



THE UNIVERSITY OF
TOLEDO
1872

Diversity Committee Report
Judith Herb College of Education, (JHCOE)

Date : 05/09/2014

Report Period: August 19, 2013 to May 9, 2014

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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.

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.

Diversity Committee Members
(2013-2014)

| Department | Members |
|---|----------------------------------|
| Curriculum and Instruction | Tony Sanchez Victoria Stewart |
| Early Childhood, Physical and Special Education | Celia Regimbal Dawn Sandt |
| Educational Foundations and Leadership | Revathy Kumar Renee Martin |
| Staff member | Lori DeShetler |

Work Report: 2013-2014

There were two main tasks that the Diversity Committee set for itself during the academic year 2013-2014. These included

1. Revise and administer the diversity survey to identify needs of faculty members and staff with regards to issues of diversity.
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.

In Fall 2013, the committee members met reviewed and revised the survey for faculty. This survey was reviewed by the College Council and Dean in Fall 2013 and administered using the software survey monkey to faculty in February 2014. The data were analyzed and the results discussed at the March 14th Diversity Committee meeting. The results were presented to the College Council in early April and then to the faculty on April 23rd during the monthly faculty meeting. We received valuable feedback from the faculty. The Survey Diversity Report is included in Appendix A.

The findings from the survey along with faculty recommendations will drive the agenda for the coming academic year 2014-2015. These include:

- Developing the College Diversity Website that will include information related to:
 - college/ department diversity plan that is easily accessible to faculty.
 - procedures for dealing with students' issues related to diversity.
- In addition, the diversity committee will:
 - initiate a web- repository of educational resources for faculty and students.
 - conduct a follow-up to inquire the types of additional resources faculty feel would help build competence in this area
- Develop initiatives that focus on the issues faced by minority students. Through these initiatives we hope to improve the retention and graduation rate of minority students. We also want to examine ways by which we can enhance minority students' sense of belonging to the college and the university. In this effort, we want to pay close attention to the needs of LGBTQ students in our college.

Appendix A

Faculty Diversity Survey Results



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Faculty Diversity Survey Results
(2013-2014)

Judith Herb College of Education

Faculty Diversity Survey (2013-2014)

The two-fold purpose of the survey was to:

- gather information from faculty in regard to how diversity¹ is encouraged, facilitated and addressed in the classrooms
- determine the degree to which diversity is currently being addressed in courses within the college.

The survey was carefully debated and constructed by the committee during the 2012-2013 academic year. Its final format of 26 questions was formally approved by the College Council in late spring of 2013 and approved with recommendations by the JHCOE faculty at its last meeting in April 2013.

The survey was electronically distributed to the faculty of Curriculum & Instruction, Early Childhood/Physical & Special Education, and Educational Foundations and Leadership on February 17th 2014 with expectations for completion by March 1st 2014. A total of 29 faculty members out of 52 responded to the survey for a return rate of 56 %. We thank faculty who took the time to answer this survey.

The accompanying report of the 26-question survey is a formal summation of the results and is not intended to be a conclusive critique of the JHCOE faculty's perception of diversity and cultural differences. The Diversity Committee has, however, included a set of recommendations based upon faculty responses that are intended to be starting points to better implement and advance the issue of diversity within the educational program.

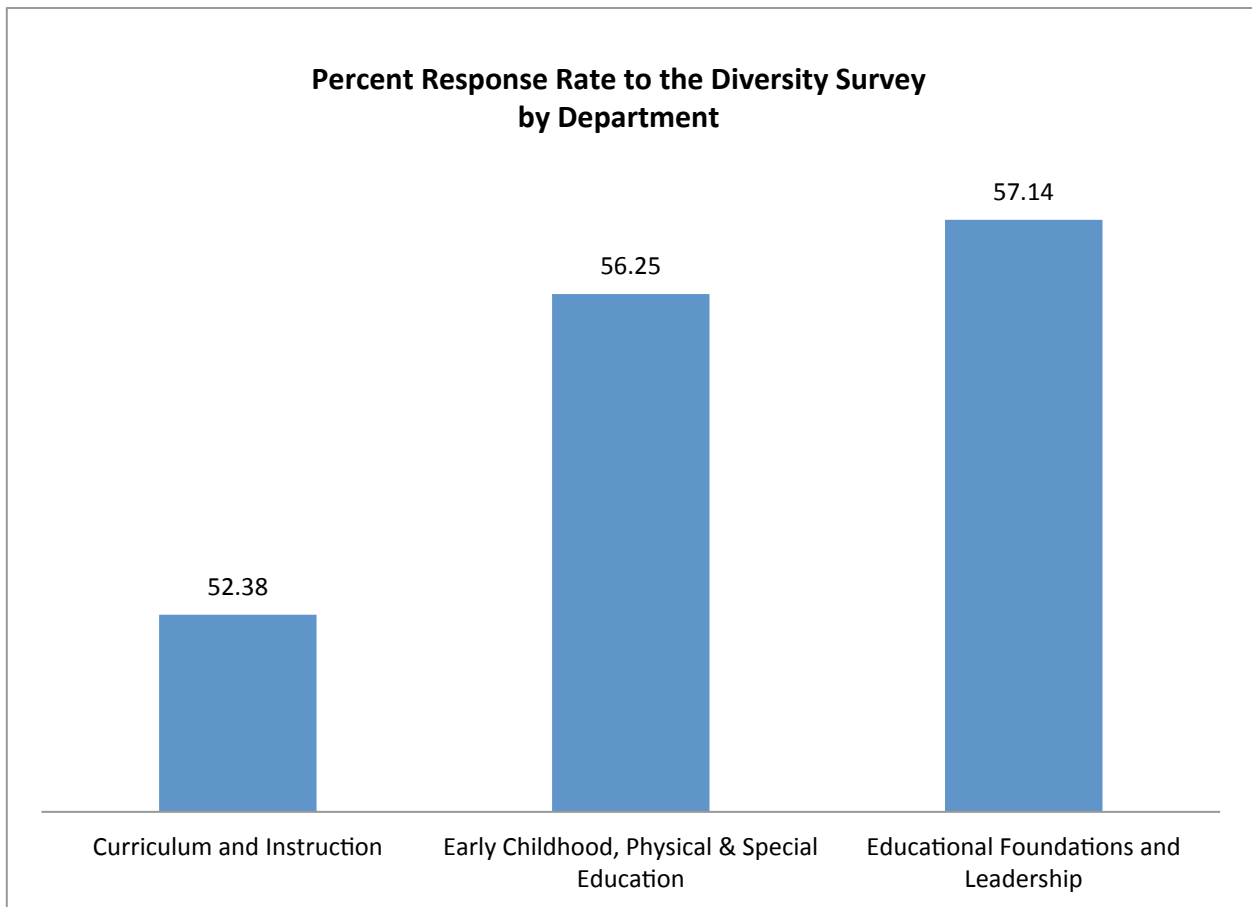
¹ As stated on the cover page of the survey, *Diversity* is identified as any personal uniqueness and difference including, but not limited to, an individual's: gender, race/ethnicity, religion, sexual orientation, impairment(s), disability(ies), sociopolitical views, and social economic status.

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Response Rate by Departments

| Departmental Affiliation | | |
|---|-------------------------|----------------|
| Answer Options | Total number of Faculty | Response Count |
| Curriculum & Instruction | 21 | 11 |
| Early Childhood, Physical & Special Education | 16 | 9 |
| Educational Foundations & Leadership | 14 | 8 |
| <i>answered question</i> | | 28 |
| <i>skipped question</i> | | 1 |

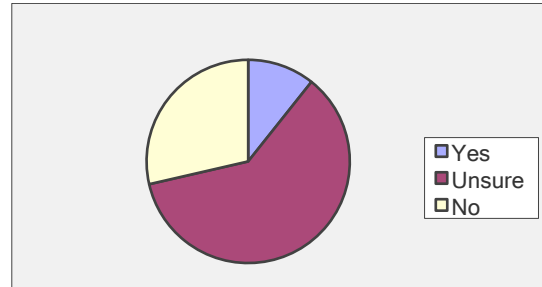


Survey Descriptive Results

Department and Programs

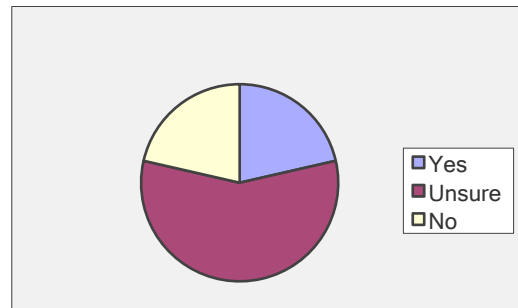
1. Does your department have a written diversity plan?

| Answer Options | Response Percent | Response Count |
|----------------|------------------|----------------|
| Yes | 10.7% | 3 |
| Unsure | 60.7% | 17 |
| No | 28.6% | 8 |



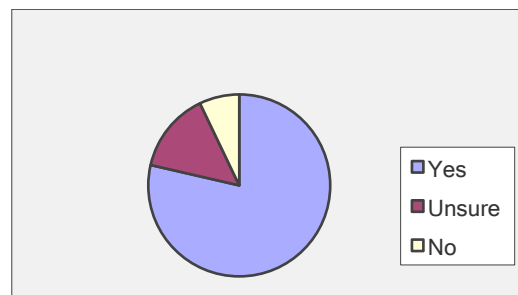
2. Does your program have procedures – formal or informal – for students to address issues they might encounter because of cultural differences?

| Answer Options | Response Percent | Response Count |
|----------------|------------------|----------------|
| Yes | 21.4% | 6 |
| Unsure | 57.1% | 16 |
| No | 21.4% | 6 |



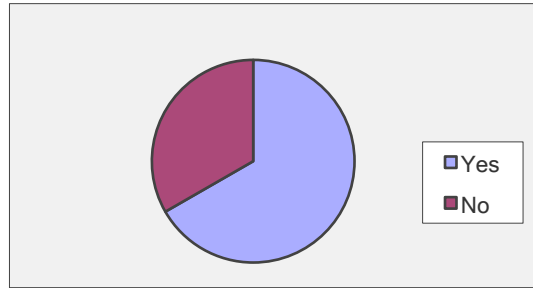
3. Is cultural competence identified as a curricular goal within your program?

| Answer Options | Response Percent | Response Count |
|----------------|------------------|----------------|
| Yes | 78.6% | 22 |
| Unsure | 14.3% | 4 |
| No | 7.1% | 2 |



If yes, is it mandated by an accrediting body?

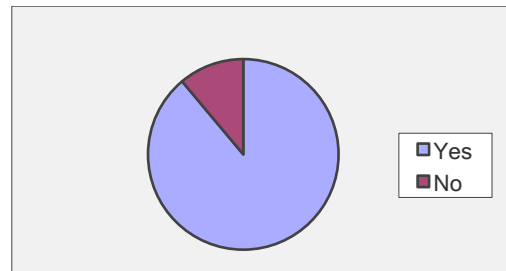
| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Yes | 66.7% | 16 |
| No | 33.3% | 8 |
| <i>answered question</i> | | 24 |
| <i>skipped question</i> | | 5 |



Individual Instructor

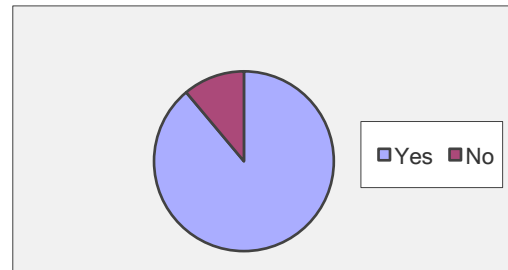
4. Do any of your courses address diversity? **If no skip to Q. 11)**

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Yes | 88.9% | 24 |
| No | 11.1% | 3 |
| <i>answered question</i> | | 27 |
| <i>skipped question</i> | | 2 |



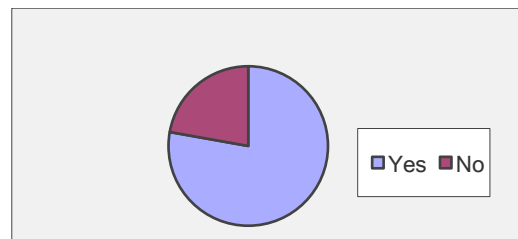
5. Is understanding diversity identified as a course objective within any of your courses?

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Yes | 88.9% | 24 |
| No | 11.1% | 3 |
| <i>answered question</i> | | 27 |
| <i>skipped question</i> | | 2 |



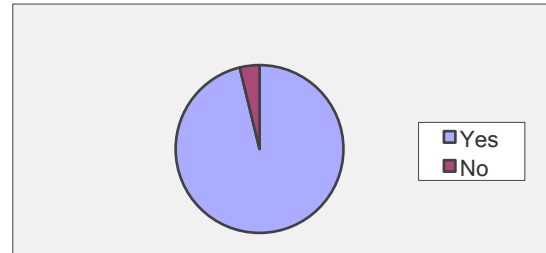
6. Is development of cultural competence identified as a course objective within any of your courses?

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Yes | 77.8% | 21 |
| No | 22.2% | 6 |
| <i>answered question</i> | | 27 |
| <i>skipped question</i> | | 2 |



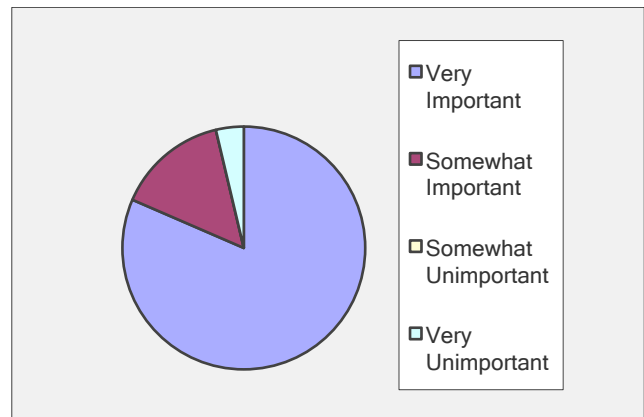
7. Do any of your courses address diversity even if it is not delineated as a course objective?

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Yes | 96.2% | 25 |
| No | 3.8% | 1 |
| <i>answered question</i> | | 26 |
| <i>skipped question</i> | | 3 |



8. How important do you feel that it is for students to learn about diversity as it relates to the subject matter of your courses?

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Very Important | 81.5% | 22 |
| Somewhat Important | 14.8% | 4 |
| Somewhat Unimportant | 0.0% | 0 |
| Very Unimportant | 3.7% | 1 |
| <i>answered question</i> | | 27 |
| <i>skipped question</i> | | 2 |

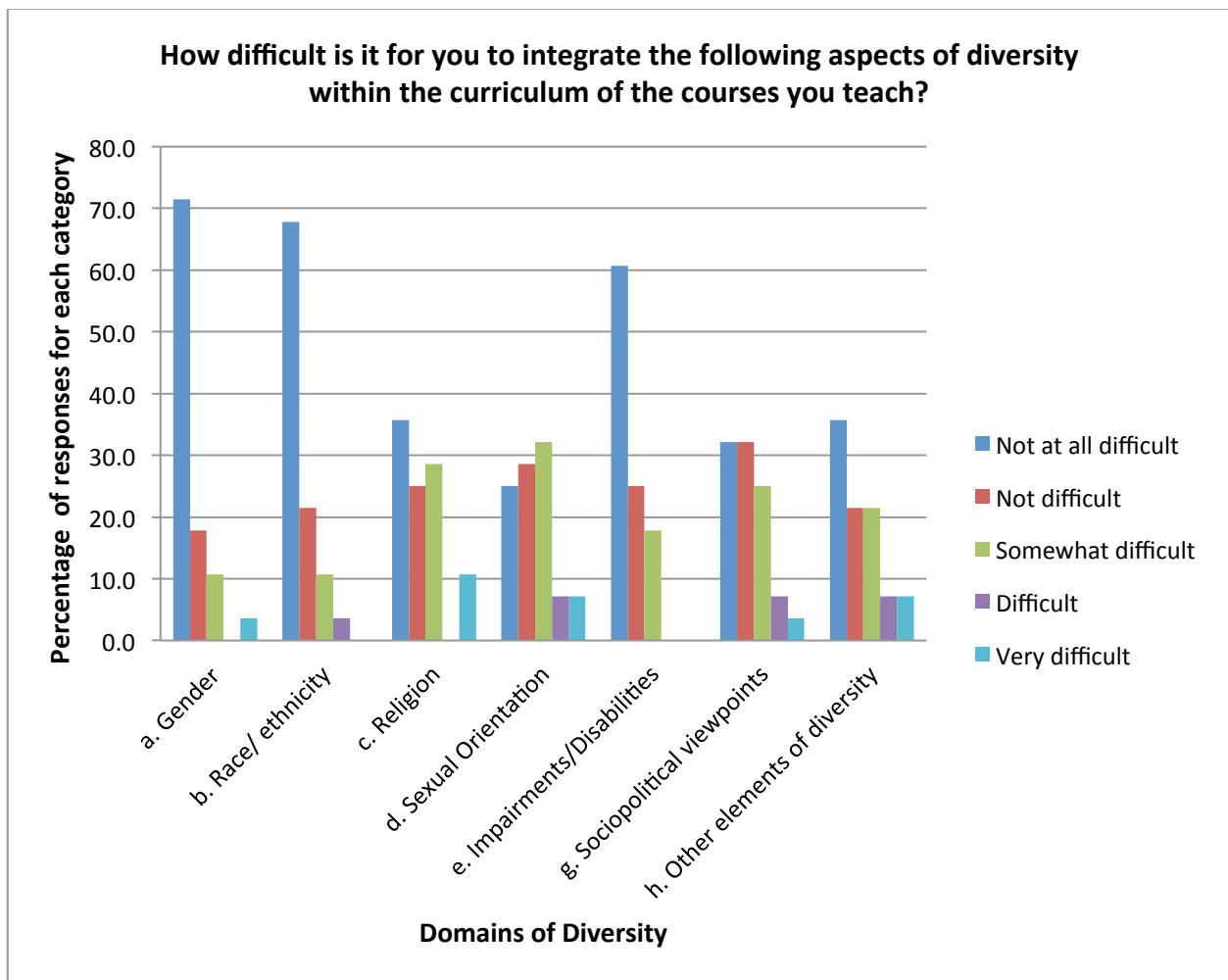


9. If you address diversity in any of your courses, check all the teaching-learning strategies you employ to promote diversity within your course.

| If you address diversity in any of your courses, check all the teaching-learning strategies you employ to promote diversity within your course(s). | | |
|--|------------------|----------------|
| Answer Options | Response Percent | Response Count |
| Lecture | 63.0% | 17 |
| Reading assignments | 88.9% | 24 |
| Examinations | 29.6% | 8 |
| Student presentations | 44.4% | 12 |
| Discussion - large group | 85.2% | 23 |
| Discussion - small group | 74.1% | 20 |
| Case studies | 40.7% | 11 |
| Reflection papers/journaling | 63.0% | 17 |
| Synthesis papers | 22.2% | 6 |
| Role playing | 22.2% | 6 |
| Interactive electronic media | 25.9% | 7 |
| Service learning opportunities | 18.5% | 5 |
| Critical analysis of policies | 33.3% | 9 |
| Other (please specify) | | 3 |
| answered question | | 27 |
| skipped question | | 2 |

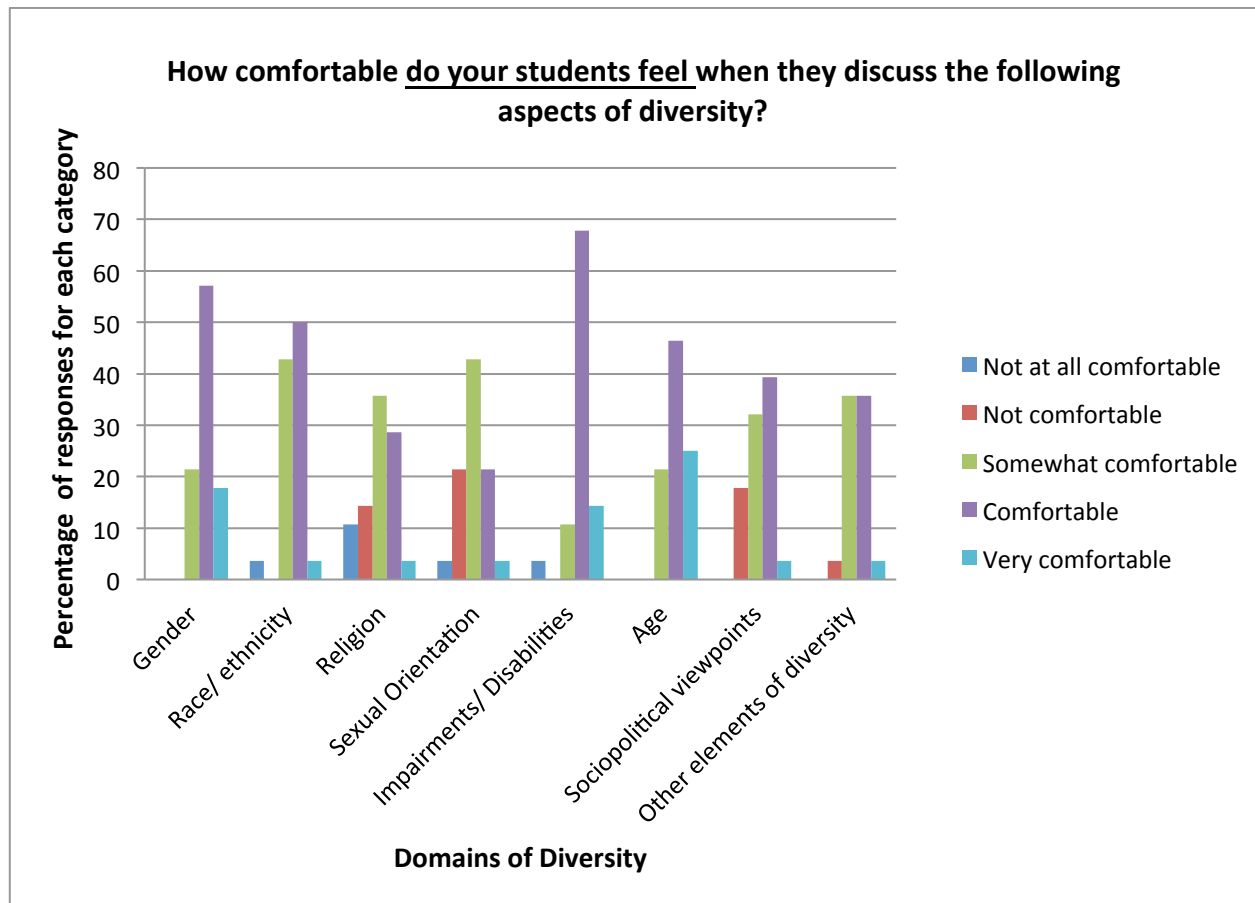
10. How difficult is it for you to integrate the following aspects of diversity within the curriculum of the courses you teach?

| Answer Options | Not at all difficult | Not difficult | Somewhat difficult | Difficult | Very difficult | Response Count |
|--------------------------------|----------------------|---------------|--------------------|-----------|----------------|----------------|
| a. Gender | 20 | 5 | 3 | 0 | 1 | 29 |
| b. Race/ ethnicity | 19 | 6 | 3 | 1 | 0 | 29 |
| c. Religion | 10 | 7 | 8 | 0 | 3 | 28 |
| d. Sexual Orientation | 7 | 8 | 9 | 2 | 2 | 28 |
| e. Impairments/Disabilities | 17 | 7 | 5 | 0 | 0 | 29 |
| f. Age | 11 | 8 | 8 | 0 | 1 | 28 |
| g. Sociopolitical viewpoints | 9 | 9 | 7 | 2 | 1 | 28 |
| h. Other elements of diversity | 10 | 6 | 6 | 2 | 2 | 26 |
| <i>answered question</i> | | | | | | 29 |
| <i>skipped question</i> | | | | | | 0 |



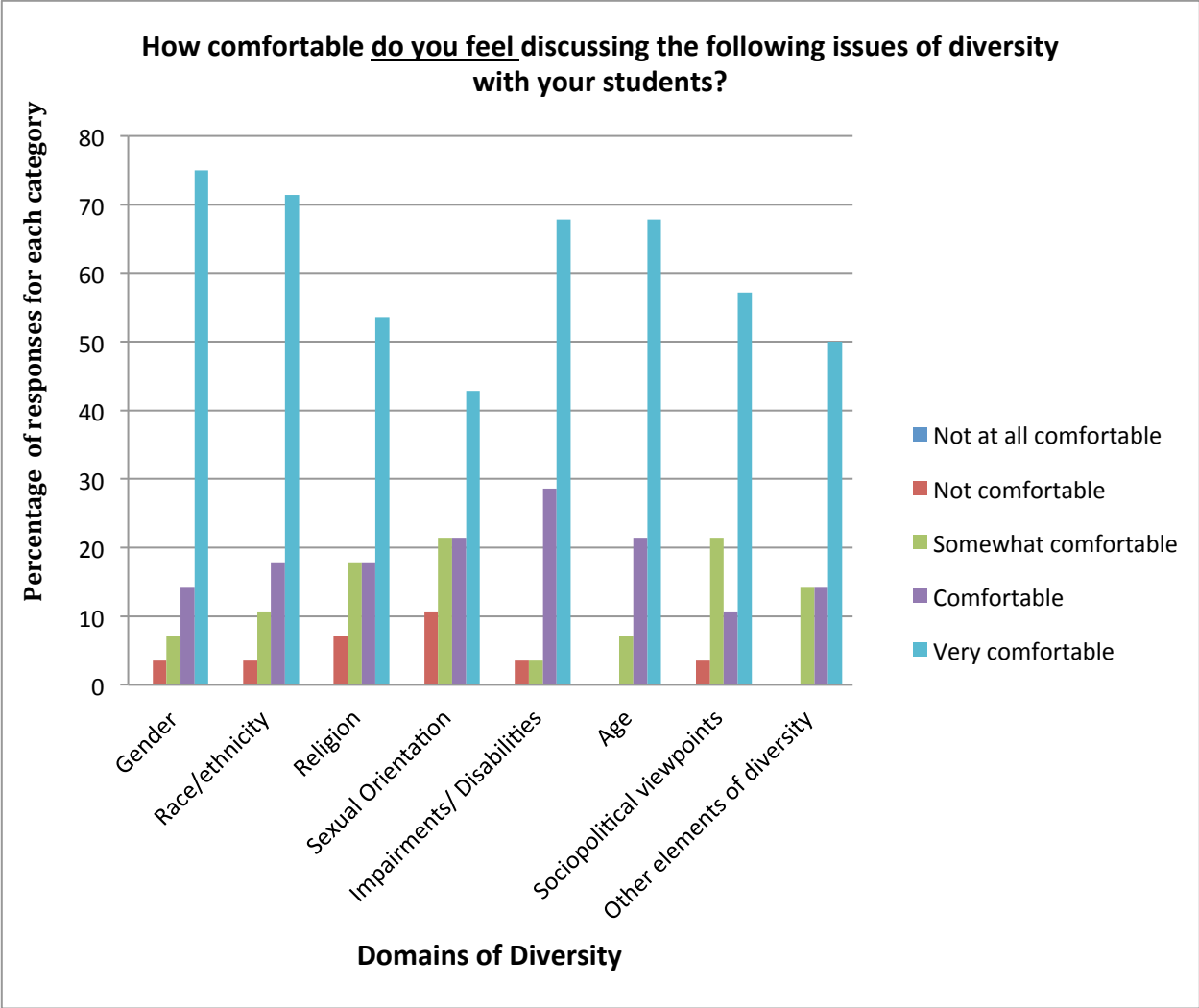
11. How comfortable do **your students feel** when they discuss the following aspects of diversity?

| Answer Options | Not at all comfortable | Not comfortable | Somewhat comfortable | Comfortable | Very comfortable | Response Count |
|-----------------------------|------------------------|-----------------|----------------------|-------------|------------------|----------------|
| Gender | 0 | 0 | 6 | 16 | 5 | 27 |
| Race/ ethnicity | 1 | 0 | 12 | 14 | 1 | 28 |
| Religion | 3 | 4 | 10 | 8 | 1 | 26 |
| Sexual Orientation | 1 | 6 | 12 | 6 | 1 | 26 |
| Impairments/ Disabilities | 1 | 0 | 3 | 19 | 4 | 27 |
| Age | 0 | 0 | 6 | 13 | 7 | 26 |
| Sociopolitical viewpoints | 0 | 5 | 9 | 11 | 1 | 26 |
| Other elements of diversity | 0 | 1 | 10 | 10 | 1 | 22 |
| <i>answered question</i> | | | | | | 28 |



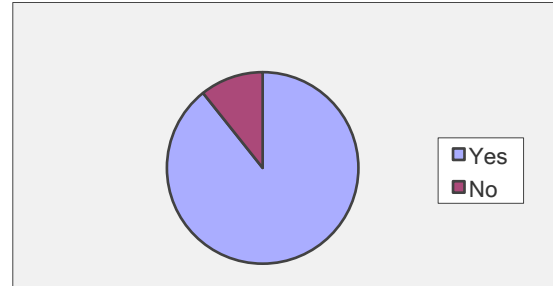
12. How comfortable **do you feel** discussing the following issues of diversity with your students?

| Answer Options | Not at all comfortable | Not comfortable | Somewhat comfortable | Comfortable | Very comfortable |
|-----------------------------|-------------------------------|------------------------|-----------------------------|--------------------|-------------------------|
| Gender | 0 | 1 | 2 | 4 | 21 |
| Race/ethnicity | 0 | 1 | 3 | 5 | 20 |
| Religion | 0 | 2 | 5 | 5 | 15 |
| Sexual Orientation | 0 | 3 | 6 | 6 | 12 |
| Impairments/Disabilities | 0 | 1 | 1 | 8 | 19 |
| Age | 0 | 0 | 2 | 6 | 19 |
| Sociopolitical viewpoints | 0 | 1 | 6 | 3 | 16 |
| Other elements of diversity | 0 | 0 | 4 | 4 | 14 |



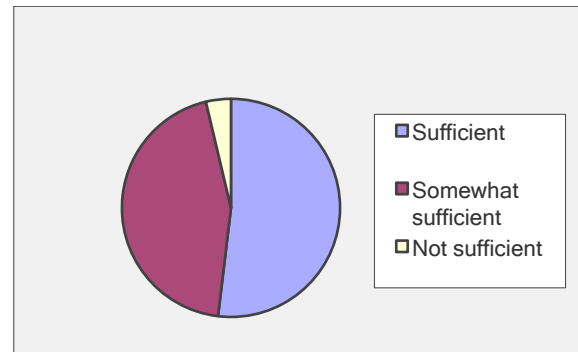
13. Do you believe that you possess sufficient knowledge to teach others about diversity?

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Yes | 89.3% | 25 |
| No | 10.7% | 3 |
| <i>answered question</i> | | 28 |
| <i>skipped question</i> | | 1 |



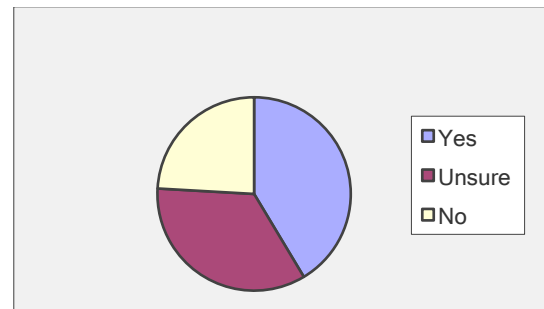
14. Do you believe that you possess sufficient resources to teach others about diversity?

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Sufficient | 51.9% | 14 |
| Somewhat sufficient | 44.4% | 12 |
| Not sufficient | 3.7% | 1 |
| <i>answered question</i> | | 27 |
| <i>skipped question</i> | | 2 |



15. Would you participate in a workshop regarding teaching about diversity and developing cultural competence as means to increase your knowledge?

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| Yes | 41.4% | 12 |
| Unsure | 34.5% | 10 |
| No | 24.1% | 7 |
| <i>answered question</i> | | 29 |
| <i>skipped question</i> | | 0 |



Instructor Demographics

16. Type of courses in which you typically teach

| Level of courses you typically teach (check all that apply) | | |
|---|------------------|----------------|
| Answer Options | Response Percent | Response Count |
| Undergraduate | 85.7% | 24 |
| Graduate | 85.7% | 24 |
| Non-degree/certificate | 10.7% | 3 |
| Pre-Professional | 14.3% | 4 |
| Other (please specify) | | 0 |
| <i>answered question</i> | | 28 |
| <i>skipped question</i> | | 1 |

17. Employment Status

| Employment Status | | |
|---------------------------------|------------------|----------------|
| Answer Options | Response Percent | Response Count |
| Full Time | 92.3% | 24 |
| Part Time | 7.7% | 2 |
| Graduate Assistant | 0.0% | 0 |
| <i>answered question</i> | | 26 |
| <i>skipped question</i> | | 3 |

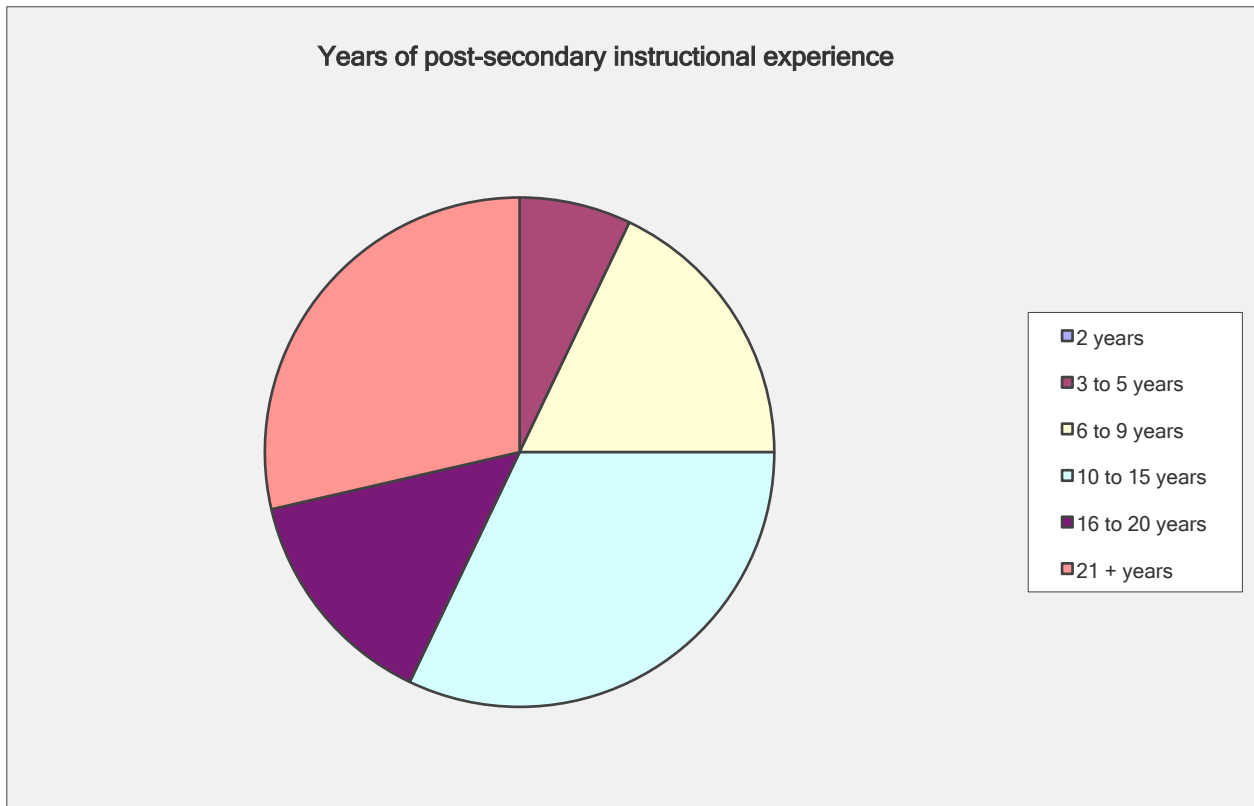
18. Gender

| Gender | | |
|---------------------------------|------------------|----------------|
| Answer Options | Response Percent | Response Count |
| Male | 38.5% | 10 |
| Female | 61.5% | 16 |
| <i>answered question</i> | | 26 |
| <i>skipped question</i> | | 3 |

19. Years of Instructional Experience:

| Years of post-secondary instructional experience | | |
|--|------------------|----------------|
| Answer Options | Response Percent | Response Count |
| 2 years | 0.0% | 0 |
| 3 to 5 years | 7.1% | 2 |
| 6 to 9 years | 17.9% | 5 |
| 10 to 15 years | 32.1% | 9 |
| 16 to 20 years | 14.3% | 4 |
| 21 + years | 28.6% | 8 |
| answered question | | 28 |
| skipped question | | 1 |

20



Recommendations and limitations

This report includes only descriptive analyses as the number of participants is too low for correlational analyses. The survey indicates that approximately 90% of the courses taught in JHCOE address issues of diversity and 75% of the courses identify cultural competence as a stated objective. Faculty members also report that they use several teaching strategies while discussing issues of diversity in their courses ranging from lectures to critical analyses of policies. Faculty responses suggest that it would be helpful if we can tap into more resources to address issues of diversity in the class.

Relative to other domains of diversity faculty report greater difficulty in integrating diversity as it related to sexual orientation and religion in their courses. These are the two domains of diversity relative to other domains that students and faculty report feeling less comfortable discussing in the classroom. A major drawback, and an oversight on the Committee's part is not including socioeconomic status in question pertaining to specific domains of diversity.

Proposed agenda for 2014-2015

In the coming year (2014-2015) the Diversity Committee will focus on developing the College Diversity Website that will include information related to:

- a. college/ department diversity plan that is easily accessible to faculty.
- b. procedures for dealing with students' issues related to diversity.

In addition, the diversity committee will:

- c. initiate a web- repository of educational resources for faculty and students.
- d. conduct a follow-up to inquire the types of additional resources faculty feel would help build competence in this area