Empowering Students, Faculty and Staff in Diversifying the Campus Climate

A Diversity Proposal

By

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Executive Summary

As members of Owens Community College and supporters of diversity, we believe that the quality of our future civic, social and economic life depends on the quality of education available to all students at all levels of the college, now and in the future. It is the goal of Owens Community College to become a college inclusive to all individuals: a college that seeks to optimize all the differences that everyone brings to the classroom and the workplace and to achieve success in our mission to prepare the future leaders of our increasingly diverse society.

There are many benefits to this inclusiveness. For individuals with limited exposure to differences in their daily environments, attending college may be the first and only opportunity before they enter the workplace or participate in civic activities as adults to gain exposure to others who are from other cultures or who merely just differ from themselves.

Evidence based on anecdotal, testimonial, empirical and social science shows that students who are exposed to people with a range of backgrounds and ideas are better critical thinkers, and also show greater social and interpersonal development than students with less exposure to diversity.

The definition, planning, implementation and evaluation of the diversity initiatives are explained in this proposal as well as recommendations for future diversity initiatives, where we are currently in terms of our objectives, where we need to go, and who will be primarily responsible for overseeing and implementing the initiatives.

Some of the recommendations listed may already exist and it is hoped that they continue and are re-emphasized as college priorities in diversifying the campus climate. It is through the participation of every area of the college, in all literature and practices, that these goals and objectives will become reality. Campus-wide dissemination is imperative for its success.

Recommended metrics for measuring the success of the plan and the Diversity Council’s initiatives include, but are not limited to: reduction in Equal Employment Opportunity complaints, reduction in resignations and increases in recruitment of people from diverse groups, organizational climate surveys, questionnaires, participation in events and demonstrated support from the college and the community through participation, support and alliances.
Statement of Need

The word diversity means many different things to many different people. One-way diversity can be understood is in the variety created in any society and within any individual by the presence of different points of view and ways of making sense, which generally flow from the influence of different cultural and meaningful socializations, classifications and abilities. It includes such important and intersecting dimensions of human identity as race, ethnicity, national origin, religion, gender, sexual orientation, class, age, language, economic status, ability and many other group distinctions.

Within the mix of cultures and nations and especially within our own American society, there co-exists a striking array of social customs, values, beliefs, laws, rituals and worldviews. We at Owens Community College believe that success in life largely depends upon the ability to affirm and respect each of these in spite of differences, as well as the willingness to learn from what different races, ethnic groups, cultures, religions and other group distinctions have to offer each other.

Many colleges and universities share this common belief, born of experience, that diversity in the student bodies, faculties and staff is important for fulfillment of the primary mission: quality education, institutional excellence and academic success. It is this belief of exposing the entire college constituency to different values, backgrounds and beliefs that contribute to the basic knowledge, sensibilities and skills to interact, grow and succeed in the rapidly globalizing society and economy.

To produce this environment where people of all types can learn and grow together, we need to go beyond mere ideals and dreams. Our longings and convictions need to be socially conducted. We as a college need to implement a diversity initiative, a practical tool that will help us increase representation from different types of people at Owens and reaffirm our commitment to success, so we can all grow personally, socially and professionally. We, as a college, through this proposal have already started movement in that direction.
Project Description

For the purpose of the proposal, diversity initiatives are defined as specific activities, programs, policies and other formal processes or efforts designed for promoting organizational culture change related to diversity. Also for the purpose of this proposal, diversity is defined as the variety created in any society and within any individual by the presence of different points of view and ways of interacting which generally flow from the influence of different cultural, economic and religious heritages, from the differences in how we socialize and from the differences that emerge from such important and intersecting dimensions of human identity as race, ethnicity, national origin, religion, gender, sexual orientation, class, age and ability. It includes not just the differences among and between peoples, but also the value and significance that a community places on particular differences.

This proposal examines what Owens Community College has done to promote diversity, what it is currently doing to promote diversity, what more it needs to do to further the diversity of the college and what the planning, implementation and evaluation of the diversity initiatives processes are.

For a listing of activities and initiatives that Owens Community College has done and is doing to promote diversity, please see Appendix A.

**Diversity Initiative**

To start, senior management must play a vital role in establishing diversity initiatives. Communicating the importance of diversity as an important aspect of the educational and workplace environment and learning success of our students throughout the college through policy statements, memos, letters, speeches, college web sites, college catalogs, employee handbooks and reports is also vitally important.

Developing a college diversity statement that is linked with the strategic plan is important as well. For an example of a possible mission statement for diversity, please see Appendix B.

A Diversity Initiatives study prepared by Wentling and Palma-Rivas, (2000), where eight major corporations were randomly selected out of thirty multinational corporations listed in the Directory of Diversity Corporate America and assessed regarding their diversity initiatives, concluded that the best and brightest candidates for recruitment purposes were increasingly made up of people who were diverse. Therefore, it is imperative, according to the study participants, for companies to recruit, hire, develop and promote from the diverse talent pool in order to be productive and remain competitive.

**Education & Training**

Education and training is another area important for increasing diversity awareness, skill building, helping students, faculty and staff understand the need for and meaning of managing
and valuing diversity. Education on specific cultural differences and how to respond to those differences in the classroom and workplace environment, providing the skills necessary for working and learning in diverse teams and improving understanding of those different from ourselves, is important as well.

**Community Relations**

Increasing our **community relations’ activities** is as important as education and training. Owens Community College needs to provide support for diverse programming such as national touring exhibitions, minority dance companies, providing scholarships with a diverse focus such as for Native Americans or Hispanics. Community relations’ initiatives are an investment in the current and future college student base and workforce. The initiatives will help change the college’s image in minority communities as well as improve the college’s image in the community. Having representatives from the community serve as consultants with the college on diversity initiatives is also an important component. Looking into Sponsorship of H1B Visa Programs and getting involved with community grant programs that support diversity initiatives will have a positive impact on the college’s image.

**Communication**

**Communicating the diversity commitment and initiatives** is an important aspect of successful implementation. The president’s message should have a focus on supporting diversity. Our annual report, as well as our catalogs and brochures throughout the college should clearly demonstrate our commitment to diversity. A specific spot on the web site created to support diversity initiatives, policies, upcoming events, and resources is essential. Continuation of the publication *An Alternative Angle* is also imperative for the continuing support of diversity initiatives.

The president, vice presidents and president’s council members should issue statements on the importance of diversity to the college in the form of letters, memos and speeches so that people can understand that diversity is an issue that is important to the college’s mission.

**Work-Life Balance**

**Work-life balance diversity initiatives** are important ways of retaining capable, dedicated employees and should be a viable part of the college’s mission. Flexibility in work arrangements, floating holidays, job sharing, flexible break and lunch times are examples of offerings to accommodate the diverse needs and lifestyles of our employees.

The college already offers a childcare center, counseling services, and flextime. The advantages of offering these types of services according to the study prepared by Wentling and Palma-Rivas, (2000), lower turnover, absentee rates, and increases job commitment, satisfaction and improved productivity.
Inclusion of career and development planning initiatives will ensure that college employees are provided with opportunities for development. They may also contribute to gaining diverse representation at upper management levels at the college.

**Academic Support**

**Academic Support Groups** or Networks such as a Mentoring Program are a way to provide a supportive forum in which career guidance information is exchanged and members share common experiences. The focus of a program such as a mentoring program can also assist in acclimating individuals to their new surroundings, which can greatly decrease employee turnover and increase positive working relations.

**Recruitment & Retention of Students & Employees**

Owens Community College’s recruitment strategies need to include candidates who personally represent various cultural perspectives and also candidates who are committed to building a more diverse community. Changing job descriptions to adequately reflect this desirable trait will assist in eliminating candidates from being chosen who do not represent the diversity reflective of the college’s goals.

One way to achieve this is to hire an individual, a recruiter, who can speak to candidates openly about the needs of the employees. Having the Diversity Coordinator serve on all search committees is another way to ensure the hiring process remains free from illegal bias.

Holding hiring managers responsible for attaining and promoting diverse employees helps make the environment more conducive to diverse populations as well. Possible performance standards include: hiring, retaining and promoting individuals from diverse backgrounds, coaching and grooming diverse individuals for advancement, building cohesive, productive work teams from diverse staff members, resolving diversity-related conflict between staff members, maintaining a low rate of discrimination and harassment, developing staff through delegation, planning and leading effective meetings with diverse staff, attending cultural sensitivity training and applying the learning about the cultural norms and values of employees and helping new employees acculturate to Owens Community College’s established norms.

**Development of the Diversity Initiative**

Both informal and formal methods for gathering information for the development and continued evaluation of the initiative should be utilized.

For informal information, employees can address concerns to the Diversity Coordinator at the college. Consultation with the Diversity Council, President’s Council, Planning Council and other networking groups could prove valuable in obtaining ongoing informal information about the diversity needs and initiatives at the college.
Formal methods for obtaining information about the development and continued evaluation of the diversity initiatives can include employee surveys, cultural audits, benchmarking, demographic statistics, focus groups, interviews with managers/department heads and employee exit interviews.

**Implementation of the Diversity Initiative**

The department heads and/or managers should be the responsible parties for making certain the diversity initiatives are implemented in their respective departments. The Diversity Coordinator should be responsible for overseeing and monitoring the implementation of the college’s entire diversity initiative. Availability from the coordinator to the respective departments, for assistance and help by providing directions, support, advising and problem solving, will be readily available.

Of the colleges and universities researched, the organizational structure for implementing the diversity initiatives varied. For instance, at Kent State University, there is a specific budget in the Provost office for diversity initiatives. Individual departments are required to request funding for specific projects. The provost then either approves or disapproves of the request, based on the nature and/or the amount of funding left.

Pennsylvania State University has a Diversity Support and Education Center housed within the Affirmative Action Office that provides programming to all members of the college, promotes understanding of multicultural competence, delivers educational programming, serves as a forum to discuss conflicts, provides assistance and focuses on understanding diversity.

The University of Northern Illinois compiled an Affirmative Action and Diversity Resources Program in which the Director is housed in HR, but reports to the president’s office. The main focus of the program is compliance and discrimination issues, however, workforce recruitment, search procedures, training, policies and procedures also reflect other main components.

Whatever the organizational structure, the fewer layers between the Diversity Coordinator and the President of the college, the more likely the initiatives will succeed.

**Evaluation of the Diversity Initiative**

Of the study conducted by Wentling and Palma-Rivas (2000), more than 75 percent of the corporations studied had methods for measuring diversity performance. More than half (63 percent) of the corporations had initiatives dealing with management accountability related to diversity performance. Managers were held accountable for developing diversity action plans for the specific departments and divisions to meet the organizations goals and objectives. Diversity performance was then linked to compensation by emphasizing both qualitative and quantitative aspects of achievement.
Qualitative measures for evaluation of diversity can include diversity training, mentoring, career development, use of minority vendors, publishing news related to diversity efforts and support of diversity initiatives.

Quantitative measures for evaluation of diversity can include the number of minorities hired, the number of minority students enrolled, the number of minority scholarships awarded, the number of minority internships established, the number of minorities promoted, the retention rates of minorities and the number of discrimination complaints.

Other accountability methods can include employee attitude surveys of managers, focus groups, employee satisfaction surveys, exit interviews, former employee surveys, evaluations that incorporate diversity objectives, number of awards given to departments who have developed or implemented programs or procedures that have demonstrated a significant commitment to diversity and double blind tests for students and self evaluations.

Employee surveys and focus groups can be used to gather data from employees to determine their perceptions one to two years after the original employee survey is completed.

Employee Reviews can be used to determine whether the departments have met their goals of promoting diversity. Employees should feel comfortable providing their supervisors and managers with information on their skills and abilities in addressing diversity issues. This information can then be used to develop managers to deal better with diversity issues.

**Measuring the Success of the Initiative**

An excellent indicator for measuring the success of the diversity initiative is by looking at the commitment of the college’s leaders. Leaders of the college must be supportive and committed. Allocating resources to help ensure the success of the initiative is important as well.

Representation of diverse populations at all levels of the organization is another method of measuring success.

Analyzing our goals and objectives and determining whether they are assisting the college in meeting the overall goals of the strategic plan is also a good way to measure success.

Our employees’ and students’ success should be measured by participation in workshops and classes. Showing a working knowledge of the diverse cultures in American society, including interactions within and between cultures through discussion, exercises, questionnaires after the workshops and classes is a method of measuring employee and student success.

Our students should also be familiar with the basic vocabulary and the concepts of diversity. Identifying cultures by major frameworks, analyzing issues and arguments regarding the history, progress and future of specific American cultures, cultural relationships, and multiculturalism in general and locating, evaluating and communicating information on diversity are all excellent measures for a student’s success.
The work environment for our employees should be an environment where all employees respect the differences of others; where differences are viewed as a plus to the organization not a hindrance; where all employees feel comfortable, equal, and encouraged to express their views; where no particular group receive extra benefits; where individuals are judged by their own skills, talents and abilities, not by stereotyped misconceptions; where work environments have diverse make-ups and where different ideas and approaches are welcomed.
Organizational Information

Diversity Council

Membership in the Diversity Council should be broad based and consist of several constituency groups from a wide range of departments. The membership list of the initial council that was comprised in Fall 2001 can be referenced in Appendix D. This council was established to gain an understanding on the college’s past and present diversity issues and longings.

In order for the Diversity Council to be even more effective, it should be expanded. Each member of the council should be an important voice for their respective department and should be responsible for attendance and active participation in the college’s entire initiative. The council will be a mechanism to report issues to the Diversity Coordinator who will report concerns directly to the VP of Human Resources or the President.

The Diversity Council should have members who are elected for staggered terms. Its charge as a body should be responsible for providing input into college policies and procedures that have an impact on a diverse student and employee population and the college’s current and future diversity initiatives. The council should also assist in the creation and implementation of diversity programs and activities.

The council will continue as a resource to other college departments regarding diversity issues. More importantly, the council will work to preserve the college’s commitment to Diversity and to insure the success of the Diversity Initiatives.

Designated Diversity Representatives

1. Division of Arts & Sciences
2. Division of Health Technologies
3. Division of Business/Public Service Technologies
4. Division of Industrial & Engineering Technologies
5. Library
6. Findlay Campus
7. Institutional Research, Planning & Grants
8. Human Resources
9. Business Affairs
10. College Advancement
11. Student Services
12. Workforce & Community Services Division
13. Student Government
14. Faculty Association
15. Security
16. Staff Council
17. Adjunct Faculty
18. President’s Office
Goals

Curriculum
- Infuse diversity perspectives into the existing curriculum.
- Host training for instructors that give examples of how to include diversity lessons within the lessons already being taught.
- Implement an “Internationalizing the Curriculum Project” similar to other higher learning institutions that offer a stipend to faculty who will engage in curriculum development activities to infuse international content into their courses.

Extracurricular Programs/Activities
- Develop and coordinate a Diversity Celebration Day with speakers from other countries, ethnic foods, world music, ethnic vendors, art showings and games.
- Coordinate an Ethnic Food Festival Day with the Culinary Lab and invite area restaurants and the community. Have students of other countries make cuisines from their native lands during an ethnic food fair.
- Organize a Diversity Week consisting of a series of lectures, workshops, roundtable discussions, videos, fine arts exhibits, poetry, music and dance.
- Incorporate Diversity related issues and articles into the new student newspaper to enlighten perspectives on world cultures and views.
- Provide on-campus employment for international students.
- Develop Campus Clubs and organizations for faculty, staff and students in collaboration with Student Government and Staff Council to promote inclusiveness.
- Engage others through our own international faculty by hosting speaking engagements where the faculty speak about their culture and then accompany participants to dinner at an area restaurant that specializes in the culture’s main fare.
- Create a Center for Multicultural Education.

Training
- Host Awareness Training Programs such as workshops and seminars to emphasize the importance of diversity and enhance sensitivity.
- Implement campus-wide diversity training upon hire and throughout the year.
- Facilitate Brown Bag Luncheons on a monthly basis presenting topics generated from group discussions.
- Incorporate training on campus by utilizing existing resources through our own faculty and staff skilled in diversity areas.

Environment
- Create a section of campus in honor of internationalism and have flags representing the different countries displayed, like that of International Park in Toledo, Ohio.
• Create an International Clocks display representing various countries and certain activities taking place at specific times in those countries at particular times of day.
• Acquire pictures, posters and visual stimuli representing various cultures and display them throughout areas of the college.

Policy Revisions
• Implement Floating Holidays for individuals who honor other holidays than the traditional American holidays.
• Devise a non-denominational room that will be available for anyone wishing to engage in any cultural or religious activity while on break if an employee or in between classes if a student.
• Implement a comprehensive mentoring program that will provide support and assessment to help retain qualified faculty and staff.
• Hold managers responsible for attaining and promoting diverse employees. This criterion can be reflected in the annual performance evaluation.

Increase Diversity Through Employment / Enrollment
• Coordinate efforts with the Marketing Department and with the International Student Enrollment Services Administrator to develop goals to increase and/or maintain the number of students on campus who represent diversity.
• Contract with INROADS, a St. Louis, MO. Based company that places students of color in internships.
• Advertise in ethnic and minority publications with focus on those read by diverse audiences.
• Develop a minority scholarship program designated for targeted populations and other targeted groups like the Ford Scholarships that are primarily for women and minorities of Ford employees, spouses and children.
• With the approval of the college's Board of Trustees, implement an Academic Excellence Scholarship Program to area minorities.
• Develop or enhance programs that engage high school and middle school students from the local community in special programs that prepare them for college such as a Project CYCLE Program that helps minority and other individuals change their career paths to a teaching career in developmental education.
• Develop or enhance academic support services to better meet the needs of a diverse student population through counseling services, student support groups and mentoring programs for lower turnover rates.
• Attend job fairs in Metropolitan areas and those held by groups that represent professionals of color, e.g., the national Black MBA Association.
• Include in the position announcements content that addresses the importance of diversity, the value placed upon those who can share and teach differing points of view and a description where minority faculty and staff members can receive support from others.
• Write specific, well developed job qualifications that move away from traditional descriptions that are most similar to existing faculty and staff and consider candidates that are different who will make significant contributions, initiate new ways of thinking and introduce more diverse ideologies.

• Contact temples, mosques and churches that might list job announcements in bulletins or announce them to the congregation.

• Contact the National and/or State Black or Hispanic Caucus organizations and state and local legislators and representatives.

• Write to institutions that have a high level of minority graduates and request nominations of their students for positions.

• Send job announcements to health/service and/or social organizations and inform them of the open positions.

• Have a member of the Diversity Council sit on all search committees to serve as a diversity advocate, responsible for ensuring fairness and advocacy throughout the committee’s screening and selection activities.

• Include candidates who personally represent various cultural perspectives, but also candidates who are committed to building a more diverse community and who can contribute to that community through their presented expertise in multicultural and diversity areas. Presented expertise is proven through interviews asking “value questions” where the answers demonstrate values that are the same or similar to the college’s.

• Assess the district’s traditional sources of teachers and decide whether or not we can still rely on these sources for future candidates. If not, then explore other means, such as recruiting in various job banks on-line like Hirediversity.com, The National Teacher Recruitment Clearinghouse, Careerbuilder.com’s diversity job market, Imdiversity.com, The Black Collegian Online, Iminorities.com, academic360.com, UjobBank.com, minoritiesjb.com, minorities job bank, nul.org, National Urban League and LatPro.com and the essential job board for Hispanic professionals.

• Work with the Marketing Department to market the college to first-time job seekers as well as outlining the important quality of life issues that make Northwest Ohio an excellent place to live and work.

• Make available a kiosk for recruitment of individuals wanting applications for college positions in various college locations more accessible than the Human Resources Office.

Communication

• Disseminate information through the publication _An Alternative Angle_, which is a newsletter published by the Office of Human Resources.

• Devise a Diversity web site that will contain various diversity resources, links and other information for all constituents of the college.

• Produce and provide to faculty and staff a handbook containing diversity issues and valuable resources.

• Produce and disseminate a Diversity calendar for faculty and staff to utilize throughout the academic year and in planning the syllabi.
• Encourage all college departments and divisions to emphasize the college's commitment to diversity, starting with the college's mission statement.
• Send all Diversity Meeting Minutes to the President’s Council for review and place them on the college’s intranet.
• Advise Council members to disseminate information to their respective departments.
• Communicate all efforts via the campus Bulletin Board, Note board, the future Diversity web site and mass e-mails.

Measurements
• Work closely with the area of Institutional Research and, once established, develop statistics that will guide us through the Diversity Initiative measuring the goals of the college and of the divisions.
• Include forms of measurement of the college’s goals in performance evaluations of the individuals with specific charges.
• Work with Institutional Research to develop and acquire statistics on student populations locally and globally.
• Disseminate a College Climate and/or Diversity Questionnaire in fall 2003 and monitor the progress of the diversity efforts every two to three years.
• Have the above-mentioned questionnaire and survey available on the web site.
• Randomly select faculty for interviews to gain information on our campus climate.
• Incorporate Diversity questions within the Exit Interview format.
• Solicit feedback from each department by attending department meetings.
Objectives Overview

Statement of Philosophy
To establish a Core Value where the Diversity Initiative is grounded in the belief that diversity is fundamental to organizational effectiveness and that the development of a college culture of competence with diversity will enable the college to maximize its educational and public service missions.

Recommitment to Diversity
To represent a recommitment to affirmative principles and policies that represents the Diversity Initiative. Taking affirmative steps to support and enhance equal opportunity for our current and/or potential students, faculty and staff through programming capable of supporting the college’s current diversity agenda.

Implementation of Diversity as a Principle of Human Resources
To increase the role of Human Resources by facilitating the development of recruitment and retention and by implementing procedures through the office of Human Resources representative of the goals of the Diversity Initiative. Human Resources will establish an effective linkage between Affirmative Action and diversity principles and the strategic processes of workforce planning, personnel practices, employee training and development, human resource information systems, search, coordination, recruitment, mentoring, employee relations and other aspects of the colleges management of its human resources.

Expansion of Resources and Points of Contact for People Seeking Services Associated with Diversity
To extend to a number of key positions and departments throughout the college the responsibility of leading the college in monitoring the Diversity Initiative. Starting at the highest administrative levels, responsibility for ensuring that inclusive policies and practices will be integrated into the everyday operational activities of the college. Elected representatives of the diversity council from the college's major divisional units will provide direct links between supervisory units and staff responsible for the Diversity Initiative.

Reengineering and Augmentation of Specific Components Related to Diversity and Diversity Resources
To effectively implement EEO compliance to fully integrate the college’s Diversity Initiatives through investigations, conflict resolution, networking, mentoring, search committee coordination, employment and enrollment, advocacy, training and development, curriculum development, environmental scans, policy revisions and community relations. Each of these aspects will be developed into a best-practice model, incorporating specific recommendations from the campus community.
**Employee Involvement and Collaboration**

To activate employee participation and involvement in the implementation of strategies and programs associated with the Diversity Initiative for the realization of the college’s long-term goals. The President’s Council, Staff Council and employee networks will be solicited for feedback, assistance and participation in monitoring the effectiveness of the college’s overall Diversity Initiative.

**Student Related Services**

To address student discrimination complaints concerning student and employment-related issues by building upon the college’s faculty and staff skills that will enhance their ability to work effectively with the college’s increasingly diverse student body. This aspect of the Diversity Initiative will be coordinated with the Academic, Human Resources and Student Services Divisions. Appeal and investigation procedures will be coordinated with appropriate offices and relevant college policies and procedures.

**Communication**

To effectively communicate the Diversity Initiatives throughout the college community and abroad through dissemination of information via the internet, intranet, Bulletin Board and other publications as well as through department meetings and e-mails. A handbook provided to faculty, staff and students containing diversity issues and related resources would also prove valuable in communicating the college’s commitment as well as infusing the value of diversity into the college’s current handbooks, mission statements and core values.

**Community**

To increase our community-relations activities by providing support for activities within the community and within the college. Collaborating with community leaders and organizations on issues of diversity and on the college’s Diversity Initiative will increase the visibility of the college within the community and demonstrate the college’s commitment to diversity.

**Monitoring**

To develop measurements with the Institutional Research Department that will assist the college in monitoring the Diversity Initiatives. Measuring the performance evaluations, environmental scans, questionnaires and surveys, will assist in monitoring the effectiveness of the plan and the initiatives.
The proposed Diversity Initiative is quite an extensive listing of events that may be accounted for in each individual department and/or in a general diversity budget. The budget may not reflect all costs involved to carry out the initiative, but it reflects a depiction of potential costs involved in accomplishing some of the goals.

A department may choose one or two initiatives in the year and the activities may change from year to year. The departments will need to communicate effectively through a listing of initiatives monitored by the Diversity Committee so that initiatives are not being duplicated throughout the departments and the community.

As mentioned earlier, Kent State University has a Diversity Budget monitored through the Provost Office. Applications are submitted requesting funding for a particular project and then either approved or disapproved based on the amount of funding available for the year and/or the nature of the request.

Owens might consider an approach similar to Kent State University in terms of dispersing allocations for diversity related events.

Events below include shipping/handling and postage, however do they not include labor, office supplies, advertising and other program costs that may develop.

**Education and Training**

<table>
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<tr>
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<th>Cost</th>
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<tbody>
<tr>
<td>Women Speaker Series</td>
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<tr>
<td>Diversity Information Center (8 Titles, 35 copies of each with 3 posters)</td>
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<tr>
<td>The Essential Blue-Eyed Video</td>
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<tr>
<td>Book, <em>Multicultural Strategies for Community Colleges</em></td>
<td>$15.00</td>
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<td>Diversity Trainer Series</td>
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<td>Internationalizing the curriculum project</td>
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<td>Curriculum Infusion Training</td>
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<td>Diversity Learning Video Series (Rentals)</td>
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**Environmental Elements**

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<tr>
<td>Civil Rights Timeline Display</td>
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</tr>
<tr>
<td>World Clock Display</td>
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</tr>
<tr>
<td>Culturally Diverse Framed Artwork</td>
<td>$500.00</td>
</tr>
<tr>
<td>Non-denomiational Room Elements</td>
<td>$500.00</td>
</tr>
<tr>
<td>( Such as cushions to kneal and pray on, significant cultural objects to decorate the room conducive to comfortableness of all cultures. Many of these items can be donated as well.)</td>
<td></td>
</tr>
<tr>
<td>Program/Event</td>
<td>Cost</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
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<tr>
<td>Annual Scholarship</td>
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<td>National Touring Exhibition</td>
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<td>Human Race Machine Rental</td>
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<td>Host a Wheelchair Basketball Event</td>
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<td>Sponsor Area Pow Wow</td>
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<td>Karate Competition</td>
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<td>Unity Day Walk/Concert</td>
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<td>Diversity Celebration Day</td>
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<td>Spanish Dancers</td>
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<td>Job Fair Attendance</td>
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<tr>
<td>Ethnic Food Festival</td>
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<table>
<thead>
<tr>
<th>Training Tools</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Diversity Beans Training Tool (30 Pound Case)</td>
<td>$142.50</td>
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<tr>
<td>Miniature Post Cards</td>
<td>$500.00</td>
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<tr>
<td>Diversity Magnets (1000 @ $.65 a piece)</td>
<td>$720.00</td>
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<tr>
<td>240 Black Knowledge Cards</td>
<td>$45.00</td>
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<td>Egyptian/Kente Pattern Ink Pens</td>
<td>$500.00</td>
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<td>Bookmarks</td>
<td>$1,000.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$2,907.50</strong></td>
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**TOTAL OF ALL CATEGORIES** $30,327.50
Conclusion

The goal of Owens Community College is to pursue aggressive initiatives designed to enhance the climate for workforce diversity and unity with the continued goal of improving inclusiveness to all individuals.

The Diversity initiative is intended to promote a campus workforce that is reflective of the diversity found in the student population, in the state and in the nation. Further, it is intended to appreciate our differences and promote an environment conducive to learning and growing. One of the forces behind pursuing these goals is the fact that the college is in a predominantly suburban/rural area, with an increasing student population from the surrounding urban areas. Owens Community College’s tuition is offered at a price much less than surrounding colleges and universities. As a result, diversification of the student body is occurring at a faster rate than has been the diversification of the workforce.

The importance of inclusiveness and diversity set forth in this proposal is not only important to Owens Community College, but to the nation as a whole. America’s different perspectives, approaches and backgrounds are a potent strength. And, by honing into this strength, the nation can lead the world in innovation, job creation and problem solving. America is at its best when all Americans are included and can contribute to its greatness.

As we work to build diversity and inclusiveness, we need to ensure that the doors of opportunity are open and that all members of the campus community benefit by learning, living and working together in a diverse, well functioning academic environment.
Activities and Initiatives Promoting Diversity

Owens currently has:

An International Students Administrator

A Coordinator of Affirmative Action/Equal Employment Opportunity and Diversity

An Affirmative Action Officer

One scholarship geared toward minorities and women

A policy addressing Flextime

A Non-Discrimination Policy

A Harassment Policy

A Health Technologies Division with a large Diversity Component infused within it

A library that celebrates diverse “themed” months

A student International Club

A newsletter titled *An Alternative Angle* that educates the college community on diversity and diversity related issues published through the Human Resources Office

A committee comprised mostly of faculty titled the World Cultures Committee

A World Cultures Film Series sponsored by the Arts & Sciences Division

A Multicultural Awards Program sponsored by the Arts & sciences Division

Several classes offered focusing on diversity and multiculturalism

Owens also currently:

Places advertisements in non-traditional places for new employees

Requires all hiring managers to fill out an Interview Summary Report

Keeps track of all minority applicants, interviewees and new hires

Trains individual search committees on the Employment Guidebook published by Human Resources

Administers exit interviews through the office of Human Resources
Provides Diversity Training

Provides Discrimination Training

Provides Harassment Training

Provides Interviewing Techniques Training

Provides Affirmative Action/Employment Law Training

Provides childcare to accommodate the diverse needs and lifestyles of our employees

Offers counseling to student and employee groups
Mission Statement / Core Values

Mission Statement

Owens Community College commits to a policy of inclusiveness that strives to value and respect all people who bring talent and perspectives and different ways of accomplishing goals to our college regardless of race, color, religion, sex, national origin, disability or age.

Owens Community College is committed to developing initiatives that foster an environment of inclusion that integrates and celebrates diversity throughout the environment, where people can work harmoniously and productively with others.

An educational and working environment is an environment where:

- There is respect for all people
- Employees respect others differences
- Where differences are viewed as a plus to the organization not a hindrance
- Where all employees feel comfortable, equal, and encouraged to express their views
- Where no particular group receives extra benefits
- Where individuals are judged by their own skills, talents and abilities not by stereotyped misconceptions
- Where work environments have diverse make-ups and where different ideas and approaches and welcome

Core Values

Community - The college is a community of learners that seeks to build a caring culture of justice and equity, and to provide an environment that fosters our College-wide Learning Outcomes: active learning; critical, creative and reflective thinking; clear communication; and interaction in diverse and complex environments.

Diversity - Celebration of diversity and cultural differences is a hallmark of a true learning community. Pluralism, diversity and equity are therefore at the core of Owens Community College’s mission. Individual difference is affirmed and celebrated in our community of learning.

Access - Owens Community College serves learners with a broad range of knowledge, skills and experiences through open access to programs and services. We nurture new and expansive patterns of thinking, encourage respect for self and others, and provide a safe, healthy and barrier-free learning environment.
**Success** - Owens Community College values highly the academic and personal success of all students. The Owens learning model approaches the learner holistically, and integrates personalized support services into the academic experience to best assist learners to achieve success. Student achievement is a hallmark of our mission.

**Learning** - All members of the community are learners and we strive to make learning relevant and connected. Learning is transformative, personal, and tailored to the needs and goals of our learners. Learning is integrated and interconnected; therefore our programs are interdisciplinary and offer technological fluency, global understanding, and links with the community, area enterprises and other educational institutions. Educational excellence characterizes our mission.

**Innovation** - As a learning organization, Owens Community College values creative pathways to fulfill the college vision and mission, consistently encouraging collaborative learning and growth. We continually expand our capacity to create high standards of performance through the acquisition of new knowledge and our commitment to constant responsiveness to the needs of our community of learners.
College Climate & Diversity Questionnaire

Dear Faculty and Staff,

Owens Community College continues to make a strong commitment to the richness of a diverse community of students, faculty, and staff. We want to continue to provide an educational environment that respects the unique dignity and gifts of each individual and each culture and group that make up our community. In support of this commitment, we are testing this College Climate & Diversity Questionnaire as one way to assess how well we are doing as an institution and to determine what areas we need to continue to address and improve. At the end of this questionnaire, you will also have an opportunity to give your feedback about the questionnaire as a way to help us improve it.

Your participation in this test questionnaire and your honest and candid responses, and the time you are willing to put into it are vital and very much appreciated. Our hope is to create a web-based survey instrument that all faculty and staff can use to keep us informed of how well we are doing in our diversity efforts and what we need to continue to improve.

The survey should take about 30 – 45 minutes to complete. If you feel you do not wish to answer a certain question, leave it blank. Your responses are completely confidential. Once submitted, the questionnaire program has no way of identifying who you are. Please call 419-661-7102 for questions regarding this questionnaire.

Sincerely,

Tammie L. Hechler
AA/EEO/Diversity Coordinator

A. General Information

1. What is your gender? Male  Female
2. What is your religious affiliation if any? __________________________________________________
3. With what cultural/ethnic group do you identify? (If you are of a multi-cultural or multi/ethnic background, circle all that apply.)
   Euro-American/European/Caucasian   Middle Eastern/Arab/North African
   Asian - Korean/Korean American   Asian - Vietnamese/Vietnamese American
   Philippine/Filipino                Other Asian
   Pacific Islander                  American Indian/Alaskan Native
   African American/Black            Mexican/Mexican American
   Cuban                             Puerto Rican
   Other Central/Latin American      Other
4. Please specify if you have a disability. Yes  No
5. Please specify your age group. 18-25  26-35  36-45  45-60  60 - Above
### B. Experiences

6. How many times since employment have you felt you have been discriminated against by:

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7. Have you heard insensitive or disparaging comments about cultural/ethnic minorities?

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8. Have you heard insensitive or disparaging comments about women?

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9. Have you heard insensitive or disparaging comments about men?

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10. Have you heard insensitive or disparaging comments about gays and lesbians?

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11. How do you rate the climate of Owens Community College in general?

Friendly or Hostile
Liberal or Conservative
Concerned or Indifferent
Respectful or Disrespectful
Cooperative or Uncooperative
Socially conscious or Apathetic
Competitive or Noncompetitive
Improving or Worsening
Hospitable or Not Hospitable
Anti-Racist or Racist
Non-homophobic or Homophobic
Non-sexist or Sexist
Biased or Not Biased

C. Departmental Climate

12. My major department emphasizes the importance of diversity at Owens Community College.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

13. There is need for more diversity among the faculty, students and staff at Owens Community College.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

14. The college is receptive to integrating diversity issues into courses.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

15. The faculty, students and staff are genuinely committed to promoting respect and understanding of group differences at Owens Community College.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

D. Participation in Cultural Activities

16. In the past year, have you participated in any organized activity (club, lecture, workshop, conference, training, etc.) designed to promote sensitivity towards issues of diversity at Owens Community College? Please circle one.

No
Yes, and it was/they were mostly beneficial
Yes, and it was/they were somewhat beneficial
Yes, and it was/they were not beneficial
E. Attitudes

17. Diversity is good for Owens and should be actively promoted by students, staff, faculty and administrators.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

18. Cultural/ethnic organizations should be developed and supported at Owens Community College.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

19. Gay and Lesbian organizations should be developed and supported at Owens Community College.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

20. In order to "fit in" at Owens, I often feel I need to change some of my personal characteristics (e.g. language, dress, etc.)

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

21. Owens Community College exhibits a positive climate for diversity.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

22. Owens Community College exhibits a positive climate for people with different sexual orientations.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

23. Owens Community College exhibits a positive climate for people with different religious affiliations.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

24. Students at Owens Community College are exposed to the history and culture of minority groups.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

25. Minority faculty, students and staff experience campus-wide support.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

26. Recruitment of minority students, faculty and staff is an institutional priority at Owens Community College.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

27. Academic departments sponsor events, lectures, films, etc. that focus on multicultural concerns.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

28. The campus environment is free from racial conflict.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

29. Landmarks, art, and other displays honoring minority accomplishments are visible on campus.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree

30. Minority traditions in campus activities are strongly supported.

Strongly Agree Somewhat Agree No Opinion Somewhat Disagree Strongly Disagree
F. Personal Views

31. What are the signs that Owens Community College values diversity?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

32. What do you wish the people you worked with understood about your own group?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

33. What are the obstacles in the way of employees who are different from the mainstream?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

34. What kind of prejudice or discrimination have you faced if any?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

35. What contributions and behaviors are most valued and rewarded here?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

36. What behaviors of other groups are most difficult for you to deal with or are most irritating?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

37. What do you wish your manager or supervisor understood about you?
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
38. What do you need to do and / or know to get ahead in this organization?

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

39. What groups are easiest for you to get along with? What groups are the hardest?

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

40. What do you think the organization could do to get the best from everyone?

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

41. In your opinion, how would promoting programs that recognize distinctive cultural heritages or diverse lifestyles affect the climate for diversity at Owens Community College?

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<thead>
<tr>
<th>Improve a Lot</th>
<th>Improve Somewhat</th>
<th>No Change</th>
<th>Worsen Somewhat</th>
<th>Worsen a Lot</th>
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42. In your opinion, how would promoting programs that recognize needs of gays and lesbians affect the climate for diversity at Owens Community College?

<table>
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<tr>
<th>Improve a Lot</th>
<th>Improve Somewhat</th>
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43. In your opinion, how would holding training sessions on diversity issues for everyone affect the climate for diversity at Owens Community College?

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<th>Improve a Lot</th>
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44. In your opinion, how would having more art exhibits or music festivals, etc. featuring different cultural/ethnic groups affect the climate for diversity at Owens Community College?

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45. In your opinion, how would holding regular meetings between faculty and staff regarding diversity affect the climate for diversity at Owens Community College?

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46. In your opinion, how would bringing more events on campus that bring together members of different cultural/ethnic groups affect the climate for diversity at Owens Community College?

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G. Feedback

47. What do you think can be done at Owens Community College to strengthen and improve the campus climate for diversity?

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

48. Do you have any other views about diversity that you would like to share with us?

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

49. Have you personally experienced or witnessed something in the last year that illustrates racism, sexism, or bias against age, gender, race, color, religion, sexual orientation, disability or national origin?

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

50. How do you feel about the length of this questionnaire?

Too Long   Somewhat Long    Just about right    Too Short

51. How do you feel about the kinds of questions asked and the areas covered?

On Target    On Target most of the time    On Target some of the time    Off Target

Anything else you would like to mention in regards to the campus climate and diversity please list in the spaces provided below.

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
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THANK YOU FOR YOUR TIME AND PARTICIPATION IN FILLING OUT THIS QUESTIONNAIRE
Purpose
Owens Community College’s continued success depends heavily on full and effective utilization and education of qualified persons regardless of gender, race, color, national origin, religion, sexual orientation, marital status or disability. It is the policy of the board of trustees that equal employment and equal admission opportunity be afforded to all such qualified persons. Further, it is the college’s policy to support and abide by all legal requirements assuring non-discrimination in employment and admission for all qualified persons without regard to gender, race, color, national origin, religion, sexual orientation, marital status or disability.

Scope
This policy is applicable to all matters related to recruitment and admission of students and employment matters such as recruitment, selection, hiring, upgrading and promotion, staff development, transferring, layoffs and recall and demotion and termination of employment. It also to employee compensation or benefits, participation in college-sponsored education or training, tuition assistance, college recreational programs, other forms of compensation and to all student services and activities. Further, all curriculum and course offerings and matters pertaining to student environment and governance will continue to be evaluated for compliance with relevant regulations.

College Commitment
The college shall continue to direct employment/personnel and recruitment/admissions practices toward insuring truly equal opportunity for everyone and that all employment and admissions practices are free from discrimination.

Affirmative Action
The college’s affirmative action officer will coordinate implementation of the program. The officer will evaluate the performance of its management and supervisory personnel on the basis of their involvement in achieving the affirmative action objectives as well as other established criteria. Any employee of this organization, or subcontractor to this employer, who does not comply with the Non-Discrimination policy and procedures as set forth will be subject to disciplinary action. Any subcontractor not complying with all applicable Non-Discrimination laws, directives and regulations of the Federal, State and Local governing bodies or agencies will be subject to appropriate legal sanctions. Periodic surveys will be the basis of action for correction of deficiencies through the cooperation and assistance of appropriate staff.

Board Support
The college intends to measure itself against specific objectives, which will continue to move the college actively toward equal participation of all employees and students in the opportunities available at the college. The position of the board of trustees is one of full commitment to the principles of affirmative action and complete support of the practices outlined in this policy.
Campus Climate Interview for Existing Faculty and Staff

1. What do you like about the environment of Owens Community College?
2. What don’t you like about the environment of Owens Community College?
3. What were your expectations of the college before you came to work here?
4. What surprised you the most about the environment?
5. What kinds of experiences made you feel welcome at Owens Community College?
6. What kinds of experiences made you feel unwelcome?
7. What did you do to help the situation?
8. What are your professional goals?
9. What do you hope to achieve here?
10. How has Owens Community College helped you toward your goal?
11. How could it help more?
12. How have your managers and co-workers (both positive and negative) treated you?
13. How do you get along with people of other groups in the workplace?
14. On a scale of 1 to 10, how do you feel you are a part of the College?
15. What needs to happen to make you feel more a part of it?
16. What is the most important thing Owens Community College can do to help you adjust?
17. Where did you hear about the opening at Owens Community College?
18. What was the ultimate reason behind your choice to work here?
19. Are there any other reasons you know of now that you did not before you started working here that would have encouraged you to decide to come work here?
Initial Diversity Council Members

Dr. Paul Brown - Dean - Findlay Campus

Gerry Bazer - Dean - Arts & Sciences

Janell Lang - Dean - Health Technologies

Nerur Satish - Chair - Electrical/Electronics - Industrial Engineering

Sharon Stein - Reference Librarian - Library

Robin Brown - Staff Accountant - Finance *(Requested to be taken off due to scheduling)*

Public Relations & Marketing - Need Representation

Linda Stacy - Vice President - Workforce Community Services Division

Tammie L. Hechler - EEO/Diversity Coordinator - Employee Relations

Cesar Hernandez - International Student Enrollment Services Administrator - Student Services

David Wells - Director Advising Center - Advising *(Currently Vacant)*

Ruth Ann Neff - Representative Financial Aid - Student Services

Dermot Forde - Coordinator Student Activities - Student Life

Regina Silletti - Full Time Faculty Member - Arts & Sciences

Carrol Arnold - Adjunct Faculty Member *(Has moved to a different state)*

Laurie Rodgers - Community Member