Facilitating diverse and inclusive excellence at Ohio State in the 21st century

Alumni Association Club & Society Leadership and Symposium
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The Office of Diversity and Inclusion
“Minorities” in the United States

A national picture of our growing diversity
“Majority minority” states

2014

2060
What is driving these changes?
Diversification of American Children

Percent Minority

Office of Diversity and Inclusion
the “new normal”: each generation has been more and more diverse

<table>
<thead>
<tr>
<th>Generation</th>
<th>Birth Span</th>
<th>% Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers</td>
<td>1946 – 1964</td>
<td>21%</td>
</tr>
<tr>
<td>GenXers</td>
<td>1965 – 1980</td>
<td>26%</td>
</tr>
<tr>
<td>Millennials</td>
<td>1981 – 2000</td>
<td>44%</td>
</tr>
<tr>
<td>Post-Millennials</td>
<td>2001 – 2020</td>
<td>49%</td>
</tr>
<tr>
<td>Post-Millennials 2</td>
<td>2021 – 2040</td>
<td>57%</td>
</tr>
<tr>
<td>Post-Millennials 3</td>
<td>2041 – 2060</td>
<td>65%</td>
</tr>
</tbody>
</table>
Growing “Minority” Population in Ohio, 1980 – 2040
Ohio would be a shrinking state if not for our growing diversity.
Cincinnati Metro Area

Growth of Minority Youth (% of Youth Population)

1980
14%

1990
15%

2000
19%

2010
24%

Source: Equity Atlas
Columbus Metro Area
Growth of Minority Youth (% of Youth Population)

1980 15%
1990 17%
2000 24%
2010 27%

Source: Equity Atlas
Dayton Metro Area
Growth of Minority Youth (% of Youth Population)

1980 17%
1990 19%
2000 24%
2010 28%

Source: Equity Atlas
Toledo Metro Area

Growth of Minority Youth (% of Youth Population)

- 1980: 18%
- 1990: 21%
- 2000: 27%
- 2010: 33%

Source: Equity Atlas
Cleveland Metro Area

Growth of Minority Youth (% of Youth Population)

- 1980: 24%
- 1990: 27%
- 2000: 33%
- 2010: 37%

Source: Equity Atlas
Consider:

How well do our faculty reflect the growing diversity of our state and nation in the 21st century?

Are we hiring faculty who will be interested in the great research questions of our time and who will help respond to the challenges these demographic shifts pose?

Are we hiring faculty who will help to recruit a diverse student body?
Faculty Diversity
2000-2015
T/T Faculty Gender Diversity, 2000 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>27%, 814</td>
<td>73%, 2,167</td>
<td>2,981</td>
</tr>
<tr>
<td>2005</td>
<td>29%, 869</td>
<td>71%, 2,143</td>
<td>2,912</td>
</tr>
<tr>
<td>2010</td>
<td>32%, 963</td>
<td>68%, 2,018</td>
<td>2,981</td>
</tr>
<tr>
<td>2015</td>
<td>35%, 970</td>
<td>65%, 1,768</td>
<td>2,738</td>
</tr>
</tbody>
</table>

Source: Office of Human Resources
Ohio State T/T Faculty by Race/Ethnicity

2000

- White: 2,496 (84%)
- Am Indian: 4 (0%)
- Asian: 229 (8%)
- Black: 96 (3%)
- Hawaiian/PI: 0 (0%)
- Hispanic: 54 (2%)
- Two or More: 7 (0%)
- Undisclosed: 95 (3%)

2015

- White: 1,995 (73%)
- Am Indian: 5 (0%)
- Asian: 388 (14%)
- Black: 107 (4%)
- Hawaiian/PI: 2 (0%)
- Hispanic: 104 (4%)
- Two or More: 20 (1%)
- Undisclosed: 117 (4%)

Source: Office of Human Resources
Student Diversity
Consider:

• As a land-grant and urban-serving institution, what role does Ohio State play in how our state navigates its demographic shifts?

• Have we identified those populations who are persistently underrepresented at Ohio State?

• Are we admitting students who are likely to be interested in the great research questions of our time and responding to the challenges posed by these shifts?
Ohio State (Columbus) New First Year Freshmen by Sex, 2000 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>52%, 2976</td>
<td>48%, 2798</td>
<td>5,774</td>
</tr>
<tr>
<td>2005</td>
<td>51%, 2968</td>
<td>49%, 2892</td>
<td>5,860</td>
</tr>
<tr>
<td>2010</td>
<td>50%, 3280</td>
<td>50%, 3269</td>
<td>6,549</td>
</tr>
<tr>
<td>2015</td>
<td>51%, 3553</td>
<td>49%, 3425</td>
<td>6,978</td>
</tr>
</tbody>
</table>
Ohio State (Columbus) New Graduate Enrollments by Sex, 2000 – 2015

- **2000**: Females 55%, 1198 | Males 45%, 989 | Total 2,187
- **2005**: Females 58%, 1262 | Males 42%, 905 | Total 2,167
- **2010**: Females 51%, 1221 | Males 49%, 1192 | Total 2,413
- **2015**: Females 52%, 1287 | Males 48%, 1201 | Total 2,488
### Ohio State (Columbus) New Professional Students by Sex, 2000 – 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>49%, 402</td>
<td>51%, 411</td>
<td>813</td>
</tr>
<tr>
<td>2005</td>
<td>48%, 407</td>
<td>52%, 436</td>
<td>843</td>
</tr>
<tr>
<td>2010</td>
<td>54%, 497</td>
<td>46%, 418</td>
<td>915</td>
</tr>
<tr>
<td>2015</td>
<td>59%, 516</td>
<td>41%, 359</td>
<td>875</td>
</tr>
</tbody>
</table>
Ohio State (Columbus) New First Year Freshmen by Race & Ethnicity, 2000 - 2015

- American Indian
- Asian
- Black
- Hawaiian/Pacific Islander
- Hispanic
- International
- Two or More
- Unknown
- White

Year 2000:
- American Indian: 1%, 36
- Asian: 6%, 335
- Black: 10%, 553
- Hawaiian/Pacific Islander: 3%, 157
- Hispanic: 2%, 128
- International: 0%, 25
- Two or More: 0%
- Unknown: 0%
- White: 79%, 4540

Year 2005:
- American Indian: 0%, 24
- Asian: 5%, 319
- Black: 7%, 418
- Hawaiian/Pacific Islander: 3%, 176
- Hispanic: 1%, 64
- International: 2%, 126
- Two or More: 0%
- Unknown: 0%
- White: 81%, 4733

Year 2010:
- American Indian: 0%, 24
- Asian: 6%, 369
- Black: 6%, 384
- Hawaiian/Pacific Islander: 4%, 233
- Hispanic: 7%, 479
- International: 1%, 76
- Two or More: 1%
- Unknown: 1%
- White: 75%, 4913

Year 2015:
- American Indian: 0%, 9
- Asian: 7%, 478
- Black: 4%, 294
- Hawaiian/Pacific Islander: 0%, 3
- Hispanic: 4%, 301
- International: 5%, 380
- Two or More: 3%
- Unknown: 5%
- White: 71%, 4979

Total Freshmen:
- 2000: 5,774
- 2005: 5,860
- 2010: 6,549
- 2015: 6,978
Ohio State (Columbus) New Graduate Students by Race & Ethnicity, 2000 - 2015
Students are protesting lack of cultural competency among faculty, staff and their peers.
#itooamharvard

Students are exposing the harmful stereotypes and macroaggressions they frequently experience.

“You’re the Whitest Black person I know”
Students are protesting racial incidents on campus.
Students are protesting their isolation due to low enrollment numbers.
Students are protesting the lack of diversity in the faculty.
After a student hunger strike and protests of the administration’s lack of responsiveness to student concerns, the Mizzou football team threatened a boycott, supported by their coaches. Within 48 hours, the president and chancellor resigned. Mizzou is a cautionary tale about the need for ongoing administrative engagement with students.

In the fall of 2015, applications to Mizzou were down 3% from the previous year. In the spring of 2016, applications were down 22%. A similar trend was true for applications from African American and graduate students, with each decreased by 19%.
Student activism at Ohio State
Diversity is important for all college campuses
Our nation is changing, and our higher education institutions need to reflect this diversity.

More than half of all U.S. babies today are people of color, and by 2050 our nation will have no clear racial or ethnic majority. Communities of color are tomorrow’s leaders, and we need to better prepare our future workforce.
While communities of color have made great strides in closing the education gap, disparities in higher education remain prevalent.

According to the U.S. Census Bureau, in 2009 about 28 percent of Americans older than 25 years of age had a four-year college degree. That same year only 17 percent of African Americans and 13 percent for Hispanics had a four-year degree.
It’s in our national interest to invest in our future workforce.

People of color today make up about 36 percent of the workforce. According to Census Bureau projections, by 2050 one in two workers will be a person of color. As our nation becomes more diverse, so too does our workforce.
Diversity in the workforce fosters innovation and competitiveness in business.

Studies consistently show that diversity drives innovation and fosters creativity. In a Forbes survey, 85 percent of respondents said diversity is crucial for their businesses, and approximately 75 percent indicated that their companies will put more focus during the next three years to leverage diversity to achieve their business goals.
Fortune 500 companies agree that diversity is good for the bottom line.

More than 60 leading 500 Fortune companies—including Coca-Cola, General Electric, Hewlett-Packard, Intel, Johnson & Johnson, and many others—came out in support of race-based admission policies in an amicus brief to the Supreme Court in the Grutter v. Bollinger ruling, as well as the most recent Fisher Vs. Texas case.
Diversity is a national security issue.

In the past, our U.S. armed forces have argued that a highly qualified and racially diverse officer corps is essential to the military’s ability to provide national security. A top Army personnel official states that, “Diversity adds to the strength of the military as a force.” In *Grutter v. Bollinger* a number of high-ranking officers and civilian leaders of the Army, Navy, Air Force, and Marine Corps urged the Court to uphold the limited consideration of race.
Diversity on campus benefits all students.

Diversity on college campuses isn’t just a benefit for the brown and black students. Learning with people from a variety of backgrounds encourages collaboration and fosters innovation, thereby benefitting all students. Research shows that the overall academic and social effects of increased racial diversity on campus are likely to be positive, ranging from higher levels of academic achievement to the improvement of near- and long-term intergroup relations.
D&I Efforts at Ohio State

• Setting the Context
• Diversifying our Students
• Diversifying our Faculty
• Diversity Action Planning
D&I Programs at Ohio State

- Young Scholars Program
- Morrill Scholars Program
- Bell Center on the African American Male
- Kirwan Institute
- The Women’s Place
- Leadership Initiatives for Women of Color
- Latino & Latin American Space for Enrichment & Research
- Hale Black Cultural Center
What is ODI’s response to these diversity challenges?

• Data driven diversity analyses for colleges and departments

• Search committee trainings

• Alliances with campus partners (OAA Senior Leadership, Enrollment Services, Graduate School, Student Life and student organizations)
How can the Alumni Clubs & Societies be a resource?

• Invitation to address the board/leadership

• Partner with ODI to support recruitment and retention programming

• Work with the Chief Diversity Officer to reflect on the mission and purpose of Alumni Association Diversity Committee
How can the Alumni Clubs & Societies be models of inclusive excellence?

• Engage more diverse alumni populations

• Partner with affinity based alumni groups

• Ask who’s missing and engage in intentional efforts to bring them to the table
Questions & Comments!
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