



THE UNIVERSITY OF
TOLEDO
1872

Diversity Plan
Judith Herb College of Education, (JHCOE)

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By the Judith Herb College of Education

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Table of Contents

Overview of University Mission Statement.....	5
Definition of Diversity: University of Toledo.....	5
Mission Statement of the University of Toledo	5
Mission Statement of the Office of Equity & Diversity.....	6
The Core Values of the University.....	6
Judith Herb College of Education: Conceptual Framework Mission Statement	7
Vision Statement.....	7
JHCOE Diversity Goals for Administration, Faculty, Staff, and Students.....	7
Diversity Goals.....	7
Objectives, Initiatives and Strategies:.....	8
Trend Data and Analysis.....	8
Appendices	9

Human diversity is defined as differences that exist among groups and individuals within a nation, a community, or organization. As scholars note institutions of education should be empowered to reform society by remedying racial and economic stratification, producing harmony across cultural groups, and providing an inclusive environment that is conducive for all individuals within the institution the freedom to discover themselves and grow (Minow, Shewder, & Markus, 2008).

The diversity plan is an effort to develop initiatives that recognize and respect individual and group differences and commonalities among The Judith Herb College of Education (JHCOE) administrative personnel, faculty, staff, and students. These initiatives are designed to challenge stereotypes and foster an inclusive environment for equality and fairness that extends to all curricular and extra-curricular activities. JHCOE will also participate in the initiatives of the University to attract and retain diverse administrative personnel, faculty, staff, and students.

Overview of University Mission Statements, Values and Goals Relative to Issues of Diversity

Definition of Diversity: University of Toledo

Human diversity is variety in group presence and interactions. It includes, but is not limited to, age, color, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. In promoting diversity, the University pledges to respect and value personal uniqueness and differences; to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity and inclusion. The University understands the value that a diverse student body, faculty, staff, and administration bring to its educational environment, the metropolitan community and beyond. The University takes seriously its commitment to diversity as expressed in the Mission Statement and the Strategic Directions Plan.

Mission Statement of the University of Toledo

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

Mission Statement of the Office of Equity & Diversity

The mission of The University of Toledo Office of Equity & Diversity is to create an organizational culture that is welcoming to all individuals regardless of their age, color, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. This culture will result in an environment that allows individuals to have the opportunity to excel in all aspects of their academic and professional endeavors.

The Core Values of the University include:

1. **Compassion, Professionalism and Respect:** Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;
2. **Discovery, Learning and Communication:** Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;
3. **Diversity, Integrity and Teamwork:** Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standards;
4. **Engagement, Outreach and Service:** Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;
5. **Excellence, Focus and Innovation:** Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and
6. **Wellness, Healing and Safety:** Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

Judith Herb College of Education: Conceptual Framework Mission Statement

The mission of the Judith Herb College of Education at The University of Toledo is to develop highly skilled, knowledgeable, and creative educators and other educational leaders through high quality undergraduate, graduate and professional development programs. Consistent with that of the Office of Equity & Diversity, our mission is to incorporate diversity into our curriculum, teaching, research and service activities. Our approach to diversity is grounded in contemporary research reflecting experimentation, innovation, accountability and informed by the wisdom of professional practice. The Judith Herb College of Education is committed to continuous improvement through assessment, inquiry, reflection, and lifelong learning.

Vision Statement

(to be decided)

JHCOE Diversity Goals for Administration, Faculty, Staff, and Students

Judith Herb College of Education values all forms of diversity within the college. Our primary goal is inclusivity among all our students, faculty, and staff. In working towards inclusion, we will be promoting an environment of equality and fairness as well as challenging harmful stereotypes. To that end, the JHCOE strives to instill into all its academic and scholarly endeavors the values, expectations, and behaviors that promote the understanding of cultural differences and fostering of mutual respect. Therefore, the JHCOE diversity goal is to foster a collaborative learning environment and eliminate disparities that contribute to prejudice and discrimination.

Diversity Goals

1. To reflect the mission and principles of the University in all departments in this college.
2. To collaborate with the Office of Equity & Diversity and other diversity committees of the University in an effort to achieve shared goals.
3. To prepare students to value diversity and to work effectively with diverse populations.
 - i. *Respond to the special needs of students in a diverse metropolitan community.*
 - ii. *Foster awareness of individual and group differences and similarities.*
 - iii. *Understand and address student pre-conceptions that hinder learning.*
 - iv. *Select and develop instructional strategies and technologies, based on research and experience that help all students learn.*
 - v. *Analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.*

- vi. *Collaborate with other professionals to identify and design strategies and interventions that support student learning.*
- 4. To recruit, mentor, and support diverse administration, faculty, staff and students in all programs within the college.

Objectives, Initiatives and Strategies:

Please see *Appendix A*, which is in tabular format, for the objectives, strategies, time-line for completion, and responsible party with respect to the goals of the Judith Herb College of Education Diversity Plan.

Trend Data and Analysis

Appendix B through Appendix F.

Appendix B: Faculty and Staff by Ethnicity and Gender (2009 and 2010)

Appendix C: Student Retention and Graduation Rates (2003 to 2010)

Appendix D: Undergraduate enrollment by Gender and Ethnicity

Appendix E: Graduate enrollment by Ethnicity and Gender (not included)

Please note the committee has yet to obtain data from the Office of Institutional Research for Appendices D and E (these are not included in the current document) and for updating Appendices B and C.

JHCOE 2013 Spring

Appendix C Student Retention and Graduation Rates (2003 to 2010)

Term/Ethnicity	Cohort Total	Retained		Graduated In:		
		1 year	2 years	4 yrs	5 yrs	6 yrs
201040	223	69.51%	0.00%	0.00%	0.00%	0.00%
Black or African American	25	52.00%	0.00%	0.00%	0.00%	0.00%
Hispanic/Latino	8	62.50%	0.00%	0.00%	0.00%	0.00%
Non-resident Alien	1	100.00%	0.00%	0.00%	0.00%	0.00%
Race and Ethnicity Unknown	4	75.00%	0.00%	0.00%	0.00%	0.00%
Two or more races	5	60.00%	0.00%	0.00%	0.00%	0.00%
White	180	72.22%	0.00%	0.00%	0.00%	0.00%
200940	271	64.58%	49.82%	0.00%	0.00%	0.00%
American Indian or Alaska Native	1	100.00%	0.00%	0.00%	0.00%	0.00%
Asian	3	66.67%	66.67%	0.00%	0.00%	0.00%
Black or African American	51	47.06%	25.49%	0.00%	0.00%	0.00%
Hispanic/Latino	10	60.00%	40.00%	0.00%	0.00%	0.00%
Race and Ethnicity Unknown	5	40.00%	20.00%	0.00%	0.00%	0.00%
Two or more races	4	50.00%	25.00%	0.00%	0.00%	0.00%
White	197	70.05%	57.87%	0.00%	0.00%	0.00%

JHCOE 2013 Spring

Term/Ethnicity	Cohort Total	Retained		Graduated In:		
		1 year	2 years	4 yrs	5 yrs	6 yrs
200840	301	66.45%	56.81%	0.00%	0.00%	0.00%
Asian	1	100.00%	100.00%	0.00%	0.00%	0.00%
Black or African American	35	62.86%	31.43%	0.00%	0.00%	0.00%
Hispanic/Latino	13	61.54%	53.85%	0.00%	0.00%	0.00%
Native Hawaiian or Other Pacific Islander	2	100.00%	100.00%	0.00%	0.00%	0.00%
Non-resident Alien	2	100.00%	100.00%	0.00%	0.00%	0.00%
Race and Ethnicity Unknown	10	60.00%	70.00%	0.00%	0.00%	0.00%
Two or more races	7	71.43%	42.86%	0.00%	0.00%	0.00%
White	231	66.67%	59.74%	0.00%	0.00%	0.00%
200740	258	73.26%	62.79%	17.44%	17.44%	17.44%
Asian	1	0.00%	0.00%	0.00%	0.00%	0.00%
Black or African American	27	62.96%	37.04%	3.70%	3.70%	3.70%
Hispanic/Latino	7	71.43%	71.43%	14.29%	14.29%	14.29%
Race and Ethnicity Unknown	10	70.00%	70.00%	20.00%	20.00%	20.00%
White	213	75.12%	65.73%	19.25%	19.25%	19.25%

JHCOE 2013 Spring

Term/Ethnicity	Cohort Total	Retained		Graduated In:		
		1 year	2 years	4 yrs	5 yrs	6 yrs
200640	232	70.26%	61.21%	15.09%	35.34%	35.34%
American Indian or Alaska Native	1	100.00%	100.00%	0.00%	100.00%	100.00%
Asian	2	50.00%	50.00%	0.00%	50.00%	50.00%
Black or African American	33	69.70%	48.48%	0.00%	6.06%	6.06%
Hispanic/Latino	9	88.89%	66.67%	22.22%	55.56%	55.56%
Race and Ethnicity Unknown	8	62.50%	37.50%	0.00%	12.50%	12.50%
Two or more races	1	100.00%	100.00%	100.00%	100.00%	100.00%
White	178	69.66%	64.04%	17.98%	39.89%	39.89%
200540	213	66.20%	56.81%	15.49%	33.33%	38.03%
American Indian or Alaska Native	1	100.00%	0.00%	0.00%	0.00%	0.00%
Asian	1	0.00%	0.00%	0.00%	0.00%	0.00%
Black or African American	34	52.94%	35.29%	0.00%	0.00%	2.94%
Hispanic/Latino	7	42.86%	28.57%	0.00%	0.00%	14.29%
Race and Ethnicity Unknown	6	66.67%	50.00%	0.00%	16.67%	16.67%
White	164	70.12%	63.41%	20.12%	42.68%	47.56%

JHCOE 2013 Spring

Term/Ethnicity	Cohort Total	Retained		Graduated In:		
		1 year	2 years	4 yrs	5 yrs	6 yrs
200440	273	65.93%	57.14%	16.85%	36.63%	41.39%
American Indian or Alaska Native	1	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	2	50.00%	50.00%	0.00%	0.00%	0.00%
Black or African American	37	54.05%	43.24%	0.00%	10.81%	16.22%
Hispanic/Latino	8	75.00%	75.00%	12.50%	50.00%	62.50%
Race and Ethnicity Unknown	3	66.67%	33.33%	33.33%	33.33%	33.33%
White	222	68.02%	59.46%	19.82%	40.99%	45.50%
200340	322	68.63%	57.76%	18.32%	44.10%	47.52%
Asian	3	100.00%	66.67%	33.33%	33.33%	33.33%
Black or African American	37	54.05%	51.35%	0.00%	21.62%	27.03%
Hispanic/Latino	8	50.00%	37.50%	25.00%	25.00%	25.00%
Race and Ethnicity Unknown	10	30.00%	40.00%	10.00%	20.00%	20.00%
White	264	72.35%	59.85%	20.83%	48.86%	52.27%

JHCOE 2013 Spring

Appendix B Faculty and Staff by Ethnicity and Gender (2009 and 2010)¹

Year: 2010

RACE / ETHNICITY	Gender		Grand Total
	Female	Male	
African American	3	2	5
American Indian or Alaskan Nat	1	1	2
Asian	1	2	3
Caucasian or White	54	28	82
Hispanic		2	2
Refused		1	1
Grand Total	59	36	95

STATUS	RACE / ETHNICITY	Gender		Grand Total
		Female	Male	
Faculty	African American	1	2	3
	American Indian or Alaskan Nat		1	1
	Asian	1	1	2
	Caucasian or White	36	22	58
	Hispanic		2	2
	Refused		1	1
Faculty Total		38	29	67
Staff	African American	2		2
	American Indian or Alaskan Nat	1		1
	Asian		1	1
	Caucasian or White	18	6	24
Staff Total		21	7	28
Grand Total		59	36	95

¹ Data are from the Office of Institutional Research

JHCOE 2013 Spring

Year: 2009

RACE / ETHNICITY	GENDER		
	Female	Male	Grand Total
African American	3	3	6
American Indian or Alaskan Nat	1	1	2
Asian	1	1	2
Caucasian or White	50	29	79
Hispanic	1	2	3
Grand Total	56	36	92

STATUS	RACE / ETHNICITY	GENDER		
		Female	Male	Grand Total
Faculty	African American	1	2	3
	American Indian or Alaskan Nat		1	1
	Asian	1	1	2
	Caucasian or White	29	22	51
	Hispanic		2	2
Faculty Total		31	28	59
Staff	African American	2	1	3
	American Indian or Alaskan Nat	1		1
	Caucasian or White	21	7	28
	Hispanic	1		1
Staff Total		25	8	33
Grand Total		56	36	92

JHCOE 2013 Spring

Appendices

Appendix A

Judith Herb College of Education Diversity Action Plan
January 1, 2013 to May 31, 2013

Goals	Objectives	Strategies	Time-line for Completion	Responsible Party
1. To reflect the mission and principles of The University in departmental diversity plans	A. Provide mechanisms for assuring that diversity plans within each department of the College are consistent in incorporating the mission and principles of the College and The University	1. Distribute mission and principles of The University and existing diversity plans to each department chair and request that each department document how diversity is systematically encouraged/facilitated according to specifics of the mission and principles of The University.	Distribution Based Upon University Approval	Department Chairs
		2. Diversity Committee affirms that Departmental Diversity Plans are consistent with The University's mission and principles, as part of The Judith Herb College of Education 2012-2013	Ongoing	Diversity Committee

JHCOE 2013 Spring

<p>II. Collaborate with the Office of Institutional Diversity and other Diversity Committees of the University in an effort to achieve shared goals.</p>	<p>A. Promote and develop relationships with other diversity committees of the university</p>	<ol style="list-style-type: none"> 1. Develop and maintain awareness of diversity protocols practiced at all levels at the university. 2. Develop coordination of program efforts between the Office of Institutional Diversity and other diversity committees 3. Faculty will be encouraged to volunteer for seminar presentations at the Culture Building Institute initiated by the office OECDE. 	<p>Ongoing</p>	<p>Diversity Committee</p>
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JHCOE 2013 Spring

III. Prepare students to value diversity and work effectively with diverse populations	A. Promote an environment of sensitivity and responsiveness to and acceptance of difference inside & outside the classroom	1. Propose developing a survey for students to determine their diversity needs.	Fall 2014	Diversity Committee
		2. Identify appropriate venues for learning opportunities for faculty, staff, and students regarding diversity and disseminate a list to administration, faculty, staff, and students via the Diversity webpage on the college website.	Fall 2014	Diversity Committee
		3. Revise and administer the diversity survey to identify needs of faculty members and staff with regards to issues of diversity.	Fall 2014	Diversity Committee
	B. Ensure that course-related materials and activities exhibit appropriate elements of cultural sensitivity and reflect diverse, multi-cultural backgrounds	1. Ensure that students are exposed to issues related to diversity throughout their tenure in the program.	Fall 2014	Diversity Committee
		2. Encourage all departments to include the statement from above (B. 1.) in each undergraduate and graduate syllabus.	Ongoing	Diversity Committee & College Council

JHCOE 2013 Spring

<p>III. continued Prepare students to value diversity and work effectively with diverse populations</p>		<p>3. Develop, maintain, & disseminate a listing of instructional resources addressing diversity for potential use by all JHCOE faculty.</p>	<p>Ongoing</p>	<p>Diversity Committee, Office of Institutional Diversity, Others</p>
		<p>4. We endorse the university's objective of mandatory multicultural education for undergraduate students as part of their general education. We support the inclusion of multicultural education in graduate programs and that issues regarding diversity are woven through the curriculum.</p>	<p>Ongoing</p>	<p>Diversity Committee</p>
<p>IV. To mentor and support diverse faculty, staff, and students in all programs within the College</p>	<p>A. Develop a more supportive environment for faculty and staff.</p>	<p>1. Develop a cadre of JHCOE faculty and/or graduate students who could serve as resources for JHCOE students, staff, & faculty relative to issues related to multi-cultural acceptance and disseminate the list of these human resources to administration, faculty, staff, and students</p>	<p>Ongoing</p>	<p>Diversity Committee & College Council</p>

JHCOE 2013 Spring

<p>IV continued IV. To mentor and support diverse faculty, staff, and students in all programs within the College</p>		<p>2. Create a JHCOE diversity website which is accessible to all containing all instructional resources collected addressing diversity, the statement of inclusion, and other materials addressing diversity</p>	<p>Ongoing</p>	<p>Diversity Committee</p>
		<p>3. Coordinate events that focus on specific diversity issues to encourage social support among administration, faculty, students, and staff</p>	<p>Ongoing</p>	<p>Diversity Committee</p>
		<p>4. Establish a list of voluntary senior faculty members willing to mentor junior faculty members</p>	<p>Ongoing</p>	<p>Diversity Committee & Department Chairs</p>
		<p>5. Ascertain administration, faculty, staff, and students to blog on the JHCOE diversity website about topics related to diversity</p>	<p>Ongoing</p>	<p>Diversity Committee & All JHCOE Departments</p>

JHCOE 2013 Spring

IV continued IV. To mentor and support diverse faculty, staff, and students in all programs within the College	B. Develop a more supportive environment for students	1. Raise awareness of student groups, associations and organizations by placing information on the JHCOE diversity website	Ongoing	Diversity Committee
		2. Raise attention to grants and other funding opportunities for minority students by placing them on the JHCOE diversity website	Ongoing	Diversity Committee
		3. Establish a list of voluntary faculty and staff members willing to mentor students	Ongoing	Diversity Committee & Department Chairs