



THE UNIVERSITY OF
TOLEDO
1872

Diversity Plan

Honors College

26 October 2011

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Diversity Committee Members

Chairperson

- Dr. Barbara Alice Mann
Honors, Assistant Professor of Humanities

Committee Members

- Dr. Linda Smith
Honors, Associate Dean
- Dr. Glenn Sheldon
Honors, Professor of Honors College
- Daniel Janisz, Undergraduate Representative, Presidential Scholar

Executive Summary

The Honors College recognizes that it has work to do to create diversity within its current ranks. Based on the statistics in Table 1., the Honors College must work to catch up to the diversity shown in the general population of the University. The ultimate goal in Honors is to reflect the make-up of the general population, so the initiatives and strategies below aim squarely at achieving that larger goal. It is not supposed that all the ground can be made up in the next two years, but certainly strides can be made in a promising direction.

The quick-and-dirty statistical breakdown in Table 1., below, compares the 2011 Honors student body with the 2011 general UT student body.

Table 1. Comparison of UT and Honors Diversity Statistics, 2011

2011	General Population		Honors College	
Hispanic		2%		2%
African American		11%		2%
European American		73%		94%
American Indian/Alaskan		0		0
Asian/Pacific islander/Hawaiian		2%		2%

Figure 1., Comparison of the Diversity Statistics for the UT General Population and Honors in 2011 shows that Honors lags behind the university in overall diversity.

In order to achieve a fully diverse faculty and student body, the Honors College has established the following eight Initiatives and/or Strategies to:

1. Set Reasonable, Supplemental Requirements for Non-Traditional and Transfer Students
2. Fully Mediate Classrooms for Accessibility and Learning/Teaching Style

Variabilities

3. "Grow" Minority Applicants
4. Support and Mentor Minority Students and Faculty for Retention
5. Mandate Diversity Training for All Faculty, Staff, and LLSS, NSM, and VPA Students in Honors
6. Offer Diversity Service Learning Components for Students
7. Ensure Pay Equity and Career Advancement for Minority and Female Faculty and Staff
8. Ensure the Accessibility of Sullivan Hall for Honors' Faculty, Staff, and Students

Honors College Mission Statement on Diversity

The Honors College is committed to having a fully diverse faculty, staff, and student body. Diversity is defined not only as seeking out numbers but also as including representatives of diverse communities in meaningful and nurturing ways in the Honors community consistent with the University's policies. We define "diversity" to include the following categories, individually or in any combination:

- Ethnicity
- Race
- Gender
- Gender Orientation
- Socio-economic Class
- Religious and Spiritual Identity
- Generational Extraction
- National Extraction
- Ability

In addition, Honors College realizes that diversity is not necessarily amenable to the crude eye-ball test of identity. Many diverse conditions are invisible to onlookers but none the less real for being so. No one will be deliberately "outed" or forced to advertise his or her situation. All identification will be self-identification.

Diversity Action Items, Goals, Initiatives, and Strategies

The Honors College Diversity Plan has eight initiatives:

1. Set Reasonable, Supplemental Requirements for Non-Traditional and Transfer Students
2. Fully Mediate Classrooms for Accessibility and Learning/Teaching Style Variabilities
3. “Grow” Minority Applicants
4. Support and Mentor Minority Students and Faculty for Retention
5. Mandate Diversity Training for All Faculty, Staff, and LLSS, NSM, and VPA Students in Honors
6. Offer Diversity Service Learning Components for Students
7. Ensure Pay Equity and Career Advancement for Minority and Female Faculty and Staff
8. Ensure the Accessibility of Sullivan Hall for Honors’ Faculty, Staff, and Students

1. Set Reasonable, Supplemental Requirements for Non-Traditional and Transfer Students

The Honors College recognizes that not all students of the general population at the University of Toledo are “traditional,” that is, that not all come into the university directly from:

- high school
- the middle class
- families with members who hold university degrees

Adult (25 or older), working, first-generation students or students coming from military experience greatly enhance the classroom experience for traditional students as well as for faculty. However, many non-traditional students have been out of school for a decade or more. Their ACT or other entrance credentials are old, and they are not necessarily recruited by Honors. Others may be coming straight from high school, but as the very first person in their families to enter college, they are afraid, not knowing what to expect, other than that they do not wish to disappoint their relatives. Still others might be transferring to UT from other colleges and, although good prospects for the Honors College, do not wish to add courses in a process that could delay their graduation.

Obviously, Honors is missing a potential market. So that entrance requirements tailored for traditional students do not unduly discourage solid but non-traditional prospects from entering the Honors College, the following initiative will be undertaken:

A. Set Appropriate, Supplemental Requirements for Non-traditional Students

- a. *Action Item:* Partner with the University Honors Council and Gateway/Quest to Establish Supplemental Criteria for Non-traditional Students Based on Military, Work, or Other Life Experience
- b. *Goal:* To Make It More Accessible for Solid, Non-Traditional Students to Enter the Honors College
- c. *Qualitative and Quantitative Measurement:*
 - i. Qualitative: Recognize Non-traditional Students' Life Experience and/or Military and Work Experience as Qualifications
 - ii. Quantitative: Establish An Supplemental Set of Entrance Requirements for Non-Traditional Students
 - iii. Quantitative: Admit Solid, Non-Traditional Students to the Honors College under the Supplemental Criteria
- d. *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy*
 - i. Appropriate, Supplemental Requirements for Admitting Non-traditional Students to Honors Will Be Explored with the Honors Council and Gateway/Quest in 2011–2012
 - ii. Appropriate, Supplemental Requirements for Admission to Honors Will Be Implemented in 2012–2013
 - iii. Honors Will Identify Potential Non-traditional Honors Students through CALL and Gateway/Quest
 - iv. Identified Students Will Be Invited to Apply to the Honors College
 - v. Honors Will Begin Admitting Appropriately Vetted, Non-traditional Students in the Fall of 2013

B. Identify and Market to Transfer Students of Promise

- a. *Action Item:* Explore
- b. *Goal:* To Admit High Quality Transfer Students to Honors College
- c. *Qualitative and Quantitative Measurement*

- i. Qualitative: Enhance the Learning Diversity in Honors College
- ii. Quantitative: Transfer Students Will Be Able to Pursue an Honors Diploma
- d. *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy*
 - i. Beginning in Spring, 2012, Explore a Mechanism to Capture Data on Incoming Students of Promise

2. Fully Mediate Classrooms for Accessibility and Learning/Teaching Style Variabilities

The Honors College recognizes that students' ability levels and learning styles vary widely, as do the teaching styles and content of individual faculty members. Many modern learners are primarily alert to electronic platforms and gain as much from Internet displays, on-line databases, power points, educational websites, and other interactive, electronic functions as from the traditionally prepared readings and classroom discussions. Moreover, providing electronic platforms empowers the different abilities of the faculty, as well. Currently, the only mediated room in Sullivan Hall is the Hoch Conference Room, which sustains a footrace every semester as faculty rush to reserve it.

A. Initiative/Strategy: Partner with Information Technology (IT) to Initiate Full Classroom Mediation

- a. *Action Items*. To Install Projectors and Instructors' Stations in All Classrooms in Sullivan Hall.
- b. *Goal*: To Empower the Ability Styles of all Students and Faculty to Enhance Learning
- c. *Qualitative and Quantitative Measurement*:
 - i. Qualitative: Enhance the Satisfaction Level of Students and Faculty
 - ii. Quantitative: All Sullivan Hall Classrooms Will Be Mediated
- d. *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy*:
 - i. By the beginning of Spring, 2012, in Partnership with IT, a Timetable for Mediation of Sullivan Hall Classrooms Will Be in Place
 - ii. In August, before the Fall Semester of 2013 Begins, Information Technology (IT) Will Train All Faculty on the Classroom Equipment
 - iii. By the Fall of 2013, all Classrooms in Sullivan Hall Will Have Projectors and Mediated Instructors' Stations

3. “Grow” Minority Applicants

The Honors College realizes that, often, racial and socio-economic minorities either may not know that such a thing as an Honors College exists or may not know how to enter the pipeline of such a College. In addition, scholarship has shown that the college performance of some minority students runs counter to their scores on such measurements as the ACT. Thus, the Honors College would like to “grow” applicants by making its existence known and showing minorities where its front door is, while setting Supplemental considerations for admission to use where appropriate.

A. Initiative/Strategy: Actively Connect with Area High Schools

- a) *Action Items:* Establish Working Relationships with Area High Schools
- b) *Goal:* To “Grow” Minority Applicants for the Honors College
- c) *Qualitative and Quantitative Measurement:*
 - i. Qualitative: Sound Relationships Will Be Established with TPS and Charter School Administrations
 - ii. Quantitative: The Honors College Will Establish On-going and Open Communications with Toledo-Area Public and Charter High Schools with Significant Minority Populations for Recruiting into Honors College
- d) *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy:*
 - i. Starting in Fall, 2011, Partner with UT’s Admissions Office to Locate Any Potential Scholarship Aid for Minority Students
 - ii. By Fall, 2012, Identify Toledo-Area High Schools with Significant Minority Populations
 - iii. Initiate Contacts with Identified Area High Schools by Fall, 2012
 - iv. In Spring, 2013, in Partnership with Admission and the Administrations of the Identified TPS and Charter High Schools, Identify Potential Honors Students
 - v. Cultivate On-going Relationships with These High Schools for Recruitment
 - vi. Partner with the STARS program for Pell Grant Students

B. Initiative/Strategy: Actively Consider Supplemental Admissions Considerations

- a) *Action Items:* Set Supplemental Criteria for Use, When Appropriate
- b) *Goal:* To Remove Roadblocks from Admitting Promising Minority Students
- c) *Qualitative and Quantitative Measurement:*
 - i. Qualitative: Awareness Will Grow That Tests Do Not Always Measure Potential
 - ii. Quantitative: Multiple, Solid Criteria for Admission Will Be Created

- d) *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy:*
 - i. By Spring, 2013, Work with the University Honors Council to Revise Its Admissions Criteria to Include “Qualitative Admissions Considerations, When Appropriate”
 - ii. For the Fall, 2014 Semester, Qualitative Admissions Criteria Will Be in Place for the Freshman Admissions Process

C. Initiative/Strategy: Actively Connect with the UT Minority and Diversity Organizations on Campus under the Office of Student Experience

- a) *Action Items:* Create Relationships with Diverse Student Groups
- b) *Goal:* To Identify Potential Minority Honors Students Already on Campus
- c) *Qualitative and Quantitative Measurement:*
 - i. Qualitative: The Awareness of All Pertinent Student Groups Will Be Raised regarding the Honors College
 - ii. Quantitative: All Pertinent Student Groups through the Office of Student Experience Will Be Identified
- d) *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy:*
 - i. By Spring, 2012, All Pertinent On-campus Minority Groups Will Be Identified
 - ii. During Fall, 2012, Contacts within Those Student Groups Will be Identified
 - iii. Starting in Spring, 2013, Recruitment Presentations Will Be Made to All Minority Student Union Groups, including but not limited to:
 - 1. Confucius Institute
 - 2. African American Student Enrichment Office
 - 3. Native American Student Association
 - 4. Arab Student Union
 - 5. Black Student Union
 - iv. Potential Honors Students Will Be Invited to Apply to the Honors College
 - v. On-going Communications Will Be Maintained between Minority Student Groups and the Honors College

D. Initiative/Strategy: Minority Scholarship Programs

- a) *Action Item:* Connect with Minority Scholarship Programs Serving the University of Toledo through Financial Aid

- b) *Goal: Partner with Financial Aid to Encourage Students to Research and Apply for Available Specialty Scholarships*
- c) *Qualitative and Quantitative Measurement:*
 - i. *Qualitative: The Awareness of Scholarship Programs Will Spread among Minority Students in Honors*
 - ii. *Quantitative: Minority Students Will Connect with University Scholarships*
- d) *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy*
 - i. *By Spring, 2012, Honors College Will Make the Financial Aid Scholarship Website Known to Diverse Students*

4. Support and Mentor Minority Students and Faculty for Retention

The Honors College recognizes that simply admitting a few minority students or hiring a minority faculty member does not sufficiently address its diversity needs. Sociologists and psychologists have long pointed out that simply installing one or two “outsiders” in a sea of “norms” typically leads to tokenization, with the minority person under immense pressure to be the perfect “solution” to the group’s “minority problem.” Frequently, the intensity of unrealistic pressures results in regular micro-aggressions, or even the isolating hostility, ultimately driving the “outsider” away. Thus, for diversity to be real, a critical mass of minorities must be reached, relieving the pressure on the tokens, as critical-mass diversity becomes the “norm.”

Moreover, qualitatively, minorities must be made to feel comfortable and safe, rather than unwelcome and resented. Climate is, therefore, a crucial component of the diversity plan of Honors College.

A. Initiative/Strategy. A Safe and Comfortable Climate Will Be Created and Maintained in the Honors College.

- a. *Action Item: Create a Climate Survey in Honors College*
- b. *Goal: Ensure That a Safe and Comfortable Climate Exists in the Honors College for Minority Students, Faculty, and Staff*
- c. *Qualitative and Quantitative Measurement:*
 - i. *Qualitative: The Climate Will Be Safe and Comfortable for Minorities*
 - ii. *Quantitative: A Confidential Climate Survey of Students, Faculty, and Staff Will Identify Current Strengths and Weaknesses*
 - iii. *Quantitative: Survey Results Will Be Confidentially Assessed*

- iv. Quantitative: Plans to Overcome Any Difficulties Will Be Made
- d. *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy*:
 - i. In the Spring of 2012, in Partnership with the Office of Equity and Diversity, Honors Will Prepare a Climate Survey
 - ii. In the Spring of 2013, in Partnership with the Office of Institutional Research, the Confidential Climate Survey Will Be Administered to Current Honors Students, and All Faculty and Staff in the Honors College.
 - iii. In Partnership with the Office of Equity and Diversity, the Results of the Confidential Climate Survey Will Be Reviewed and Assessed in the Fall of 2013.
 - iv. All Necessary and Appropriate Changes Will Be Identified and Implemented by the Spring of 2014.
 - v. A Climate Survey Will Be Instituted on a Four-Year Basis (i.e., again in 2018, 2022, etc.)

B. Initiative/Strategy: Mentoring Program Established

- a. *Action Item*: Develop and Offer a Mentoring Program in the Honors College for Minority Students, Faculty, and Staff
- b. *Goals*: To Improve Retention and Productivity of Minority Students, Faculty, and Staff
 - a. *Qualitative and Quantitative Measurement*
 - i. Qualitative: Minorities Will Feel Valued and Safe
 - ii. Quantitative: Minority Students, Faculty, and Staff Will Be Retained
 - b. *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy*:
 - i. Starting in the Fall of 2012, All Interested Students, Faculty, and Staff Will Be Asked to Self-Identify
 - ii. No One Will Be “Outed”
 - iii. Incentives Will Be Developed for Volunteer Junior and Senior Students to Mentor Freshmen Students
 - iv. Student Mentors Will Receive Credit for Partial Completion of Any Honors Service Learning Components (See Initiative 6)
 - v. Senior Staff Members Will Be Assigned to Mentor New Staff
 - vi. Senior Faculty Will Be Assigned to Mentor New Faculty
 - vii. At the Close of the Mentoring Year, Mentors and Mentees Will Independently Evaluate Their Experiences
 - viii. The Results of Their Evaluations Will Be Assessed for Assignments in the Coming Year

- ix. Any Problems Surfacing, at Any Point, Will Be Immediately and Appropriately Addressed
- x. If Necessary, the Office of Equity and Diversity May Be Consulted to Resolve Any Difficulties

5. Mandate Diversity Training for All Faculty, Staff, and LLSS, NSM, and VPA Students in Honors

The Honors College realizes that, even when people honestly believe that they understand diversity, all too many fail to recognize its full dimensions or social and personal impact. Furthermore, not only faculty and staff have the responsibility to respect diversity; so do Honors students. Thus, the Honors College will require that every in-coming, first-year student in LLSS, NSM, and VPA, Beginning the Academic Journey (BAJ) course, takes UT Diversity Training as part of the course. Honors will encourage the Honors Directors of the other colleges to require the inclusion of UT Diversity training in its BAJ courses.

A. Initiative/Strategy: All Faculty, Staff, and ARS/BAJ Students in the Honors College Will Complete Diversity Training through the Office of Equity and Diversity.

- a) *Action Item:* Diversity Training Must Be Completed by Faculty and Staff in the Honors College, as well as by In-coming, First-year Students in LLSS, NSM, and VPA
- b) *Goal:* To Impress upon the Entire Honors Community the Crucial Role of Diversity in the Modern World
- c) *Qualitative and Quantitative Measurement.*
 - ii. Qualitative: A Serious Awareness and Appreciation of Diversity Will Result
 - iii. Quantitative: Training Will Be Mandated and Reported
- d) *Details of Progress or Challenges Towards Achieving Intended Outcome of Initiative/Strategy*
 - i. As of Spring, 2012, All Faculty and Staff in the Honors College Must Have Attended Diversity Training through the Office of Equity and Diversity
 - ii. As of Fall, 2012, in Partnership with the Office of Equity and Diversity, Instructors of Honors ARS 1000 Courses Will Set up One Class Day for Trainers from the Office of Equity and Diversity to Make the Diversity Presentation in Their Classes

- iii. Training for All Members of the Honors Community Will Be Tracked and Recorded

6. Offer Diversity Service Learning Components for Students

Training piques awareness, but personal experience often sticks better than lecture and discussion. Thus, in addition to a requirement to attend diversity training through the Office of Equity and Diversity, Honors students will have the opportunity to participate in a sustainable, Community Stewardship course providing hands-on experience with local organizations. These organizations will represent grass-roots community groups representing an array of cultures.

A. Initiative/Strategy: Diversity-oriented Community Stewardship

- a. *Action Item:* Honors Students Will Be Offered a Diversity-oriented, 1–3 hour course dedicated to sustainable, diversity-oriented community service.
- b. *Goal:* To Provide Students with Real-life Experience That will Serve Both to Enhance their Appreciation of the Issues of Diversity in Their Community and to Educate Them as to the Necessity of Service Learning.
- c. *Qualitative and Quantitative Measurement:*
 - i. Qualitative: Students Will Grasp the Diversity in the World and Will Actively Engage in Addressing the Socio-Economic Repercussions Caused by Cultural Differences
 - ii. Quantitative: A 1–3-hour Course in Diversity Service Learning Will Be Added to the Curriculum Involving Local Community Stewardship
- d. *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy:*
 - i. As of Spring, 2012, A Survey of Service Learning Opportunities in the Toledo Area Community Will Be Compiled, Including, but Not Limited to:
 - 1. On-campus Tutoring /Mentorship of at-Risk Youth
 - 2. The Read for Literacy Program at the Toledo-Lucas County Public Library
 - 3. ToledoGrows/ToledoBotanical Gardens Adjudicated Youth Program
 - 4. The Farm Labor Organizing Committee (FLOC)
 - 5. The Native American Alliance of Ohio (NAAO)
 - 6. The NAACP

7. The Sofia Quintero Art & Cultural Center
 8. Toledo International Boxing
 9. The Ability Center of NW Ohio
 10. 1 Matters
 11. Ahava Ministries
- ii. Students Will Be Assigned Readings on the Relationship between Marginalized Cultures and Basic Welfare and Well-being
 - iii. Students Will Present a Final, Multi-media Project Documenting Their Experiences
 - iv. As of Fall, 2012, Interested Honors Students Will Investigate and Choose a Semester's Service Learning from the List of Opportunities
 - v. Starting in Fall, 2012, Both the Honors College and the Community Partners Will Generate Measurements of Success and Gauge the Need for Change
 1. Standards of Assessment Will Be Created Cooperatively by Honors College and Its Community Partners
 2. Those on the Receiving End of the Service-learning Component Will Evaluate Its Effect on Them
 3. Honors College Students Will Evaluate the Program's Effect on Them

B. Initiative/Strategy: Diversify the Honors Experience Trip Destinations

- a. *Action Item:* The Honors Experience Trip Will Rotate Locations in Coming Years among Diverse Cultural Locations
- b. *Goal:* To Touch upon the Seats of Many Diverse Cultures
- c. *Qualitative and Quantitative Measurements:*
 - iv. Qualitative: Honors Students Will Appreciate the Breadth and Depth of Diverse Human Culture
 - v. Quantitative: Honors Students Will Sign up for Trips to Varied Sites of Human Achievement
- d. *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy:*
 - i. By Spring, 2012, a List of Appropriate Sites Will Be Considered, Including, but Not Limited to:
 1. Athens / Ancient Greece
 2. Mexico City / Maya & Aztec

3. Cairo / Ancient Egypt
 4. Beijing / China
 5. Mumbai / India
 6. Cuzco / Ancient Inca
 7. Moscow / Russia
 8. Four Corners, USA / Cliff Dwellers
 9. Rome, Italy
- ii. By Fall, 2012, Travel Arrangements Will Be Investigated
 - iii. By Spring, 2013, Diverse Trips Will Begin, Not Necessarily on an Annual Basis

7. Ensure Pay Equity and Career Advancement for Minority and Female Faculty and Staff

A. Initiative/Strategy: Ensure That Women and Minorities Receive Pay and Compensation Equal to Those Afforded European Americans and/or Men, in the Same or Similar Positions.

- a. *Action Item:* Review Current Pay of Honors Female and Minority Faculty and Staff Compared to that Institutionally at UT
- b. *Goal:* Ensure That Equity of Pay and Career Opportunity Institutionally Exists for Honors Female and Minority Faculty Staff
- c. *Qualitative and Quantitative Measurements:*
 - i. Qualitative: Female and Minority Faculty and Staff Are Valued Equally with Male and Euro-American Faculty and Staff at UT
 - ii. Quantitative: Compensation Is Reviewed and Equalized between Female and Minority Faculty and Staff and Male and Euro-American Faculty and Staff on an Institutional Basis
- d. *Details of Progress Towards Achieving Intended Outcome of Initiative/Strategy:*
 - i. By Fall, 2012, Compensation for All Faculty and Staff in Honors Will Be Given a Side-by-Side Review across the University
 - ii. Nine- and Twelve-Month Contracts Will Be Adjusted Statistically for an Apples-to-Apples Measurement
 - iii. By Spring, 2013, Wages below Equity Will Be Adjusted upwards, as Necessary

B. Initiative/Strategy: Career Opportunities Will Be Advanced for Female and Minority Faculty and Staff

- a. *Action Item:* Career Opportunities for Female and Minority Faculty and Staff Will Be Actively Advanced

- b. *Goal: Equalize Career Opportunities between Male and Euro-American and Female and Minority Faculty and Staff*
- c. *Qualitative and Quantitative Measurements:*
 - i. Qualitative: Female and Minority Faculty and Staff Will Feel Valued
 - ii. Quantitative: Female and Minority Faculty and Staff Will Be Retained and Promoted
- d. *Details of Progress of Challenges towards Achieving Intended Outcome of Initiative/Strategy:*
 - i. Starting in Spring, 2012, Honors Will Showcase the Achievements of Its Minority and Female Faculty, through Methods Including but Not Limited to:
 - 1. Honors Brown Bags Featuring Recent Research and Other Accomplishments of Female and Minority Faculty
 - 2. Postings on the Honors College Website Calling Attention to the Recent Accomplishments of Female and Minority Faculty
 - 3. Submissions to the *UTNews* Highlighting Recent Accomplishments of Female and Minority Faculty
 - ii. Starting in Spring, 2012, Female and Minority Staff Will Receive
 - 1. Recognition for Their Work Every Semester
 - 2. Public Commendations on Their Work, as Appropriate

8. Ensure the Accessibility of Sullivan Hall for Honors' Faculty, Staff, and Students

There is one parking lot next to Sullivan Hall, Lot 26E, containing three Handicapped spots and one reserved staff spot. Faculty, staff, and students coming to the Sullivan Hall almost never have access to Lot 26E, from 6:45 A.M. though the early afternoon. By 7:00 AM, Monday through Friday, all three Handicapped spots in 26E are entirely in use by staff from the International House, a building that fronts Campus Drive, with Sullivan Hall to its back. By 2:30 PM, these three spots begin to come open.

There are seven Handicapped Parking spots in Lot 26 fronting Campus Drive. Four or five of them are always open. Whether starting from Lot 26 or Lot 26E, the distance to the International House is exactly the same. However, depending on the spot open, the distance to Sullivan Hall from Lot 26 is two to three times as far as it is from Lot 26E. Depending on which end of Lot 26 the person is coming from, parking in Lot 26 may require a walk down a long hill, which becomes treacherous in bad weather. There are currently one faculty member and one staff member in the Honors College who legally need and use Handicapped Parking. The number of students needing Handicapped Parking varies by year and semester.

A. Initiative/Strategy: Reserve Handicapped Parking in Lot 26E for Honors College Faculty, Staff, and Students.

- a. *Action Item:* Propose to the University Parking Committee that Lot 26E's Handicapped Parking Be Reserved for Honors College Faculty, Staff, and Students
- b. *Goal:* To Ensure Safe Access to Sullivan Hall for People of All Physical Abilities
- c. *Qualitative and Quantitative Measurements:*
 - iv. Qualitative: Differently Abled Faculty, Staff, and Students Feel Welcome in Sullivan Hall
 - v. Quantitative: Differently Abled Faculty, Staff, and Students Are Able to Access Sullivan Hall at All Times without Physical Danger
- d. *Details of Progress of Challenges Towards Achieving Intended Outcome of Initiative/Strategy*
 1. In Fall, 2012, Honors College Will Contact the University Parking Committee Concerning the Difficulties Faced in Sullivan Hall's Using Lot 26E
 2. By Spring, 2012, Honors College Will Have a Hearing on Its Request to Dedicate Lot 26E to the Use of Honors' Faculty, Staff, and Students
 3. By Spring, 2012, the Handicapped Spots in Lot 26E Will Be Dedicated to the Use of Honors' Faculty, Staff, and Students
 4. By Fall of 2013, in Partnership with Parking Services, Honors Will Explore the Possibility of Adding More Handicapped Parking Spots to Lot 26E

Trend Data and Analysis

The data below highlights statistics in the Honors College for

- Students
- Faculty
- Staff

Student Statistics, 2007–2011

Below are statistics from 2007 to 2011 on the racial and ethnic breakdowns of the student population in Honors. The categories shift from year to year, making annual comparisons difficult. In addition, new categories, such as “Other/Unknown” and “Multiracial” have been occasionally used, while no track at all has been provided for gay, lesbian, bi-sexual, or transgender students. Similarly, there is no way to track the age of our students or who among them is a first-generation college student.

The data below includes the latest statistics from the Office of Institutional Research (OIR), as part of a larger data set that is yet to be distributed. Although OIR cannot verify data pre-Banner, data for Fall 2008 and forward are probably reliable counts.

Table 2. Racial, Ethnic, & Gender Student Component for 2011

2011			Female	Male	Total	Percentage
Asian			17	11	28	3%
Hispanic/Latino			12	4	16	2%
Black/African American			10	10	20	2%
White/European American			377	420	797	88%
American Indian or Alaska Native			0	0	0	0%
Hawaiian/Pacific Islander			0	1	1	0%
Two or More Races			3	1	4	0%
Non-resident Alien			5	3	8	1%
Race & Ethnicity Unknown			14	17	31	4%
		TOTAL	438	467	905	100%

Table 2., Racial , Ethnic, and Gender Student Component of Honors for 2011, shows the breakdown of the student body in the Honors College in the 2011 academic year.

Table 3. Racial, Ethnic, & Gender Student Component for 2010

2010		Female	Male	Total	Percentage
Asian		10	10	20	2%
Hispanic/Latino		10	9	19	2%
Black/African American		9	8	17	2%
White/European American		385	407	792	89%
American Indian or Alaska Native		0	0	0	0%
Hawaiian/Pacific Islander		0	1	1	0%
Race & Ethnicity Unknown		20	15	35	4%
Non-Resident Alien		5	2	7	1%
Two or More Races		1	1	2	0%
	TOTAL:	440	453	893	100%

Table 3., Racial, Ethnic, and Gender Student Component of Honors for 2010, shows the breakdown of the student body in the Honors College for the 2010 academic year.

Table 4. Racial, Ethnic, and Gender Student Component for 2009

2009		Female	Male	Total	Percentage
Asian		13	11	24	3%
Hispanic/Latino		8	10	18	2%
Black/African American		11	3	14	1%
White/European American		398	395	793	89%
Two or More Races		2	2	4	0%
Hawaiian/Pacific Islander		0	1	1	0%
Race & Ethnicity Unknown		20	12	32	4%
Non-Resident Alien		4	2	6	1%
American Indian/Alaskan Native		0	0	0	0%
	TOTALS:	456	436	892	100%

Table 4., Racial, Ethnic, & Gender Student Component of Honors for 2009, shows the breakdown of the student body in the Honors College for the 2009 academic year.

Table 5. Racial, Ethnic, & Gender Student Component for 2008

2008			Female	Male	Total	Percentage
Asian			14	10	24	3%
Hispanic/Latino			3	9	12	0%
Black/African American			13	5	18	2%
White/European American			402	394	796	90%
Race & Ethnicity Unknown			16	12	28	3%
Two or More Races			2	1	3	0%
Hawaiian or Pacific Islander			14	9	23	2%
Non-resident Alien			4	2	6	0%
American Indian/Alaskan Native			0	0	0	0%
		TOTALS:	454	433	887	100%

Table 5., Racial, Ethnic, and Gender Student Component of Honors for 2008, shows the breakdown of the student body in the Honors College for the 2008 academic year.

Table 6. Racial, Ethnic, & Gender Student Component for 2007

2007			Female	Male	Total	Percentage
Asian			13	9	22	2%
Hispanic/Latino			4	7	11	1%
Black/African American			14	5	19	2%
White/European American			426	411	837	90%
Race & Ethnicity Unknown			17	15	32	3%
Hawaiian or Pacific Islander			12	7	19	2%
Two or More Races			2	0	2	0%
Non-Resident Alien			3	4	7	0%
American Indian/Alaska Native		Native	1	0	1	0%
		TOTALS:	480	451	931	100%

Table 6., Racial, Ethnic, and Gender Student Component of Honors for 2007, shows the breakdown of the student body in the Honors College for the 2007 academic year.

Table 7. Racial, Ethnic, and Gender Student Component for 2006

2006		Female	Male	Total	Percentage
Hispanic		5	8	13	1%
African American		11	3	14	1%
European American		414	400	814	89%
American Indian/Alaskan Native	Native	1	0	1	0%
Asian/Pacific islander		9	10	19	2%
Other/Unk/Not Reported		22	31	53	6%
Non-resident Alien		2	4	6	1%
	TOTAL	464	456	920	100%

Table 7., Racial, Ethnic, and Gender Student Component of Honors for 2006, shows the breakdown of the student body in the Honors College for the 2006 academic year. The reporting categories for 2006 and before are different from the categories established for 2007 and on.

Table 8. Racial, Ethnic, and Gender Student Component for 2005

2005		Female	Male	Total	Percentage
Hispanic		8	6	14	2%
African American		9	3	12	1%
European American		447	412	859	90%
American Indian/Alaskan		1	0	1	0%
Asian/Pacific islander		9	10	19	2%
Other/Unk/Not Reported		16	30	46	5%
Non-resident Alien		1	3	4	0%
	TOTALS	491	464	955	100%

Table 8., Racial, Ethnic, and Gender Student Component of Honors for 2005, shows the breakdown of the student body in the Honors College for the 2005 academic year. The reporting categories for 2006 and before are different from the categories established for 2007 and on.

Table 9. Racial, Ethnic, and Gender Student Component for 2004

2004			Female	Male	Total	Percentage
Hispanic			8	4	12	1%
African American			6	3	9	1%
European American			443	419	862	91%
American Indian/Alaskan Native			1	0	1	0%
Asian/Pacific islander			10	9	19	2%
Other/Unk/Not Reported			18	24	42	5%
Non-resident Alien			0	3	3	0%
		TOTALS	486	462	948	100%

Table 9., Racial, Ethnic, and Gender Student Component of Honors for 2004, shows the breakdown of the student body in the Honors College for the 2004 academic year. The reporting categories for 2006 and before are different from the categories established for 2007 and on.

Table 10. Racial, Ethnic, & Gender Student Component for 2003

2003			Female	Male	Total	Percentage
Hispanic			7	3	10	1%
African American			7	5	12	1%
European American			460	473	933	92%
Asian/Pacific islander			8	9	17	2%
Other/Unk/Not Reported			17	20	37	4%
American Indian/Alaskan Native			0	0	0	0%
Non-resident Alien			0	2	2	0%
		TOTALS	499	512	1011	100%

Table 10., Racial, Ethnic, and Gender Student Component of Honors for 2003, shows the breakdown of the student body in the Honors College for the 2003 academic year. The reporting categories for 2006 and before are different from the categories established for 2007 and on.

Table 11. Honors Retention & Graduation by Race and Ethnicity, 2011

Group/Term	Total Cohort	1 Yr Retain'd	2 Yr Retain'd	4 yrs	5 yrs	6 yrs	Mean Retent'n	Mean 6Yr Graduat'n
American Indian or Alaska Native	1	1	1	1	1	1		
200440	1	1	1	1	1	1	97.56%	87.50%
Asian	52	40	35	19	21	21		
200340	5	5	5	4	5	5		
200440	5	4	3	3	3	3		
200540	6	6	6	6	6	6		
200640	6	6	5	3	4	4		
200740	5	5	5	3	3	3		
200840	6	6	5	0	0	0		
200940	6	6	6	0	0	0		
201040	2	2	0	0	0	0		
201140	11	0	0	0	0	0	96.00%	80.00%
Black or African American	30	24	19	6	8	10		
200340	4	3	2	1	2	2		
200440	1	1	1	1	1	1		
200540	5	5	5	2	3	5		
200640	3	3	3	0	0	0		
200740	5	5	5	2	2	2		
200840	3	3	2	0	0	0		
200940	1	1	1	0	0	0		
201040	3	3	0	0	0	0		
201140	5	0	0	0	0	0	89.29%	70.00%
Hispanic/Latino	31	25	24	6	10	10		
200340	2	1	2	2	2	2		
200440	5	5	4	2	4	4		
200540	3	3	3	1	1	1		
200640	3	2	2	0	2	2		
200740	2	2	2	1	1	1		
200840	3	3	3	0	0	0		
200940	9	8	8	0	0	0		
201040	1	1	0	0	0	0		
201140	3	0	0	0	0	0		

Native Hawaiian or Other Pacific Islander	1	1	1	0	0	0		
200940	1	1	1	0	0	0		
Non-resident Alien	4	2	2	0	0	0		
200840	1	1	1	0	0	0		
200940	2	1	1	0	0	0		
201140	1	0	0	0	0	0	95.00%	71.43%
Race and Ethnicity Unknown	64	57	46	18	24	24		
200340	5	4	4	1	3	3		
200440	9	9	9	6	7	7		
200540	7	6	5	3	5	5		
200640	8	8	6	2	3	3		
200740	9	9	8	5	5	5		
200840	7	7	6	1	1	1		
200940	8	8	8	0	0	0		
201040	7	6	0	0	0	0		
201140	4	0	0	0	0	0		
Two or more races	6	3	1	0	1	1		
200540	1	1	1	0	1	1		
200840	1	1	0	0	0	0		
201040	1	1	0	0	0	0		
201140	3	0	0	0	0	0	92.99%	81.90%
White	1770	1472	1201	518	737	755		
200340	183	172	164	97	151	156		
200440	201	185	174	103	152	158		
200540	207	190	179	105	163	170		
200640	193	180	172	100	158	158		
200740	215	200	193	110	110	110		
200840	188	179	160	3	3	3		
200940	193	172	159	0	0	0		
201040	203	194	0	0	0	0		
201140	187	0	0	0	0	0		
Grand Total	1959	1625	1330	568	802	822		

Table 11. shows the student retention rates for Honors by race and ethnicity for 2011.

Table 12. First-time Full-time Retention & Graduation Rates, 2011

First-Time Full-Time Retention and Graduation Rates						
A. Honors College: All Race/Ethnicity						
Entry Term	Total Cohort	% Retained		Graduated Within		
		1 yr	2 yrs	4 yrs	5 yrs	6 yrs
200340	199	92.96%	88.94%	52.76%	81.91%	84.42%
200440	222	92.34%	86.49%	52.25%	75.68%	78.38%
200540	229	92.14%	86.90%	51.09%	78.17%	82.10%
200640	213	93.43%	88.26%	49.30%	78.40%	-
200740	236	93.64%	90.25%	51.27%	-	-
200840	209	95.69%	84.69%	-	-	-
200940	220	89.55%	83.64%	-	-	-
201040	217	95.39%	-	-	-	-
201140	214	-	-	-	-	-
B. Honors College: All Race/Ethnicity—Female						
Entry Term	Total Cohort	% Retained		Graduated Within		
		1 yr	2 yrs	4 yrs	5 yrs	6 yrs
200340	110	91.82%	89.09%	63.64%	81.82%	83.64%
200440	127	88.98%	81.89%	62.20%	74.80%	76.38%
200540	120	91.67%	87.50%	63.33%	78.33%	80.83%
200640	106	95.28%	92.45%	61.32%	82.08%	-
200740	129	93.80%	90.70%	64.34%	-	-
200840	112	94.64%	86.61%	-	-	-
200940	114	89.47%	81.58%	-	-	-
201040	93	93.55%	-	-	-	-
201140	117	-	-	-	-	-
C. Honors College: All Race/Ethnicity—Male						
Entry Term	Total Cohort	% Retained		Graduated Within		
		1 yr	2 yrs	4 yrs	5 yrs	6 yrs
200340	89	94.38%	88.76%	39.33%	82.02%	85.39%
200440	95	96.84%	92.63%	38.95%	76.84%	81.05%
200540	109	92.66%	86.24%	37.61%	77.98%	83.49%
200640	107	91.59%	84.11%	37.38%	74.77%	-
200740	107	93.46%	89.72%	35.51%	-	-
200840	97	96.91%	82.47%	-	-	-
200940	106	89.62%	85.85%	-	-	-
201040	124	96.77%	-	-	-	-
201140	97	-	-	-	-	-

Table 12. shows the retention rates in Honors College for 2011 all together and by gender.

Faculty Statistics, 2010–2011

Honors was elevated from a program to a college in 2010. It is just beginning to build its tenured and tenure-track professors. A few of the faculty are still contracted with through other colleges. Faculty from other colleges are counted in their own units and not here.

In building its own faculty as a college, Honors has been and will continue to be sensitive to diversity needs.

Tables 13 through 17, below, show the Honors faculty from 2008 to 2011 in terms of racial, ethnic, and gender breakdowns.

Table 13. Racial, Ethnic, & Gender Faculty Component for Honors in 2011

Fall 2011	Positions						Total
	Dean	Associate Dean	Assistant Dean	Tenure & Ten. Track	Lecturer	Other*	
American Indian or Alaska Native	0	0	0	1	0	0	1
Hawaiian or Pacific Islander							0
African American							0
Hispanic							0
Asian							0
European American	1	1	1	2	1	1	7
Totals	1	1	1	3	1	1	8
	Gender						Total
Male	1	0	1	2	0	1	5
Female	0	1	0	1	1	0	3
Totals	1	1	1	3	1	1	8

* “Other” represents a teaching staff member included as faculty over staff.

Table 13., Racial, Ethnic, and Gender Faculty Component of Honors for 2011, shows the breakdown of the faculty in the Honors College for the 2011 academic year. One Faculty Member identified as LGBTQ (Gay, Lesbian, Bisexual, Transgender, and Queer).

Table 14. Racial, Ethnic, & Gender Faculty Component for Honors in 2010

Fall 2010	Positions						Total
	Dean	Associate Dean	Assistant Dean	Tenure & Ten. Track	Lecturer	Other*	
American Indian or Alaska Native							0
Hawaiian or Pacific Islander							0
African American							0
Hispanic							0
Asian							0
European American	1	1	1	1	1	1	6
Totals	1	1	1	1	1	1	6
	Gender						Total
Male	1	0	1	1	0	1	4
Female	0	1	0	0	1	0	2
Totals	1	1	1	0	1	1	6

* “Other” represents a teaching staff member included as faculty over staff.

Table 14., Racial, Ethnic, and Gender Faculty Component of Honors for 2010, shows the breakdown of the faculty in the Honors College for the 2010 academic year. One Faculty Member identified as LGBTQ (Gay, Lesbian, Bisexual, Transgender, and Queer).

Table 15. Racial, Ethnic, & Gender Faculty Component for Honors in 2009

Fall 2009						
	Positions					
	Director	Assistant	Tenure &	Lecturer	Other*	Total
		Director	Ten. Track			
American Indian or Alaska Native						0
Hawaiian or Pacific Islander						0
African American						0
Hispanic						0
Asian						0
European American	1	1	0	2	1	5
Totals	1	1	0	2	1	5
	Gender					Total
Male	1	1	0	0	1	3
Female	0	0	0	2	0	2
Totals	1	1	0	2	1	5

* “Other” represents a teaching staff member included as faculty over staff.

Table 15., Racial, Ethnic, and Gender Faculty Component of Honors for 2009, shows the breakdown of the faculty in the Honors College for the 2009 academic year.

Table 16. Racial, Ethnic, & Gender Faculty Component for Honors in 2008

Fall 2008	Positions					Total
	Director	Assistant Director	Tenure & Ten. Track	Lecturer	Other*	
American Indian or Alaska Native						0
Hawaiian or Pacific Islander						0
African American						0
Hispanic						0
Asian						0
European American	1	1	0	2	1	5
Totals	1	1	0	2	1	5
	Gender					Total
Male	1	1	0	0	1	3
Female	0	0	0	2	0	2
Totals	1	1	0	2	1	5

* “Other” represents a teaching staff member included as faculty over staff.

Table 16., Racial, Ethnic, and Gender Faculty Component of Honors for 2008, shows the breakdown of the faculty in the Honors College for the 2008 academic year.

Table 17. Racial, Ethnic, & Gender Faculty Component for Honors in 2007

Fall 2007	Positions					Total
	Director	Assistant Director	Tenure & Ten. Track	Lecturer	Other*	
American Indian or Alaska Native						0
Hawaiian or Pacific Islander						0
African American						0
Hispanic						0
Asian						0
European American	1	1	0	2	1	5
Totals	1	1	0	2	1	5
	Gender					Total
Male	1	1	0	0	1	3
Female	0	0	0	2	0	2
Totals	1	1	0	2	1	5

* “Other” represents a teaching staff member included as faculty over staff.

Table 17., Racial, Ethnic, and Gender Faculty Component of Honors for 2007, shows the breakdown of the faculty in the Honors College for the 2007 academic year.

Staff Statistics, 2007–2011

The Honors College is committed to creating and maintaining a diverse staff. Recent budget cuts trimmed some of our diverse staff, but as Honors grows as a college, attention will be paid to building and maintaining diversity on staff.

Tables 18 through 22, below, show the Honors College staffing from 2007 to 2011.

From 2007 to 2009, Honors was a Program, not a College.

Table 18. Racial, Ethnic, & Gender Staff Component for Honors in 2011

Fall 2011	Positions					Total
	Clerical & Secretary	Other Pro- fessional	Service/ Maint'nce	Skilled Craft	Technical/ Profession'l	
American Indian or Alaska Native						
Hawaiian or Pacific Islander						
African American						
Hispanic	1					1
Asian						
European American						
Totals	1	0	0	0	0	1
	Gender					Total
Male	0	0	0	0	0	0
Female	1	0	0	0	0	1
Totals	1	0	0	0	0	1

Table 18., Racial, Ethnic, and Gender Component of Staff for 2011, shows the breakdown of the staff in the Honors College for the 2011 academic year.

Table 19. Racial, Ethnic, & Gender Staff Component for Honors in 2010

Fall 2010	Positions					Total
	Clerical & Secretary	Other Pro- fessional	Service/ Maint'nce	Skilled Craft	Technical/ Profession'l	
American Indian or Alaska Native						
Hawaiian or Pacific Islander						
African American	1					1
Hispanic	1					
Asian						1
European American						
Totals	2	0	0	0	0	2
	Gender					Total
Male	0	0	0	0	0	0
Female	2	0	0	0	0	2
Totals	2	0	0	0	0	2

Table 19., Racial, Ethnic, and Gender Component of Staff for 2010, shows the breakdown of the staff in the Honors College for the 2010 academic year.

Table 20. Racial, Ethnic, & Gender Staff Component for Honors in 2009

Fall 2009						
	Positions					Total
	Clerical & Secretary	Other Pro- fessional	Service/ Maint'nce	Skilled Craft	Technical/ Profession'l	
American Indian or Alaska Native						
Hawaiian or Pacific Islander						
African American	1					1
Hispanic	1					1
Asian						
European American						
Totals	2	0	0	0	0	2
	Gender					Total
Male						
Female	2	0	0	0	0	2
Totals	2	0	0	0	0	2

Table 20., Racial, Ethnic, and Gender Component of Staff for 2009, shows the breakdown of the staff in the Honors Program for the 2009 academic year.

Table 21. Racial, Ethnic, & Gender Staff Component for Honors in 2008

Fall 2008	Positions					Total
	Clerical & Secretary	Other Pro- fessional	Service/ Maint'nce	Skilled Craft	Technical/ Profession'l	
American Indian or Alaska Native						
Hawaiian or Pacific Islander						
African American		0	0	0	0	0
Hispanic	1	0	0	0	0	1
Asian						
European American	1					1
Totals	2	0	0	0	0	2
	Gender					Total
Male						
Female	2	0	0	0	0	2
Totals	2	0	0	0	0	2

Table 21., Racial, Ethnic, and Gender Component of Staff for 2008, shows the breakdown of the staff in the Honors Program for the 2008 academic year.

Table 22. Racial, Ethnic, & Gender Staff Component for Honors in 2007

Fall 2007	Positions					Total
	Clerical & Secretary	Other Pro- fessional	Service/ Maint'nce	Skilled Craft	Technical/ Profession'l	
American Indian or Alaska Native						
Hawaiian or Pacific Islander						
African American						
Hispanic						
Asian	1					1
European American	1					1
Totals	2	0	0	0	0	2
	Gender					Total
Male	0	0	0	0	0	0
Female	2	0	0	0	0	2
Totals	2	0	0	0	0	2

Table 22., Racial, Ethnic, and Gender Component of Staff for 2007, shows the breakdown of the staff in the Honors Program for the 2007 academic year.