

The University of Toledo

College of Engineering

2016-2017

Strategic Plan for Diversity and Inclusion



TABLE OF CONTENTS

I.	Statement from the Dean	1
II.	Statement from the College Inclusion Officer	4
III.	College Diversity Committee	6
IV.	The University of Toledo Mission Statement	7
V.	What we mean by Inclusion and Diversity	9
VI.	Methodology and Data Findings	10
VII.	Goals and Strategies	19

I. Statement from the Dean of the College of Engineering

The College of Engineering values diversity in our students, faculty and staff. We are proud of the diverse groups represented within the college while realizing that we must continually strive to increase the population of under-represented groups among us. We all benefit from diverse points of view and opinions, and our engineering solutions are better because of them. This Strategic Plan for Diversity and Inclusion will serve as a guide for the College of Engineering to assess, increase, and celebrate all forms of diversity within the college. I appreciate all the hard work and dedication shown by the College Diversity Committee and the leadership shown by Dr. Berhan, committee Chair and Director of Diversity Initiatives for the college in developing this plan.

II. Statement from the College Inclusion Officer of the College of Engineering

College of Engineering Mission Statement

In our unique role as the comprehensive engineering school in Northwest Ohio, the University of Toledo's College of Engineering provides outstanding undergraduate and graduate programs to educate the leaders of tomorrow. We are committed to leadership in the creation and transfer of new knowledge and technologies through the efforts of a diverse faculty, staff and student body.

We support the mission of The University of Toledo, as a student-centered public metropolitan research university, recognizing the diversity in our metropolitan area and striving to be responsive to and representative of that community.

The College of Engineering strives to achieve prominence as a student focused college that educates the future engineers and leaders of tomorrow. In an effort to recognize the richness inherent in our national diversity, the College encourages participation by all in an atmosphere in which differences are valued as an integral part of the learning experience. The College of Engineering is working diligently to increase the recruitment and retention of students, staff, and faculty from underrepresented groups. We recognize that retention of increasingly diverse student, staff, and faculty populations will require significant innovation in the infrastructure and programs of the college and we accept the challenge to respond to this need.

This document will outline and describe our progress in creating a college atmosphere that recognizes, celebrates and promotes diversity that will include an increasingly multicultural environment, mirroring the changes in our business and society.

Furthermore, we will introduce an ongoing plan for addressing issues and problems that must be solved if we are to achieve a truly diverse community in the College of Engineering. Our plan, which focuses on meeting and exceeding the diversity efforts of the University's will include four major goals for increasing diversity within the College and identifies the strategies and actions necessary to accomplish these goals.

College Mission Statement (Relating to Diversity)

College of Engineering Diversity Mission Statement

We, The College of Engineering, are committed to diversity. We strive to prepare all students regardless of their race, class, color, religion, national origin, gender identity/expression, ideology, sexual orientation, and presence of any disability for a

career in the Engineering Sciences and Technologies. We further encourage an atmosphere among faculty and staff that values cultural differences and recognizes the contributions of a body of people as an integral piece of the learning process and work environment.

COE Vision Statement

Our vision is to achieve national prominence by providing a diverse, student-centered, stimulating learning environment that actively engages undergraduate and graduate students in engineering education and research while benefiting society through the creation of new knowledge and technologies. We are committed to being a source of outstanding engineering graduates, knowledge and expertise as we strive to serve our region, the State of Ohio, and beyond.

III. College Diversity Committee

Chairperson and College Inclusion Officer

Lesley Berhan, Ph.D.

Director of Engineering Diversity Initiatives

Associate Professor, Mechanical, Industrial, and Manufacturing Engineering

Committee Members

Maria Coleman, Ph.D.	Professor	Chemical Engineering
Cyndee Gruden, Ph.D.	Professor	Civil and Environmental Engineering
Raghav Khanna, Ph.D.	Assistant Professor	Electrical Engineering and Computer Science
Luis Mata, Ph.D.	Assistant Professor	Engineering Technology
Jared Oluoch, Ph.D.	Assistant Professor	Engineering Technology
Patricia Relue, Ph.D.	Professor	Bioengineering
Emily Creamer	Assistant Director of Transfer Programs	
Renee Norrils, MLS	Secretary	Chemical Engineering

IV. The University of Toledo Mission Statement

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.

The core values are:

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 standard;
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.

V. WHAT WE MEAN BY INCLUSION AND DIVERSITY

Inclusion

An inclusive environment provides opportunity for full participation in the life of the university by each of its members. The inclusive university embraces differences and fosters a sense of belonging among all its members, including faculty, staff, students, and the community.

Diversity

Diversity is a core value of The University of Toledo. As a scholarly community that encourages diversity of thought as reflected in our broad array of disciplines, we embrace the many things in life that makes us different. The university is open to people of all racial, ethnic, cultural, socioeconomic, national and international backgrounds. We welcome diversity of pedagogy, religion, age, diverse abilities, sexual orientation, gender identity/expression, and political affiliation. Diversity is essential to our ability to survive and thrive. Every individual is a necessary asset, and we demonstrate this in our policies, practices, and everyday operating procedures.

VI. METHODOLOGY AND DATA FINDINGS

Data for this Strategic Plan for Diversity and Inclusion Diversity Plan is comprised of two sources: 1) University Institutional Data, and 2) a university-wide Diversity Assessment Survey.

Diversity Assessment Survey

During the Spring 2016 semester, an anonymous university-wide Diversity Assessment Survey was administered to faculty, staff and students. The survey was developed, in part, based on results from the town hall meetings as well as institutional knowledge related to diversity. The anonymous Diversity Assessment Survey was comprised of a series of open and close ended questions designed to learn how students, faculty and staff feel about and perceive inclusion and diversity as well as solicit their opinions on strategies for addressing these issues. The survey was open to the campus community between February 23 and March 18, 2016 and included an ADA compliant version. In addition to the on-line version, paper copies of the survey were made available at eight different locations through the Main Campus, Health Science Campus, Scott Park Campus, and the Engineering building. During the eight day period, 4,150 students, faculty and staff members participated in the survey. This represents an overall 17% participation rate for the survey. For the university's faculty, staff and student population of 24,607, a sample of 1,023 respondents was necessary to have an appropriate sample size (Salant and Dillman, 1994).

FACULTY COLLEGE OF ENGINEERING DATA

Table 1 shows the gender and ethnic composition of the faculty in the College of Engineering for the past four years. This data includes tenure and tenure-track faculty as well as lecturers. In Fall 2016, 12% of the faculty in the college were female.

Table 1. College of Engineering Faculty Ethnicity and Gender 2013-2016

	2013	2014	2015	2016
College of Engineering	113	111	118	114
Female	17	15	16	14
Asian	1	1	2	1
Black or African American	1	1	1	1
White	11	9	10	9
Hispanic/Latino	2	2	1	1
Nonresident alien	2	2	2	2
Male	96	96	102	100
Asian	24	23	24	24
Black or African American	1	1	1	1
White	63	64	66	62
Hispanic/Latino	1	1	2	2
Nonresident alien	7	7	9	11

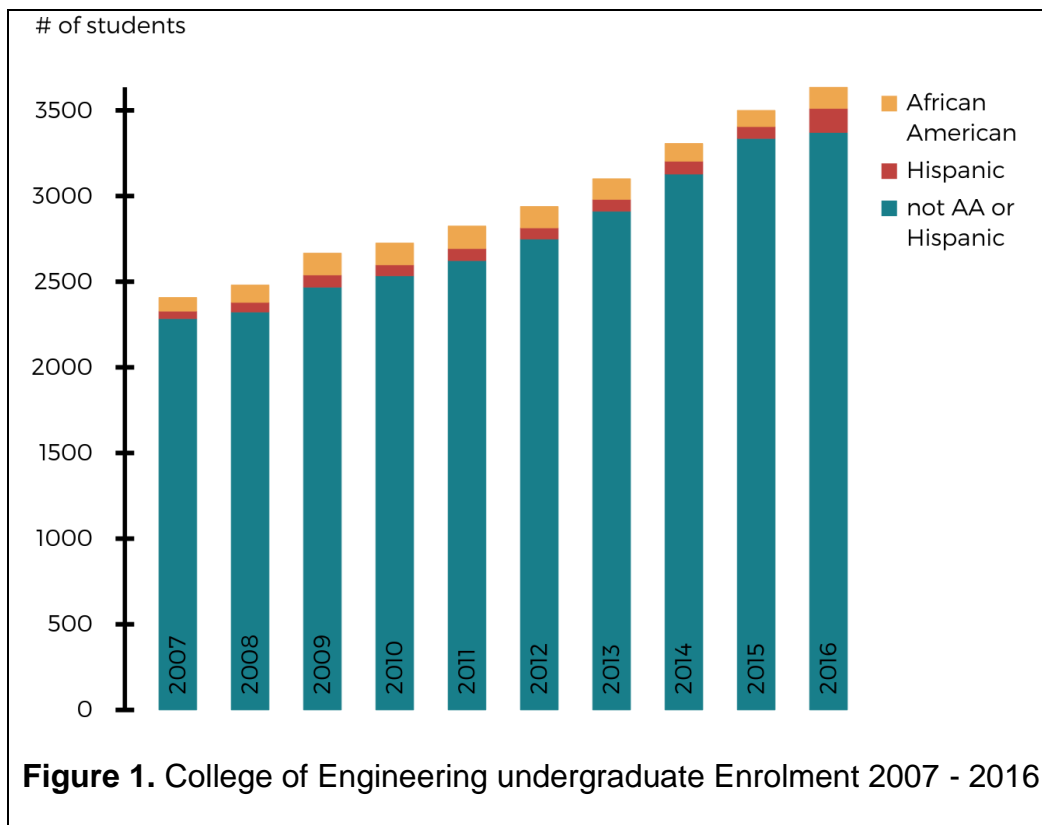
STUDENT COLLEGE DATA

Undergraduate Students

The undergraduate enrollment in the college of engineering has been steadily increasing over the past several years as shown in Figure 1. Figure 2 shows the ethnicity trend in the undergraduate population for the period 2008 – 2016. In the Fall of 2016, the African American/Black undergraduate student population was 3.4% - the lowest for the period shown. The Hispanic/Latino undergraduate population has been increasing since 2008, and in Fall 2016 the percentage of Hispanic/Latino students was at a high of 3.8%. At 2.7% the Asian undergraduate population was also at its highest

in the Fall of 2016. Broken down by program, in Fall 2016 African American students made up just 1.8% of the undergraduates in Engineering Science (i.e. bioengineering, civil and environmental engineering, chemical engineering, electrical engineering and computer science, or mechanical, industrial and manufacturing engineering), while the engineering technology department was 6.9% African American. The percentage of Hispanic/Latino students in engineering science versus engineering technology were 3.8% and 4.0% respectively. The distribution of students by department is shown in Figure 3.

Figure 4 shows the gender trend in the undergraduate students in the College of Engineering for the period 2008-2016. The percentage of female undergraduates in the college has increased from 10.4% in Fall 2008 to 15.6% in Fall 2016.



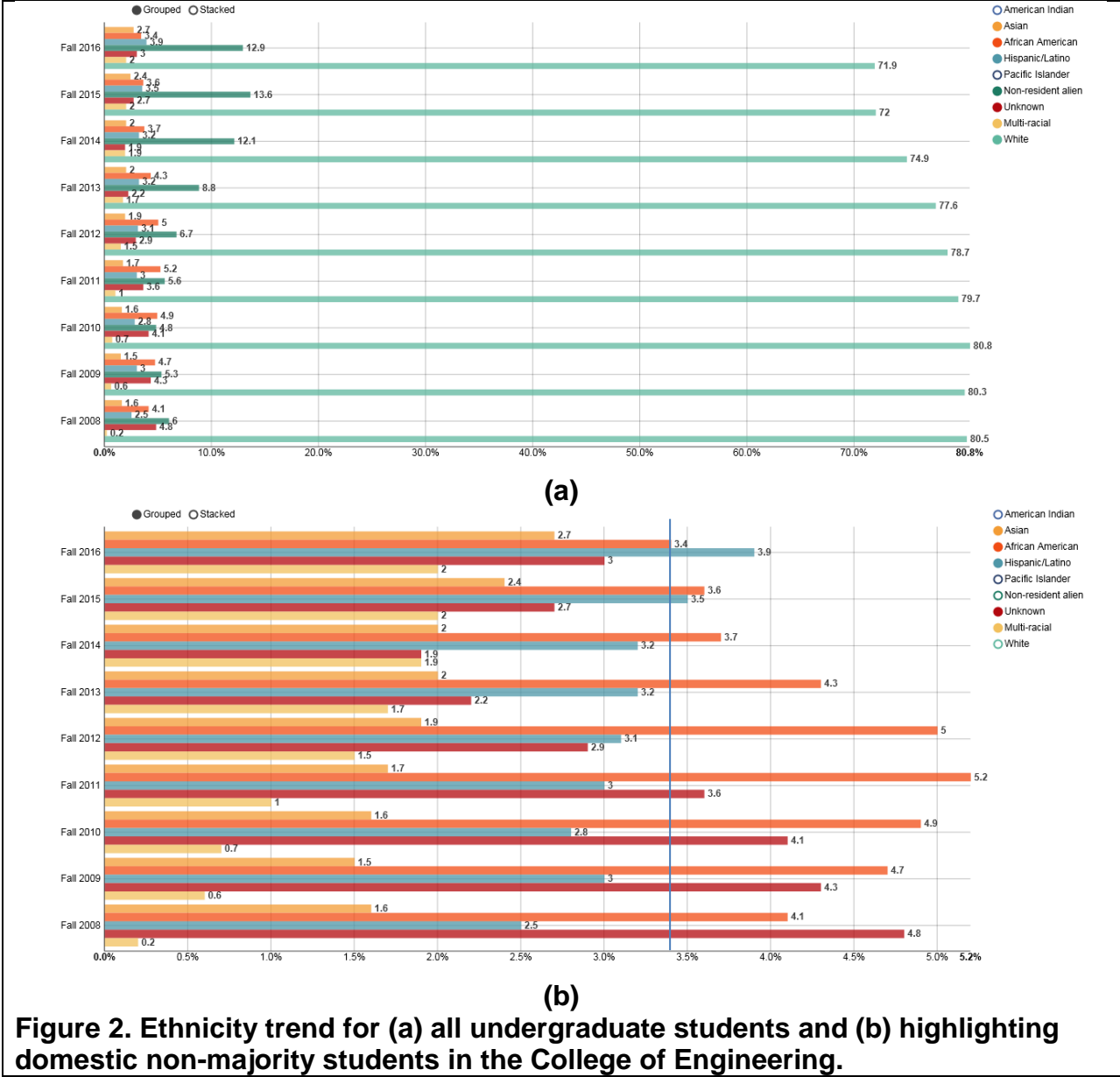
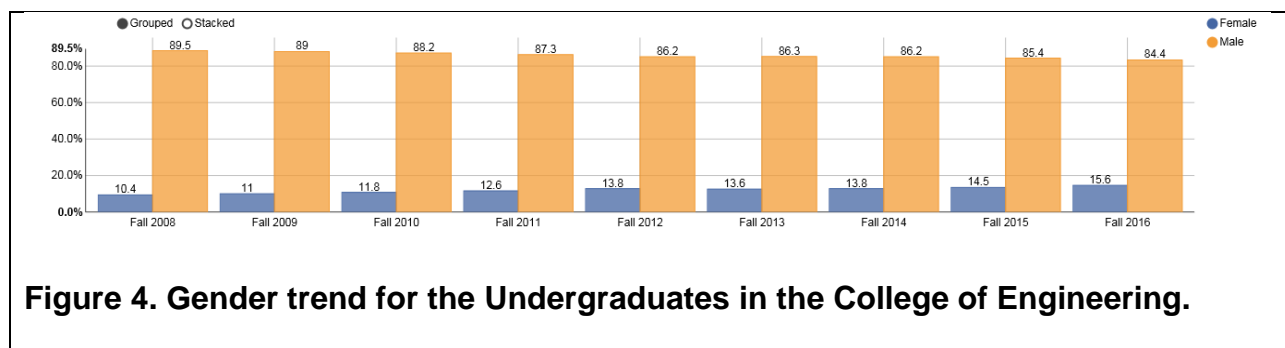
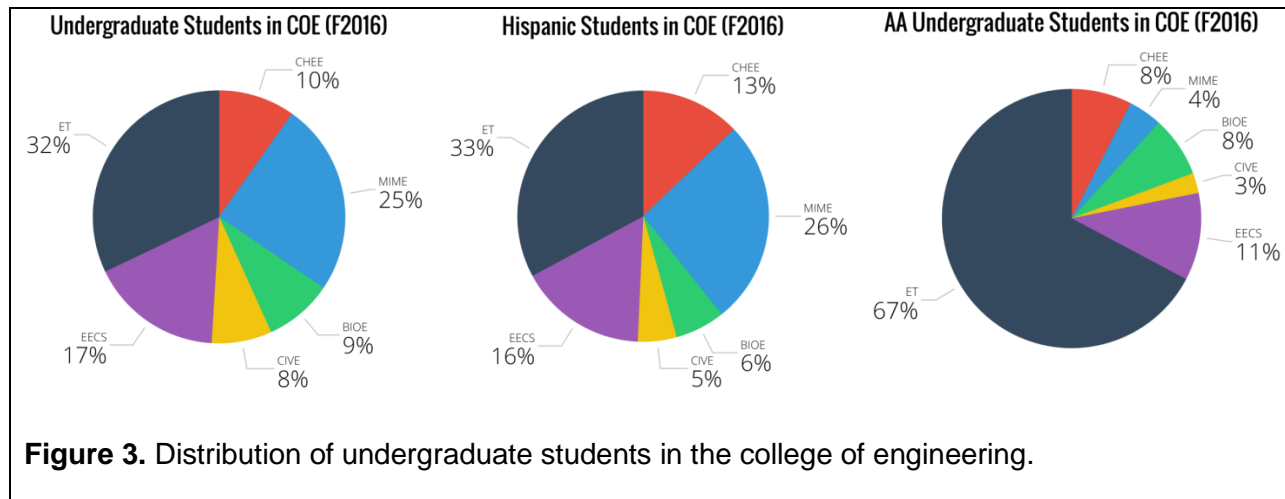
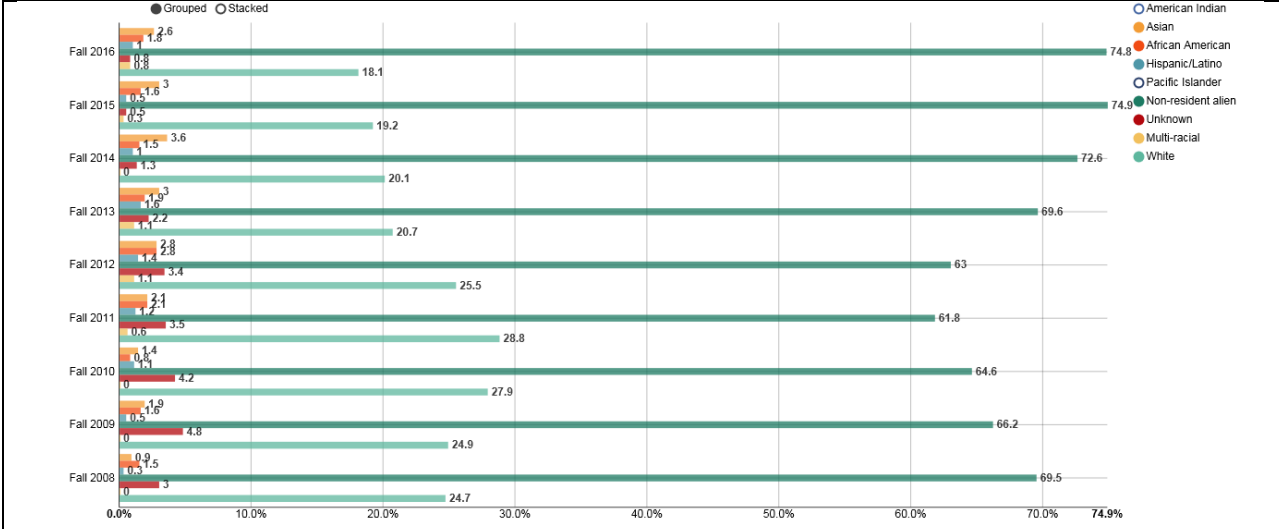


Figure 2. Ethnicity trend for (a) all undergraduate students and (b) highlighting domestic non-majority students in the College of Engineering.

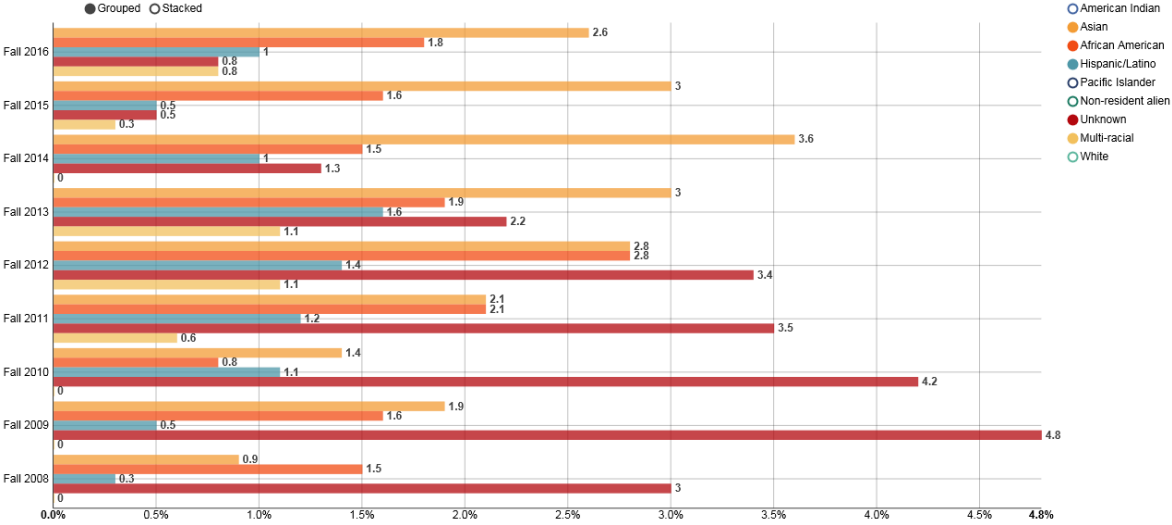


Graduate Students

Figure 5 shows the ethnicity trend for graduate students in the College of Engineering from 2008 -2016. The majority of the graduate student population is international (i.e. non-resident alien) as shown in Figure 5(a), and roughly 75% of the graduate students in the college in Fall 2016 were international. Figure 5(b) focuses on the domestic diversity among the graduate students of the college. In Fall 2016 the graduate student population was 2.6% Asian, 1.8% African American, and 1% Hispanic. Figure 6 shows the gender trend for graduate students in the college of engineering from 2008 – 2016. In Fall 2016 the percentage of female graduate students was 18.1% - the lowest percentage for the nine year period.



(a)



(b)

Figure 5. Ethnicity trend for (a) all graduate students and (b) highlighting domestic non-majority students in the College of Engineering.

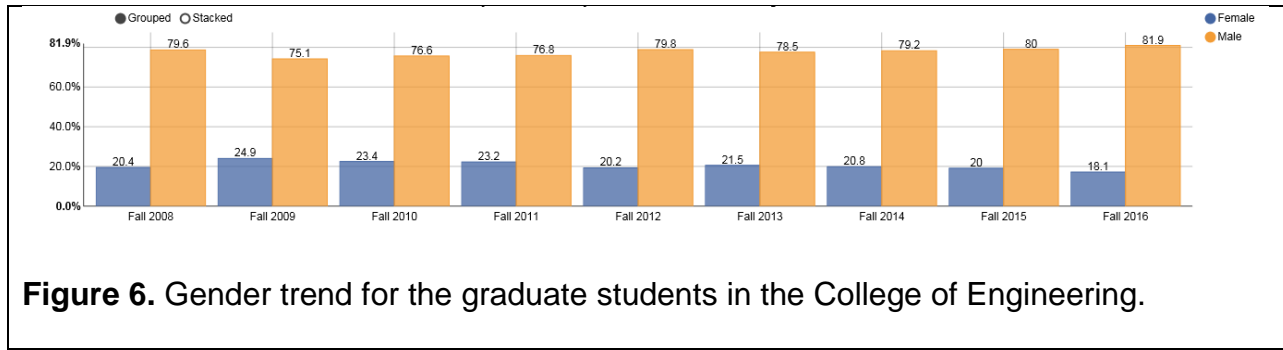


Figure 6. Gender trend for the graduate students in the College of Engineering.

College of Engineering Student Achievement Data

Figure 7 below shows the retention rates by ethnicity measured by fall to fall return rates. Current Fall denotes the percentage of first year students in Fall 2015 who returned in Fall 2016. The ‘Prior Fall’ represents the percentage of first year students in Fall 2014 who returned in Fall 2015. The current overall retention rate for the college is 85.71% which is up slightly compared to the prior year. The current retention rates for Asian/Pacific Islander, Hispanic/Latino, and American Indian are all above the overall current college retention rate. The current retention rate for African American students is 68.75%, which is a decrease from 73.33% the prior Fall.

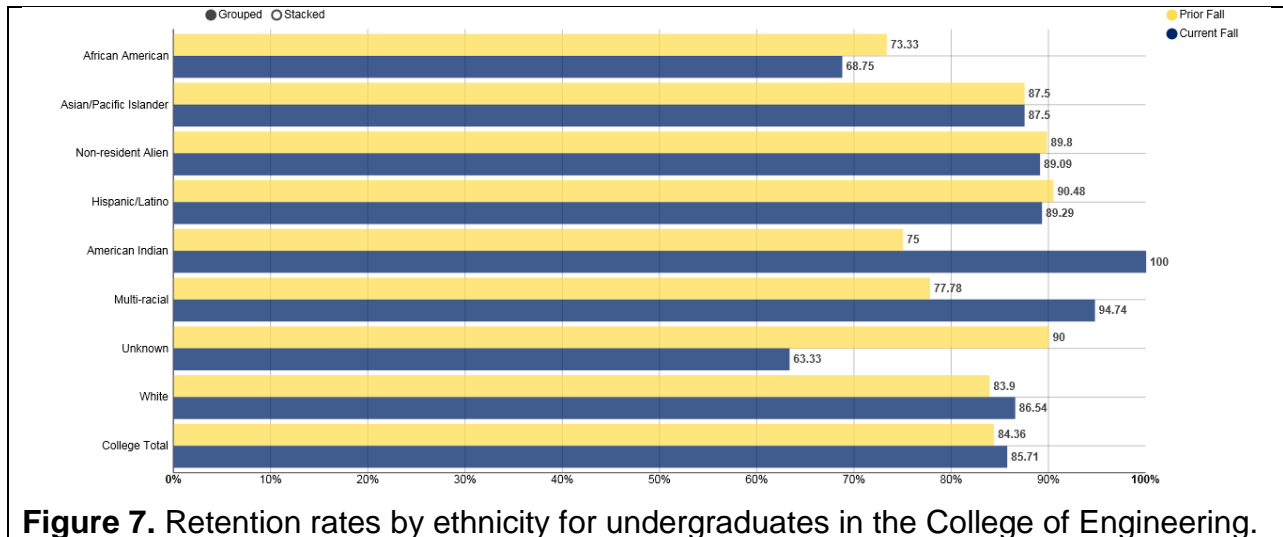


Figure 7. Retention rates by ethnicity for undergraduates in the College of Engineering.

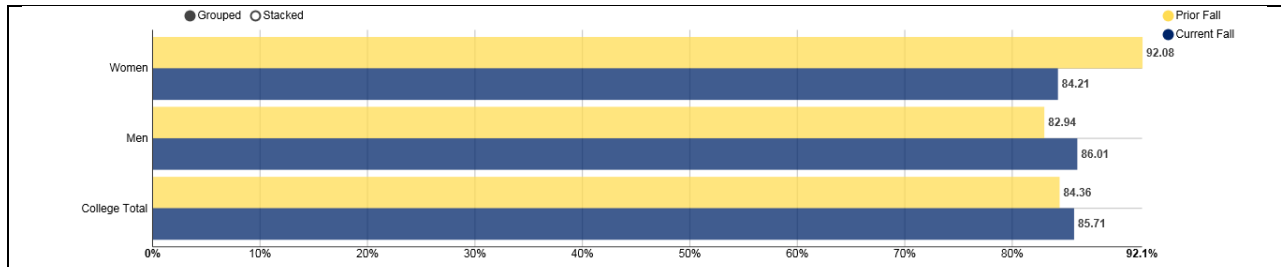


Figure 8. Retention rates by gender for undergraduates in the College of Engineering.

Figure 8 shows the retention rates for the college by gender. The current retention rate for female students is 84.21% which is slightly lower than the current overall college retention rate and less than the 92.08% rate reported for female students for the prior fall.

Graduation Rates by Ethnicity

Figure 9 shows the six year graduation rates for the College of Engineering. The graduation rates African American students are the lower than other groups in each of the cohorts shown. Figure 10 gives the six year graduation rates for the college by gender. The graduate rates for female students are consistently higher than those of male students.

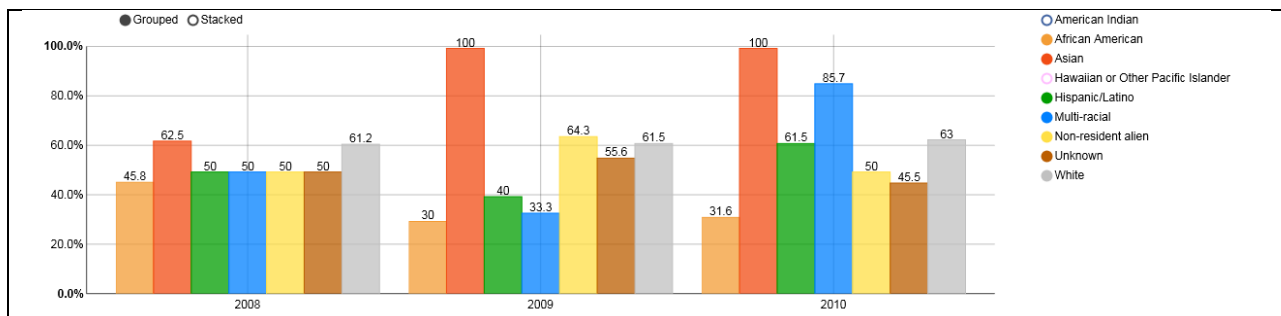


Figure 9. Six year graduation rates by ethnicity for the College of Engineering.

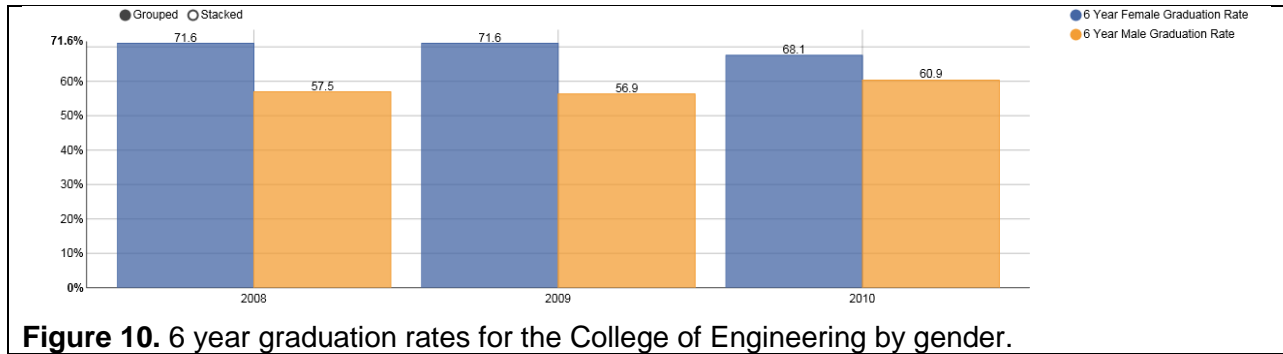


Figure 10. 6 year graduation rates for the College of Engineering by gender.

Diversity Assessment Survey

37 faculty, 25 staff, and 455 students responded to the 2016 Diversity Assessment Survey. On the question of diversity training, approximately 75% of students responded that they had not had any structured diversity training or instruction since arriving on campus (excluding classroom discussion). When asked whether they would like to receive diversity training, 21.4% responded in the affirmative. When asked what would be the best way to structure diversity training, “monthly discussions/forums” was the most popular response among students.

When asked how inclusive the University of Toledo is for them at a personal level on a scale of 1 to 7, where 1 means not at all and 7 means very included, 76% of staff and 84% of faculty responded with a score of 4 or better, indicating that the faculty and staff respondents largely view the university as inclusive. Approximately 50% of both faculty and staff respondents reported that they had received structured diversity training or instruction since arriving on campus (excluding classroom discussion). When asked what would be the best way to structure diversity training, “a few hours in a single session followed by ongoing discussion/forums” was the most popular response among both faculty and staff.

VII. GOALS AND STRATEGIES: THE PATH FORWARD

GOAL Timelines

Immediate: 1 to 5 months

Short: 6 to 12 months

Medium: 13 to 24 months

Long: 25 to 36 months

The College of Engineering Plan for Diversity

A plan to be integrated within the overall strategic plan of the college is being developed to enhance diversity within the College of Engineering. It is clear that a successful strategic plan cannot be achieved without addressing diversity. To this end, we have identified three goals, which are described below, together with specific actions that will promote greater diversity and will bring increased excellence to the community.

The College of Engineering diversity plan targets both females and domestic underrepresented minorities, such as African Americans, Hispanics and Native Americans (AAHNA). Females are included because they are underrepresented in engineering.

Goal 1

The College of Engineering will create a college climate that celebrates and respects diversity.

Strategies

1. Foster an inclusive college environment for all students.

2. Educate the members of the College community on ways to embrace diversity.
3. Increase awareness of issues that affect diversity within the college environment.

Actions

1. Support the missions and activities of existing student organizations and facilitate the formation of new student organizations that meet the needs of the diverse student population.

Time Period: Immediate; 1 to 5 months

2. Provide workshops, seminars, and events in the engineering college community that specifically address diversity related issues.

Time Period; Short; 6 to 12 months

3. Encourage students, faculty, and staff to attend university and community events that embrace diversity.

Time Period; Short; 6 to 12 months

4. Support educational and professional development for students, faculty, and staff.

Time Period; Short; 6 to 12 months

5. Maintain a College of Engineering Diversity website.

Time Period; Immediate; 1 to 5 months

Qualitative and Quantitative Measurements

1. National Society of Black Engineers (NSBE) and the Society of Women Engineers (SWE) host an annual Leadership Breakfast for representatives from industry (coop

employers and corporate partners) to showcase their organizations and highlight their activities and accomplishments.

2. In February 2017, the College held its first “One Engineering” event to kick off Engineers Week as a celebration of the diversity in the college. The event included a mini student organization fair, as well as a large world map on which students, faculty and staff were invited to indicate their home towns/countries.
3. The UT chapter of ACM-W (Associate for Computing Machinery – W), supporting, celebrating, and advocating for women in computing was started in AY 2016-2017.
4. The University of Toledo became a member of the Academic Alliance (AA) of the National Center for Women & Information Technology in the Spring of 2017.

Challenges

1. At 3.9%, the percentage of Hispanic/Latino undergraduate students was at its highest in Fall 2016. Steps were taken in the Fall of 2016 to start a chapter of the Society of Hispanic Professional Engineers (SHPE); however, these efforts were unsuccessful due to insufficient student interest. This effort will be revisited in the next academic year.
2. The College of Engineering needs to develop a set of workshops or seminars that support and engage faculty in diversity.
3. The college would benefit from having a certified diversity trainer who is a faculty or staff member. This individual would be able to assist in the planning and delivery of workshops, training, and course modules on diversity.

Goal 2

Increase the number of underrepresented minority and female students pursuing undergraduate and graduate engineering degrees at the University of Toledo, College of Engineering over the next 5 years through recruitment and retention programs.

Strategies

1. Advance efforts for recruiting underrepresented minorities and women to the undergraduate engineering and technology programs.
2. Improve the retention efforts for underrepresented minorities and women enrolled in the College of Engineering
3. Enhance the preparation of the applicant pool of underrepresented students through pre-college pipeline programs.
4. Develop a strategy for recruiting a diverse group of domestic students to our graduate programs.

Actions

1. Identify opportunities for targeted recruitment of qualified underrepresented students and female students from regional high schools and engage/encourage them to attend our engineering college.

Time Period: Short: 6 to 12 months

2. Review existing collaborations with community colleges and explore the feasibility of partnering with other community colleges to develop 2 plus 2 programs.

Time Period: Medium; 13 to 24 months

3. Develop and implement departmental and college level recruitment strategies for domestic graduate students.

Time Period: Medium: 13 to 24 months

4. Develop relationships with undergraduate programs at Historically Black Colleges and Universities (HBCUs) from which the college might recruit highly qualified graduate students for our graduate programs.

Time Period: Medium: 13 to 24 months

5. Collaborate with high schools to develop early entry programs and College Credit Plus courses that might be applied to our degree programs.

Time Period: Medium: 13 to 24 months

6. Work with corporate partners to develop scholarship programs for underrepresented students.

Time Period: Short: 6 or 12 months

7. Partner with established pre-college programs for underrepresented students (e.g. Toledo Excel, Upward Bound, etc.).

Time Period: Short; 6 to 12 months

8. Develop an ambassador program in which female and underrepresented students return to their high schools to share their experiences and encourage students to consider the College of Engineering.

Time Period: Short; 6 to 12 months

Qualitative and Quantitative Measurements

1. Most departments in the College of Engineering have peer mentors in their orientation course.
2. In the area of targeted recruitment, in Fall 2016 the Director of Engineering Diversity Initiatives attended the following events to recruit underrepresented students for the College of engineering:
 - Women of Color in STEM Conference, Detroit, MI
 - Northeast Ohio NSBE Professionals Chapter Success School, Cleveland, OH
 - NSBE Regional , Chicago, IL
3. The College of Engineering is partnering with corporate partners to offer scholarship incentive programs for students beginning in high school
 - The BP Rocket Engineering Prep Program (REPP) accepted a cohort of rising 11th graders from Toledo Public Schools (TPS) in the summer of 2016. The program includes summer activities in the summers following the 10th, 11th and 12th grades. Students from the cohort who are accepted into an engineering science program will receive tuition scholarships.
 - The Dana Excelling into Engineering Scholarship Program is a partnership between the University of Toledo College of Engineering, Dana Incorporated, and Toledo Excel aimed at increasing the recruitment, enrolment, retention, and success of underrepresented students in degree programs offered by the College of Engineering at the University of Toledo. The program is designed to give motivated students with an expressed interest in engineering the opportunity to increase their

knowledge of and exposure to a variety of engineering careers and to enhance their academic preparation. The four-stage program begins after the completion of 11th Grade and continues through the completion of a degree from the College of Engineering at the University of Toledo. The program was launched in the spring of 2017.

Challenges

1. The funding for large diversity initiatives is largely from corporate sources. Instead of 'reinventing the wheel' and creating separate programs for each sponsor, resources could be pooled to develop a single sustainable engineering pipeline program for underrepresented students.
2. Within the college structure, resources are needed and a system of rewards put in place for programming that targets the recruitment and retention of underrepresented minorities and female students.
3. There is a need to develop appropriate assessment measures to gage the success of programming geared at recruitment and retention. This assessment could be used to identify and fund effective programming.

Goal 3

Broaden participation in engineering among K-12 students in the Toledo area, and female and students from underrepresented groups in particular, through initiatives geared towards increasing awareness of, and interest in engineering,

Strategies

1. Engage the Toledo community through engineering events that are open to the public.
2. Develop and implement college and department level outreach programs that focus on broadening participation in engineering among underrepresented minority and female students.
3. Foster an ongoing environment focused on diversity by holding at least two meetings annually to discuss college and departmental level outreach efforts that are planned or have been implemented.

Actions

1. Identify opportunities to work with school administrators to facilitate engineering and organizations and area schools.

Time Period: Short: 6 to 12 months

2. Establish the College of Engineering as being the regional hub of community outreach and engagement in engineering and technology.

Time Period: Medium; 13 to 24 months

3. Foster an environment that encourages, recognizes, and rewards involvement in outreach activities among students, faculty and staff.

Time Period: Short; 6 to 12 months

4. Generate an inventory of ongoing outreach activities that students, faculty, and staff are currently involved in, and explore ways to align, support, and connect activities for increased effectiveness and impact.

Time Period: Short; 6 to 12 months

Qualitative and Quantitative Measurements

1. Dr. Mark Pickett (retired professor and current part time faculty in civil engineering) has coordinated several outreach activities over the years that have involved students from groups typically underrepresented in Engineering and Mathematics, students of low socioeconomic status (SES), and 6-12th grade teachers of these students. These projects include:
 - a. 1997-2017: A two-semester sequence of professional development course for the college of education, funded by the Ohio Department of Education programs, such as Eisenhower Teacher Improvement, Improving Teacher Quality, Migrant Education Program, and US Department of Education, GEAR-UP program, 2000-2004.
 - b. 1998 – Present: organized and taught (with other faculty) two-week Math/Science summer programs for rising freshmen in the Toledo EXCEL program for underrepresented students.
 - c. 1998-2017 organized and taught (with other UT faculty) a Math/Science enrichment program to migrant students at schools in rural locations operated by the Ohio Migrant Education Center, OMEC this also included; 2005-2015, bringing high school students to UT campus for a two-day overnight program

- 2011-2015, bringing K-8th grade students to UT campus for a half-day program 2016-present, taking programs to K-8th grade students at their rural OMEC school locations.
- d. Latino Youth Summit; Ohio Department of Education and The University of Toledo.
2. In recent years the UT Chapter of NSBE has developed and facilitated a NSBE Jr. Pre-College Initiative (PCI) chapter at Old Orchard Elementary. The PCI chapter was disbanded in AY 2015-2016 due to insufficient resources at the school to support this after school activity.
 3. In Spring 2017 The College of Engineering began sponsoring a Girls Who Code Club (GWC) at Toledo Early College High School (TECHS) in the spring semester of 2017. Girls Who Code is a national non-profit focused on closing the gender gap in technology and to introducing girls to computer programming and careers in computer technology. The TECHS club is the first GWC club in northwest Ohio. A senior computer science student, Ms. Courtney Greer served as the club's mentor, teaching the GWC curriculum to the students twice a week.
 4. In February 2017, the College of engineering hosted a screening of the film "Dream Big: Engineering Our World", a film about engineering and how engineers positively impact the world with their designs. The event was free to the public. The screening of the film was followed for a question and answer session with faculty, staff, and students from the College of Engineering at the University of Toledo, as well as practicing engineers from the Toledo area. Students from the University of Toledo chapter of Engineers without Borders (EWB) also shared their experiences and

information on the projects the chapter has been involved in. Approximately 150 people attended the screening. Groups of students from the following schools/programs attended the event: Toledo Excel, Toledo Upward Bound, Start High School, Toledo Islamic Academy, Toledo Early College High School, Gesu School.

5. 2010 to Present: Faculty members from the College of Engineering in collaboration with faculty from the College of Natural Sciences and Mathematics, College of Medicine, and College of Pharmacy, have hosted the Women in STEMM Day of Meetings (WISDOM) – a day of hands-on STEMM activities for female high school sophomores.

Challenges

1. The college must develop a plan to transfer responsibility for the various projects currently under the direction of Dr. Mark Pickett to other faculty members so as to ensure continuity of the program after he transitions to full retirement.
2. Within the college structure, resources should be made available, and a system of rewards for programming that targets broadening participation and outreach activities should be put in place.

Goal 4

Increase the number of underrepresented and female faculty and staff through active recruiting and retention efforts.

Strategies

1. Develop and implement a comprehensive recruitment plan that uses multiple recruitment strategies that will increase the diversity of the college's applicant pool.
2. Strengthen staff and faculty professional development activities to position individuals for career advancement.
3. Enhance awareness of Chairs, Directors, and Administrators of current staffing profile of the College and opportunities for improvement.
4. Promote the engineering college as a dynamic work environment.

Actions

1. Advertise open positions in publications whose targeted audiences are minorities and/or women.

Time Period; Short; 6 to 12 months

2. Require the presence of underrepresented minorities or a member of the Diversity Committee on all College of Engineering search committees for unfilled faculty and staff positions.

Time Period; Immediate; 1 to 5 months

3. Establish mentoring programs for all staff and pre-tenure faculty.

Time Period; Short; 6 to 12 months

4. Provide financial support and assistance to departments to identify and recruit minority and female faculty, in addition to the normal budget for recruitment efforts.

Time Period; Short; 6 to 12 months

5. Supply funding for professional development activities.

Time Period; Short; 6 to 12 months

Ethnic Descriptions

ETHNICITY	DESCRIPTION
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the black racial groups of Africa.
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Nonresident alien	a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
Race and ethnicity unknown	Race Unknown
Two or more races	Two or more races
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Source: Office of Institutional Data