

**The University of Toledo  
College of Honors  
2016-2017**

**Strategic Plan for  
Diversity and Inclusion**



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## **Statement from the Dean of The Jesup Scott Honors College**

The Honors College is committed to the values of diversity and inclusion in all that we do. We recognize the strength that comes from experiences and points of view that differ from our own and the importance of learning how to constructively share them. This philosophy is embedded in the design of our courses and the extracurricular activities we offer. Yet, we recognize that to have different voices in our college we must recruit students with those voices and provide an atmosphere that is welcoming and supportive of them.

This report represents our best understanding of our current diversity and a set of plans for increasing it in collaboration with our partners across campus. We have indicated where we can take steps now with existing resources and where additional resources are needed and their cost. Timelines are approximate and most are contingent upon those resources.

We are excited about the goals described in this report because they span the breadth of our activities and have widespread support within the college. Our goals begin with building the cultural competency of our faculty and staff and increasing the US minority representation within our honors student population. Our goals extend to ensuring that honors college activities, including the JSHC Distinguished Speakers Series, includes diverse speakers and pursuing opportunities to host international fellows. We will be developing a new Social Justice learning

community and two new courses, a multicultural course focused on the communities in northwest Ohio and a Community Engagement Lab in which students get real-world experience working with local agencies in the governmental or non-profit sector.

Because honors students are often leaders across campus, investment in their understanding and experience in the difficult dialogues that are part of the process of mutual understanding of difference has value that multiplies across campus.

I respectfully submit this report on behalf of our committee,

Dr. Heidi Appel, Dean

## **Statement from the College Inclusion Officer of College of The Jesup Scott Honors College**

This is the third Jesup Scott Honors College (JSHC) Diversity Plan, the first having been published in 2011 and the second, in 2013, but this is the first plan to use the revised approach resulting from the major climate survey conducted under the 2016 leadership of the University of Toledo's Office for Diversity and Inclusion.

Like Honors Colleges across the country, JSHC is proud of its highly motivated and successful student body. Nevertheless, despite the fact that our faculty and staff are diverse and inclusive, as is the case with many of the Honors Colleges across the U.S., our student body lags in the diversity that makes up the mosaic of America (Bahls and Pisano, 2016). Much of this is because of the national admissions system, whose entrance testing began in the academic year 1873–1874 by Harvard , a trend enhanced in 1901 when the College Board Entrance Examination tests were established (Ruiz, 2016; VanOverbeke, 2008). These antiquated entrance requirements continue to this day, although they judge applicants based more on wealth and culture of birth than on aptitude. Moreover, these old criteria have been repeatedly shown *not* to be predictive of success, either in college or in professional life, while being only somewhat predictive of achievement

regarding the first year of college, and even then, only for certain groups (Marriner, 2006; Cortes, 2013).

Indeed, it is becoming obvious that, as predictors, these nineteenth- and early twentieth-century instruments function worse as predictors for African Americans than for other minority students (Farmer, 2003). Both IQ and admissions tests primarily diagnose the class standing and racial privilege of test takers (Bell, 2004), and across the board, women are disserved by traditional standards (Cortes, 2013). Meanwhile, requirements for extra-curricular activities like community service distinctly favor elite over poor applicants (Espenshade and Radford, 2009). These old-fashioned standards practically guarantee the exclusion of applicants from certain backgrounds, cultural heritages, and value systems, while they misrepresent the potential of women, and are oblivious of such vital qualities as creativity, pluck, grit, and determination to surmount the odds (Kim, 2016; Steinberg, 2014).

Experiments by JSHC in 2014 and 2015 to widen its entrance criteria to consider individual potential, creativity, and grit were met with resistance from fellow faculty in other UT colleges, who saw the additional criteria as “lowering the standards” not as taking steps toward inclusion and diversity. Some colleagues labored under the misimpression that the additional criteria were to supplant traditional criteria, whereas the intention was to enhance it. Old customs die hard, however, so that altering JSHC criteria at that point became an insurmountable a problem.

Not unlike certain students, JSHC also possesses creativity, pluck, grit, and determination to surmount the odds. Thus, one of the goals of this plan is to modernize the JSHC admissions



criteria, this time, with the support of the full UT community. In addition to this major step, JSHC will focus some of its development efforts at raising scholarship money, so that no potential honors student will have to withdraw from consideration due to inability to afford tuition. Finally, JSHC will partner with Toledo Public and Private Schools (TPPS) to identify and nurture potential students as applicants to JSHC. JSHC Student Ambassadors are now slated to contribute to the development of a TPSS relationship through high school visits and other outreach efforts, as well as the Difficult Dialogues series.

Additionally, if current as well as future JSHC students are to succeed in the modern, highly diverse global economy, they must become acquainted with all the wide variations of cultural customs, values, mores, and expectations they will encounter in that wide, wide world they will enter upon graduation. Toward the end of preparing students for that encounter, JSHC plans to maintain its high qualifications for teaching its HON 2020 and HON 2030 courses, which focus on U.S. and international diversity, respectively, by requiring training of adjunct and new faculty. JSHC will also develop a new multicultural course focused on the communities in northwest Ohio and a new Community Engagement Lab, in which students will receive real-world experience working with local agencies in the governmental or non-profit sector. If a JSHC Distinguished Speaker Series is funded going forward, we will include diversity-specific speakers in it.

# **Jesup Scott Honors College Diversity & Inclusion Committee**

## **Chairperson**

- Dr. Barbara Alice Mann  
JSHC Professor of Humanities

## **Committee Members**

- Dr. Heidi Appel, JSHC Dean
- Dr. Glenn Sheldon, JSHC Professor of Humanities
- Joshua Martin, Assistant Director of Student Services
- JSHC Undergraduate Student Representative
- Malaika Bell, Success Coach

# The University of Toledo Mission Statement

**The mission of The University of Toledo (UT)** 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 of UT's mission are:

1. **Compassion, Professionalism, and Respect:** To 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 to 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:** To 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:** To 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:** To 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:** To 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.

**The University of Toledo  
Jesup Scott College of Honors,  
2017**

**Strategic Plan for  
Diversity and Inclusion**

**Introduction**

The Jesup Scott Honors College (JSHC) Strategic Plan for Diversity and Inclusion arises from the Mission Statement of the University of Toledo (UT), which stresses the need to embrace the goals and emplace the strategies necessary to achieve diversity and inclusion among the administrators, faculty, staff, and student body of JSHC.

**Background**

This is the third Diversity Report for JSHC, but the first to include the UT revised mandate for inclusion as a titular goal.

## **Problem**

The problem addressed in this report is that of achieving not only representation of traditionally under-represented groups among the JSHC's populations (administration, faculty, staff, and students) to mirror those of the general Toledo metropolitan area populations but also meaningful inclusion of said populations.

## **Purpose**

The purpose of this report is to set forth doable goals, along with strategies, each containing specific steps for their achievement and measurement of progress for each goal.

## **Scope**

The scope of this report includes the goals, strategies, steps, and measurements for JSHC, only.

## **UT Diversity and Inclusion Study of 2016**

The following section presents the UT diversity and inclusion study of 2016. Its sections below outline:

- Definition of Terms
- Methodology
- Diversity Assessment Survey

## **Definition of Terms**

The University of Toledo defines the terms “diversity” and “inclusion” as follow.

**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.

**Inclusion** refers to an environment that 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.

## **Methodology**

In 2016, the University of Toledo commissioned a Diversity Plan, whose data was comprised of three sources:

1. University Institutional Data
2. Town Hall style meetings comprised of students, faculty, staff and members of the Toledo community
3. A university-wide Diversity Assessment Survey.

A total of eight town-hall-style sessions were held between January 26, 2016 and February 4, 2016. Of the eight sessions:

- three were comprised of students from the main and health science campuses
- two were comprised of staff, two comprised of faculty,
- one was held at the Kent Public Branch of the Toledo-Lucas County Library system.

Approximately 300 stakeholders in total participated in the town hall sessions. Each of the town halls was facilitated and participants were asked to respond to questions related to diversity, inclusion and equity. Each town hall was audio recorded, transcribed, and analyzed for themes and common responses. In addition to responding to the prompts, participants were encouraged and allowed to include comments about matters not addressed specifically by the facilitator.

### **Diversity Assessment Survey**

During the 2016 spring semester, an anonymous university-wide Diversity Assessment Survey was administered to faculty, staff, and students. The survey was developed based, in part, on results from the town hall meetings as well as from 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 felt about and perceived inclusion and diversity at UT, as well as to 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 throughout 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 Institutional & JSHC Data, 2011–2015**

Below, are overall UT faculty data for 2011–2015 is compared with JSHC-specific data for the same period. The data was accumulated as part of UT's 2016 diversity and inclusion study.

### **University-wide Faculty Data**

Using the base years of 2011 to 2015, university institutional data show both change over time and provide a recent historical context related to diversity and inclusion among faculty, staff, and students at The University of Toledo. Of these years, in particular, Fall 2015 provided a base against which new numerical goals were assessed. The fall semester was also the most recent semester to yield a fall-to-fall analysis. Table I., below, shows that faculty numbers decreased by 131 (or seven percent) from 2011 to 2015. Within that decrease, however, the three ethnic groups with the largest decreases were Race and Ethnicity Unknown (–.35 percent), Black or African American (–.15 percent), and White (–.07 percent). (See Appendix A for ethnic group descriptions.)

During the time spread examined, the gap between male and female faculty decreased from 11.8 percent in 2011 to 9.6 percent in 2015. For females, the three ethnic groups with the largest decreases included Black or African American (–5 employees), Nonresident Alien (–4

**Table I. University of Toledo Faculty Ethnicity, 2011–2015**

ETHNICITY	2011		2015		Change	
American Indian or Alaska Native	5	.30	7	.5	2	.4
Asian	176	10.53	163	10.6	-13	-.07
Black or African American	70	4.19	59	3.8	-11	-.15
Hispanic/Latino	36	2.15	42	2.7	6	.16
Native Hawaiian or Other Pacific Islander	1	.06	1	.1	0	0
Nonresident Alien	23	1.38	39	2.5	16	.69
Race and Ethnicity Unknown	17	1.02	11	.7	-6	-.35
Two or More Races	0	0	5	.3	5	1
White	1344	80.38	1214	78.8	-100	-.07
<b>Total</b>	<b>1672</b>	<b>100</b>	<b>1541</b>	<b>100</b>	<b>-131</b>	<b>-.07</b>

Table I. shows the variations in ethnicities among University of Toledo Faculty between the years 2011 and 2015. SOURCE: UT Office of Institutional Research.

employees), and White (–46 employees). For males, the three ethnic groups with the largest decreases included Asian (–13 employees), Black or African American (–6 employees) and White (–84 employees).

### **JSHC Faculty Data by Race, Ethnicity and Sex, 2011–2016**

Table II. JSHC Faculty Ethnicity, 2011–2016, uses university institutional data over five years to show both change over time and provide a recent historical context related to diversity and inclusion among faculty, staff, and students at JSHC. When the raw numbers are as small as they are in JSHC, percentage calculations can be misleading, so this description looks simply at the numbers.

Overall, faculty numbers decreased from ten (10) in 2011–2012 to seven (7) in 2013–2014. Faculty numbers then climbed to nine (9) in 2015 but fell again to eight (8) in 2016. Within that

period, the American Indian or Alaska Native population remained steady at one (1) representative. The Black or African American population increased by one (1) in 2013, continuing until 2014, but then went to zero (0) in 2015. (See Appendix A for ethnic group descriptions.)

In terms of sex, the faculty had six (6) females and four (4) males in 2011–2012. The female complement decreased by one (1) to five (5) females in 2013–2014, increasing briefly in 2015 to six (6) again only to drop to five (5) in 2016. During the same time frame, male faculty numbers stood at four (4) from 2011–2012, declining to two (2) in 2013–2014, before increasing again to three (3) in 2015–2016.

**Table II. University of Toledo Faculty  
by Race, Ethnicity, and Sex, 2011–2016**

		2011	2012	2013	2014	2015	2016
<b>Female</b>		<b>6</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>
	American Indian or Alaska Native	1	1	1	1	1	1
	Asian				0		
	Black or African American	0	0	1	1	0	0
	Hispanic/Latino	0	0	0	0	0	0
	Two or more races				0	0	0
	White	5	5	3	3	5	4
<b>Male</b>		<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
	Black or African American	0	0	0	0	0	0
	Nonresident alien				0	0	
	Race and ethnicity unknown	0					
	Two or more races			0			
	White	4	4	2	2	3	3
	<b>Grand Total</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>7</b>	<b>9</b>	<b>8</b>

Table II. shows the comparative JSHC faculty and staff statistics for ethnicity and race, as well as for sex, from the year 2011 to the year 2016. SOURCE: UT Office of Institutional Research.

## UT & JSHC Staff by Race, Ethnicity, and Sex, 2011–2016

Below, the comparable statistics for UT and JSHC staff is examined, by ethnicity for 2011 to 2015, with the added year of 2016 for JSHC.

### UT Staff by Ethnicity, 2011–2015

Institutional data in Table III. below show that UT staff levels increased by 169 (three percent). Despite the overall increase in staff during this time period, staff members in three ethnic groups slightly decreased, including American Indian or Alaskan Native (–.25 percent), Asian (–.15), and Race and Ethnicity Unknown (–.15 percent). Staffing levels increased in each of the other ethnic groups.

**Table III. UT Staff Ethnicity, 2011–2015**

Ethnicity	2011		2015		Change	
American Indian or Alaskan Native	12	.26	9	.2	-3	-.25
Asian	206	4.51	174	3.7	-32	-.15
Black or African American	539	11.80	588	12.4	49	.09
Hispanic/Latino	132	2.89	173	3.7	41	.31
Native Hawaiian or Other Pacific Islander	0	0	2	0	2	0
Nonresident Alien	56	1.23	70	1.5	14	.25
Race and Ethnicity Unknown	139	3.04	118	2.5	-21	-.15
Two or More Races	7	.15	33	.7	26	3.7
White	3476	76.11	3569	75.4	93	.02
<b>Total</b>	<b>4567</b>	<b>100</b>	<b>4736</b>	<b>100</b>	<b>169</b>	<b>.03</b>

Table III., University of Toledo Staff Ethnicity, 2011–2015, shows that, although staff levels increase by three percent between 2011 and 2015, staff rates of ethnic diversity decreased for American Indian or Alaskan Native, Asian, and Race and Ethnicity Unknown. SOURCE: UT Office of Institutional Research.

## JSHC Staff by Ethnicity, 2011–2016

In the same period, as shown in Table IV., staff numbers fluctuated considerably, in a generally upward trend, increasing overall from two (2) in 2011 to four (4) in 2013, increasing again to five (6) in 2015, and then holding steady at five (5) in 2016. Of these numbers, there was one (1)

**Table IV. JSHC Staff by Race, Sex, & Ethnicity, 2011–2016**

	Ethnicity	2011	2012	2013	2014	2015	2016
<b>Female</b>		<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
	American Indian/Alaska Native	0	0	0	0	0	0
	Asian	0	0	0	0	0	0
	Black/African American	0	0	2	2	3	3
	Hispanic/Latino	1	1	1	1	0	0
	Two or More Races	0	0	0	0	0	0
	White	0	0	0	0	0	1
<b>Male</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>
	American Indian/Alaska Native	0	0	0	0	0	0
	Asian	0	0	0	0	0	0
	Black/African American	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0
	Two or More Races	0	0	0	0	0	0
	White	1	1	1	1	2	1
<b>Totals</b>		<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>5</b>

Table IV. shows the breakdown of JSHC staff by race, sex, and Ethnicity from 2011 to 2016. SOURCE: UT Office of Institutional Research.

Hispanic or latino/a from 2011 through 2014, two (2) Black or African Americans from 2013–2016, increasing to three (3) Black or African Americans in 2015 and holding steady at three (3) Black or African Americans through 2016.

Of the two (2) staff members in 2011–2012, one (1) was female, and, one (1) male. In 2013, there were three (3) females and one (1) male, for a total of four (4) staff members, numbers that held steady through 2014. In 2015, there was another staff increase, yielding four (4) females and two (2) males, for a total of six (6) staff. In 2016, the female staff decreased to three (3), while the male staff held steady at two (2) for a total of five (5) staff members.

## **JSHC Enrollment by Race, Ethnicity, and Sex, 2011–2016**

Institutional data for fall-to-fall enrollment in Table V., below, shows that the student population in JSHC has steadily increased every year from 2011 to 2016. In fall, 2011, the male population was .062 percent larger than the female population. In fall, 2012, the two populations were almost even, with only a .014 percent difference between them, but beginning in fall, 2013, the female population exceeded the male population and continued to do so consistently for the next four years, and by increasing margins. In 2013, the female population exceeded the male by .045 percent; in 2014, by .179 percent; in 2015, by .107 percent; and in fall, 2016, by .158 percent.

**Table V. JSHC Student Enrollment  
by Race, Ethnicity, & Sex, 2011–2016**

CATEGORIES	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016
Male	465	423	441	555	727	738
Female	436	417	462	676	814	876
White	806	751	804	1069	1313	1363
Black/African American	19	15	17	34	37	36
Asian	28	29	34	53	63	76
Hispanic/latino/a	16	18	18	33	54	60
International	8	7	6	5	3	4
Hawaiian/Pacific Islander	1	1	1	2	1	1
American Indian	0	0	2	3	2	1
Multiracial	5	8	13	23	26	27
Unknown	18	11	8	9	42	46
<b>TOTALS</b>	<b>901</b>	<b>840</b>	<b>903</b>	<b>1231</b>	<b>1541</b>	<b>1614</b>

Table V. shows the breakdown of the JSHC student body by race, ethnicity, and sex from 2011 to 2016. SOURCE: UT Office of Institutional Research.

In terms of race and ethnicity, the White cohort vastly outpaced all other races and ethnicities combined, standing at .895 percent of the whole in fall, 2011; at .894 percent in fall, 2012; at 890 percent in fall, 2013. This fell slightly to .868 percent in fall, 2014, and to .852 percent in fall, 2015, followed by another drop to .845 percent in fall, 2016. Thus, although the statistics for the White cohort are consistently high, they are falling as the percentage of the whole as minorities were recruited into JSHC over the six-year period in question.

In fall, 2011, the total population was 901 students. Excluding unknowns, all minorities combined totaled seventy-seven (77), for a little less than .086 percent of the student population.

The total student population in fall 2012 was 840, of whom all minorities combined, excluding unknowns, was eighty-nine (89), which given the slight decrease in student population represented an increase of minorities of .135 percent, which was indicative of minority recruitment efforts, yet still in 2012, the minority representation within the whole was only .106 percent of the population. In fall 2013, the minority cohort combined, exclusive of unknowns, was ninety-one (91) students of a total population of 903, or .101 percent of the whole, down from .106 percent the prior year. Of the total student population of 1,231 in fall, 2014, all minorities combined, exclusive of unknowns, came to 153 students, for a little more than .124 percent of the whole, for the best minority representation, so far. In fall, 2015, the minority cohort combined, exclusive of unknowns, was 186 students, or .121 percent of the total cohort of 1,541, representing a slight decrease from the high of .124 percent in 2015. In fall, 2016, the entire cohort totaled 1,614, of which there were 205 minorities combined, exclusive of unknowns, amounting to .127 percent, the best representation of all the years from 2011 to 2016.

In terms of the various minorities, clearly Black or African American, Asian, Hispanic/latino/a, and Multiracial forming the largest cohorts, with International, Hawaiian or Pacific Islander, and American Indian cohorts relatively small. In fall, 2011, Black or African American students accounted for .021 percent of the entire enrollment; in fall, 2012, that held steady as .021 percent, but in fall 2013, that dropped to .019 percent. The Black or African American cohort rose to .028 in fall, 2014, decreasing to .024 percent in fall, 2015, and decreasing again in fall, 2016, to .022 percent.



The Asian cohort fared better than the Black or African American cohort. In fall, 2011, Asian students comprised .031 percent of the whole, and in fall, 2012, rose to .035 percent of the entire cohort. In fall, 2013, the Asian cohort rose to .038 percent of the total; in fall, 2014, it increased rise in fall, 2014 by moving to .027 percent. In fall, 2015, that same statistic rose to .035 percent, and in fall, 2016, hit .037 percent, its best showing in all six years.

Throughout the six-year period, the International cohort was a small portion of the whole, in fall, 2011, representing but .009 percent and in fall, 2012, that declined to slightly better than .008 percent. That declined, again, in fall, 2013, to .004 percent. In fall, 2014, the decline continued down to .004 percent; in fall, 2015, to .002 percent; but in fall, 2016, the cohort held steady at .002 percent.

Hawaiian and Pacific Islander and American Indian cohorts hardly registered at all. Taken together in fall, 2011, they were but .001 percent of the whole, with a very similar showing in fall, 2012, when combined, they again came to only slightly more than .001 percent. In fall, 2013, the cohorts combined stood at .003 percent. The combined numbers rose a small amount in again to .043 percent of the whole; in fall, 2015, it rose to .041 percent, and in fall, 2016, continued the trend by rising to a tad over .047 percent of the entire cohort.

In that same six-year period, the Hispanic/latino/a likewise showed an overall increase. In fall, 2011, the Hispanic/latino/a cohort was .018 percent of the total, but in fall, 2012, that increased to .021 percent. In fall, 2013, the representation rose again, hitting .020 percent, continuing its

fall, 2014, arriving at .004 percent; in fall, 2015, decreasing to .003 percent; and in fall, 2016, collapsing again to only slightly better than .001 percent of the whole.

The Multiracial cohort is also on the small side numerically, although it rose consistently over the six-year period from .006 percent of the whole in fall, 2011, to .010 percent in fall, 2012; 015 percent in fall, 2013; and in fall, 2014, to .019 percent. The trend stalled in fall, 2015, falling to .017 percent, remaining at .017 percent in fall, 2016.

## **UT & JSHC Graduation & Retention Data, 2011–2015**

UT and JSHC Student Retention data from 2011 to 2015 are compared in the following sections, while discussing the difficulty of finding clean data for JSHC students.

### **UT Student Retention Data**

Institutional data as displayed in Table VI., below, show that UT's overall student population decreased by 2,252 students (or nine percent) from fall 2011 to fall 2015. The three ethnic groups with largest decreases were Black or African American (–32 percent), Race and Ethnicity Unknown (–27 percent) and White (–10 percent).

Student retention data in Table V., below, measured by fall-to-fall return rates, show that over the five-year period from 2010 to 2015, with the exception of the 2011 to 2012 time period, overall student retention rates showed gradual improvement at The University of Toledo. Noting this exception, overall retention increased from 65.1 percent from the 2010 to 2011 time period to 68 percent in the 2012 to 2013 time period. The 68 percent retention rate increased again over

the period from 2012 to 2013 to 70 percent in the 2013 to 2014 time period, and increased again by two (2) percent in the 2014 to 2015 time period. However, the improved retention of university students was not achieved across all ethnic groups over the five-year period.

Although the overall retention increased from 65.1 percent in the 2010 to 2011 time period to 72 percent by the 2014 to 2015 time period, and even though White student retention increased by

**Table VI. University of Toledo Student Retention Statistics by Race & Ethnicity, 2010–2015**

ETHNICITY	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014	2014 to 2015
American Indian or Alaska Native	88.3	66.7	80.0	45.45	100
Asian	89.29	89.23	84.51	76.56	87.10
Black or African American	44.59	37.14	41.99	47.39	44.94
Hispanic/Latino	62.89	57.31	56.6	63.35	62.50
Native Hawaiian or Other Pacific Islander	0	0	50.0	50.0	0
Nonresident Alien	77.08	88.24	88.64	82.56	88.0
Race and Ethnicity Unknown	68.37	60.27	84.85	75.76	67.54
Two or More Races	55.66	48.28	52.59	54.55	61.26
White	71.93	71.58	76.15	75.91	80.26
Total	65.1	62.35	68.0	69.45	71.86

Table VI., University of Toledo Student Retention Rates, 2010–2015, demonstrates an overall increase in the UT retention rate, yet also that that retention rate was not achieved across all ethnic groups over the five-year period. SOURCE: UT Office of Institutional Research.

8.33 percent, other university ethnic groups did not fare as well. In particular, the retention rates of Asian (–2.19 percent), Race and Ethnicity Unknown (–.83 percent) and Hispanic/Latino (–.39 percent) students decreased over the same time period.

A closer examination of the 2014 to 2015 time period, however, shows an even greater disparity in retention at the university. A comparison of the overall retention rate of 72 percent to each ethnic group further highlights the ethnic retention gap at the university. When compared to the overall 72 percent retention rate, the ethnic groups with the largest spread and hence worse retention rates at the university include Black or African American (–26.92 percent), Hispanic or Latino (–9.4 percent), and Two or More Races (–10.6 percent).

### **UT Graduation Rates by Ethnicity, 2011–2015**

Although retention rates show student progressions from year to year, student graduation rates provide an indication of student success and reflect UT’s ability to move students successfully to graduation.

Table VII., below, shows that the average university cohort graduation rate for the years 2010 through 2015 was 44 percent for all students. However, of the graduation rates reported over six years, those of three ethnic groups fell below the university cohort average, including those of African American students (20 percent, with a low of 18 percent in 2015), Hispanic students (37 percent, with a low of 31 percent in 2014), and students of Unknown Race (37 percent, with a

**Table VII. UT Six-Year Graduation Rates by Ethnicity, 2010–2015**

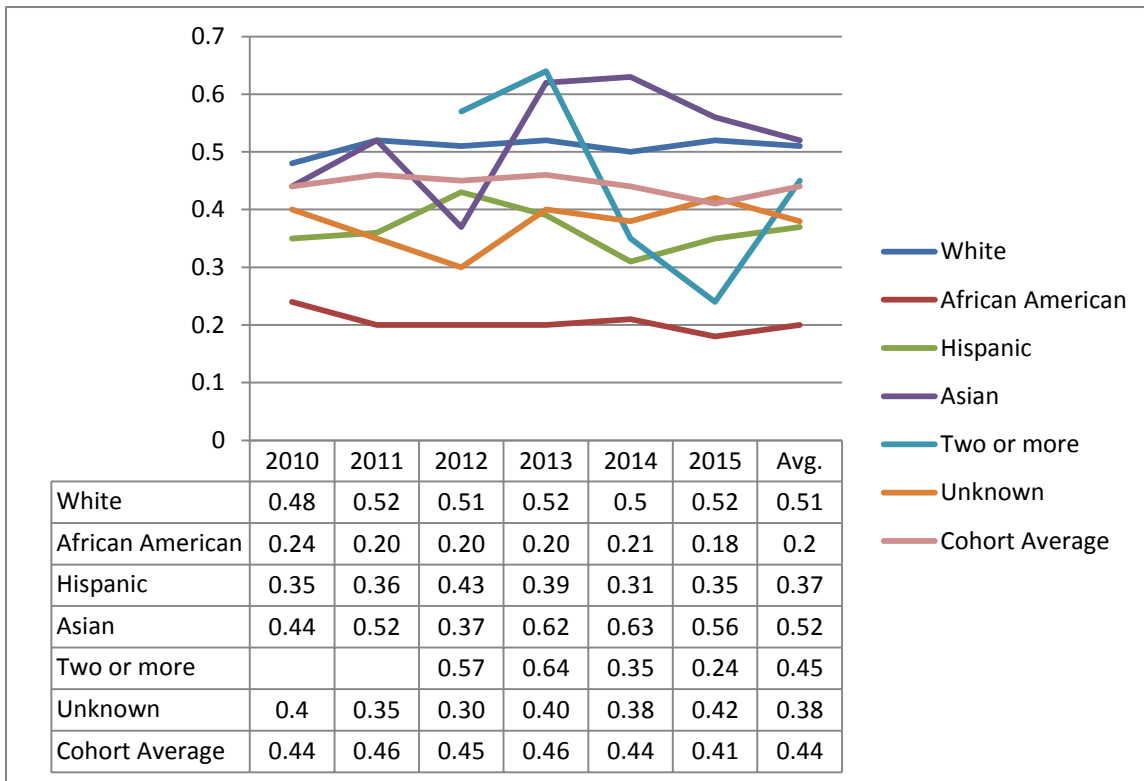


Table VII: UT Six-Year Graduation Rates by Ethnicity, 2010–2015, shows that, whereas the cohort rate averaged 44%, specific ethnic rates dipped below, and at times, well below, 44%. SOURCE: Office of Institutional Research.

low of 30 percent in 2012). In addition, whereas the graduation rates of all ethnic groups fluctuated over the six-year period, in 2015 all ethnic groups' rates either increased or remained the same except for African Americans, which saw a .6 percent decrease from 2010 to 2015, and Two or More Races, which also saw a .33 percent decrease from 2012 to 2015.

## JSHC Graduation and Retention Rates, 2011–2015

Summary JSHC graduation and retention rates by ethnicity are displayed in Table VIII. below for the years 2011 through 2015. Whereas the average retention rate is high at 93.7% over the five-year period, the four-year graduation rates fell within the UT average for 2011, although the 2012 rate increased to a high of almost 51%, which is significantly higher than the UT average.

**Table VIII. JSHC Retention & Graduation Rates, 2011–2015**

<b>Year</b>	<b>Cohort</b>	<b>Retention</b>	<b>4-Yr. Grad. Rate</b>
2011 fall	212	91.5%	44.3%
2012 fall	220	96.4%	50.9%
2013 fall	273	95.6%	
2014 fall	540	93.0%	
2015 fall	577	92.2%	

Table VIII. shows that the retention and graduation rates, 2011–2015, for JSHC, with retention rates more than double the UT average in every year. Graduation rates in 2011 were about the same as the UT average, but climbed above the UT average to the UT White cohort average. SOURCE: Office of Institutional Research.

Tables IX through start here below show the JSHC retention & graduation rates by gender and ethnicity for first-time, full-time, baccalaureate degree-seekers over the years 2011 to 2015.

**Table IX. JSHC Retention & Graduation Rates by Gender & Ethnicity, 2011 Fall, for First-Time, Full-Time, Baccalaureate Degree-Seekers**

<b>Category</b>	<b>Cohort</b>	<b>Retention</b>	<b>4-Yr Graduation Rate</b>
Male	96	91.7%	22.9%
Female	116	91.4%	62.1%
White	188	91.0%	43.6%
African American	5	80.0%	60.0%
Asian	11	100.0%	63.6%
Hispanic	3	100.0%	66.7%
International	1	100.0%	0.0%
Multi-racial	3	100.0%	0.0%
Unknown	1	100.0%	0.0%

Table IX. shows the JSHC Retention and Graduation Rates by Gender, Race, & Ethnicity for Fall, 2012. SOURCE: Office of Institutional Research.

Table IX., above, shows that the retention rates in all categories is significantly above the UT, doubling and even tripling it in some categories. Graduation rates for all but the Male category are significantly high. The low Male rate probably reflects the high number of engineering students, who are overwhelmingly male, not finishing all the JSHC courses, presumably due to the tight structure of their engineering courses, an issue currently being addressed by the Engineering and Honors Colleges.

**Table X. JSHC Retention & Graduation Rates  
by Gender & Ethnicity, 2012 Fall, for First-Time, Full-Time,  
Baccalaureate Degree-Seekers**

<b>Category</b>	<b>Cohort</b>	<b>Retention</b>	<b>4-Yr. Graduation Rate</b>
Male	103	96.1%	44.7%
Female	117	96.6%	56.4%
White	198	96.5%	50.5%
African American	3	100.0%	33.0%
Asian	11	90.9%	63.6%
Hispanic	5	100.0%	40.0%
Multi-racial	3	100.0%	66.7%

Table X. shows the JSHC retention and graduation rates by gender, race, and ethnicity for fall, 2012. SOURCE: Office of Institutional Research.

Table X. above reflects a very high retention rate for JSHC in all categories. The four-year graduation rate for first-time, full-time, baccalaureate degree-seeking minorities is, at its lowest in the Black or African American and Hispanic/latino/a categories, are still above the UT averages. The UT average for Black or African American is 20%, as opposed to 33% for JSHC, while the UT average for Hispanic/latino/a stands at 37%, as opposed to JSHC’s 40%. The JSHC Male rate of graduation still lags for 2012, although it almost doubled from 2011. The Female graduation rate remains high, despite having fallen 5.7% from 2011.



**Table XI. JSHC Retention Rates  
by Gender & Ethnicity, 2013 Fall, for First-time,  
Full-time Baccalaureate Degree Seekers**

<b>Category</b>	<b>Cohort</b>	<b>Retention Rate</b>
Male	125	95.2%
Female	148	95.9%
White	237	96.2%
African American	5	100.0%
Asian	12	91.7%
Hispanic	7	85.7%
International	1	100.0%
American Indian	2	100.0%
Multi-racial	6	100.0%
Unknown	3	66.7%

Table XI. shows the Retention Rates by Gender, Race, & Ethnicity for Fall, 2013. SOURCE: Office of Institutional Research.

Table XI., above, shows JSHC's retention rates by gender, race, and ethnicity for fall, 2013, for first-time, full-time, baccalaureate degree-seeking students. Again, JSHC's retention rates are quite high in all categories, especially when compared to UT averages. However, given the very small cohort numbers in all minority categories, it is not recommended that much be read into the high percentages that they yield, other than to note the obvious determination to succeed displayed by individual students in those categories.

**Table XII. JSHC Retention Rates  
by Gender & Ethnicity, 2014 Fall, First-time,  
Full-time, Baccalaureate Degree Seekers**

<b>Category</b>	<b>Cohort</b>	<b>Retention Rate</b>
Male	227	91.6%
Female	313	93.9%
White	464	92.7%
African American	12	91.7%
Asian	26	96.2%
Hispanic	19	94.7%
International	1	100.0%
Hawaiian/Pacific Islander	1	100.0%
American Indian	1	100.0%
Multi-racial	12	91.7%
Unknown	4	100.0%

Table XII. shows the Retention Rates by Gender, Race, & Ethnicity for Fall, 2014. SOURCE: Office of Institutional Research.

Table XII., above, shows the retention rates by gender, race, and ethnicity for fall, 2014, for first-time, full-time, baccalaureate degree-seeking JSHC students. As compared to UT averages, JSHC's retention rates are again quite high in all categories. The cohort numbers in Black or African American, Asian, Hispanic/latino/a, and Multiracial categories are clearly rising enough to be significant, although JSHC still has a distance to travel before achieving cohort numbers that mirror those of the community population. This is, however, hardly a problem unique to either JSHC or UT.

**Table XIII. JSHC Retention Rates  
by Gender & Ethnicity, 2015 Fall, First-time,  
Full-time, Baccalaureate Degree Seekers**

<b>Category</b>	<b>Cohort</b>	<b>Retention Rate</b>
Male	281	92.5%
Female	296	91.9%
White	482	92.7%
African American	10	70.0%
Asian	20	90.0%
Hispanic	23	91.3%
International	1	0.0%
Multi-racial	10	90.0%
Unknown	31	96.8%

Table XIII. shows the Retention Rates by Gender, Race, & Ethnicity for Fall, 2015. SOURCE: Office of Institutional Research.

Table XIII., above, shows the retention rates by gender, race, and ethnicity for fall, 2015, for first-time, full-time, baccalaureate degree-seeking JSHC students. Yet again, JSHC's retention rates are quite high in all categories, except African American, when compared to UT averages. Even the Black or African American cohort rate is 22 points higher than the UT average.

## **JSHC Diversity & Inclusion Plan, 2017**

The plan that follows was created specifically by and for JSHC.

### **Definition of Timeline Terminology**

Table XIV., below, defines the timeline terminology used in this section.

**Table XIV. Timeline Definitions**

<b>Term</b>	<b>Definition</b>
<b>Immediate</b>	One (1) to 5 months
<b>Short</b>	Six (6) to 12 months
<b>Medium</b>	Thirteen (13) to 24 months
<b>Long</b>	Twenty-five (25) to 36 months

Table XIV. defines the timeline definitions used in the section below. SOURCE: UT Office of Diversity and Inclusion.

### **Goal (1): Increase US Minority Representation in JSHC**

Because studies have shown a distinction between American-born minority students and international students from, say, Asia, Africa, or South America (Meyer & McIntyre, 1992), JSHC believes that it is important that we look to US minorities and not simply to UT's international cohort for diversity in the JSHC student body.

## **Timeline of Goal (1)**

**Goal (1)(A)** shall be accomplished in the short run (six to twelve months).

**Goal (1)(B)** shall be accomplished long run (25 to 36 months).

**Goal (1)(C)** shall be accomplished in the medium run (13 to 24 months).

## **Steps toward Goal (1)**

The steps to **Goal (1)** are as follow:

- A. Revise Honors admission criteria to consider the entire applicant
- B. Establish and fund a scholarship fund specific to American qualified minority groups, including but not limited to (US OMB, 1997):
  - 1. Native Americans
  - 2. African Americans
  - 3. Asian Americans
  - 4. Middle-Eastern Americans
  - 5. Latinx (formerly *latino/a*) Americans
  - 6. Disabled Americans
- C. Coordinate efforts with Toledo Public and Private Schools (TPPS) to
  - 1. Identify promising minority students, starting in their junior year in High School
  - 2. Nurture identified students, shepherding them into qualifying studies and programs

## **Measurements of Goal (1)**

To measure progress toward **Goal (1)(A)**, by 2018 spring semester, the deans and faculty of JSHC shall add criteria by which to evaluate the whole applicant, by considering his/her demonstrated:

1. Drive
2. Desire
3. Dedication
4. Creativity
5. Adequacy of preparation
6. Recommendations from leaders of their respective communities

To measure progress toward **Goal (1)(B)**, by spring semester 2021, the Dean, Inclusion Officer, Alumni Office, and Development Officer of JSHC shall coordinate efforts to:

1. Solicit alumni of JSHC for donations to start the dedicated JSHC Scholarship Fund
2. Seek a permanent endowment for the fund
3. Set up appropriate policies, procedures, and guidelines for administering the fund
4. Establish applicant criteria for receiving scholarships
5. Assign the Assistant Director of Student Services to manage applications
6. Assign the JSHC Secretary to view the accounts to stay updated on them
7. Contact minority groups within Ohio and nationally to identify potential applicants

To measure progress toward **Goal (1)(C)**, the dean of JSHC, Assistant Director of Student Services, members of the JSHC Diversity Committee, and/or JSHC Coaches (if available) shall:

1. Coordinate efforts with TPPS identify promising minority students, starting in their junior year in High School by
  - a) Establishing relations with TPPS to help JSHC identify promising minority high school freshmen in its system
  - b) Working with identified juniors to help them stay on track eventually to apply for admission to JSHC
  - c) Directing students to advice on finding scholarships
2. Contacting groups statewide and nationally, seeking qualified candidates including, but not limited to:
  - a) Native Americans
  - b) African Americans
  - c) Asian Americans
  - d) Middle-Eastern Americans
  - e) Latinx Americans
  - f) Disabled Americans
3. Soliciting applications for admission to the JSHC from qualified minority TPPS students
4. Finding interested, qualified minority student applicants in applying for UT and other financial aid.

## **Goal (2): Ensure Faculty Diversity Training for HON 2020 & HON 2030**

JSHC shall ensure that any faculty newly assigned to teach JSHC multicultural courses (HON 2020 and HON 2030) receive prior training in the concepts and intricacies of multicultural pedagogy.

### **Timeline of Goal (2)**

**Goal (2)** shall be accomplished in the medium run (thirteen to 24 months).

### **Steps toward Goal (2)**

To achieve **Goal (2)**, JSHC shall institute the following steps:

1. Required semester-long multicultural faculty training for JSHC faculty newly assigned to teach the HON 2020 and HON 2030 courses
2. The Dean of JSHC shall
  - a. require the training and proctoring for prospective faculty for HON 2020 and/or HON over the first semester of teaching the course
  - b. in consultation with the Diversity Committee Chair of JSHC, tap the experienced faculty member to train and proctor faculty newly teaching HON 2020/2030 on the topics of:
    - i. US-specific diversity issues (HON 2020), including
      - Latinx American issues
      - Native American issues
      - African American issues
      - Middle-Eastern American issues
      - Asian American issues



- LGBTQ American issues
- Disabled American issues
- ii. Non-US, world diversity issues (HON 2030), including
  - Asian cultures/issues
  - African cultures/issues
  - Central/South American culture/issues
  - Middle Eastern cultures/issues
  - Australia & South Pacific cultures/issues

### **Measurements of Goal (2)**

To measure progress toward **Goal (2)**, by spring semester, 2017, the Dean JSHC and/or the JSHC Diversity Committee shall have:

2. Required the training and proctoring by spring semester, 2017
3. Created and circulated a policy requiring the training and proctoring of all faculty newly teaching HON 2020 or HON 2030 in
  - a. US-specific diversity issues (HON 2020), including
    - Latinx American issues
    - Native American issues
    - African American issues
    - Middle-Eastern American issues
    - Asian American issues
    - LGBTQ American issues
    - Disabled American culture and issues

b. Non-US, world diversity issues (HON 2030), including

- Asian cultures/issues
- African cultures/issues
- Central/South American culture/issues
- Middle Eastern cultures/issues
- Australia & South Pacific cultures/issues

### **Goal (3): Feature Diversity-Specific Speakers as Part of the Honors Distinguished Speakers Series**

The Dean of JSHC and the Chair of the JSHC Diversity Committee shall ensure that the JSHC Distinguished Speakers Series significantly includes diverse speakers presenting intellectual, multicultural content

#### **Timeline of Goal (3)**

The timeline of **Goal (3)** is the short run (six to twelve months), assuming that there is financial support from the Provost's office to continue the Distinguished Speaker Series.

#### **Steps toward Goal (3)**

To achieve **Goal (3)**, the Dean of JSHC and/or the Chair of the JSHC Diversity Committee shall restructure the JSHC Distinguished Speakers' Series with a special eye to engaging high-level and accomplished multicultural speakers.

1. During spring semester, 2017, JSHC shall create a list of potential multicultural Speakers of note, both national and local, and discover their speaking fees
2. During fall semester, 2018, JSHC shall negotiate with identified speakers to present

evening programs, open to UT faculty, staff, and students, as well as to the entire area community

### **Measurements of Goal (3)**

To measure progress toward **Goal (2)**, JSHC shall have:

- A. Negotiated and set up program/s by fall semester, 2018, consisting of:
  - i. A day-long, free workshop open to the entire UT community, tapping notable and diverse national, as well Toledo area community, speakers
  - ii. An evening speaker of note as the day's capstone in an event free and open to the UT and Toledo area community
  - iii. During the fall semester, 2017, JSHC shall present one program of workshops and evening event consisting of Toledo area community speakers
  - iv. During the spring semester, 2018, JSHC shall present one program featuring a national speaker
  - v. Starting in spring semester, 2019 JSHC shall present:
    - a. one program of Toledo Area community speakers in the fall semester
    - b. one evening event, featuring a national speaker

### **Goal (4): Create fellowships at JSHC for International Faculty**

The Dean of JSHC and the Chair of the JSHC Inclusion and Diversity Officer shall create semester-long fellowships for bringing in visiting faculty from very diverse areas of the world.

## **Timeline of Goal (4)**

The timeline of **Goal (4)** is the long run (thirteen to 24 months).

## **Steps to Goal (4)**

To implement **Goal (4)**, the Dean of JSHC, the Inclusion Officer of JSHC, and/or the UT Development Officer assigned shall:

1. Pursue funding for international fellowships by putting out “feelers” for funding by foundations and governmental sources beginning in Spring, 2018
2. The Inclusion and Diversity Officer shall locate and contact potential international fellows, beginning in Spring, 2018
3. If funding efforts are successful, beginning in the 2018–2019 academic year, then JSHC shall host its first international fellow
4. The international fellow shall teach sections of HON 2030 from fall semester, 2018, on for the foreseeable future

## **Measurements of Goal (4)**

As measurements of the progress toward **Goal (4)**:

1. By spring semester, 2018, “feelers” for funding will have been put out
2. Funding will have been located with initial funding secured by fall semester, 2018
3. The Inclusion and Diversity Officer will locate and contact potential international fellows, beginning in Spring, 2018

4. By fall semester, 2019, JSHC will host its first international fellow
5. In fall semester, 2018, the JSHC international fellow shall have taught sections of HON 2030

### **Goal (5): Feature Diverse Speakers in JSHC Student Activities**

During spring semester, 2017, the Dean of JSHC shall lay plans to highlight diverse speakers in our student activities featuring talks to the entire Honors Community of UT for rollout in the fall semester of 2018.

#### **Timeline of Goal (5)**

**Goal (5)** will run on a short timeline (six to twelve months).

#### **Steps to Goal (5)**

To achieve Goal (5), the Dean of JSHC and/or the Diversity Committee Members shall:

1. Feature diverse speakers in our student activities during the academic
2. Tap as speakers:
  - a. Notables from the UT campus
  - b. Speakers in the Toledo area community, including alumni
3. Provide advance advertising for the speakers within JSHC and the UT community, starting in fall semester, 2018

#### **Measurements of Goal (5)**

As progress toward **Goal (5)**, starting in the fall, 2017 semester, the Dean of JSHC and/or the Diversity Committee Members shall have:

1. Tapped alumni speakers in the UT and Toledo area community, including diverse speakers
2. Provided advance advertising for the speakers within JSHC and the UT community

### **Goal (6): Create a Guided Diversity Program for In-coming JSHC Students**

JSHC shall create a new diversity program targeting its in-coming freshmen.

#### **Timeline for Goal (6)**

**Goal (6)** shall run on a medium timeline (thirteen to twenty-four months).

#### **Steps toward Goal (6)**

To implement **Goal (6)**, JSHC Dean and shall institute the following steps:

1. In spring semester, 2018, the Assistant Director of Student Services and the Coaches of JSHC shall receive full Diversity Training through the UT Office of Diversity and Inclusion
2. The Assistant Director of Student Services and Coaches shall design a series of activities comprising a guided diversity program for all honors students based on best practices and in consultation with the Dean.
3. From fall semester, 2019-on, the Diversity Program shall start with Jesup Jam and require the attendance of all in-coming freshmen to JSHC
  - a. The symposium may be presented in several venues, so that the students have ample opportunity to attend all sessions

- b. The Assistant Director of Student Services shall devise a method of ensuring and recording student completion of the sessions

### **Measurements of Goal (6)**

To implement **Goal (6)**, JSHC Dean and Coaches shall institute the following steps:

1. In spring semester, 2018, the Assistant Director of Student Services Coaches of JSHC shall receive full Diversity Training through the UT Office of Diversity and Inclusion
2. In fall semester, 2017, the JSHC Assistant Director of Student Services and Coaches shall create and manage a full Diversity Symposium to run for in-coming students
3. The JSHC Assistant Director of Student Services shall devise a method of tracking and enforcing student completion of the required diversity training
4. From spring semester of 2018-on, the JSHC Diversity Program shall present a six-session symposium with the attendance of all in-coming freshmen made a requirement of entering JSHC

### **Goal (7): Add a JSHC “Social Justice Community” Learning Community**

The Dean of JSHC will add a new “Social Justice” Community to JSHC’s current Learning Communities (LLC) for JSHC, to be managed by the JSHC Assistant Director of Student Services.

### **Timeline of Goal (7)**

**Goal (7)** shall run on an immediate timeline (one to five months)

### **Steps to Goal (7)**

To implement **Goal (7)**, the Dean of JSHC shall initiate the following steps:

1. In fall semester, 2017, the Dean and Assistant Director of Student Services will plan and establish the Social Justice Learning Community (SJLC)
2. Starting in the spring semester, 2018, the Assistant Director of Student Services shall advertise the SJLC to incoming students and continue that recruitment through Jesup Jam.
3. The JSHC Assistant Director of Student Services shall thereafter manage the SJLC

### **Measurements of Goals (7)**

To measure progress toward **Goal (7)**, the following shall be accomplished:

1. In the fall semester, 2017, the Dean and the Assistant Director of Student Services shall design the SJLC
1. During spring and summer 2018 Jesup Jam, the Assistant Director of Student Services shall recruit in-coming students to the SJLC
2. In the fall semester, 2018, the SJLC shall initiate its operations and thereafter run the Social Justice LLC under the supervision of the Assistant Director of Student Services

### **Goal (8): JSHC “Community Engagement Lab”**

The Dean and designated Faculty of JSHC shall initiate a new 3000-level, one-semester Honors College course, “The Community Engagement Lab,” an interdisciplinary seminar teaching principles of community engagement through a local issue in a mentored, multidisciplinary team culminating in a grant proposal for our community partners.



## **Timeline of Goal (8)**

**Goal (8)** will run on a medium timeline (13 to 24 months).

## **Steps toward Goal (8)**

To achieve **Goal (8)**, JSHC Dean shall initiate the following steps:

1. In spring semester, 2017, the JSHC Dean and designated Faculty shall create the format, syllabi, and SLOs of Solutions Lab Courses under the extant special course number, HON 2990
  - a. The course shall be proctored by JSHC and other UT faculty and team-taught with appropriate JSHC alumni and/or community area leaders from area organizations, agencies, and the community-at-large.
  - b. Diversity shall be a meaningful inclusion in the course with an eye toward inviting diverse community leaders and alumni/ae
2. In fall 2017 and spring 2018 semesters, HON 2990–003, the Community Engagement Lab, shall be piloted
3. By the end of fall semester, 2017, a new course proposal shall be completed and sent to Faculty Senate for approval
4. Following approval, the course will be regularly offered every semester

## **Measurements for Goal (8)**

To measure progress toward **Goal (8)**, the following shall be accomplished:

1. By the end of spring semester, 2017, the Dean and designated Faculty of JSHC shall have created the format, syllabi, and SLOs of the Community Engagement Lab, a under the course number HON 2990.
2. By fall semester, 2018, HON 2990–003, Community Engagement Lab, shall be piloted
  - a. The JSHC faculty proctor shall have been designated
  - b. Appropriate JSHC alumni and community area leaders from area organizations, agencies, and the community-at-large shall have agreed to come and present on one day of their designed week
  - c. Invitees shall be selected with an eye to meaningful diversity inclusion
3. By the end of fall semester, 2017, a new course proposal shall be completed and sent to Faculty Senate for approval
4. Following approval, the course will be offered every semester

### **Goal (9): Create JSHC “Multicultural Toledo” Course**

The Dean and designated Faculty of JSHC shall initiate a new 2000-level, one-semester Honors College course, “Multicultural Toledo,” teaching principles of multiculturalism through local Toledo communities.

#### **Timeline of Goal (9)**

**Goal (9)** will run on a medium timeline (13 to 24 months).

#### **Steps toward Goal (9)**

To achieve **Goal (9)**, JSHC Dean shall initiate the following steps:

1. In fall semester, 2017, the JSHC Dean and designated Faculty shall create the format, syllabi, and SLOs of the Multicultural Toledo Course under the extant special course number, HON 2990
  - a. The course shall be proctored by JSHC and other UT faculty and team-taught with appropriate JSHC alumni and/or community area leaders from area organizations, agencies, and the community-at-large.
  - b. Diversity shall be a meaningful inclusion in the course with an eye toward inviting diverse community leaders and alumni/ae
2. By the end of fall semester, 2017, a new course proposal shall be completed and sent to Faculty Senate for approval
3. In the spring 2018 semester, HON 2990–00X, the Multicultural Toledo course shall be piloted
4. Following approval, the course will be regularly offered every semester

### **Measurements for Goal (9)**

To measure progress toward **Goal (9)**, the following shall be accomplished:

1. By the end of spring semester, 2017, the Dean and designated Faculty of JSHC shall have created the format, syllabi, and SLOs of Solutions Lab Courses, a two-course sequence under current course number HON 2990
2. By fall semester, 2017, HON 2990–003, Solutions Lab I, shall be piloted
  - a. The JSHC faculty proctor shall have been designated

- b. Appropriate JSHC alumni and community area leaders from area organizations, agencies, and the community-at-large shall have agreed to come and present on one day of their designed week
  - c. Invitees shall be selected with an eye to meaningful diversity inclusion
3. By the end of fall semester, 2017, a new course proposal shall be completed and sent to Faculty Senate for approval
  4. Following approval, the course will be regularly offered every semester

## **Budget**

## **Prioritized Budget**

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## Attachment A: Ethic Descriptions

### Table XV. 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.

Table XV. gives the official U.S. Census demographic names and definitions of ethnicities. SOURCE: Office of Institutional Data; U.S Bureau of the Census.