personal development and inclusiveness.

• Residential Life sponsors a weekend activity in April called "This is the Life," which is designed to recruit accepted students to OSU overall and campus housing particularly.

Retention

• Retention issues and activities are consistently implemented with all employees in order to maintain fair standards and opportunities for all.

• We strive to provide a positive work environment. We encourage continuing education on all position levels. OSU pay scale offers competitive salaries and benefits.

• I have first hand witnessed a person of color being discriminated against. In addition, I have seen gender discrimination at our university as well. I don’t believe this supports retention, not only on the F/S level, but students as well.
• We don’t have any particular program for retention other than annual raises. Three of us have been here for about sixteen years, one for about fourteen, two for 3-4 years and two for 1½ years.
• I have no knowledge in the general university but we treat ALL employees equally. We are very careful not to have clicks and non inclusive groups. We have regularly building wide meetings and monthly staff meetings. My door is open at any time for any discussion or complaint. THERE IS ABSOLUTELY NO TOLERANCE FOR SEXUAL, RACIAL, RELIGIOUS OR ANY OTHER FORM OF DISCRIMINATION WHILE WORKING AT THE UNIVERSITY—PERIOD. THE GOOD OLE BOY CONCEPT SHOULD HAVE DIED CENTURIES AGO.
• Lack of financial rewards for above average job performance is hindering retention.
• Current retention activities…hmm. Following HR policies and procedures for annual review/evaluations salary adjustments whenever possible based on the annual budget/salary program set by the administration.
• I visit with my instructors from diverse backgrounds and plan for future programming based on their opinions.
• Do our best everyday to serve each individual based on the demands and needs of the given situation.
• Currently the adaptive Sports program worries more about the needs of each student versus the group as a whole. What we do is tailor a program specifically to an individual for success. If that individual works through that success plan then the group as a whole survives. If an individual does not work at that success plan then the group will remain active minus the one individual. We still try to help the failing individual by changing their individual success plan, but sometimes we can not change a person’s behaviors or habits.
• In order to retain faculty/staff we might need higher salaries, better retirement, better insurance.
• Good healthy environment and friendly atmosphere.
• Colvin Center focus is on customer service, teeth and eyes friendly staff.
• I don't have direct contact with students. I do encourage every student I come in contact with to continue there education.
• I am unaware of the university's efforts and within our department we began tracking attendance data since we opened in 2004. It is our hope that data will show those attending the CRC will be more likely to stay in school than those that don't. We also realize we aren't the only show in town and we can only hope we have some kind of influence.
• I work with Off Campus and Non-Traditional students on a daily basis to help them address the difficulties outside of the classroom they encounter. Many times it is not the coursework that causes students to drop out, but the other issues in their lives. We give assistance on Landlord-Tenant disputes, room mate problems, finding affordable housing, finding child care, transportation issues, etc.
• I work with all incoming students in regards to their immunizations. We work actively to be sure all are in compliance.
• Work with SGA Group I and II to allocate funds to student organizations for their recruitment and retention activities.
• Offer affinity housing in Residential Life as well as 11 living/learning communities to support students.
• NPHC funding for recruitment brochure and $5,000 for support of specific programs they wish to support (events, education, and leadership opportunities at the national level).
• Connecting Student Health Center staff with special populations of students (i.e., international students, GLBT, etc.)
• Participation in lectures on sexual harassment.
• Special food events/cultural nights designed and offered by international students.
• Individuals are retained to lessen need for retraining.
• Possibly the introduction of changing the focus to an environment for allowance and acceptance regardless of any differences (including religion, political ideas, etc.) would be more acceptable to some rather than focusing on gender or race.
• Our division does a great job of supporting students with different learning styles, social systems, backgrounds, etc.
• Maintain open door policy for all student groups. Meet twice each semester with student organization presidents to let them voice their concerns
• Promote Multicultural and Diversity Programming throughout the division through marketing and sponsorship
• Encourage all staff members (directors too) to be present at student events.
• We work closely with individuals to keep them involved and retain them.
• In the past many of those we have hired who had differences were not retained. In some instances diversity was not embraced by management.
• Showcasing all services on campus to help students (MSC, ADA Office, Counseling, and others)
• I’m not aware of any specific retention activities that exist currently beyond the LDP and Ambassador programs through training.
• I do not believe that we are real concerned with retention.
• I think that the programs offered by OSU are few and far between. There are a couple of programs that don’t get a lot of publicity on campus.
• I believe OSU does a great job with retention activities. I know I am always encouraged and supported regarding continuing education and training. This affects retention with staff and faculty because they feel OSU has a vested interest in them and therefore creates more job loyalty.
• The university needs to remain competitive with other universities in terms of benefits, wages, tuition, educational quality and opportunities.
• It seems that your current retention activities are pretty good. You offer a pretty good package plan to employees who come to the University, therefore I believe that is certainly a plus when it comes to retaining them.
• The current retention activities in my place of work is not very good. I don’t see anything that they do to try and keep employees and there is sometimes a difference made between employees by a particular supervisor. Trust me if they want you gone they will try their hardest to make you go.
• Keep doing a good job and keep students/patients feeling comfortable when they come to the doctor and are sick.
• NONE. In fact my boss tries to run off people that aren't "yes men". Don't dare voice your opinion to do something a better way. You'll have your life made miserable at work.
• Retention has been an issue in several sub areas of my department. I think that we currently have a climate that values each of the members of our team. This has fostered communication and made it a place where people want to stay.
• I think the way we treat our students keeps them coming back.
• My view of retention is from working at the Wellness Center. I think the wellness center does a terrific job of providing friendly outreach and services to students. And, the grant program I work with focuses on assisting all ages of individuals with disabilities. Many times we assist OSU students with disabilities to provide assistive technology services and resources to aid in independent college experience - also work with student disability services.
• Sponsor two Learning Communities for minority related groups.
• I feel the efforts to retain diverse employees is weak at the lower pay levels and efforts seem equal at the upper end of the scale.
• Our department does not actively work on retention.
• Not sure about efforts. I wonder if we are interviewing the large percentage of students that do drop out. What are the reasons? Can we do something to help them stay in school?
• In our unit it is essential that immigration regulations be followed in order to keep students at OSU. The ISS tries to communicate the changes and rules of CIS and IRS. Also it is important to meet the personal needs through cross cultural counseling which we continue working through.
• We try to be flexible with our scheduling and schedule around the students' class schedules to encourage consistent attendance. We provide a welcoming environment for all clients. Occasionally, a student patient will voice personal/school concerns to me. I have always tried to obtain information regarding counseling or other resources which they may consider. I know of some resources, but not all. We provide clinical training opportunities for physical therapy students from other schools.
• Special programs are in place to assist minority students toward academic success in our area--especially in the case of international students. High achievement is promoted for all students by several offices through special classes and recognition for their efforts.
• We continually counsel students and keep in touch thereby solving problems and relieving some stress.
• I don't believe OSU does as much as they could do to retain its employees. Most people who work on campus could go outside of STW and make much more money/better benefits than what OSU can provide as a state-funded agency. The majority of the people who work on campus love OSU and love working with students ~ that is what makes it easy to continue as an employee. When you like what you do and you know you are making a difference in the lives of others ~ that makes a big difference.
• The bookstore hires temps for rush and buybacks. Some are held over and moved to part time if they are good workers and get along with others.
• Good communication channel.
• Almost no turnover. Everyone stays at the job for as long as possible.
• I see that availability to resources have improved, but there is room for more.
• Retention seems to be wage and benefit related.
• Current employees are given every opportunity to take classes, and workshops to keep them updated on new information.
• Programs such as Ambassador’s Program, Employee Recognition (1yr, 5yr, 10yr); tuition assistance (minimal).
• I guess it's a past retention activity now, but the RISE program (Retention Initiative for Student Excellence) was a great program that showed a lot of promise. I think it is terribly unfortunate that the RISE program as it existed last year was sacrificed in the name of Institutional Diversity. I do think the MSC and UAS do a great job working with students from different racial and socio-economic backgrounds. The employees of those two offices seem really committed to students and to helping them stay in school.
• ISS works in concert with the International Student Organization (ISO) to provide appropriate cultural programming for the international students. ISS also conducts workshops and listservs geared to keep students informed, prepared and feeling a part of the campus.
• In order to keep good employees, I believe that you should have partner benefits. A lot of other universities have this in their policy.
• UCS professional counselors, the Career Resource Center, Student Disability Services, the Alcohol & Substance Abuse Center, and the Student Conduct Office all engage with students on a daily basis. Many of these students are having academic and/or personal difficulties that could impact them remaining at OSU. Our mission is, in part, to assist them in being successful in their academic, personal and life endeavors while at OSU.
• For UA we do a fair job by listening to the different viewpoints expressed. We work with entities across the campus that brings in others outside Oklahoma. We support the dependents and families of those coming to OSU for some educational objective; thereby allowing the person coming to OSU to be more fully engaged in their educational pursuits knowing their families' needs have been/are being addressed.
• A great thing Residential Life does to retain students is requiring them to live on campus their freshman year. Living on campus and forming those bonds--both with other students and with the institution generally--go a long way toward retaining students. Moreover, Residential Life has created several specialty housing options for racial minorities to live together, which seems like it would increase minority student retention. Beyond that, I don't feel that Residential Life has a good grasp on preventing student retention. Students pick some form up from the registrar and someone in Residential Life just signs the form without any conversation and lets people drop out of school. Further, there is no plan for how to talk students out of dropping out or providing them with services so that they can make their time at OSU successful.
• Continue and enhance programs initiated by Residential Life to get students acting as a community. Those bonding efforts are what keep kids interested in their pursuits.
• Rising cost of going here.

**Partnerships**

• A healthy work environment necessitates positive relationship building opportunities and activities. Partnerships evolve from strong relationships.
• Most partners have money – only for buildings.
• We "partner" with several entities within Stillwater and the surrounding area.
• Working with Upward Bound, Talent Search, Math and Science programs, international partners.
• Our office formed an advisory council in which we specifically include parents of different races and ethnicity that have children with various disabilities.
• Our partnership activities are with our contracting agency and agencies that send students to our classes. We make every effort to meet their needs in an excellent way.
• Our department has formed ‘partnerships’ with several student groups, through an advisory board, staff appointment to student/staff committees just to name two.
• Some committees, not much else. Otherwise gender driven.
• I make an effort to attend programs that speak to a variety of issues regarding diversity. I contact student centers that attract diverse students and ask for their help. I authorize my groups to entertain and participate in campus programming other than campus recreation.
• Campus Recreation and OSU should be willing to partner with any organization that will create a positive influence and outcome; regardless to the diversity impact of the partnership.
• Here at the Seretean Wellness Center, we use outside services for repairs, transcription, etc. We work with local doctors to refer patients to P.T. from ALL community.
• Need to identify available and appropriate contacts in the campus and general communities pertaining to diversity and conflict resolution.
• Partnership with Universities in other countries as well as student receptacle exchanges. Partnerships with business and industry.
• I do not belong to any outside groups other than my church. I do not know what community resources are available to persons of color.
• Colvin Center partners with International Olympics, Club Sports, Wellness Center, Intramural Sports.
• The agencies proved the students and partnerships with the Training Coordinators are well in place. As soon as a new one is hired I call just to welcome them, and explain our classes.
• Currently our department works closely with other units dealing with student activities. We have collaborative efforts with SGA, campus life and res life.
• We work with University Academic Services on several issues including non-traditional students and transfer students needs. I represent our department on
several campus-wide committees to present the off campus and non-traditional student perspective on issues as well as those of transfer students.

- We work closely with the graduate college and the international student office in regards to immunizations.
- Primary sponsor of Black Student Leadership Big XII Conference. MAC funding provided for multicultural events—SGA funded (serve on the advisory committee).
- Work with SGA to provide resources for international travel for student leaders.
- Partnered with Multicultural Student Center to offer five student scholarships for Board of Regents Leadership Retreat in Oklahoma City.
- Partnerships are built upon request and to strengthen existing programs and outcomes.
- Career Services tries to partner with the office of diversity on programming.
- We currently partner with the Multicultural Office, the Office for Students with Disabilities, and the International Scholars office. However, I know that we could be of more assistance to them. Identifying specifically how we can help them more will be necessary for growth.
- Strong partnerships exist among the various Student Affairs division, but those partnerships can always be strengthened.
- Our division recognizes the strong importance of diversity issues (broadly defined to include sexual orientation, age, SES, ethnicity, religious views, etc.) and we often address how diversity issues might impact a student.
- Office of the VPSA is a “safe zone” and offers training on being a “safe zone.”
- We do embrace different cultures on this campus with a Multi-Cultural office and activities geared to allow other cultures to celebrate their differences. For the most part I have only seen positive communication with diverse populations in our area.
- Invisible Children with Sigma Phi Epsilon.
- Student Academic Mentor and ALF Program through ALPHA.
- We clearly welcome and promote partnerships with diverse employers and students alike.
- I don’t believe that OSU in general partners with enough national and local organizations to address diversity in the student body, workforce and partnership.
- We do alright, but we have a long way to go.
- I haven’t heard of OSU partnering with others.
- I feel OSU has a great deal of very beneficial partnerships. Not only does this university offer many opportunities to form partnerships, but it also encourages many new partnerships to develop.
- Not very much activity in drawing the different departments together as a whole.
- We partner with the athletic department health and wellness through the student eyes.
- Tread cautiously with Mr. Pickens.
- There needs to be more interaction between staff on the different divisions on campus.
- We work closely with Student Affairs. There are many opportunities to get out and meet with all the other Student Affairs departments.
- I am aware of the partnering activities by the wellness center. The center outreaches to various groups on campus to provide services to all students. We hold events to promote health and wellness. OK ABLE Tech at SWC partners with the state agencies and groups that work with people with disabilities. A large part of our work is to promote and assist people with disabilities to find higher education accessible and to go on to employment.
- Rent space to Upward Bound at a discounted price.
- The partnership being formed in my department was supposed to increase patient/client referrals however in the past year of negotiations no increase from the referral source has been seen. Apparently it is a one sided deal.
- I belong to community organizations that provide services to people with disabilities, with input and say. My church is very racially and culturally diversified.
- We have tried "campus cousins" for several years to encourage American students to pair up with international students. It has been difficult to find American students who were interested. We have also taken international students to the various Stillwater schools for a program on their home country. Those seem to be well received.
- Campus in Japan. System schools are a plus. Do we utilize the County Extension offices enough in this regard?
- Several partnerships with diverse Universities and branch campuses like Langston, Okmulgee, Tulsa and OKC.
- Our current partnerships include Cowboy Cousins, Friendship Committee of Stillwater, Host Family Programs, and SUAB. Many of the academic service departments, Multi-cultural office, and service organizations.
- We have partnerships with several other universities to provide clinical training opportunities. We provide occasional dept. in-services on ergonomics, prevention of neck and back injuries, etc. We also provide occasional guest lectures to academic classes. Budget cuts have removed stipends for clinical students. We provide opportunities for clinical observation for pre-physical therapy students.
- I am mostly involved with volunteer organizations off campus. For whatever reasons, there doesn't seem to be a lot of racially diverse persons involved in volunteer work.
- Our office is involved with students of all nations, religious beliefs, with varying sets of morals and values. We treat all equally.
- I work under three women and have no problems. We have great partnerships and relationships.
- The market is working closely with the Wellness Center to provide healthier meals.
- Doing commercial orders for other units on campus.
- Work with other units in different events.
- Bookstore/Student Store work with all departments, within the bookstore.
• Continue to see less open efforts & more seclusion of departments in activities, actions, decision-making...contingent upon individuals, trust, common goals.

• ISS works with the Sister Cities Council on Japanese related events; and works with the International Friendship Committee on the Mayor's welcome; and works with A&S on cultural exposure of American students in freshman orientation classes; and used to work with Cowboy cousins on mentor programs between Americans and international but not so much anymore.

• All departments within UCS are involved in collaborative partnerships both on campus, in the Stillwater community, in the State, and regionally, with the ultimate goal of better serving OSU students.

• Supporting the various groups which focus on the development of one or more aspects of diversity strengthens the university's commitment to diverse points of view. Couple with support of people with different views is creating the opportunities for dialog among them for sharing and understanding. It also means all planning processes must be inclusive throughout the institution, not just those affecting diversity per se. It means shared governance and decision making as a matter of everyday policy.

• Residential Life has a multicultural committee that has started advertising campaigns and is working on different ways to educate students about diversity.

• I am only aware of the partnership activities influenced by Residential Life. It would be nice if Athletics were a little more "community" minded, and it would be nice if central admin gave a little more credit to Residential Life's efforts.

Campus Climate

• Staff and students need to not be afraid to be different. Differences create an environment of change and change is necessary for growth in all climates.

• I believe students are receptive of foreign exchange students.

• I do not interact with students within the campus setting enough to comment. Within the work environment staff provides positive, fun atmosphere. Race, color, sexual orientation, handicap, etc doesn't seem affect our work atmosphere.

• Fraternities/sororities engaging in racially insensitive activities in the past. Less support than should be for promoting physical and programmatic access for persons with disabilities. Campus newspaper is often divisive.

• Our office is not on campus. I do appreciate the crossing bell on the streets to aide blind and visually impaired students in crossing.

• The current campus climate doe not support diversity. I think there have been great movements forward, but it will take a continuation of the current successes. Basically, it’s an attempt to change the way people think, and in turn act, which I am positive you would know is very difficult.

• The university is probably more tolerant than the community. Till everyone realizes you as a human will not like everyone but that hate should not be related to a simple pigment of lack there of, or we must kill for religion, or people can agree to disagree and discuss those differences we are doomed to this human existence.
For the past 3-4 years the climate has been very dark. People are afraid to speak up due to fear of retribution and what the administration may say or do. It seems like its been their way (the administration) or the highway...just ask those who have been ‘let go’ over the past few years.

Conservative, sometimes closed minded. Also friendly, safe, open.

Our campus seems to be very non-diverse and quite comfortable with that. Our campus culture seems to be that unless we're trying to make others "like us", we're not interested in communicating with them or finding out more about them.

The campus climate appears diverse and welcoming to all cultures.

The climate here at the Seretean Wellness Center is very friendly, helpful, upbeat and we are sensitive to all others no matter what color, sexual orientation or belief.

My office welcomes all makes and models. We value neutrality and differences.

The facility appeals to all students and faculty and has a friendly atmosphere.

International education week. No understanding of sexual orientation.

Everyone seems to be intimidated and threatened, and the diversity process is not immune from these feelings. There have been threatening comments made regarding department performance on diversity issues, to the extent that it can be viewed as punitive rather than supportive or with understanding of some of the unique hiring and recruitment issues that are faced. Our discussions are not race focused rather inclusively of all students no matter how they are described. I do not attend events that highlight other cultures.

I am the treasurer for the Sport Clubs Committee for Campus Recreation. I am directly involved with the students, which include some international students. I work to provide all students with the same courtesies and friendliness irregardless of their nationality. I enjoy communicating with all students who come into my office and encourage them to come visit me at any time or call if they have questions or comments.

Colvin Center is open to diverse student population and programs that promote openness on campus to learn things from different cultures.

I am so isolated in the CRC I only see it from a small perspective. Generally, I see it as very good. We have the occasional students that feel disrespected either in Intramurals or from a customer service representative. Considering we see more than 4000 participants each day in both activities things are pretty positive.

Develop and distribute bias motivated offense cards providing immediate advocacy for students facing bias motivated incidents.

Provide cultural programming through SUAB.

Attend student organizational meetings to introduce myself and Student Affairs services.

Restrained and competitive.

I feel that there are few areas on this campus that are truly open and accepting to the ideas/concepts/cultures of others. It seems to be that one needs to prove something wrong or right and not just another perspective or tool.

Stillwater has very few people of color in the non-campus population. I believe it is hard to recruit African Americans to campus because they have to live in the
community. People want to live in communities that are supportive of them. OSU cannot change the community climate.

- I don't know why we don't have more racial diversity on this campus. I have a particular affection for internationals, and for those of other racial groups. I think their cultures add flavor to my life, and enrich my experience. I love having them here. My assumption is that we don't have more racial diversity, because they either didn't want to come here, or that they were not qualified to come here, or that they couldn't afford to come here. I don't think it's because this campus doesn't want, support or encourage having a multi-racial campus. I think just the opposite is true.

- I think as a whole our campus very much wants to support diversity -- we just don't always know what is the best way to do that.

- I'm not really sure what the definition of the "campus climate" is, but to me this campus (given the demographic in Oklahoma), feels diverse (multi-cultural, multi-age, differing religious backgrounds and sexual orientations). We have representation from over 100 nations, and multiple other diversity qualifications. Plus, we have learning opportunities about these different groups.

- Diversity is highly valued but very narrowly defined.

- I do not think that there is a lack of diverse programming. For example, OSU Headlines: 11-2-06 “Hope not Hate” tonight Oklahoma State University will commemorate the five years since the Sept 11 attacks with a town hall meeting on the future of U.S.-Muslim World Relations. We also do not lack in diversity programs on this campus.

- By taking a close look at our current culture, I believe we are at least addressing the importance of equity and fairness in the OSU organization.

- Conduct dialogues with orientation classes.

- Diversity exploration project in class.

- Attending campus diversity speakers.

- I feel that the campus is overflowing with diversity from the student side. The faculty however, have gone to great lengths to squelch diversity by disallowing multiple views and opinions in the classroom.

- I believe that most of our students, faculty and staff -overall, come from backgrounds where they did not have the opportunity to be exposed or interact with diverse groups.

- The students have fun. The people are friendly. If it ain’t broke, don’t fix it.

- The diversity of campus is very slight.

- I believe that the campus climate is a positive, friendly, and tolerant campus. I feel there is a wide variety of groups/clubs to include a wide variety of individuals and interests.

- Request to remove the carpet in the clinic setting keep work area clean and free of contaminated surfaces.

- Campus climate has become one of a “party” school. Academics have become secondary after sports and social events. The University has become more of a business and less of an institution of learning.
• I feel the students seem to focus on what they perceive they don’t have rather than what they do have. There is a distinct entitlement attitude.
• The Regents of this university have created an oppressive environment in which people fear voicing opinions that might diverge from a narrow perspective. The result is that many of our best faculty & students have fled, and those who remain seek to suppress any overt signs of diversity. OSU will continue to narrow its vision until the Board of Regents itself becomes a diverse body reflecting different backgrounds, perspectives, ethnicities, and orientations.
• Conduct dialogues with orientation classes. Attending diversity speakers on campus.
• Work environment is stressed out and has bad vibes.
• I frequently hear comments from people in a variety of roles on campus that their concerns or ideas are not valued by the administrators in their department, or by the administration as a whole. I have not experienced it as such, but have just heard comments. I think that this is an area where we could improve a lot.
• From my view at SWC, our service is for the student and the community; we encourage participation and voices from all students. I have been aware that the current campus climate may be not as welcoming to minority groups. The number of disability students is up this year, however.
• With respect to the diversity of the campus, it appears more effort is being made to include honor and respect for the diverse cultures on campus. With the stress on Islamic groups and the ever present black/white tension I have not noticed some of the stupid acts of the past.
• Some departments and people in particular are very open to having internationals around. Some are indifferent or even hostile. At least graduate students who have group projects will usually interact with international students.
• There is always a need to continue to foster diversity. There have been times when students feel frustrated with the lack of diversity and do feel somewhat trapped with the situation.
• We see patients of color and different ethnic backgrounds, as well as international students. All are treated with respect and courtesy regardless of color/background. More explanation is provided to ensure comprehension of services for students who have challenges with verbal English communication.
• I think that most offices actively work toward including diversity in their programs, services and systems of recognition. Many of us work with the Multicultural Student Center personnel to try to involve more minority students in our programs. Certainly, cultural diversity is one of the main factors in programming decisions by International Students and Scholars, Allied Arts, and SGA Speakers Board.
• Good campus climate, seems to be pretty open to diversity, but always room for improvement.
• I honestly do not hear stereotypical comments about race or international students. Perhaps it is because of where I work and people know I won't tolerate negative comments, or perhaps we have an educated community.
To me, the morale has been low for the last few years. The university has received negative publicity in a variety of areas but I don't believe much has been done to encourage employees to work through this process.

As a student, I feel that diversity makes up a large percentage of the student body and faculty.

Our set up and selection of stock is created to be marketed to everyone and not just one particular ethnicity.

At the market, the age of customers varies from students to staff.

The kids are not friendly and never speak back when you speak to them.

Friendly but limited.

OSU doesn’t pay enough.

Within the Department of Residential Life there are many opportunities for students to work within a diverse climate within the Residence halls.

All efforts only as effective as perception of openness, integrity, interest of “common good”; appears to be a sense of significant stratification of decision-making, priorities, access to resources.

Safe Zone stickers help in some offices. Having the MSC is helpful. However, the campus still feels very segregated. (Ever notice the racial divisions in the student union dining area?) People attend their own events -- The Quanzaa Ball is attended mostly by people who are African American, the cultural dinners seem to include mostly the culture they are about, the NASA sponsored pow-wow was attended mostly by Native Americans (and those of us who were white who attended were relegated to the upper level of the arena where we couldn't even see. When the announcer invited the people from the stands to come down and dance, we were turned away by the guards at the door of the floor. It was very difficult to explain to my children why they were not allowed onto the floor after being invited. One nearby child said to his mother "I wish I was an Indian so I could go out and dance too." I can't help but wonder what message all of the kids present that day took with them.....I don't think it was one of inclusivity. It also seems that we are just beginning to touch on differences in religious cultures.

OSU is a wonderfully open campus as far as ability to promote more diversity but the atmosphere with American students is not as accepting of outside cultures and ideas and must be better educated and oriented to do so!

We still as persons enjoy associating with people we are like, especially at first. Associations with different people usually demands a common ground/objective across the basic preferences we may other wise have. Building community does that as well as providing for our children's programs or for participating in events which have broad entertainment or food value.

I often feel that Residential Life is one of the few units on campus that makes an effort in this regard. We correct people when they say "that's so gay" or "you're just being retarded." We provide a small amount of diversity training to our student staff. There is the sense on campus overall, that everyone in Oklahoma and at the University is white, conservative Christian, straight, etc. Most people feel like they don't have to care about others because they have plurality.
On student level no problem with calibrating or recognizing Christians and Christian Holidays that the administration levels are against. Is fine to do and encourage.

Professional Development

- Diversity issues should be discussed and available across all platforms. Diversity speaks to more than race; it must also include disability issues as well.
- In addition to competitive salaries, administration encourages continuing education for our professional staff.
- Often PA activities are voluntary and geared more toward improving workplace efficiency rather than understanding differences.
- There are many opportunities for staff for professional development already in place through the training department of HR.
- I have not been offered professional development on providing accommodations to students with disabilities.
- Unfortunately, it more than likely is preaching to the choir. Those that know the importance of diversity are invested in learning and promoting diversity. Those who need to hear the information, aren’t responding or listening to training opportunities and see them as an invasion on personal/professional time.
- I think there are some positive professional development activities. I enjoy knowing the President of OSU gets involved.
- I participate in the Advanced Leadership Program and am a member of ASTD – American Society of Training & Development which provides ongoing education. Other staff members attend seminars pertaining to their field when they find one that is interesting and relevant to our program.
- Our organization strives to send all staff to annual training sessions, either offered by HR or their current professional designation.
- The fact that Dr. Bird values diversity filters down through staff. She is a great role model for acceptance and inclusion. She challenges us through our director to keep working on including diverse populations in our programming.
- The current professional development opportunities often go unnoticed, or not pushed as advantageous for attendance.
- This campus offers a wide variety of continuing education courses. This gives a wonderful opportunity for advancement. Lots of interesting teachers brought in.
- I have lead conversations with my staff regarding diversity of mediators and tolerance of different points of view in mediation, and as it affects communication generally. My practice must be sensitive to cultural difference and is designed to be inclusive.
- Attend international and diversity education and understanding conferences.
- Colvin Center provides me with the opportunity to experience the facility management profession and working with my schedule to get an education at the same time.
- In the class room I know that all students are allowed to where or do what is necessary to their cultural beliefs.
• Sponsored Multicultural Student Center staff to NASPA and the Native American Museum (Spring 2006).
• Require staff participation in select Institutional Diversity programs and Human Resources programs related to diversity.
• Hosted NPHC President on campus as well as Walter Kimbrough on NPHC issues and working with Black Greek students.
• Counterproductive.
• Encouragement to do campus workshops, and a retreat once a year.
• Training is required but should be called development since the term "training" is derogatory and elitist.
• The only way to build diversity is to ask all staff invasive questions that they do not have to legally answer. Then we may have a picture about the real diversity in our staff.
• Our division dialogues about diversity issues in supervision and staff meetings as they apply to counseling. Also, our staff is able to attend professional development opportunities (e.g., conferences, workshops, etc.) dealing with diversity issues.
• Attend cultural events on campus.
• I think we do a great disservice to ourselves, by not requiring training related to key groups.
• Explored students affairs practices in Europe.
• We recognize it’s important to represent various cultures & ethnicities in our pubs, and we strive to reach out to various student, alumni & faculty groups & individuals to know more about them & their concerns.
• Get your tenure and do what you want.
• I am educating myself on immunizations and current standards. I love the lunch and learns.
• Not able to participate-unable to get time off.
• I feel these are heavily influenced by budgetary concerns, and I understand that. Everything costs money. I have seen our options change and evolve over the time I have been here.
• There are a lot of professional development activities offered on campus, getting the time scheduled out to attend is often a problem.
• There are some excellent programs in the Ambassador Program that should be mandatory.
• I have really enjoyed getting involved with the Ambassador and Leadership Programs. I am so thankful that my department is able to pay for me to take the classes and gives us an incentive to complete those courses.
• I think the diversity materials are of great added benefit for all staff and faculty. I do think it is important for the faculty and staff to provide great customer service for all students and the public to add to retention and recruitment.
• None
• I am allowed to attend seminars and classes as needed to maintain my licensure.
• The diversity video was not closed caption therefore, staff that have severe hearing impairment would not benefit from the production.
• Within Student Affairs – the Staff Development committee encompasses a multitude of diverse topics and educational opportunities.

• Provide training when asked on issues related to international student issues. Also the staff attends professional development seminars and conferences which assists with a broader training perspective.

• I have attended an ethics/legal issues course in physical therapy. We have always provided the best care to our patients. I have little knowledge regarding the diversity of our leaders/faculty/staff. I have been told that we would hire someone of color to have part of their salary paid by another dept. I believe the best candidate should be chosen for each job, regardless of color/ethnic background or years of service at O.S.U. to ensure the best for O.S.U.'s advancement.

• My supervisor encourages all types of professional development activities through OSU or national associations.

• Occasionally required to attend seminar.

• G.A. monthly meeting. Full-time managers/supervisors workshop training.

• G.A. travel scholarship is a good option to use for conferences.

• I don’t think we have any development activities at my level, the very bottom.

• I definitely think the diversity forums are helpful.

• There are some good presentations and programs but they are not regular enough nor required.....they need to be!

• All professional staff within UCS receives professional development money each year to attend workshops/conferences to enhance their professional development, maintain licensure, etc.

• Providing opportunities to work on common problems of the university with group members who are diverse may be a practical way to learn from one another as we seek to improve a common problem.

• The professional staff in Residential Life is generally very open to new experiences and accepting of diversity. We don't spend much time directly talking about it, though.

Assessment

• More focus should be on universal assessment as opposed to separate tracking of issues for persons of color or disability. If we are truly inclusive we shouldn’t need to focus on unique tracking of these populations.

• Every year I have asked my supervisor (I’ve had 3) what they would like me to work on and every year they have offered no input on how they would like me to improve.

• CQI programs are well thought out.

• We discuss through staff meetings the number of diverse students that use our facilities.

• There is a serious lack of assessment on campus. The assessment which does occur, relies on department feedback, rather than legitimate research.

• I have heard about various meetings open to anyone about diversity. I myself have been to 2 diversity classes through the Ambassador Program. The idea to do this online or take a class is a great idea to be sure everyone can participate.
• Ha
• We do tons of assessment but struggle to see how defining the process by race would be relevant in light of providing services of high quality to all students. I have not made any recommendations regarding more intercultural interactions between students.
• Our classes are free and open to anyone in the field of caregivers for disabled people.
• NSSE evaluation of campus climate.
• EBI evaluation of residential life climate.
• CAS standard compliance in all Student Affairs areas.
• Critical need for more with improved definition.
• Assessment is certainly necessary to meet our university goals.
• We do not necessarily track students of color nor do we offer programs specifically for this population.
• Conduct assessment of programs within the division.
• Assessment of programs such as ALPHA and other events.
• Specific Goals for diversity lessons in class.
• Have set specific diversity goals that the division wants to achieve.
• Majorities have become the minorities. Diversity is swinging so far in the direction of the need to appear diverse, we have lost equality in the wake of diversity. We will never be diverse until we are equal.
• OSU is doing well on current assessment.
• I feel our current evaluation methods are fine. I do find myself feeling odd about the annual evaluation of my supervisor. Some of those questions should only be addressed by someone’s supervisor—not their employee.
• Every year in our department our supervisor does evaluations on us as employees and we do one for her as an employer. We always hear about our faults and usually our supervisor can see results, but we never see results from her evaluations or know that we were heard or our opinions even mattered.
• Requiring this self-study will provide an opportunity for all divisions to provide input so that we are all included in the diversity goal and plan.
• Sometimes areas play to the assessment efforts so much that they miss the true mission of service. Numbers are great but it is difficult to measure some of things we do with numbers.
• Making sure we, as an institution track and record to show effectiveness.
• This VP appointment and the areas it serves is an excellent example of reaching out to our diverse population.
• We do hear about the financial aid needs for these students. Many of the students struggle to obtain money for home. Also many of the international students work in areas that other students would not be willing to work in. They are very driven to obtain an education.
• I am unaware of any assessments that may occur regarding the demographics of our participants.
I am concerned with not only "students of color" but all of my international students. We are keenly aware of the issues they face and are always striving to help them through.

- Limited and possibly hindered by finances.
- Follow up on response to this feedback. Have group sessions to talk about the indications from this survey.
RECOMMENDED ACTIONS FOR IMPROVEMENT

STUDENT AFFAIRS

Recruitment

- Better advertising.
- Continue to be inclusive of all underrepresented populations.
- To advertise positions both through campus and non-campus sources for broader resources.
- To attract more diverse students, faculty, and staff then have policies that reflect a commitment to inclusion (e.g., sexual orientation in harassment policy), sensitivity training for current staff/faculty so new recruits received more favorably. Include information in literature about accessibility that could attract students with disabilities. Do more than just advertise EOE, actively seek students, and candidates from different elements of diversity.
- My views are all directly related to staff, not faculty recruitment as I work in a non-academic department. We have to improve our benefits and salaries if we want to recruit quality employees.
- Increased recruitment in more diverse populations may help to increase applicant pool of diverse individuals.
- During enrollment for students, there needs to be a class on Diversity.
- The Stillwater community must be supportive of the diversity efforts of the University. No one wants to live in an area that is not support and inclusive.
- Need to include a flexible benefit (cafeteria type) plan. The benefits seem to be eroding away and become less attractive to potential new hires.
- Belong to councils, boards where diversity happens.
- This is a difficult one, if I had any recommendations I would most likely be putting them into action.....competitive salary is very important and we have been able to do some things with this the past 2 years in particular but this will remain a key factor, especially if we want to attract anyone other than married staff.
- We could take ideas from diverse students and incorporate them into our program in order to attract more diverse students. We could establish an advisory board within our dept. that meets and brainstorms methods for recruiting minorities for staff and participation. We could conduct a survey to ask what the needs are within the diverse community.
- Open up activities which cross cultures, and involve all individuals in the planning and publicizing of campaigns and programs.
- I feel that as a university we should be paying more attention to the professionalism of the people recruited and not on the skin color, or race that particular person might have. We should not exclude an individual because of skin color, but because of the lack of experience they may have. When we recruit an individual we should announce to more areas of people. Meaning the local paper, or the internet is probably not the only two sources for posting information about positions. If a list of various distributing areas where posted I believe that those locations would be contacted by our various departments.
• Develop program on cross-cultural communications in a format that is readily understandable and accessible.
• Continue to constantly upgrade and improve facility.
• Recruit students from all walks of life, cultures, and the world.
• Purchase more equipment.
• Recruitment of the best and brightest can only be successful if OSU has a salary and benefit structure that is competitive. Not just for new hires but for existing staff. If preferential pay as an attempt to recruit minorities is put into practice, there will be issues of equity and morale that will adversely affected.
• Students are sent to us form agencies all around the state of Oklahoma. We don't do recruiting for classes.
• We try to offer programs to a culturally diverse population. We hope that effort translates into all cultures feeling comfortable in the Colvin Rec. Center.
• I think we should be more proactive in going to High Schools across the state and visiting with students who are Sophomores. Students need to start preparing at that age rather than their senior year to come to college. We also need to do a better job of showing what OSU has to offer that makes it the right place to be. I don't think we do a good enough job of making first generation college students feel at home here. I would think we could develop some additional orientation sessions specifically for this population.
• Utilize Parents Association more effectively to recruit minority students and parents.
• Help fund minority student (from low participation high schools) visits to campus.
• Become an institution which directs it's university intelligence toward addressing and ameliorating the social injustices of Oklahoma and beyond our state's borders. Choose to "perceive, think, judge, and choose to act for the rights of others, especially the disadvantaged and the oppressed". When the organizational culture of our university is truly changed to becoming diverse (not just addressing diversity), then you will see recruitment skyrocket as the reputation of the university culture soars as a socially aware and progressive institution. Judging our diversity by skin color and ethnicity isn't.
• Target matching of specific skills, knowledge and abilities to include students who desire to learn regardless of experience in service areas.
• Possibly introducing the change the focus to an environment for allowance and acceptance regardless of any differences (including religion, political ideas, etc.) would be more acceptable to some rather than focusing on gender or race.
• The unit needs to hire a person of color on full-time staff.
• I do not agree that a person should be hired for a position based on their diversity classification. People should be hired on the basis of their education, experience, qualifications for the specific job, ability to work with others with a high level of integrity, etc. I don't believe there should be quota's to hire a certain number of people from each diversity grouping named in the video. On the other end of the spectrum, I also do not agree with the "good ole boy" system where people are hired because they fall within the comfort zone of those who want to only work with others who are just like them, think like them, socialize with them, etc. I believe people should be hired/recruited on the basis of merit, personal
achievement, knowledge, and performance ability to do the job well. Therefore, I think recruitment should be individualized and not driven by an attempt to either promote, or block diversity.

- We are making strides to participate in more university wide diversity events. If there was a master schedule of events of diversity activities it would be easier to identify those opportunities to collaborate with others across campus participating in diversity activities.
- Sometimes the organizations’ Websites aren’t always updated. This can be frustrating to employers when they can’t find correct contact information for group leaders.
- When I started here 11 years ago I was only allowed "belong" to one race, at least that is what admissions and HR told me so I chose only one of the 4-5 listed. Now I understand that students and new employees can list all of their races or list their multi-racial heritage. This opportunity should be given to everyone regardless of when they started attending or working for OSU. Perhaps I don’t flash my heritage on the outside because I hold it too close to my heart and have no sense of entitlement from it but if OSU is just interested in numbers I’d be happy to correct my information to reflect who I really am.
- We could advertise job openings in mediums (e.g., websites) that would attract the attention of racially diverse applicants.
- Increase minority enrollment in the ALPHA program.
- Do a better job of marketing programs specifically to diverse student populations.
- More collaboration with MSC.
- We should strive to increase our student population's diversity, from that will come a spring of fulltime staff. How to increase the student population diversity is a daunting challenge and one which I’m not sure how to address. We seem well represented in some areas, but not in others.
- I believe through awareness and more information about diversity we can change the climate in our departments, emphasizing our goal and commitment to diversify.
- Have former students of diversity go to high school to share their experiences with the Alpha program and at OSU.
- Continue building our model pool & ask faculty to select students for photos that reflect more diversity.
- More promotion and visibility of activities.
- Currently, it is an employees market overall and employers (such as OSU) need to brand themselves to potential and qualified candidates. You must do more that just an ad in the paper. Allow departments who need staff the ability to attend Career Fairs, etc. to market or recruit for their departments.
- We need to put more energy into sending our students abroad and recruiting foreign students. We have majors such as International Business that do not require students to study abroad. I find this to be unacceptable. You want a more diverse student body, offer more scholarship money to those students and advertise it. Set up a gateway program with Langston. Offer the top 10% of their student body scholarship money the same way you do high school kids that meet generic criteria. You want more diversity, strengthen our language programs.
Add more languages. Strengthen the performing arts programs. Quit making it such a pain for students to go abroad. They bring back ideas that could truly lead to a more diverse campus. My time abroad allowed me to see where we were extremely weak as an academic mindset. The biggest problem is that the majority of the people that work on this campus have a narrow view of the world. If you want diversity, make the entire faculty and staff spend a month outside of Oklahoma.

- Provide greater detail in job recruitments postings. EG-Require a salary range for all postings. Also, sell the community more on the OSU website.
- Research into other schools. Readily available information on the school…ensuring that the website helps highlight the great things about the school and is inviting.
- I wish the staff was more involved in diversity activities in my department but we never have meetings to discuss it.
- The website is full of info. Continue with outside sources. Recruitment bonus for staff that bring in another.
- Continue to progress toward a more open policy for recruiting and retention.
- I believe when minority students are recruited to come to OSU it shouldn't only be for sports activities. Langston University gives tuition fee waivers or financial assistance for non-whites to go to their University, and a non white with very few non whites enrolled at this university offers no assistance whatsoever to these students...I think this should be considered. I understand OSU is a large University and you don't really need the outside assistance, but it could help a few others who could use it.
- Continue with what you’re doing, we seem to have different type students here.
- Diversity is important, but ability to do a specific job, and a good work ethic must remain top priority, in all fairness to the other employees.
- Ensure that all individuals who will have personal contact with potential students be prepared and knowledgeable and sensitive to each student’s needs and background.
- Accessible at all times at job fairs, high schools, etc. also promote cross referencing with ABLE Tech program and student disability services for students who may have a disability.
- Reward Departments by paying ½ of any minority graduate student or professional hire.
- Make recruitment for diversity the same level of importance across the board.
- Advertise outside the Oklahoma area to attract other ethnic groups.
- We need to look at other media and professional connections to recruit minorities. We should call Student Disability Services to advertise for positions in order to fill the positions utilizing qualified students with disabilities, for part time student jobs.
- There needs to be a centralized effort for recruitment of international students. There are educational fairs all over the world that we are not attending. Two years ago, there was a delegation from OSU that went to Vietnam and we are still seeing the fruits of that effort.
Could be published in more target specific areas.

In the larger picture it is important that OSU look at the recruitment plan for future semesters and how to attract international students to the campus. OSU is a warm community and is a special place for an international student. The students who have graduated from OSU and return tell us the Stillwater/OSU was a special time during their lives. We need for other students to know this. Basically OSU needs a quota plan for recruiting abroad.

Recruit Stillwater students.

I could be available as a guest speaker at a high school careers class to discuss health careers and related academic preparation. We could interview students to give them a better learning experience for the real work world.

Raise the pay scales to attract more ethnically diverse staff. There is a shortage of qualified (or even interested) applicants of racial diversity available in general, and they will go where they are offered the most money.

Recruitment trips out of the country. Recruitment campaign directed at non-traditional students - but first they have to offer more flexibility in class scheduling and more services for non-traditional students.

I believe we are doing what we can with the limited funding we receive.

Colleagues across campus have commented that the MSC rep who attends interviews is a poor ambassador and office rep to potential new hires. He has demonstrated hostility toward candidates who are white. His in your face attitude is not building partners nor does that set a good example for how OSU embraces diversity.

A wider selection of retirement options.

Need more students that want to work instead of just have to.

I think in my unit there is enough diversity among employees.

Not a lot of people know how to apply, or get work in the Bookstore. Seems closed to those who come and ask for job directly.

Advertise jobs on diversity boards (monster).

High school programs involving class work (credit).

I think that OSU should try to hire faculty and staff from a wide variety of cultural and geographical backgrounds.

The most qualified person should be recruited and hired.

When recruiting for staff and faculty, include efforts aimed through various professional organizations that have a diverse membership.

Need to make ethnic individuals feel more welcome. Past High School students have complained they were not welcome or were not taken seriously.

More/better of above efforts; word-of-mouth, which is dependent on current satisfaction of people on-campus; incentives (e.g. $), though only short-lived--get people here v. keep people here.

If we WERE truly accepting, we wouldn't have to try so hard to make ourselves LOOK accepting. I think the best way to help recruitment is to build a more welcoming campus climate. If the campus isn't welcoming, students/faculty/staff aren't going to want to come here no matter how well they are wooed.
OSU needs a centralized annual recruitment effort that targets specific international countries and includes departments who know how to answer the specific questions that come from international recruits, such as ISS. Domestic students are the charge of another office.

I have found over the years that low salary level and, to a lesser degree, the location of OSU has kept candidates from accepting positions in the Counseling Center. I also believe that the same has kept a diverse pool from applying, as we have rarely, in my experience, had a large pool of candidates for any position and certainly not a diverse pool.

See above plus recruit others who may be underrepresented.

We are currently brainstorming ways to use our "This is the Life" recruitment program to showcase multiculturalism at OSU. Residential Life could also reach out to different groups on campus to recruit more diverse student staff members.

Target the impressionable youngsters, using real heroes or potential heroes from all walks of life. Get our athletes, successful students, administrators, professors, etc., to go out and press the flesh with the kids. Send postcards to the kids with some flashy pictures and words of encouragement. Plant the seed early.

Retention

Inclusive practices should be discussed and implemented by all. Most importantly, this should be modeled by those in positions of leadership.

Lower tuition or financial assistance regarding tuition for both students/fac-staff and their families.

Establish mentoring for new students, staff and faculty to include understanding diversity. Underrepresented persons often need assistance navigating the system, especially for students who are first generation.

I am not sure other than creating an environment that supports diverse populations.

It would be nice to be recognized as doing a good job throughout the year.

Retention is maintained because people and their families are happy. They are expected in the community. Paid well. Treated with respect and equally. To me this is not hard to verbalize, the question is how you get buy-in from the University and community family.

Increase financial rewards for above average job performance.

It is difficult to retain people with current state of fringe benefits (i.e. family health insurance).

Respect the different cultures by allowing them their own organizations or meetings.

Take better care of current employees is always a priority. Consistency, support.

Ask the diverse community what would keep them coming back to participate and be involved.

Get to know the students that access your area. Try to reach out to new student groups that currently are not active in your projects. Listen to what goals your current students have.
• Check into offering competitive salaries, retirement and insurance.
• Would be happy to develop service programs in conflict resolution and communications to aid students in need of assistance.
• Create more cultural experiences for students to create an awareness of diversity in the environment.
• As a recent student myself, I have been in classes or seen situations involving university staff or faculty that have OBVIOUS differences in treatment between international and national students. Even though I am not an international student, I am sometimes offended by the actions I have seen toward those students. If we intend to keep retention for these students, more multi-cultural diversity training needs to be enforced and monitored to ensure that all students are treated equally and no favoritism is present.
• If it's required for the student to take our classes, then they have to for their jobs. Sometimes I recommend that if it's been 10 years or more they should retake the classes.
• Stay alert to the student's needs in activities as well as train student staff to be accepting of all cultures and put themselves in their shoes living in a place far from their homeland.
• It would be very helpful if the University had a better way of identifying both Off Campus and Non-Traditional students in the database so that we could do a better job of contacting them with pertinent information. This would also help us when we attempt to assess the needs of these populations.
• Working in smaller groups to get the word out about the immunization requirements and collection of records.
• Require all Greek Life groups to have faculty advisors.
• Hire full-time NPHC Coordinator.
• Recruit and hire more counselors reflecting diversity of campus.
• Design and offer on-line “academic 911” support service specifically for international students.
• Rotate training opportunities to include new students who may provide creative inputs.
• Possibly the introduction of changing the focus to an environment for allowance and acceptance regardless of any differences (including religion, political ideas, etc.) would be more acceptable to some rather than focusing on gender or race.
• We are here to do a job for the university. That's the bottom line. But our moral, political, spiritual beliefs color who we are. We bring to the market place our own belief's and personalities. I can work with someone that I morally, or politically, or spiritually don't agree with, as long as we are working together effectively to get the job done. I can help them to feel a part of the team. I can choose to be loving, kind, and supportive of them, creating a positive work environment. That will greatly affect retention. If inclusion means to acknowledge and support the value in every human being. I can do that. But if inclusion means that I have to accept, include, and embrace each person's values, even when I don't agree with them. I can't do that. If you make me do that...then you will not retain me. We are not generic -- we are unique...but we can not all think however we want to, and all be right. There must be a standard by which
we measure right from wrong. And I think this is where the diversity/inclusion discussion breaks down.

- Have events that allow individuals to express their background (maybe a potluck where you make food native to your ethnicity).
- It is asking a lot of typical Hispanic students to leave their families for 4-6 years to move to "middle of nowhere, Oklahoma" maybe we need to focus on boosting minority enrollment at campuses that are surrounded by that minority group.
- Sometimes, it is in the best interest (mental health-wise) of a student to make the decision to transfer. Our focus is on helping students make the best decision for them and to be supportive of their decisions.
- Our new director has made it our mission to diversify and the culture of our office has already begun to change. The administration can be an example and guide by keeping the department focused on the goals.
- Increase the awareness of the MSC and other services on campus for diverse students.
- Make staff and students aware of services within Student Affairs Division and across the campus.
- While "mandatory" is a strong word - I believe it would be effective once a year for each department to meet w/ Institutional Diversity & Human Resources as a means of opening communication regarding retention issues for students, faculty and staff. Dialogue is important.
- It is all about accountability. Don't make stupid attendance policies. Email students that miss class often. Make the advising process worthwhile. Help the students plan for the future. Help the students realize their dreams. Offer more money to students that perform well academically. Make the student union about the students.
- Offer incentives for those groups/organizations/staff/faculty developing new retention programs.
- Research into other schools. Readily available information on the school...ensuring that the website helps highlight the great things about the school and is inviting.
- Better understanding of the need to be able to voice our opinion and feel it is heard instead of “giving the listening ear but ignoring the information”.
- Retention bonus, free parking for a year, free massage for employee of the month, etc.
- Treat people as if the University feels that they are important, not a peg in a hole.
- I recommend a good salary program with good benefits. Good managers take care of the rest.
- I believe if you would allow more interactive feedback such as this particular questionnaire it keeps a good line of communication open.
- Find the source of the problem and solve it even if it means that you need to let someone go or relieve them from their position that they currently hold.
- If an employee can’t or won’t do his or her job as indicated in the original job description, they should be given a chance to change or be replaced.
• Educate staff and faculty on the importance of treating all students with respect and kindness at all times.
• Boss should organize and help fund department luncheons. Boss should offer periodic meetings for asking the employees ways to improve things around here. Ask our opinion even if you don't listen. At least act like you care what we think. Boss should organize outside activities for employees to bond and relax with families able to come.
• Often when staff members tell me they are leaving they cite two things. 1) Feeling like they aren't listened to. I think that this is changing, or has changed. 2) That they can make more money in less time at another position. I think that #1 makes it easier to be lured away by #2. I am interested to see the extent that salary is a draw with #1 improving.
• More advertisement.
• Remember all minority groups such as those with disabilities, all races, all ages.
• Promote and expand relationships with groups that focus on high school and elementary age.
• MSC staff needs to be more active in retention related campus committees etc.
• MSC staff needs to readily share concerns that they hear in a cooperative (not punitive) nature.
• Once again, make it equal.
• Don’t outsource employees to other companies, keep them as OSU employees.
• Could diversity employment statistics be part of a visible web page. Link web page to OSU Communications that are emailed to staff and faculty.
• There could be better communication between academic departments and our office to help retain international students.
• Another question is, are students dropping out because they are not developmentally ready to be in college, away from home. Are there standardized tests that students can take to see if they are developmentally ready?
• Keep analyzing data.
• Continue to improve on services needed for academic differences or frustrations.
• Try to get more Americans involved in programming and interactions.
• More thorough orientation process for student employees could be helpful. A stronger voice heard up the chain of command. The staff benefits are great. I wish the healthcare costs for family members could be more affordable.
• More information about retention patterns and trends for various groups of minority students needs to be collected and disseminated to those who can best use it.
• Offer more flexible scheduling for non-traditional students in undergraduate programs - night and weekend classes, internet classes, distance education, etc.
• We need to just keep up the good work and perhaps as time allows spend more time with each student when they come into the office. This is sometimes hard when students are waiting to see you.
• Encourage more cohesiveness between units. Work to tear down the barriers but also maintain a positive/healthy work environment. People want to feel like they are important, not that they can be replaced at any time.
• Improvement in pay scale. Allow those with 800+ hours of sick leave to donate some of their leave to those who need extra leave for their family needs.
• For student employees—the pay wage is way too low.
• A way to increase retention is to pay more. Many part-timers leave the units because they find easier and better paid jobs.
• Free tutor programs. Free academic workshops.
• Fairness, having a voice, and adequate compensation would help to retain good people.
• Health insurance options or benefits could be improved.
• Value the work of all members of your team, and express it.
• We need more advisors/teachers to take a more serious look at students. They don’t follow up with low grades and seem not to care if they drop out. There seems to be little follow up of “why” they have left.
• See this area as greatest need, most significant impact on all areas...value of others’ voice/input, support (professional development, $, opportunity for advancement, tuition asst), activities/resources to support life/choices w/in community (OSU & Stillwater), personal investment & ownership of all which is facilitated by clear direction, integrity, noted value of all.
• Put back into place some sort of mentoring program -- especially one that brings different cultures together. Continue working on financial aid programs that would benefit students from lower economic levels.
• There should be more integration of international students with American students at events beyond the classroom. There should also be more emphasis on cultural components of the global world as a part of the university’s speaker programs.
• As I am sure you have heard from all over the University, with more staff and more resources, UCS could accomplish much more in this arena.
• We need to better adapt the written statements following the preamble to focus on all aspects of diversity. The written materials suggest that race is the main dimension. While very important the preamble and video highlight the value of inclusiveness for all regardless. That point needs to be strengthened in the written materials.
• On a systems level, I wonder if specialty housing is the answer. Does allowing people to self-isolate (the qualifications to get into any of the specialty housing is signing up, Residential Life does not assign people based on race) really help them to feel more connected to OSU? And, does it do a service to the rest of the OSU population who may not get the chance to interact with them now? On an individual level, when people come to Residential Life looking for someone to terminate their contract and sign their withdrawal papers, someone needs to have a conversation with them about why they are leaving school, what the resources they could use to stay at OSU are, etc.
• A lot come because they can get degree and lower cost. Prices continue to rise they will go to the school they would rather go to.
Partnerships

- Need to establish more communication with students. SGA is a good start, there needs to be more.
- Encourage staff and students alike to develop strong relationship skills that produce outcome-oriented achievements.
- Encourage more international travel/study opportunities-expand role of international faculty group to include this.
- To continue our advisory council.
- I’m sure there are currently partnership activities, but maybe if the activities were on the web-site, where you could see them when you first enter the site, that would help.
- Continue to work on meeting contractual expectations to our best ability. Strive to improve with new learning styles and always improve customer relations.
- Continue to cultivate partnerships.
- Form an advisory board to make recommendations and generate ideas for future partnerships. Do a search of all of the diverse campus groups and invite representatives from their group to meet together to express needs and ideas.
- I fell we do a good job in this area.
- Need to identify available and appropriate contacts in the campus and general communities pertaining to diversity and conflict resolution.
- Increase the number of students studying abroad in other countries as well as students coming to US to study. Create a required diversity class for all students undergraduate and graduate levels.
- We are working on going out in to the community of agencies, visiting face to face with all the TC for the agencies. Working on better relationships with them.
- Avoid being territorial and help facilitate joint activities for students.
- Everyone at OSU should be working together to accomplish the University's goals. We need to do a better job of making the outcomes the carrot, not who will get the credit or funds for a project. Although I believe this is a very friendly campus and general.
- Better communication between the departments.
- Seek partnerships that allow growth and maximize abilities and creative outcomes for the host organization.
- Team work can only be built in an atmosphere of integrity, and where every person is accepted as having value to the team. But value isn't an entitlement, it is earned. Everyone knows who carries their own weight when working as a group, and who doesn't. They know who is faking it, and who is the real deal. Therefore, I think a greater emphasis on the value of each individual, rather than as a member of a diversity group is a better way to build partnerships.
- All of the staff in these offices is extremely busy and hard working individuals. Making time to sit down and visit with them would help me to make better plans for growth in the future.
- If we know more about the services each department in Student Affairs offers, we can better direct students to the offices they need based on individual circumstances.
• More information about resources available outside of our division would be helpful.
• Work with diverse populations to encourage them to apply for leadership positions, campus organizations, and honor societies.
• Identify potential mentors for students.
• Perhaps OSU could partner more closely with other more diverse schools to have more "exchange student" type situations. I.e. several days of classes at the each others locations throughout a semester.
• Partnering with students, faculty and staff, and the community to insure that OSU is a "welcoming" place where all may be valued and accepted.
• Helping to promote Safe Zone training on campus.
• Recruit more diverse students to the ALF (Alpha Leader Facilitator).
• Though we welcome various partnerships, many of these opportunities are largely unknown to the broader diverse community. Our visibility in those areas would greatly improve these partnerships opportunities.
• Partnership opportunities could include events, workshops, networking events on campus with organizations such as the Human Rights Campaign, the NAACP, Hispanic Organization, Urban League, American Disability Association, AARP, etc. Make it lively, interesting and...fun - something people will WANT to participate in.
• Partner with institutions all over the planet. We need to have opportunities for students to study in different locations. Like I said, partner with Langston to increase the African American population.
• Offer incentives for those groups/organizations/staff/faculty to form new and productive partnerships throughout campus and in the community as well.
• Monthly meetings with one representative from each area. And then switch the representative each month to get other perspectives.
• We could start up a health and wellbeing with any outside activity.
• Do activities like icebreakers or something at least twice a month or maybe once a week just to teach everyone how to work together or for new people in our department to get acquainted with everyone else.
• Bring back the “Cowboy Cousin” program.
• Remember all minority groups such as those with disabilities, all races, all ages.
• Promote and expand relationships with groups that focus on high school and elementary age, and adult and professional education for those who are employed but need continuing education.
• Have Diversity staff attend recruitment activities to recruit graduate students.
• Partnerships should be with multiple sources and not just one group.
• Continue to provide information and activities of international student organizations through the O’Colley and OSU Communications.
• The international students are eager to get to know Americans. Somehow, we have to encourage Americans to want to know internationals.
• There is always a need to find other ways to communicate on behalf of a diverse population. Many ways we are the voice of these populations.
• We could work more closely with pre-physical therapy students and provide more training to prepare them for their careers.
• Educate both the campus and Stillwater minority communities that favorable and positive change will only come if they get involved in civic and volunteer organizations that can create that change. Sometimes you have to invest your time in worthwhile activities without concern for monetary compensation in order to make good things happen for the community.
• We are often asked to attend meetings and provide advice.
• To broaden the healthy menu all over campus.
• Add utility and labor costs to the cost of an order to increase the income for the units.
• Work more with the residential halls around the unit to increase the number of customers.
• Working with high school students to promote further education.
• Treat everyone with respect.
• Work with deaf groups in community to have students/community feel welcome/included. Work with interpreters/signers to improve skills.
• Both formal & informal between: other campuses (OKC, OKM, Tulsa), departments/divisions re: common issues (tech, parking, instruction), OSU & Stillwater, internships & businesses; look for common interests/areas v. forcing adversarial relationships, competing for priority/resources/etc; true partnerships also provide equitable power.
• The mentor programs between American and international students are a wonderful idea and should be re-instituted. American students who have studied abroad should be in charge of the Cowboy Cousins program as well as the new academic orientation program to expose more American students to international cultures.
• Extrapolate from the above thoughts to always be inclusive in our approach. Friction and differences will occur from time to time as a matter of our different interpretations and experiences. As divergences arise it is important to create dialogues to discuss the various points of view to enhance understanding and support for courses of action taken.
• We need a stronger partnership with the institutional diversity office and the multicultural center.

Campus Climate
• I believe we are doing fine.
• Model appropriate behaviors. Practice consistent treatment for all.
• Provide more information about events surrounding diversity. Often hear that things have happened rather than will take place. More emphasis on promoting inclusion in academics.
• Change the climate by empowering individuals, and helping them to want to be part of a diverse workplace or university.
• Does not pertain to us. We are not on campus.
• I believe that there needs to be a change in administration in order to ‘change the culture’ on the campus. We need family, friendly, staff, faculty, student oriented administrators leading this diversity initiative not a ‘system CEO’.
• Accept differences, embrace the unknowns.
• Exposure and education are two methods of changing the campus climate but I don't have any great ideas on how to do this. I noticed at one program I attended about cultural diversity, the audience was mainly a diverse student population. That bothered me. Perhaps having more of the international fair that was held on the library lawn and having professors require attendance would be helpful.
• Various activities from different cultures should continue to be offered in an effort to educate individuals on the relevant differences which exist.
• I have not seen any cross-cultural activities on campus. Recommend greater number of activities that bring people from diverse backgrounds to tackle a common problem or to peruse common interests. In addition to the anglo-centric Chili cook-off, how about something like ethnic food fair?
• Create understanding on sexual orientation. Inclusion need to include everyone. Theme semesters by culture or Nationality to understand those individuals and culture (campus in Joplin, MO is a good example).
• Make more efforts to promote wellness.
• No scorecards.
• My recommendations for courtesies for ALL students irregardless of nationality is the same as what I stated for recruitment. I have seen differences in faculty and university staff in the treatment of a foreign student to a national student. I have also talked with several friends of Asian American origin who were treated as foreign students with obvious prejudice until they identified themselves as American.
• We have about a 50/50 diverse class room everyone is treated with respect and kindness.
• This course is an excellent way to get more staff/faculty/students involved. I think it’s very important and am glad the administration is making this mandatory.
• Free flowing, cross training and moving forward together in same direction.
• Possibly the introduction of changing the focus to an environment for allowance and acceptance regardless of any differences (including religion, political ideas, etc.) would be more acceptable to some rather than focusing on gender or race.
• I guess we would need to find out what the real reasons are why we don't have a diverse racial population. I think this campus is way too white. But if it's because other groups can't qualify...we shouldn't lower our standards...we need to raise the quality of education for other races in high school, BEFORE they apply to come here. If it is that they can't afford to come, then perhaps we could spend more money on scholarships for students of multi-racial backgrounds who want to study other things, and not primarily just athletes. And we can make sure multi-racial students feel welcome at OSU.
• Although I would love to see people being more open and more excited about learning about people different from them that would require a change of mindset.
• More emphasis should be placed on the cultural diversity dinners already occurring here on campus. These provide a great method to learn more about other cultures.
• The campus is extremely diverse and if people think it is not they're just not paying attention so maybe we just need to improve promotion of activities.
• Work to recruit diversity in student workers.
• We need a GLBT office and/or advisor, we need more diverse programming.
• I imagine that an increase in apparent diversity would increase the overall perception that diversity is embraced at OSU.
• It is expedient that we continue growth in this area with the input of all stakeholders.
• More diverse student staff at Alpha.
• Better promotion of campus events.
• Conduct open dialogues with student groups about the importance of diversity.
• Work to incorporate diversity in all programs or activities.
• Create information card on harassment and discrimination to all student groups.
• Work with student leaders of Student Advisory council to develop ideas to create a better climate.
• More opportunities for informal interaction-socials, events, etc., would be helpful because generally we’re too busy to get to know people. Knowing more about our cultural differences would be helpful in reducing awkwardness & miscommunication.
• Help the faculty to understand that diversity does not only include their personal opinion. Many students need to freely express themselves without feeling politically incorrect, even if those wishing to express themselves are of the majority.
• Continued encouragement for additional positive activities to get both faculty and students involved.
• Make sure that all organizations/student groups/club have the chance to be seen and recognized at the same level.
• Remove all of the carpet in the clinic setting it harbors and is a source of mites and infection. Unable to clean up vomit and spills in an effective manner. Request a flooring that is easy to clean up spills and not harbor anything.
• Return to academics and promote respect for the staff and professors.
• We need to find a way to remind them of what great facilities and resources they have access to here at OSU. If they ever saw some of the other college campuses they might have better appreciation.
• Maybe if there was a partnership where people had to be separated with different groups and put into another they might understand another easier.
• More visible campus patrolmen.
• Allow nurses to decorate their own space with what they want. Pictures of family members. Pictures of drawing from kids. We don't have offices that we can surround ourselves with happy things. Instead we are surrounded by things that are neutral and blah.
• As a university we need more transparency in the decision making processes. Far too often it feels like high level administrative decisions are made without the input of the people who will be affected.
• Continue diversity materials - providing various flyers, marketing so to speak, of continued messages about including every voice. Friendly faculty and staff, open mindedness about serving the public and our mission.
• Diversity needs to be more broadly defined and practiced.
• Islam 101 and such activities and opportunities would go far in representing the various groups with something other than their food.
• Make all ethnic groups feel welcomed, however, if a foreign student is going to be teaching a class be sure they speak the English language clearly so they can be understood by ALL students.
• Be sure that all class work provided by web based instruction is fully accessible for people of all different types of disabilities.
• I do NOT suggest having students involved in more group projects in class. Academically, I don't think it's all that great of a concept. Maybe requiring an international component or diversity component of all Freshman orientation classes would be a start.
• Keep these organizations activities posted on a website or publish weekly in the O’Colly.
• Need to continue sensitivity training.
• Make sure there is more positive publicity than negative. I like to read Headlines ~ it usually provides a lot of information about a lot of different activities and groups. It gives me the sense that OSU is accomplishing good things ~ which is a result of the good people that have been hired here.
• Increase awareness of events taking place by advertising them more both on and off campus.
• Perhaps more Hispanic friendly signs.
• Encourage activities which promote diversity.
• I recommend that you have goals with financial rewards, OSU needs to face the fact that compared to other businesses in Tulsa and OKC, OSU’s pay is lower and the raises are minimal. Why should highly skilled employees stay here!? Why do they stay anywhere? They feel financially secure and they feel secure about the institution they are working for.
• Keep all groups (students, faculty and staff) informed of the diversity processes and progress made, especially once the plan is in place.
• Few ethnic role modes. There is a very “white” attitude while “on tours”. Why do we not count ethnic group as minority in our demographic?
• Facilitative leadership at all levels.
• Promote more activities that will bring a mix of people. Bring in some entertainers that appeal to a wide variety of people. Have activities where people get to know each other and have fun together -- not where one culture is put on display for another.
• The Alpha, Camp Cowboy, and Academic Orientation programs need to include "Diversity initiatives and individuals" to begin the future OSU students
Orientation at an earlier stage before groups and cliques are formed that exclude diversity!

- We still have ways to go on a number of the diversity aspects for as humans regardless of upbringing we carry a number of personal preferences (biases) based on our experiences.
- Every employee on campus needs to understand how to confront people using inappropriate language, making discriminating jokes, etc.
- Admin could use a PR dept with a little more creativity. Pickens has done a great thing for OSU, but we hear far too much negativity. Think about how that influences the little kids: some big powerful white guy has bought the town! Ya'll should be generating some excitement, something future students can look forward to.
- Accept all religious beliefs! Allow Christian beliefs to be recognized also.

Professional Development

- Need more variety of professors to speak.
- Provide educational opportunities that will create more awareness about all types of diversity issues.
- Promote more dialogue between groups. Use of public deliberation as a tool could be helpful. Provide information to staff on good customer service with diverse groups. Faculty would benefit from more awareness of needs of diverse students to improve sensitivity.
- There is always room for improvement and I think more departments should encourage staff to take part in the professional development opportunities.
- Professional development of faculty and staff should include accommodations of students with disabilities.
- Maybe speak more freely on the web-site about professional development activities.
- Put dollars in the budget for ALL staff members to participate in professional development.
- Through active partnerships you should be able to maintain and increase the diversity you are seeking.
- I think a committee of diverse staff members could make some suggestions to all staff that could be incorporated in staff retreats, workshops, etc. This particular activity that we are participating in helps generate thought and dialogue.
- Professional development programs should be introduced that produce positive and relevant results - how to provide encompassing student services; how to partner with other campus organizations/departments; etc...
- Education Education Education--particularly in the area of cultural issues! in communication, negotiation, mediation.
- Efforts to work with people with disabilities and language barriers.
- Increase the number of international conferences on diversity and international education at OSU. Include diversity in new and current staff. Required training.
• I think that a meeting would be a good idea to take as a group about what we can do to help students to feel comfortable in class.
• Training toward a goal.
• Increase ADR activities
• To be truly effective, the professional development opportunities need to be creative to inspire collaboration and participation in diversity efforts.
• Again, more learning experiences about those around you.
• I would like to learn more about how to assist students with disabilities, so that our office can provide all students a better experience.
• More interactions with the office of institutional diversity (e.g. in-service training) may help continue/maintain awareness of specific diversity issues.
• We need more diverse programming.
• I think more required workshops and seminars on a variety of topics on understanding diverse populations we work with and serve would benefit the university. For instance, a required workshop on interacting with persons in wheelchairs, deaf students, etc.
• More staff development opportunities.
• Seminars or workshops that tell groups about cultural differences so we will know how to better interpret cultural differences. For example, knowing that eye contact is common for some cultures & uncommon in others. And knowing how different cultures conduct introductions-saying hello to the group as a whole vs. acknowledging each person. Knowing these differences will help us relate better to people from different backgrounds.
• Additional training sessions offered for staff/faculty. These could include programs such as Adobe (all programs), Printmaster, Podcasting, and others.
• Continue to encourage staff development and on-going training.
• Continue to provide continuing education opportunities for employees.
• I believe everyone should be required to attend professional development training at this university.
• Since I work in the University Health Service Center I am a medical assistant and would like to further my education and go to school and get my R.N. or Registered Nurse’s License. But unfortunately that is not available to me because my supervisor doesn’t allow us to work part time and being a mom of two and having to help my husband support our family I need to work. Also the University offers not tuition reimbursement for us to go and further our education and we have to attend other institutions to further our educations such as a community college or a vocational school I just think that if a person wants to further educate themselves then that should be an option for them.
• Is there a course to cure whining, and impatience?
• I think maybe don’t quit taking classes when the program is finished. The classes help to keep you generated and fresh.
• None. HR does a really great job putting all these programs and seminars together.
• Allow TA’s to attend seminars to further their development.
• Be sure that all class instruction, workshops, videos and other instructional materials are provided by in fully accessible formats for people of all different types of disabilities.
• Provide an avenue for students to help staff members to understand what it is like to be a student of color, race or culture. My most memorable session at a conference was when students shared their stories about being a student who just entered the U.S.
• More...more...more...
• The amount of money available should increase to allow G.A. to go to more conferences.
• Push for the best.
• I don’t feel like I can share this for fear of who might see it.
• Continue to offer a variety of professional development activities, while looking at new areas not being addressed, or when new issues arise.
• Work with interpreters.
• Be sure that EVERYONE has access to the results of these forms. People will feel heard if they see their concerns in writing. More small group mixers or meetings may be helpful. INTERACTING with diverse people will teach us much more than TALKING ABOUT diverse people. Also, expand the meaning of diversity by bringing in sexual minority and religious issues.
• There should be more meetings/sessions in regards to diversity at public forums. Perhaps on a monthly basis and requirements for faculty & staff to attend 1 or 2 per semester. Students can have a similar experience through leadership or speaker programs details can be worked out later but plans need to move forward on this!!!
• Discussions about stereotypes.
• More diversity training programs need to be available for students. We need to train student leaders on how to present these programs.
• I think the faculty council needs to get proactively involved in this endeavor, they seem to have too much time to think about things to bitch about rather than things they can positively influence.

Assessment
• Focus on inclusive activities for all!
• Again, I believe putting things out on the Internet is the best advertisement for all activities.
• It would be good to know what I could do to improve in each area as well as what I have done well.
• Keep diversity as an issue to be discussed at meetings and during activities. This will help keep it on the minds of all participants (staff & students).
• I could include questions on current evaluations of non-credit classes to cover diverse issues.
• Assign this responsibility to a specific unit. Have assessment outcomes. Assess with a purpose.
• How can you do any better than require everyone to do the online training or attend a seminar? I feel the Directors are the ones responsible to see this is done.
• Build a well-defined assessment procedure with accurate timelines based on departmental goals and objectives. Benchmarking for success.
• It would seem to me that just seeing the numbers of students increasing that fall within the various diverse groupings mentioned in the video would be the most obvious assessment of success.
• However accessing behavioral change is longitudinal in nature and needs adequate time to be successful.
• I’m hoping this assessment will be valuable because I don’t feel it is set up to collect tangible information to make positive changes.
• Our office is trying to learn more about where OSU students are going after graduation, in an effort to provide ALL OSU students with better opportunities.
• If we’re really going to talk about diversity we must not ignore: Sexual orientation, marital status, family status, age, height/weight, ability, ASSUMED race, gender, lifestyle, political affiliation, socio-economic status, educational attainment, religion and many more ways in which we are diverse so we’ll probably be at this for a while. In addition, in our zeal to be more diverse we run the risk of creating our own set of Nuremberg Laws to determine HOW Hispanic or White etc. someone is. My own diversity can’t be measured by my skin tone, eye color, hair color or grandparents’ heritage. My guess is that I am not “Hispanic enough” to please whoever is deciding who is Hispanic. No one has ever asked me how many times did I have to be called "spic, beaner, wetback or greasy Mexican" when I was a child to be considered a Hispanic? When are we going to lose this antiquated idea that dark skin and eyes equals diversity. I was raised to look at actions not superficial indicators and I'm disappointed that in this day and age other people still can't get past this and just move on. Why do we assume that just because someone is from a "non-white" heritage that they want to be re-emersed in their own culture? I don't, that is why I came here in the first place. This whole thing has come about because some outside entity decided that OSU was not diverse enough but what do they know about our diversity? Are they defining it for us and if so WHY? I have been through this before at another institution and we wasted a lot of time and money to discover that GUESS WHAT...we’re all different in many ways.
• Group counseling opportunities.
• Keep better assessment records (i.e., tracking services to diverse student populations whereas we currently just track the number of students served).
• We should address diversity in our assessment.
• Perhaps OSU could require a diversity/globalization course that would work to educate students about other groups.
• Better publication of assessment. Show areas to improve.
• Instead of doing everything we can to "play the game" and look like a top tier university, we should try to become a top tier university. We need to get aggressive with the university endowment. We need to hire talented fund managers. We need to set aggressive goals. Lets become the first public institution to have an endowment so large we tell the state to spend the money
elsewhere while still keeping the tuition costs reasonable. Let’s set standards. Why did I have an illiterate person teaching me Micro Economics my freshman year? She couldn't spell the word tree. Why do students pay money to have a professor read them the publisher’s power point slides that they could download for free? I am done. The list could go on. New Ideas are the key. Big dreams. Send the people out and bring them back.

- More assessment to the ill effects of carpet in the clinic. How about a culture: When was the last time it was cleansed?
- I would like to see the supervisor evaluation form modified.
- I think that if we give our employer a bad evaluation then maybe we should have the person over he or she talk and discuss why we gave he or she a bad evaluation. And what the disciplinary action will be taken.
- Annual assessment survey hereafter to analyze if this has been a benefit and has encouraged new partnerships and new modes of thinking.
- An objective evaluation of the true value of assessment measures and the effort and time taken to compile data and the “truth” of the analysis and actions would help sell the concept.
- We do need to look at these issues.
- All groups need to be informed of the assessment activities that are in place, and progress being made.
- Do not have skilled assessments for deaf students.
- First we need to establish some form of programs to address this issue and then set the assessment to compliment the program. It needs to be more statistically user friendly than this particular survey and not as subjective.
- Follow up on response to this feedback. Have group sessions to talk about the indications from this survey.
- We need to track student satisfaction and other aspects of the OSU experience as a function or minority status. Further, we need to assess the efficacy of our specialty housing options.

The Division of Student Affairs has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.

**Division of Student Affairs (Initiatives Common to All Departments):**

- Increase efforts to identify, recruit, and retain underrepresented employees and student workers. Work with Institutional Diversity to improve employee recruitment and retention as an institutional imperative.
- Increase campus-wide awareness of services provided by the Division of Student Affairs.
- Promote student multicultural and diversity programming, leadership development, scholarship, and service opportunities through marketing, sponsorship, and participation.
- Set specific diversity goals to be achieved by each department and monitor progress using the strategic tracking plan.
• Continue to diversify student advisory boards.
• Continue to offer diversity related staff development opportunities.

Office of the Vice President for Student Affairs:
• Market the ALPHA and Camp Cowboy program through the Office of Undergraduate Admissions, the Director of New Student Orientation and Enrollment, and the Multicultural Student Center (scholarships are available for the ALPHA program and Camp Cowboy for students in need).
• Create opportunities for greater dialogue with underrepresented/diverse students and student leaders (examples include: Meeting of the Minds, Vice President for Student Affairs’ Student Advisory Council, and NPHC meetings).
• Fund “Safe Zone” training on campus raising awareness of gay and lesbian student issues.
• Identify mentors for diverse student populations to encourage and assist them in applying for leadership positions, campus organizations, and honor societies.
• Provide sponsorship and support for large-scale multicultural programs serving the need of our diverse student body (examples include: Diwali Night, the Salsa Ball, and the Big XII Black Student Leadership Conference).
• Continue to distribute Bias Motivated Offense cards providing immediate information on advocacy for students facing bias motivated incidents on or off campus.

Campus Life:
• Develop a unique leadership retreat for minority/underrepresented students interested in pursuing leadership opportunities on campus to compliment existing programs.
• Co-sponsor women’s program initiatives in conjunction with the Multicultural Student Center.
• Continue to work towards greater diversification in the President’s Leadership Council (special course and scholarship program that identifies and nurtures student leaders).
• Provide greater acknowledgement of multicultural group successes at the annual President’s Leadership Recognition ceremony.
• Implement (consultant is Jennifer Jones of NPHC) recommendations to strengthen the National Panhellenic Council at OSU.
• Establish plans and schedule for celebrating 100 years of fraternities and sororities on the OSU campus.
• Involve student leaders in minority student recruitment.
• Actively work with the OSU Parents Association to increase participation of minority parents in the OSU Parents Association.
• Continue to award Parents Association scholarships to underrepresented students who are in need.
• Continue to sponsor multicultural student attendance at national leadership conferences.
• Continue to support minority scholarship pageants at the request of students.
Campus Recreation:
- Continue to enhance the climate of the Colvin Recreation Center by ensuring a comfortable and welcoming environment for all students.
- Work with minority/underrepresented student groups to ensure that Campus Recreation is meeting the needs of our diverse student population. (Due to new scanning software capabilities, Campus Recreation is able to identify the demographic characteristics of our users.)

Career Services:
- Continue to financially sponsor at least one minority student every semester to attend a state, regional, or national diversity-related conference or event.
- Maintain open and equal access to all career services programs and services including job lists, resume referrals, job fairs, job search consultation, and career-related programming.
- Identify and train special population career consultants to work with students to encourage and assist with on- and off-campus student employment, leadership, and full-time career employment needs.
- Engage minority student groups and organizations by presenting career-related workshops during their regular scheduled meetings.

Residential Life:
- Promote programs which broaden the definition of diversity to include seniors and families of all types.
- Promote minority based scholarships within the Leader-Scholar program.
- Partner with Multicultural Student Center and African American Studies Center to actively recruit and market Uhuru and Ketchum Houses.
- Encourage the establishment of a Women’s Studies House in conjunction with the Women’s Programs Coordinator and Women’s Studies academic unit.
- Ask the Multicultural Student Center to support “This is the Life” by identifying and assisting in recruiting additional minority hosts. Market “This is the Life” through the Office of Undergraduate Admissions and the Director of New Student Orientation and Enrollment.
- Investigate the possibility of African American and Native American Greek groups living together in on-campus housing units.
- Provide a variety of multicultural programs in housing and dining environments including the Family Resource Center.
- Offer training for staff on how to work with a multicultural staff and clientele.

Seretean Wellness Center:
- Offer health education programs to better serve the needs of minority/underrepresented students.
- Encourage staff involvement in a variety of national professional organizations that engage a diverse population.
Student Union:

- Work with the office of Institutional Diversity to help us review facility policies to determine cultural sensitivity to space scheduling and utilization.
- Continue our efforts to be inclusive with planning groups and advisory boards to assure that representation is always available to diverse and unrepresented groups on campus.
- Institute a series of on-going diversity listening sessions in conjunction with the Multicultural Student Center to hear how we can best improve services, products, and programs within the Student Union to better meet the needs of a diverse campus community.
- Increase environmental opportunities within the building by looking at ways to increase proximity to key Campus Life programs and service areas.
- Increase passive educational opportunities like art and sculpture to improve and enhance a more diverse, cultural atmosphere.

University Counseling Services

Student Counseling Center & Alcohol/Substance Abuse Center

- Increase awareness of University Counseling services to minority student organizations through presentations and development of on-going relationships.
- Develop and offer a support group targeted for minority students as well as additional programming for underrepresented groups.

Career Resource Center

- Continue involvement with students, prospective students, and parents of underrepresented groups during recruitment and orientation activities.
- Maintain and update http://academic911.okstate.edu/, a compilation of OSU academic success resources.

Student Disability Services

- Increase efforts to educate students, faculty, and staff about disability issues and the impact on function, access.
- Continue to collaborate with campus departments to disseminate information to students with disabilities and provide the opportunity to self-identify.
- Solicit students with various perspectives to engage in outreach activities (examples include: Student Disability Services newsletter, Disability Awareness Week).
- Increase training/support to students for skills necessary for academic success.

Student Conduct Office:

- Continue to make presentations on conduct issues to diverse/underrepresented groups and organizations.
- Monitor sanctions for consistency over time by ethnicity, age, and gender.
University Health Services:

- Identify students who are not in compliance with immunization requirements on an on-going basis each semester. This information will be communicated to advisors early in the semester to enlist their support and assistance to remove this technical barrier to enrollment.
- Recruit and train a diverse group of student health educators for Share the Wealth program.
- Develop health education programs targeted to minority students.

Division-Wide Assessment Tools:

- NSSE evaluation of campus climate
- EBI evaluation of Residential Life, Greek Life, and Campus Life climate
- CAS standard compliance in all Student Affairs areas
- National College Health Assessment
- Evaluate annual staffing patterns
- Unit level satisfaction surveys
- Focus groups with key diverse student leaders
CURRENT ACTIVITIES

Recruitment
- Department conducts recruitment visits to Oklahoma and Kansas junior colleges.
- We actually recruit international graduate students.
- Seniors frequently consider graduate degrees here in their major field.
- YLF-OKC Youth leadership forum for HS students with disabilities.
- Facilitate State FFA convention and 4-H Roundup. Visit junior colleges & community colleges. Distribute posters/cds to highlight the department.
- FFA activities, such as contests, conventions, camps, etc.
- Interact with high school students through FFA & scouting. Cub master of elementary school boys.
- ISA, BMBASA, GPSGA. Participated in REYAP program for high school students interested in Ag science.
- Presented posters at several conferences. ISA, BMBGSA.
- OK-LSAMP, OK-LSAMP-BD, ASCIES, old program bridges.
- I do not help encourage any students to attend college. We have no programs at any K-12 school system.
- The environment of the university is created and reinforced by the administration first. Lead by example, the administration is not friendly towards any group other than large donors.
- As an alum and employee of OSU, I promote the university at every opportunity.
- On a project basis, I might produce a video that deals with minors. Like in all my projects, I strive for a balance representation of different ethnicities.
- Not very often do I participate in student teaching, extension programs, or 4-H.
- We produce media programs and national releases to newspaper, publications, broadcast, and electronic outlets.
- Student interns to help with career development.
- On-site presentations across state about OSU programs on development.
- Population representative of local, state, national, and international.
- Elementary Reading Buddies.
- Currently have NSF funded Bridge to Doctorate Program for minorities in Science, Math, and Engineering.
- I welcome all who come to me for advising.
- I participate through church & work organizations i.e. mission trips, school clubs.
- No, research related service, not interactive.
- We have different events & activities where diverse audiences (4-H members) are invited to camps. We have workshops on campus life. I work with a multi-state
committee who has a conference in Kansas City which focuses on global awareness. We have had diverse speakers.

- Community outreach programs. Interactions with international students. Participate in study abroad programs.
- Monday night football. Share my experience attending OSU. Organized everything & schedule events.
- Why would I want to?
- Develop L.A. promotional video to recruit overseas Japanese students. Develop L.A. recruitment tape for high school students.
- Not really applicable to my position as an extension appointment faculty member. We feature people of diverse backgrounds, ages, and ethnicity in our programs.
- School enrichment programs. We are always working to recruit diverse audiences & employees.
- Diversity involves Ag in the classroom – with curriculum. More contact with student workers.
- Participate in high school & junior college recruitment.
- My position does not function in a capacity to interact with students. I work with adult populations who are invested in certain commodities.
- 4-H youth development programs –Ag in the classroom (directly involved). 4-H awards programs provide small scholarships.
- Develop and update web and hard copy recruiting information – directly.
- Involved in PTA & encourage students to go to college.
- Scholarships for incoming freshmen. Middle school & high school student activities on campus.
- Youth recreation leagues. I feel as if I am pretty open minded.
- My children go to Coyle-Langston-Meridian so I have the opportunity to be around school age children of many different races.
- My children are very young, so the activities I participate in are not college age.
- I look at people from the inside – not by color or size. I have made sure my child looks at what is inside as well.
- I work in school to advance student interest in science.
- I speak occasionally at elementary schools about entomology & careers resulting from college. I actively recruit graduate students at professional meetings. Admissions office? No financial barriers. I write grants to support students.
- Interact with diverse audiences during completion of contract obligations.
- Have worked with civic clubs, which helped with my job, publications for Langston University & other diversity groups. Publications include diversity & careful to include diversity, worked with international students various times & mentored diverse students new to campus. I continually try to improve on diversity because it is so important.
- Provide tours to visiting student groups. Advise student clubs. (I have no teaching appointment; my direct interactions with undergraduate students are limited).
- Career fairs
• Industry meetings, forums, alumni referrals, campus organizations, potential employers.
• My audiences are principally in-state, but I do recruit graduate students internationally for my research projects. (5) International students often have better access to government funds (their government) than our own domestic underserved audiences.
• 25,000+ youth enrolled in 4-H statewide. Over one hundred thousand youth participating in OCES youth development programs. 12,000 plus certified volunteers working with OCES to deliver programs to youth 5-19 year olds.
• I am indirectly involved in engaging students in the possibility in going to college through my participation in college scholarship committee.
• Interact with potential OSU students throughout Oklahoma. Teach youth 9-19 years of age the importance of a college education and encourage all youth to reach their full potential. Programs often target youth of underrepresented groups.
• Bring 1200 youth to OSU for 4-H roundup. County 4-H educators provide classroom programs in public & private schools. While open to all, many 4-H activities do not attract a very diverse audience. In some counties, trip scholarships are available for those in need.
• The most frequent problem is lack of knowledge concerning financial opportunities, programs, etc.
• Presentation to public school children about our particular discipline. Work with a division to actively recruit a diverse student body.
• I have a son in pre-k. I received my undergraduate in Forestry and I could be willing to give an educational presentation to small children or school-age children about Natural Resources and its vital importance to our world and our future generations.
• We have tried to work with Langston. We offer programs in K-12 schools for all youth.
• (1) 4-H groups – local & county. (2) Parent Association with school. (3) Mission trips (Mexico, Belize & US & lower income families). (4) Working with youth at schools & outside school. (5) Answer emails sent to department or direct to someone who can answer questions.
• Insect zoo, 4-H insect contests. High tuition cost. Reduce administrative costs.
• Advertisement of positions.
• Instructing international students. NIH-INBRE.
• Active recruitment of diverse students including minorities & international students.
• We invite minority youth to campus (i.e.: Retired Black Ag Educator group helps with this
• My office partially funded and provided coordination for REYAP this year. Our VP is interested in reaching diverse high school students
• Working with outreach center. Participate in seminar programs outside university. Invite students from a variety of backgrounds to spend time in my laboratory.
• On going recruitment of graduate students depend on the availability of funds to support GRA or GTA.
• Enforcing the advantage of attending a “world-wise” university.
• Effort has been made for faculty but not sure if they have done that for all administrators.
• I have employed at least three people in two “divisions”, not because of sex or race, but because they were the best people for the job.
• Have recently hired 2 new Chinese professors.
• (1) Annual program for high school Ag classes to visit experiment station. (2) Current students have wide variety of backgrounds etc.
• Science Day (open to all).
• I help with high school activities such as cheerleading, golf, and cross country. I also help with Sunday school.
• Indirectly involved with recruitment in so much as giving local presentation, etc. As a scientist, I seek the best candidate without regard to diversity (for open positions).
• I participate in student organizations that recruit from high school.
• Junior college transfer days. Personal interaction.
• When potential students & parents visit department be certain to be accepting of all groups ex: minorities, etc.
• Big Brothers, Big Sisters. Any mentoring or tutoring programs. Summer engineering programs.
• I personally encourage all young people I know to pursue educational and learning opportunities including scholarship opportunities.
• Seems to me that OSU attracts students from small town/rural Oklahoma which itself is not necessarily diverse (culturally/racially). Right or wrongly, OSU does reflect the society in which it is a part.
• No targeted activities-do mass mailing to all services. Work with individual groups.
• General promotion of OSU through extension activities.
• Grad student recruitment for specific scholarships. I am not involved with recruiting undergrads and only meet when they visit.
• Recruit graduate students from around the world. In the past 5-6 years we have had students from more than 40 countries and 15 U.S. states.
• I visit universities in foreign countries and help recruit students from these countries
• Conduct volunteer workshops for minority youth groups 9th-12th high school. I personally assist 2 students each year to enroll.
• Contacting high school science & math teachers – encouraging all walks of life.
• Work with agencies that represent diverse students.
• Hire summer students (high school). Lecture in K-12 classes.
• Our department does not allow international graduate students to teach. If we are to educate at the Ph.D. level, all students need the opportunity to learn to teach.
• Personally work with Boy Scouts in Stillwater area.
• I volunteer for math counts & the future cities contests for middle school students.
• Recruiting faculty and graduate students from diverse members is poor at OSU in general.
• Our grad program actively follows up on applications from minority applicants. Unfortunately, we don’t get many applications from minorities, in spite of exploiting the few contacts we do have.
• Our department is developing a student recruitment plan that should be cognizant of diverse student populations.
• Participate in student training at all levels; including faculty advisor to department club where inclusiveness is discussed. During outreach opportunities always try to attract diverse groups of students.
• I have accepted undergrad interns into my lab for summers. Four have been African descent, 3 from Langston. Similarly, I have accepted OSU undergrads in my lab to do research, including several from disadvantaged groups. I attend whenever possible activities of OK-LSAMP program and other minority targeted undergrad programs.
• I have had children going through the public schools. I have talked to their classes about what I do professionally.
• DASNR has new “student coordinator” to deal with prospective students. Student Success Center-FIT Program.
• EEO statement on job vacancy web page. Minimum requirements for job applicants.
• Assist with recruitment materials distributed to high school.
• Need more help with foreign students.
• ALPHA week, department mixer.
• Recruit students for advisor classes to work in laboratories in their major.
• Have helped with REACH to recruit females to OSU engineering.
• I meet students from other countries every day during the school year. Sometimes the language barrier keeps me from getting to know them and them me.
• Share information with students, parents, grandparents of those who are interested in attending OSU. Share recruitment packets through OSU Extension offices across the state of Oklahoma.
• Working with high school & college, vet med, and a minority alumni group to provide information about OSU through county extension offices.
• Sustainable agriculture research and education (SARE) has considerable minority Ag producer interaction.
• Administer an active state-wide recruitment program and participate actively in those programs (high schools, FFA & 4-H). Ag related shows and etc statewide. Part of NASULGC planning group for a National Academic Summit – Diversity is one of the primary themes of the summit. Hosted REYAP program for high school students on campus emphasizing science and focused on diverse students.
• Recruitment visits to schools in both rural & urban environments lead efforts to attract wide range & diverse group of students. Work with REYAP. Efforts to be sensitive to financial needs of all students and direct them to appropriate activities. Work to incorporate a diverse mix of current students to interact/recruit prospective students.
• As an Extension specialist, I am not directly involved with student recruitment but believe that I can make a difference as a representative of OSU when I interact with diverse audiences off campus. A warm and open attitude may make potential students more inclined to consider attending OSU.
• Wildlife Expo. 4-H WHEP.
• I advise the student subunit of the American Fisheries Society which conducts 2 fisheries technique demo’s each year. This helps recruit graduate students & transfer students to OSU. I would like to see this expanded to include high school students.
• Primarily focused through extension.
• CASNR & department recruitment programs ongoing.
• Consciously seek quality minor students for grad opportunities; some success with Native Americans.
• We work with federal resource agencies who administer programs targeted to attract Native Americans and non-white males.
• Contacted Stillwater High School counselor about AFS-Hutton Program.
• Students in my department are involved in outreach programs where they go to public schools, local and state fairs, expos, and campus events to recruit students for the department.
• I don’t participate in recruiting undergraduate students. I do try to inform students at scientific meetings about graduate opportunities at OSU.
• I primarily work with community based groups – Chamber, Main Street, city government. Interaction with potential students may be limited. Also, most of our work is done in rural areas. Native American population is probably greater than African American.
• I work through my professional society to develop K-12 outreach material, and to mentor potential graduate students on attending graduate school.
• Departmental student recruitment. Participation youth Natural Resources camps. Career presentations to groups. Visits to natural resource programs at 2 year schools.
• I speak to adult audiences around the state; many socio-economic groups are represented. Financial barriers are obvious for all.

Retention
• The department provides four student organizations to support students.
• Open-door policy; close relationship with students; reach out to students who need help.
• Advise students on a personal basis. Share my experiences & struggles with students. Participate in student learning communities.
• University is not backing programs already established.
• Mentor new freshman students through research experiences.
• Tolerance. Teaching it to the student body. Enhance strict regulation of hate crimes.
• Money available for education. Pay for programs when stating that they would do so. NSF OK-LSAMP BD.
• Many; I am a part of CTBS program.
• Being a sounding board and making recommendations if they are having problems.
• Act as teacher, yet offer guidance in other areas as well.
• We often have student interns and we share knowledge/experience with them.
• Promote diversity in media materials.
• Stress importance of college education. I try to be friendly to everyone.
• Work with student interns. Try to not only help them with professional knowledge but to direct them to the various resources on campus if they are faced with personal issues.
• Aside from casual chance meeting with students most of my exposure is to interns working for me or in my office.
• Administration is dragging their feet or reneging on their promise to support students for their final three years of graduate study.
• Education is essential to society. Provide assistance to grad student projects.
• We have collegiate 4-H which youth are invited to join.
• Make a list of services offered to students & post it on the web. I let them know of services offered & I listen to them & their concerns.
• Don’t know much about the services offered by OSU.
• Assist new transfer students in housing & class enrollment. Introduce students to (other) international design elements.
• Identify “struggling” students in my class …private discussions. Value the “individual” as well as the “student”. Ask how they are doing outside of school.
• I meet with students on their turf. They rarely come to my office. I don’t work on campus.
• Engage student workers in conversation.
• Annually participate in professional development as a professor and academic advisor. Well informed about campus student services. Have been recognized as an outstanding advisor.
• Hosted an international student for a day. Employ several student workers and treat them like people – not packhorses.
• I have student employees & am willing to give them time off anytime when needed. I am not directly involved with other students on campus besides my work study students & graduate students.
• I have taken several students from other countries to shopping places or rides home. Most international students don’t have vehicles. These people are good friends and I have good personal relations with them.
• As a person who hires 5-10 students a year, I see language barriers sometimes being a hindrance. Since English is our native tongue, it would seem to me that students should be able to communicate in English. To ask me as an employer to hire someone who I cannot communicate with is counterproductive at best.
• I have had students to dinner at my house or on outings with my family.
• I work hard to create a nurturing environment for all of my grad students.
• Unofficially mentor undergraduates of sharing personal experiences to encourage them to continue if they are struggling.
• Refer students to other service organizations if they need more help i.e.: writing center, financial aid, etc.
• Highlight salary differences between college grads vs. non-college educations.
• Indirectly – 4-H Round-up. Indirectly work at students of 4-H/mentor.
• Encourage sharing ideas, treat each student as individual, treat all issues as important, and develop diverse examples.
• If diversity of student background is an issue with performance, such as meeting assignment due dates – I try to give additional consideration to student within guidelines. Also, help student to look for available scholarships when finances are issue.
• Regularly scheduled sessions with advisors to follow up on students. Meet with students as they need help. Time is biggest constraint that limits efforts.
• I help in a class laboratory setting once every year. I try to be gracious and pleasant to all students.
• Limited contact other than student club & student workers. I have referred students to University Counseling Services.
• Focus on goals and set goals.
• Extra attention correcting English.
• Language barriers sometimes make it difficult to help student efficiently
• Talk with students to keep them in school
• By encouraging students in labs at the farm and their day to day activities
• Treat all students the same regardless of background. I’m not sure how you shrug off one type
• University Adoption Program-local church program
• Personally, I need to broaden my knowledge of available assistance for new students.
• Have flex hours.
• Stipends for grad students.
• I participate regularly at OSU Russian Club. It’s a non-formal organization.
• Expand the alpha program to emphasize the need for opening your mind when you come to OSU.
• We mentor and advise students to ensure success. We mentor and advise faculty and staff to ensure their success.
• I have students in my lab that I always talked to about college experience and struggles that they may face.
• Little effort to retain employees at OSU.
• Good retention.
• Retention of diversity is passive – no apparent bias for argument.
• Promote social interaction as well as professional activities for students.
• I work mainly with mostly graduate students. I regularly ask them how their research is progressing and help/assist them if they are having difficulty.
• I treat all, or try, people as I would anyone else. Having a wide range of friends & peers I understand that everyone is their own individual.
• We don’t work very hard to make existing non-traditional students feel welcome, fit in, etc.
- Challenge: Setting high standards while providing mechanism for all if able to meet goals.
- Staff/faculty interaction. Financial aid.
- Volunteer in undergraduate study session in the department; Advise student clubs (international students); mentor students in public speaking skills.
- I teach seniors, so retention is a mute point. I advise students, one-on-one, undergrad, and am treated to lots of xenophobic comments about foreign TA’s.
- For more than 20 years through our graduate student association we have held an international dinner. Faculty and students bring dishes representing their culture.
- I have volunteered to be an advisor for a foreign student association, and also been mentor for several foreign students.
- As a graduate who completed 95 hours, and then got married waiting 20 years later to finish, I very often tell my story for students to finish while they are here.
- Creating interest among the students about the projects involved in.
- Retention for international students is high. We need to focus on Blacks, white males and Hispanics. Also American Indians.
- Maintain a respectful & professional attitude to classroom students & student employees.
- Retention rate of faculty & staff who represents minority is relatively degrading.
- Reach out in my teaching & recruitment activities with students to make all students feel welcome and valued. I do not know the depth of services available.
- Interact with various groups. Volunteer as a speaker. Develop new seminars to reach & assist students.
- Advise students about academic resources available. Encourage career counseling. Provide jobs for students.
- We encourage all of our grad students to finish here before moving on to a job instead of trying to work & finish degree.
- Enjoyable & entertaining class. Approachable (I am). I can direct them to certain places, if not, I find out.
- Salary programs/staff & faculty. Merit increases/staff & faculty.
- Campus activities. Degree checks in student’s 90th hr.
- Assist all students with scheduling classes & students needing information form other sources on campus.
- Our group of graduate students tries to help one another. We try to be friendly and give advice when needed.
- Encourage involvement in clubs.
- Work too fast to get job done.
- Birthday bash.
- Close interactions/relationships with advisors/supervisors.
- Talk with potential students/faculty.
- Discuss and complete class assignments together.
- Give advice on undergraduate assistants working in the laboratory regarding some course that I’ve taken.
- Better interaction with students needing to stay focused in their studies.
• I participate in the international ministry at the BCM, so many times my goal is to seek out those students that may not fit in or may be struggling to acclimate to our culture.
• Involvement by our student success center with students. Development of learning centers.
• Inclusion in the entire scope of our programs. Equity in salary and incentive programs.
• Mentoring program for county educators. Developed a career ladder.
• The international Ag programs staff is only 1 person, who is from the Philippines.
• Providing access to resources and services on a limited level for students to explore diverse career options and receive assistance with developing individualized plans of action for their academic & professional development.
• Have a mentoring program for new extension employees. Provide a career ladder to improve retention of extension employees.
• We have strong retention record. I feel all students are treated very well. Strong faculty-based advising program. FIT (freshman in transition program) CLC (CASNR living community) etc.
• One on one interaction is important for all students. We promote this among faculty, staff and students. Advise clubs organizations, visit residence halls, serve as mentor, encourage involvement and engagement. We work to assist all students and actively seek out ways to help students connect with one another, with advisors, faculty department, College & university. Establishing a MANNRS chapter on campus.
• Information about potential programs in different fields is going to promote excitement about teaching goals.
• Mentoring students. Pairing freshmen & upperclassmen.
• Assist graduate students. Speak to undergraduates as a guest lecturer.
• Work with each of my advisees to maximize their opportunity to succeed. Assist students in finding help.
• Provide low-cost or subsidized day care.
• Grad students generally have excellent retention. Undergrad have been good after our summer sophomore camp.
• Advising students. Talking to them (students) about their goals.
• (1) Dedicated student advisors. (2) Climate of inclusiveness in department.
• I strive to maintain an open-mind, caring attitude and willingness toward issues regard to remaining a culturally diverse student body.
• Have participated in NSF-REU program in geography (1998-2004).
• The department awards numerous scholarships to undergraduate students and the scholarships are renewed as long as the student stays in the program/department.
• I try to mentor all students under my supervision with positive encouragement and a genuine concern for how they are doing in school (classes, home life, social, etc).
• I developed a graduate class on Professionalism that helps all students understand the disciplinary community and thrive in it. I work closely with all the graduate students in my program to encourage and support them.
• Assignment of faculty as advisors. Continuing scholarships for students. Maintain active student organizations. Involve off campus entities.
• Assist students on a daily basis. As a staff member, often with frustrating “administrative” procedures that I’m able to guide them through.

Partnerships
• Oklahoma Department of Career-Tech. OK Agricultural Teachers Organization. OK Agricultural Communications. Alumni of the Department.
• International teaching & research.
• Work with industry to secure scholarship & internship opportunities.
• Minority Scholarships.
• We bring in professionals in various areas to show students diversity w/in their major/career areas.
• How do these reflection questions align with OSU’s definition of diversity? I see incongruence.
• GPSGA, BMBASA, ISA.
• Invite professional speakers to know about ongoing research as models for students of color.
• NSF – funded minority program OKAMP.
• I did some consulting work a couple of years ago for Southern University in LA and they were quite interested in partnering with OSU because they had a nice BS & MS Program in urban Ag because I did not have a path for the students who wished to continue in school for Ph.D.
• There are funds for work study.
• On a project basis, I again work with institution such as Langston.
• Extension and 4-H does a fine job here.
• Through group sessions & tours. Doing activities together.
• Limited.
• Outreach to counties.
• My multi-state committee has groups come to present. We have had speakers of different ages, genders & nationalities.
• Encourage minority students to enroll.
• Involved with sister city program to acquaint with new overseas students.
• Involved with design scholarship foundation to assist some students design travel needs.
• Don’t really work at it.
• I have done presentations in conjunction with Langston University (an 1890 school). I have also done trainings for the Chickasaw Nation in Ada.
• There needs to be more federally funded scholarships or grants for those minorities in financial need.
• 4-H has to work with other organizations (REYAP, Langston 4-H). 4-H after school program to embrace diverse audiences.
• I do help with the freshman orientation organization. Our department has scholarships & internships. I believe we are a great department that helps so many students.
• Scholarship donor relations, distribute $85,000 in departmental scholarships.
• Encourage participation of diverse cultures with OSU.
• Encourage & ask for help in topics & work with them & listen to their ideas, explain the goal & how to include where diversity is not a problem.
• Work with community partner. Unaware of what some programs have. We offer $1000 scholarship for 4-H members. County education could & do serve as role models.
• Develop partnerships w/employers. Develop partnerships with colleagues. Share ideas with students.
• Our county extension offices in urban areas need to target under served audiences with a larger percentage of their FTE.
• Work with diversity groups in outreach project & community development projects.
• Interaction with Professional advisory council and other industry contacts – bringing in to interact with students and taking students to interact with professionals on field trips, professional meetings, etc.
• Targeted funding and programs are needed to make a significant impact. This competes with existing and new programs/areas.
• If one has graduate students there is the possibility of obtaining funds that would promote diversity. All faculty can be role models by sharing their experiences & backgrounds.
• Have done more than most to work with Langston. We offer educational scholarships that are not limiting – but have very few minority applicants.
• Insect zoo outreach to some of these programs.
• As a new grad student, creating partnerships has been difficult.
• K-12 outreach.
• It does not matter/It’s not my problem, it’s the person going to school
• We encourage work study programs/we offer part time jobs/work with industry to encourage internships
• Department works with many different potential employers
• Animal Science works with students in work situations at the farms and experiment stations as mentors
• Have a robust departmental scholarship program
• Currently hiring a student coordinator and I hope they have this ability, as an advisor I attempt to do this but probably fail students
• Encourage students to seek financial aid if they qualify
• Member of College of International Studies
• Collaboration b/w faculty of different race, nationality. Students of different gender, race, nationality, sexual orientation, etc. working together in classwork.
• Partners off campus are farmers & small business. No money or programs included in diversity.
• We have generally poor relations with Langston.
• We partner with programs that recruit and increase student diversity.
• Efforts by the advisor to involve students to become partners in executing the research program and be a part of successful outcomes.
- Our program that is actively engaged is the Outreach program. Our department has an individual who spends a great deal of time promoting this type of exchange of experiences.
- State & private Ag organizations.
- Interdepartmental. Interaction not encouraged.
- (1) Joint project with Langston faculty. (2) Guest lectures at Langston.
- We can “show case”/present our research via a website that can be made available to “Project Lead the Way” to high schools and career tech schools that include diverse populations.
- Engage in off-campus educational programs (OCES) that promote understanding of environmental issues in minority communities.
- Pawnee Nation of Oklahoma has a partnership agreement with OSU.
- Have co-operative classes with other university.
- Work with a large number of governmental, non-governmental agencies, schools and other organizations.
- I’m involved in Christian prison ministry and work with all types of persons in prison – Afro-Americans, Hispanic, Indian, etc so I’m very involved in diversity in the capacity.
- Work with Langston University & variety of groups in agriculture to provide education about programs.
- I am a research faculty member primarily and deal with government agencies primarily. I meet with internship providers.
- Through our church we have the university center and many activities for the college students. We have “Adopt a Student” for the year so they will have the feeling of “home”.
- Inter-university/inter-disciplinary projects help to develop effective partnership.
- I am active in OK Eng Foundation which provides scholarships. I am involved in ASCE & OSPE who do programs in schools.
- I have seen very few collaborative effort among faculty which represents other ethnic groups.
- Have actively promoted our minority students to potential employers, helped them get internships.
- Workshops, seminars, conferences.
- I assist the Stillwater Children’s Museum in their K-12 outreach program.
- I work/volunteer 1 day a week at community center that promotes diversity.
- Work with other agencies to get dollars to support student work.
- We work with all interested communities; regardless of makeup.
- My current activities are neutral to all groups from all backgrounds. I advise grad students, mainly internationals.
- I really don’t know except as mentioned above. OHLAP is a great program & helped one of my children through college. Our small high school gives out several scholarships also.
- FFA contest directors have written grant proposal with specific minority recruitment program.
• Other university & colleges can partner by telling each others students about good programs.
• Businesses I have worked with are not diverse.
• Articulation agreements. Partnerships overseas. Overseas student classes. Scholarships are available through the department & outside entities.
• My office provides assistantships. Faculty mentors.
• Many nationalities and ethnicities are represented at my church; cultural differences are celebrated.
• Big Brother & Sisters of Stillwater. Sunnybrook Christian Church.
• Students are encouraged to aid each other in various research tasks.
• Collaborative studies with other schools.
• Speaking to communities & civic groups.
• Seminar for recruiting. 4-H Clubs & high school FFA program.
• Will need to mend the Stillwater Community as a whole. We have not as a community embraced our largest contribution to a public university instead we have scammed the public with the feeling of “taking over”. In reality the changes that are taking place will benefit the community by destroying old slum housing.
• We have partnerships with several international institutions; including Langston University (in US).
• Engaging students with the real world through limited group tours of employer sites, as made possible through employer partnerships.
• Work with tribal environmental specialists through SARE and other programs. Work with minority landowners association (TOHTA). Work with specialists and administrators at Langston University in SARE and other agricultural programs. Work with the Association of Ext. Administrators from the 1890 universities. Work with USDA agencies in state on diversity and inclusion issues.
• New partnership with REYAP is promising. Need a stronger partnership with Langston and high schools with diverse student body.
• Active in the community/school. Work to embrace an inclusive philosophy in everything in which I am involved. Work to help student establish role models and learn of the success of others.
• Work with community groups and civic organizations.
• Weyerhaeuser, Huber, OK Dept of Wildlife Conservation, Fish & Wildlife Service, etc.
• Mentored summer research interns for minority students.
• Work with many partners both private and public.
• U.S. Forest Service & some private corps actively recruit forestry students of diversity for summer jobs – in some cases they have provided assistance (financial) to undergrad students.
• Not familiar with any done in this area for undergrads. Participate in graduate education of University of Chihuahua (Mexico) students.
• Aquaculture link with Langston University, but only had one student enter grad school in last 20 years.
• Yes – role models & assistance programs exist in the off-campus partners that I associate with.
• I have worked with disadvantaged young people as a court appointed special advocate and encouraged teens to continue their education.
• We have partnered with EPSCOR to improve our outreach program. EPSCOR provides financial support.
• State: OK Dept of Commerce, Rural Enterprises, OK Career Tech. Locally: city governments, Chambers, Main Street, Econ Dev Authorities.
• I write grant proposals for research that pay graduate student stipends; this year I wrote a proposal to develop a graduate focus (with 4 graduate assistantships) in an area of national need.
• On campus visits by professionals. Internship directed toward minorities. Minority graduates invited back for visits.
• My church welcomes anyone and has college student programs. Hired an international student programmer on two occasions.

Campus Climate
• CASNR FIT Program reinforces cultural homogeneity instead of heterogeneity, i.e., “diversity”.
• Lack of adaptability – new blood preferred over promoting & investing in employees with long-term commitments to OSU.
• Ag- not too diverse.
• International students feel safe on campus. We reached out for other culture students to get diversified cultural knowledge.
• Diversity programs available.
• To me it is very diversified! Much more than the city itself!
• Gays feel they are the most insecure. I don’t believe our college atmosphere is ready for minority leadership.
• Students of color are represented in leadership roles on our campus.
• I think it is fine. Especially in our department Biochemistry & Molecular Biology.
• From what I’ve seen the new VP thinks diversity = black.
• Only warm and welcoming to athletics.
• We have plenty of issues with intolerance in our office. Currently our first contact person has a habit of differential treatment whenever someone of color or a different ethnicity enters our office. I could tell you stories.
• Do not have student’s involvement, but yes I will almost always make a point of saying something to point out ignorantly and bigoted remarks. Yes, all those activities for which I reach out.
• Extension is very “white” organization. Don’t really recall any minority interns other than female.
• Atmosphere on campus is not good. Morale is very low among faculty, staff, and students.
• Diversity of colleagues is not determined by me, it’s determined by administrative hiring. I can’t “reach out” if they don’t exist. Campus does a poor job of promoting diverse interaction.
• I believe campus is making great efforts to diversifying campus life.
• Depends on the matter.
• 4-H is a warm & welcoming organization. However, our office space is not handicap accessible. It limits who can work there or visit.
• The only limitations I see are what the students put upon themselves.
• Lecture students with broad scope and design elements & and culture diversity in design.
• Interact with faculty and students on study abroad program.
• Advisor & mentor minority students & student clubs.
• Speak up when hurtful/racist comments are made. Integration of accessibility/diversity. Inclusion in curriculum.
• I serve a diverse clientele. For example, several of my advisees are Native American.
• Have hosted diverse groups of students and faculty at social gatherings. It has been fun!
• I notice when students are not included in decisions.
• Decisions in the department affect all students equally regardless of race.
• Current administrative attitudes reflect negatively on campus environment.
• I am pleasant to all people. 4-H works hard to include Langston. Continue to offer Civil Rights training. Focus on attracting diverse groups to 4-H.
• Encourage minority involvement in all activities. Welcome new employees and students hold ethnic gatherings – perhaps food or culture demonstration.
• Have participated in the role of female teachers in College of Ed. We are merely experiencing the fact that Oklahoma would not be the first choice for all audiences. New York & California are more attractive places for people of certain uncompromising philosophies.
• Provide diversity training to volunteers & teen volunteers as part of the volunteer certification process.
• My college is Ag. We do a great job of advising students. However, many minorities do not fully understand all of opportunities in Ag.
• Students (mostly former 4-H members) feel welcome in the state 4-H office. They feel free to visit faculty & staff.
• Maintain a professional atmosphere in courses. Provide opportunities for all persons to fully participate.
• I believe we have a positive climate. The problem lies with attracting ethnic student/employee.
• I believe our climate is generally open & welcoming to people of color (but not disability & sexual orientation differences).
• Not many “students of color” in my discipline. Agriculture is not traditionally a program “students of color” are interested in.
• From a new student perspective, there isn’t much promotion of clubs or activities.
• Campus has activities on MLK day.
• Advisor to an international student organization had to deal with racial stereotyping several times
• My research group is diverse, I have had little to no diversity issues with the students
• Campus is going overboard on promoting diverse programming
• Campus is not friendly to international
• Involve all students in class on discrimination
• In class I teach and promote diverse ideas
• Have noticed the distance between student and environment/very little interaction with all involved students/faculty/staff
• It is very welcoming to people who “look” like our workforce
• Welcoming and sensitive to minority population student body
• Peer pressure may be most limiting
• Students of color are not included in decisions that directly impact them but that is not a recurring problem on campus
• Increasing costs of tuition limit students ability to come to OSU unless they have large amounts of financial aid
• Farm Environment-warm and welcoming, have many students k-college visit
• Help struggling student employees with advisement @ college
• Our geographical region has more to do with our current population than does any diversity issue
• Department has hired diverse faculty, and I strive to and enjoy collaborating with each of them
• Social organizations based on wealth, etc.
• Plenty of diverse groups and programs.
• Most of students in our labs are international students from different countries. We have a good time with each other. No problems.
• The campus is undergoing significant change without any competent/obvious direction. This leads to a great deal of stress for students as well as faculty/staff. This topic could fill several pages.
• Not proactive only responsive to issues, specific incidences, or perceptions. Resolutions occur and that’s it. These actions only increase hostility and result in lack of inclusion.
• Universities seem pay more attention on sports. Only superstars have beautiful time.
• Participate in activities for international students and Native Americans.
• Many diverse activities in which all people are welcome eg. nationality events, sexual diversity events, gender events.
• Good grief – how much more diverse can you get …people from all walks of life being taught by people from all walks of life. This even trickles down to Stillwater public schools as well. Definitely a presence of diverse students, but not necessarily as diverse of a pool of teachers….
• Eliminate contests that emphasize racism – such as “Miss Black OSU” contest.
• Other than fair hiring practices, I am not sure of most campus wide efforts.
OSU is a very warm & welcoming campus. However, certain groups of students are not included in any activities because of their national origin.

We try to have various social activities to involve all individuals so they can feel more involved and a true part of the campus environment.

Not promotional for staff.

Few minorities compare to other institutions.

Good environment, could be improved a lot.

The campus is extremely “conservative” as a whole. I would like to see more diversity of ideas.

Variety of programs available to learn different cultures.

Diversity as far as I can see does not seem to be a visible problem.

If a student comes to me without full understanding of issues that they seem to not understand from a cultural standpoint I try my best to explain how our culture relates to ours.

Accept others—including not only different races, gender, but also lifestyle, religion, etc.

Most social activities are focused on “Oklahoma” tradition, which have a narrow-minded, non-diverse focus.

In my department we are inclusive if people are willing to work. Largest challenge with students getting them to give students of different background a chance to prove themselves.

Offering International experiences (study abroad).

New employee orientation was very diverse staff of people—gender, race, age and ability and culture of origin.

Currently there are prayers at dept. and student functions. We hired a diversity statement for Schmidly’s strategic plan. No, I don’t speak up when there are racist and sexist comments because it will negatively impact my career. There are good ol’ boys who aren’t going to change without some convincing and that’s not my role as a young faculty member. Yes, I reach out to a diverse group but that will not create a more diverse student body since I am not in that group. Having come from another university, I am surprised there isn’t an EEOC 10 minute lecture before all hiring processes. I don’t see the new “AG” dorms as helping improve “AG” students’ attitudes toward diversity.

Different departments need to be more interactive with other departments pertaining to diversity.

I notice several times that students and faculty members have prayers at meetings on campus. I think this should be advised to be banned not to discriminate non-Christian people. I also think we need to hire more minority faculty and staff for campus diversity.

The dept. and office is warm and welcoming to all. Efforts (work and study) are rewarded—without special attention being made for color differences.

Campus climate is quite open and inclusive; off campus stakeholders sometimes less so.

One dept. that I worked here at OSU certainly did not interact with their fellow workers and you did not feel free to voice your opinion. There was hostile
retaliation. It’s refreshing to now be in a dept. where that is not the case. At least I realized that not every dept. of OSU was like my first or I definitely wouldn’t still be here.

- Campus community is accepting of diverse individuals.
- Climate is not inclusive.
- Appears to be a sense of apprehension to express oneself. Being “forced” to see diversity rather than work as a team.
- Create warm/welcoming environment in classroom. Do not allow discrimination by students or research assistants.
- From my perspective it is warm and welcoming. We speak up to defend minorities. I have not noticed students/faculty not being included. The campus/department/division could promote more diverse programming.
- Work with clients/professionals outside the university. Do not consider race, or any other factor when considering applications.
- OK, however, departments need to think about cross-cultural activities.
- Pockets of individual cultures and races – no intermingling between. Don’t know how to improve that other than gearing more activities and events toward multicultural nights/special seminars.
- This is tough. This campus is comprised of more rural, predominantly Caucasian students. It is sometimes hostile. Some of that is youth. I strive to be welcoming to all students who enter our doors. The OSU climate today is not much different than when I was in school in 1970’s as far as demographics are concerned.
- I see a lot of progress in this department in hiring women.
- In certain environment I have seen hostility & un-welcome for internationals.
- We try to recruit minorities for professional positions but are very limited.
- I have always been inclusive in the work environment to everyone and am well-aware of affirmative action and take it to the extreme in my office environment.
- I have not run across racist situations.
- Campus climate is probably more inclusive than many communities in Oklahoma which is not to say that it is possible.
- Environment does not purposefully exclude but we may do many of those things without being aware.
- Participated in faculty associates program in residential life. Encourage study abroad programs.
- Yes, warm & welcoming. To be honest, my classes are not diverse. Primarily, white males & females. Is this a product of the College of Ag?
- At the end of the school year (May) our office offers snacks to students in our building. We have been doing this during finals week.
- Many campus organizations (including LDCC) welcome all cultural backgrounds and strive to educate members about diversity.
- Yes, the campus is very welcoming to all students with many different clubs for students to join.
- Maintain a professional attitude at all times.
- The environment is welcoming and an effort is made to learn about diverse cultures.
• Birthday bash.
• Various mentoring programs for engineering students.
• Provide jobs for students.
• I reach out to include diverse people in my activities.
• Success center efforts. Faculty interests. Student organizations.
• Make sure minorities are adequately represented on committees, awards, & internal grant programs. Diversity training at periodic intervals.
• Not very applicable to my career of work – extension. Promote OSU through state.
• Knowledge is power.
• Overall very positive but we have had some significant incidents. These set us back and indicate that we should be doing a better job.
• Absolutely!! We work to establish a friendly open, supportive environment that embraces diverse viewpoints, experiences, cultures and backgrounds. Freshman orientation interweaves this into every lecture.
• There is plenty of information available regarding color people that have been successful at OSU.
• As an Extension specialist I have no experience with student perceptions regarding the climate on campus.
• I do not currently sense any racial tension on campus.
• Great climate – people very welcoming.
• Seems segregated as is.
• We have students, faculty & staff from many different backgrounds & are enriched by the many different experiences that each shares.
• O.K. but the majority (great majority) are white – and that dictates climate.
• I strive diligently to be, act & speak with cultural sensitivity & respect in all that I do.
• The campus climate is warm, but the student body is fairly homogeneous (whites).
• I am open to everyone; I treat every one as I like to be treated.
• I believe the climate to be generally welcoming to students from all backgrounds.
• I have limited interaction with students, but I believe myself to be friendly & inclusive in those instances when I do have interactions.
• I try to be warm & welcoming to all. Our department & college doesn’t adequately try to promote faculty/staff interactions. Do not try to learn from each other – in fact staff are considered 2nd class citizens.
• I do not engage in discussions that involve hurtful/racist comments. Race/color is not an issue in any of our activities, except that in my Professionalism class we welcome input about students’ cultures (those from other countries).
• Understanding that a few individuals can harm any diversity efforts. I am pleased at level of acceptance and involvement of minorities at OSU.
• My environment is a helpful & welcoming place for students & others who visit the department. I don’t tolerate discourteous behavior from anyone.
• Yes, open door policy. My opinion is that the campus offers much toward diversity without hindrance.
Professional Development

- Leadership training programs; LEAD 21, OLAP.
- Lots of good seminars. Unable to make vertical moves after training.
- Presented a workshop at national leadership conference on modifying leadership training for diverse audiences.
- Teach diversity in my communications class to try and eliminate stereotypes.
- Interact with a wide variety of people with a wide variety of perspectives, ideas, etc.
- There is collaborative work going on in labs only.
- When I lecture, I provide slides with added text for hearing impaired and audio recordings for visually impaired. (Also, video recording for hearing impaired.).
- We have been trained to work collaboratively with diverse individuals.
- At one time, departments were reimbursed ½ of staff seminar/training expenses. (Including diversity training). A good idea!
- I try to be sensitive, but not enough is geared toward diverse audiences.
- As part of my job, I feel that I have a duty to discuss diversity (the ethnic makeup of a video) when planning a video, I try to be sensitive to others.
- Unit needs to rebuild and incorporate a more open and inclusive attitude/environment to new employees and then address outsiders on a better footing.
- Classified staff is given opportunity to attend workshops on various subjects.
- I’m pretty inclusive and view people by their action, rather than race or religion. I try to explore cultural differences on a regular and frequent basis. I grew up all over the U.S. and in Europe.
- In publications, I try to include all races in the photos used.
- One of the things I enjoy about doing a television show about horticulture is the diverse people that I get to meet on a daily basis.
- I don’t think our field is attractive to a diverse group.
- Working with students and clubs, I feel I am learning as well as teaching.
- Women in science.
- I don’t think that the campus discourage students with institutional structures.
- Invite a range of diverse speakers to participate in program.
- Participate in rotary scholar program by teaching abroad. Participate in studio exchange program with Japan & Peru University.
- Lead a study abroad program.
- Discussions & workshops at national meetings & regional meeting on diversity. I’m very sensitive to cultural differences.]
- I have attempted, in my professional life, to make myself more aware of cultures and people who are different from me.
- I’ve attended previous diversity training.
- Can’t please everyone.
- ACOP/ESCOP Leadership development.
- Participate in state & national meetings open to all people.
- More opportunities for conversations on these topics would be helpful.
• County staff are provided training for working with county clientele & reaching new and expanded audiences.
• Need improvement here.
• Am involved in a number of diversity training activities. Instill/support/encourage openness and inclusiveness in trainings and interaction with youth & volunteer (adult), and paid staff. I am always open to interview and hire people regardless of differences based on their experiences and abilities.
• I have not participated in such discussion/education events. Everything competes for time and this is not my highest priority.
• I have attended various trainings & encourage staff that I supervise to do the same – we offer for county extension staff some training related to diversity & cultural sensitivity.
• Our programs are off campus for non-students. We encourage attendance by all but these are not students.
• Participate in conversations with students.
• Students attend & present scientific research at national meetings.
• Have supported/encouraged the hiring of diverse faculty
• Continued Education/Continued Recruitment
• My area of research almost demands interactions, discussions and working with diverse groups
• One of the ways to show up the professional development is the result of research activities from our students.
• No professional development to improve diversity exists.
• Offer free Spanish language classes for staff & faculty as well as graduate students & ultimately undergraduates.
• Encourage interaction with diverse groups. Travel to different regions.
• Seminars, opportunity to attend classes towards advanced degrees.
• There are plenty of continuing education & job enrichment course.
• Not encouraged or just denied.
• No rewards for furthering education.
• Equal opportunity for everyone.
• Good opportunities for improvement.
• Allow support employees to make a living wage that would attract diversity.
• Supporting professional staff is not enough.
• I personally have very little contact with any undergraduate students.
• Our faculty level, this area appears to be multi-cultural neutral.
• Joint projects with diverse faculty.
• Offering seminars to educate.
• Stress need for personal acceptance of others with differing views.
• Try to include my own students in training-usually quite a hefty fee-that will give them better tools to face our present global economy and service.
• Having grown in a professional environment, I have had conversations explaining the need for tolerance, consideration, and diversity.
• I’m constantly being involved in discussions that challenge my stereotypes.
• I previously worked for the Pawnee Nation of Oklahoma—they have a partnership agreement with OSU through their tribal college might want to check on this.
• With the large number of organizations I work with, a diverse group of people make up the crowd.
• At professional meetings, I seek to interact with all scientists present regardless of color, sex, etc.
• I work with diverse groups in a variety of programs—each experience adds to my professional background.
• Need more personal involvement of more people.
• Part of the pleasure of working on campus is to share ideas, feelings with the many different individuals—ages. It depends on your attitude of working with college students.
• Review panels. Participation in professional books.
• Voiced opinion but it is constantly argued. Even diversity is argued.
• Opportunities are available to all persons.
• Diversity not discussed at national meetings.
• I do not participate in racial bias or stereotypes but I have witnessed it. I have not participated in any diversity discussions at professional meetings. It would be a great idea. I have not voiced any concerns.
• Little bit different in locating the students in different nationality or country of origin like assigning TA job.
• Professional development is mainly geared to administrative and secretarial-staff is much more diverse than that. You need to have courses that are geared toward their specialty i.e. Lab manager not only manages people, but also needs to efficiently run safety training, inventories etc …but we don’t get rewarded for those things.
• ASCE & OSPE discuss diversity constantly and the primary advancement appears to be increasing the number of women entering engineering.
• Lack of opportunities for some people based on color and ethnicity exist on campus.
• While trying to be sensitive to others cultures, I’m limited by my lack of knowledge.
• I have participated in several formal and informal discussions that challenge my biases and stereotypes.
• I am involved departmentally & professionally in this area. We actively seek women & minorities to fill open staff & faculty positions.
• We don’t have much training on campus.
• Try to visit with other department members.
• I have been through “diversity” & “gender” training at 2 previous universities; our professional association has organizations for women and people of color and they host several sessions at annual meeting.
• I do voice my opinion that diversity should be embraced.
• Take advantage of opportunities to interact with all types of people.
• Have not taken overt steps but try to be open with all. Have worked overseas and work mostly with international graduate students.
- Rarely participate in pointed discussions about stereotypes – handbook has decent set of policies on the topic.
- Agricultural Econ academic profession is pretty inclusive at the professional level. The National association, AAEA has a section on women & another one on Blacks in Ag Econ.
- Genuinely challenge racist comments. Openly support groups that celebrate diversity (OSU Wesley Foundation).
- We as a department are sensitive to the learning needs of students.
- I do challenge my views. Primarily with colleagues though. I do not participate or know about campus wide effort…except for this workshop.
- “Incentive Pay” for professional development. Career ladder (OCES).
- Attempt to keep up with knowledge in my area.
- In many classes I have been in a position to discuss views different from my own.
- Awareness of learning opportunities.
- I actively think about improving my bias and talk to others about it.
- Provide training for staff through annual conferences, staff development & training seminars.
- Provide resources for faculty to attend professional meetings. Sponsor grant writing workshops.
- Promote the study of languages, which tends to open people’s minds to other cultures.
- Employees encouraged to get broad professional development. Provide diversity training at times at annual extension conferences. Received diversity training through national extension service. 2 year national ext leadership program with included training.
- At nation level for administrators. I have done quite a bit. Limited on campus.
- This point is delicate because there are topics that are not commonly discussed in public.
- My participation in professional scientific societies etc is very limited. I am involved in Toastmasters International which is a very diverse organization that aims to improve communication and leadership skills.
- Geographic variation in location of forestry (option) Major summer camp.
- Assisted student in attending National Professional diversity activities.
- Various opportunities appear to be offered.
- For diversity? There isn’t any.
- As a department personally we invite/encourage people of all different backgrounds to share, so that we can learn form each other.
- None.
- The potential pool of individuals in some professional circles for enhancing cultural diversity simply may not exist, likely out to cultural factors unrelated to any group’s bias.
- I try to consider & encourage diversity & discourage bias with my college-age children.
- I have 2 international research projects going on right now.
• Excellent in our department, much time and effort devoted to professionalism and setting examples for students, but needs improvement on a campus-wide scale.
• I try to be open minded and listen to all views.
• I have recently had some interaction (instructor) with an online university that has a large population of African-American students.
• Yes, challenge my bias.
• I have helped encourage and develop the Cultural Diversity Committee of my professional society.
• My background and previous training/experience leads me to involve diverse audiences at all levels.
• Yes, I have those conversations. Professional meetings don’t address it.

Assessment
• Annual appraisals, promotion and tenure process for faculty. Traditional course-based assessment for students.
• Those in charge or who wrote the applicable assessment should be the ones conducting the forums.
• Our campus may have a diversity plan, but it is nowhere in the home-light. I feel that such a plan exists solely to quell any lashes from groups such as the ACLU. I don’t believe the plan is sincere and true to its nature. It would be nice to see diversity issues play a larger role in a campus such as ours that is predominately Caucasian.
• All matters are mentioned to the graduate students. No data collected. I keep my association appraised of all issues regarding graduate students. We do not collect any data. Sending a “messenger” was a huge mistake. Dr. Thomas needed to be here to answer questions that the speaker could not answer. They were openly hostile to him and he couldn’t respond in ways the powers that be can.
• No assessment being done.
• I have my own feelings that diversity in all forms is what makes our country and in turn, our university, great and strong; outside of this I do not have any other data.
• I have only indirect contact with student body. I have not read any diversity reports.
• I have examined data/reports. No, they’re not thorough enough to capture all the cultural influences present in society.
• I do not know what is available to minority students.
• Financial aid determined mainly on parents financial “assets” and current salary.
• Acceptance of diversity in the workplace could augment efforts with students and public.
• I am mostly aware of what was available when I was a student, but I know that times have changed a lot since and more things are available now.
• Assessment reports are broken down by gender only as far as I know.
• Diversity is such an important issue – it is a shame that this session was such a waste of time.
• I am not aware of any evaluations or studies done on our campus regarding diversity. But I think we should be aware that there are people that can impact our community if we allow & accept diversity.
• Read/examine the diversity reports & make comments. Read report about students learning experience after/before their study abroad.
• Our department’s faculty needs to be more diverse, currently dominated by white males.
• Look at diversity records. I am aware other cultures with different needs are out there.
• Consider improvements daily. Set short term and long term goals and means of assessment.
• Need improvement.
• Have a basic knowledge of access, enrollment, financial aid & educational contribution of the university from personal and family member experience only.
• I will do my best to honor a university as I see fit it needs to be honored. I believe diversity is very good, I wouldn’t be the person I am today without the cultures I have interacted with. I appreciate your efforts, but I am very busy with my job and my personal life.
• I keep up with financial aid/scholarships etc. I have not read the education reports, etc.
• I do not understand or know the economic impact of diversity. I think there should be more statistical data and information provided to the audience in the opening presentation (not just definitions).
• Fair evaluation of performance.
• Work only with small group of grad students and they have no reason to complain about diversity in our small area of work
• It bothers me that we have the “we’ve always done it that way” mentality in our OSU registrar/bursar and other student offices
• We collect data on a monthly basis to determine the number of minorities that participate in extension programs
• Advise few students of color as academic advisor and am aware of programs that are available
• Current assessment efforts at the departmental level deal primarily with academic and economic parameters = not cultural.
• Did not realize the many issues involved.
• This seminar is an excellent way this university is assessing diversity.
• Probably number counting.
• Self assessment in time based on outcome of students program and completion of degree requirements and graduation.
• Take the time to assess where my advisees and students I became in contact with are doing. It takes time to find the best way to overcome limitation individual and as group
• It is my understanding we cannot ask about or include diversity as part of selection process for scholarships.
• Project based evaluations.
• I believe diversity and acceptance of diverse populations is at a good place at OSU.
• Use OCES program activity report to report minority contacts.
• Poor.
• I am not aware of how financial aid is awarded – could this be of help in recruiting?
• I was previously in Admissions so dealt with students from all backgrounds.
• I have examined what we have but it is limited.
• Most staff treat female faculty with less respect than male faculty.
• I have not made myself aware of these types of indicators. It is a good idea however.
• I’m not aware of how students are assessed before enrollment.
• Generally not aware of most item but have never been aware of problems in allocation of scholarships.
• I understand economic impact and need for diversity.
• Glanced over diversity data each year, more info about trends would be useful.
• I served on the faculty council and some of diversity issues were discussed there.
• Not sure & haven’t checked much.
• I have done very little about assessment.
• I believe the campus is actively having meetings & processing assessment.
• Yes, there is a cost associated with letting race interfere with hiring and sensitive practices.
• Complete over 20 reports a year.
• Review existing diversity in FAPC.
• I do believe staff, students, etc at an educational setting need to be trained in diversity to encompass all groups.
• Periodically review diversity profiles.
• Keep list on diversity of staff and diversity of audiences reached.
• Respect that people have different filters and try to use their differences to strengthen the organization.
• Not much happening here until the current program. We have some data but do not push to understand what we have or what to do.
• I am not aware of institutional steps to increase diversity beyond raising awareness.
• Perceived as excessive.
• For diversity? There isn’t any.
• Presenter could not tell us what metrics the office of Institutional Diversity will use to measure success.
• I believe that all OSU students have equal & equitable opportunity for a quality learning experience at OSU.
• I have not participated or am aware of assessment.
• Don’t know a lot about assessment programs at OSU. Don’t know economics.
• I understand the economic/cultural impact of diversity on a community.
• Good.
• I do not know about the enrollment * access issues related to diversity. I have not conducted any research. I do not know what questions are important to ask.
• I reviewed much of this info when I wrote the National Needs Fellowship Proposal in April 2006.
• Assessments done at department college levels.
• I haven’t done this. It seems the campus is assessing adequately.
RECOMMENDED ACTIONS FOR IMPROVEMENT
AGRICULTURAL SCIENCES & NATURAL RESOURCES

Recruitment

- Hire a professional recruiter that is skilled at targeting women and minorities. Currently our recruiter is a graduate student who knows very little of professional recruitment strategies. Yes, CASNR has people in positions, but their backgrounds do not enable them to go beyond the status quo.
- Offer scholarships to women and minorities to study AGED. The other problem is placement, only 3% of the AGED teachers in OK are women, none are black, and many women and minorities are openly discriminated against in the job market.
- Funding is not available to conduct as many as needed by department. Partial funding to assist in hiring diverse faculty would be helpful. Scholarship and fellowships for undergraduate and graduates students would be helpful.
- Need a plan that targets Hispanic, Native American & African American students.
- We need better information about the quality of undergraduate education in other countries for us to evaluate incoming graduate students.
- Inform seniors about graduate programs early, say September. Many undergrads are unaware of the differences between applying for undergrad programs & grad programs.
- Offer additional funding based on need rather than academics.
- Attend other schools w/other areas than Ag. Create more scholarships for students with different cultural backgrounds.
- University to back up program.
- Recruitment from American Universities for traditional programs. NSF-OK-LSAMP BD recruitment – both organization and progress.
- Have a formal organization to recruit from high schools not expect departments to do so.
- Mentoring programs for minorities in K-12.
- I think that a speaker’s pool of people from different disciplines both staff and faculty, that could be made available to K-12 school, would be a great way to expose schools and students to possibilities at OSU.
- Emphasis (as well as funding) for more projects and extension programs dealing with ethnic minorities. These programs should not target the individual per se, but rather issues they as a group face. Also, it would be nice if the university had resources to handle Spanish and other language translations on campus. Often, I’ve had to struggle to find competent translators.
- Become more active in community. I provide printed materials for some programs.
- More money and more staff = more materials produced that showcase diversity to our audiences.
- Do something to enlist acceptance of colleagues as professionals-then strengthen diverse attitudes.
• Classified staff should be sent to professor meetings related to their jobs also.
• Advertise staff positions in minority newspapers, etc.
• We could target “diversity” as a workshop and have different groups present. We could ask persons to share experiences about being stereotyped.
• Let the public know services are available.
• Make sure we continue to feature a diverse range of individuals in our programs.
• Attend more functions with possible diversity. More involvement with diverse individuals.
• Include diversity issues in curriculum.
• More recruitment for DASNR in urban areas, especially Tulsa.
• In order to achieve a higher or more diverse population in school, one must recruit from in and around different communities.
• More scholarships. More open access to facilities for youth functions. Greater support for 4-H, FFA & other youth programs.
• Provide programs & activities about department to clubs & organizations.
• To have more departmental presence in school i.e.: labs, speakers, etc.
• I think OSU does a pretty good job of recruitment if students can afford to come.
• Consider reducing or eliminating fees for children of faculty & staff the way other universities do. My two alma maters, University of Missouri & Cal Davis both have programs for children of faculty, staff and alumni.
• Become more aware of client goals addressing diversity.
• Each new student be mentored by training personnel in diversity. Make aware about tornado siren being tested & such so as not to be afraid. Explain tornados & explain about various ways university works per need.
• Change the image of OSU in particular and Stillwater in general. Our image in much of the country is as a “Mayberry” town in the middle of a state not known for its diverse population.
• Attend more community functions. Include private schools on mailing list, offer school enrichment, start a club. Find out dates when career fares are held.
• Direct conversations. Email communication. Active recruitment. Minority employers.
• Larger numbers of paid field staff/county educations to meet programming needs & demands at county level. Funding to support educational programming efforts. OSU quickly respond to family inquires about attending OSU.
• Join outreach committee which goes out to K-12 schools to inform students of career possibilities.
• I tried to get our diversity office engaged in a minority high school & made initial contacts & nothing was done. I was totally discouraged. No follow-up or accountability. This even happened 2 years ago. Recruitment continued—additional recommendations. A step in the right direction is to figure out how to cooperate with Langston.
• Target minorities where appropriate. Target minorities where possible. Better understand what are mentors or diverse persons.
• Recruit a more diverse group to attend. Provide more encouragement to attend college. Create better linkages. Actively recruit sponsorships for those in need.
• Create summer camps related to my subject area to introduce students to the topic, profession, and campus.
• I’m paid for an 8+ hour day. What would my extra pay be for doing OSU recruitment?
• Need more administrative support at both schools. Could develop some actual youth programs in conjunction with total university related to diversity.
• Have all campus recruiters know what’s available at OSU not just in their field.
• Student scholarships. Visit high schools and help in the transition to college.
• As far as international students, once they’ve been admitted, many still have a language barrier.
• National wide search and all channels possible.
• Representation from each department at high school recruitment events in diverse school districts.
• Inner City Extension Programming
• More information for potential and future students on financial aid, diversity issues, race issues
• Bring students to campus to see and learn about professions
• Encourage minority and blacks to participate in faculty and professional positions of university
• Recruitment materials that focus on specific major to be used for prospective students
• Invite minority students for science days and provide faculty incentives help
• Offer jobs for minority students at livestock show, in labs, and have wages subsidized
• Have more effective specialized studies
• We need to recruit grad students. We need other universities to recruit diverse students so that there is a qualified pool of MS and PhD candidates.
• Our faculty needs specific information on goals on their search committees for new faculty
• It’s very easy to all into the problem of recruiting people who are “like” you
• Recruit more in Tulsa and OKC and non-traditional Ag k-12 schools
• More interaction with admissions
• Maybe more on campus recruiting
• Make efforts to expose area students to the various degrees at OSU
• Applications and resumes prior to employment
• Increase in wages
• Increase funding for recruitment
• More scholarships to persuade students to come
• Current outreach programs need to be communicated to faculty and staff
• Financial barriers are difficult to overcome/lower costs and up scholarships
• Get faculty with diverse backgrounds to visit with prospective students
• Expand recruitment activities from only African American students to other ethnic backgrounds (Hispanic, Native American, Asian)
• Offer more scholarships/assistantships for minority and international students to help recruit qualified students and to increase competitiveness
• Provide information on financial aid in ways that are easier to access
• Hire more handicapped people. Don’t put edge on people of different people.
• Hire the best for the job.
• Offer more scholarships for foreign students.
• Recruit in areas outside of Ag.
• HR needs to have rules that assure that all hiring procedures are consistent.
• International students are not included as TA’s or department committees, activities. Few minority faculty. Need to help low income rural students. Need diversity training/diverse happy hours.
• Looking only academics can also look at their behavior and social background.
• Targeted domestic advertisement & educational programs for under representative groups.
• To organize non-formal clubs uniting different students with different backgrounds, country, language, religion.
• Conduct more visits to schools to communicate with prospective students. Establish more active “formal” programs bring students to campus.
• For students, (undergraduates) high school recruitment – recruit students from different schools with different cross sections.
• Language barrier – have no problem with any individual being a part of this university – but-they need to be able to communicate effectively – or provide us training to be able to communicate with them – but then you open up us having to learn several different languages where as the other individual would only have to learn one.
• Try to encourage 4-H participation in minority schools.
• Recognize this department for its diversity.
• Staff member in research is not part of recruiting students. However, they can be of help if allowed to get involved in the process.
• Make more funds available through applying of grants geared to improve diversity.
• Continue to openly recruit from a broad source of individual’s throughout the US and world wide.
• Work toward education and training to make underrepresented groups competitive.
• Un-funded students recruitment.
• Set rules for recruiting administrators.
• We need to project a better image of not being only an agricultural college. We have a lot of areas which would interest a more diverse population.
• Bringing faculty from other institutions but not from OSU.
• Enhance extensions to increase awareness of opportunities.
• Apply with same vigor recruitment of technical support – secretarial to research technician.
• Target specific high schools.
• More diverse training.
• Many international students I speak with are glad to be here however, they will not speak up for themselves in fear of losing their visas.
• Periodic familiarization of non OSU community to the OSU setting. Inclusive, benefits, facilities, scholarships, subsidized education plans.
• For more students from abroad, faculty from other countries (origin) can play important roles. Need more faculty from other seminars in the schools to encourage students to join college.
• Recruit from different countries that are not as likely to come to OSU.
• Further emphasize opportunities for minorities in our profession.
• Highlight fellowship/scholarship opportunities for minority students. Invite wide groups of students to campus to view department activities.
• Incentive for recruitment opportunities to meet diverse student groups.
• Require diversity classes and training as a requirement for graduation and employment.
• Try to find the people with different cultural background or nationality.
• Stillwater is not diverse—it is overwhelmingly Caucasian. It is very hard to recruit or interact with minorities in local communities.
• Provide better info about volunteer opportunities, have incentives to participate.
• Need to employ more women, different ethnic groups who represent the minority.
• Especially need for fellowship opportunities for Ph.D. program.
• If there were some money set aside to offer “signing” bonuses, or even assistantships, to attract more minorities, we would have greater ability to attract them.
• Provide input/suggestions to increase our effectiveness at recruiting diverse students.
• More personnel to devote specific time to these activities are needed. Encourage recruitment activities as part of normal job description.
• I am frequently the only OSU representative. We need more representatives.
• Visit schools with diverse populations.
• Show high schoolers that high-paying Ag positions are not just for whites.
• More outreach to lower income families and urban areas in particular.
• Provide access to activities at low cost or no cost to them. Most of them don’t have the resources.
• More frequent interaction with high school vo-ag instructors.
• Have short meetings with students involved.
• OSU could offer a program to help recruit and invite others to participate.
• Expansion of the REYAP (minority high school students interested in Agriculture) Program. Bring more minority students to the OSU campus.
• Provide an incentive program to encourage minority hires. More high school age education programs.
• Get some control support for this activity instead of financing it ourselves. Heed financial support equivalent to other universities to recruit minority faculty and staff and students.
• Stillwater as a community will have to embrace ways to entertain, house and promote reasons for attending OSU. It has to be a community effort.
• Grow relationships with 1890 institutions.
• Better focus on diversity. We have a new staff coordinator and we are not setting one program into motion. Need a more diverse faculty to serve as mentors & role models.
• Make colleges aware of recruitment opportunities that have not bee explored. Invite college representatives to participate in University efforts. Greater awareness of programs that provide financial assistance to specific underrepresented groups of prospective students.
• Need more avenues to attract people to our department. Use insects in other ways for older students to draw their interest.
• Focus less on emphasizing the illusion of diversity, & more on the education & quality of life associated with college life.
• The natural resource area is a difficult area in which to generate interest from black, Hispanic and some other underrepresented groups. Perhaps an emphasis on office type or "high tech" career opportunities might help overcome the stereotype that all our graduates do is done in the field.
• More visuals (photographs, pamphlets, etc.) that show a diverse student body.
• Increased funding for 4-H activities will increase recruitment to activities & possibly increase recruitment to the college.
• More minority scholarships. Recruit more female faculty.
• “College Night” programs for high school seniors. Better department web info.
• Continue. Maybe offer a short recruitment “piece” during programs.
• Publicity for opportunities for diverse students in Natural Resources.
• Provide funding for recruitment activity. Give credit to faculty for doing this.
• More grad college emphasis on fellowships, etc. focused on minorities.
• Continue to actively participate in American Fisheries Society-Hutton Jr. Fisheries Biologist Program, which provides summer experiences for high school students, particularly minorities.
• Attend “diversity breakfasts”, etc. at professional meetings.
• I would be happy to participate in a program but I do not have an idea how to initiate one.
• We need to target high school juniors and seniors. They need to know more about our programs, this would help recruitment.
• Not sure – we have worked with Native American tribes, but have had trouble with contracts with them due to wording in OSU’s contracts & the high overhead charged by OSU.
• Give seminars at undergrad institutions.
• Additional contacts across state. Addition publication of camp program. Increase number of groups contacted. Make more frequent (2 times/yr) visits.
• We could probably do more here, but work loads make it difficult for staff to take a more active part.
• Education on assistance programs.
Retention

- Formalized mentoring programs, financial aid packages, and job placement for women and minorities.
- More focus on involving/engaging diverse students.
- We are over-extended, so we are re-active rather than proactive on most of these issues. Increasing faculty & staff numbers would help.
- Pay for OK-LSAMP BD students as promised (NSF letter).
- I don’t think we should retain students who cannot pass the courses. Perhaps improve college readiness at high schools.
- Scholarships for minorities.
- Create more learning labs/tutors. Employ faculty/grad students who care about students & teach.
- I would like to see a bridge made into relationships with the journalism school in A&S so that we might expand the pool that our students are selected put off.
- Administration come up with the money or risk backlash from NSF.
- If offered opportunity, could assist with diversity programming or serve on a committee or mentor a student.
- Volunteer more.
- We could try to engage different groups to join. We could have different groups come to speak & provide assistance to those who need it.
- Invite speakers with diverse backgrounds. Offer informational meeting to explain benefits.
- Student clubs help diverse people mix. Better rewards for faculty & staff who give time to student club activities.
- Reach out to students who are in more financial difficulty.
- Seek additional training sessions that improve the advisement process, not just updating procedural facts.
- More scholarships. More knowledge of what is available. Hot line number for counselors that is prominent in OSU directory.
- Continue to evaluate myself through church activity, mentored diverse students & see how much a semester can help if getting the right information that is caring. It was great to see their confidence after a semester to a year.
- A climate of greater tolerance and respect for diversity should help.
- Share successes of student scholars. Need to learn the process better.
- Promote discussion among students. Respect student ideas, attitude. Put yourself in student’s place. Teach a variety of views.
- Learn more about services offered by our campus to assist students who need assistance I’m not qualified to give.
- Do assist some on a personal basis not part of job.
- Increase number of applicants.
- We have limited minorities in the Coop Ext Services – what if we offered some financial support to minorities to get degrees & to seek employment in 4-H or other OCES positions if they would make a 3-5 year commitment to work in a county program-maybe they could work best in a place like Tulsa or OKC.
• OSU is working to be more welcoming to students but is still lacking. Division of 
Ag has always had a better handle on this than other areas at OSU, especially 
students from outside US & from small schools.
• Try to keep the drive & motivation alive.
• Communication is very important.
• Special support for under represented minorities.
• Excellent way for local families to provide support and encouragement to students
• Need help in identifying struggling students
• Services offered on campus need to be promoted
• Hire enthusiastic teaching faculty
• Provide faculty with trainings on what services are provided on campus
• Use and update innovative teaching styles and technology
• Have grad students give seminars about their country
• Give examples of situations where student’s didn’t finish, discuss the job market, 
  salaries, and statistics
• Have more specialized studies and programs
• More tutoring programs
• As a long time teacher, too many of the minority students are poorly prepared for 
college and have poor academic habits, then drop out or flunk out
• Have similar groups living in dorms/suites so have something in common
• Have more incentive for faculty to work with student groups
• Be sure students are assigned to an advisor who has interest in their specific field 
of study.
• Make salaries competitive with other universities across the nation
• Make sure that diversity does not override or exceed traditional students
• Need funds for scholarships for grad students
• Make advisors aware of tutors available for students to use
• Flex hours for faculty & staff.
• Support group for students especially those from other countries.
• More students involved in working in labs.
• OSU Administration needs to have well-formulated programs.-founded-to address 
  retention of good faculty and staff.
• Need maternity leave program. Requirement for tenure should be equal “behind 
  scene vs. written pressures need to be addressed”.
• Increase stipends to adjust for cost of living.
• Make lab organized even better.
• Students should be encouraged to participate in their program. They should make 
  it mandatory.
• Required participation in campus groups.
• (1) Individualized design. (2) One for one training and education. (3) Reforms.
• More publicity about international students for our future (potential) students.
• Create meetings or discussion groups for new students, international students to 
  get to know each other. Create interactivities.
• Reinstitute the “Howdy Dance” at the beginning of the semester so that all students will come together to meet & greet, rather than a small group going to the Weed.
• Again there should be recognition of these efforts. Retention at OSU has been a problem primarily related to salaries.
• Education about different cultures, races, etc. is the most important tools that I can have to support & help students with their problems.
• Get more involvement from the graduate student advisory committee.
• We could become more actively involved in actually making sure they feel like they really do make a difference.
• All members of a program should be able to encourage and have their ideas at least viewed.
• Implement incentives for higher achievers.
• We should try to make more activities available to international students who are stuck on campus during weekends & breaks.
• Encourage students to continue education to increase possibilities in future.
• Treat employees same, staff feels like second rate employees due to lack of concern, concerning salaries.
• Provide educational opportunities for incoming faculty of multi-national origins about cultural diversity in U.S.
• Try to create an all inclusive climate.
• May already being done & make sure there are follow ups with students. Check to see if they are having problems-where & how to fix it.
• More diverse training.
• Make sure that the climate of advisor to student is one in which there is no barrier of communication.
• Target more diverse groups when recruiting potential students.
• Have more social/cultural activities that involve all students.
• Becoming more challenging as students come from non Ag backgrounds-I have no good recommendations.
• Always have an open door policy in my office.
• Assist them during difficulties such as financial, stress etc. Provide counseling services and solve issues that affect student’s decisions to leave college.
• Include diversity activities for students in kick off events like ALPHA, Camp Cowboy, etc.
• OSU makes it extremely difficult to hold the international dinners on campus. Many of our students live in university housing, but those who manage the Family Resource Center will not let us use it. The Student Union will not permit us to bring in food without a list of all foods: given the pot luck nature, this is not possible. The NRC and WWCITD charge high fees. It has become increasingly difficult to sponsor this activity that in the past has brought together students from more than 40 countries and 15 U.S. states.
• More support for study abroad and similar experiences; a goal of having all students having an international experience before graduating.
Many of the basketball players visited the elementary schools and of course made quite a positive impact.

Better facilities, competitive salary, better privileges. Life long association of the person with OSU. If a person is considered an asset every effort must be made to retain the person.

Intensive awareness program about the ongoing projects and potential for better prospect.

Provide one-on-one guidance between students & faculty from the same country/diversity group.

Continue emphasizing team approach to problem solving.

Create mentoring program for diverse students. Highlight campus services to assist students that need help.

Need ways to meet students that are struggling and learn about those difficulties.

Forums where you fill out paperwork are ineffective.

The University needs to identify programs of interest to specific groups within Oklahoma public schools & take those programs into those junior & high schools that empower young students and give them ability to see a promising future. OU is doing this in conjunction with OKC schools.

Provide better info on services available.

Retention rates can be increased by several means but mainly increasing the diversity of other minority in the overall school might increase the retention rate.

Encourage students to attend class; talk to their advisor or instructor if need be.

We need more minority faculty to help retain minority students that we are able to recruit.

Instruct faculty on the depth of services available in retention of students.

Do away with religious components of events.

Make sure all students have access to the same support as “students of color”.

Reduce class sizes. With large classes it’s nearly impossible to set close to many students.

Counseling for students from out of state – most are lonesome & don’t have anyone to talk to.

Increase opportunities for undergrads to be involved in research & extension projects.

Need to be continually informed of campus wide services available to students.

Learn a bit more about each of the students – webpage could be updated with countries of origin, interests outside school, etc.

Recognize that retention is not always best for every student.

Treat “white” students as if they are as important as any other race.

More student interaction.

Hire more TA’s, probably those from other countries.

Keep students involved in what the work area has for them.

Improve the cowboy cousins program.

One might laugh at this, but there should be a program to explain (1) the history of Oklahoma and (2) what tornadoes are and what to do.
• More one-on-one mentoring by staff/faculty. Expand the role model. Expand a sense of belonging.
• Who knows all the reasons why we don’t retain students or faculty/staff. It’s obvious that we don’t retain faculty because of the salary program and staff feel stuck with whatever the university decides should be.
• Maintain an open environment in which all ideas receive consideration based on merit.
• Increased communication with and mentoring of students by professionals in diverse career fields. Engaging these professionals in campus educational activities as well.
• Could have better forum for getting to understand viewpoints and concerns of students.
• Make individual colleges (and faculty, staff) aware of opportunities for students to connect on campus. Communication!!
• Have stricter requirements for the use of English language. Too many exceptions are made to allow foreign students in just to meet the “quota”.
• Focus less on diversity (groups of people) & more on individual relationship with people.
• More information and follow up of individual goals set.
• Increase financial support for scholarships to encourage study abroad.
• Finding ways to overcome communication barriers through inclusion. Both in the workforce and in the student body.
• I don’t teach classes so I have little interaction with students. Have all faculty teach classes-then they all interact with students & give students more places to turn when looking for advice.
• Departmental newsletter for students. Better websites (department).
• Freshmen and sophomore students mentored by successful upperclassmen? Are we doing this?
• Give credit to faculty for doing this.
• Consistent mentoring.
• More NSF-REU programs on OSU campus.
• Learn about any special programs at OSU.
• Retention is good, just need to work on recruitment.
• Need to ID student early. Provide more student aid – students have to work off campus too much.
• Develop a sense of belonging.
• I believe supervisors should take opportunities to educate their staff in the importance of student retention.
Partnerships

- Department head needs to develop partnerships with school districts to accept diverse candidates upon graduation to build a critical mass of minorities and women in the field. The literature suggests that critical mass is 15%. Work with the state department of education to force hires of women and minorities until the point of critical mass is obtained.
- More engagement with Native American tribes, African American groups, and Hispanic groups.
- Strengthen relationships with Langston & Native American institutions of higher learning.
- Increase funding and/or identify sources.
- Summer internships for student at HBCUs, Hispanic & American Indian Institution.
- University help – and that is being prepared.
- I believe that there are complimentary programs around the nation in other universities like the 1890’s, and Native American land grants that we could work with to promote and strengthen both programs while fostering diversity.
- When providing financial aid, don’t just look at assets of parents/student, look at current debt. Parent’s retirement accounts also should not be a factor. All students should be given some type of aid other than loans.
- Develop stronger relationships with community.
- More education and awareness is needed.
- I would suggest working with the OK Press Association and other professional media organizations to work with students.
- We can do a lot to promote but must have opportunity to do so (staff, money, etc).
- I am familiar with college programs that work with prison populations and have often thought they would be good partners since our field is hands-on.
- Need to work closer with partners, particularly Langston.
- Create more scholarships that support diversity.
- Encourage more students to apply for admission to OSU. I could serve as a mentor but since I’m not a person of color, would it be helpful?
- Let community organizations help with education. Make more aware of all opportunities.
- Hire outside our circle.
- OSU should target Native Americans more and try to form partnerships with the tribal leaders. The interaction with Langston University is minimal and could be expanded. Langston could be a “pipeline” for diverse graduate students as well as collaborative projects in research, outreach & education.
- Having role models from the same background is useful.
- Continual outreach to create new partnerships.
- More of same. More role modeling & examples of partnerships by our administration with Langston.
- Interaction with people with cultural differences.
- Highlight OSU goals & objectives to perspective students.
• See students not by race or gender or culture, but as a human wanting to learn. If that student doesn’t or isn’t willing to be a part of that, it will be their loss if they are totally included in the partnership & committees, etc.
• Offer programs to diverse audiences. Visit & become more aware of what other clubs/organizations offer. Seek out organizations that have scholarships. Send out who is interested in going to college. Visit with school counselors.
• Attract employer participation. Share research, teaching, etc.
• Encourage diversity students to apply for internships with firms partnering with program.
• More scholarships to support education of minorities. Grants for introducing students to the profession – i.e. travel grants.
• Pursing grant funding for support of graduate students continue sharing experiences and backgrounds.
• OSU could do some gateway classes with Langston in degrees they do not offer or has some faculty to teach there.
• Team up with Native American groups and the like along with minority business along with the biggies i.e. ConocoPhillips, OPubCo, Halliburton, Bank of America, Tulsa World, etc.
• Develop relationship with state & national professional organizations to “feed” students into the system.
• Encourage in class. Group projects.
• Some kind of orientation for grad students would be helpful – similar to undergrad orientations.
• Need incentives to hire more minority and women faculty
• Work with donors to target specific populations needing to be retained in Ag
• Pamphlets about scholarships and websites you can find to help
• Increase amount of money offered
• Encourage organizations outside the university to provide scholarships
• Inclusion lessons on English language and general support efforts and activities
• Close working relations with disability associations. Worldwide organizations involvement. More internships with companies.
• Interdepartmental collaboration between staff, P.I.’s and students.
• Should improve more collaborations with other universities.
• Partnerships could be encouraged between grad students as well as faculty.
• Establish research & teaching partnerships with other institutions that have high numbers of under represented groups.
• Stand up for it. Too many people are too afraid to be friends with someone of a different race, because they’re afraid of what people will think
• Collaborate with industries to hire diverse students, which will enhance their confidence.
• Encourage activities with cultural group not associated with OSU.
• Create a program at OSU that allows faculty/staff to be a mentor to a student.
• Continue partnerships; find other groups to partner with.
• Find some organizations!
• I am a member of an educational org. that supports young women in their 3rd year of study to receive educational loans and women that have had changes in their lives to receive grants to further their education.
• Need to work with DRRI, IPGRI, ICIPE, ICARDA.
• Should OSU partner with someone that is effective in this area, especially as it pertains to institutional training?
• Make OSU more conference friendly. There is little parking available. More internships. Associate with student components of professional societies.
• More funds/grants for foreign students.
• Continue to grow scholarship program.
• Encourage more international events to make international students feel welcome.
• I think more financial aid options would help the students to be able to continue their studies here.
• Expand involvement with Langston. Expand REYAP. Bring high schools into more active partnership.
• Expand current programs.
• Partner more with employers to provide a “real world” perspective of what diversity is and why it is important in the workplace. (Students will believe more if it comes form outside the University).
• Make faculty aware of opportunities within the community for participation in activities that promote diversity. Work to engage students in community – related diversity initiatives. Highlight early career alumni who have been successful with in different fields/disciplines.
• Partner with businesses in Stillwater that could use hourly help but that could also provide financial assistance to students or provide internships.
• Quit making people feel segregated by telling them how diverse they are.
• Perhaps more targeting of underrepresented groups for recruitment of participants in the annual Youth Forestry and Wildlife Camp we help support.
• Increase partnership with non-profit agencies & activities that focus on students.
• Approach foundations, corporations, etc. for scholarships.
• Contact with more industrial educational institution.
• Publicize opportunities available to a greater degree.
• Establish more with high schools.
• Could establish permanent scholarship for minority student in aquaculture.
• More opportunities would be appropriate.
• See AFS-Hutton Program.
• Creating diversity scholarships would be very important.
• Possible partnerships with other similar departments and have joint outreach programs to interest a wider group of students.
• There could be more interactions between students & funding agencies which might lead to opportunities/internships.
• Work with the Professional Societies to partner.
• Assure diversity from speakers. Encourage such intern programs. Increase emphasis on visits.
Campus Climate

- Addition of African American & Native American faculty in College of Ag.
- Provide opportunities for people to enjoy each other. World music dances and parties out on the library lawn. Music and opportunities for mixing it up with people. Not as a show and tell but a real social event.
- Investing in long-term employees who have a commitment to OSU.
- Students (in general) do not seem to appreciate diversity – recommend a class for students to discuss diversity and awareness.
- We have the largest student union in the country and what is there to do in Stillwater? Our campus is a waste land of potential terms of building community. Why is the campus empty after 5 p.m. and on weekends? Where are the 20,000 students and 7,000 faculty and staff? Legalize selling beer and wine on campus and have a multi-cultural club in the student union where world music is played and people can socialize together. Look at UW-Madison as a role model, they have something going on every night at their student union where people of all ages and backgrounds are relaxing together, socializing together, having fun, and its not a “show” of culture, it just is culture.
- The “include every voice” perspective is a good idea. I wish that perspective were the norm on this campus, not just for the topic of diversity. Making it the norm would be the best thing we could do for addressing all these issues – recruitment, retention, climate, professional development, etc.
- More international sports activities.
- All “colors” need to be included.
- Enforce tolerance and harassment policies.
- It would be nice to be able to tell someone who might be able to approach people who show intolerance and speak with them in a confidential manner.
- Make campus more user-friendly; make it an “academic” university.
- The campus seems to me to be very welcoming. Again, it’s the lack of diversity in some areas that may give wrong perception.
- We need some more students/faculty/staff activities. Staff doesn’t always “hang out” with students and faculty.
- Culturally, some minorities don’t see “Ag” as a career field. Better targeting of media, programs, and success stories will help promote.
- All students must understand that we must all abide by the same rules of conduct.
- We are careful to not participate in conversation which would hurt others. We try to be inclusive.
- Partner different types of students together.
- Encourage international student in study abroad programs to come to OSU for graduate work.
- Give more seminars to more groups.
- Need to be more proactive.
- Filling out this form does raise an awareness within me to make sure I do all I can to ensure the best environment possible to all involved.
- Make more aware of all possible activities. Wide variety of clubs/groups.
I believe an on-campus lecture series by high profile individuals associated with diversity topics would be beneficial.

Create more opportunities for minorities.

Attract more diverse students to OSU through campus outreach.

Our building is not handicap accessible – would not meet ADA. Any building used for staff or students should be ADA compliant.

Top administrative levels need more training in compassion & concern for people.

I have off and on tried to say & speak “hello” at times but it is discouraging when I’m not over & over answered even though I smile when I try to be friendly but will keep on trying.

More casual events would help. Big “to do” like Black History Month often come across as insincere and condescending. Events with cross-cultural appeal could help create a more diverse climate.

Make this a priority in all 4-H county offices. Work hard at this.

I have chaired 2 search/screen committees and sat on 7 others. There is a lack of qualified African American candidates with training in horticulture. The problem is that you can’t have qualified diverse candidate pools if all horticulture undergraduate programs are not graduating diverse audiences. My profession is not likely glamorous or even financially attractive to some diverse audiences.

Make more effort to get students of color more involved.

I will try to encourage & participate in diversification efforts in my college & explain better career opportunities in Ag.

Our former 4-H members do not currently represent a very diverse group. The 4-H youth development building needs better access for the handicapped.

We do not have any kind of activity where staff/faculty & students can interact and learn about each other.

Keep our perspective of other students alike. Don’t create diversity – manage it.

Multicultural activities promote interaction & exchange of different groups.

Need more promotion of different outlets for students.

Perhaps have more of these – need incentives to promote.

Tolerance. Teach it to the student body. Enhance strict regulation of hate crimes.

Involve diverse students in discriminating processes more often. Include international students in student government and organizations.

Take care in assigning students to groups for class assignments.

Encourage minority and black students to enroll.

Need to encourage faculty to let students illustrate views expressively.

I am amazed that faculty and staff try to push their political views on others. I have actually been ridiculed for not have 100% conservative viewpoints. I imagine others have been ostracized for their political and religious affiliations.

Create a better understanding of cultures.

Department orientation – for new students and faculty; although academic issues and cultural related problems were discussed during the university or campus orientation. It may help if the department will conduct an orientation for them to be aware of these issues & to be able to adjust later.

Reward diversity among social organizations.
• Need minority studies, women studies degrees. Need leadership courses rather than “career workshops”.
• Have inter-group events.
• More attention to the students during the summer. There are some family students with children.
• More support from administration to organize activities to educate our students about other groups.
• More coverage in O’Colly. More advertising.
• Increase staff pay—can’t really recruit a wide variety of people if you’re not willing to pay them.
• Get rid of racially oriented Greek organizations & reemphasize the purpose of and need for integration at all levels.
• This will be difficult given Oklahoma demographics. Focus on people from Central and South America.
• Stop excluding people because of their “name” or religion.
• OSU can hire more foreign undergraduates to enhance the diversity.
• Campus climate reflects the state and community. Be a leader to inform and educate even outside campus.
• Make efforts to recruit more minority employees.
• I think a lot of people in industry still consider us to be an ag & mechanical college.
• Be more aware of diversity problems on campus.
• Target students for diversity forums, particularly those of higher socioeconomic standing with less tolerance of diversity.
• Push for inclusion of view.
• I believe campus wide in my 6 years here seems very diverse. However, on nights where groups are showcasing their country of origin they are usually the most people there.
• Incorporate acceptance of others into the classroom.
• Provide more social/cultural events/activities with a broader scope/focus.
• Maybe offer more opportunities.
• “Keep walking the talk”.
• Increase diversity activity opportunities for all students; realize that all groups of students make disparaging comments about other groups.
• Interest in the culture of internationals, (all) interaction with.
• According to Human Resources-we have no policy on prayer at a government institution. I feel like I’m at a Baptist theocracy. Are we teaching students this is OK? Some faculty shot the campus diversity/discrimination statement down because it “promoted” homosexual lifestyles-yikes! Note some of us voiced concerns and prayers were eliminated a year ago in one dept.
• Cease all segregation programs in dorms more encouragement of activities that bring different cultures together.
• Need at least one tenure track person of color.
• Treat everyone equally.
• Incoming freshman should address in the orientation classes.
• There is still a good-ol-boy network that is as much social as business which limits opportunities.
• Most faculty need some work on basic manners & gender interaction. CES needs more females in major roles.
• “Students of color” is not inclusive. What does it mean? Over emphasis on diverse programming may lead to conflict. Treatment of AGRs limited and discouraged many of them from being as successful as they could have been.
• I suggest making sure the OSU webpage always have diverse students smiling & laughing together.
• Establish mechanism by which concerns can be raised in an anonymous manner.
• Campus climate is very southern and I feel that is not very sensitive to the needs of the minorities on a personal level.
• Some faculty openly express religious beliefs that express intolerance for homosexuality. Need to find funds to support more diverse representation in study abroad programs.
• I recently attended a workshop – “The 7 habits of highly effective people Stephen Covey”. Much is talked about.
• I don’t know of many ways that our campus promotes diversity where students/faculty/staff can learn about each other.
• Develop new minority for support groups. Faculty/staff awareness of support.
• Promote better communication at all levels. Don’t endorse salary programs that separate faculty from staff to the degree in which the previous two year programs have been endorsed.
• Attempt to sponsor events that will bring different ethnic groups together. An example might be a study abroad expo in which College of Ag students share their cultural experiences in other countries with their peers.
• Organized approach for maintaining a healthy dialog among individuals and groups. More feedback from diverse individuals and groups would be welcome.
• Colleges need assistance on how we can do this even more effectively.
• Stop making people feel segregated by telling them how diverse they are.
• The campus does promote several diversity programs but the results of this study may emphasize the importance of a diverse environment.
• There appears to be some separation based on communication barriers with native and non native speakers.
• None needed.
• Have department over International Student Organizations aid with advertisement of functions.
• Keep evangelical organizations off campus – especially angry, offensive preachers who aren’t otherwise affiliated with University.
• Possibly offer workshop to new students & faculty.
• Programs emphasizing diversity will help.
• I do not recognize any problems in any programs on the OSU campus.
• Recruit minorities.
• Could reach out more through professional societies.
• I think most instances where students are not rushed in decisions are an oversight not intentional. Pay more attention.
• The College of Ag seems to have a number of foreign students, but the # of African/Native American students seems limited. Does this need to be addressed?
• Involve the staff in decisions regarding departmental & college decisions & activities. E.g. research specialists should be considered as the professionals that they are. E.g. secretaries should be consulted re:
  • Mentorship programs.
  • Strive to maintain (and possibly improve) campus climate.

Professional Development
• Make sure that women and minorities attend leadership training programs. Once women and minorities have been trained, promote them!
• Cultural exchange opportunities.
• There is no interaction once you are out of lab.
• Free foreign language classes for faculty (Spanish).
• Assist staff who are committed to professional development to find positions to use what they learn.
• Do something to enlist acceptance of colleagues as professionals, then strengthen diverse attitudes.
• Classified staff should be sent to professional meetings related to their jobs also.
• Try to look at different types of diversity. May consider things that I have not considered diverse.
• OSU should promote international programs more- a la Michigan State University.
• Constant or frequent diversity training is needed to incorporate it mentally and within the institution.
• We need good role models. If every faculty & staff member was paid to attend their national professional organization once a year they would meet more diverse people and gain new appreciation. This would also apply to international work. Once you travel you have a new appreciation.
• Setting clearly articulated and specific goals – as an institution – would be useful.
• Need program to reach others, offer more programs to other youth.
• Need funds to fund staff who can reach new audiences.
• Would like for the university to offer more training & help in recruitment.
• Become more aware of how the university looks at diversity.
• Could use more help with identifying ways to recruit form communities where barriers exist.
• The college needs to offer more training to new staff/employees.
• More leadership. Responsibility workshops.
• Work opportunities in the major field of the student.
• Need incentives and/or rewards.
• Do something to attract professional development of minorities, like enroll in classes at reduced tuition
• Continue hiring diverse faculty
• Perhaps a group session like this but discuss our responses before we leave
• More sessions like this one could be made available in other languages and our unit could offer more multi-cultural training opportunities
• Administration could promote “shirt and tie and no shorts” mentality (emphasis is on fit it or else, not healthy for diversity
• Scientific instruction at early school stages (onwards) is very important to prepare the future citizens of this country to deal with and include the fast-growing diverse, multicultural population. They need to be instructed the uselessness of skin color, race & ethnicity – when dealing with interpersonal relationship.
• Offer short training on professional development & leadership.
• Develop “partnerships” with faculty. Grant writing training/obligation.
• Professional experiences with other groups institutions.
• The world is developing. Agriculture is changing. People have to follow.
• We need educational practices with regard to religious & cultures of others.
• Always try harder to improve this aspect of student professional development.
• Encourage all, especially underrepresented groups to take part. Offer release time for professional development.
• Better promotional opportunities once advanced degrees are obtained. A master’s degree does not open any doors above a BS degree.
• Some type of compensation or reward for furthering education.
• Have more diversity training sessions.
• Should always be positive & encouraging toward students.
• Encourage more staff/faculty to get involved in these programs.
• More inclusion
• Provide more learning opportunities regarding open-minded thinking. Provide specific teaching tools to improve classroom atmosphere.
• Hold forums that discuss how to make everyone feel united.
• Continue & improve such interactions.
• Include diversity in student classes through concepts of inclusion & acceptance.
• Attend seminars addressing cultural differences.
• Have less to-down diversity meetings/policy and more bottom-up; while your open forums may not have seemed useful they were a necessary step and it’s unfortunate they were discontinued. The faculty and staff generally see this current process as poorly managed and many think it misses the point.
• More support and encouragement of faculty sabbaticals!!!
• There are boundaries and mainly include language barriers that seem to exclude more diverse groups from such activities as TA.
• Provide short courses on different languages/cultures for fun or credit.
• Ensure those most qualified are given the opportunity to compete on a level playing field.
• Give examples of programs that can be taken to national meetings. Bring in DEOs/Presidents that are both considering and not considering diversity.
• Don’t count by numbers, count by work ethics. Take the time to get to know those around you.
• Need to provide equal opportunity among all students.
• Continue to seek programs that offer broader view of leadership.
• Clear lines drawn now between classification of position. We need more diversity of gender & religion on faculty.
• Inclusive of all groups would lead to support of illegal activities. Need to give serious considerations to what we are saying when we include all groups.
• Identify and make clear to staff/faculty where diversity can have impacts. This will make policy change more effective.
• Staff need to be involved more with committee to work better with faculty.
• Important to have a pay scale which will retain diverse staff and faculty.
• Presentation on “need-to-know” facts about other cultures.
• The office of multicultural affairs should look into salary differences of the faculty, especially in Ag Econ.
• Need to challenge comments about sexual orientation bias. Need to challenge faculty who oppose hiring faculty with diverse backgrounds.
• Opportunities made more visible.
• Expand career ladder to classified staff.
• I assumed, when I first heard about this, that this would be sensitivity training, which I do believe could prove helpful for some staff members. I’ve heard negative comments made about some diverse cultural groups in an office setting that I consider to be inappropriate.
• Attend more professional meetings.
• In the program regarding paradigms—what one sees related to their world. I found it an amazing seminar and learned that this class is taught to high school students at large metroplexes. I think this program would be excellent for all incoming freshmen; for, they would be exposed to sociology theory and time management.
• Consider impacts of content. Develop awareness of “what works”.
• Initiate new faculty workshop.
• Need ways to attract minorities to Extension profession. Training on how to deliver programs to Hispanics (language, legal states, cultural issues, etc.).
• More professional encouragement from administrators. We don’t have to like each other to work together.
• Encourage industry professionals to engage in student communication on or off campus with regards to the value of diversity in the workplace.
• Continue to encourage admin and managers to review diversity training. Do more to include inclusiveness training for county educators and staff.
• I would like to see diversity issues incorporated into all programs and not necessarily always the only issue addressed in a formal meeting or activity.
• It should be recommended that embracing diversity is going to prove that a more confident environment is going to be the result of making of diversity a priority in our community.
• Perhaps professional societies could offer scholarships to deserving minority candidates.
- Methods for overcoming communication barriers. Making sure that there is an understanding of cultural differences to make sure nobody gets offended by certain traditions or social mores.
- Staff should be better paid. Staff raises based on professional development.
- Not sure how to improve.
- Provide and offer more valuable seminars & meetings classes.
- Suggest more visiting faculty/staff.
- Continue to offer.
- Teach people/faculty staff & students how to interact with people different from them in a proper manner.
- Even faculties are dominated by white males – much more emphasis (even mandates) to include women/minorities.
- We simply should effectively advertise what OSU is all about to the widest cross-section of our stakeholders.
- As previously mentioned, could increase contacts in professional societies.
- I want to do more.
- More emphasis needs to be placed on professionalism on a college level, meaning the College of Ag, Arts & Sciences, etc.
- Pay more attention to cultural diversity.
- Include A&P staff w/faculty. Include classified.
- Expand this Diversity Training effort.
- Increase specialized training for all faculty/staff.

Assessment
- Weekly e-mail broadcast of campus activity/opportunity/experience with respect to diversity would raise our awareness.
- Any marketing strategies should extend to or be duplicated for more diverse audiences.
- Look at debt ratio to determine how students attending college will impact family finances.
- Offer professional training to break up cliques and bullying attitudes and go from there.
- More and better studies about cultures that make up the various segments of Oklahoma society.
- Staff needs to have access to or at least be aware of reports the students receive.
- More education about diversity as a whole is needed.
- Assessment is a waste of time.
- With regards to economic impact, I think including all groups would be beneficial.
- Present diverse information in graphic form so it’s easier to grasp.
- Learn more about legislation to support diversity.
- There needs to be more programs that explain to minorities what they are entitled to and what is available to them.
- Continue to promote 4-H to diverse audiences. Do more to involve myself with these groups.
• Offer training & programs that facilitate interactions of diverse populations.
• Allocate a certain portion of scholarship/awards to minority or international students. When a new scholarship is set up, always ask the donor is he/she is willing to devote the money to students of other races/color.
• Please make diversity enhancement better to encompass all areas of diversity and not only color and not only African American issues.
• Better understanding of issues related to diversity that higher administration deems as necessary and important.
• If funds are available for foreign students through their support them, monies should be distributed to those without support.
• Anonymous evaluation of campus efforts.
• Increase awareness as to how funds are allocated.
• Need ways to access culture and ideas.
• Remove the requirement to report participation by groups. Rather encourage openness of all programs to all people.
• More training, pamphlets, etc.
• OSU sharing the opportunities with the staff and programs.
• Once we can appreciate the different opinions and thoughts, we can begin to appreciate the ways we look and live differently.
• Develop programs that bring diversity/cultural issues more effectively into departmental operations and access this impact/effectiveness of these programs.
• Document plans & efforts. Unsure of how religion fits in. A primary goal of most organized religious groups is to convert others.
• More attention to international student needs.
• Reach out to other non traditional groups when targeting programs.
• Try to measure personal inputs.
• Efforts to standardize self assessment. Open discussions on campus regarding the value of diversity in strengthening the whole university. Strength is in diversity.
• Significant changes may be observed if measurable interest is provided.
• Keep everyone involved.
• More inclusion.
• I have always been included with diverse groups and I believe each person has to decide how best to deal with diversity. Diversity training needs to come within.
• Make information more readily available so we can talk to students about financial aid/scholarships.
• Circulate diversity reports about OSU to inform people about the issues.
• Seek to become more aware of issues, legislation, etc.
• Don’t rate departments on whether specific diversity requirements are included in degrees-need to focus on job-related skills first & foremost.
• Each individual need to have a mentor. His/her development needs to be assessed periodically and communicated to individual including recommendations.
• Inform students/faculty of financial aid.
• No understanding of economic impact of diversity. Can you show faculty the impact?
• International students are given fee waivers to attend college where Stillwater based students are charged higher amounts to attend.
• Find ways to assess program use by under-served audiences.
• Strongly encourage repeating Miriam Ward’s research in College of Ed on student views of diverse groups.
• Provide a summary to faculty involved in recruiting of ways to recruit students, particularly financial aid opportunities.
• More outreach programs, clubs to interact in.
• Somehow, this info needs to be diffused throughout the OSU System.
• We have a long way to go.
• Need relevant questions for faculty. Questions are items not every faculty needs to know how to answer.
• Provide concrete scientific evidence that more diverse environments improve (1) student salaries at 10 years after graduation (2) work place productivity – i.e., research, grant, etc.
• Not aware of financial aid and how they are awarded. More information.
• Flyer (or email) sent out to faculty regarding student/faculty diversity info – also how financial aid is awarded.
• Need to conduct study on economic impact of diversity.
• “Whites” are discriminated against fro scholarships – change this.
• Discussion at monthly staff meetings.
• I do not know about the economic impact of diversity on my community, state, and nation.
• Some are very closed-minded & say inappropriate things & even have inappropriate things “sayings” hanging on office walls – i.e. referencing politics etc. Not appropriate in the workplace.
• Need for more minority scholarships. Provide tuition/fee waivers as “incentives”.
• Review our policies programs for changes that are needed.
• Need a way to assess “attitude and effort” change or progress to more measurable goals.
• Better understanding of benefits.
• Does there need to be any?
• Track minority students, staff, and faculty opinions and retention.
• I have been here for 1.5 months only. Thus, my comments might have limited value. Since I am new, I am not really familiar with the institutional background of diversity at OSU yet. I read the Daily O’Colly every day. I see the views of the same columnists all the time. More diversity is needed in a campus newspaper.
• Make this type of info more easily available.
• If faculty are to provide assessment, guidelines must be promulgated.

The College of Agriculture and Natural Sciences has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
ARTS & SCIENCES

CURRENT ACTIVITIES

Recruitment

- One area of diversity I believe is overlooked is that of the working mother. In most cases an assumption is made that options for quality daycare facilities are adequate. OSU has never addressed this issue with any success.
- Offer scholarships targeted for under-represented minorities. These scholarships are funded by external groups.
- Scholarships for students completely merit based – no considerations for gender/race/religion, etc.
- It seems to be that OSU does not acknowledge the rapidly growing Hispanic population and a rapid attachment to a single-language approach. In efforts to increase contact with those populations, perhaps we could open "language exchange" centers in Tulsa, OKC, where both languages could interact. It seems that the "Native American" population is still not clearly included when speaking of diversity. If we do consider the "Pan-Indian" but realize the diversity within the Indian population. This includes "Hispanic", etc.
- Limited by applicant pool.
- Seek qualified candidates for faculty positions by advertising in national journals. Include comment that we seek women and minorities.
- Faculty positions open to all types (gender, race) of people. Graduate and undergraduate – open to all people.
- We advertise faculty positions nationally but “blindly” in e.g. science with not minority targeted advertising.
- We monitor graduate school applications and make special effort to contact those from underrepresented populations and encourage them to apply.
- Attend graduate receptions at major professional associations (particularly in recruitment of Native American students).
- Advisor for Chinese Students. Advise American students on Chinese studies. Recruit students for study abroad program (China trip).
- Contact high school students to encourage them to attend OSU.
- History dept. has recently hired to faculty members with expertise in African-American history and initiated new courses in this field. Faculty in history are also active in Women's Studies and teach courses on women and gender. History Dept. also offers a range of courses on Native American, Asian American, and other minority experiences.
- Women’s Studies, Women’s Film Festival. (Programs cover many diversity issues of sex/gender, race, and class. In all my classes, I announce an many “diversity” activities (concerts, plays, films, workshops, etc) as I can and that I know about.
- Political Science, to my knowledge does not engage in recruiting students or graduate students in any serious way. We do, from time to time recruit faculty.
With regard faculty there is a strong consciousness regarding sexual-orientation, race and gender diversity that is positive.

- I try to take advantage of opportunities to recruit students of all cultures during my school visits, especially since string players from certain groups are rare. I have incorporated non-traditional music into my primary recruiting event, the OSU High School Honors Orchestra.

- The CAS has been very supportive of departmental endeavors to recruit minority faculty. However, there has been little financial support from the central administration.

- As far as I know, we have only a general awareness of our needs in the area of diverse recruitment.

- I feel our Department does pay attention to diversity when recruiting and makes a good effort in this regard.

- Not enough is being done at a campus-wide level to improve diversity on campus.

- My area (strings/orchestra) visits OKC- and Tulsa-area high schools once a week during the academic year. Our visits include schools in suburban and urban areas, in widely varying socio-economic environments.

- I try to actively recruit minorities for the courses I teach, and I actively try to get minorities to write for the student newspaper. I think it is important for all voices to be heard and represented in newspapers. For our sports media brochure and poster, we made a conscious decision to include minorities in the photographs. We removed one of a white male and got two others representing female minorities. We specifically had one shot to include on the material.

- The School of Journalism and Broadcasting strives to seek out and recruit qualified minority students through several outreach programs and through a number of freshman scholarship programs used in part for recruitment of minority students. The Oklahoma Press Association Scholarship Committee which includes the director of the school, the dean and senior development officer for the College of Arts and Sciences, the executive director of OPA and two members of that organization, meets annually to discuss scholarship proposals for the next academic year. Several years ago this group voted to offer scholarship awards to incoming freshmen who had expressed an interest in journalism and who were singled out as students we wanted to recruit. The selection of students for the awards is based both on their ability, background and in part their status as part of an underrepresented population. The program has allowed the school to actively recruit and provide a substantial financial incentive to select students, and has been a successful recruitment tool. Other scholarship programs, including one for students in the Sports Media degree option funded by the Ethics and Excellence in Journalism Foundation, are used in much the same way. Of the four freshman scholarship awards for the 2006-07 academic year, one was made to an African-American student from Tulsa who was previously committed to the University of Oklahoma. Other emphasis is placed on the development of personal relationships with high school journalism advisors and students and an effort to increase the number of visitations to campus. Programs like OSU Scholar’s Day (October 19 in 2006) bring outstanding high school seniors to campus for a general orientation, campus and individual program tours for students who declare a
specific interest. In 2006, the School of Journalism and Broadcasting hosted 25 students during this event. They were brought to the Paul Miller Building, given a complete tour of the facility and a welcome from both the advising staff and the director of the school. A similar program, OSU Experience is a day designed for high school juniors just starting their college search. Students and their families are invited to tour OSU, visit with academic departments, attend sessions on campus life, admission options, scholarships, financing a college education and more. All with a festive game day atmosphere and outstanding OSU school spirit.

In both of these events, our advising staff and a newly formed group of SJB Ambassadors--outstanding undergraduate students who join the team to help us give tours, answer questions and generate interest in our program, lead the process with an eye to identifying members of minority and underrepresented groups for special attention and meetings with faculty. JB House

The Journalism and Broadcasting Living and Learning Community known as the JB House is in its inaugural year at OSU. This living unit is intended to bring incoming freshmen who intend to declare a journalism major together early in their academic careers and partner them with more advanced journalism students. JB House is showing promise as a retention tool. The residence hall floor is home to forty students; twenty-five are freshmen taking two to three courses together during the fall of 2006. These students also take a class together in the spring and many of the students plan to live on the floor again next year. We have requested a second residential floor to add 40 more students for the 2007-2008 academic year. The JB House is home to students from a variety of backgrounds. Out of the twenty-five freshmen students, two are African American and three are Native American, one from the Creek tribe and two are Cherokee. Out of the fifteen upper classmen, one is Native American.

- I know that our department head does outreach with Native American tribes, and I have visited an Advanced Placement High School Statistics course. However, I would argue that our department doesn't have what I would call directed recruiting methods for anyone, much less a minority population.
- Currently seek out good musicians for the music department, regardless of race.
- I think the department has done a good job in its recent faculty hires – Native American, Latina Professors.
- The first step in becoming more diverse is to not treat people of color any different. With that said, recognition of cultural differences and how that influences learning is important. The computer science department does this imperfectly and we have many internationals here as a result. Our problem is attracting Caucasians. So the department has room to improve.

Retention
- Actively encourage current student enrollment of/for gender and ethnic backgrounds to continue in the program.
- No specific programs.
- Arts and Sciences recently established a peer-mentoring process pairing junior faculty with senior colleagues. However, we have no minority junior or senior faculty.
• I strive to maintain a fair and equitable classroom environment in which all students feel accepted. I also stress role of women and African Americans, especially in my survey course to create a greater sense of inclusion in this class required of all OSU students.
• Participation and support for Native American Student Association.
• Co-sponsor of History Club. Advisor for undergraduate history programs.
• A number of faculty members serve as advisor to student groups who represent diverse backgrounds and identities. They go to student activities, lead conversations, make financial contributions, etc. to SODA, Chinese Student Association, NASA, and others.
• I am not aware of these. I have had a difficult time receiving support regarding low-performing students in my classroom, even when I have contacted counselors, etc.
• I have several students every semester who seem to "disappear" after several weeks. In some cases I know the cause (illness, for instance, or a history of absenteeism). I often discuss students about whom I have concerns with the department advisor. I email students to offer help, and sometimes I ask our department advisor to check on them.
• I know little of what we are doing in Political Science in this area.
• I am not sure if we have any current retention activities for diversity in the music department.
• In the past the university has done little to help retain minority faculty. Many have left because of a perceived lack of a collegial supportive environment. Women faculty have fared better, with the support of Women's Faculty Council and the Women's Studies program, but some continue to have issues within their own departments.
• No formal policy, but perhaps best that way as a formal policy applicable only to particular faculty would be counter productive.
• I provide extensive office hours. My students are encouraged to attend. Some semesters I also held such office hours even in the evening to make them more accessible. The purpose of these office visit is to follow up the students provide special tutoring and encourage those that do not feel confident in the sciences. At times I directed some students to counseling.
• I think we have a good record, and sense absolutely no discrimination of any type.
• Not enough is being done at a campus-wide level to improve diversity on campus.
• The relationship between the music student and his/her applied teacher plays the most significant role in the retention of the student. Because the applied teacher spends at least an hour each week in one-on-one instruction with the student, the nature of this relationship deeply influences the student's experience.
• I worked with a female African-American to try to keep her at OSU. She felt left out and ostracized. I encouraged her to keep writing for the O'Colly and to get the most out of classes. She said she felt picked on because of her race. Despite my efforts, she dropped out of classes in February and has transferred to Oklahoma.
• Entering freshmen who receive scholarship support through the Oklahoma Press Association Scholarship Program are assigned a faculty mentor whose job it is to
maintain contact and help foster a stronger relationship with the school. Since we try to increase our competitiveness with minority applicants through this program, we believe the mentorship relationship will be helpful. The JB House living and learning community is also designed to foster relationships that will increase retention.

- I am not aware of any formal retention activities in our department. I have one African-American student in one of my classes this semester that is making up an incomplete. I've spent some extra time working with her to help with material comprehension. I believe these types of one-on-one interactions that are initiated by either the student or the faculty member are the only retention type activities that exist in our department. For students in our department, their advisor should be serving this duty.
- I feel that we currently treat our students equally regardless of race, and would hope that this would aid in retention of all students who choose OSU.
- There’s no data to say we are doing a worse job keeping minority students in our major.

Partnerships
- Currently have oversight of a public school that currently has a 50% gender mix and a 30% ethnic background mix of students in JROTC/HS level Military Science Program.
- Native Americans in Biological Sciences Louis Stokes Minority Program.
- In an informal sense, we partner with other schools that traditionally send us graduate students and stress our desire especially to have minority and underrepresented applicants.
- Contact Chinese universities to establish co-operations.
- History Dept. has ties with institutions promoting knowledge and awareness of minority groups: Native Americans (Oklahoma History Center, Gilcrease Museum, Western Historical Association [which encourages research/scholarly presentation on African American, Hispanic, Chinese immigration in the west]. Hispanic Heritage Association of Tulsa, Tulsans for Human Rights, etc.
- Women’s Studies partners with a wide variety of organizations.
- To my knowledge Political Science has no partnerships outside OSU itself.
- Partnerships within the arts are many, but I am not sure if they are geared towards diversity.
- Student recruitment from Tulsa appears to have improved the ethnic diversity of the student body. Many minority students transfer from TCC, but receive little support when they arrive. Some do not make the transition well.
- Faculty involvement in the OSU Faculty Associate Program (partners faculty and students on many diversity issues).
- Not enough is being done at a campus-wide level to improve diversity on campus.
- I am unaware of any current partnerships activities between our department and minority student/professional organizations.
- Although the School of Journalism and Broadcasting attempts to develop working partnerships across campus, there is much more to be done in this area. We work
with Enrollment management and Marketing to give prospective students tours of our facilities. We work with the Oklahoma Press Association for funding prospective minority students. We work with other outside agencies in many ways to provide a welcoming atmosphere within the school for minority students.

Campus Climate

- Low moral and involvement in the university as a whole. University very focused on the monetary issues-not current issues, i.e. diversity on campus. More student focused university.
- Not particularly welcoming to gays and lesbians. But that reflects attitudes prevalent within the region.
- At get-togethers, we encourage ethnicities through food dishes, dress, talking about customs.
- Work with Chinese and other student groups.
- Campus climate seems to be improving.
- Office of Institutional Diversity is a good step.
- Encouraging religious diversity, through programs on Christian-Muslim relations, history of the Holocaust, Dinah night, etc.
- OSU seems to be a very tough place for students who do not represent Republican, Christian, white male, rural perspectives. Students seem to feel perfectly confident in expressing racist beliefs in the classroom, even if it makes others uncomfortable.
- OSU is not an especially diverse campus. This is in part due to the demographics of the state. I think many students here do not have much experience dealing with others unlike themselves. They have a lot to learn in terms of diversity. As a teacher of American literature, I have many opportunities to expose students to issues related to diversity. I do my best to educate them in this regard as part of my regular curriculum.
- I think things have improved tremendously under Dave Schmidly for gays, women and African Americans.
- Being in the majority, I don’t feel I can properly answer this question.
- The central administration appears to give a lot of lip service to diversity, but does not put significant financial resources into programs. The CAS administration has made significant gains in minority recruitment, but it does not appear that they have gotten any recognition of this.
- Use of colloquium to highlight the diversity of our field.
- Faculty involvement in the OSU Faculty Associate Program (partners faculty and students on many diversity issues).
- I am a woman professor at the Math department at OSU. Last year I taught a course at the Agriculture Hall. The Professor teaching next to my class was quite noisy and at times I had to ask to moderate the noise. One day, the noise was truly disturbing my students that were taking an exam. I went to ask for them to lower the noise. Kim Anderson's response was (shouting at me). THIS IS THE WAY I TEACH. GO BACK TO YOUR ROOM. NEXT SEMESTER ASK TO TEACH SOMEWHERE ELSE. I complained to my Chair, Associate Dean for Personnel and Provost about the way I was treated. They authorities made ME
change classroom. Kim Anderson got a TEACHING AWARD 2 weeks later. This situation affected me and my class in many ways. Professor Anderson's lack of respect to me and to my students was rewarded and my students knew it. I had many women in my classroom. I always try to help my women student to be professionally confident and self assertive. The administration, by making me move out of my classroom gave the students a message opposite to what I was trying to teach.

- Typical for geographic location.
- The current campus climate is far below where it needs to me. Our student body contains many students who have no experience with people of color and hold ignorant, stereotypical beliefs. As much as I love OSU, when I see this in our students, I feel ashamed.
- Usually, the music department is the one of the most open and accepting social environments on a college campus. The one area that of dire concern is our facility's inability to provide handicap accessibility. We have a single wheelchair lift for our concert hall and it is nearly always broken. On more than one occasion, we have had to lift the wheelchair and person and carry him/her up the stairs. Once in the hall, the only location available to the spectator is directly in front of the stage. To even get the person to a location where he/she can see the stage, you have to move a large set of stairs out of the way. Our handicap seating (a double entendre) does not provide the person with any sort of view of the stage. Basically, he/she can see the very front of the stage and nothing else. You can imagine how this might affect the person's experience of the performance. In addition, the only way to access the hall is via sets of stairs (for the first floor) and a huge set of stairs (two staircases) for the balcony. Once inside, the hall has stairs throughout the aisles. We have had at least two older persons fall as they have tried to scale the aisles to find a seat in the hall. Even the seats are too small for anyone who might be slightly larger than average. For handicapped performers, there is no access to the stage. One must again scale staircases to get to the stage (one set is terribly narrow and is difficult to traverse for non-handicapped performers). The concert hall is completely unacceptable for handicapped performers and audience members. This needs to be resolved immediately.
- From what I am told, the campus is racially split. I haven't witnessed any overt acts, but several students (black and white) have told me stories about how bad the situation is.
- Campus climate is predominately white, due to the ethnic domination of white people in the state of Oklahoma. Most of our students are in-state, therefore less minorities attend OSU than some other universities. There seem to be groups for minorities to join in order to find others they feel similar to, which I am sure is beneficial to these students.
- I think this is a friendly campus/department. I have nearly 200 majors as advisees and none have reported to me a racist climate or sexist.
Professional Development

- Equal opportunity and prevention of sexual harassment on an annual and quarterly basis.
- No specific programs.
- Chair program committee for the 2007 Annual Meeting of the Western History Association (which coincides w/commemoration of Oklahoma Centennial and will feature primary emphasis on Native American themes. Directly supported by department as "sponsoring member").
- Attend workshops.
- My research overlaps with Women’s Studies. Research on the climate of OSU is far removed from my field.
- African American and female faculty need better mentoring. We lose too many in tenure decisions—compared to, say, internationals and white males.
- Unaddressed at this time.
- I organize Graduate Student Program for Women in Mathematics held at the Institute for Advanced Studies, N.J.
- Not enough is being done at a campus-wide level to improve diversity on campus.
- As an academic counselor, I can’t say the department does anything specific related to diversity.

Assessment

- Currently requirement from Army to track ‘diversity’ make-up of students. Mandatory reports for reporting ‘diversity’ activities within department.
- Assign weekly writing assignments in class on topics that cross cultural themes.
- Numbers.
- Unaware of them.
- I know this is always being done but have the sense that it is perfunctory.
- While not really assessment practice, our department has been active mentoring minority students (Mario White is a good example).
- Not enough is being done at a campus-wide level to improve diversity on campus.
- I’m not sure what assessment activities this survey is referring to, and know nothing of any assessment activities especially in relation to diversity.
- This is my fifth year at Oklahoma State. I’ve taught at Oklahoma University and Texas State University and noticed more diversity within students and faculty ranks at both institutions.
RECOMMENDED ACTIONS FOR IMPROVEMENT
ARTS & SCIENCES

Recruitment

- It is my belief that if quality daycare facilities were available, a valuable group of working parents would be more inclined to join the OSU family. This is especially the case for some of the younger faculty with young children that will need care as soon as they begin their positions. Stillwater, as pleasant as it is, does not provide daycare outside of those facilities that are usually run by specific churches or private businesses that in themselves do not embrace both cultural and religious diversity.
- Develop an endowed departmental fund to provide scholarships targeted not just toward under-represented minorities, but also persons with disabilities.
- Separate/specific scholarships for minority students. Full scholarships for students. Room, board, tuition.
- Best opportunity may be in position with greater emphasis on teaching.
- Receive money from Whitehurst to recruit at specific institutions with minority groups.
- OSU must assist department with finding diverse applicants for faculty positions—we often get very non-diverse applicants.
- As a department which will carry an extraordinary burden in offering courses that will carry a diversity general education designation, we need additional faculty. If the university wants such courses, resources need to be directed toward acquiring the faculty required to accomplish this.
- Provide graduate travel funds to attend conferences to help recruit students.
- Special funds to recruit and retain faculty of diverse ethnicity.
- Special funds for hiring faculty. Hire Chinese language teacher (tenure track).
- Coordination of degree programs with other colleges, especially Tulsa Community College where coordination could be improved. There should be a special fund for hiring diverse faculty.
- We need more faculty to offer more courses in diverse American and global experiences. There should be a special "diversity" fund to make possible new hires. Funds should also be made available for "diversity" teaching assistantships.
- More publicity and funding and more funding for faculty hires.
- It's really important to work with students in middle school and high school and form relationships with parents, counselors, and teachers in order for potential students to understand how to be better prepared for the college experience. If not already in place, a summer academy is a successful strategy for working with diverse groups of students and integrating them into college life.
- Political Science needs to recruit graduate students from beyond its own undergraduates and needs to actively recruit African-Americans. We have no outreach to Langston and little to other Oklahoma schools.
- The OSU bus system should go down South Main Street as far as 32nd St. and down South Perkins Road, to make it easier for residents of those neighborhoods.
to become OSU students and employees. This is a matter of socioeconomic diversity; these are low-income neighborhoods, and at present the OSU Transit System is denying opportunities to low-income citizens by not including these neighborhoods in the OSU bus route system.

- Continue to build relationships with teachers in all school districts.
- Central administration should re-instate funding to help in the hiring of under-represented women and minorities. If such funding had been available, we could have hired additional qualified faculty in the last search we ran.
- Have OSU identify nearby high schools with significant minority populations, including immigrants, Native Americans, and African-Americans. Faculty could develop a relationship with one or more high school teachers, possibly visiting classes and talking to prospective students. The Writing Project staff might be helpful in identifying English teachers we could work with. Funding would be necessary for transportation.
- Identification of outside contacts that could help with the identification of minority/diverse opportunities in the market place.
- Keep it up.
- Those departments that are leading the way on diversity should be highlighted and rewarded. The Department of Psychology has been nationally recognized for its diversity programs. Featuring this department in the O'Colly specifically focusing on the diversity programs that are going on there would raise awareness about the University's current leaders in diversity. The University can provide financial incentives or seed money for departments to continue and/or begin programs to increase diversity.
- Our ability to provide financial assistance to incoming students directly affects our recruitment success. For those coming from less affluent areas of the state, scholarship awards are necessary. At other music schools, there is often a scholarship set aside for a minority musician. This might be a way to attract a more diverse applicant pool for the music department.
- We need to get out to high schools on a consistent basis to spread the word regarding our program in general and our new sports degree program in particular. To do so, we need the resources: money, time and acknowledgement. We can't be expected to do this on our spare time for free; we don't have spare time, and we don't get paid enough to do what we do. We need to be reimbursed and we need to have our efforts count in our promotion and tenure packets. Otherwise, why do it?
- We would like to see a more active outreach effort in recruitment, particularly to high schools with relatively higher minority enrollments. We are in the process of developing a formal group of Journalism Ambassadors (we're going to change the name) who will lead tours of the facility, maintain contact with prospective students and travel to make presentations to area and regional high schools. It is our goal to emphasize minority recruitment through this program. We have received a grant of $7,000 to launch the program.
- Visits to high schools and/or 2 year colleges with larger proportions of minority populations would allow for our department to gain larger exposure. Providing information on assistantships now and on careers later is an attractive feature of
our discipline. This would certainly be a welcome point in lower socio-economic areas.

- Having an African American faculty member would be great, but the pool is small and competitive.
- Since OSU is predominately a WASP culture, attracting other cultures requires OSU to change. To attract other cultures, OSU has to be more like other cultures. Since this is a self feeding situation, the way out is by education, organization, advertising, and working with one candidate student or faculty at a time. Once OSU is educated better to its cultural blind spots, the work needed to attracting other cultures will reduce since OSU will become home to diversity. But first OSU has to recognize it is a WASP culture administratively and it is unwilling to change. Being sensitive to other cultures does not mean abandoning being a higher education facility. It means tolerating differences in how cultures educate. OSU has to accept not all cultures do not prioritize education the same way and adapt its educational paradigm to these differences. This will only happen when the institution recognizes it is not losing itself and sacrificing higher education but adapting and taking on a larger view of what education is. The first step is to reach outside of OSU and study how other cultures educate, the next one is to advertise using that knowledge to attract diversity, and then OSU must take a hard look at those individuals either student, faculty, and staff it turns away. The ruler OSU uses to judge who to accept is too short.

- Bringing recruits to campus is almost counter-productive since Stillwater appears to be in the “middle of nowhere”. A tour of the university doesn’t reflect that many minority faces. However, if we can demonstrate both in and out of class that we’re aware of how important diversity is to a college campus and point out programs/action plans to add more minorities to the university community (our “story”), that would be a start and evidence that we’re trying to correct the situation.

RetentionPolicy

- Development of funds for which faculty could apply towards paying for dependent care issues. This would likely target increasing gender equity.
- Actively seeking ‘diversified’ events for recruitment of minorities.
- Difficult to know. Some minorities may be more likely to leave if they do not feel like they ‘fit in’.
- Raise faculty salaries so that minority faculty will stay. In summary, unless Whitehurst is willing to give money to faculty and departments to create and implement programs that will train minority scientists (faculty) this exercise in institutional diversity is meaningless. Specific example of on-going lack of real support for Earl Mitchell's minority graduate student program. No one wants to support it now that external funding has ceased.
- At the faculty level, the tenure system is very brutal and may turn off women in particular. There must be allowance for child-rearing or it will continue to be a major barrier for women.
- OSU needs to create a more supportive environment for all students. This can include more activities, clubs, academic support, etc.
• Carry out “spousal accommodations” program if it’s necessary to keep faculty/staff.
• Students need to feel part of the community. Could be done through organizations such as History Clubs if a special fund were established to encourage outreach.
• More attention needs to be brought to these groups in the O’Colly and other communication venues.
• It’s hard to retain students when they are the only one of their background in their class(es).
• Student organizations should be strongly supported by administration and faculty.
• Events that are catered to different cultural groups.
• Work with minority faculty and women who are under-represented in their fields to develop better faculty support. Care should be taken not to impose on current faculty too much, unless they are provided adequate recognition and/or release time for their activities.
• Commitment from the university to help match/surpass outside offers.
• I find that many students that come to OSU do not know HOW to study. Many of them have the false impression that you do not study math. I believe that retention would improve if orientation was organized with faculty input. Students’ orientation should include session directed by Professor speaking about STUDYING AT OSU. I notice that many students do not have basic study habits. This contributes to high DWF-rates. This is noticeable in Math. My experience, by talking to the students, seems to indicate that high school math at OK does not require the students to read before a class, prepare week by week to learn concepts slowly. Many of them try to study the night before the test. Unfortunately that does not work for sciences. In regard to retention, the Math department runs a Mathematics Learning Center. Students can visit and can be tutor individually. This is very important especially for freshmen. They are for the first time by themselves and personal interaction (not just dealing with internet and computers) helps them deal with new situations. Many students find sciences challenging and having a friendly helps ease tensing. (After all computers do not smile back at you). The MLRC is conceived to provide a home atmosphere. Unfortunately we had to move to a new location, smaller. The new locations temporary. Even when retention and students success is an issue in this university we did not have the expected support from the administration in helping us grow and update the MLRC.
• Better concentration is needed for at-risk minority students (those who have been evaluated as just making it into OSU)--make sure you're diverting them into required sessions on improving college-level learning skills Perhaps send constant e-mails to all minority students reminding them they are important to our campus--give them information they need to survive the critical first couple of years on campus Advertise with these students and their families about WHY it's important for them to succeed and stay enrolled--keep reinforcing advantages of completing that college education.
• The administration could hold more functions that highlight the interests of people of color and the challenges facing people of color in Oklahoma. Students speak to me about feeling disconnected from other people of color on campus.
More activities where people can meet, mingle, and network would address this. Summer school sessions could be organized to provide high school and/or freshmen minority students with an easier transition to college. Students could live in the dorms for 8 weeks, interact with faculty and administrators, learn about programs, and also take general education classes. My undergraduate university ran a similar program for high school students to get a head start on college. Students who come to our campus for a summer would likely enjoy it and be eager to choose OSU for their entire undergraduate career.

- I am not aware of instances in which a minority student left our department due to a sense of disenfranchisement, which is what I would guess would be the most significant issues in the retention of minority students. Perhaps a music fraternity/sorority for minority students would help prevent such a situation from arising.

- Perhaps we need a more active student association to make minorities feel welcome. I know the NAACP student chapter has been revived, and that's a fine step forward. Because of Oklahoma's climate in general, particularly Stillwater, it is easy to see why minorities feel left out. More events/activities geared toward them might ease the strain. Too many are regarded as only athletes who have their tuition and grades handed to them.

- Here again, we would like to see a more active program to foster retention of minority students. Some of these students come to us with less strength in language and require more attention from faculty. We have considered language workshops and other such programs.

- Advisor's can only do so much and usually only become aware of difficulties once they happen. Having a buddy system where new students are paired with senior students as a mentor thru the program could work well, preferably with the senior student being as match demographically as possible. Have a campus wide support system would also be of benefit. It is difficult to get minority applications and much harder to get them to actually come to OSU. With smaller numbers, it may be necessary to combine across the campus.

- But there is also no data saying we are doing a letter job or the best job possible.

**Partnerships**

- More involvement in Hispanic and female recruitment and assistance.
- Provide money so that faculty can mentor minority graduate students thus increasing pool of minority candidates for new faculty positions.
- Research/student exchange programs with eight Central and South American (or African) Universities.
- OSU can do much more to form formal partnerships with the Bribes of Oklahoma. Certainly mutually beneficial relationships can be formed.
- Establish an “East Asian Studies” program.
- More arrangements with universities abroad to encourage exchange of students. Closer relationships with Black communities in Tulsa and OKC. Scholarships for the various Native American tribes. Develop contacts with Hispanic organizations.
• Research money for graduate and undergraduate students undertaking projects on all themes mentioned.
• Have women’s studies permanent administrative assistance (funding) to ensure publicity.
• There are about forty political science departments in OK and we should be reaching out to them. Langston is a particular challenge. Ideally, we should be working more with them. But the quality and interest of faculty there makes it difficult.
• Music/Arts festivals with a particular cultural theme.
• Provide better support for transfer students.
• Faculty could be encouraged to develop projects that would allow high school students to contribute to research in ways that would make use of their cultural and linguistic backgrounds. Compensation would be provided, either in the form of course releases or additional pay, for faculty who developed such projects and carried them out.
• Better contacts with minority institutions, e.g. Langston. Direct recruiting efforts at urban high schools.
• With our department, it would be logical to partner with African-American journalism associations and Native American news organizations.
• We have a great opportunity to partner with high schools, colleges, and Native American tribes to make OSU the state's leader on diversity. As a land grant institution, it is our mission to ensure that everyone has access to the fruits that education provides. OSU is for everyone. We are all OSU!
• Perhaps we could partner with some of the student organizations in an effort to present a concert featuring music unique to their culture/country?
• One of the frustrations we have recently discovered is that Enrollment Management does not track ethnicity or race with prospective students.
• Maybe our Psychology Club of undergrads could team up with a minority organization on campus for some type of event.

Campus Climate

• Less focus on money and sports. More on student achievement and concerns.
• Need more counterbalances to “Preacher Bob” and his like.
• Need a much better cultural ‘support network’ for some ethnic/racial minorities.
• This in my opinion is OSU’s greatest shortfall. The administration says it values diversity but on occasion has been silent when it should have spoke up. For instance, when "scalp the Indians" was displayed in Stillwater in the Fall of ’05, there was no official response by the president. He should have publicly declared that such an act was unacceptable to the climate of diversity OSU seeks. We can have all the programs.
• Greater efforts needed to encourage and recognize minority/under-represented students. Immediate and forceful response.
• Less emphasis on football, fraternity, sorority life, etc.
• Diversity training should be a major feature of new student orientation as well as ongoing student social and academic programming, not to brainwash students into
believing a certain agenda, but to familiarize students with others who may differ from them so that at least they learn how to respect various walks of life.

- OSU needs to allocate more money – millions more – for African American, women and gays and their activities.
- I recommend three things to improve the work climate for GLBT faculty and staff: 1. Include sexual and gender orientation in all non-discrimination policies 2. Add benefits to all gay and lesbian partners of faculty and staff 3. Organize and maintain a GLBT faculty/staff association.
- My bus route remarks have bearing on campus climate too.
- If this is really a priority, put money into it that will benefit student and faculty recruitment and retention.
- Expansion of our use of colloquium to highlight the diversity of our field. Regular contact with representing student group (BSA, ASA).
- Invite a range of speakers to represent different groups and points of view.
- Continue striving to bring in minority speakers for campus presentations.
- More educational programs, films, lectures can raise awareness about racism, prejudice, civil rights, etc. Our student body is sorely ignorant on all these issues.
- Have more social events where everyone is included. I see a lot of events for this group or that group, tailored for specific students, which is fine to a certain degree. This will take a major emphasis on resources from administration. All the slick brochures and pamphlets can't help as much as a human touch. We, the faculty, need to be active recruiters much like athletic coaches are.

**Professional Development**

- Use university assets and programs already offered currently at the college.
- Programs should be available but not specifically targeted to minorities.
- Design Gen-Ed courses to be appropriate and comfortable for students to openly discuss relevant views/opinions ‘safely’.
- More funds for travel to international academic conferences. Continue “Presidential Research Scholarship”. More research support.
- Provide research fellowships for work in Native American, Black, and Hispanic history.
- Encourage research on diversity related subjects.
- The provost needs to recognize there is a problem and take responsibility instead of blaming others.
- My bus route remark has bearing on professional development for obvious reason.
- Guest faculty residencies in areas in which we are underrepresented.
- The English Department will soon offer courses in ASL studies, and faculty and staff are likely to come into more contact with deaf individuals. Faculty and staff should be offered a workshop on communicating effectively with deaf individuals. In addition, a beginning course on ASL should be offered at a convenient time for faculty and staff (and TAs?) who would like to learn the basics of ASL. The workshop and classes should be free to participants.
- Encourage the participation of faculty in diversity selected service; e.g. service on diversity board, women faculty council.
• Perhaps consider making a point of providing additional professional development advice to faculty from under-represented groups.
• Junior faculty and graduate students who are from diverse backgrounds should be provided with regular professional development sessions to help them be successful in academia.
• Maybe help pay for a conference related to this topic?
• I’m not sure what can be done in areas of professional development, recruitment and partnerships. Obviously we can be more inclusive. But for diversity to increase here on campus, I believe we need to go off campus and meet with minority groups face-to-face. From high schools to representative groups that reflect African, Hispanic, Asian, and Native American cultures, we need to be meeting with them and telling our “story”.

Assessment
• How can we evaluate where we are with respect to diversity? What is the end point desired?
• More funds for library books.
• Choose readings that are more diverse.
• Let’s put our money where our mouth is.
• Recognition of mentoring efforts, diversity efforts in annual faculty Appraisal & Developments.
• Develop realistic benchmarks.
• Students and faculty should be surveyed and the results disseminated. The population of OK and in surrounding states could be polled to assess how OSU is generally perceived. Marketing initiatives could be geared toward dispelling negative perceptions (e.g., OSU is not welcoming to minority students).
• We have complained about this issue for some time and the only solutions have been to install aisle lights. This addresses a visibility issue, but not any of the accessibility issues. Our department has asked for help in creating a more acceptable solution; we never seem to receive any assistance. OSU obviously has the ability to raise funds for construction projects; I don't understand why our department never sees any of this. We are in desperate need of a new building and at the very least a new concert hall. We would appreciate some consideration.
• Not necessarily as assessment activity, but I find it to be terrible that we do not have wheelchair or handicap access to some of the classrooms in the Seretean Center. This is unacceptable, and I even had a student once who was in a wheelchair and had to drop a class because she could not access the classroom. This is absolutely unacceptable and discriminatory to those with physical disabilities.
• Maybe hold a town hall type meeting of our own where we invite undergrads & grads to give us feedback.
• As an ad practitioner I know that claims and promises mean nothing unless they’re backed by action and financial support.
The College of Arts and Sciences has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
CURRENT ACTIVITIES

Recruitment

- Ph.D. Project to recruit doctoral students. Limited formal activities for recruiting faculty. Career fairs focused on minority students. Limited efforts in recruiting undergraduate students.
- Offer minimum number of scholarships specific to diverse groups.
- Seeking nominees to interview – minorities.
- Recruit at national meetings; advertise in professional venues & publications.
- Recruitment of faculty takes place at our national meetings – we try to interview as many applicants of color or Hispanic applicants as possible.
- The only recruitment our department does is at the Ph.D. level.
- We make every effort to identify, recruit and hire minority faculty. Unfortunately, we have not had a great deal of success; we have had more success with women than minorities.
- Visit high schools & feeder 2 year schools.
- Recruiting 2 faculty members.
- Actively recruit under represented groups in our Ph.D. program.
- Meet with prospective students to talk about business. Meet with high school seniors to talk about OSU and the business college.
- Trying to reach all areas of students. Starting with junior’s in high school.
- Advertise & recruit for living/learning community.
- We recruit junior & seniors from different high schools both domestic & abroad.
- Publicity regarding groups.
- We used to offer half assistantships from the grad college for minorities but these were ended.
- We do great job ensuring a candidate pool that is qualified and diverse. During interviews we actively share our thoughts & actively attempt to understand the candidate’s views.
- We’ve offered 3 A2 jobs in last 3 years – they were only 3 qualified entry level A2 in world.
- Not recruiting this year, but in past used Carolyn Hernandez office to publicize faculty openings.
- All of the recruiting activities we participate in are open to eligible students and it is up to them to choose to participate.
Retention

- Limited retention issues due to limited diversity.
- Multicultural organizations.
- Equality in opportunities. Respect for all.
- All faculty/students are given same retention-type services.
- Don’t believe we, as a department, have a “policy” toward retention.
- For the few faculty we have recruited, we have had good retention.
- College multinational club promote exchange of ideas among Business students from various backgrounds.
- Mentoring of young faculty.
- Program to catch under achieving students before they are suspended.
- Mentor programs; advisement.
- Activities in freshman orientation classes to encourage & motivate.
- Mentor programs, academic success plans.
- We are working with current students on an individual basis that are underperforming academically to refer them to resources on & off campus.
- Discuss diversity issues in freshman orientation classes.
- We listen & seek thoughts nothing more.
- We are very good in retaining faculty. We only lose people who get paid more elsewhere.
- More efforts needed.
- International Business Club and other organizations devoted to helping students feel that they have a place in which they feel they belong.
- (Students) Pay for students to do conventions (can’t recall name). Try improving how faculty relates to “minority” students.

Partnerships

- Exchange programs with international institutions.
- Partnerships with outside groups. Personally I am heavily involved. The department not much.
- Partner with national organizations – e.g., accounting firms.
- Other colleges A&S, Education, etc.
- Partner with residential life on recruitment & retention with learning community.
- All student services across campus, as well as academic affairs & registrar/admissions.
- Not enough is going on.
- LS-OKAMP sponsor of summer research student. (Student recruitment) UG & Grad.
- Career Services is open to all students regardless of background.
Campus Climate

- Not overly conducive to discussing these issues (e.g. racial, political, etc.).
- Overall, I think the current climate is tolerant.
- Invite diversity of speakers to campus staff meetings.
- Weak & redneck.
- We have a great deal of diversity on campus. Emphasis on improving access for disabled students.
- Our department is very receptive to all input! It’s one of our strengths.
- Campus climate is probably ok but I’m not sure that we have sufficient numbers for people to feel comfortable.
- Our campus climate is still rather chauvinistic but it is somewhat determined by the cultural climate of our state.
- We plan to develop a course focused on economic & diversity.
- Maintain an open-minded & even-handed approach in my classroom.
- Not much happening.
- Student organizations.
- Our area is welcoming & serves all students.
- OSU is trying to be more inclusive, but we still lag behind percentage wise in being representative of OK population.
- Multinational Business Club – sponsored by SSB staff- promoting understanding & awareness of diverse student population.
- The department has great communication & listening. We share thoughts among all members.
- I have been here for many years. It seems that diversity issues are much improved on campus – yet – I still hear & see issues from students, staff & faculty.
- Good.
- Despite attempts at diversity, it still seems that most ethnic groups and other groups of students appear to congregate in their own cliques.
- How I treat faculty/culture created in department.

Professional Development

- Increase greater international & diversity experiences for our students & faculty.
- Helping others to grow. Believe the same as above.
- Opportunities exist; concern with faculty about over using minorities for committees, etc.
- The film & these required opinions don’t accomplish much.
- Human Resources training sessions.
- Attending as many meetings and info sessions as possible.
- Several workshops throughout the year – OCADA & NACADA & advisor seminars.
- These newly developed programs are very good on campus.
- None directly related to diversity.
- See Career Services comment in “Partnerships” section.
- Treat all equal.
Assessment

- Participation in freshman survey for future retention programs.
- Yearly evaluations & monitoring success of programs.
- CIRP survey in freshman orientation courses.
- I don’t know how that is going.
- None directly related to diversity.
- We like to think that we have come so far in terms of diversity, and in some ways we have, but there is still so much to do to change people’s biases and attitudes.
RECOMMENDED ACTIONS FOR IMPROVEMENT
WILLIAM S. SPEARS SCHOOL OF BUSINESS

Recruitment

- Actively recruit women & minorities. School is a white male club.
- Resources provided for engaging in these activities. Professorships and student scholarships. Specifically targeting a more diverse student body & faculty. Salary equity issues – male/female, older/younger faculty.
- Contact schools with larger diversity populations for admission. Also fraternities.
- Scholarships for those with diverse groups.
- Advertising strongly in International markets as well as local market for students of diverse backgrounds.
- Open positions for hires from minorities.
- Target specific outlets geared to more diverse people.
- Hard to do much different in this area—we must have a Ph.D. so the national meeting is a good central area.
- Don’t believe we have resources or the charge to do so, (i.e. recruitment).
- Branch out to schools with greater minority make-up of population.
- Our objective is to advance the academic standing our department, school & university. We advertise widely and are inclusive in selecting people to interview. Our top picks the last years were diverse, but we failed to attract them. Can we offer higher salaries & reduced teaching?
- Identifying potential students is difficult. Extra scholarship money may help.
- Allocate funds for minority faculty. Increase the opener & statements of availability.
- Reaching out to more students.
- More money to supplement money we have to recruit students.
- Improve overall position of school makes OSU positions more attractive to all candidates.
- Perhaps closer relationship to programs like M.D. project will help in recruiting faculty as well.
- As the University continues to raise tuition & fees, and also raises eligibility requirements, you will continue to see issues with diversity.
- All offers ever made have been rejected due to money and location.
Retention

- Salary equity issues – male/female, older/younger faculty.
- Engage fraternities with diverse population in related activities.
- Organizations that involve those in diverse groups.
- Being open-minded and welcoming to students from diverse backgrounds.
- Adjust tenure clock for new parents as needed.
- Have faculty more involved in individual student advising.
- Continue & enhance this program.
- Create groups like transfer student organization so students can meet others in the same situation they are in.
- Enhance existing support systems.
- More money for conference attendance, etc.
- Diverse candidates command high salaries.
- As the University continues to raise tuition & fees, and also raises eligibility requirements, you will continue to see issues with diversity.
- Less racism/sexism on part of administration/students, with minority high schools et al.

Partnerships

- Investigate national minority organizations to recruit students.
- Partner with more international institutions to introduce different cultures/exchange programs.
- Better working relationships with diverse organizations.
- As a business school, we could develop partnerships with minority and female owners.
- Partner with other diverse groups on campus to broaden area of expertise.
- Form partnerships with high schools in high minority population centers.
- Need more diversity in these groups.
- (Ph.D. level) Need to get attached/connected to KRMG Ph.D. Project to recruit undergraduate students to doctoral program. (UG level) High school programs to reach women & minorities which are extremely underrepresented in IT positions. (We are actively getting more involved with high school students in general in 2006-2007).
- I would certainly like to see more cooperation between departments & organizations, i.e. Business and Afro Am Student Organization, etc.

Campus Climate

- Acceptance.
- Open minded in organizational dealings.
- (1) Additional speakers from successful business positions. (2) Compliment in public forums the successful.
- More tolerance & numbers.
- Better elevators-emphasis on accessibility.
- The attitude change must come from the bottom up (students & staff) not just from administration.
• This was basically a waste of time. Dr. Thomas’s video is well done but I don’t see how this format contributes to a development of diversity planning.
• Conduct surveys of faculty/students/staff, etc. It is clear that Asians, African Americans, Hispanics feel marginalized. Do surveys.
• Strive to be at least as representative as our home state.
• Continue to use Residential Life & other campus entities as a way in which to incorporate diverse ideas, sexes, colors, native climates – so sharing & learning can be enhanced.
• Hard to recruit to Stillwater because some candidates really want to go where there is a vibrant black community – e.g. Atlanta.
• Cooperation between groups, departments, and combining campus activities.
• Less authoritarian and less 70’s committees.

Professional Development
• Need to offer it at MBA level.
• Diversity forums for students.
• Unsure.
• Perhaps a “formal” mentoring program?
• Make sure department heads and dean’s office are sensitive to this issue (over using minorities for committees, etc.).
• More “sensitivity” training from a “feelings” perspective i.e. how does it feel to feel alone isolated in thoughts – manners, gender, etc.
• Treat staff with dignity. Need “sign” interpreters for the deaf – students treated stupid even if 4.0.
• Perhaps public programs/industry involvement/partnerships with educating people about lack of pool of job applicants, especially women and minorities.

Assessment
• Ask minority students what their needs are.
• Diversity classes-assess to see what students have learned about diversity/acceptance, etc.
• Unsure.
• Keep better records & develop rubric(s) to address diversity needs.
• More needs to be one to one.
• Reconsider admissions requirements and promote more scholarships for people of diverse backgrounds.

The Spears School of Business has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.

• Continued active participation in the PhD project and minority career fairs to recruit a diverse graduate student body
• Financial support for undergraduate and graduate minority students to attend academic and/or career enhancement activities for the discipline, such as the Big
XII Black Student Government Association Conference and the Black and Hispanic MBA Associations

- Increase and improve short-term international study programs through the Center of Executive and Professional Development
- Continue to emphasize the importance of recruiting and retaining a diverse faculty
- Increase marketing of Spears programs in other countries
- Encourage SSB faculty to serve as mentors or have other active participation with international student groups
College of Education

CURRENT ACTIVITIES

Recruitment
- We widely distribute position announcements to diverse populations.
- Our program actively recruits students from several areas of diversity. This is a stated goal of our program.
- When I was recruited, an African American female, the Vice President for Institutional Diversity was at my presentation. This gesture and subsequent conversations let me know that the OSU was serious about diversity.
- GEAR UP – I visited classes at TSST -Tulsa McClain High School.
- With the salary dollars available – it is hard to compete for the best.
- I have noticed the efforts outside the state and outside the country, i.e., partnership with Mexican institute.

Retention
- We mentor new faculty members.
- I was given the opportunity to attend an OSU football game and was quickly linked with the Minority Faculty Group.
- Graduate students– we provide assistantships.
- Retention is a problem due to lack of respect and pay.
- Retention is awful in all areas.

Partnerships
- Involvement with/in local, state, national groups and organizations that promote diversity.
- I supervise student teachers in San Jose, Costa Rica in 3 schools. GEAR-UP – I worked with TSST (Tulsa McClain) brought students to OSU for football game.
- As stated above, I know of the activities with the University and the Mexican institute. In addition, our college has undergraduate student teachers going to places such as Great Britain and Costa Rico. Other programs are studying abroad in other parts of Europe. In addition, we have some cohorts which range from one in a local school district in the greater Oklahoma City area and one at the University of Siam in Thailand. These latter two examples are supported with technology, distance learning, and either instructors going to teach or students coming here for a certain amount of time.

Campus Climate
- I don’t have a sense of the current campus climate. My activities have been focused within my college and school.
- Diverse student groups – ethnic groups, SODA, etc. Multicultural fair each year.
- International Fair – Great idea.
• The campus climate is one that has changed over the past decades due to our current leadership. When everyone is treated with kindness and respect productivity increases.

Professional Development
• Diversity is a goal for our STCL graduate programs. STCL offers courses in Diversity and includes it in most graduate courses.
• I am not aware of any professional development activities geared toward diversity.
• Name-National Association for Multicultural Education, member (6 years) & conference presenter (4 years). Doctorate degree in multicultural education (2000).

Assessment
• Since Diversity is a goal, we assess it on exams with a rubric.
• I am not aware of any assessment activities in the area of diversity.
• Professional education teacher. Candidate interviews/bi-annual (L.E.A.D.S) Diversity question asked & assessed.
RECOMMENDED ACTIONS FOR IMPROVEMENT

EDUCATION

Recruitment
- Provide more support for Native American Students-more $ for scholarships and graduate assistantships.
- Be sure all promotional or recruitment materials illustrate diversity.
- Continue to seek ways for advertising OSU positions via professional associations and other media. Provide incentives for the referral of successful minority faculty.
- The College of Ed needs to recruit graduate students from predominately Black Colleges (i.e. Grambling).
- Find funding to increase salaries for staff and faculty.
- Areas should be identified which would interest other parties of whom we are trying to obtain, and, then, those areas should be pursued in the appropriate manner, e.g., blind individuals need better information technology tools, so more money and man-power is given to assistive technology.

Retention
- Recruit and/or retain more diverse faculty members.
- Provide support to new faculty in getting established in the community. The current packet of information is quite outdated and doesn't provide an adequate description of all of the assets of the Stillwater community.
- Need more money for assistantships for grad students.
- Respect of all members of the staff and faculty. As well as the administration. When administration treats individual with so little respect it is hard to find self worth.
- If the University continues to move in a direction of non-traditional hours and days of classes for non-traditional students, then the support structure must properly be changed to meet the needs, e.g., employee flex-time, employee comp time, more staff to handle these classes, etc.. More and more is being asked of staff in the short-term to address non-traditional students, and the University is doing little to help create long-term solutions. QVID PRO QVO.

Partnerships
- It would be great to earn of current partnerships between the university and the City of Stillwater, Payne County, and State of Oklahoma.
- Involvement with/in local, state, national groups and organizations that promote diversity.
- My school, STCL works with schools in Costa Rica & England for student teaching experience. We should expand this to more countries.
- I want more of the same with proper thought given to the additional resources and staff which is needed for these new situations.

Campus Climate
- Improve communication regarding cultural and ethnic groups on campus.
• Diversity committee (university), Diversity committee (college), staff, students, faculty, etc., actually “do” stuff – not just talk.
• Need to have more activities on campus that feature diverse groups sponsor forums.
• Have the top administrators, faculty and staff trade places of one day with those with lesser jobs – then perhaps we would all have a greater understanding of what it takes to run a comprehensive university. NO person’s job is more important – we all need to work together regardless of race, color or gender for the greater cause.

Professional Development
• No comment.
• Peer training for faculty in techniques for facilitating and encouraging diverse viewpoints in classes, particularly handling of “unpopular” opinions.
• Communication.
• Require name for faculty, staff, etc. Regional name conference & national name conference.

Assessment
• More than one diversity question and assessment.

The College of Education has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
CURRENT ACTIVITIES

Recruitment

- Current recruitment activities are fine.
- Our department recruitment is handled so that anyone should feel free to apply for positions if qualified.
- Faculty recruitment: there are only a few qualified minority people in our field and it is difficult/impossible to attract them to Stillwater over other institutions. Student recruitment: do not set false targets. Look at the demographics of the state and aim to mirror those.
- Having grown up on a US Indian reservation in the US (Not Oklahoma) were there can be more than enough prejudice crepe into everyone’s lives both by intent as a provocative act or just as an innocent bystander. I have felt the sting of “whitey”, “big Indian”, “apple”, and even the “N” word. However, these are the easy forms to recognize. Businessmen are prejudice against farmers, and farmers against ranchers, government employees of all races towards non-government employees and vice versa, athletics toward nerds and vice verse, white couples against mix marriage couples, mixed married couples against, couples of race, blacks towards Indians and Indians towards blacks and whites to everyone, whites and nonwhites of position towards those of non-position and vice verse. These are tough place to grow up. My prejudice, Frats! Oklahoma could be considered is the nation’s larges reservation with very little imagination. This leads me to the point of diversity --- ALL these groups MUST BE REPRESENTED AS EQUAL MEMBERS IN THE OSU COMMUNITY yet they must preserve their culture. Many are confused that culture is somehow linked to a race. I disagree.
- My comments are related to staff only as I am not involved in Faculty. The recruitment of staff is local (Stillwater area) due to the job levels and associated levels of pay so the diversity pool is limited to local geographic diversity.
- We recruit faculty (national basis), staff (local), and both graduate (international) and undergraduate students (regional). We enjoy diversity in cultures, ages, and backgrounds; and, are aware of the advantages of including under represented groups. Our chemical engineering faculty of size nine, includes two females and two Native Americans. Our lab manager and chemical-electronics technician is a female. However, fitness for the job has been our primary measure for new hires.
- Does the university even recognize that there are gay, lesbian, and transgender people in the world, too?
- We recruit on campus, local and national.
- I go to multi cultural activities during the day and evening to enhance my knowledge of different cultures and to talk to international student about there OSU experience.
• I believe we could be doing a lot more. For instance, the school of architecture used to have a program called Discover Architecture funded by the Board of Regents. It was very successful in that the current freshman class is over 180. This is up from about 120 five years ago. The Regents quit funding these types of programs, but should reconsider.

• In my staff role, I am involved only in recruiting staff. I recently hired a new employee, and I believe the hiring process was extremely fair to all applicants.

• I am new to OSU as of this semester and as such I am not yet fully familiar with the inner workings of the institution. I am aware that many of the students on the Tulsa campus, where I primarily teach, come from TCC. I am assuming that some level of recruiting occurs on that level but I am not sure if recruiting extends to lower levels such as high school.

• Fire Service Training is an outreach department of CEAT. Full-time positions are advertised and candidates are assessed on their qualifications. Any minority or female candidates are given full consideration for employment. Oklahoma emergency responders serve as adjunct field instructors. Typically, incumbent training coordinators and instructors identify individuals that have the skills and experience, and through word-of-mouth, a recruitment effort is implemented to get them into the FST Field Instructor Training Program. Because of the technical nature of our training, qualifications and experience are essential in the selection process. Fire Service Training has minority/female emergency responders serving as field instructors.

• Recruitment for my office consists of interviewing and selecting the best technical people to best serve our mission goals. To that end, we currently have three US citizens (Anglo-Saxons one female, two male) one Pakistani, and two Indian technicians (male).

• Our department has always recruited in publications that are primarily read by people of color. Two OK black newspapers and two that reach Indian population. I am unaware of activities within my college. We do not interact with traditional students since we are an outreach unit. I don't volunteer or participate in programs in K-12 schools. I should be working with NASFA and NASA/OSU but have not had opportunities during normal working hours because of work travel. This should be a personal goal for me. I do try and mentor and encourage young people that I come in contact with through my tribe to complete high school and attend college.

• I am not at this time involved in community activities, public school, or private schools where I could engage students of color in the possibility of going to college. Since I am more aware of this issue, I could make it a point to discuss diversity with my friends and family in order to develop ways to meet diverse students. I could make suggestions and discuss the topic with my supervisor in order to improve the process in my office.

• When students contact us to inquire about our distanced education programs, we work very hard to give them confidence that the diversity of their background or their location are not impediments to earning their MS degree from a distance.
Employees and students have been recruited because of their abilities, interests, education and training. I have seen no indication that their race, sex or anything else has been a factor in the recruitment process.

Be more involved with community activities, engage more with diverse individuals. Attend workshops geared towards diversity that would include interaction with diverse individuals.

**Retention**

- Current retention activities are fine.
- Retention has never been something I have even noticed (staff) at OSU. There seems to be no effort in this area whatsoever.
- I am not aware of any specific action being taken.
- I think my office and department has an open environment that would encourage retention.
- All most people expect is an honest, fair opportunity. Not posturing and lip service. The problem is that many right or wrong believe that there is a conspiracy.
- There are many OSU or college programs for the students. The department has several social functions each year to integrate faculty and students. As Head, I seek to enable the success of each faculty member.
- Here in my office of Engineering Distance Education our students are in "two classes" one being on campus student that work in our office and our distance students who are off campus. We have eight student workers here and we, as a unit, support them in many different ways. One being here for them during the high times and low times. We, at times, have stimulating conversations as a group for instance during the noon hour, about social issues and current events that are taking place on campus. As far as our off campus students; they are more of the adult and professional verity. So when we communicate with them it is very accommodating, task oriented and efficient. This is very important because we represent Oklahoma State University even though it is very seldom that we see these students it's important paint a picture or attitude of the image of OSU.
- The College of Engineering has a mentoring program for freshmen that appears to be making a difference.
- The biggest factor in retention is the low salary range and a climate that treats professional people more like Wal-Mart employees than professionals.
- Specifically on the Tulsa campus, I like how the faculty offices are intermixed. I am aware this is due to space limitations and the fact that there are only three buildings, but it is very conducive to diverse attitudes. My "neighbors" include professors in African American studies, political science, and poetry.
- A love for the fire service and a realization that firefighters are being trained to do their job safely and effectively generally overcomes the hours away from family and the relatively low pay and benefits that FST employees receive.
- Should pay more salary to staff positions.
- Our student staff of technicians are by their very nature time limited.
• We employee several students through out the year and I visit with them to see how they are doing in school, help them with any problems, and mentor as much as possible. We also have and have had a number of our own employees attend classes. In the last ten years we have had three coworkers complete master's degrees, and one bachelor's, and one left this semester for law school.

• I am not in contact or involved with students on a regular basis in my office. We are an extension unit that provide training and assistance to a particular client base. We do employ students to assist our office with clerical duties. Our entire staff supports these students and we could not operate without them. We do whatever we are able to assist these students when we are aware of their needs.

• Although activities are important, the most important thing I can offer as an individual, is the quality of individual contact I make with diverse students--to make them feel comfortable and important to me and to OSU.

• As far as retaining students, professors and employees everything possible has been done to help individuals be successful.

• Retention is good for traditional students, if we could provide more assistance with grant applications and publicizes the assistance it would help those in school stay in school.

Partnerships

• Many spaces are too small.

• Going well.

• I am not aware of any current efforts.

• The College of Engineering has entered as an affiliated university in Project Lead the Way. This organization helps high school students prepare for the rigors of studying engineering at the universities.

• Very few.

• We have programs that serve Tribal Governments. As such, we really can't be a partner with a tribe because that would be viewed as a conflict of interest; I do think we have a unique opportunity to help other within the University work with tribal governments in attempting to hire Native American Faculty and students.

• Our partners are mainly government agencies that provide services to the public with tax dollars. They are not businesses and organizations with diversity programs or with funds that could be used for scholarships.

• Participation is great for people who only have to work one job and go to school it tends to drop with those that are working more and carrying the financial burden of the total tuition.

Campus Climate

• I don’t pay enough attention to the campus student climate about diversity to have an opinion. I suspect it is all about who has more money than the other.

• Any climate has difficulty when construction is in progress.

• Continues to be very Caucasian.

• Going well.

• I like it.
I think the campus is very open and inviting to people of all backgrounds. I have never seen anything that seems to stifle diversity.

Within my unit there is a mix of races/genders/ages/sexual preferences and there have been no visible problems or animosities.

I have not been here long enough to assess. I have not sensed any tension but this is not to say that inclusion is where we want it to be.

Chemical engineering students are very committed to their career development, and seem to enjoy working to learn the material. Faculty are continually offended with the administrative practices.

Until recently, diversity was just a word. Although we have a diverse student population.

At the beginning of the semester there were "happy hours" somewhat consistently on Friday's. These are enjoyable and lead to cross-disciplinary discussion (profession aspect) and simple socialization (fun aspect). These stopped after a few weeks and I think they should have continued throughout the semester. Everyone always seemed to enjoy them.

Good from an international faculty member's perspective.

The campus climate is extremely rich in diversity with regard to campus activities.

Our unit has very little contact with other campus units other than the administrative service units. However, I believe the University has a very serious problem of not having a harmonious environment that fosters cooperation and understanding. This situation certainly doesn’t.

I see students clustering with others of similar diversity—avoiding people different than themselves.

I have found all the students to be very friendly and respectful.

Trying to deny smoker's the right to smoke, only GOD can deny anyone of their basic right to choose a path.

I guess I just don't see such events (racist comments, etc) take place.

**Professional Development**

- I believe that OSU is concerned about the professional development of its people.
- I was impressed with the Leadership Development Program.
- No incentive to go to professional development.
- Faculty refuse to take advantage of professional development, staff are REQUIRED.
- Not many professional seminars in some program in campus.
- No known activity is taken.
- What I have seen seems open to everyone and invites participation from all involved.
- As with so much on any campus more money for professional development would be nice.
- Broad banding is underway for office clerical.
- Most are geared at young teachers and methods.
• My organization tries hard to provide suitable professional development activities, subject to its budgetary limitations.
• Within my department, I think that I am an example of diversification. My area of research is not in a traditional area of Mechanical Engineering. When I interviewed and subsequently when I was made the offer, it was clear that my research was embraced. It was expressed that the faculty were aware that this newer area of research was of interest and something that warranted investigation. I did not receive the same acceptance.
• ITLE is doing well.
• It appears to me that we are not hampered in our professional development by any diversity issues.
• The training department offers programs on diversity, but many people do not attend. I think actually sitting down and talking to people different than myself teaches me far more.
• Professional development is encouraged for everyone.
• The incentive idea was great but the individual college compliance was crappy. If the university is going to implement a plan then that should be the plan for everyone within the university the colleges should not be allowed to add additional requirements to it.

Assessment
• I don’t care and I have no opinion on assessment.
• Assessment is bias.
• Seems haphazard.
• Reasonable.
• General Education Assessment is working well and is hopefully becoming an accepted component of teaching. Is there any other form of assessment of teaching unless asked for by an accreditation board? Faculty assessment for the RPT process is becoming increasingly burdensome.
• Assessment is 90% grade card. What seems to be missing is forward looking goals and development plans.
• Assessment seems to be focused more on whether a unit is do a specific job or not. Like bean counting.
• The HR annual evaluation process is a farce.
• The department (ECEN) is doing well on this front.
• Assessments within my area have not been clouded by diversity issues in the last decade.
• The current assessment system for each college is different and applied differently and the standard is not enforced across the board. Colleges should not be able to opt out or add special things forms or requirements.
RECOMMENDED ACTIONS FOR IMPROVEMENT
CEAT

Recruitment

- I trust the department head and staff assistant to do what is correct.
- Keep OSU’s National Ranking high.
- For where the recruiting should be advertised, the faculty in the particular discipline might have better idea.
- No discrimination or special treatment toward any individual or group.
- The video seen before a faculty search is laughably out of date, get a new one or change the requirement as it really makes no difference – we aim to hire the best candidate whatever their background.
- Diversity is not just about race! It's also about economics, culture, and race. When you take the time to listen are many Asians (India & Chinese) in the US who feel discriminated against. This is a result of what they believe to dual standards with regard to their skin color and the of American Indian both North and South American, Hispanic, and Black.
- (1)Look to match local diversity. The assumption is that Stillwater area is not diverse but we may not be even matching that.  (2)Recruit spouses of Faculty to take advantage of the international diversity that exists there.
- Most of our graduate students are Asian (Indian and Chinese). We would like more Europeans and Middle Easterners, and are considering ways to attract applicants.
- I feel we do a good job on recruitment and it should stay like it is.
- Having international students on campus is very exciting for me so I make every effort to engage in conversation with them. This way it shows I have an interest in them which creates a friendly atmosphere which they can write to loved ones back home about the OSU experience in a positive light.
- We should have programs for underrepresented groups.
- For recruiting staff, we need faster turnaround of the necessary paperwork when it leaves our office and gets into the university system, which is very inefficient.
- For the recruitment of students, I would recommend more interaction with students at the high school level. This may serve no other purpose than to make students aware of possibility of OSU. I would see this as most important at high schools in poorer communities. It is often the case children from lower income families at poorer high schools simply do not know about opportunities. Often students will become interested in higher education just by being made aware of the possibility of it. I would recommend making certain university events, especially interesting ones, known and open to kids from such high schools. Example: One of the Fall MAE classes involves designing and building robots that are ultimately to compete against each other. This competition is held at night and is very exciting and cool. High school students might be interested in such an event, if they were aware of it, which could lead to future recruitment. Extending invitations to events such as this to the community could yield positive results for diversity.
• As director of FST, I can take a more active role in the recruitment of Oklahoma minority/female firefighters to serve as part-time FST field instructors.
• Provide incentives to recruit students from all across the country and the world. This would include paying for travel for faculty who wish to create tie-ups with their alma-maters and other collaborations. Another direction that should be taken is in the area of women in engineering. We need more female faculty members to serve as role models for our female students. The college should open up faculty positions, hire our own female graduates and encourage our own to pursue careers in academia.
• Recruit the best no matter what color or race. Everybody should have the same opportunities.
• To continue to attempt to recruit, without regard to race, ethnicity, or gender the best technically qualified persons.
• I don't think the University does an adequate job in recruiting for many jobs. Units may go through the steps, but the selection is too often an inside person. This does little for the goal of achieving diversity.
• OSU could provide suggestions and recommendations to faculty, staff, etc. for recruiting diverse students to provide some specific ideas where to begin the process.
• We need to incorporate and ease the load of the non traditional student to enter our campus by implementing more distance learning and making campus life more accessible after work hours.
• Be more involved with community activities, engage more with diverse individuals. Attend workshops geared towards diversity that would include interaction with diverse individuals.

Retention
• I trust the department head to do what is correct and necessary.
• Look at the student and the instructor’s method of teaching.
• Staff positions-make an attempt to enhance the standing of staff and encourage them to stay and improve their positions.
• The health insurance cost for dependents in prohibitive.
• I am not aware of any specific action being taken.
• No discrimination or special treatment toward any individual or group.
• Do not have lower bar for certain groups to encourage retention while fostering feelings of special treatment or reward for inferior performance.
• Global efforts such as this will be seen positively throughout the current staff.
• Emphasize academics over athletics or building buildings. Honor and enable the faculty, or it will accelerate the losses of the productive ones to places that appreciate academic progress.
• I believe staff members should put the student, whether on or off campus, before themselves. With this compassion of the students coming first shows them that we really care that they're here. This helps make them comfortable being here, hence the more likelihood.
• I think this mentoring should be focused on some of the underrepresented groups.
• Reward professional people appropriately and treat them like real professionals.
• I would encourage, when possible, putting individuals from different disciplines in close proximity. I would also recommend extending invitations to instructors outside of your discipline when appropriate. After all, we are all supposed to be educated and well-rounded people, right... I enjoy attending the occasional poetry reading, political debate, documentary about Asia Minor, etc.... Seems perfectly reasonable that a non-engineering professor may find a robotics competition (or other) event interesting. If there were a more organized "bulletin board" of events and some encouragement to occasional attend and support events outside your own department, I think that the overall environment would benefit.
• Increase staff compensation.
• Offer permanent positions to exceptional well qualified graduating students without regard to race, ethnicity, or gender.
• Our biggest problem is and has been the poor pay. As soon as you train someone, they leave for employment outside the University and it is now more difficult to recruit someone. We can't hire our own graduate’s because of the pay issue. I think it is also having a detrimental affect on hiring and retaining faculty. Although there have been efforts to increase pay to faculty, it has sent a negative message to staff personnel when they are not treated the same. In our business, we teach adults, but we are not viewed in anyway as faculty.
• I am not aware of the services offered by OSU to assist students who need assistance. Again, communication is the key to awareness.
• Encourage individuals to make more individual contact with diverse students. Mentor programs might be helpful. We encourage our diverse student employees to recommend other diverse students for open student positions in the unit.
• Participate in diversity workshops, committees, and programming to be more acquainted with our diverse students. Become more knowledgeable about the services offered to assist students who need help. Get information out there so that we all know when these activities are held.

Partnerships
• I must trust that the faculty to do what is right and proper in this area.
• Increase size of space to accommodate all activities.
• More out research by individual or program or departmental level might benefit.
• Keep the hard work!
• No discrimination or special treatment toward any individual or group.
• Include experienced staff on recruitment committees for Faculty or Sr. Staff. This is important when the staff member is representative of diversity.
• I believe we should partner more with Secondary education and industry to recruit, retain and educate future leaders.
• I think my comments pertaining to retention, apply here as well. Simply being aware of what your colleagues are doing is an invitation for collaboration. Efforts to have seminars, events, etc... more widely known about is a good start. Encouragement of individuals to attend events outside of their own department is the second step. In many cases partnerships will naturally follow.
• More direct involvement with Oklahoma Fire Chiefs and current minority/female employees to identify and recruit qualified candidates for employment.
• I cannot envision a partnership as being a possibility in my work environment.
• The best opportunity for partnering with the government agencies listed above would be role models who could assist students with career opportunities and/or internships.
• More grants and cheaper activities that are local and advertised well in advance.

Campus Climate
• I think it would be very hard to stop the elitist’s students (who have money) from looking down on those who do not.
• Needs to be user friendly.
• Encourage minorities (other than athletes) to try OSU.
• Going well.
• No discrimination or special treatment toward any individual or group.
• I believe this program will help immensely in creating a healthy climate for diversity.
• More socials, happy hours, etc…
• Carry on current social and cultural activities. The more people know about other cultures, the more tolerant and sensible they become.
• That we all work on continuing to improve this diverse environment.
• I would like to see programs that challenge groups to get to know each other more to take away misconceptions and misunderstandings between various groups of people. Individual contact.
• The 25 foot rule is fine but if we smokers get sick from standing out in the elements, shouldn’t OSU be held responsible.
• Make diverse students aware of opportunities to be involved. Encourage students to involve diverse students in their activities. Hold activities that are customed towards a certain culture and encourage students of other cultural backgrounds to attend.

Professional Development
• Offer a reward.
• Require ALL employees to attend professional development.
• Set up regular seminar, and invite more external speakers.
• No known activity is taken.
• No discrimination or special treatment toward any individual or group.
• Find more money! And make the distribution more equitable and open.
• Broad banding is more clear in what is required to develop professionally. What is not yet understood that there must be a need for the professional development in the department before it is planned and rewarded.
• There is no sense of personal growth, and the improvement in human effectiveness that comes with personal growth. OSU seems to exclusively view only career progress for faculty, and compliance or software training for faculty and staff. There is no concept that the human behaviors inherited.
• I think diversity seminars should be required of all faculty, staff and administration, just like safety training.
• Continue the no restriction climate with regard to any diversity issues.
• We have regular lunches for staff and encourage all our student employees to attend so that we have time to talk with them, learn about their families, country of origin, etc.
• One plan for everyone no exceptions........
• If there is a growing problem with diversity in the work place it would only make sense to hold meetings, workshops, in-services, etc. to address the issue. I don't feel like it is a problem in our office. We interact with all of our students all the same.

Assessment
• Assessment should never be made by one person.
• No discrimination or special treatment toward any individual or group.
• Assessment is essentially a good thing and OSU is ahead on General Ed assessment and I believe is really no different from other institutions in faculty assessment. This question as with some of the others is very open and will produce a variety of reactions. What assessment are you asking about?
• 50% goals and development plans.
• I believe performance beyond the classroom and the university is more important to be measured.
• Design an intelligent evaluation form that doesn't ask the same thing over and over. Announce due dates for evaluations well ahead of time. Tie results of evaluation to meaningful salary action (in other words, trying to apportion a 3% salary increase pool to reward superior performance and to motivate improvement from others is an exercise in futility).
• Use of statistical analysis.
• Keep our emphases on diversity issues to prevent them worming their way into assessment concerns.
• One institution one form...... Unification is always best.
• Make information such as enrollment barriers, financial aid, scholarships, etc. available, and inform employees as to where it's available.

The College of Engineering, Architecture & Technology has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
CURRENT ACTIVITIES

Recruitment

- Limited recruitment.
- Open door policy to all gender, orientation, race, etc. All must feel comfortable in the Hotel and Restaurant.
- Booths at national tradeshows. Recruitment at graduate conference.
- Not thinking about diversity in terms of inclusion just numbers.
- HRAD does excellent job in recruiting diversified faculty.
- HRAD’s efforts are diverse and I think they are good.
- I chair the recruitment and retention committee for our department. We are assessing current data this December to plan our goals for recruitment and retention next year. Diversity IS one of the areas we will be examining. We recently had 140 students, teachers, and parents attend a Human Development and Family Science "Career Day" event at the OSU alumni center. Although our comment/contact cards do not ask a student's race, it appeared that at least 1/2 those in attendance were possibly African American. We also struggle with gender diversity in our predominantly female degree areas. Our committee was pleased to see a large group of young men in attendance as well.
- Faculty is available to meet with students on an individual basis.

Retention

- Retention is good.
- Continue to treat equally and openly for all – allow open discussion for all areas of diversity and needs.
- No identified plan associated with retention. A lot of separate activities that assist with retention.
- Tenured minority faculty percentage at OSU is increasing.
- Inclusive environment. People from different backgrounds & include course.
- I am a Caucasian master's level instructor and internship coordinator. I had an African American female graduate student who worked with me for 2 or 3 semesters. She asked me to be her "mentor" in terms of helping her make professional decisions. I still see her occasionally. I advise quite a variety of students of color, and do my best to help them be successful here at OSU. This year, we had two activities to increase retention - one in an introductory class in our college, the other for graduate students (we hosted a cookout and sailing for them at Lake Carl Blackwell). I would say that our undergraduate level appears to be more diverse than our graduate level students.
- Social activities with students and faculty a few times a year; talking with and encouraging students one-on-one; provide information about campus services; help problem solve administratively.
Partnerships

- Partner with industry & educational institutions worldwide – China, Mexico, Switzerland, India, Italy.
- We have partnership with international studies for students from all countries.
- Many & diverse.
- Not known.
- Other land grant university, student organization, alums, etc.
- With NSMH (National Society for Minorities in Hospitality) a good partner.
- We currently partner with the Family and Consumer Sciences high school teachers in terms of getting students to our activities. They are in 350 of the 500 high schools in Oklahoma. We also partner with our Tulsa campus departmental representatives. Their student base is greatly different in terms of needs and demographics than our Stillwater campus student base, so they are good partners with which to work.

Campus Climate

- Great. We have a very diverse faculty who encourage open minds.
- Is good for diversity and inclusion.
- Friendly.
- Not hostile not proactive.
- International organizations. Diverse viewpoint organizations.
- Low interpersonal conflict reported.
- I haven't witnessed any adverse "campus climate" diversity issues. I have witnessed several positive diversity campus climate situations such as the Salsa Dancing functions, the booths manned by various student groups by the Student Union, etc.
- I strive to serve the students and faculty in a welcoming way and to treat each one with respect; College retreat on Millennials.

Professional Development

- Good – the diverse climate of our department promotes development of all ideas.
- Annual funds support.
- Opportunities are available.
- Work focus on diversity in the hospitality industry.
- Our college faculty is fairly diverse, and I enjoy our regular professional development meetings. They afford good opportunities to work with people from all over the world - - I don't really know what else there might be in this section.
- College retreats on various issues.

Assessment

- Formal Program reviews. Random class assessment.
- Focused on data in the past moving forward. Understanding & inclusion & learning.
- Current status should be thoroughly examined.
RECOMMENDED ACTIONS FOR IMPROVEMENT
HUMAN ENVIRONMENTAL SCIENCES

Recruitment
- With funding develop a recruitment program.
- Develop relationship with area high schools through “Ambassador” program. Develop better website & DVD, CDRom.
- Focus on inclusion theory. Recruiting visits in marketing.
- Concentrate efforts in top students with all backgrounds. Admit in terms of accomplishments not necessarily ACT or SAT.
- Our committee had a discussion in our last meeting with our CHES prospective student services coordinator. She says that because our college has the lowest average entering ACT score, we struggle with moving resources toward diversity because this is often where we have to sacrifice even more on the ACT score situation. This isn't something that we can directly change, but we can increase our efforts to target and recruit diverse high school students who excel academically in order to achieve both goals. The rub would be, of course, that we might sacrifice some richness by only targeting academically successful students - rather than ALL students in order to really go forward with what diversity can do for us as a college and a department.
- Attend a college fair as a department.

Retention
- Develop a “funded” faculty mentor program to have closer relationship with students.
- Need to develop a method to assess prior to throwing ideas in to action.
- Mentoring, more assistance is needed to increase the retention rate.
- Focus on improving diversity in thought and decision making.
- Because the committee I chair covers the areas of recruitment and retention, we will be doing the same thing in terms of making plans based on data to target specific retention goals.
- Increase contact with students through group projects or social events.

Partnerships
- Need more funding so we can continue to develop these partnerships.
- With area high schools. Professional organization for recruitment/training/certification, etc.
- Need to address in forums to see which are appropriate.
- Initiate student internships in diverse environments.
- Need to increase the NSMH activities.
- I'm sure more could be done re: partnerships - I just don't know right now what that first step would be.
Campus Climate

- More interdisciplinary collaboration. Central database of knowledge being developed at OSU across all colleges. (Sharing of knowledge).
- Integrate segmented groups to find like values & vision.
- A good thing.

Professional Development

- Provide more funding for professional development. Easier travel procedures.
- Need more consent & increase frequency.
- Promote faculty internships in diverse environments, provide training in diversity.
- No recommendations. Our department, by design, does a great deal of work with people in general. We are made up of helping professionals. Because of this, we are required to take diversity classes and cultural ethnicity theories are worked into some of our coursework. It doesn't really feel like to me that there is that much of a problem - - that's just my perspective. Thanks.
- More intentional conversations about promoting diversity.

Assessment

- Need to work on assessment.
- A more structured format where all faculty classes are involved with a good sample of all assignments with u/ed throughout the course. Peer teaching reviews.
- Train to learn how to assess.
- Create assignments looking for immersion into documents.
- Qualitative & quantitative tools must be used.
- Kind of weak and of course difficult to manage.
- I would have to see the measures that are currently being collected in order to provide a recommendation for any modifications.

The College of Human and Environmental Sciences has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
STUDENT FORUMS (OSU-STILLWATER)

CURRENT ACTIVITIES

Recruitment
- Facebook
- I recruit any and everyone, there’s not a selection of who I recruit
- Facebook
- Church
- Invite OU Asian American students to our OSU VASA & AASA events
- Talk to OSU-OKC Upward Bound students and high school students
- Volunteering with after school programs through VASA
- Involved with Asian American Studies, Asian American Student Association, and Vietnamese American Student Association.
- Help with Phi Sigma Nu (Native American Fraternity) AISES/NASA High School Weekend.
- Attend and help with ALPHA week.
- Pass out flyers for Asian American Student Association.

Retention
- Going out to dinner
- Going bowling
- Being active on Facebook
- Many stay if they feel wanted and part of the group. We cater to various needs, and not specially iterate fact of diversity/being different than any other social group
- Being active on campus (organizations/socially/etc)
- RISE
- Holding cultural events that bring students of same and different background together
- AASA activities.
- Attending UNT conference.

Partnerships
- Incorporate activities and programs with anyone willing to partner up with VASA
- Support local independent stores
- I go to VASA meetings even though I’m white. They make me feel welcome
- Co-sponsor programs with different organizations
- Conferences with other universities
- Partner with local Chinese Restaurants, support OKC Vietnamese Community
- Partner with AASA for programming, support Golden Dragon Restaurant, partner with other student organizations for events
- **Campus Climate**
  - Attend minority student organization events
  - Currently OSU’s campus is not the ideal climate for minority students
  - OSU has a good environment and climate. Everyone is friendly and nice
  - Conservative, hostile at times to different opinions, religions, etc.
  - Lunar Moon Festival/Welcome Back Social to help make climate welcoming
  - Seen as “different” when seen as organization, when we really integrate into student body
  - Throw events for our club to spread awareness
  - There aren’t any Asians on campus.
  - Hosted Lunar Moon Festival.
  - Hand out more flyers to publicize more events.

**Professional Development**
- Society of Women Engineers (member)
- Support Society of Black Engineers
- We attend conferences that promote Asian Awareness
- Courses are offered in Business College, forums, speakers
- May take advantage, but not always see as opportunity. Rest of “whites” see as easy way out
- Attending UNT Cultural conference.

**Assessment**
- Participate in surveys that randomly pop up
- Personal assessment: There is no diversity at all.
RECOMMENDED ACTIONS FOR IMPROVEMENT
STUDENT FORUMS (OSU-STILLWATER)

Recruitment
- Make Facebook better
- Not only continue efforts to increase diversity, but understand that not all minorities are looking to stand out from the majority
- Be as diverse as OSU (i.e. OU has more Asians that OSU)
- Focused recruitment in major cities.
- Fund organizations/students to go out and recruit at high schools
- Tell students more about the organizations
- Maybe advertise more
- People think that you have to be that race to join the group but that’s not true
- Reach out to anyone and everyone
- Need more events to invite minority student to our campus to visit.
- More recruitment officers of diverse background and diversity scholarships offered by OSU
- More money for students.
- Having more Native American activities. Have more coordinated events for Native Americans.
- Get students more involved with campus activities.

Retention
- Cater as much to needs as possible. Create a friendly family bond-type environment
- Mentorship program for all students
- More funding to hold events

Partnerships
- Break boundaries of group individuality, and build on OK State pride, not on interest and diversity
- Partner up with public school systems (i.e. OKCPS, TulsaPS) OKC has an office dedicated to Asian American Student Services; other groups may also be covered
- Partner with Hispanic Chamber of Commerce, etc.
- Partner with high school AASA groups and invite these students to attend OSU campus activities

Campus Climate
- Develop more minority leadership programs on campus
- Include more diverse courses at OSU, cultural studies, gender studies, languages, diversity, leadership
- Not make stereotypes that we are all “fresh-off-the-boat”
- Recruit more Asians.
- More campus involvement. More advertising.

**Professional Development**
- Bring this Asian Awareness Conference to OSU campus and invite other schools to attend
- Gather info about conferences and disperse to organizations
- Have Career Services earn the money they take from me (student fees) and have them sponsor monthly speakers/development events
- Leave Asian American to compete and excel in normal environment. Make playing field even, not special programs added
- More money for students to attend conferences.

**Assessment**
- Include a cyclical plan
- Not think efforts are good enough making special programs. Actually make everyone be diverse but not stand out as being different
- Build Asian community.

**OSU Students have provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.**
CURRENT ACTIVITIES

Recruitment

- Recent increase in women in administrative positions (over last 3 years).
- Meeting with pre-med advisors to promote our programs to their students.
- We definitely need more recruitment including diversity.
- Embrace the recruitment of “nontraditional” faculty, especially physician recruitment.
- Using multicultural people in our recruitment material.
- There has been a push to recruit from students. They began by including the few minorities in their brochures and commercials.
- Visit rural communities; D.O’s, hospital administrators. Encourage local communities to “grow their own” D.O. – a student from your own rural community is more likely to return after training.
- Outreach to under represented minorities in medicine and disadvantage students through Badge Program.
- My impression is that we have a broad spectrum of students entering OSU-CHS. Don’t know about employees but we seem to do a good job.
- Seem to be very diverse in applicant interview process. Un-biased in marketing school.
- Recruiters visit all state schools and some out-of-state schools. This includes schools historically known as minority schools. Current students visit their previous schools that allows for very personal contact with perspective students from varied backgrounds, etc.
- The Bridge Program-great program to increase minority access to medicine. School visits, working with Eugene Field Elementary, tours.
- Our recruitment coordinator goes to numerous college campuses to promote our medical school. Her presentation includes diversity stats.
- Our college mentors a neighborhood grad school. They visit our campus.
- Employee recruitment: run ads in minority publications.
- I deal with the alumni. My recruiting comes when I am speaking with the (age) young vs. the older alumni.
- Not in my range of influence – at times, we, at my level, have been asked for our opinions of prospective employees – but I do not believe that we are taken seriously.
- The recruitment of students is done by scores on tests & the diversity is open to all.
- OSU-CHS actively recruits students from diverse and underserved populations in medicine. We have a 5-year medical school program, the Bridge Program, which
is designed to promote entry to medical school for students considered educationally underserved economically underserved, or is an underrepresented minority in medicine. We recruit at HBCU’s such as Prairie View A&M in Texas and develop relationships with a diverse group of undergrad universities across the nation.

- Encouraging students with some marginal academic credentials to apply to the 5-year med school program.
- (a) Our department has attended recruiting activities that were inclusive across the city or state. (b) We have no formal partnerships but work to respond to invitations to speak. (c) Outreach activities to public school students would help. (d) Seek University support in minority/disadvantage recruiting and scholarships.

Retention
- Maintaining healthy working environment that promotes diversity.
- For retention of diverse population we should have more training and interactive seminars, at the campus to encourage their active participation.
- Student mentoring programs allows students to be mentored by another student.
- Intentionally promoting & embracing female leaders to break the very real “good ole boys club” that existed at CHS.
- I think we do a good job of making all staff, students & faculty feel welcome & celebrated fro differences.
- Speaking from a minority point of view, once hired minority usually stay 5 or more years.
- Actually have rural rotations that have our student spend 4-5 months learning & working in the rural sites.
- Opportunities through organizations that focus on diversity within medicine. Student National Medical Association, Gay Straight Alliance, Native American Women in Medicine.
- Try to give everyone a fair chance. Unbiased in help & support.
- Monitor students who are falling behind and counsel them on options. Provide course support in weak areas (writing). Clarify expectations and procedures.
- At the medical school level – diversity is not usually the problem with retention. Academic issues are the normal problem and this covers all “groups” of students.
- The Bridge Program also improves retention of minority students by making the first year less intense.
- At medical college the first year is often the toughest. Supporting first year students & encouraging them is very important.
- “OSU Pride works” – not specifically focused on diversity – but on retention of employees – OSU CHS and OSU Tulsa campaign to improve morale, reward star employees, and increase retention.
- Reaching out to our alumni encouraging their participation in school activities and conferences. Conventions CME, etc.
• This seems to be pretty good here at CHS. Better pay scale would help to retain good employees.
• Retention of students is very important. The schedule of classes helps keep students on board.
• I have an open-door policy for all students. I also coordinate our Multicultural Health class, Medical Spanish 1, and Medical Spanish 2.
• First, we pay attention to qualifications and make sure our students meet standards. Second, we encourage Special Student enrollment for those who are uncertain about entering our program or who do not quite meet qualifications. Third, I remind our instructors to counsel students who have fallen behind so that they have the option to drop classes without penalties. Fourth, as an adjunct, I spent extra time with students who were struggling early in the semester. Fifth, our program works hard to communicate expectations to students and to give them adequate support; we are especially mindful of retention strategies because so many of our students enroll in Web courses, with students in one of our graduate programs in Web courses their first year, and students in our administrative program.

Partnerships
• We have limited partnerships currently. We have gotten involved with the Southwest Tulsa Chamber, Eugene Field Elementary, Tulsa Chamber and a few others.
• Recruiting partnerships with our hospital owners to recruit new physicians from diverse backgrounds.
• Approaching groups like the YMCA, Morton Health, and Planned Parenthood for partnerships that didn’t exist in the past.
• We partner with Eugene Fields (an elementary school with a 97% poverty rate & largely minority) & provide funds & activities to them.
• Within the last 5 years there is more exposure for the community and outline surroundings.
• Our rural health center has held advisory meetings with the OK leadership, local, state, federal with student participation – encourage them all to be involved.
• Pre med advisors, Langston, Prairie View A&M, National organizations that focus on diversity in medicine.
• Tulsa Chamber & Partners in Education is a great program in theory.
• ? – we partner with anyone – as long as strategic goals are aligned.
• I would like to see more “Town & Gown” type of efforts. Not sure what is presently being considered or enacted or in what areas.
• Exploring endowment opportunities with the Choctaw Nation.
• Community outreach partners – traditional and new. Alumni, donors, & friends.
• Cooperating with Tulsa Police Department/City of Tulsa to obtain funding for new research/lab facilities on our campus. Work with other OSU programs to incorporate offerings that will strengthen our program.
• Working with schools, visiting, and presentations.
• Reviving Affirmative Action committee at OSU-CHS and OSU-Tulsa to discuss issues and concerns both from student perspective and employee perspective.
• Stay in communications with phone calls, mailings, invites, visits – be optimistic and show integrity.
• Through our colleagues at AACOM (the American Association of Colleges of Osteopathic Medicine) we have developed a diversity initiative and work together in marketing to underrepresented groups – as an association, we will be attending both high school and university recruitment events this January in New Orleans.
• I have made connections with many low income and ethnically diverse clinics while setting up a community experience that all of the students in my Multicultural Health class must complete. Participation in these community experiences increases our students experience with diverse populations.

Campus Climate
• Throughout the year we have various student and employee events that try to build diversity awareness – actually most of these are sponsored by student groups.
• Student National Medical Association – club for minorities; however, we don’t accept international students to D.O. program.
• We need more openness and diversity in our campus.
• Numerous cultural clubs. Cultural exposure activities.
• Embrace & celebrate the uniqueness of many of our students at orientation. In patient care areas work to have physicians & staff ignore the payer source & treat the person.
• I think it’s pretty good. I know there are probably some tensions, but I think overall people seem to enjoy & accept people.
• Diverse students are encouraged to apply to all areas of the school (biomedical sciences and medical school).
• I believe you see the people that show up, minority men don’t work here. There is more acceptance for minority women.
• (1) Encourage software that allows student selection of rotations. (2) Collect identity secure data from the students to evaluate the training D.O.’s/hospitals.
• Provide diversity workshops. Multicultural medical class.
• “Bafa” is a great cultural/diversity learning session that helps deal with issues, bias, and perceptions. Dr. Basu & HR representative does a good job.
• Open – “changed the good old boys system with female hires”.
• Since OSU-CHS is a graduate college it may have a slightly “different” atmosphere.
• The campus climate seems inclusive to me whose tenure is just 100 days. Administration is more tolerant than less, with gender and orientation diversity represented among campus leaders and faculty.
• Seems fairly diverse. Everyone seems to get a fair chance.
• Friendly. Welcoming. Fun.
• Provide a hospitable welcome to visitors, faculty, and staff in office and on web pages.
• One problem is clinics vs. academics. Each area, although more prominently the clinics, see themselves as different and deserving of special treatment. The employees do not recognize that we are “equal” in serving our “customers” and should be equal as employees of this institution.
• We do have a faculty member who teaches cultural diversity, especially as it relates to health care, working with minority patients. Good both for diversity and for practical reasons.
• Attending diversity & multicultural health seminars. Collecting info on multicultural health issues for classes.
• Diversity is part of mission & goals. I am a member of the Diversity Committee in Stillwater. I hope to learn more about the OSU System efforts so we can spread it throughout OSU-CHS and OSU-Tulsa.
• Somewhat diverse from what I see. I don’t have much contact or interaction with students. I do notice there are some races hanging out together. Not a lot of intermingling. Could be coming from the cultural differences, the way they were raised.
• Overall – very good. Perhaps the diversity of the student body makes the climate seem more diverse than it is. Most staff is very good, with notable exceptions.
• The campus is invited to have parties & celebrations which increases the camaraderie alive.
• We do address diversity issues among our staff and students through orientation and presentations—however, I believe it is not always welcomed with enthusiasm and we can do more. The biggest problem I have heard of (although not personally witnessed) is derogatory comments about our Bridge students.

Professional Development
• This college does encourage all employees to seek & provide further training and education.
• New medical Spanish elective being offered for 1st & 2nd year medical students.
• Ambassador + LDP programs provide diversity awareness.
• Continued education and professional seminars should be included to give equal opportunity to diverse staff.
• More needs to be done to supply faculty with the means to develop professionally (such as: (1) provide travel to regional meetings in their disciplines (2) provide other means to develop courses).
• Needed.
• Students in rural OK are required to assess community programs available to their patients & give a power point case presentation based on disease management potential in the community. Understand the local environment.
• Multicultural training, Oklahoma Council on Community & Justice Results – grassroots organization dedicated to ending poverty.
• I pay for professional activities & memberships in my field. I think this is appropriate.
• Incentives are in place along with scholarships for minority students.
• Excellent diversity topics with varied forums.
• Regular diversity training – not very important to this campus I have the feeling.
• Reading a lot of info about multicultural health.
• Diversity training/workshops held on campus. Serve on diversity committees.
• My interaction with all students has been on a professional level. At one point I handled and coordinated scholarship program. Alumni office provides student loans. All the students are cordial and polite. Very friendly. Don’t know what I could do in my present position.
• Encourage employees to take CE programs.

Assessment
• Annual assessment on the progress of diversity programs will definitely be a plus.
• Lacking.
• Our department has plans within its strategic plan to include a diverse faculty (encourage hiring of minorities). Native American faculty and female faculty have increased in numbers.
• Our medical students are rewarded by serving everyone. Our goal is for D.O.’s to understand what patients endure to have their right to live “rural”.
• Medical students are in great need of avoiding the erosion of ethics while in school and in training.
• Not aware of obstacles. Employment of females in management team & new clinical chairs.
• I feel like this college has worked towards becoming diverse and has done a great job.
• Track enrollment by gender and race.
• Assessment of student retention and recruitment is an ongoing process.
• Affirmative Action reports staffing/employment decisions retention numbers getting diverse applicant pools for jobs.
• Have not spoken to our minority students enough to know how they really feel, but from what I see they seem to be included in any and all activities. I think it depends on how involved they want to be. It’s up to them to venture out, get involved. I believe the same opportunity is given to all of them. Just depends what they want to do with it.
• The strategic planning process gave OSU an opportunity to assess all departments and make suggestions on improvement.
• This diversity meeting.
RECOMMENDED ACTIONS FOR IMPROVEMENT
CENTER FOR HEALTH SCIENCES

Recruitment
- Work with diverse groups in high schools to interest them in medical school.
- Budget + plan for better graduate student recruitment in general.
- Identify more viable sources of recruitment sites.
- Designated financial support for students in diverse backgrounds. Mentoring college students by physicians from diverse backgrounds to encourage them to apply to OSU-MED. Reward system for faculty and staff who recruit new members from targeted groups.
- Find minority organizations to join. Recruit leaders to join the OSU family. Recruit minority graduates.
- We plan to start in grade school – not wait till high school or college. Health careers.
- Have a more diverse recruitment team & student affairs office.
- There needs to be more focus on staff participation in community activities. Possible flex-time/comp time.
- Increase applicant pool to school and residencies.
- Show more examples of our diversity, especially on campus.
- Offer offsite workshops (high school, community centers etc.) on “A Career in Osteopathic Medicine”. Cover the application process, interviewing skills, financial aid, internship opportunities, etc.
- Seek recruitment opportunities at diverse college/university locations. Develop a marketing program with diverse appeal. Provide graduate student stipends especially for research so students with little or no family support can participate in the program.
- Increase the number of bridge students in correlation to the increase in class size, from the current 8/year to 12/year by 2010.
- We use our minority students, alumni for presentations, recruiting, etc. – should do more of this.
- Be more active in activities with the school to encourage all the students to set college goals.
- More minority faculty.
- Need assistance with faculty recruitment – how can we reach the diverse populations.
- Deal with the older alumni on the level of their understanding. There’s no changing their minds (much) be a good listener.
- Those who do hire people need a less restricted view of what would be an acceptable recruit.
- There are group activities with the clubs – these need to be continued.
- We might develop a relationship with OSU’s RISE program to act as a pipeline into OSU medical school and graduate programs – how can we be involved?
• I think we need to increase the diversity of our student population. Continue recruitment efforts at the undergraduate level and below. Make our College known in the minority communities by partnering with them in projects of mutual interest and by providing more services to the community (e.g., as we do at Eugene Field Elementary School).

• (a) My department works hard to keep in touch with students and monitor their progress; this is critical for our program, which relies heavily on distance/online classes. (b) My office space is uncluttered and appealing, with a chair for visitors, though my space is small. Program students and visitors who drop by can see me without a prior appointment. Though I have not volunteered to mentor a student on our campus, I mentor a 6th grade student who wants to be a doctor and encourage her to keep working toward her dream (through the Partners in Education).

Retention

• Do not see the college showing loyalty to employees who have chosen to stay here. Age seems to be a big stumbling block. Equated with stale ideas and not willing to accept new ideas & practices. Since we are a college (we) want to use only young people (30-45) in public places. To place emphasis on our youthful & fresh approach. We need to embrace the past working history of our employees so their wisdom and experience will enhance our ability to shape our future. The term “work ethic” seems to mean more to the older generation. The age group of 27 to 48 seems to be more of an attitude of entitlement.

• We currently have few resources to assist international grad students. Work with OSU-T + Stillwater to from policy.

• Improve one-on-one relationships amongst diverse populations.
• Faculty and staff mentoring program to mentor new faculty and staff members.
• Continue to show that there is a career path for everyone who is capable.
• Continue to discuss & celebrate all sorts of differences, large or small as they may be.
• The problem is they are still in entry positions that they were originally hired.
• Develop financial incentives to make sure primary care in rural OK is maintained. Educate spouses about rural life.
• Relationship building between students & staff during application to acceptance time.
• To improve retention, implement requirements instead of elective in diversity.
• Always need to be charging. Staying diverse & becoming more diverse.
• More proactive measures to assist struggling students. Clearly define expectations for research projects. Clearly articulate course goals and relate to activities and measures.
• Hire a “diversity” coordinator to work even more closely with students – someone who helps the student feel “equal” to whom they are talking. This person could help with recruitment, retention, and career development.
• Maybe have a person that contacts the student directly – I don’t know – we wouldn’t want to single anybody out.
• Continue with warm welcomes to all students and helping all equally as needed.
• Efforts to retain minority faculty and students through support.
• Add a diversity component to our campaign – not sure yet what that would be.
• Again, listen to lessen their resistance to change. Help them not to feel like the stepchild when it comes to the name OSU vs. Osteopathic. Get them to see change is good. There will always be change this goes for young & old.
• Supervisors need to deal with subordinates who don’t perform adequately – this causes resentment from co-workers.
• Keeping students and staff is a major chore due to the active job market. More interaction with different departments would be helpful. Holding open meetings are very important for improvement.
• We need to continue to pursue recruitment and development activities such as the resumption of our Health careers opportunities program for underserved youth who wish to pursue a health career.
• Encourage those near retirement to continue employment.
• Ideally we should not have to have a separate Multicultural Health class, but should integrate cultural competency knowledge, skills and attitudes throughout the curriculum, in all courses, at all levels.

Partnerships
• We need to reach out/get involved with more groups and organizations; especially ethnic/racial groups such as Hispanic Chamber, North Tulsa Chamber and others. Our patient population is primarily a low-income population. We need to partner with groups that have an interest in serving this population.
• Increase medical student exposure to diverse community groups.
• Loan forgiveness for physicians who sign with OSU-MED (for diversity physician recruiting).
• Continue to seek areas that need help.
• Continue outreach.
• Our campus does partner but there needs to be direct focus on academic achievement & support for underprivileged students.
• Succeed with Choctaws and expand to other tribes. Establish region-based scholarships that will directly affect minority student recruitment.
• Some of the groups we associate with need to be more diverse. I.E. – the entire Tulsa Chamber executive board is all older, white males.
• I’d like to see more partnerships involving the med students and diversity groups in the community.
• Learn more about what faculty is doing to recruit diverse applicants for jobs.
• Continuing open meetings for both staff and students to discuss what needs to be done.
• More partnering with Indian Health Care Resource Center on Peoria in Tulsa.
• Make our College known in the minority communities by partnering with them in projects of mutual interest by providing more services to the community (e.g., as we do at Eugene Field Elementary School).
**Campus Climate**

- Increase activities that embrace different cultural, gender etc. medical student backgrounds.
- Can we have a truly diverse medical school if international students are excluded?
- Highlight a specific culture for seminars each quarter for faculty staff and students.
- Our patient care areas/physicians still tend to look down on Medicaid & poor patients as undesirable far too often.
- There needs to be a more cohesiveness with faculty and staff, along with upper management and staff.
- We are here, but can’t assemble to address problems, we don’t have mentors.
- Need additional activities – our population is young conservative, white & Christian. Need more exposure to other cultures.
- This session should be required for faculty & staff. The campus needs more warmth.
- Must search for obstacles.
- Reorganize, we are all OSU no matter which campus we inhabit.
- Need to let younger, newer faculty/staff have more opportunities to share new ideas. Change from the mold.
- Improve in this area, particularly as courses are primarily web-based to improve “personal” connection.
- We could use more American Indian art on display at the college. Honors that tradition-improves understanding of that culture. (Also very inspiring and beautiful).
- It starts with the individual & their attitude. Teach attitude, not “diversity”.
- The medical library is gifted with a diverse staff and I try to learn other points of view by listening and starting conversations on issues.
- Emphasis of ethnic diversity and acceptance as a lifestyle rather than just a class to attend.
- Employees need more guidance on how to focus on diversity and put into action in each department. Explain how we can have more and appreciate more diversity everyday.
- At CHS, one improvement needed is to improve the physical appearance of the building. It is old, and needs some renovation!
- Organize groups to actively participate in staff & student celebration so they are orderly.
- We need more variety in presenting opportunities to diversity among our students-how they interact with each other and their patients.
- Provide continuing education at all levels – administration, faculty, staff, and students – on cultural issues and, for students, on professionalism.
Professional Development

- They need to encourage & provide funding for not just faculty or administrators to go out to and give workshops, seminars, etc. at different professional conferences.
- Perhaps more sessions on diversity – related topics and especially conflict resolution – a few sessions are available through HR.
- Increase clinical training in interviewing diverse patient populations; increase medical student knowledge of cultural, gender sexual orientation etc. differences.
- As long as training is voluntary, those who could benefit may stay away.
- Making available more opportunities for faculty development.
- Reward faculty members’ points toward tenure for addressing a specific diversity issue on campus. Raise pool/bonus pool for staff for addressing a specific diversity issue on campus.
- Teach classes that focus more on diversity as a whole as opposed to mainly racial & gender diversity.
- Continue exposure.
- Have professional development part of the culture.
- HR does a good job of trying to provide opportunities for training.
- I have no specific recommendation, but I believe an organization has an obligation to “grow its own” leaders and foster a climate of personal development for all employees.
- Diversity training department wide.
- Not all supervisors agree that professional development is need for their classified employees. The employees want the training but are intimidated by their supervisors so do not pursue it.
- We need more minority faculty. We have a small number of total people on faculty, so this is difficult.
- Explain & develop “diversity” beyond the cliché it currently is. Break it down into “culture”, “attitude”, “feelings”, and “responsibility” instead of “diversity”. That means nothing, too cliché & too many assumptions about it.
- Offer more – make them mandatory.
- Continued inclusion of all people in training events.
- Opportunities for staff to get involved in multicultural events and diversity training.
- Need more focus on implementation, more action not just discussion.
- Upper management might consider that an employee in one area might have abilities that would enable them to make a valuable contribution in another department. Sometimes called “thinking out the box” as it applies to subordinates.
- Staff members should take every opportunity to learn about the organization & the working world.
- We can always use more opportunities to foster diversity and gain more understanding in our professional environment.
- Financial awards for employees who meet professional development goals.
Assessment

• Do clinical problem exam for above (filmed pt encounter).
• Studies like these are good. However, they word diversity can easily have a negative connotation, so trying to figure out ways to present the info in other venues.
• Someone once said, “If rural people want medical care they should move to the city”. We’ll follow the health care parameters of patients in rural OK & correlate with the number of our OSU-CHS students who practice there.
• Diversity must become a part of all curricular and non-curricular activities.
• Look forward to your recommendations.
• We need to become more open-minded & accept change better.
• Set goals for more diverse student enrollment.
• We need to look at this area more, but I don’t have a solution.
• I know diversity keeps nations strong and adaptable.
• Making public what we are doing and what is working to promote diversity.
• I recommend an entity should look at what SP can do for them and reach out to others to help them adjust to new ideas and make the school & organization better.

The College of Health Sciences has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
OSU-OKLAHOMA CITY

CURRENT ACTIVITIES

Recruitment

- Counsel of friends, family and those I’m in contact with about the opportunities here at OSU-OKC as it arises. Promote the campus in a positive way to show that attending can add value to each person.
- Let students know about Student Support Services and about Paul Burkhardt, the Hispanic student liaison.
- Recruitment efforts as Putnam City Schools.
- Westwood Elementary -Adult/Child Reading Program.
- Present positive outlook for student and visitors on our campus.
- As an instructor I am not actively involved in recruitment except for face to face in my community.
- Various student organizations give students multiple opportunities to join once becoming a student at OSU-OKC.
- Holding college fairs for students of all races and ethnicities. Lili and Joaquin - Hispanic community outreach.
- Hired diverse adjuncts this year. Be flexible with students.
- Advocate for OSU at off campus educational activities.
- Admission criteria is well established.
- Actively recruiting Hispanic students. First generational scholarships.
- Advertise positions in publications that target woman and minorities. Orient search committees on the need for diversity.
- Excellent recruiting from the area high schools and vo-tech.
- Our student population is quite diverse, programs and services reach out to all. Staff is diverse in age and gender.
- 1) Third semester nursing student and faculty activities at “Cowooun” out reach center. 2) Student recruitment at hospitals that have diverse populations (Baptist, St. Anthony, Norman).
- Many students can't afford their books in a timely manner—we offer a textbook bank in the library for the first few weeks of school we have UPWARD BOUND- I was an English teacher for UB several years ago.
- Campus has increased efforts directed at Hispanic student recruitment. Open door admissions policy allows access to a wide variety of students with varying levels of academic readiness.
- Heavy emphasis on high schools. Improved emphasis in Hispanic community.
- 1) Brochures/ Include pictures of diversity in race, age, and gender. 2) Presentations/ Utilize different presenter/ including diversity speakers (Black, Indian, Hispanic speakers). 3) Newsletters/ including diversity articles and pictures.
• Make weekly visits to high schools with large numbers of Hispanic students. Work with college and career counselors in those schools to talk with students about educational opportunities and assist them with filling out applications and scholarships.
• We have great diversity here (OSU-OKC) in terms of ethnic, gender, and age among our student body.
• Going to English language centers to recruit international students. Heavily recruit at high schools with high Hispanic enrollment.
• College Transfer Day "PC" College Night Westwood Tutoring Program Hispanic Outreach International Counselor expanding recruitment efforts to International Student body.
• Thru Upward Bound I have many opportunities to come in contact with a diverse teenage population. Not only racial, but also economic and religious diversity. My job and the primary directive of UB is to get these students into college.
• Visit campus groups when asked to.
• College Day for deaf students.

Retention
• Assisting students as needed, frequently asking them if they are new to the campus, etc. Volunteering when I can to assist with student activities.
• Send students to tutoring when they need help.
• Use of great teaching practices. Convince students that they can succeed.
• An open door policy for current and former students.
• Being available to point student in the right direction and answer questions as needed.
• All instructors strive for student success through counseling, tutoring, and mentoring when asked or initiated by the instructor.
• Hispanic Heritage Month Native American Heritage Month Cultural Diversity Month African American Week Native American Week Chinese New Year Celebration Salsa Night International Bazaar Native American Student Association Deaf/Hearing Social Club Baptist Collegiate Ministries.
• Special Retention/PRIDE Counselors. I always speak with students about the value of education.
• Be flexible! Give faculty what they request within reason. Reach out to all students.
• Early alert tutoring referrals being interest in student lives.
• Many students have known to have transferred to other institutions because classes they need are cancelled on account of low enrollment.
• Early alert letters, tutoring, first generational scholarships.
• Number of support services for minority students, i.e. learning assistance center, etc, Promoted qualified minority.
• Most instructors are concerned about students and provide extra help for struggling students. Excellent student services help for struggling students.
• Faculty retention – Cultural concepts/assessment in nursing student curriculum.
I let retention efforts in developmental studies for 5 years; my department is working on retention in English courses. We're encouraging group work peer tutoring, and the results are positive so far. Students know my door is always open, and I have made my office as inviting as possible.

For academically at-risk students: Early alert letters; phone calls from counselors; mid-term checks with conditionally-admitted students. 25 active student organizations provide opportunity for students to engage socially in activities that enhance the classroom learning.

1) Most instructors and staff are customer serviced/student focused. 2) More diverse staff of color.

1) Customer service training to promote attitude, behavior, and impact. 2) Cultural diversity in-service training/ invite people of diverse color and culture to share perspectives.

Meet with students often to ask how school is going for them. Build relationships with students so they know they can come and talk with me. Help students find tutors, resolve financial aid situations, counsel, encourage, and edit work done by students. Help students to understand the system and introduce them to different teachers, deans, and VP's. Offer assistance 24/7.

Currently providing international students with a newsletter every other month. Hola an international orientation.

Conditional Admissions requirements encourage conversation during advisement sessions Student Support Services Tutoring Center.

I try to show them the value of education and that sacrificing your academics now for a little cash from a minimum wage job is not seeing the big picture. If you want a student to trust in what you're saying you must first let them see who you are, i.e. the UB staff individual offices are personalized and not stuffy. If a student comes into my office they know I like gardening and nature; they know I like kids (I have a bulletin board covered with pictures from/of UB students); they know I care about family (I have pictures of mine displayed).

I am available to all students.

Partnerships

My office works with several areas on campus to provide student/semester data.

A partnership exists between individual Board members PSER Advisory Board and OSU-OKC. Promotes involvement in Annual Global Ed Conference.

Currently book conference rooms for outside partners as needed for various events and meetings.

I actively seek out opportunities for my students with local non-profit organizations.

Collaboration with student organizations to educate current collegiate atmosphere concerning diversity issues.

OK-AHEAD: as a board member, I help facilitate smooth transitions for students with disabilities from school-to-school.

Incorporate multiculturalism into the curriculum at every point.
• Career Success Course Development Learning Communities (Title III and Arts and Sciences) The Learning Center.
• OSU-OKC seems very isolated.
• UKC
• Urban league for non-credit computer training. 2 plus 2 agreement with Langston OKC.
• Do not know what is being done.
• We do well here.
• Partner Hospitals – Now.
• I work mostly with the Oklahoma Regents for Higher Ed and the State Dept of Education. Part of the State Sept group is a group of Public school teachers and something could come of that.
• OKC Stockyards area; OKC Hispanic Chamber; Oklahoma Health Dept; Oklahoma Dept of Human Services; Area public schools (high, middle, and elementary).
• 1) Work closely with special programs on campus for recruitment and training. -Upward Bound and Talent Search, bridging into our program low income, first generation, disabled students (Provide Orientations). -Providing workshop training for Second Chance, Project Reach, Gear Up, Low-income/single parent students.
• Work with Hispanic Chamber of Commerce on an OHLAP grant with partners OKC Public Schools and OCCC. Stay involved in Latino Community Development Agency and programs. Help to provide through partnership with Mid-DEL Adult Learning Center. Work with Metro Tech, Francis Tuttle, and Integris Health in Hispanic initiatives and career programs.
• Building a relationship with ESL Scholl at OCU to attract international students.
• Career Technology Centers Various business/industry partners.
• We deal with global planning in personnel class we teach lessons on historical, legal, racial problems and new push for diversity.
• Department of Rehabilitation Services Oklahoma Association of the Deaf Central Oklahoma Association of the Deaf and Hard of Hearing, Inc. National Alliance of Black Interpreters.

Campus Climate
• Very open and welcoming campus to all types of students including race, religion, age, gender, etc.
• If a student makes a hurtful comment about another student, I speak up. I put students in various groups throughout the semester so that they can interact.
• Strong supporter of global education atmosphere and approach. I believe I am sensitive to diversity in ethnic groups and cultures in part due to my regular international travel.
• Work with faculty, staff, and student to book conference rooms as needed.
• I feel our campus provides a varied and diverse climate through students, faculty and staff.
• Student Activities has made a start by promoting cultural diversity initiatives on campus.
• I treat all students equally and with respect. I make an effort to have them feel comfortable and important.
• We discuss diversity and inclusion and support it at every turn.
• International Students Minorities Welcoming Age spectrum working together.
• Harmonious.
• Open to all.
• Warm, open and friendly environment.
• Best in several years, except for too much turnover in staff.
• Conducive to all diverse populations.
• I do notice if students of color are not included or racist comments are made. I have not noticed exclusion and recall one instance where 1 of my students made a racist comment, I had a very serious discussion with him about it. I don't know of limiting structures except the slow financial aid system.
• Annual International Bazaar to expose students to various cultures. My observation is that all students are treated equally and respectfully.
• Has currently improved a great deal with upgrading of positions and pay.
• 1) Provide staff opportunity to engage in campus trainings workshops, off-campus training, etc. 2) Provide consistent feedback to staff on work behaviors, e-mails, individual meetings, and staff meetings. 3) Setup department in friendly atmosphere (for staff and student).
• Open doors to my students at all times. Many have home phone. Willingness to listen. Try to talk their language or meet them where they are at without sounding condescending. Participation in multicultural events and with different clubs. Create opportunities and encourage cross cultural interaction. Try to allow students to make their own decisions and learn from their mistakes.
• We have the Hispanic Student Association.
• Diverse Student Organizations Open and friendly environment in Student Services Walk-in advisement center.
• We have quite a bit of diversity on our campus.
• I feel the UB office has created a welcoming environment. I do speak up when I feel someone is inappropriate, especially if I feel the act was caused by ignorance. With my students many times they don't realize and it brings up a good chance to teach them about tolerance and how things can be perceived by others. I am constantly aware of how my students of color are treated differently when we travel together. I enjoy having a diverse colleague base. It gives me an opportunity to learn and discuss diversity issues in a ‘safe’ environment. I believe our student activities department does a good job helping planning activities where employees get to work with the students, i.e. Halloween Blast, Howdy Week, etc. A problem I see that inhibits students of color from being successful is them not seeing people like themselves working here. This may make them uncomfortable asking questions that need asked in order for them to be successful.
Professional Development

- Occasionally we have a diversity related speaker/topic on campus. Personally, I attempt to educate my son on the importance of diversity.
- Go to conferences where diversity is discussed.
- I have not voiced my concern for greater diversity among staff and faculty but I am personally attentive to diversity in my hiring practices for adjunct faculty.
- Treat every person equally the same based on who they are and not their ethnicity.
- I was hired to teach in a specific academic field and that field is where I tend to focus my professional development.
- I tailor my approach to best meet the needs of the student as an individual.
- I teach a unit on stereotypes so it can be discussed every semester.
- Conferences: Global Ed, CLRA, Diversity forums, reading Pedagogy of the Oppressed.
- Very restricted.
- We do talk about and recognize the need for diversity.
- Excellent opportunities for technical training, but very limited for part time faculty and staff.
- I feel we handle this area well and do not need specific training here.
- We regularly examine curriculum and examine the needs of all learners. I participate in and promote efforts to enhance the teaching and learning environment for all students.
- Available to most, if not all staff. Not sure of the level of opportunities to faculty. Campus association with Oklahoma Global Education organization- strong and involved.
- Participate in several committees, organizations, seminars, and meetings that address sensitive cultural issues such as human rights and immigration. Help others to understand issues with which I may deal more directly. Make suggestions as to how we might be more effective in our procedures.
- Not much going on at OKC campus.
- Advisors have specialty areas that cater to specific populations of students.

Assessment

- NA
- Have examined the diversity reports and seen the trend in increased enrollment of certain ethnic groups.
- We are well informed as the enrollment and financial aid issues on our campus.
- Assessment is pretty straight forward activity to me. I treat everyone the same and grade accordingly.
- Semester enrollment profiles are generated for review by our area.
- Verbal and written assessment in response to assignments, readings.
- Standard based.
- No systematic assessment of progress in diversity.
- No knowledge.
- Student Support Services does this.
• Work with Governor's Hispanic Task Force. Am a member of Hispanic Chamber's Legislative Committee. Read continuously about cultural issues that relate to secondary and higher education. Make constant use of professional skills in ESL. Attend and speak at conferences or workshops that pertain to my areas of work as well as personal development. Help to find and fill out scholarships.
• Remember that there are people who still do not have home computers hooked up to the internet.
RECOMMENDED ACTIONS FOR IMPROVEMENT
OSU-OKLAHOMA CITY

Recruitment

- Increase my awareness of the above situations to ensure I’m taking advantage of each one as it arises. Ask more questions.
- Perhaps do more to offer specialized courses.
- PR staff should develop more recruitment programs and then inform faculty on how to get involved.
- Advertise that our faculty are extremely supportive of all students and the fact that we have smaller class groups.
- Job fairs, high school visits, word of mouth (be proud of where you go to school or work).
- Targeting specific schools-populations which are underrepresented here and implementing more outreach activities.
- Could extend effort to a wider region.
- Increase recruitment of all ethnic populations. More diverse faculty and staff.
- Ensure minorities are on all search committees.
- Additional efforts with business and industry. Make available recruiting staff at lunch and breaks at business sites.
- 1) Continue to involve at least one other nursing student level. 2) Recruit at churches or community centers in various ethnic cultural communities.
- OUS OKC should look into online application disbursement of financial aid. Students complain frequently they have to wait weeks into the semester for funds even when they apply online.
- Increase campus-wide efforts in recruitment of all ethnicities.
- Potential areas: Target community centers, vocational rehabilitation clients, prisons, low-income schools. Need to locate new avenues of advertising for staff and faculty/not just Daily Oklahoman - find listserves, newspapers, or graduate programs that identify diverse candidates for example.
- Could do a better job of balancing the diversity / SSS staff needs additional diversity.
- Provide more opportunities for concurrent enrollment in Gen Ed classes. Create an event for local schools to visit campus, hear about financial aid, ACT prep, attend a couple of classes, eat a meal with some current college students, etc. For the community, provide large facilities for Hispanic cultural events which bring indirect exposure to campus.
- Writing a grant for international students. Possibly create a multicultural fair with area high schools.
- It would be good to have scrolling messages or some form of movement on the website to promote special classes, events, new academic programs to recruit new people. It would be a good idea to also recruit graduating high school seniors' parents. If the parent does not have a degree, they might be thinking about themselves in relation to their children's lives and may be ready to pursue a
college degree. Adults sometimes have a re-evaluation of their lives when their children are leaving home. They may be interested in a degree or just special interest or personal development classes.

- Continue to encourage and promote 'recruitment' as a campus-wide function.

Retention

- Start incorporating questions like, have they enrolled, do they need a class schedule, etc. Volunteer more.
- Make an effort to reach out to students that are struggling.
- Create motivational reminders that faculty need to be involved and more open minded about reaching out.
- Physically escorting students to their requested destination.
- Emphasis on the quality of teaching, desire for the student to succeed.
- Assistance is always available for students serious about their education.
- Schedule diversity speakers that celebrate societal differences such as political, social, and historical topics that can promote diversity, tolerance, and understanding. Collaborate with faculty to partner in these endeavors to promote to students and to encourage classes to participate.
- Create a special emergency fund for students unable to buy books, etc.
- Could offer classes on need as well as economical basis.
- Setup mentoring program for women and minorities.
- A few instructors spend more time entertaining and telling stories and not really teaching subject matter. Respond to student complaints.
- Student Services used to provide a list of services available to students. This would be a helpful list for new faculty and adjuncts that aren't familiar with campus resources, especially for special functions like professional counseling.
- Improve diversity among faculty. Encourage critical (questioning) and "free" thinking in the classroom. Fewer restrictions by faculty regarding (controversial) topics for speeches and other assignments.
- Some instructors don't seem to want to teach. They tell stories much of the time and then expect the students to learn the materials themselves. Balance is important. We lose a lot of students to other colleges for Chemistry and Anatomy. It is not a Difficult Issue, but an ego and instruction issue. Respond to and investigate student complaints more thoroughly.
- Could provide posters, materials, and tapes to promote cultural diversity (spotlight the importance in general areas).
- Perhaps, provide more tutors for students at all hours. Continue to work on ideas that will create an atmosphere in which the students will want to remain on campus more when not in classes.
- Improve navigational ease of school website Create FAQ sheets to post on website.
Partnerships

- Continue to strengthen the partnerships I have and seek out new ones.
- Need more partnerships with business and industry organizations.
- Currently exploring possible new internships for PSER majors.
- Actually get involved in partnerships by volunteering in our community.
- Partnership with businesses and industries to provide training for employees, partnership with votech schools, high schools.
- I have limits to how much time I can spend on these activities, but feel the institution can better address new opportunities.
- Partner with Academic Affairs to encourage class participation where speakers/events relate to course curriculum.
- Contract with businesses for scholarships and grants.
- Continue on this road, viewing this initiative (forum) in an active way and hopefully future forums.
- Compared to OU/OKCCC and UCO/Rose State, OSU-OKC/OSU-Stillwater is far from adequate.
- Additional 2 plus 2 agreements with Langston OKC.
- More equipment furnished or shared. Class offerings and degree programs reviewed to meet employer needs.
- Hispanic, Asian, etc. community for college education development.
- Partnership with graduate programs (potential teachers, advisors, and administrators) would provide a more diverse pool of employment applicants to choose from. Seems to be a lack of diversity in the application pools. Also partner with businesses and industries.
- 1) Provide on-going training. 2) Look at other programs on campus (organizations, clubs, etc.) to offer services.
- Consider an incubator program with groups like the Hispanic Chamber. Create ways to partner our programs with needs in agencies such as LCDA and Community Action (i.e. business majors helping with tax programs, nursing helping with health fairs, etc.)
- Build stronger relationships with prominent minority groups and organizations.
- Academic departments have Advisory Boards-possibly seek out connections with Advisory Boards with regard to recruitment and scholarships.
- Promote Spanish classes that are specialized to specialized businesses (Financial/Banking, Law Enforcement, Human Resources, Medical & EMS, etc.). Businesses will pay more for an employee with bilingual skills, so they could be approached with paying for bilingual education programs for their employees.
Campus Climate

- Continue to make services available to other ethnic groups as we have done with our Hispanic population. Increased effort to build those student groups with student clubs and activities. Gear our media/advertising efforts in the directions of those specific groups. Ex. – advertise our open enrollment to those with physical handicaps at areas and locations of interest to those with those handicaps.
- Continue to create groups that are diverse in nature.
- I think OSU-OKC is on the right track. We now have several student clubs that pertain to diversity among students.
- Extend the smile and helping hand to all students, faculty and staff.
- Friendly, welcoming classes that are offered around work schedules.
- Because of our location, we will continue to attract diverse populations to our campus.
- Focus also on diversity issues such as tolerance and understanding. We do not have enough diverse faculty/staff. Diversity in teaching positions is lacking.
- Hold seminars on cultural sensitivity?
- Could provide more facilities and organize more activities to students.
- Foreign Film Festival.
- Establish goal to make workforce in academic affairs reflect diversity of the community.
- Better advancement and pay to retain excellent employees.
- The one area the campus could improve. Lack of diverse population represented in full time faculty and in administrative professional staff.
- We really need to find a better (faster) way to disburse funds to students. I understand UCO & OSU are totally online. Why can't we do this?
- Do more to promote diversity through/with curriculum planning and student events.
- Continued staffing concerns could be addressed with added diversity in hiring.
- Need to identify more opportunities that focus on cultural diversity.
- Listen to students more in sincere relationship. Continue to make this a personal user friendly campus. Value relationships more than efficiency.

Professional Development

- Incorporate this diversity education schedule in the same way we do our safety training, on an annual or semi-annual basis.
- Promote the learning more about the various learning styles of ethnic groups.
- More publicity about raising consciousness or awareness on diversity on our campus.
- Have seminars with and for our faculty on ways to best teach students of diverse backgrounds.
- Be more sensitive to employees and student cultural differences.
- Different organizations that provide growth in an interest or career, speakers, conferences.
- We continue to receive ongoing training in safety, diversity, sexual harassment, and technology.
• This is an area that our campus as a whole benefit from more diverse professional development. Especially with the population shift that Oklahoma colleges will be asked to serve, it is important for us to know about those nuances and norms identified with those targeted populations.
• Provide more opportunity for staff development.
• More training for faculty and staff.
• Annual diversity sessions.
• Provide training at times the part time faculty and staff can attend. Offer incentives for both to attend.
• Continue to find time for creative discussion with others in the field as well as students.
• We could make it easier to allow faculty members to earn an Ed.D. by having OSU-Stillwater use a combination of long distance education and visiting faculty to each OSU campus.
• Have workshops or sessions about different cultures.
• Seek out workshops/seminars on diversity.
• Everyone should go to a Ruby Payne conference www.ahaprocess.com.

Assessment
• N/A
• I have no training in meeting special needs or disabilities, and feel that should be left to professionals.
• Examine which group is underrepresented and target outreach to these groups.
• Should allow fewer numbers of repeats and enforce pre-requisites for students.
• Establish targets for women and minorities in academic affairs.
• No knowledge.
• Definitely need more avenues, resources, and abilities to bring in more diverse applicant pools for employment. The pools I see for our new positions are mainly white applicants. I need a broad pool. (Look at and partner with graduate school programs- Langston for example to provide professional black applicants and community centers for Hispanic applicants).
• Continue to keep abreast of what is out there with relation to diversity issues.
• Have opinion polls from various students coming from different backgrounds.

OSU-Oklahoma has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.
OSU-OKMULGEE

Recruitment

- Organizational atmosphere receptive of differences.
- Institution and unit actively participate in career fairs.
- Diverse Prospective Student Services representatives.
- Target incumbent workforce with evening and online classes.
- Engage in targeted marketing initiatives.
- Conduct career exploration workshops targeted to underserved populations.
- Place interns with the School for the Blind and the School for the Deaf.
- TRIO.
- Upward Bound.
- Student Life activities.
- Visiting Tech and Vocational Schools.
- Mexico Visit.
- Facilitate Thailand Relations.
- Cooperatives.
- Food Shows/ Trade Shows.
- Marketing Materials geared towards diverse groups.
- Hosting prospective student dinners for entire campus.
- Campus closed minded to diversity: past history.
- Existing staff and students somewhat un-accepting of diversity due to lack of exposure, rural, lower socio-economic backgrounds, typically white males.
- Current program offerings appeal to rural type students/clients.
- Campus location(s) attracts students from rural areas.
- Advisory boards support diversity in recruitment.
- Recruiting well from different geographic locations.
- Graduates assist.
- Some progress on recruiting materials.
- Toyota offers diversity scholarships.
- Technology Showcase.
- Recruiting younger students.
- Not actively recruiting older students.
- New employees lack campus information.
- Outreach-showcase, FFA, Business Contest, Kids are special, etc.
- Reflect thru outreach above.
- Yes, we treat people equal and give same opportunity for all.
- Yes, follow State guidelines.
- Showcase, FFA contest, Creek Nation, Boy Scout, Kids are special, State BPA Contest.
- Some representation, could improve.
- Diversity newspaper-word of mouth.
- Room for improvement.
• Limited by purchasing rules.
• Student Focus is on K-12.
• Advertise for employees thru newspaper, magazines, web, & word of mouth.
• New student advisement day.
• We do participate in community activities through church and school activities.
• Partnerships with Senior Day, Kids R Special.
• Contact people at ball games, carnifall, church, showcase, YMCA, high schools.
• Career Tech’s Skills USA Events.
• FFA contest held annually on campus for over 50 years.
• Departmental training for recruiters.
• Association of Women Engineering scholarships available.
• Host site for Boy Scout jamboree.
• Faculty have made presentations at national Nanotechnology conferences.
• Career Tech partnerships are strong in most areas.
• Tribal College partnerships.
• We recently hired a Spanish speaking recruiter.
• Partnership with Muscogee Nation in recruiting ten Native American Students to participate in the Nursing Program.
• We have recently changes our admission policy to include a point system, while still relating to diverse climate of the rural area.
  a. GPA
  b. Giving credence to rural diversity
  c. Promoting people of color on our brochures and programs
  d. Points given for being an OSU student
  e. Diverse mannequins used in our classrooms
• Attendees of the Technology Showcase is an indication of our cultural diversity.
• Work with youth programs: academics, recruitment, presentations.
• College orientation offered to high school juniors and seniors; inviting parents.

Retention
• Institution has not been successful in retaining diverse populations.
• Cost is an obstacle for many individuals.
• Academic preparedness is a challenge many students face; have implemented strategies (e.g., tutoring center, development coursework, Early Alert System, TRIO, etc.) for addressing this need.
• Campus atmosphere is friendly and personnel are helpful.
• Institution has an atmosphere of acceptance.
• Mentoring through the CIS internship and work-study program.
• Help direct students to appropriate areas based on their needs.
• Uniform identification for campus employees (name badges, ID badges, etc).
• Study of bias- done in some ethics courses.
• Audience analysis- small group communication, speech, comp I.
• Asking questions to students in class.
• Discussion of genetic disorder/diseases prone to certain ethnicities in science courses.
• Psychology courses- chapter on prejudice.
• College strategies course.
• Informal/Formal Advisement.
• Open Door Policy.
• Takes a village to raise a student – entire dept. participates.
• Strong Faculty Mentors.
• Department events, fostering community.
• Tell them to learn from our examples of the kind of jobs we hold.
• Being warm and friendly to the students.
• Reaching out to disabled and blind students.
• Encourage students to attend classes.
• Lack of money or funds for continuing educational pursuits.
• Lack of family involvement (supportive) and understanding of college and college rigors.
• Environment (academics and campus) not what student/client expected.
• Support programs are not consistent and/or non-existent especially for international and/or non-traditional students.
• Continual contact and encouragement- “can-do” attitude.
• We know our students and encourage them to help each other- “3 Musketeers” approach”.
• Some multicultural/international components being taught in various classes.
• Early alert system.
• Provide comfortable work environment
• Most if not all opportunities are free & provide information for financial assistance.
• No-not to our knowledge do we promote quality thru HR.
• Comfortable work environment, speak up if there is a problem.
• No, mostly free-e.g. Covelle Hall, Infirmary, etc.
• Yes we try to.
• No, if there were, promote equality.
• Inactive or ineffective early warning system on students.
• Non-competitive pay compared to external market.
• 50/50% cost split for continuing education.
• Few student employees in administrative offices.
• Professional development training for staff.
• Student life activities and opportunities have increased.
• Faculty and staff are caring and work individually with students.
• Small classes offer more time to work with diverse needs of students.
• College Readiness Center available to assist with student needs.
• Divisional mixer with food once a semester.
• Flexible Scheduling (sometimes too flexible).
• Variety of student services.
Wellness programs.
Strong faculty advisement and support in some areas.
We teach culture sensitivity in the Nursing Program.
Constant interaction with students, on a first name basis.
Social functions within our department.
Sharing differences in cultures in a classroom setting, which gives the students a chance to ask questions.
Respect shown to students – which in turn promotes good rapport.
Promoting involvement with campus clubs and activities.
Faculty and staff in the Technical areas know there students well and care for them beyond the classroom.
Supplemental information used with current texts in courses.
Current diverse faculty – experiences.

Partnerships

Work closely with organizations which are actively seeking to increase and improve the diversity of their workforce.
Students have significant opportunities to interact with role models in meaningful ways.
Collaborate with Oklahoma Tribal College.
Certain student organizations promote diversity.
Institution and unit partner with other educational organizations (e.g., Tulsa Community College, Oklahoma City Community College, Rose State College, CareerTech System, Cyber Security Education Consortium, etc.) in targeting nontraditional populations, developing meaningful career and educational pathways, etc.
Have participated in cultural exchanges with Thai postsecondary institutions.
Student interns often gain valuable experience with backgrounds from diverse backgrounds.
ACF, FCA, Co-ops, ORA, FCCLA, Industry Advisors, Internship sites.
Local and community partnerships should be stronger.
OSU-Stillwater support should be stronger.
Strong industry support / advisory board.
Strong organization/agency support.
  - NEOMC
  - OSRHE
  - ODOC
  - OSDE
Creek & Cherokee Nations Tribal relations.
Advisory committees are strong across campus.
Employer partners want to know about institutions stance on diversity.
Partners bring in diversity in students.
Deal a lot with professional associations that also are tuned into diversity.
Volunteering to be a part of different campus activities.
• Assist w/off-campus groups with their special events.
• Provide physical & financial assistance for sponsored activities.
• Hold diversity forums-offer diversity professional development.
• Newly started.
• Professional development with other OSU Campuses.
• Student/industry internships.
• Campus programs/industry partnerships.
• Cooperative alliance partnerships such as with MetroTech in OKC to offer Protech Program.
• Culinary partnership with Francis Tuttle.
• Orthotics and prosthetics partnerships that are nation-wide.
• Interdepartment partnerships (IT and Auto/Diesels).
• Advisory committee partnerships in each program area.
• Various scholarship programs offered by industry and other donors.
• More involvement with off campus organizations.
• Scholarships available.
• Native American resources (Tribal Colleges) Company representatives: OG&E, ONG, PSO, City of Okmulgee.
• Employee interaction with students to encourage working together as a team.
• Instructing by example.
• Industry partner scholarship.
• Generally strong Advisory committees.
• Career Tech agreements.
• Internships in all programs.
• Diverse members of the Industry Advisory Committee.
• Agape & SNA community service.
• Clinical Contracts with hospitals, nursing homes, dr. offices, and preceptor matching.
• Scholarships offered to our students from Clinical Contracts.
• O & P Health Fair.
• Limbs for Life.
• Creek Nation (promoting the detection and living with diabetes).
• OSU Medical Center/Tulsa.
• Faculty and Staff Support.
• The partnership with bigger companies shows us that the companies are very concerned with diversity issues.

Campus Climate
• Personnel are open and accepting.
• Low interdepartmental student interaction.
• Limited interaction between personnel within various units and campuses.
• Limited professional development opportunities.
• Failure to take advantage of current opportunities to promote diversity.
• Assist students with technology-related issues.
• We need more diverse student body (i.e. race, gender).
• Excellent student life activity calendar.
• Covelle needs updated facilities.
• Lack of (student driven, interest driven) diverse religious clubs.
• Staff not informed or understands programs such as: retention, admissions, recruitment, etc.
• Do not value diversity.
• Organization and campus not inclusive.
• Good food, quality of student union.
• Good living conditions for students, vast improvements.
• Small campus environment is a positive.
• Very friendly campus environment.
• Great improvements in aesthetics of campus.
• Zero tolerance and take quick action against discrimination.
• Be accepting of others.
• We could use improvement.
• Accepting to everyone-be more proactive.
• Try to have committees-room for improvement.
• Yes-mission statement.
• No active minority clubs or organizations.
• No multi-cultural “celebration” activities/events.
• Muskogee (Creek) Nation on campus.
• New dorms.
• Landscaping and campus beautification projects have made great improvements.
• Facilities, equipment and capabilities continue to improve.
• Food service and facilities are definitely positive assets.
• Periodic questionnaires to students as to how we are doing at this institution.
• Division mixer with food once a semester.
• Believe is we do a fair job with diversity because we treat everyone the same.
• The CRC does a good job relating with all students.
• We seem to have a good ADA program for the handicapped.
• Promotion of a Culture sensitivity learning environment.
• Diversity has not been a concern in the Construction Division. We have a division that has some diversity but no real work has been done to enhance the number of students with different backgrounds.
• As a campus we see that we are attempting to establish relationships with the international community and have don sow with the country of Thailand.

**Professional Development**

• On-campus professional development opportunities are limited.
• Session scheduling often limits participation of personnel.
• Not currently making full use of existing, campus-based resources (e.g., international students, etc.) in promoting diversity and related learning opportunities.
• Overloaded faculty & staff, no time for training.
• Professional Development should be required, certain # of hours.
• Industry certifications should be mandatory.
• ACF Accreditation (This is industry standard!)
• Many faculty have had international dimension course.
• New faculty orientation very helpful for learning documents with others.
• Scheduling might be somewhat of an issue.
• Offered to employees and others.
• Allow 3 hours of benefit time for education.
• Some diversity speakers and training has occurred.
• Some professional development classes.
• Attend on campus professional development workshops when offered.
• A variety of seminars are offered throughout the year.
• Surveys are administered all the time.
• Innovation Abstracts through NISAD are distributed.
• Opportunities to attend professional development activities or conferences.
• Participation in professional development activities regarding cultural sensitivity.
• This session was the first educational opportunity toward diversity.
• Little offered – none dealing with diversity.
• No time to attend if offered – P/D poorly coordinated with teaching schedules.

Assessment
• Key information is available to institutional stakeholders regarding the makeup of institution’s student population.
• Awareness of diversity and related issues among institutional personnel is currently limited.
• Some awareness of financial aid award process.
• Basic understanding of economic impact of diversity on the university and the nation.
• Industry Advisors.
• Open door policy (no entrance requirements).
• Unbiased classroom assessments.
• More specific administrative guidelines are desirable.
• No knowledge of Affirmative Action report.
• Nature of programs offered: tend to attract certain mix of students.
• Do not know goals / targets (total diversity).
• Need to ask students/clients why they are coming to OSU-Okmulgee.
• Students are place bound: this is a state wide issue for the entire student body.
• Assessment processes have improved, but generally do not include assessment elements related to diversity sensitivity.
• Internship evaluation sometimes include elements of diversity depending on site and supervisor.
• Concerned more with individual qualities & qualifications.
• We should look at what changes need to be made.
• Offer a wider range of service of what we have to offer.
• Our unit is people friendly.
• Affirmative Action Plan.
• Providing input on Professional Development Sessions.
• Pre-employment testing, inconsistently done.
• Not assessing for best bus seat (employment or transfer).
• We do currently track population data and retentions rates.
• Exit surveys should be able to provide some insight.
• Fox Report.
• Providing translators.
• Student Evaluation of Instruction.
• Freshman Survey.
• Student Evaluation of Instruction.
• Plan for assessment of student academic achievement.
• None that we can see.
• If this is referring to: the relationship between academic assessment (NCA-style) and Diversity, there should be NO Connection! Academic assessment (NCA) should only deal with “are you teaching what you say you’re teaching and how well are you teaching it”.
RECOMMENDED ACTION FOR IMPROVEMENT
OKMULGEE

Recruitment

- Continue to strengthen international student recruitment initiatives.
- Establish clear goals for the recruitment and retention of diverse students and personnel.
- Make key print and web materials available in other major languages (e.g., Spanish, Vietnamese).
- Identify best practices for fostering diversity in the academic environment.
- Target individuals (e.g., parents, teachers, etc.) with the greatest influence over student choices regarding pursuit of postsecondary studies.
- Conduct professional development sessions for teachers/instructors of high school and CareerTech programs related to technical (e.g., computing) areas at OSU-Okmulgee.
- Target recruitment.
- Money for recruiters (effective and training).
- Increase advertising.
- Advertise for all programs more equally.
- Recruitment of local high school students.
- Recruit first semester/first year “washouts” from Stillwater.
- Better relationship between campus recruiting and high school counselors.
- State employments agencies for adult students.
- Need to focus more on female students, nontraditional students.
- Develop targeted marketing pieces - ideos, cd’s.
- More flexible times for enrollment (first/last Saturday).
- Determine ways to provide transportation for underserved populations (KATS).
- Focus on ways to provide financial aid for underserved populations.
- Encourage/offer programs related to education, acceptance, and awareness.
- Relate more to the cultural aspects of programs offered.
- Better communication of options and programs.
- More staff with time to focus on retention.
- Leadership that supports faculty.
- Ad campaign, marketing budget and resources.
- Identify target groups & set specific goals with supporting programs.
- Specific dollar allocations (may be re-allocation from existing funds) for targeted groups.
- Add new academic programs to attract diverse populations.
- Diversify faculty- need the best- have to pay for the best.
- Need to develop support services to make international and multicultural students and faculty/staff feel comfortable.
- Focus more on diversity among Okmulgee County.
- Why are students going to TCC?
- Need to have recruiters more focused on going out to the schools.
• Targeted marketing at prime times.
• Focus on web-based targeted recruitment.
• Need to be more flexible and diversified with what we offer and when.
• Increase responsibilities of general education faculty to assist with targeted recruitment and student support for diverse populations.
• More student workers on and off campus.
• Employee & student orientation.
• OSU-Okmulgee greeter.
• Departmental contacts with students.
• Bring back the super-weekend.
• More bilingual employees.
• More physically challenged assistance.
• Multi-cultural day w/food & Culinary Arts involved.
• Fee-waiver/scholarships for diverse groups.
• More participation in student clubs.
• Location for student activities.
• Interactions w/ BSU
• Dances.
• Graffiti Board.
• Quarterly Diversity Days sponsored by Divisions but not just for Academic Areas, all can attend.
• Speak positive things about OSU-Okmulgee to people off campus.
• Overtime or comp time for activities participated in by staff. Possible recognition with small rewards for participation.
• Let staff work part of events and “mingle” during event.
• Allow employees to attend functions on campus on the clock.
• Bring children on campus K-12 to understand the OSU is not just “4 more years of school.”
• Find out what activities students are interested in and provide transportation to and from activities in the community.
• Better advertising that jobs are available.
• More local and statewide advertisements.
• Cheaper classes and activities.
• Out of state tuition needs to be lowered.
• Make work study supervisors consistent and aware that work study is not doing class work or homework on working time.
• We need to connect in order to assist students around campus.
• Keep OSU information available year round throughout state high schools.
• Keep OSU material circulated around businesses, which contain news and curriculum.
• We could offer diversity type scholarships.
• Research pro scholarship organizations.
• We need more In Service Training.
• Reconnect with diverse campus organizations such as American Indian Club or Black Student Society.
• Partner with organizations such as Women in Electronics and other similar groups.
• Requesting a larger budget for health fairs to be held at local churches and community clubs.
• Promoting the need for higher salaries and wages of faculty and staff to attract a more diverse group of applicants.
• Recognize the need to go to larger health shows like MED Trade and A.O.P.A. to promote our university.
• Seriously look at our university grounds from a physically handicapped point of view (are our sidewalks where they are most needed?)
• Provide the area high school councilors with professional and scholarship information.
• Mandate time for faculty and staff to attend recruitments and shows.
• Treat all prospective students well.

Retention
• Set specific institutional goals regarding diversity.
• Expand availability of key institutional services.
• Determine primary causes of student attrition.
• Incorporate best practices regarding the recruitment and retention of diverse students and personnel.
• Increase availability of scholarship funds targeted to continuing students.
• Conduct more research to determine why students leave the university.
• Offer more cultural programs and clubs on campus.
• Offer educational programs that encourage and promote cultural acceptance.
• Offer more strict criteria for admission.
• Try not to tolerate derogatory or judgmental remarks – be sure to address situations as they occur so they do not continue and get out of hand.
• Provide fair background.
• Help student/faculty bonding.
• More retention efforts- one on one.
• Advisors.
• High uniform standards across the board.
• Make instructors more available.
• Updated facilities (state of the art).
• Certifications, more staff, accreditation of program.
• Continuity in curriculum.
• Increased budget, increased staff.
• More time to mentor for faculty.
• Execute student support system for diverse populations.
• Educating faculty, staff and students/clients on diversity.
• “Hard” metrics with accountability for staff/faculty on diversity.
• Measure and communicate ROI and Jobs to prospective students and parents.
• Do away with program specific courses in Arts and Sciences for diverse class population.
• Include diversity information within courses.
• Programs that help students relate, feel ‘sense of belonging’ (sexuality, religion, etc.)
• Student newspaper by students.
• Letter from the President via e-mail like other OSU campuses.
• Professional development on diversity, culture, etc.
• Seminars for students or integrate into current course on diversity, culture, etc.
• Diverse texts.
• Consideration of diversity (experiences, etc.) with hiring of new president of our campus.
• Better advisement for first generation college student (preparation).
• Standardized advisement across campus.
• Better campus communication (weekly e-mail possible).
• ARC program.
• Support groups.
• Extended daycare hours.
• Banking hours for daycare (being able to work on campus to earn hours to pay for daycare).
• Need things for students to do outside of class and on weekends- need more support and activities from campus and community.
• General education faculty need to be more involved in support for students.
• General education faculty and technical department faculty and staff need to talk and collaborate more closely on curriculum and other student related issues.
• Improved scheduling of training opportunities (after work hours or lunch periods, etc.)
• More flexible student life activities.
• Activity bus- transportation to Tulsa.
• More support from Stillwater/ recognition.
• More transportation options in general (KATS).
• A program on campus to encourage them to stay with their education.
• To make students more aware that counseling services are available at no cost and keep hours open for them to use this service.
• Follow up to make sure no one “falls through the cracks”.
• More interaction with students.
• Always speak with respect to students.
• More student activities need to be offered by campus and community.
• More campus buildings open on weekends.
• Speak with students regarding the importance of an education to attain career growth, build self esteem and land a good job.
• Encourage city to host more activities for students.
• Offer incentive for good attendance and good GPA.
• Offer a wider variety of B.A. degrees.
• Offer more technical certificates.
• Offer more short term classes.
• Better pay for employees.
• More encouragement by employees and instructors.
• Recognition for outstanding students and employees.
• Cornerstone classes could be upgraded to include diversity topics.
• Create an up-to-date campus organizational chart making it easier to direct students to appropriate people/services (last one is dated 2003).
• Train faculty to be better advisors/listeners.
• Make students more accountable.
• Make sure students know that help is available for a lot of the problems they face.
• It is must that we emphasise the importance of the Degree to the Student and the industry that tries to hire students before they graduate.
• Create a student organization for minorities – such as a Hispanic Club – so students of similar cultures can find companionship on campus.
• As instructors pay close attention to the success of this population being mindful that with little or no role modeling many of the expectations of our successful students are unfamiliar.

Partnerships
• Continue to expand opportunities for students to interact with role models (e.g., institute seminar series).
• Continually seek opportunities to bring diversity issues to classroom and lab settings.
• Partner with organizations which promote and foster diversity.
• Professional development related to diversity.
• Corporate Partnerships; Marriott, Hilton, Weston, more Puebla type relationships.
• Made in OK products and partnerships; Sadexo, Highland, Griffins, Beef Council.
• Chicken Council.
• Continuous industry partner support, private sponsors and partnerships.
• Sister universities in different countries: exchange program.
• Faculty exchange programs: international and domestic.
• Search out minority owned businesses to participate in industry programs and advisory boards.
• Go back to partnering more with local community like we once did.
• Need to continue developing partnerships with private sector.
• Seek minority groups to partner with.
• High school level culinary competition.
• More scholarships offered by industry and advisory committees.
• Communication about OLAP and the Family Fund Drives.
• Have more sponsored activities.
• Have more graduates and company spokesmen speak with students to encourage them to continued education. Example: Address females in the field of high voltage possibly a female representative.
• Increase internship facilities.
• Job fairs.
• Need more faculty and staff involvement in student activities.
• Create partnerships with other OSU campuses to converge on one campus for a recruitment day for all local high schools to attend.
• List donors on the scholarship application
• Hire diverse faculty/staff when possible
• Bring speakers from industry to address diversity in the workplace
• Contact Minority owned companies
• As a university create a position responsible for these partnerships.
• Seek out the Hispanic Chambers of Commerce, etc.

Campus Climate
• Increase number and quality of on- and off-campus student activities (e.g., participation in Tulsa and Stillwater events, etc.)
• Increase awareness of diversity-related activities among students and personnel
• Institute meaningful workshops for students and personnel
• Collaborate with diversity-oriented clubs at other campuses within the OSU System (e.g., OSU-Tulsa)
• Reword signage on entrance to technicians’ area
• Continue to request staffing support for student helpdesk
• Facilities update; Covelle and Hospitality buildings.
• More student amenities.
• Shuttle service from Okmulgee to Tulsa (BOB) 2 or 3 times a day.
• Educational / professional development on diversity & support programs.
• Campus activities, e.g. Diversity educational exposure, fun activities.
• Diversity must be a priority for faculty / staff / administration….. more than words.
• More support services and activities for students- particularly on weekend.
• Campus-wide activities focused on diverse populations that involve all facets of campus.
• Reactivate campus showcase “Super Saturday” to involve local community .
• Stronger collaboration between general education and technical departments to improve learning and to work on globalizing curriculum.
• Reactivate campus retreats to focus on these topics and collaboration.
• Remove the barriers.
• Develop a “social gathering” center attracting to both students & staff.
• Students need more activities outside of academics.
• Need to cater to different groups of diverse students.
• Need more/better communication.
• Costs up, perceived value down.
• Host conferences.
• Need stronger involvement with community (ies) to support students.
• Better communication between staff and students (i.e.: financial aid and scholarships).
• Take time to talk to students we come in contact with and try to be helpful.
• Have more staff involved in campus activities.
• Start programs for heritage, culture or vocations.
• Be more friendly campus.
• More information is needed for first timers on campus.
• Help students find churches they would like to attend.
• Designate a campus chapel area for all faiths for students, staff and faculty.
• Provide variety of diverse language classes for employees and students.
• Incorporate a campus wide wellness program for students, faculty and staff.
• Competition between other campus employees / students in sports, debates, chess.
• Make students feel more at home while at school.
• Visit with students. Let them see the school thru the employee.
• We need exit interview data for programs.
• Explore new student organizations and hold existing clubs accountable for inclusion and activities geared for improving diversity.
• Create or more awareness of Minority Student Clubs.
• Allow those instructors that represent Hispanics or other ethnic groups to have time to interact with students of their ethnicity.

Professional Development
• Establish an institution- (and system-) wide baseline for understanding why diversity is important.
• Investigate the use of alternate delivery strategies for professional development.
• Make better use of development opportunities available throughout OSU System.
• Offer more classes related to diversity.
• Incentive program for faculty and staff.
• Required minimum # of training hours.
• Recruit adjunct staff that brings expertise on diversity to campus.
• Educate and train staff/student body on diversity.
• More funds for training and development.
• Scholarships for international experience/exchanges.
• All faculty should have opportunity for international and diversity/sensitivity sessions and courses.
• Utilize students/faculty to share experiences (international and multicultural).
• Sessions need to be offered at times that allow all to participate.
• Incorporate elements of diversity training and sensitivity into new faculty/staff orientation.
• Include more professional development to students.
• Offer more diversity oriented professional development.
• Continually survey employees on potential topics.
• Need more diversity training on to address such things as cultural issues, gender issues, X and Y generations, etc.
• Need speakers capable of representing perspectives.
• Need to do a better job of profiling target audiences.
• Have a scheduled day that everyone can go – between semesters.
• Have cultural classes for the staff to research backgrounds of different cultures to help understand others needs.
• Free education to all employees.
• Incentives for bettering one’s education.
• Create forum for students to have feedback.
• More time for employees to attend programs and classes offered.
• Suggest alternate professional development workshops, alternative methods of teaching.
• Incorporate diversity training into new faculty workshop.
• Foreign Language offerings need to be increased.
• Setting numbers and goals, for the group or groups, that is to be targeted.
• Retooling the enrollment process to include diversity.
• Bring to campus leaders from various ethnic groups to have informal discussions/interaction with faculty to discuss the needs of each ethnic group.

Assessment
• Workshops targeted to development of time management skills.
• Ensure that information collected on students and personnel is meaningful and useful in future diversity-related initiatives.
• Leverage resources available throughout OSU System.
• CUA admission standards (requirements).
• Mandatory use of assessment tools.
• Engage current students/clients.
• Publish goals and objectives for affirmative action.
• Update exit interview to make it more useful in this area.
• Rethink how and when the assessment occurs.
• Find ways to include components on internship evaluation.
• Stronger assessment mechanisms in classroom.
• Better/Consistent job descriptions.
• Better/improved HR tools for employee sorting & ranking for hire/transfer.
• Inconsistency of assessments.
• Assessment instruments and techniques need to be updated and evaluated.
• Need to take advantage of the information that is being collected.
• Communicate with staff about enrollment.
• Clarify signage around campus to make more user friendly.
• Update maps to match current building numbers.
• Establish a point of contact for diversity issues on campus.
• Host new activities that focus positively on diversity.
• People and money allocation for the task.
• Set goals for what you feel would be an improvement and coordinate the action to be taken.
CURRENT ACTIVITIES

Recruitment
- Hired new bilingual recruiter
- Publicize more about OHLAP, Gear Up and Upward Bound
- College Fairs geared to diverse audiences
- Tribal College
- Open admission policy
- International programs
- Diverse recruiters
- Visit all high schools in Oklahoma
- Diverse hiring practices
- Diverse recruiting
- Advertise for positions in ethnic diverse publications/media
- Target minority high schools for recruitment
- Student Life recruits female work studies for Referees
- Recruit outside of Oklahoma (Geographic Diversity)

Retention
- Student Life has great commitment to students
- All Student Life Functions (welcome back lunch, Orange Peel tickets, Home football games, LA/OKC Hornets tickets, carnival, spring fest, cinco de mayo, movie night, cowboy connection black history month and so on..)
- 22 Student Clubs/Organizations
- Rebel
- Leadership Programs through Student Life
- Arts and Sciences Division serves pop corn
- RHA Community Assistant Program
- No name change
- Market who we are
- Raise our standards
- Early intervention
- Think ahead to retention
- Consider reinstituting an inter-collegiate basketball team
- REBEL Program
- Diverse work studies
- Equipment and services provided for students with disabilities
- Expanded activities and programming for diverse populations – Campus Life
- Early alert
- Not stereotyping
• Clubs
• Tutoring
• Student Life and Residential Life activities
• Disability awareness day
• Res. Life Drag Show during Mardi Gras
• Redneck culture in various programs
• Diverse programming in Student Life (including clubs/organizations)
• TRIO (tutoring, remediation)
• CRC (tutoring, remediation)

Partnerships
• Attract more partnership that provide scholarships
• Seek out Corporate Funding
• Working on Thailand partnership
• Swiss
• Industry partnerships
• Student Ambassadors
• Advisory Council
• Academic sponsors (ex. Ford, CAT, GM)
• Cooperative agreement
• Concurrent enrollment
• Advisory committees
• Cooperative agreement
• Concurrent enrollment
• Program partners (i.e. Chrysler, CAT, etc.)
• Tribal College of Muskogee Nation (Health Center)
• Workforce, WIA
• Mid-America Industrial Park, Pryor

Campus Climate
• Student conduct process helps control campus climate
• Clubs/Organizations provide welcoming environment
• Student Life Events invite people to get out and get involved
• Leadership Programs
• REBEL Program
• Diverse populations among clubs
• Try to hire diverse populations
• Student Life and Residential Life activities
• More Handicap accessibilities (ex. Sloped sidewalk approaches)
• Sexual assault prevention program
• Self defense training program
• Alcohol awareness week
• Campus Life activity programs
Professional Development
• Leadership Activities, P.E.T.E University, Leaders 4 Life, Internships
• Incentives for people to further their education
• Pay should equal degree, we lose good faculty and staff to other colleges and the corporate world because they can make more money elsewhere
• Diversity Forums
• Diverse work studies
• Diverse recruiters
• Black History Month
• Sexual Harassment Seminars

Assessment
• Weekly notification of events through student life
• 4 Month Student Life Calendars highlighting events for semester
• Diversity Workshops
• Leadership demographics
• Fox Report (ex. Male & Female ratio)
• Affirmative Action Report
• SSI
• Exit interview (Financial Aid, Res. Life)
• Student Life survey
• Student info system data

RECOMMENDED ACTION FOR IMPROVEMENT
OKMULGEE STUDENTS

Recruitment
• Use the bus for recruitment
• More centralized and focused efforts on Tech Showcase
• Target specific academic programs
• Target specific industry programs
• Create industry employment fact sheets listing pay and benefits for divisions
• Need to involve more alumni and show case those who are doing well in their respective disciplines
• Publicize more about OHLAP, Gear Up and Upward Bound
• Start recruiting in Middle School
• Identify minority activities and participate
• Have multi-cultural college fair
• Explore areas of additional funding
• Expand programs and Bachelor of Technology options
• Consider offering programs in urban sites
• More local recruitment
• Work on technical course transferability
Retention
- Support groups, may want to involve local churches
- Establish better community relationships
- Departmental tutors
- Bi-weekly letter to students at OSU-OKM from Dr. Bob, like President Schmidly does for OSU and OSU-Tulsa
- Make faculty and staff aware of programs
- Use campus email
- Research specific needs
- Employee incentives
- Tuition Fee Waiver for employee’s family members
- Have “Big Orange Bus” (BOB) run between Okmulgee and Tulsa
- Find more money (i.e. scholarships/grants)
- Expand Early Alert
- Establish employee incentives (i.e. family tuition waivers)

Partnerships
- Seek out Corporate Funding like, AT&T who gave 1.5 mil to OU and we probably have a bigger native American population
- Work with other colleges to make transferability better
- Seek out Community partnerships
- Events that reach out to more people to recruit
- Create comfortable environments (i.e. Women in Engineering)
- Increase diversity in departments
- Better relationships with community
- More Prime-Time advertisement
- Partnership with OSU Regional Medical Center
- Diverse mentor programs
- Activities for international students
- Cultural programs/educating

Campus Climate
- One stop shop
- Showcase for just our students
- Hire more minority faculty and administrators
- Create diverse programs that can educate
- Utilize marquee on Loop 56
- Handicap van
- Find money
- Hire more support staff
- Professional development diversity training made available to all
- Risk prevention training
Professional Development
- Career fairs for students
- Public Speaker
- Provide education to community members
- Events that encourage learning
- Multi-cultural sessions/seminars
- Multi-cultural education
- Multi-cultural forum/Student issues

Assessment
- More diversity training
- After these types of sessions or major happenings have Dr. Bob give feedback and or address students via e-mail like Dr. Schmidly does.
- Track demographics of student leadership programs
- Better canvas locally/surrounding counties
- Target high school counselors throughout the state
- Find money
- Free up time
- Hire more people

OSU-Okmulgee has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.

This section provides a summary of the recommendations from the forum panels across the OSU-Okmulgee campus. These recommendations should be used to seek appropriate strategies to create diversity within the campus.

1. Facilitate stronger efforts to recruit more diverse populations of students. Suggestions include:
   - Community outreach campaigns for underrepresented students and offer support services such as ESL, Tutoring etc
   - More effectively promote, streamline processes and promote financial aid assistance and scholarships to minority students
   - More effective utilization of web-based recruiting targeted toward multicultural populations
   - Reinforce the importance if targeted recruitment and hiring of diverse faculty and staff
   - Implement strategies to recruit more international students
   - Create events/activities that promote awareness of multiculturalism
   - Evaluate alternatives to address linguistics and communication barriers issues such as TOEFL requirements and preparation for international students
   - Develop a friendly campus climate
2. Develop and promote campus-wide culture and support infrastructure in order to retain diverse populations, partners and constituents. Suggestions include:
   - Create cultural events, activities and festivals that involve the campus
   - Involve the community to provide further support for such things as multicultural activities, visiting delegations and international students and scholars
   - Develop multicultural association student chapter(s) inclusive of all students regardless of ethnic backgrounds
   - Develop an academic and cultural orientation process targeted for international and multicultural populations
   - Presidents effort to email the major happenings/feedback to the students
   - Implement mentoring programs and support networks for minority and international students
   - Facilitate accommodation needed to promote inclusion of physically challenged students, faculty and staff
   - Involve university alumni, particularly those of international and/or multicultural backgrounds

3. Promote efforts to globalize the campus culture, learning environment and curriculum, incorporating embedding diversity into all facets of the campus. Suggestions encompass:
   - Infusion of diversity/multicultural competencies, course content and assessment into existing and future curriculum
   - Research and share existing external and internal curriculum models and approaches to incorporate global perspectives and experiences
   - Create and facilitate opportunities for international students, study abroad, faculty and staff exchanges programs
   - Initiate or investigate opportunities for distance learning to promote cross-cultural and international learning experiences
   - Develop and make accessible library resources and tutorial services to support diverse needs of multicultural students

4. Provide and implement campus-wide professional development opportunities for faculty and staff to facilitate intercultural competence, sensitivity and commitment to diversity initiatives
   - Create and promote workshops, speakers and discussion groups to develop and enhance diversity understanding for faculty and staff development
   - Ensure that all new employee orientations sessions provide a basic level of diversity training and stress the importance of creating a campus culture that is conducive to diversity
   - Provide opportunities and encourage faculty and staff to be involved in professional organizations that expand knowledge and competence needed to work effectively in a multicultural environment.
   - Make available library and learning resources for access by faculty and staff to support learning and globalization of the campus.
5. Research and pursue avenues for future resource development, support and accountability to create international and multicultural campus environment.

- Formation of advisory committee(s) and/or task forces to drive and support development and accountability toward progress of the college’s diversity efforts
- Pursue potential grant sources through government, private sector and foundations to promote multiculturalism and globalizing the campus environment.
- Seek other funding sources to argument university resources
- Pursue opportunities for collaboration with other agencies to support diversity initiatives
- Research opportunities to partner with other private sector and employers to accomplish multicultural diversity goals
- Promote active professional membership/association targeted toward multiculturalism and international focus
OSU-TULSA

CURRENT ACTIVITIES

Recruitment

- Minorities are recruited & encouraged. Scholarships are available. Minority Support Services reaches out continuously to minorities.
- Adopt a school program. Time is the being hindrance on many people being more involved in extra programs. If directors get on board with such programs, employees will be more likely to participate. This is an excellent advertising possibility.
- Visit area high schools participate in various school events. Provide OSU literature at conference/workshops. Host financial aid/college event.
- School focus on advertising. I go to schools – attend (host class) a consortium of ELL educators.
- In all of these areas – I, and most of not all of my co-workers, I treat all individuals the same. I encourage people to reach for their goals – while being realistic. The realism is found by questing the person about their situation, educating them about what lies ahead in obtaining their goals, then helping them decide if their paths to obtaining the goals are reachable – realistic. I encourage each person to reach out for their goals while keeping in tact their personal priorities.
- When I encounter a person who is bias toward a people group, I try to reflect back to them how their life situation could be different had they encountered bias like they are showing. I try to let each person live like they wish – while explaining how their actions are restricting others advancement.
- We serve students based on their individual educational needs. In my department of 10 we have Caucasian, Black Middle Eastern male, female, young and retirement age, but each selected based on capability not with consideration of any of their individual characteristics.
- OSU-CHS fosters Eugene Elementary School/OSU-Tulsa – Academy Central Elementary. My department has employees from all over the U.S.
- Actively recruit minority students into graduate programs.
- I already treat everyone the same regardless of any personal characteristics. We need to hire & recruit the Best regardless of those characteristics.
- I set up events & move furniture for OSU, & I see a lot of people around the campus of all color & creed.
- Always recruit diverse students & faculty (when openings are available).
- Trying to recruit faculty minorities, but market is tight.
• We strive to use real OSU-Tulsa students in our advertising & marketing efforts. Those efforts include students of diverse races, ages & backgrounds. Also advertise in diverse markets & publications.
• Promote the university to all guests on campus. Create a welcome environment.
• Focus on TCC students who come from diverse backgrounds – same ECE students come from a background of child care providers who are typically minimum wage workers.
• I have direct contact with prospective students. Being open, honest, willing to help even without full information students love the fact I’m willing to go the extra mile to help (phone # or email address).
• I recruit clients & guests from all areas to come to use our facilities.
• Open to all groups & people. Attend & host events related to minority groups.
• Go to the schools & let them know what our university is about.
• As a foreign scholar, I occasionally have international students contact/inquire our program. I’ll try to answer questions as much as possible, otherwise referral.
• TCC.
• Regular advertisement in minority publications i.e. Black Chronicle, Hispano de Tulsa, etc. No info on students.
• I seek out places/organizations that serve a diverse group of students. At risk groups, alternative schools, community centers. I hold college prep workshops and information sessions, conduct campus tours just so those students can get a feel of college life and realize that they can further their education if they want to.
• I believe this area is covered well. There is no limit as to who is recruited for OSU-Tulsa. Businesses and schools from all social and racial groups are sought out. Students are students.
• We regularly attend career fairs.
• Advisors/student services target diverse populations to recruit to OSU.
• Treat all students fairly; courteous; encouraging & helpful in making their college decision.
• Active recruitment of staff with diverse backgrounds.
• Pass out information about the University. Sending out e-mail to minority vendor. We do not recruit people of color. Yes diversity is reflected in our unit and we do try to get minority vendors.
• Guest lecture to future alumni.
• My experience with diversity has been a positive one. I think all individuals on campus have many opportunities to engage with & understand a variety of cultures & viewpoints.
• OSU-Tulsa has partnerships with 3 public schools, which because of their location are primarily “of color”. This partnership is through one staff office. Little to no other staff members are involved.
• I try to be aware when I meet with a student that he or she may be a first generation college student, and I try to provide encouragement and important information.
• Our department tries to have a variety of people with different backgrounds.
• Wide range of scholarships/tuition waivers.
• Mailings targeted to members of ethnic minority groups. Recruitment event “steps to success” targets ethnic minority. Presentations to middle school children. Recruiter that is member of minority. Financial aid presentations to minority groups.
• Provide good customer service to all people at all times.
• Have an annual engineering design challenge. Invite schools across the community but emphasize our sister/partner schools in areas where there is low representation at the college level let alone engineering.
• As a department we make sure we support the students, staff and faculty in whatever needs they have.
• Active recruitment of women & minority undergraduate students into my personal research program. With objective of increase minority graduate student enrollment.
• The library donates materials to our adopted schools. We participate in the MLK Parade and are actively involved in schools. Several other recruitment activities like the fashion show and scholarship.
• Advertise with billboards, on radio and TV.
• I interview and hire based on 2 things: (1) Experience/qualifications (2) Personality fit with other employees and focus on customer service. Philosophy (more important than #1).
• Developed with HR recruitment ad targeted for minorities & run in minority newspaper. Include diverse group of students in ads.
• I am exposing middle school students at Monroe, Cleveland, Clinton, Madison, and Hamilton. These are at-risk schools in Tulsa with diverse population.
• I have encourage/mentored an African-American student who has gone on to do graduate study at Columbia University in New York City. I stay in contact with him – meeting for dinner, etc. when he returns to Tulsa for visits. Very rewarding experience.
• All advisors participate in re uniting events planned by perspective students, although I am unaware of targeted retention efforts in the context of diversity. When Nikki and Jessica schedule events, advisors participate. We are very interested in recruiting students of color and females in CEAT programs. We have hired men in traditionally female roles, hired people different ethnicities although we have had some turnover in these areas.
Retention

• Our minority Support Department reaches out, encourages and has active relationships with minority students.
• I think our department welcomes all students & employees of diverse backgrounds. Several of us have served on diversity committees.
• Encourage and listen to each student as an individual. Keep abreast of all campus resources to assist them in attaining goals.
• Attend student meetings. Serve as speaker, talk about the importance of continued education.
• There is a writing/study skills center I direct students to get help.
• We do try to focus on assisting our returning (generally) older students as well as non-native speakers (but in how it relates to special educational skills improvement areas. Our department particularly assists struggling students as that is our goal. We motivate students based on each individual situation. We do not assist one group in a particular manner different from how we help another group.
• Professional development is encouraged – Ambassador’s Program & LDP.
• Fair treatment of all. Provides self-improvement opportunities to all. Rewards all for educational achievement.
• Mentor minority graduate students. Work with disabled students in classes – provide them with my notes, etc.
• Nominate students for minority award/recognition programs.
• Any student with a complaint can come to our department and be listened to.
• Be positive. Displayed Native American Calendar. Not in my control. Receive some emails from Student Services.
• Scholarships for students who need help. Clubs for people of various backgrounds.
• Individually, as faculty, try to meet with students outside class deal issues comprehension, learning and research strategies for students – also would support initiatives, or programs in place at OSU.
• Support all faculty, staff & students equally, independent of color. There are no retention/promotion problems with people of color.
• Do my best to help all students understand what is discussed in class.
• In my job I see students withdrawing from OSU for different reasons & also students readmitting after years of sitting out for some time. Our office has a retention project in progress.
• Have on-campus events related to diverse student.
• Keep programs going to educate faculty, staff & students.
• My position on campus is to keep the ALC heat and lighting, plumbing in working order.
• The department I work in focuses on performance.
• Utilization of current employees in diversity advertising.
• OSU-Tulsa has several student groups so that they can get involved and service the community, celebrate culture and create awareness. We hold focus groups for
students to voice opinions/concerns about issues affecting them and problems that they have encountered.

- I don’t believe efforts to retain specific groups are more one sided. OSU-Tulsa is good about dealing with students regardless of race, color, sex, social, etc. Perhaps because we sit where we do has somehow helped this aspect.
- Currently developing a retention portfolio focusing on a diverse group of individuals.
- We contact inactive students and encourage them to return to OSU-Tulsa to complete degree. The Academic Advising Center created a retention committee to determine reasons students leave OSU without completing degree.
- Offering more classes in more subject areas.
- Support the student throughout their career at OSU – help in any way possible (getting answers to questions).
- Work towards creating staff interaction, understanding & awareness.
- Encourage OSU-class enrollment on related topics.
- Service awards.
- We work with all students to arrange class schedules that will allow them to pursue other responsibilities (i.e. work, family, community service) and still be successful academically.
- I try to problem solve when a student is having academic problems. I try to encourage students to persevere and find ways to improve the likelihood of success.
- Some student associations are active. Bring more academic programs to Tulsa campus.
- Some opportunities for flex work hours/course scheduling. Courses designed to assist transfer students to have successful experiences.
- Student organizations with African American, Native American, Latino focus. Recognizing & celebrating ethnic heritage through campus events. Support services for minority students. Learning support services for all students.
- Encourage individual students and assist them in their educational needs.
- No specific programs like in Stillwater and the College of Engineering. However, encourage all students to take advantage of our learning resource & writing center.
- Our students and co-workers are family and we always want them taken care of.
- Mentoring of students recruited above.
- We work with students by having a lab for math & writing. Library provides services. Minority support provides services.
- For retention, I always strive to show students the opportunities that exist in my field in relation to obtaining a degree. I have performed many independent studies with a wide range of students.
- In the past, I have created warm environments by providing appropriate workspaces (comfortable chairs, tables, lighting, ambient light, etc.) to attract and keep students in my computer lab/help desk space; I often go out of my way to help students as a University setting can be a very scary place.
• The library has always taken an active part in helping foreign students with language difficulties in doing research, writing papers, etc.
• Advise undergrad students each semester. Stay in contact with Nikki regarding issues students of color may have with my staff and address those. Continue to participate in ISS student organization and offer services through our ISS office.

Partnerships
• OSU-Tulsa participates with various high schools, providing a coat drive, suits for interviews program, drama & singing presentations on our campus, Angel tree gifts, etc. Participate in Martin Luther King parade.
• Current processes are in place to target groups of 2nd generation Hispanic students. I will work with such students for best course selection to work in global economy.
• Work in partnership with several external organizations that are focused on improving the quality of life for Tulsans & all students.
• Community outreach & school partnerships – little support on campus I am only full-time resident faculty in Tulsa who participates.
• I treat and serve everyone the same. For all to come together and feel equally important, we need to stop singling out individual groups, which does nothing, more than perpetuate the division among us.
• Work with OSU Stillwater counterpart to develop ways of tracking minority vendors. Attended City of Tulsa OK Minority Business meetings.
• Our department works daily with other diverse departments to propel OSU forward. We foster elementary schools and United Way drive lets us foster the elderly & less fortunate.
• I work with several community agencies that work with at-risk, minority children, and adolescents.
• Partnering with the Tulsa Public Schools in my GEAR-UP grant that provides enrichment experiences designed to motivate & prepare primarily minority kids (middle school age) for college. Partnered of the McNair Scholar Programs to recruit diverse grad students during my years in the G.C.
• I’ve partnered with the American Advertising Federation’s Mosaic/Multicultural Center in the following ways: Research (academic papers/trade publications) on Diversity & Advertising (see NY Times, Sept 24, 2006). Research/survey on Advertising Minority Professionals. Participated in the Most Promising Adv. Minority Students since 2000. Serve as key researcher for the Mosaic Multicultural Center of the AAF & have received grants for it. Submitting paper titled: “Job Satisfaction Among Minority Adv. Professionals” to national conference. Panel on Advertising & Diversity to national conference.
• OSU-Tulsa currently has a partnership with low-income elementary & high schools for future enrollment.
• We have constituents on the small business owners association & involved in minority business association.
• Our community relations department partners with organizations such as KIPP Tulsa & other Adopt-a-Schools in our community.
• Our department partners with various organizations in the community, most of which are very diverse.
• Placement of student teaching assignments are varied by urban, rural, and city – within those categories great attention is paid to the diverse makeup of the class.
• At Christmas buy a gift for child on Angel Tree. Schools OSU partners I do try to attend plays & such held on our campus to support these kids.
• Grant activities with Tulsa Health Department & Rural Health Projects. Internships with a variety of minority organizations.
• Partner schools with 2 area schools – we support activities at those schools. We partner with TCC to bring students to campus.
• We work with multiple off campus partners, all are treated equally, and it doesn’t matter if they are a foreign company or a local vendor.
• Our adopt-a-school program helps recruit high school students.
• Tutoring with students at adopted schools weekly.
• Partner with local elementary schools to offer tutoring and other support services.
• Schools and businesses.
• We actively work with TCC, which transfers both non-traditional and traditional students.
• Work with local school systems.
• OSU-SW and TCC work closely with us on admission policy.
• Work with TCC in getting diverse students to transfer.
• Treat everyone equally. Minority & women owned business. Partnerships & recruiting for part.
• Encourage staff participation with sponsored schools.
• Giving away outdated materials.
• Outside organizations with whom I work are, almost without exception, minority run organizations.
• We partner with local area schools (K-12) for activities on this campus.
• OSU-Tulsa has sponsor/mentor relationships with some Tulsa public schools. OSU-Tulsa has some “food festivals” on campus.
• Campus representative on Hispanic Foundation Board. Adopt-a-school programs.
• Langston University is our partner land grant university. While its and our missions have changed since Jim Crow Days, the State’s A&M system still needs grown and maintain LU in a balanced and fair manner and OSU needs to be part of that.
• No specific “diversity” partnerships that I know of. Last year, worked with the national chapter of the Society of Hispanic Professional Engineers for their regional meeting.
• There are work-study programs and financial aid and we have an adopted school.
• Collaborating with minority institutions on federal grant proposals.
• Areas I’m unfamiliar – not part of my duties to do outreach in community outside the university.
• I have worked here back when it was UCAT and worked very well with Langston – a primarily black college. Our current relationship with them is strained.
• Work with three Adopt-a-Schools, low performing minority schools. KIPP – for grad schools introducing them to college. Lead efforts for the MLK Day celebration and parade.

• I collaborate with non-profit organization such as Urban Leagues & YWCA to assist me in exposing students to college information such as admission to college, financial aid, how to pick a major, etc. YWCA Intercultural Center – assist Hispanic families regarding education, social problems, citizenship.

• (1) Faculty Research Excellence Series sponsored by OSU-Tulsa Library recently had a lecture that informed faculty, students and staff about the following: (1) Slave Narratives in Literature – lecture sponsored with American Studies Program (2) St. Clair Drake – Sociologist and Political Activist. Promoted lectures to Langston faculty and staff and Greenwood Cultural Center. (2) Library has given many library materials to take OSU-Tulsa sponsored schools in the Tulsa Public School System.

Campus Climate

• This campus is unusually inclusive to students with many differences including disabilities.

• I feel that my department interacts with the OSU-Tulsa student population in a way that does not discriminate or discourage those of a diverse background from participation in the university experience. I practice, and have always practiced, looking past racial, ethnic, gender, etc, differences in those I come in contact with and will not tolerate otherwise.

• Engage & welcome the public & students. Put on Diverse programs.

• I could tell in 5 minutes that the campus, like the community, is “overtly” highly segregated.

• Since we house Langston at our location, plus have many students from other countries, we have a very diverse campus. I strive to be friendly and respectful to everyone without regard to age, race or sex.

• I have not witnessed unfair treatment on this campus nor have I heard disparaging comments. I frequently engage in conversation about race to learn – not to serve or treat people differently.

• All encouraged to say what you think without repercussion. My environment is warm and welcoming to all. Good customer service is required.

• Work to include diverse perspectives in courses.

• We offer many ways for disabled students to get around & get one on one attention on campus.

• Here at OSU-Tulsa, the campus climate related to diversity is quite good compared to OSU in Stillwater.

• I think students feel comfortable here and know they can go to anyone if they have a problem.

• Trying to encourage open discourse on diversity with a calm attitude – but still people overly sensitive & biased, is tension.

• We are open to others opinions & ideas.
• We have a diverse campus population & organizations for those students. From young undergraduate students to “non traditional” working adults, there are groups for everyone.
• Current climate at Stillwater demonstrates need for diversity initiatives – faculty, staff, and students. Encounter students express deep sense of alienation and unbelonging.
• Our current climate is warm & open to all students. We make an effort to treat students & guests with respect.
• Disability policy: active inclusion of disabilities in equipment purchases. We have a designated office for accommodating people with disabilities; prayer policy.
• Lots of interaction among student groups of different backgrounds & races.
• OSU-Tulsa-do see minority students in my class.
• Non-white faculty percentage overrepresented.
• I find Oklahoma, Tulsa, and OSU Tulsa to be a rather racist state, city and college. I think there are a few employees who need in-depth diversity training or maybe even fired. I’ve heard people referred to as “those wheel chair people”. I’ve seen young black makes that are automatically assumed to have no college credits just from waling in the door. Sorry this is just my opinion.
• Our climate is welcoming to students – we have KIPP who comes here their first day to see how college is like.
• The majority of faculty, staff, & student body are not identifiably of color.
• Don’t feel that there is an attitude of “unacceptance” on this campus among students. We do it pretty good!
• As a student and staff member, I try very hard not to discriminate toward those that aren’t like me. I continually try to challenge my feelings.
• My environment is open to everyone – I do not feel that I make individual allowances. Though I completely understand that a need for diversity exists I think it deserves an update.
• Good customer service is our goal and our area works hard to do the very best.
• Office for diversity.
• Website has staff/people of color overall is a warm welcome.
• Effort is being made to create campus diversity. Although this is being done, I find racial tension is still a problem. Also I find communication is lacking from one department to the other. No one wants to be responsible for making a decision!
• More cultural events on campus at more convenient times, not Friday afternoons when campus is pretty empty.
• Friendly & welcoming. Activities that include families (movies, etc). Supports older/working adults and traditional age students with evening classes, weekend, and short courses.
• Pretty open about some things. Generally positive.
• OSU-Tulsa’s campus is here because of urban renewal. We need to respect/appreciate our role in Tulsa’s Black community.
• I think the location of the OSU-Tulsa campus provides an “inclusive” environment or definitely a good locale for cultures to learn about one another.

• Currently very good. Various seminars and workshops address diversity (especially from a minority perspective).

• Right now we have large cliques on campus that are “the” people and this excludes so many other people from activities.

• Be sensitive to the needs of others regardless of age, race, religion, and sexual orientation.

• I know that those who report to me are fair and courteous to all people – many thanks from students & parents – email, notes, and verbal thanks. Environment in Admin & Enrollment is very accepting, helpful, and service oriented. Not sure how to improve as all employees are professional. Yes I have clearly communicated that discrimination will not be tolerated.

• I try to be respectful of all students, even the lazy ones. Seriously, though, I am definitely mindful of comments that we make in class. The first day of class I discuss respect for other student ideas. A significant portion of my class points relate to student “professionalism”.

• Helped to develop OSU Pride. Works that celebrates positive climate at OSU-Tulsa. Climate is accepting of all people. Involved with Kwanza, etc.

• The environment I control, in my opinion, is borderline warm. I speak up and reach out to students of color to get them involved.

• The climate is not mean but I sense that it is difficult to become friends with people.

• Yes. We treat all students, staff and faculty equally – anything else will not be tolerated. I have never thought about the curriculum until I saw the new course discussed and approved through IC.

**Professional Development**

• We reach out to all students regardless of color, age, race, etc.

• We have had several classes on diversity. Hopefully, this will help us find ways to better incorporate ways to be more inclusive.

• Continually find avenues that seek to inform administrators, staff, & faculty the importance of valuing & respecting diversity.

• I have examined the content of my curriculum to include & show respect for individuals from diverse backgrounds – I don’t think the school as a whole has demonstrated seriousness. The attitude is to require others to assimilate rather than to learn from them.

• I think that in this process, we are trying to “legislate moral behavior”. I’m not sure how possible that is without willing participants. If the participants are not morally seeing the need for or wanting to change, this process fosters less diversity because “I’m being forced to do something that morally I don’t understand or agree with”.

• In my professional career I have very little time to converse with people about unrelated issues for the next project on my list.
• This is very easy among my group of coworkers – we all respect each other and the students we serve as individual people regardless of inclusion in minority groups.
• Diversity is a topic at conferences & utilizing under represented vendors.
• AI meetings monthly with department (appreciative enquiry) to boost morale. Manager & team meetings weekly & bi-weekly to discuss issues.
• Offering so many classes that allow us to grow & learn about areas outside of our immediate department.
• Very little is done here (other than today’s forum) related to enhancing diversity & inclusiveness.
• I get to deal with challenges everyday from religious beliefs to students who might have felt discriminated against. We always listen and try to resolve the problem.
• No, I don’t participate in conversations. My department is very diversified and all-inclusive. I don’t think our area is discriminatory.
• I actively evaluate my opinions & make changes if necessary.
• We encourage all members of our team to take classes towards professional development – we are a higher education institution & encourage everyone to take classes in order to self improve.
• Courses in research deal almost exclusively with themes of diversity and multiculturalism. Home departments currently targeting faculty of color in curriculum development.
• Each of our classes for ECE students have a diversity focus embedded – English Language Learners; Special Needs (understanding their challenges and needs).
• Workshops.
• I speak up against stereotypes & prejudices. (Not tolerated).
• Professional development seems more focused on title structure instead of diversity structure.
• I believe we are inclusive of all.
• Weekly/monthly departmental meetings getting to know each other & embracing those differences. Attending annual purchasing meetings to see how other institutions operate & try to implement new methods of operation.
• Host amazingly high quality seminars like this one.
• I feel this university has a great respect for diversity, we believe diversity strengthens the character of our institution. We constantly strive to create and maintain an environment where diversity is respected and encouraged.
• My teaching emphasizes diversity, anti-discrimination.
• There is no room in our area for you to not be diverse. We have to work with everyone (students& faculty) & everyone is treated the same.
• We are encouraged to talk with all of our customers & colleges.
• Several of our workshops help in this area.
• I have been asked by my director to be area chair for my department so I bring the information back to them.
• In HR, we offer equal opportunities to all candidates based on skills and qualifications.
• Overcome bias/stereotypes throughout department. Try to set an example.
• We do a nice job of bringing office together for collaborative professional development opportunities.
• Approach – one that might focus on becoming a singular force rather than promoting groups of individuals.
• All our workshops are available for us – all members of our department attend most.
• Diversity training. Communications classes, leaderships programs, higher education assistance.
• OLA activities. ACRL Conference. Eighth floor workshops.
• Our university has made an effort to provide professional development opportunities, but need to expand these activities to allow all departments to attend.
• I try to be aware of my biases. This, however, can be very difficult. Sometimes it’s hard to see outside of one’s self.
• We have a wide variety of backgrounds among our faculty & staff.
• Staff development programs offered by OSU focused on cultural awareness. Offering web conference on recruiting Latino students to student services & marketing staff.
• Always look for new ways to get the message out; Diversity is growth.
• I attend meetings and trainings as much as possible. I try and learn about others as much as possible. On occasion I fail and have no place to turn to learn what I did wrong & how to fix it.
• There probably is a shortage of diversity training on campus.
• All my staff is enrolled in the Ambassador Program – some classes taught are on diversity and service to our customers (students, faculty, and staff).
• I am only mindful of examples I use in class & I always try to read from literature outside of my discipline to gain perspective.
• Provide time/opportunity to continue education, work on advanced degrees. I serve on a board in Tulsa that advocates the rights of individuals with developmental disabilities.
• Biases – continuous self-improvement through conferences – Nekki, my boss. Require staff to attend diversity workshops, although we need new material.
Assessment

- Students with disabilities transcend color & all are respected & honored.
- I conduct survey for programs & events that I am working on.
- We do track our usage but it is a diverse student population that we serve.
- Demographic assessment is done informally but it is important to department.
- Based on education level & professional appearance & previous experience.
- We need data to measure where we are now, toward what we are in motion (goals), & our progress in accomplishing our goals.
- Our campus’ biggest issue is being a non-traditional commuter student population. Yes, I understand the economic impact that it has – especially on our campus where the race riot took place.
- Our department is very diverse in comparison with the rest of the university.
- Provide various ways for students to demonstrate their understanding & knowledge.
- I think OSU is doing a good job in promoting diversity.
- Our unit had people in a variety of demographics.
- OSU-Tulsa’s population is unique in that the student body is non-traditional. Most of our students have experienced real life/workplace issues and have prepared themselves to deal with difficult/uncomfortable situations.
- Need to not focus diversity on racial issues alone. Must realize diversity relates to more than “race”.
- Evaluation & teamwork & understanding.
- I think the environment for students are pretty good with all of the online access.
- ARL statistics.
- What was said about business recruiting our students because of their ability to work with diversity is the best assessment of all.
- Currently, I don’t feel that the current OSU environment has major issues regarding diversity and assessment. Not much needed here.
- I deal with reports that have the number of minority students listed, I feel OSU-Tulsa is a diverse place that encourages all people to enroll.
- My staff are predominantly “over-achievers” and take great pride and personal satisfaction in helping others, doing a job well, finding out info, solving student problems, etc.
- Can measure by the number of minority students who are enrolled here (the gain has been tremendous).
- Yes, my supervisor looks at the demographics of the staff! Actively try to recruit, when we have hired more people of color.
- I think we have not paid much attention to this area and need help.
RECOMMENDED ACTIONS FOR IMPROVEMENT
OSU-TULSA

Recruitment

- We need to emphasize & promote more within departments & through campus leadership/ Directors. More OSU employees need to be involved talking to young students, reading to them, handing out OSU pencils, rulers, Frisbees, etc., telling children they can attend OSU some day & reinforcing continuing of Education.
- Would require restructure of job description, since most things listed would require out of office time.
- I do not have any recommendations per se. I have found OSU-Tulsa to always be welcoming and tolerant of a diverse student body, as well as encouraging of diversity in the faculty and staff. I would encourage the administration to continue that practice and not get caught up in what has become an issue with some major institutions of late.
- Real effort needs to be made by administrators to actively engage with the diverse population. University should encourage faculty to assist (in-service opportunity for students) K-12.
- Going to schools; help improve education in K-12 & TCC – We must have the attitude that we will save from having more diversity.
- Do not make “quotas”. I think that this excludes qualified candidates so that we can appear politically correct.
- I believe we work together and assist students effectively in a natural environment of respect of each individual as kind, conscientious people. To focus on personal characteristics would set us apart.
- Need method of assessing.
- At a previous job each employee volunteered paid time (1 hr) to attend a local school & help students in their reading. Take on more of an active roll in the community with under privileged youth and other groups.
- Need to have numbers highly visible, so people know what is being done.
- I really don’t see a problem with recruiting students, staff or faculty we give the job to the best person.
- I would like for staff & faculty to be made aware of partnerships with schools in Tulsa area that we can become involved with.
- For a specific subject – example: if high % of students enrolled is from certain ethnic group, then provide a professor that can relate/speak similar language to allow students to better learn. Create referral programs through human resources. Pull specific jobs from certain minority organizations based on need.
- OSU once had additional dollars to bring minority faculty to OSU as an incentive to departments to hire them – it worked – Is the money still available?
- Continue to consider diversity as a component with recruiting new faculty – but not too dominant to miss on a superior candidate.
- Try to play down the “red neck” image yet keep the cowboy tradition.
• I believe our biggest obstacle will be embracing our increasing Hispanic population.
• Place materials in areas where various ethnicities have access to them – libraries in all neighborhoods, hangouts, etc.
• Continue those efforts to show the diverse campus population OSU-Tulsa has.
• Would encourage initiatives in these areas through admissions, advisory, and individual schools or departments at OSU.
• List open positions & school information with various organizations that are made up of people of color.
• Partner with other community colleges that have a more diverse population.
• Ensure diversity on hiring committees.
• Funds for additional faculty scholarships.
• Need for helpful info of faculty & staff especially graduate advisors.
• I am concerned that anytime you actively pursue inclusion of any certain group, you may be excluding another group. I make my decisions without regard to age, sex, race etc. People are people and my judgments are based on qualifications, skills, etc.
• Develop marketing materials that reach a broader group.
• Have special sections/information set up for international students, or students who need special needs.
• Improve remedial education. Improve preparation of diverse students. Should recruit best faculty.
• I think to have a vast array of people that make up the people would help.
• Make sure you advertise the campus in all locations of the community.
• Listen to suggestions or concerns and work on them.
• Respond to calls efficiently.
• Actively recruit minority students. Hire more diverse recruiting staff.
• Advertise in the Spanish Language Media. Start a campaign that associates OSU with diversity.
• Continue to develop relationships with Tulsa area schools and businesses. Must continue to view groups the same.
• Offer more financial opportunities for minority students. (Advertise opportunities). Hire a more diverse group of instructors.
• I would like to see certain majors directly target specific population groups. Ex: (males in Education, etc).
• Make sure everyone knows the correct answers to questions asked by students “shopping” for a university to attend.
• Modify job description to include flexibility in hiring practices & qualifications.
• Adapt more than two and have the adopted schools interact with each other.
• Don’t put all job ads together, separate them out in the paper. Raise salaries.
• I don’t know how, but more should be done to recruit a bigger pool of qualified diverse applicants for positions on campus.
• Encourage other staff to participate in “partners in education”.
• I think we need more diversity in our recruitment staff. Our recruiters seem a little too clean cut.
• Provide students with examples of successful people (faculty/staff) in key institutional roles.
• Starting initiatives to address Latino population. Continue to learn about cultural differences and needs. Use this info to improve student recruitment.
• Work with Langston-Tulsa to provide LU-T students virtual drive space.
• Develop greater ties with partner schools and perhaps create a monthly time frame in which engineering professors can meet with these underrepresented students.
• Most engineering faculty run active research programs. Involvement of students in “hands-on” type projects will lead to better retention. OSU could offer matching funds for programs such as NSF-REU fellowships.
• Allow people from other departments to actively do things on university time.
• Offer more scholarships to minority students. Target advertising to minority channels & radio stations with the message OSU is inclusive.
• (1) When applicants contact enrollment or Admissions offices for enrollment, admission, or questions, continue to treat courteously all populations of people. (2) Hire Spanish-speaking employees. We have had several inquiries form Spanish speaking non-English speaking and couldn’t help them because no one on campus (Tulsa) currently speaks Spanish. (3) Maybe offer Spanish classes for employees on campus and deaf (sign language) classes.
• As you continue these efforts, which I do applaud, I would encourage to consider:
  - While we are, indeed, an institution of higher learning, there are many of us who have little to no interaction with any students. Therefore, many of the reflective questions do not touch me or what I do on a daily basis.
  - For example, in the questionnaire, I counted the word “student” nineteen (19) times; the word “colleague” once (1); the word “faculty” twice (2); the word “staff” twice (2) and the word leader once (1). In my particular job, I have no interaction with students other than to smile & say hello.
  - I would suggest you further expand & continue to talk about your definition of diversity and your action steps.
  - Also, one additional suggestion: you used the term “students of color”. That terminology seemed very, very narrow and to some Caucasians, may indicate people primarily of African American race. I see diversity much broader, to include the way people think, live, see the world, etc. You covered that in your presentation, but that broader concept was missing in your reflective questions.
  - And one additional thought – I have been involved in Diversity efforts at other organizations. You are attempting to change peoples’ values that is very difficult to do unless they have experienced a significant emotional event. Its difficult to change values, but you can, as an organization, demand certain behaviors while at work. Thanks for your efforts.
  - I would be willing to visit local high schools, junior high, or middle schools. I think we, as a university, should stretch beyond demographic ideas of diversity & follow recruiting efforts for out of state – not only international, but bringing more east & west coast students. This would help with diversity in thinking & action.
• On staff positions, often don’t meet the minimum qualifications.
• Expose students earlier than 7 & 8 grade students to becoming a student at OSU.
• Mentoring of students from minorities by OSU-Tulsa staff. Helping them through the academic maze.
• Target specific communities for recruitment and make the advisors aware of these opportunities. Review composition of staff and attempt to fill vacancies with qualified diverse staff.

Retention
• Enhancing services available, continue to strive towards more diverse scheduling of courses to meet the needs of our student population.
• More diverse faculty – include input of diverse community here.
• I think that you will have to find some way to change the heart of those making decisions. I’m opposed to incentives based on “protect groups” because I think it fosters a “handout” mentality. In a higher education environment, I don’t know how one would be inclusive of uneducated or lower educated people.
• Department meeting on diversity.
• Equal pay & respect for equal work & responsibility. Program to help bring to light management’s abilities to manage & act on the results accordingly.
• Need a McNair Scholars program.
• More diversity – focused activities that make people feel their culture/ethnicity is valued.
• Need more mentoring programs for minority faculty & students.
• Make students also comfortable in classes and diverse issues to make students comfortable & respected.
• This is a challenge.
• Have creative scholarship for the diverse enrollment.
• Offer flexibility for prayer & religious holidays.
• Make funds available to reward faculty who have made significant contributions.
• Continuation of retention, contact from different areas not just advisement or prospective student services.
• Problems seem more related to personnel issues instead of diversity issues.
• Set up special sections/days to welcome minority students. Check with what they need.
• Develop competitive benefits that lead retention of quality faculty regardless of ethnicity, gender.
• I would say a field of opportunity for all people.
• Continue to increase student activities/organizations on campus – create more relationships, support & encouragement.
• Hire & promote people based on performance not on classification of the employee.
• Hire more diverse advisement staff. No academic advisors of color.
• Training/info sessions on various diverse populations.
• Student involvement is low due to the non-traditional student base that we have.
• Support student organizations that attempt to include all students. Exposure to diverse populations cannot be over emphasized.
• I think it is important to remember that the issue as indicated by the reflective questions is not about color only! As an institution we need to be looking at the individual circumstance (i.e. financial hardship, first generation, lack of support, etc.) individual scholarships for minorities served a much-needed purpose, but is it still as much an issue today?
• Key to success for our campus.
• Make classes mandatory.
• Create a campus newsletter talking about these issues.
• Need to give staff of color the same or like job titles. Need to give staff of color same raise in salary. Some managers make what none managers make.
• Raise salaries. Bonus after probationary period (money amount) – factor in the budget. Bonus for 5, 10, 15, 20-year employees (money amount). Thank you day – recognize someone on campus with a thank you note. Create an employee handbook.
• This campus does not always engender the “college experience” due to all the students being transfers and due to the commuter feel. We need to do more to keep students on campus when not in class. Hangouts, activities, etc.
• We need more “campus life”, i.e. more events on campus. More associations with an active presence.
• Value diverse strengths & talents instead of “punishing” those who have different skill sets. Flexibility in work schedules, course schedules.
• Forums to discuss differences in people, various topics. Focusing on diversity in the curriculum. Peer counselors. Leadership development for students.
• Promote the writing and math labs.
• Develop a multicultural engineering trainer program in partnership with Tulsa Community College and area corporate partners.
• Keep the university up so students will be comfortable and proud.
• Have mentors assigned to struggling students.
• Go out of our way to help people. Sometime cultural differences are a major hurdle for people. Understand differences in beliefs and attitudes towards issues.
• Again, Spanish-speaking employees would be an added benefit (as would sign language).
• More forward efforts, within departments, of tracking performance among majors.
• I have observed a willingness for people to actively reach out to others different from themselves.
• A redesign of my current help desk, open lab, and computer lab areas will be proposed to achieve a warm, welcoming environment. Need to self educate myself on current policies.
• Put into (more me) place system that fairly assess people’s skills and give them room to grow and be promoted. More mentoring is needed especially for staff members that would like to teach on campus.
• Library introduction specifically for students with limited library experience or language difficulties.
• I would like to fund a peer-mentoring program to attract minority students and eventually hire mentors as full time staff.
Partnerships

- The campus does a good job and these events continue to grow and receive support from top administration this trend should continue and more people should become involved.
- Encourage directors to support efforts that benefit a diverse population.
- Be real about offering to send tutors to community schools & organizations.
- Develop method of tracking minority vendor participation.
- Allow employees to take paid time off to participate in day of caring and other outreach programs.
- Team up with minority organizations that wish to recruit minority/OSU/LU graduates to help with job placement.
- We need to do much more to reduce the gap between the privileged and those who have been less privileged. We need a McNair Scholar Program at OSU.
- Offer incentives for employees to help cultivate these partnerships.
- Go into minority high schools through the Teacher Cadet Program to get students interested in education as a career early on.
- Closer association with Greenwood District; Muslim & Hispanic communities.
- OSU needs to be much more active in recruiting students from Tulsa.
- I think the best person for the job should be hired, regardless of race, skin color, etc. I do not think people should be given preference due to this either, just t meet a quota.
- Special financial aid for minority students.
- I think one great partnership would be with lower class middle and high schools. Give kids an eye into the school and a hope to go.
- As large as this campus is. I believe that more faculty and staff should show their faces as well as share their experiences with students of our adopted schools. (Volunteer 1 hour a week).
- Work with other universities to help make process easier ex: Langston University.
- Target more high schools & elementary schools to make them aware of career opportunities in specific areas.
- Always keep communication open with OSU-SW for changes made there that affect us.
- Make it a more publicized agenda with campus meetings.
- Have businesses sponsor various projects.
- How about sponsoring other youth groups and host events for them on campus. Get more groups/people involved with multicultural “food events”. Food brings people together.
- More encouragement/support for employees who are active in community service organizations – currently this is viewed negatively unless it is an organization valued by administration which is not diverse group of organizations.
- Get connected with culturally based/minority-based groups in Tulsa community.
- LU-T and OSU-T share a common ground because of urban renewal. While we compete for the same future students OSU-T still needs to help LU-T succeed in Tulsa.
• Develop a corporate partnerships/scholarships to help benefit underrepresented engineering students. Someday develop women in engineering program/chapter at OSU-Tulsa. Right now numbers don’t necessarily support such programs. But these same numbers continue to grow on the OSU-Tulsa campus.
• Reach out and help anyone who needs it – community, people.
• Aid faculty in forming research/education partnerships with minority institutions and minority owned businesses.
• Provide cultural activities to the outside community.
• Partner with churches and organizations in the community.
• Not sure how we could improve relationship with Langston University as they are “competition” in the higher ed market. Maybe offer collaborate programs with Langston University.
• Seeking a better understanding of how large & potential selecting firms & businesses define & include diversity. Trying to integrate this with our definitions & measurement of diversity.
• We are always looking for volunteers for the Adopt a Schools.
• Continue to seek out opportunities to build partnerships and promote education.

Campus Climate
• Continue developing a caring attitude. Attitude & caring on an individual basis goes a long way in helping every student & staff person.
• Look at responsibilities of people & involve/engage as appropriate. Expectations, empowerment, consequences need to be closely aligned. Solicit input, value input, & implement some suggestion offered by minorities. Opportunities for qualified minorities in top positions are scarce & does not appear to exist.
• I make an effort to communicate & learn from individuals from different backgrounds. We need to see this example from our “leaders”.
• I think we have a great campus climate of inclusion at OSU-Tulsa. I see that we need to continue what we are doing.
• View students as students all with the goal to be successful individuals and attain their educational and career goals – again decrease the focus on treating certain groups in special ways.
• Courses mandatory for employees to assist in working well together & to train on diversity.
• Have suggestion boxes for students – they will tell you what they need & what would make their friends and family want to attend or work for OSU.
• We are urban campus & the campus reflects the diversity of the Tulsa urban area.
• I’d like to see our Native American heritage celebrated more visibly on campus.
• Make sure everyone knows who to go to if they have a problem.
• Encourage calm and open dialogue relating to diversity with sensitivity.
• Widen those opportunities. More campus organizations, social events & celebrations that bring students to campus for things other than class.
• Create conditions that allow students from diverse backgrounds develop sense of ownership and belonging at OSU.
• Educational activities highlighting Greenwood district.
• Staff should be more considerate of disabilities, minorities, & international students, listen better, classes to understand these diverse groups, more interaction with these groups.
• Make sure guests know they are treated equally.
• Individuals who talk about listening to diverse viewpoints, should practice that activity.
• I believe our campus is welcoming to all, can it be better yes. I think this is by welcoming all people to be a part.
• Have more diversity training and educational forums. Move diverse liberal arts programs.
• More activities and things to do on campus – maybe guest speakers on interesting topics, etc. Things to bring community together.
• Provide more advertisement & word of mouth about our university. It is a great school – let more people know.
• We need to promote activities for traditional-age students.
• Never assume you know one’s personal story. Offer activities for the diverse portion of our campus. Reach out!
• I believe that many on the campus believe that diversity only includes skin color. Therefore, I think the attitudes toward diversity are skewed. It is very important that staff/faculty understand that diversity includes more than skin color and that should not be the driving force of this initiative.
• A diversity fair twice per year.
• Hire diverse professors/teachers.
• I’m not sure that international students are well served in every area. Employees should be offered training specifically targeting language barriers, and issues facing these students that affect their campus experiences.
• Team meetings between departments – bursar/admissions, advising – all need to be on the same page when giving information to students. Some students seem to get preferential treatment where others find out too late.
• Frankly, I think the OSU-Tulsa campus is a little too “business-like”. It’s a great place to work because it’s well organized and good systems are in place, but I’m not sure there’s a good atmosphere for accepting all people and their differences. After all, we’re a college, for heaven’s sake. I think business type people feel comfortable here but how about other people? Do eccentric people feel comfortable here? Do highly creative feel comfortable here? Do non-conformists feel comfortable here? I don’t think so.
• Be guarded to maintain an intimate environment as we grow.
• Improve relationship between OSU-Tulsa and Langston University in Tulsa at administrative and staff levels. Get more music events on campus, a small band, some soloist, a brass band, and a dance group. Let them perform in North Hall or Main Hall before classes start.
- Housing would help bring in international students. Administration is not diverse in terms of education background which tends to slant activities and events toward business and away from cultural activities and events.
- Sometimes not receptive to the unknown or controversial issues. (Sexual orientation, trans gender).
- Be a good neighbor with LU-T as they grown their campus. We will always need to share with LU-T.
- More “international” student days/activities. Especially on sister campuses as OSU-Tulsa. Organize “international” music concerts, e.g.
- President and others need to make a concerted effort to actually get to know the staff that works for them. Having a staff profile newsletter to let someone know the culture.
- Notice more when students are struggling and lend a hand. Include everyone in decisions that affect them.
- Again, maybe a focus on Spanish or sign language classes would help.
- Develop & propose a warm, welcoming area for students to learn and interact. I look forward to including diverse students & employees in my professional & personal activities.
- Continue to monitor staff attitudes, work on developing all-inclusive environment. Will the new course be offered on the Tulsa campus? We need this!

**Professional Development**

- Get to know others more personally, ask questions, and become more involved in their life.
- That is “enforce diversity” through preference and incentives based on race. I am encouraged that the forum mentioned many other forms of diversity.
- Allow more minorities to be apart of the decision making process on campus.
- I think peoples heart & thinking must be changed. Teach people how to be less selfish. Realize that all people can’t like all people. They can be trained to get along or work with one another even if they don’t “like” one another.
- Attend meetings/conferences specific to diversity.
- Provide professional development for all in areas specifically related to diversity & how their role with OSU relates.
- Make available policies for “stop the clock” & family friendly policies for faculty & staff.
- Require certain classes; for professional etiquette, interaction, communication skills.
- Mentoring with minority/non-minority professionals to understand one another better.
- Contact with minority professional associations. Can highlight role of diversity as an issue in many business classes and economics courses where applicable.
- Encourage people to question their beliefs – why do we think a certain way? Have forums to evaluate issues.
• Development in this area along recruitment and retention of faculty and students of color. Promote events & conferences, encourage courses’ support academic programs.
• More scholarships.
• More people should speak out.
• Continue to not allow personal bias and/or stereotypes effect how I work with people.
• Hire and advertise positions from a more diverse pool of candidates, actively seek them out.
• Provide more on campus training for employees.
• Need diversity workshop to open communication.
• Hope that information is being taken seriously so that we (campus) will have a positive outcome.
• Support workshops for faculty that expose them to diverse populations.
• Encourage staff to be accepting of all. Comments from staff of racial groups other than Caucasian make comments regarding those “white... “. Respect must be a two-way effort.
• Although there aren’t a majority of non-white employees, I believe we strive to include all groups at work.
• There needs to be more diversity in faculty & staff.
• More diversity programs, forums – make them electives for the Ambassador Program.
• Make it mandatory. Encourage conferences.
• More productivity type training – word, access, excel, publisher. Some recognition for taking training.
• It might help staff & faculty to hear from international students (and minority, disabled, others) about their specific experiences on campus.
• Department supervisors need to encourage attendance.
• I would like to have some opportunities to learn more about people. I suppose that sounds crazy, but sometimes I feel very naive about what goes on in people’s heads. I assume everyone I encounter is operating from the same paying ground as mine, and that simply isn’t often the case. I’d like to have a better understanding of what makes people tick.
• We could do more to honor & highlight our diversity (but I would not want those people to feel singled out).
• Maybe some training opportunities “outside the box”.
• Remember that if you do not use it, you lose it.
• Develop additional workshops in diversity, such as “advising/counseling multicultural”, “communication (verbal & non verbal) across cultures”, etc.
• Always support.
• Have a focus that is broad and address multiple cultures and races. Easy to get trapped in the white/black perspective only.
• (1) Build in diversity training into the Ambassador & Professional Development programs as requirements and not electives. (2) Offer periodic (yearly) diversity
training to employees and make it mandatory but fun (shut down departments on campus for a day, etc.).

Assessment
- All students with disabilities are served – color, etc. Develop questions to ask to track progress. Letting them know we care is key & are always available to talk when needed, offer encouragement & be there for them in addition to meeting accommodations & going above & beyond to meet needs.
- The reflective questions seem to focus only on students, which is of vital importance. However, I think we need reflective questions to help us focus on all staff & faculty, as well as students. It also seems that the reflective questions focus on students of color that is very important. Let’s also have more questions on other diversity issues. Diversity is so broad. We heed to reflect on all areas of diversity, Religion, culture, sex/gender, etc.
- We should also avid lumping individuals into specific groupings that leads to balkanization of students, staff and faculty instead of one homogeneous university family of individual from diverse backgrounds.
- Detailed diversity data report needs to be completed & shared, there is a problem.
- “Of color” is not well defined. And if it represents African American, as I suspect it does, I do not see why there is a special focus on this group rather than any other.
- Formal demographic assessment would be helpful. Since demographic assessment is done informally.
- Currently no tracking procedure to verify we are using diversity.
- Freshmen scholarships were revamped about three years ago which basically cut out minority based scholarships – this needs to be revisited. It would be nice to have access to diversity & data reports.
- Also need to allow for the culture/change needed in a particular area per researching this need based on the cultures that already exist.
- I don’t do a good job of being aware of financial aid, etc.
- Make sure to include international! Diversity as important as well as race & gender.
- Keep up the good job! We need to not only value diversity, but also perceived as such, by numbers and whatever else it takes.
- Would like to see and learn more about initiative area of diversity – retention and recruitment.
- Continue as we are.
- Have such report/analysis done periodically & make them available to students, faculty & staff on campus.
- I think that they key is to give faculty as much exposure to diversity as possible. Diversity is “messy”, but in that messiness is the key to sensitivity and growth. The best classes I have taught have been the most diverse. We need to fight the urge to surround ourselves with people similar to us!
- Email questionnaire & log results.
- Keep putting info on the web.
Produce “annual report” to be shared with all employees – give the employees the results of this exercise.

So much of assessment seems to be there for its own sake or as an alibi. Yet another. More staff events that draw people from different departments together.

A smooth and peaceful sharing of space and resources between OSU-T and LU-T.

A diverse place that encourages all people to enroll.

The key point here is that I think OSU should measure “success” with diversity in a similar manner to how we define it. Diversity, as we define it, goes far beyond outward characteristics (demographics). Our measures of success should too.

Not only look at number of people of color that are hired but look at if it is a good match between the person and the position.

Faculty are a key aspect of diversity as role models and mentors. We need more efforts to retain and attract minority faculty. Today, as women representation in doctoral programs increases, it is becoming very common to have academic spouses looking for tenure track positions (two-body problem). Many institutions have recognized the need to allocate resources to accommodate tenure-track spouses. OSU is very behind in these initiatives and is not doing well retaining and attracting faculty. I am Latino faculty, tenure track, but I might have to leave OSU because we haven’t found permanent position for my husband (just visiting). We don’t see a commitment to allocate spouses. It is very difficult for an untenured faculty to engage in these initiatives due to time constraints. However I constantly infuse diversity values in my teaching and advising. I believe I am a good role model and just by doing my work as a Latino woman faculty, it opens the mind of many students. Also, I bring international perspectives in my teaching and advising. Students enjoy that a lot. We need to work more on opening the minds internationally and not just across race and ethnicity – think globally.

Need assistance in how to or at least how often to evaluate. Discussion in the upper management levels on how to reward faculty and staff for achieving goals in diversity.

OSU - Tulsa has provided a list of initiatives that will help the OSU System attain diversity. The following short list of activities will be given primary attention.

- Diversity Education/Training - Partner with Coordinator of Diversity of Education-Stillwater to develop a series of educational opportunities to address the diversity needs at OSU-Tulsa.

- Recruit/hire more diverse faculty and staff.