

**The University of Toledo  
College of Honors  
2019-2023**

**Strategic Plan for  
Diversity and Inclusion**



# TABLE OF CONTENTS

List of Tables .....	iv
List of Figures .....	v
Statement from the Dean of Jesup Scott Honors College .....	1
Statement from the Jesup Scott Honors College Inclusion Officer .....	3
College Inclusion and Diversity Committee .....	6
The University of Toledo Mission Statement .....	7
JSHC Strategic Plan for Diversity and Inclusion, 2017 .....	8
Introduction to Strategic Plan .....	8
Background .....	8
Problem .....	9
Purpose .....	9
Scope .....	9
Plan Terms and Methodology .....	9
Definition of Terms .....	9
Methodology .....	10
Faculty Institutional Diversity: UToledo & JSHC Data, 2017–2019 .....	10
UToledo and JSHC Gender Diversity, 2017–2019 .....	10
UToledo and JSHC Race/Ethnicity Diversity, 2017–2019 .....	12
UToledo and JSHC Staff by Gender and Race/Ethnicity, 2017–2018 .....	16
UToledo and JSHC Enrollment Diversity for 2017–2019 .....	21
UToledo and JSHC Retention Diversity for 2017–2019 .....	28
UToledo & JSHC Outcomes by Race/Ethnicity and Gender, by Percentage, by College for 2017–2019 .....	33
Analysis of Data .....	38
Conclusions from Data .....	40
JSHC Diversity & Inclusion Goals, 2019 .....	41
Definition of Timeline Terminology.....	41
Goal (1): Require Annual, Face-to-Face, UToledo Diversity and Inclusion Training .....	42
Goal (2): Increase Racial and Ethnic Diversity among JSHC Students by Working Specifically with Jesup Scott High School of Toledo, OH .....	43
Goal (3): Increase Racial and Ethnic Diversity among JSHC Students by Working with the Toledo Public Schools .....	44
Goal (4): Coordinate with UToledo EXCEL to Recruit High-Performing Students from .....	46

Underrepresented, Non-Dominant Groups	
Goal (5): Establish The Sanctuary, an Educational and Counseling Hubb for Members of Non-Dominant Groups	47
Goal (6): Increase Racial and Ethnic Diversity among JSHC Students by Working with the Advancement Via Individual Determination Program	51
Budget .....	53
Prioritized Budget .....	54
Works Cited .....	55
Attachment A: U.S. Census Bureau Racial and Ethnic Groups and Descriptions	57

## LIST OF TABLES

Table 1. UToledo Faculty Gender Diversity by Percentage by Year for 2017– 2018 ..	11
Table 2. JSHC Faculty Gender Diversity by Percentage and by Year, 2017–2019 ....	12
Table 3. UToledo Faculty by Race/Ethnicity by Percentage by Year for 2017–2018 ..	13
Table 4. JSHC Faculty Race/Ethnicity by Percentage by Year for 2017–2019 .....	16
Table 5. UToledo Staff by Gender, by Percentage, and by College for 2017–2018 ....	17
Table 6. JSHC Staff by Gender, by Percentage for 2017–2018.....	18
Table 7. UToledo Staff by Race/Ethnicity, by Percentage, by College for 2017–2018	18
Table 8. UToledo Staff by Race/Ethnicity by Percentage for 2017–2018 .....	21
Table 9. JSHC Enrollment by College, by Race/Ethnicity, by College, by Percentage for 2017–2019	25
Table 10. JSHC Student Enrollment by Gender, by College, and by Percentage for Fall 2017–2019	28
Table 11. UToledo Retention College, by Gender, and by Percentage for Fall 2017– 2019	30
Table 12. UToledo (with JSHC) Retention by Race/Ethnicity, by Percentage, and by College for Fall 2017–2019	31
Table 13. UToledo Student Outcomes by Race/Ethnicity and by Percentage .....	34
for all Colleges, Fall 2017–2019	
Table 14. JSHC Student Outcomes by Race/Ethnicity, by College, and by .....	35
Percentage for Fall 2017–2019	
Table 15. UToledo Student Outcomes by Gender, by College, by Percentage, .....	37
2017–2019	
Table 16. JSHC Outcomes by Gender, by College, by Percentage, 2017–2019 .....	38
Table 17. Timeline Definitions .....	41
Table 18. Ethnic Descriptions .....	56

## **LIST OF FIGURES**

Figure 1. UToledo Enrollment by College, by Race/Ethnicity, by College, by Percentage for Fall 2017–2019	22
Figure 2. UToledo Student Enrollment by Gender, by Percentage for Fall 2017–2019	28

## **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, faculty, and staff with those voices and provide an atmosphere that is welcoming and supportive of them.

Our curriculum has always had a number of courses that focus on principles of diversity and inclusion: two multicultural literature courses (HON2020, HON2030), service and study abroad trips (HON2990), and topics in Honors Seminars, including Food and Esting, Hidden History, Inside Out, and Visualities in the Middle East.

We've established two new courses that increase the cultural competence and community engagement experience of our students. Multicultural Toledo focuses on the communities in northwest Ohio and meets University requirements for social science and U.S. multicultural. In the Community Engagement class students get real-world experience working with local agencies in the non-profit sector.

This report represents our best understanding of our current diversity and a set of aspirational 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. By encouraging cultural competency of our students, faculty and staff, increasing the US minority representation within our honors student population, and providing a welcoming and supportive environment for everyone in our courses and extracurricular activities, we strive to be a truly inclusive and diverse college.

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, Jesup Scott Honors College

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

This is the 2019–2023 Jesup Scott Honors College (JSHC) Diversity and Inclusion plan. JSHC recognizes that diversity and inclusion are distinct if related matters.

It is vital to recognize the distinction between diversity and inclusion. Diversity is the raw headcount of organizational members from non-dominant groups. Inclusion is the security that results when the non-dominant members believe that they belong and are valued members of the organization. It is possible for an organization to be diverse without having created this crucial sense of belonging and safety among those coming from non-dominant groups (Sherbin and Rashid). To create a situation of inclusion, it is necessary for the “diverse” person not to feel as if s/he must justify her or his presence on a daily basis, yet all too often, that is exactly what the “diverse” person is pressured to do (Asai, 537). This is “empty” diversity, whereas JSHC looks to create a genuine inclusion.

Importantly, inclusion must pay “attention to feelings.” Too often, being defined as “diverse” means being singled out as odd, not normal, not possessed of good social markers, which can lead to bullying of the odd-persons-out. Studies have repeatedly shown that, even those “diverse” members in leadership positions hesitate to promote or mentor those of non-dominant groups, as this promotes the notion among members of the dominant group that they are “giving special treatment to protégés of color” (Sherbin and

Rashid). In the end, mentoring “diverse” members may further marginalize leaders while not furthering the non-dominant mentoree. This is why a recent study has shown “big gaps in trust and belonging” in organizations, with diversity moving in retrograde, as a result (“Being Black in Corporate America,” 11).

Studies have shown that three factors weigh heavily in the sense of day-to-day inclusion or exclusion (Nugent *et al.*, 3):

1. **Invisibility.** It is next to impossible to offer benchmarks for inclusion, so that the process (“how do we get there from here”) is hard to define as steps. On the other hand, members of non-dominant groups know and feel inclusion or exclusion when it occurs.
2. **Salience.** Exclusion has an immediate impact and negative reaction.
3. **Coexistence.** Inclusion and exclusion coexist on a daily basis.

People feel included when their contributions are valued beyond lip service and a sense of belonging when they are included meaningfully (not resentfully) in a working group. People feel excluded when they are “devalued, dismissed, or ignored” for what they bring to the group and worse, when they feel that they are in a given position because of their “diverse” identity (Nugent *et al.*, 2)

Although these studies are workplace-oriented, they have application to students in colleges. For instance, first-generation college students are a non-dominant group in the university, yet they have their own subdivisions which echo exclusions in the dominant culture. It has been found that, whereas above 40% of Euro-American and Asian American first-generation students graduate within six years, only 26% of Latinx, 21% of African Americans, and just 17% of Native Americans manage the same. Already behind the eight-ball as first-generation students, it is clear that Latinx, African American, and Native American students experience a double crucible (Stewart and Valian, 11). It is, however, dangerous for non-dominant members to express needs, for dominant group members interpret the need as a deficiency.

Moreover, in the dominant imagination tends to lump all non-dominant groups together, as experiencing identical exclusions and obstacles (Mills and Gale, 56).

In looking to make sense of their situation, students from non-dominant groups make choices based on what the larger culture has previously presented to them as possible, in a process that Nilanjana Dasgupta has dubbed “stereotype inoculation” (Dasgupta, 233–35). Those of an outgroup will have a hard time just knowing the rules of the ingroup, let alone finding members of their own group to act as role models. Outgroup members tend to respond and succeed in direct proportion to the level at which they share an “identity” with the dominant group (Dasgupta, Fig. 1, 234), hence the greater success rate of first-generation Euro-American students than that of Latinx, African American, and Native American students, as cited above.

Given these findings, inclusion will be at the heart of this Diversity and Inclusion Plan. Although JSHC continues to take great pride in its highly motivated and successful student body, we recognize that, as is typical of Honors Colleges across the U.S. (Bahls and Pisano, 2016), our student body lags in the diversity, while JSHC has yet to articulate inclusion in a conscious way that recognizes current research on the issue. From recruitment efforts of diverse groups so far, the committee recognizes that people who do not feel safe or as if they belong will simply avoid JSHC. This report strives, therefore, to center inclusion in its actions steps for achieving diversity.

Dr. Barbara Alice Mann, JSHC Professor of Humanities  
JSHC Diversity & Inclusion Officer

# **Jesup Scott Honors College**

## **Diversity & Inclusion Committee**

The Jesup Scott Honors College Diversity and Inclusion Committee members are listed below.

### **Chairperson**

- Dr. Barbara Alice Mann  
JSHC Professor of Humanities

### **Committee Members**

- Dr. Heidi Appel, JSHC Dean
- Dr. Glenn Sheldon, JSHC Professor of Humanities
- Dr. Carla Pattin, JSHC Assistant Lecturer

# The University of Toledo Mission Statement

Below, is the current mission, vision, and values statement of the University of Toledo.

**The Mission of The University of Toledo.** The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

**The Vision of The University of Toledo.** The University of Toledo will be a nationally ranked, public, research university with internationally recognized expertise and exceptional strength in discovery, teaching, clinical practice and service.

**The Values of The University of Toledo.** The values of The University of Toledo are:

- Student-centeredness
- Research and Scholarship
- Professionalism and Leadership
- Diversity

**The University of Toledo**  
**Jesup Scott College of Honors, 2019–2022**

**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 implement the strategies necessary to achieve diversity and inclusion among the administrators, faculty, staff, and student body of JSHC.

**Background**

Beginning in 2015, President Sharon Gaber of UToledo noted the need for a diversity initiative, and in 2016, the Office of Diversity and Inclusion was established by Dr. Willie McKether with the express support of Dr. Gaber. At that time, each UToledo college was charged with creating its own Inclusion Officer and with preparing its Diversity and Inclusion Plans. Even before this university-wide initiative was established, JSHC began preparing diversity and inclusion plans in 2013. Since Dr. Gaber's formal initiative, JSHC has prepared, updated, and executed formal Diversity and Inclusion Plans as part of the UToledo initiative.

## **Problem**

The problem addressed in this report is that of seeking not only representation of traditionally under-represented groups among the JSHC's populations (administration, faculty, staff, and students) nationally and locally in the Toledo metropolitan area but especially this year to focus on meaningful inclusion of non-dominant populations, as well. Meaningful inclusion is a concept already in the literature. It refers to a critical inclusion that goes beyond tokenism; in other words, meaningful inclusion involves significant decision-making capacities for non-dominant members whose numbers are sufficient to support multiple, central roles.

## **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 to reach diversity and inclusion.

## **Scope**

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

## **Plan Terms and Methodology**

The following section presents the UToledo diversity and inclusion study of 2019–2022. Its sections below outline a definition of terms and the plan's methodology.

## **Definition of Terms**

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

- **Diversity** is meaningful representation of non-dominant groups in the JSHC population, including among the JSHC administration, faculty, staff, and students.
- **Inclusion** is a sense of belonging, safety, and recognized worth, as experienced and defined by members of non-dominant groups in the JSHC population.

## Methodology

Using the base years of 2017 to 2019, to be built upon in updates to 2023, university institutional data are displayed to show both change over time and to provide a recent historical context related to diversity among faculty, staff, and students at UToledo and in JSHC.\* Of these years, in particular, Fall 2019 provided a base against which new numerical goals were assessed. The Fall 2019 semester was also the most recent semester to yield a fall-to-fall analysis. Data will be assessed against not only that of the larger institution but also in terms of national, state, and local diversity statistics, in recognition of the fact that, far from an island unto itself, UToledo and JSHC exist as part of the Toledo metropolitan area.

Having seen our statistical starting point and knowing our primary goals, action plans to increase diversity and to achieve inclusion will follow the statistical survey.

## Faculty Institutional Diversity: UToledo & JSHC Data, 2017–2019

Below, are overall UToledo diversity data for 2017–2019 as compared with JSHC-specific data from 2017 to 2018, with 2019 data as available for JSHC included, for race and ethnicity and gender. (See Appendix A for racial and ethnic group descriptions, per the U.S. Bureau of the Census.)

---

\* Data for years 2011 through 2016 are contained in JSHC Diversity Plans for prior years.

## UToledo and JSHC Gender Diversity, 2017–2019

Tables 1 and 2, below, show UToledo Faculty Gender Diversity by percentage by year for 2017–2018 (2019 data was unavailable in fall, 2019) and for JSHC for 2017–2019, respectively, with statistical averages calculated. The colleges included were those that interface directly with JSHC.

**Table 1. UToledo Faculty Gender Diversity by Percentage by Year for 2017–2018**

College Faculty	2017		2018		Average	
	M	F	M	F	M	F
Arts & Letters	48.4	51.6	47.4	52.6	47.9	52.1
Business	60.3	38.7	60.0	40.0	60.2	39.8
Communications	66.7	33.3	n.d. <sup>a</sup>	n.d. <sup>b</sup>	66.7	33.3
Education	37.0	63.0	39.3	60.7	38.1	61.9
Engineering	83.5	16.5	80.7	19.3	82.1	17.9
Health & Human Svcs.	33.6	66.4	37.2	62.8	35.4	64.6
Nursing	5.4	94.6	8.5	91.5	7.0	93.0
Pharmacy	53.8	46.2	55.8	44.2	54.8	45.2
Science & Math	69.9	30.1	69.1	30.9	69.5	30.5
University College	40.0	60.0	41.7	58.3	40.8	59.2

**NOTES**

<sup>a</sup> No data was listed by the Office of Statistical Research for Communications & Arts, which combined with Arts and Letters to form a new collage in 2018.

<sup>b</sup> No data was listed by the Office of Statistical Research for Communications & Arts, which combined with Arts and Letters to form a new collage in 2018.

Table 1, UToledo Faculty Gender Diversity by Percentage by Year for 2017–2018, shows the M/F gender percentages among UToledo Faculty interfacing with JSHC for the years 2017 and 2018, with 2019 statistics unavailable in Fall, 2019. Table compiled by Barbara Alice Mann. SOURCE: The UToledo Office of Institutional Research, Diversity.

As Table 1, above, shows, male and female proportions shift about dramatically, depending on the field of study. The College of Arts and Letters is fairly equal between male and female, with a rounded average of 48% male to 52% female, which is close to the state of Ohio and the Toledo area balance of 49% male to 51% female, according to the 2018 U.S. Bureau of the Census estimate. The ratio in the College of Business decreases, however, with a rounded average of 60% male to 40% female. The College of

Communication & Arts echoed the rounded statistics in Business, showing a rounded average of 67% male to 33% female in 2017.

The Judith Herb College of Education tips the balance in the opposite direction, with a rounded average of 62% female to 38% male. The College of Engineering reverts to a male-heavy split in rounded averages of 82% male to 18% female, while the College of Health and Human Services swings back in the opposite direction with rounded averages showing a split of 65% female to 35% male, a trend that intensifies in the College of Nursing to a rounded average of 93% female to 7% male. The College of Pharmacy joins Arts & Letters in somewhat balanced gender diversity, with its rounded averages showing 55% male to 45% female. The College of Natural Sciences and Mathematics shows a wide gap between its rounded male averages of 70% male to 30% female. University College tips back in the other direction, with its rounded averages showing 59% female to 41% male.

Table 2, below, demonstrates that from 2017 to 2019, JSHC’s almost 78–point gap favoring female faculty in 2017, adjusted in 2018 to a 2:1 ratio favoring women, and then settled at a nearly 37-point gap in 2019, with a three-year average gap of nearly 50 points. Arts & Letters offers the best comparison with JSHC as a humanities college. Its male-female ratio is closer to the state and local 49% male/51% female ratio than does JSHC’s current (rounded) 75–25 split, favoring females.

**Table 2. JSHC Faculty Gender Diversity by Percentage and by Year, 2017–2019**

GENDER	2017		2018		2019		AVERAGE	
	M	F	M	F	M	F	M	F
PERCENTAGE	11.1	88.9	33.3	66.7	31.2	68.8	25.2	74.8

Table 2. JSHC faculty gender diversity by percentage and by year for 2017–2019 shows fluctuation in gender balance over three years. Table by Barbara Alice Mann. SOURCE: Statistics for 2017 and 2018 were acquired from the Office of Institutional Research, Diversity. Statistics for 2019 were compiled in-house.

## UToledo and JSHC Race/Ethnicity Diversity, 2017–2019

Below, Tables 3 and 4 examine the racial and ethnicity percentages of UToledo and JSHC faculty, from fall, 2017 to 2019.

**Table 3. UToledo Faculty by Race/Ethnicity by Percentage by Year for 2017–2018**

Race/ Ethnicity	Arts & Letters		Business		Education		Engineering		Health & Human Serv.		Nursing		Pharmacy		Science & Math		University College	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Afr. Am.	6.6	5.9	6.0	7.5	2.5	3.6	1.7	2.5	3.3	4.5	5.4	6.4	5.8	5.8	.6	1.8	0	0
Asian Am.	3.3	3.7	12.9	15.8	2.5	2.4	21.7	19.3	5.3	5.8	3.3	0	17.3	11.5	19.0	21.2	0	0
Non-Res.	3.3	3.1	3.4	2.5	1.2	1.2	14.8	14.3	.7	0	0	0	1.9	1.9	4.3	4.8	0	0
Latinx	4.9	4.7	1.7	1.7	2.5	2.4	2.6	2.5	3.3	3.2	1.1	0	1.9	1.9	1.8	3.0	0	0
Nat. Am.	0.7	0.6	0.09	1.7	1.2	1.2	0	0	0	0	0	0	0	0	.6	.6	0	0
Pac. Is.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.6	6	0	0
Multi-Race	1.0	1.2	.09	.8	0	0	0	.8	1.3	0	0	0	0	0	0	0	0	0
Unknown	0.3	.06	.09	2.5	0	0	0	0	0	0	0	0	0	0	1.2	1.2	0	0
Euro Am.	79.9	80.1	73.3	67.5	90.1	89.3	59.1	60.5	86.2	86.5	90.2	93.6	73.1	78.8	71.8	65.7	100	100

Table 3. UToledo Faculty Race/Ethnicity by Percentage and Year for 2017–2018 shows the percentages of race and ethnicity among UToledo faculty in nine, main campus colleges for the years 2017 and 2018, with 2019 statistics unavailable in Fall, 2019. Table compiled by Barbara Alice Mann. SOURCE: The Office of Institutional Research, Diversity.

Table 3, below, shows the race and ethnicity of UToledo faculty by percentage from 2017 to 2018, for those colleges that interface with JSHC.

Overall, the gap between Euro-American faculty and those of all other racial/ethnic identities is enormous, at its greatest (in University College) showing no diversity at all and at its lowest (in Engineering) yielding a 60–40 ratio, favoring Euro-Americans. Excluding University College, whose lack

of diversity due to extremely small numbers and faculty “borrowed” by semester would distort the statistical averages if included in calculations with the eight colleges remaining, African Americans averaged 8.7% representation in 2017–2018, with a high of 7.5% and a low of .6%. According to U.S. Census Bureau estimates for 2018, the U.S. African American percentage of the total population is 13%. For Ohio, African American representation is 14.3%, and in the Toledo area, it is 27.25%. Thus, at its best, the UToledo African American representation is only around 60% of its national and state percentage, and only about 28% of its Toledo representation.

Across the eight included colleges in the same period, Asian American portion of the faculty averaged 19.1%, with a low of 0% and next lowest of 2.4% against a high of 21.7%. Again, according to U.S. Census Bureau estimates for 2018, the U.S. Asian American percentage of the U.S. total is 5.6%, while for Ohio, the statistic is 3%, and for the Toledo area, 1.5%. Thus, the UToledo Asian American representation is well above its national, state, and local percentage of the population.

The UToledo Latinx percentage of the faculty population averages 2.4% of the whole, with a high of 4.9 and a low of 0%, with the second lowest rate at 1.1%. The U.S. Census Bureau estimates for 2018 show the Latinx percentage of the U.S. total population is 18.1%. In Ohio, that statistic is 3.9%, and in the Toledo area, it is 7%. Thus, the UToledo Latinx representation is well below its national average. Within the state of Ohio, it is only 62% of the total Latinx percentage, and locally, it is only about one-third of the Toledo Latinx population.

Across the board, Native American, Pacific Islander, and Multi-Racial percentages are low, against likewise low percentages at the national, state, and local levels. The UToledo Native American two-year average for the eight included colleges is .42%, as opposed to a national estimated rate of 2% for 2018. This is, however, greater than the state statistic of .19% and that of the Toledo area, which showed slightly above 0%. For Pacific Islanders, the UToledo eight-college average over two years was .08%,

against a national 2018 estimate of .05%, a state average of .03%, and a Toledo statistic of 0%. For the two-year average across the eight colleges, the Multi-Racial percentage was .32%. This compares unfavorably to the national percentage estimated by the Census Bureau for 2018 at 2.4%, the Ohio estimated rate of 2.7%, and the Toledo rate of 3%.

In the category of Non-Resident Alien, the two-year, eight-college average was 3.6%, with an outlier high average in Engineering of 14.5%, which elevated the overall statistic. Without Engineering, the percentage ran about 2%. Because non-resident visas are so variable and brief, there is really no estimate of their average percentage in U.S. populations. Unknowns is another oddball category, with the UToledo two-year average over the eight colleges running at .33%.

In the final category of Euro-American, the nine-college average over the two years is 80.3% of the faculty population. Exclusive of University College, the average is still 77.9%. According to the U.S. Census Bureau, in 2018, the Euro-American national population was 61.3% of the whole. In Ohio, that statistic was 81.86%, with Toledo showing at 74% of the whole. Thus, the UToledo average is above the national percentage, although about equal to the state percentage, but still above the Toledo average.

Exclusive of the Unknown category—which simply means that the respondent did not (or chose not to) state his or her race or ethnicity—Native Americans, African Americans, and Latinx fared poorly, below and at times significantly below their representation in the national, state, and local populations. The author of this report urges UToledo to investigate both why racial and ethnic groups fare poorly among its faculty and what UToledo can do differently to attract and retain a diverse faculty population.

**Table 4. JSHC Faculty Race/Ethnicity by Percentage by Year for 2017–2019**

ETHNICITY	2017	2018	2019	AVERAGE
Native American	11.1	8.3	6.3	8.5
Asian American	0	0	0	0
African American	0	0	6.3	2.1
Latinx	0	8.3	6.3	4.9
Pacific Islander	0	0	0	0
Nonresident Alien	0	0	0	0
Unknown	0	0	0	0
Multi-Race	0	0	0	0
Euro-American	88.9	83.4	81.1	84.4

Table 4. JSHC Faculty Race/Ethnicity by Percentage and Year for 2017–2019 shows the percentages of race/ethnicity among JSHC Faculty for the years 2017–2019. Table compiled by Barbara Alice Mann. SOURCE: The UToledo Office of Institutional Research, Diversity. Statistics for 2019 were compiled in-house by Dr. Mann.

Table 4, above, shows JSHC faculty by race and ethnicity by percentage from fall 2017 to fall 2019, providing a recent historical context related to diversity among JSHC faculty. Its averages show a respectable Native American (3.5%), Latinx (4.9%), and African American (2.1%) presence on faculty as composed with the other colleges surveyed, whose number were, respectively .4%, 2.4%, 8.7%. The JSHC Euro-American statistical average over three years of 84.5% was a little over four percentage points above the average of the other UToledo colleges surveyed but in line with national, state, and local statistics, however. However, the JSHC faculty is numerically small, so that comparisons with the UToledo faculty are necessarily skewed.

### **UToledo and JSHC Staff by Gender and Race/Ethnicity, 2017–2018**

Below, Tables 5 and 6 compare statistics for UToledo and JSHC faculty and staff by gender and by race/ethnicity for 2017–2018. Again, 2019 statistics are not yet available.

Data in Table 5, below, show that UToledo staff by gender and by percentage for the years 2017 and 2018. The most gender-balanced colleges are Engineering and Science & Math, with Engineering's

rounded average for males at 45% and 55% for females. The inverse was true for Science Math. Both are askew of the national, state, and local ratio of 49% male to 51% female. University College trailed at 37% male and 63% female.

In 70/20–30 splits were Arts & Letters, at rounded averages of 74% female to 26% male, and Health & Human Services, with 79% female to 21% male.

The least gender-balanced colleges were Communications, Nursing, and Pharmacy. Nursing averaged 8% male and 92% female, with Business showing a rounded average of 88% female and 12% male.

Pharmacy came in nearly as unbalanced with a rounded average for males of 19% and for females of 81%.

**Table 5. UToledo Staff by Gender, by Percentage, and by College for 2017–2018**

COLLEGE STAFF	2017		2018		AVERAGE	
	M	F	M	F	M	F
Arts & Letters	26.5	73.5	25.0	75.0	25.7	74.3
Business	13.6	86.4	11.5	88.5	12.5	87.5
Communications & Arts	0	100.0	n.d. <sup>a</sup>	n.d. <sup>b</sup>	0	100.0
Education	11.8	88.2	14.3	85.7	13.0	87.0
Engineering	44.8	55.2	44.6	55.4	44.7	55.3
Health & Human Svcs.	25.0	75.0	17.4	82.6	21.2	78.8
Nursing	11.1	88.9	4.8	95.2	8.0	92.0
Pharmacy	17.4	82.6	20.0	80.0	18.7	81.3
Science & Math	58.0	42.0	52.1	47.9	55.0	45.0
University College	39.0	61.0	34.9	65.1	37.0	63.0

**NOTE**

<sup>a</sup> No data was listed by the Office of Statistical Research for Communications & Arts.

<sup>b</sup> No data was listed by the Office of Statistical Research for Communications & Arts.

Table 5, UToledo Staff Gender Diversity by Percentage by Year for 2017–2018, shows the M/F gender percentages among UToledo Staff interfacing with JSHC for the years 2017 and 2018, with 2019 statistics unavailable in Fall, 2019. Table compiled by Barbara Alice Mann.

SOURCE: The UToledo Office of Institutional Research, Diversity.

**Table 6. JSHC Staff by Gender, by Percentage for 2017–2018**

	2017		2018		AVERAGE	
	M	F	M	F	M	F
JSHC College Staff	50.0	50.0	50.0	50.0	50.0	50.0

Table 6. JSHC Staff by Gender, by Percentage, and by Year for 2017–2018 shows gender by percentage among JSHC staff for the years 2017–2018. Statistics for 2019 were unavailable in Fall, 2019. Table compiled by Barbara Alice Mann. SOURCE: UToledo Office of Institutional Research, Diversity.

As shown in Table 6, above, a complete parity exists between male and female staff in JSHC.

Below, Table 7 displays UToledo staff by race and ethnicity by percentage and college for 2017–2018.

**Table 7. UToledo Staff by Race/Ethnicity, by Percentage, by College for 2017–2018**

Race/ Ethnicity	Arts & Letters		Business		Education		Engineering		Health & Human Serv.		Nursing		Pharmacy		Science & Math		University College	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Afr. Am.	11.8	2.8	13.6	11.5	17.6	21.4	3.0	4.6	25.0	8.7	11.1	9.5	13.0	15.0	2.9	2.7	2.4	4.7
Asian Am.	2.9	2.8	0	0	0	0	9.0	9.2	0	0	0	0	8.7	15.0	17.4	20.5	2.4	2.3
Non-Res.	0	0	0	3.8	0	0	7.5	3.1	0	0	0	0	0	0	11.6	11.0	7.3	7.0
Latinx	5.9	5.6	0	0	5.9	7.1	1.5	1.5	0	0	0	0	17.4	10.0	0	0	4.9	4.7
Nat. Am.	0	0	0	0	5.9	0	1.5	1.5	0	0	0	0	0	0	0	0	0	0
Pac. Is.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Race	2.9	2.8	0	3.8	0	0	0	0	0	0	5.6	0	0	0	1.4	1.4	2.4	2.3
Unknown	0	0	0	0	0	0	1.5	1.5	0	0	0	0	0	0	0	0	0	0
Euro Am.	76.5	86.1	86.4	80.8	70.6	71.4	76.1	78.5	75.0	91.3	83.3	90.5	60.9	60.0	66.7	64.4	80.5	79.1

Table 7. UToledo Staff by Race/Ethnicity, by Percentage, and by Year for 2017–2018 shows the percentages of race/ethnicity among JSHC Faculty for the years 2017 and 2018. Statistics for 2019 were unavailable in Fall, 2019. Table compiled by Barbara Alice Mann. SOURCE: UToledo Office of Institutional Research, Diversity.

Table 7, above, shows that the overall gap between Euro-Americans and those of all other racial and ethnic identities is enormous for UToledo, but accords with the rounded U.S. national statistic of 61%. The most balanced colleges are Pharmacy showing around a 60/40 ratio in both 2017 and 2018, and Science & Math, yielding around a 67/39 ratio, favoring Euro-Americans in 2017 and a 64/36 ratio in 2018. These numbers are below the Ohio statistic of 81.86%, as well as the Toledo's 74%.

In the nine colleges, African Americans averaged 9.5% representation across all colleges surveyed in 2017–2018 below the state average of around 14%, but with a high of 25% in Health and Human Services, roughly matching the U.S. Census estimate of around 27% for the Toledo area. This is still below the state average of 11.3%, and well below the Toledo area average of 27.25%.

Asian Americans across the nine colleges in the same period showed an average of 5% (nearly the U.S. estimate of 5.6%) with a low of 0% and next lowest of 2.3% (above Toledo's 1.5% but below Ohio's 3%). The highest Asian percentages are in Pharmacy and Science & Math, with the lowest Asian percentages—literally 0%—showing in Business, Education, Health & Human Services, and Nursing.

The UToledo Latinx percentage of the staff population averages 3.5%, with a high of around 17% in Pharmacy (almost matching the national average of 18.1%) and a low of 0% in Business, Health & Human Services, Nursing, and Science & Math. The second lowest rate was at 1.5% in Engineering. These dismal numbers are nowhere near the 4% mark in Ohio, or the 7% of the Toledo area. However, Education showed a 5.9% in 2017, with University College averaging 4.8%, both colleges above the state, if below the Toledo area, mark.

The rounded average across all nine colleges show Native Americans at .3%, which is larger than both the Ohio estimate of around .2% and the Toledo area statistic of a hair's-breadth above 0%. Native American staff are concentrated in Education (at around 3% for both years) and in Engineering at a steady 1.5%.

Across the board, Pacific Islander and Unknown percentages are zero, against likewise low percentages at the national, state, and local levels. For Pacific Islanders, the national 2018 estimate of .05%, a state average of .03%, and a Toledo statistic of 0%.

For the two-year average across the colleges, the Multi-Racial staff rounded average percentage was 1.3 %. This falls below the national percentage estimated by the Census Bureau for 2018 at 2.4%, the Ohio estimated rate of 2.7%, and the Toledo rate of 3%.

In the category of Non-Resident Alien, the two-year, nine-college average was 2.9%. Again, because non-resident visas are so variable and brief, their average percentage in U.S. populations is not calculable.

The Euro-American category is uniformly high, with the rounded average across all colleges for the two years coming in at 77%. This is 16 percentage points higher than the U.S. Census Bureau's 2018 estimate of the Euro-American national population at 61.3% of the whole but not too far off the Toledo average of 74%. The percentage is, however, below the Ohio statistic of 81.86%. The highest two-year, rounded average is in Business, at 83%, with the lowest in Pharmacy at a two-year average of 60.5%. The next-lowest percentage comes in Science & Math, with a two-year average of 65.6%.

Below, Table 8, displays the JSHC staff by race and ethnicity, percentage, and year. The staff is split between students and regular hires.

**Table 8. JSHC Staff by Race/Ethnicity by Percentage for 2017–2018**

Race/ Ethnicity	2017 Staff	2017 Student	2018 Staff	2018 Student
Euro- American	100	75	100	80
African American	0	25	0	20

Table 8. JSHC Staff by Race/Ethnicity, by Percentage, and by Year for 2017–2018 shows the percentages of race/ethnicity among JSHC staff for the years 2017 and 2018. Statistics for 2019 were unavailable in Fall, 2019. Table compiled by Barbara Alice Mann. SOURCE: UToledo Office of Institutional Research, Diversity.

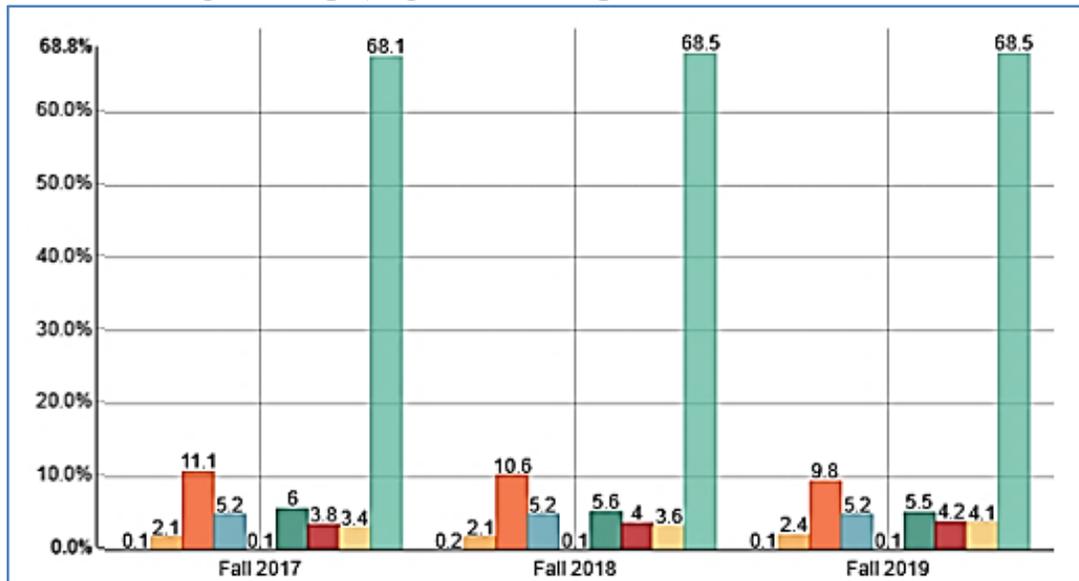
As shown in Table 8, the only diversity within JSHC’s staff occurs among student workers. The 100% Euro-American representation among administration has implications for the comprehension of issues in diversity and inclusion, particularly in view of the diversity among JSHC students and faculty.

**UToledo and JSHC Enrollment Diversity for 2017–2019**

Institutional data for fall-to-fall enrollment in the tables below, show the UToledo and JSHC student population diversity in categories of enrollment in all categories.

Figure 1 below, shows UToledo enrollment by race and ethnicity for 2017–2019.

**Figure 1. UToledo Enrollment by College, by Race/Ethnicity, by College, by Percentage for Fall 2017–2019**



**Key**  
 ● American Indian ● Asian ● African American ● Hispanic/Latino ● Pacific Islander ● Non-resident alien ● Unknown ● Multi-racial ● White

Figure 1. UToledo Students by Race/Ethnicity and by Percentage from Fall 2017 through Fall 2019. SOURCE: UToledo Office of Institutional Research, Diversity. Bar graph used with permission.

Euro-American students outweigh all other racial and ethnic identities combined by a margin of over three to two. This is, however, a fair reflection of the national Euro-American breakdown of 61.3%. African Americans consistently led all minorities, averaging 11% representation across all colleges surveyed in 2017–2019, standing at a high of 11.1% in 2017. This is two percentage points below the U.S. Census Bureau estimates for 2018, showing the U.S. African American percentage of the population to be 13%. In Ohio, the proportion is 14.3%, whereas in the Toledo area, African Americans are 27.25% of the total population. Thus, although near the national average, the statistic is sixteen percentage points below the local community statistic.

The U.S. Census Bureau estimates for 2018 show the U.S. Asian American percentage of the U.S. total is 5.6%, with Ohio dropping to 3%, and just 1.5% in the Toledo area. Thus, standing at a rounded three-year averaged of 2%, the UToledo Asian American student statistics is one-third of the U.S. rate. Compared,

however, to the state of Ohio, the UToledo average is two-thirds of the state average, while in the Toledo area, the UToledo student average exceed the area average by .5%.

The UToledo Latinx percentage of the enrolled UToledo students averages 5.2% of the whole, against the U.S. Census Bureau estimates for 2018 putting the Latinx percentage of the total U.S. population at 18.1%, three-and-a-half times higher than its UToledo enrollment. In comparison to Ohio's 3.9%, UToledo is doing well at 25% above the state Latinx percentage, although in comparison just with the Toledo area, UToledo's ratio is 3:4.

The three-year average in the Multi-Racial category showed a rounded percentage of UToledo enrollment to be 3.7%. This is a little more than one-and-a-half times the national percentage estimated by the Census Bureau for 2018 at 2.4%, and somewhat less than one-and-a-half times the Ohio estimated rate of 2.7%. The Toledo rate of 3% is 81% of the JSHC average.

In the category of Non-Resident Alien, UToledo's three-years average was 5.7%. This is a difficult and variable category, which does not actually yield national, state or local comparatives. Unknowns is another incalculable and capricious category, so that there are no national, state, or local comparative numbers, although UToledo's three-year average of Unknowns was 4%.

UToledo's enrollment of Native Americans and Pacific Islanders is low, as are the percentages at the national, state, and local levels. The three-year average for Native American enrollment is .13%, one fifteenth of the national estimate of 2%, for 2018. UToledo's Native American enrollment is, however, better than the state average of .19% and the Toledo average of slightly more than 0%. Statistics on

UToledo enrollment of Pacific Islanders are similarly low at .1%, but higher than the national 2018 estimate of .05%, the state average of .03%, and the Toledo average, which stands at 0%.

In the final category of Euro-American, UToledo enrollment averaged 68.4% of the total student population, which is close to, if higher than, the U.S. Census Bureau's 2018 estimate of the Euro-American national population at 61.3%. At 68.4%, UToledo is a somewhat better than four-fifths of the Ohio statistic of 81.86%, and about six percentage points below the Toledo average of 74%.

UToledo enrollment statistics in Figure 1, above, are compared with the same enrollment statistics specific to the JSHC in Table 9, below for Fall 2017 through Fall 2019. Overall, Table 9 demonstrates that the gap between Euro-American and all other racial and ethnic identities remains substantial, higher than both the national and the UToledo statistics in the same period as reviewed in detail, below.

Across the nine colleges, African Americans averaged 3.0% representation in 2017–2019, standing at a high of 11.1% in University College in 2019 and a low of 0% across all three years in Education. The U.S. Census Bureau estimates for 2018 showed the U.S. African American percentage of the population to be 13%. In Ohio, the proportion is 14.3%, and in the Toledo area, it stands at 27.25%. Thus, at its best, the African American representation is around ten points below the national average, over 11% below the Ohio average, and around one-ninth of the Toledo average. In comparison with UToledo's 11% average, the Honors percentage of African American students lags by eight percentage points.

**Table 9. JSHC Enrollment by College, by Race/Ethnicity, by College, by Percentage for 2017–2019**

Race/ Ethnicity	Arts & Letters	Business	Education	Engineering	Health & Human Serv.	Nursing	Pharmacy	Science & Math	University College
Year:	'17 '18 '19	'17 '18 '19	'17 '18 '19	'17 '18 '19	'17 '18 '19	'17 '18 '19	'17 '18 '19	'17 '18 '19	'17 '18 '19
Afr. Am.	1.8 2.3 1.7	1.0 1.8 0	0 0 0	1.3 1.5 1.2	2.6 0.7 0.8	2.3 2.9 1.2	2.9 1.8 2.7	3.3 2.1 2.0	0 6.3 11.1
Asian Am.	3.1 4.5 5.1	2.9 1.8 2.5	0 0 0	4.9 5.8 6.7	1.3 1.5 3.3	1.1 1.0 0	5.8 6.7 4.1	7.3 10.9 14.4	0 0 11.1
Non-Res.	1.2 1.5 0.9	0.0 1.8 3.8	0 0 0	1.2 2.2 5.9	0 0 0	0 0 0	0.6 1.2 3.4	1.0 0.7 1.3	5.0 0 0
Latinx	4.9 4.5 3.4	1.9 1.8 1.3	3.8 6.1 6.7	2.6 2.2 1.8	3.9 5.8 5.8	1.1 1.0 1.2	4.7 3.0 2.1	4.0 1.8 4.0	10 0 0
Nat. Am.	0 0 0	0 0 0	0 0 0	0.2 0.2 0.2	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Pac. Is.	0 0 0	0 0 0	0 0 0	0 0 0.2	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Multi-Race	4.9 6.0 6.8	1.9 5.4 5.0	0 2.0 2.2	2.3 2.3 2.7	2.6 3.6 3.3	1.1 1.0 3.6	4.1 5.5 4.1	2.3 4.9 6.7	5.0 0 11.1
Unknown	3.1 3.8 6.0	3.8 4.5 6.5	3.8 6.1 2.2	3.3 3.0 2.7	2.0 0.7 1.7	2.3 3.8 4.8	2.9 4.3 3.4	3.7 3.5 2.7	5.0 6.3 0
Euro Am.*	81 77 76	89 83 81	93 86 89	84 83 79	88 88 85	92 90 89	79 77 80	78 76 69	75 88 67

\*NOTE: Euro-American category is shown as rounded percentages.

Table 9. JSHC Enrollment by College, by Race/Ethnicity, by College, by Percentage for 2017–2019 shows JSHC enrollment by college by race and ethnicity among students for the years 2017–2019. Table compiled by Barbara Alice Mann. SOURCE: UToledo Office of Institutional Research, Diversity.

Asian Americans fared better across the nine colleges in the same period, averaging about 3.4% with a low of 0% in Education, a next-lowest of 1.1% in Nursing, and a high of 14.4% in Science and Math. The average is over two points below the U.S. Census Bureau estimates for 2018, in which the U.S. Asian American percentage of the U.S. total is 5.6%, although in Ohio, the statistic is 3%, about the same as JSHC’s, and in the Toledo area, it is just 1.5%., or about half of the JSHC average. Thus, the UToledo Asian American representation is below the national average, but about even with the state and twice as good as local Toledo percentage of the population. If within the UToledo community at large, Asian

American students average 2.2% of the population, then at 3.4% of the JSHC population, Asian American students have the edge by 65%.

The UToledo Latinx percentage of the enrolled JSHC students averages almost 8% of the whole, with a high of 10% and a low of 0% in University College and of 1.0% in Nursing. Interestingly, UToledo average of 5.2% is 65% of the JSHC average. Nationally, the U.S. Census Bureau estimates for 2018 presents the Latinx percentage of the total U.S. population at 18.1%, with 3.9% for Ohio, and 7% in the Toledo area. Thus, the Latinx representation in JSHC is about 45% of national average. It is, however, more than double the Ohio percentage. That flips again for Toledo, where it is one percentage point above the city's representation.

For the three-year average across the eight colleges, the Multi-Racial rounded percentage was 4.1%, with UToledo's three-year average of 3.7% hovering at 90% of JSHC's average. JSHC's Multi-Racial enrollment is almost twice the national percentage estimated by the Census Bureau for 2018 at 2.4%, and around half again the Ohio estimated rate of 2.7%. The Toledo rate of 3% is about 75% of the JSHC average.

In the category of Non-Resident Alien, against the UToledo average of 5.7%, the JSHC rounded average across all nine colleges over the three years was 1.2%, with Education, Health & Human Services, and Nursing having no Non-Resident Aliens in any year. Thus, UToledo's average is almost five times that of JSHC.

Again, Unknowns is an incalculable category. Against the UToledo enrollment average of 4% for Unknowns, the JSHC average across 2017–2019 of those not stating race/ethnicity was 3.6%, or 90% of UToledo's average.

As expected, JSHC's Native American and Pacific Islander percentages are low, as are the percentages at the national, state, and local levels. The JSHC Native American three-year average for the nine included colleges is .02%, against the UToledo average of .13%. JSHC percentage stands at one-hundredth of the national estimated rate of 2%, for 2018. This is about one-tenth of the state statistic of .19%, although it is around that of the Toledo area, which stood at slightly better than 0%. For Pacific Islanders, the JSHC nine-college average from 2017–2019 was one-tenth of the UToledo average of .1%, standing at less than .01%. This was one fifth of the national 2018 estimate of .05% and one-third of the state average of .03%, although better than the Toledo percentage, which was lower at 0%.

In the final category of Euro-American, the nine-college JSHC average over the three years is 82% of the student population. This is almost fourteen percentage points higher than the UToledo average of 68.4%. According to the U.S. Census Bureau, in 2018, the Euro-American national population was 61.3% of the whole, meaning that the JSHC population is almost fourteen percentage points above the national average. JSHC is much closer to the Ohio statistic of 81.86%, but 10% higher than the Toledo percentage of 74%. Thus, the JSHC average is above the national but about equal to the state percentage, but still above the metropolitan Toledo area average.

Figure 2 and Table 10, below, examine the UToledo and JSHC student enrollment by gender for 2017–2019. Figure 2 displays the comparative proportions of male and female students enrolled across the university's colleges for the fall semesters of 2017, 2018, and 2019. The average for female students across all three years was 49.3%, against the average for male students across all three years of 50.7%. This reverses the balances in both the U.S. and in Ohio, specifically, as calculated by the U.S. Census Bureau, of 51% female and 49% male in the population.

**Figure 2. UToledo Student Enrollment by Gender, by Percentage for Fall 2017–2019**

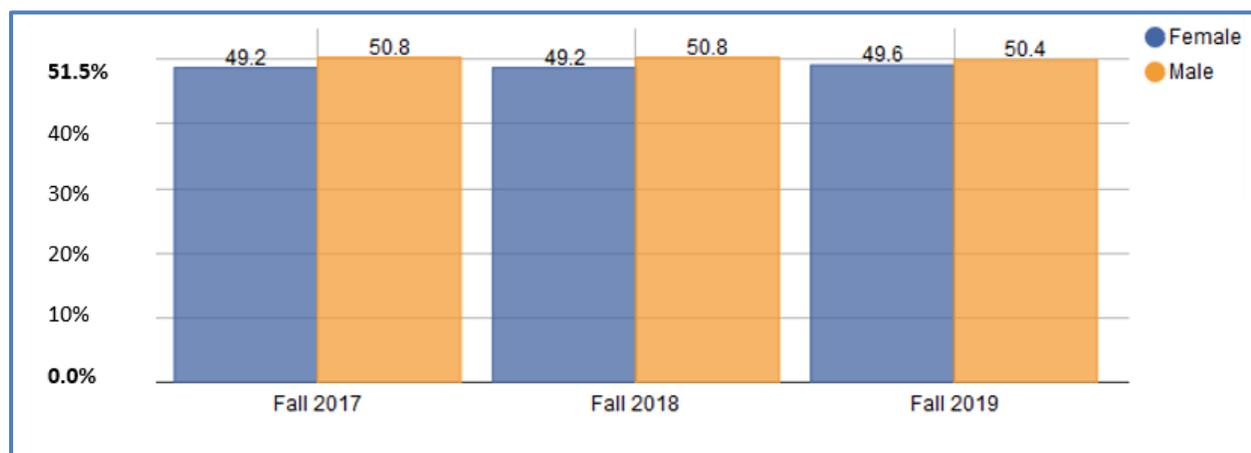


Figure 2. UToledo Student Enrollment by Gender, by Percentage for Fall 2017–2019 shows the breakdown of the UToledo student body by gender from 2017 to 2019. SOURCE: Office of Institutional Research, Diversity. Used with permission.

**Table 10. JSHC Student Enrollment by Gender, by College, and by Percentage for Fall 2017–2019**

College	2017		2018		2019		Average	
	M	F	M	F	M	F	M	F
Arts & Letters	25.8	74.2	25.6	74.4	25.6	74.4	25.7	74.3
Business	59.6	40.4	55.9	44.1	55.0	45.0	56.8	43.2
Education	20.8	79.2	24.5	75.5	20.0	80.0	21.8	78.2
Engineering	69.0	31.0	70.3	29.7	68.2	31.8	69.2	30.8
Health/Human Svcs	23.5	76.5	26.3	73.7	25.8	74.2	25.2	74.8
Nursing	14.8	85.2	17.3	82.7	11.9	88.1	14.7	85.3
Pharmacy	21.5	78.5	21.3	78.7	25.3	74.7	22.7	77.3
Sciences & Math	37.3	62.7	35.2	64.8	36.8	63.2	36.4	63.6
University College	35.0	65.0	25.0	75.0	33.3	77.7	31.1	68.9

Table 10. JSHC Student Enrollment by Gender, by College, and by Percentage for Fall 2017–2019 shows the breakdown of the JSHC student body by gender from 2017 to 2019. Table compiled by Barbara Alice Mann. SOURCE: Office of Institutional Research, Diversity.

Table 10, above, shows the JSHC-specific fall enrollments by gender for fall 2017 through fall 2019. The all-college JSHC average for males is 33.7% and for females, 66.3%. This is widely askew from the UToledo average over the same period of 50.7 for males and 49.3 for females. However, the overall statistics mask the wide divergences between male and female enrollments by specific college.

The male-female split closest to parity comes in the Business college, with an average of 56.8% male to 43.2% female.

The remaining colleges are either lopsidedly male or lopsidedly female. The greatest disparity is shown in Nursing, which preponderantly favors females, by a ratio of five-and-a-half to one (5½:1) female. Education likewise favors female over male at a three-year, rounded average of 78% female to 22% male. Pharmacy shows a similar rounded split of 77% female to 23% male. In Health and Human Services, males are outnumbered by females at a rate of three to one.

Moving in the opposite direction is Engineering, which has over twice as many male as female students, whereas Sciences and Math and University College move the other direction, showing about 2:1 female over male.

### **UToledo and JSHC Retention Diversity for 2017–2019**

Summary UToledo and JSHC retention rates by gender and by race and ethnicity are displayed in Tables 11 through 14, below, for the years 2017 through 2019.

**Table 11. UToledo (including JSHC) Retention by College, by Gender, and by Percentage for Fall 2017–2019**

College	2017		2018		2019		Average	
	M	F	M	F	M	F	M	F
<b>Arts &amp; Letters</b>	69.61	73.98	61.05	68.67	70.54	78.31	67.07	73.65
<b>Business</b>	83.25	76.47	81.97	83.62	74.68	85.71	79.97	81.93
<b>Education</b>	83.25	76.47	89.66	79.76	76.47	84.00	83.13	80.08
<b>Engineering</b>	82.86	89.92	82.93	91.94	86.86	91.27	83.55	91.04
<b>Health &amp; Human Svcs.</b>	61.60	77.86	75.51	79.11	73.81	81.78	70.31	79.58
<b>Honors</b>	91.40	90.30	91.90	95.20	95.30	92.20	92.86	92.57
<b>Nursing</b>	67.35	77.08	67.35	76.65	66.67	76.69	67.12	76.81
<b>Pharmacy</b>	81.25	81.08	88.33	85.71	75.76	86.78	81.78	84.52
<b>Sciences &amp; Math</b>	79.83	75.94	79.21	78.64	73.77	80.81	77.60	78.46
<b>University College</b>	55.04	55.06	55.05	55.04	50.44	58.93	53.51	56.34

Table 11. UToledo (with JSHC) Retention by College, by Gender, and by Percentage for Fall 2017–2019 shows that the retention rates by gender, by college, and by percentage for UToledo, including JSHC statistics with the rest. Table compiled by Barbara Alice Mann. SOURCE: Office of Institutional Research.

Table 11 shows JSHC with the best retention rates, across the board, with the male and female average with no statistically significant difference. Sciences and Math showed the next best, with less than one percentage point of difference. In Nursing, almost ten percentage points favored the female cohort over the male, a statistically significant gap. In Health and Human Services, the retention gap again favored females, by somewhat over nine percentage points. Similarly, in Engineering and Arts and Letters, female retention was higher than male retention by seven-and-a-half percentage points and almost seven percentage points, respectively.

Female dominance continues, but at a lesser level, in Pharmacy and University College, with a gap nearing three points; in Business, which showed a small divergence of almost two percentage points.

Education is the only college in which a divergence of three percentage points favors males.

Below in Tables 12 are the retention rates for UToledo (including JSHC) by race and ethnicity by percentage by college from fall, 2017, to fall, 2019.

African Americans saw widely divergent rates, depending on the college, but with rates leaping to improvement, across the board, from 2017 to 2019. For instance, in Engineering, the African American cohort rose from a dismal 39% to an average of almost 85%, while Pharmacy went from a retention rate of 50% in 2017 to a sustained average of 80.5% over the next two years. Education showed a variable increase from 33% in 2017 to 100% in 2018, falling to 63% in 2019. In Business, Health and Human Services, and Science and Math, the retention rate remained steady, in the sixtieth percentile, for the most part. University College rose from a low of 41% in 2017 to 58% in 2019. In JSHC, the rate of retention did not rise as much as in the other nine colleges, but did move steadily from a low of 53% in 2017 to a high of 67% in 2019.

**Table 12. UToledo (with JSHC) Retention by Race/Ethnicity, by Percentage, and by College for Fall 2017–2019**

Race/ Ethnicity	Arts & Letters			Business			Education			Engineering			Health & Human Serv.			Nursing			Pharmacy			Science & Math			University College			JSHC		
	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19
Afr. Am.	59	70	77	67	63	66	33	100	63	39	88	81	66	74	69	70	82	65	50	79	82	60	63	64	44	41	58	53	63	67
Asian	75	80	100	0	100	71	0	100	0	92	92	84	80	100	80	83	80	100	100	90	100	100	92	92	75	67	80	91	88	88
Non-Res.	82	67	71	100	100	89	0	50	0	90	83	94	100	100	100	0	75	50	100	100	80	94	82	50	100	0	0	92	86	83
Latinx	73	54	82	67	77	71	75	82	75	77	65	85	86	75	92	47	58	52	50	88	75	71	88	70	56	46	49	68	66	70
Nat. Am.	0	0	0	100	0	100	0	0	0	50	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	100	40	100	83
Multi-Race	81	53	75	60	80	61	100	75	100	94	78	89	56	74	78	88	43	80	86	80	44	36	85	68	50	53	35	66	68	68
Unknown	77	67	73	83	91	82	75	100	75	90	91	78	64	67	88	71	57	56	67	100	75	82	93	75	47	62	46	75	80	68
Euro Am.	74	67	75	83	84	81	75	81	84	85	85	86	75	80	79	77	77	79	87	84	86	81	78	81	62	64	56	78	79	79

NOTE: All shown as rounded percentages.

Table 12. UToledo (with JSHC) Retention by Race/Ethnicity, by Percentage, and by College for Fall 2017–2019 shows that the retention rates by race/ethnicity by percentage by college from Fall, 2017, through Fall, 2019. Table by Barbara Alice Mann. SOURCE: Office of Institutional Research, Diversity Statistics.

Asian Americans had a fairly steady, high rate of retention, with a best showing averaging 97% across three years in Pharmacy, followed by Math and Science with a three-year average rate of almost 95%, and Engineering, at a three-year average of 89%. Lower retention rates occurred in University College, which nevertheless showed a substantial, three-year average of 74%, and Arts and Letters, averaging 85% over the same period. Outlier colleges of Business and Education lacked Asian cohorts in some years, making comparisons with the remaining colleges difficult. In JSHC, the trend moved in retrograde from a high of 91% in 2017 down three percentage points to 88% in 2018 and 2019.

Non-Resident Aliens enjoyed very high retention rates in Business, Health and Human Services, and Pharmacy; with good rates in Science and Math, Arts and Letters, and Engineering. Outliers were Education, Nursing, and University College with incomparable rates. In JSHC, the retention was again high, cresting at 92% in 2017 but then declining to 83% by 2019.

The Latinx cohort enjoyed the best retention rates in Health and Human Services, where this cohort averaged 84%; in Education, with a three-year average of 77%; and in Engineering, where its three-year average was 76%. In Business, however, this cohort averaged a fairly steady 72%, while in Pharmacy, annual statistics varied from 50% to 88%, but averaged 71%. Arts and Letters also had widely varying rates, so that the average of 70% may again be deceptive. In Nursing and University College, retention rates were considerably lower, with three-year averages at 53% and 50%, respectively. In JSHC, the Latinx cohort held fairly steady within four percentage, ranging from 66% in 2018 to 70% in 2019.

The Native American cohort was so small as to be idiosyncratic, at either 0% or 100%, with one 40% in JSHC. The raw numbers in this cohort are too small to draw any kind of a bead on status.

Another numerically small sample, the Multi-racial cohort scores are inconsistent and hard to draw conclusions from. When raw numbers are small, widely varying rates by year are not uncommon and may not be as meaningful as averages might suggest. The same caution holds true for Unknowns. Whereas averages can be calculated, they may not be meaningful.

The substantial numbers of Euro-American students, however, do yield meaningful statistics. Pharmacy yields the highest retention in this cohort, at an average of 85% over three years. The next highest retention rate occurs in Engineering, at 85%, with Business clocking in at 83%. Both Education and Science and Math see a three-year, average retention rate of 80%. Moving into the seventieth percentiles are Health and Human Services, which enjoyed a 78% three-year average for this cohort, and Arts and Letters, whose same average was 72%. University College retained this cohort at a three-year average rate of 61%. In JSHC, the statistic was remarkably steady, averaging 79%.

### **UToledo & JSHC Outcomes by Race/Ethnicity and Gender, by Percentage, by College for 2017–2019**

UToledo and JSHC student outcomes by race/ethnicity and by gender in baccalaureate programs from 2017 to 2019 are shown, below, in Tables 13–16.

Tables 13 and 14, below, display the student outcomes in bachelor's degrees by race and ethnic group. African Americans enroll in double-digit percentiles in many colleges, with highs of 20.8% in University College and 19.2% in Arts and Letters, but their three-year average across all nine colleges is 9.5%, below the national average of 13%, the Ohio average of 14.3%. When compared to the African American representation in the Toledo area average of 27.25% of the total population, the UToledo representation is very low, only somewhat better than  $\frac{1}{3}$  of the Toledo area representation. When we come to JSHC, the African American representation in the student body falls badly to a three-year, rounded average of 1.6%.

**Table 13. UToledo Student Outcomes by Race/Ethnicity and by Percentage for all Colleges, Fall 2017–2019**

Race/ Ethnicity	Arts & Letters			Business			Education			Engineering			Health & Human Serv.			Nursing			Pharmacy			Science & Math			University College		
Year:	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19
Afr. Am.	16.2	19.2	15.1	8.9	10.2	7.4	5.7	11.3	2.9	3.1	2.5	4.8	14.6	11.5	15.3	6.1	4.1	3.9	5.7	7.7	6.1	10.1	4.9	3.4	17.3	20.8	18
Asian/PI*	1.6	1.0	1.8	2.0	2.5	2.3	0	0	0	2.0	2.3	2.6	1.3	1.2	3.3	3.1	3.1	0.5	5.7	6.5	4.8	6.8	7.0	4.5	1.6	1.3	1.9
Non-Res.	2.7	2.5	4.5	16.7	1.8	14.9	0	0	0	17.1	13.9	14.3	1.7	2.5	4.5	1.0	0	1.5	7.8	8.4	7.3	2.0	5.4	5.6	0.5	1.3	1.2
Latinx	5.2	3.5	7.9	2.6	4.5	4.2	2.3	5.2	2.9	3.2	3.5	3.1	4.8	4.6	5.2	3.6	4.1	2.0	1.4	2.6	3.6	1.4	3.8	2.8	5.8	6.3	5.6
Nat. Am.	.3	.2	.3	0	.3	0	0	0	0	0	0.2	0.3	0.2	0	0.2	0.5	0	0	0	0	0	1.4	0	0	0	0	0
Multi-Race	3.3	2.7	4.8	1.3	1.3	1.4	0	4.1	2.2	1.0	1.5	1.8	2.4	3.5	2.1	0.5	2.1	0.5	1.4	0	3.0	5.4	2.2	4.5	0.5	1.3	1.9
Unknown	1.9	1.2	2.4	1.1	1.2	1.9	2.3	2.1	2.2	1.9	2.2	2.0	1.7	0.7	2.1	0	1.0	2.4	2.1	3.2	3.6	2.0	1.1	3.4	3.7	2.5	5.0
Euro Am.	69	69	63	67	67	68	90	77	90	71	74	71	73	76	69	85	85	89	75	72	72	71	76	76	71	67	67

\*Asian/Pacific Islander

Table 13. UToledo Student Outcomes by Race/Ethnicity and by Percentage for all Colleges, Fall 2017–2019 shows the breakdown of overall UToledo student outcomes by race/ethnicity and gender by percentage from 2017 to 2019. Table compiled by Barbara Alice Mann. SOURCE: Office of Institutional Research, Diversity.

That is only a little less than 1/6 of its UToledo representation, let alone of the national, state, or local representation. Compared to the Toledo area population estimate of 27.25%, JSHC’s 1.6% is a serious underrepresentation.

Pacific Islander representation is so consistently low, both nationally and at UT, that it is combined with the Asian American population in the Office of Institutional Research. For the three-year spread, across the nine colleges for UT, the Asian American and Pacific Islander population averaged 2.7%. This is pretty close to half of the U.S. Census Bureau estimate for 2018 at 5.6%, but almost Ohio’s 3%, and somewhat less than double of Toledo’s 1.5%. The Asian American and Pacific Islander statistics for JSHC show a rounded, three-year average of 3.6%, which is higher by almost one percentage point than UToledo’s average in the same period. It is 20% higher than Ohio’s rate, and almost 2½ times as large as Toledo’s estimate. Thus, Asian American/Pacific Islanders are overrepresented in JSHC.

**Table 14. JSHC Student Outcomes by Race/Ethnicity, by College, and by Percentage for Fall 2017–2019**

Race/ Ethnicity	Arts & Letters			Business			Education			Engineering			Health & Human Serv.			Nursing			Pharmacy			Science & Math			University College		
Year:	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19	'17	'18	'19
Afr. Am.	0	4.5	0	0	0	0	0	0	0	1.5	0	1.1	7.1	2.1	0	0	0	4.0	4.8	5.7	2.1	7.1	4.5	2.4	0	0	0
Asian/Pac.	15	0	6.7	0	7.7	0	0	0	0	1.5	5.0	4.4	7.1	0	0	0	0	0	4.8	5.7	10.6	14.3	9.1	4.8	0	0	0
Non-Res.	0	0	3.3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2.4	0	0	0
Latinx	5.0	6.8	6.7	6.7	0	11.1	0	0	0	0	3.8	1.1	0	4.2	3.0	0	0	4.0	0	5.7	4.3	0	4.5	0	0	0	0
Nat. Am.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.6	0	0	0	0	0
Multi-Race	0	4.5	6.7	0	0	0	0	0	0	0	1.3	2.2	7.1	2.1	0	8.3	0	0	0	0	4.3	3.6	0	2.4	0	0	0
Unknown	5.0	0	0	0	0	11.1	0	12.5	0	1.5	2.5	0	0	0	0	0	0	0	0	0	4.3	3.6	0	4.8	0	0	50
Euro Am.*	75	84	77	93	92	78	100	88	100	96	88	90	79	92	97	92	100	92	91	83	75	68	82	83	100	100	50

\*NOTE: Euro-American category is shown as rounded percentages.

Table 14. JSHC Student Outcomes by Race/Ethnicity, by College, and by Percentage for Fall 2017–2019 shows the breakdown of the JSHC student body by race-ethnicity from 2017 to 2019. Table compiled by Barbara Alice Mann. SOURCE: Office of Institutional Research, Diversity.

For Latinx, the three-year average across all nine listed colleges at UToledo comes to 3.8%. This is a little more than  $\frac{1}{5}$  of the the U.S. Census Bureau estimates for 2018 showing the Latinx percentage of the U.S. total population at 18.1%. The UToledo statistic is much closer to the Ohio estimate of 3.9%, but somewhat more than half the Toledo area estimate of 7%. The JSHC three-year, rounded average across the nine colleges is 2.3%, with those Latinx enrolled in JSHC concentrated in Arts and Literature and Business. At 2.3%, JSHC’s representation is about  $\frac{1}{8}$  that of the U.S. estimate for 2018, and about  $\frac{1}{3}$  of the Toledo estimate.

Native Americans form only .14% of the overall UToledo student population in the nine colleges surveyed from 2017 to 2019. This is well below the 2018 national estimate of 2% but not far from the Ohio state average of .19%. It is actually above the 2018 Toledo estimate of slightly more than 0%. For

JSHC, the Native American cohort comes in at .13%, but that is solely because of its high representation in 2017 in Sciences and Math. Otherwise, there was no representation of Native Americans in JSHC.

In the difficult to compare category of Non-Resident Alien, UToledo's representation averaged 5.15% across the three years in the nine colleges. This compares to JSHC's representation over the same period in the same colleges of .21%, or four-hundredths of the UToledo rate. Unknowns is another incalculable and capricious category, so that there are no national, state, or local comparative numbers, although UToledo's three-year average of Unknowns was 2.1% again JSHC's comparable average of 3.5%, with JSHC's rate swinging wildly, depending on the college (and the raw count of Unknowns). Again, these categories exist, but are fairly unyielding of usable information.

UToledo's Multi-Racial cohort stood at 2.0%, or about 80% of the U.S. Census 2018 national estimate of the Multi-Racial category at 2.4%, and 74% of the Ohio estimated rate of 2.7%. It is, however, a full percentage point below the Toledo rate of 3%. This compares to JSHC's Multi-Racial representation of 1.6% across the three years and nine colleges surveyed. This is about  $\frac{2}{3}$  of the U.S. estimate, about 60% of the Ohio estimate, and somewhat more than half of the Toledo rate. It is 80% of the overall UToledo rate, however.

UToledo's Euro-American rounded, three-year average was 74.1%, which is around thirteen percentage points above the U.S. Census Bureau's 2018 estimate of the Euro-American national population at 61.3%. It is, however, around 10% below the Ohio statistic of 81.86%, and nearly identical to the Toledo average of 74%. The comparable statistic for JSHC shows its Euro-American cohort at 86.85%, roughly comparable to the Ohio percentage, but above the Toledo area estimate and

the UToledo percentage by almost thirteen percentage points. The U.S. 2018 Census Bureau Estimate is 71% of the JSHC Euro-American representation.

Table 15, below, shows the UToledo student outcomes by gender and college from 2017 to 2019. Outcomes are closest to gender parity in Sciences and Math, although females have the edge over males. The same dynamic is apparent in Arts & Letters, Pharmacy, and University College, but with the female over male advantage in the 64% to 36% range. In Health and Human Services, the female advantage is somewhat greater, by 2.4 times the male percentage. The percentages are lopsidedly female in Education and Nursing, with women showing in the mid-eightieth percentiles against men in the mid-teens. The reverse occurs in Engineering.

**Table 15. UToledo Student Outcomes by Gender, by College, by Percentage, 2017–2019**

College	2017		2018		2019		Average	
	M	F	M	F	M	F	M	F
Arts & Letters	35.6	64.4	36.7	63.3	33.8	66.2	35.4	64.6
Business	61.3	38.7	62.2	37.8	60.6	39.4	61.4	38.6
Education	19.3	80.7	15.5	84.5	14.7	85.3	16.5	83.5
Health & Human Svc.	33.0	67.0	30.0	70.0	24.9	75.1	29.3	70.7
Engineering	85.9	13.7	82.1	17.9	87.7	12.3	85.2	14.6
Nursing	17.9	82.1	12.8	87.2	15.1	84.9	15.3	84.7
Pharmacy	45.4	54.6	37.4	62.6	21.9	70.9	34.9	63.7
Sciences & Math	38.5	60.8	41.6	58.4	46.1	53.9	42.1	57.7
University College	37.2	62.8	38.4	61.6	30.4	69.6	35.3	64.7

Table 15. shows the breakdown of the UToledo student body by gender by college by percentage from 2017 to 2019. Table compiled by Barbara Alice Mann. SOURCE: Office of Institutional Research, Diversity.

**Table 16. JSHC Outcomes by Gender,  
by College, by Percentage, 2017–2019**

College	2017		2018		2019		Average	
	M	F	M	F	M	F	M	F
Arts & Letters	25.0	75.0	22.7	77.3	16.7	83.3	21.5	78.5
Business	26.7	73.3	53.8	46.2	66.7	33.3	49.0	51.0
Education	40.0	60.0	12.5	87.5	18.2	81.8	23.6	76.4
Health & Human Svc	21.4	78.6	20.8	79.2	21.2	78.8	21.1	78.9
Engineering	74.2	25.8	61.3	38.8	75.8	24.2	70.4	29.6
Nursing	8.3	91.7	13.6	86.4	20.0	80.0	14.0	86.0
Pharmacy	57.1	42.9	31.4	68.6	19.1	80.9	35.9	64.1
Sciences & Math	21.4	78.6	36.4	63.6	35.7	64.3	31.2	68.8
University College	0	100.0	50.0	50.0	50.0	50.0	33.3	66.7

Table 16. shows the breakdown of the JSHC student body by gender by college by percentage from 2017 to 2019. Table compiled by Barbara Alice Mann. SOURCE: Office of Institutional Research, Diversity.

Table 16, above, shows JSHC counterpart to UToledo outcomes by gender and college from 2017 to 2019. Excluding University College, whose samples are so small as not to provide comparable statistics, JSHC outcomes are nearly equal in Business, whereas for UToledo as a whole, outcomes in Business favored males by nearly 60% to 40%. The next closest to parity for JSHC is Pharmacy, where the balance was 64:36, favoring females in both JSHC and UT.

Thereafter, the gap between male and female widens. In Sciences and Math, JSHC females have the edge over males by a 2:1 margin, whereas for UT, the split is less, with females 1.4 times more frequent than males. In Education, the story is much the same, with females outstripping males in JSHC by a three-year average of almost fifty-three percentage points, although for UToledo, the gap is even larger at sixty-seven percentage points. A similar disparity exists in Engineering, where for UToledo proper, 5.8 times as many males as females take their bachelor’s degree. In JSHC, that gap is much slimmer, at almost 2.4 times as many males as females taking their

Engineering degree. The disparity is almost as dramatic, if reversed, in Nursing, where 5.5 times as many females as males graduate with nursing degrees for all of UToledo. In JSHC, the gap is even greater at a factor of six females to one male.

### **Analysis of Data**

JSHC has a good record of faculty diversity in race and ethnicity as well as a decent record in gender parity.

However, JSHC clearly has work to do to bring racial and ethnic diversity to its staff, which—exclusive of student workers—is 100% Euro-American.

Gender representation among JSHC students tends to favor females in traditionally “female” majors, like Nursing, and to favor males in traditionally “male” majors, like Engineering. The College of Business is well balanced by gender.

In every student category of race and ethnicity, UToledo enjoys the edge of diversification over JSHC. When compared to racial and ethnic representation in the Toledo metropolitan area, which forms UToledo’s and JSHC’s larger community, disparities become painfully obvious, especially for African American students.

### **Conclusions from Data**

Based on the foregoing, JSHC has work to do in two prominent areas: first, in improving staff diversity in under-represented racial and ethnic categories and, second, in improving student diversity in under-represented racial and ethnic categories.

Inclusion requires attention be paid to diversity and inclusion on primary staff, recalling that token representation is not identical to the all-important sense of belonging among under-represented, non-dominant groups. The complete Euro-American dominance among the regular staff carries implications regarding values, cultural norms, sensitivity, planning, and decision-making. When racial and ethnic diversity is missing from one entire, plan- and decision-making body, the claims of non-dominant groups are easily ignored or shunted aside as irrelevant, sometimes from a simple lack of awareness of other ways of seeing and being.

Gender representation among JSHC students tends to favor females. Again, the conversation changes, depending upon the gender balance in any group. A difficulty here is that primary recruitment is conducted by the home college of each major. JSHC comes into the picture as secondary, while students decide on their majors. Nevertheless, in recruiting, JSHC staff must bear in mind the statistical gender imbalances in the colleges discussed above to attempt to balance JSHC students for gender to the best of their ability.

In every student category of race and ethnicity, UToledo enjoys the edge of diversification over JSHC, often to a dramatic degree. Furthermore, when compared to racial and ethnic representation in the Toledo metropolitan area, which forms UToledo's and JSHC's larger community, disparities become painfully obvious, especially for African American students. Right now, it can be justly claimed that there is token diversity in the JSHC student body, but there is no critical mass of the sort that changes the common conversation. Not only diversity but also inclusion requires strong attention to this difficulty.

## **JSHC Diversity & Inclusion Goals, 2019**

The plan that follows was created specifically by and for JSHC. It will run from 2019 to 2023, with tweaks along the way.

## Definition of Timeline Terminology

Table 17, below, defines the timeline terminology used in this section.

**Table 17. 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 17. Timeline Definitions gives time spans used in the section below. Table compiled by Dr. Mann. SOURCE: UToledo Office of Diversity and Inclusion.

## Goal (1): Require Annual, Face-to-Face, UToledo Diversity and Inclusion Training

JSHC will require that faculty and staff take annual Diversity and Inclusion training offered by the Office of Diversity and Inclusion.

### Timeline of Goal (1)

**Goal (1)** shall be accomplished immediately (one to five months).

### Steps toward Goal (1)

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

1. In a timely manner, The JSHC Diversity and Inclusion Officer will distribute flyers for the Office of Diversity and Inclusion Training for spring semester, 2020
2. Over the spring, 2020, semester, JSHC faculty and staff will attend one of the Diversity and Inclusion training sessions scheduled by the Office of Diversity and Inclusion
  - a) Friday, February 14, 2020, 9:00–noon, UH 3820

b) Friday, March 27, 2020, 9:00–noon, UH 3820

c) Friday, April 17, 2020, 9:00–noon, UH 3820

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

As measurements of progress toward **Goal (1)**:

1. Before each event, JSHC will distribute flyers for the Office of Diversity and Inclusion Training for spring semester, 2020
2. JSHC faculty and staff will attend one of the Diversity and Inclusion training sessions scheduled by the Office of Diversity and Inclusion, as documented by the event attendance records

### **Goal (2): Revise JSHC Admission Requirements to Consider the Whole Applicant**

JSHC will continue to monitor the admissions criteria for the college to include considerations beyond standardized tests.

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

**Goal (2)** shall be accomplished in the short run (six to twelve months).

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

The steps to achieving **Goal (2)** are as follow:

1. The Dean of JSHC, Assistant Director of Student Services, and a representative of the JSHC Diversity Committee, shall:
  - a) Research criteria being developed nationally to use measurements other than standardized test scores for admission to JSHC
  - b) Based on research, create and publish new standards for admission to JSHC

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

As measurements of progress toward **Goal (2)**:

1. By the end of spring semester, 2020, Dean of JSHC, Assistant Director of Student Services, and a representative of the JSHC Diversity Committee will have completed research into modern admissions criteria, developed recommendations, and discussed the

recommendations with JSHC Faculty.

2. By the end of summer, the Dean will have discussed the proposed changes with the VP for Admissions, and notified Marketing and Communications about the upcoming change.
3. Depending on publication dates of admissions materials, by fall semester, 2021, JSHC will emplace its new admissions criteria

### **Goal (3): Establish Plans to Support Research and Initiatives on Minority Retention and Programming for JSHC**

As available, the dean of JSHC, the Assistant Director of Student Services, members of the JSHC Diversity Committee, and/or JSHC Coaches, will work on this initiative.

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

**Goal (3)** shall be accomplished in the short run (six to twelve months).

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

The steps to achieving **Goal (3)** are as follow:

2. The Dean of JSHC, Assistant Director of Student Services, members of the JSHC Diversity Committee, and/or Success Coaches (if available) shall:
  - c) Identify internal and external funding sources
  - d) Establish contact with various local, regional, and national organizations to identify potential funding opportunities

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

As measurements of progress toward **Goal (3)**:

2. JSHC will will apply to the UToledo's Diversity and Inclusion's Mini-Grant Program for recruitment programming funding
3. JSHC will foster relationships with key stakeholders to solicit funding from outside sources
  - a) JSHC will make connections to local funding organizations
  - b) JSHC will establish connections to regional and national funding organizations
4. JSHC will solicit alumni of JSHC for donations, working in conjunction with UToledo's

### **Goal (4): Increase Racial and Ethnic Diversity among JSHC Students by Working with the Toledo Public Schools**

We recognize the need for this goal, but there is unfortunately no sustained institutional financial support presently or into the future to pursue this goal.

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

**Goal (4)** shall be accomplished in the medium run (thirteen to twenty-four months).

#### **Steps toward Goal (4)**

Coordinate efforts with UToledo Admissions and the Toledo Public Schools (TPS) high schools

1. Visit each TPS facility
2. Make strong connections with TPS guidance counselors
3. With the aid of TPS guidance counselors at the high schools, identify promising minority students, starting in their junior year
4. Nurture identified students, maintaining monthly contact
5. Enroll identified TPS student(s) in JSHC

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

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

1. By spring semester, 2021, JSHC will have visited each TPS facility
3. By fall semester, 2021, JSHC will have made strong connections with TPS guidance counselors

4. In the fall semester of 2021, with the aid of TPS guidance counselors at the high schools, JSHC will identify promising minority students, starting in their junior year
5. Over the fall semester of 2021 and spring semester of 2022, JSHC will nurture identified students to help them stay on track eventually to apply for admission to JSHC
6. In the fall semester of 2023, JSHC will include and deliver the Honors experience to minority students enrolled in AVID and other high school academic programs
7. JSHC will contact groups statewide and nationally, seeking qualified candidates including, but not limited to:
  - a) Native Americans
  - b) African Americans
  - c) Middle-Eastern Americans
  - d) Latinx Americans
  - e) Disabled Americans
  - f) LGBTQ+, including minority LGBTQ+ Americans

**Goal (5): Coordinate with UToledo EXCEL to Recruit High-Performing Students from Underrepresented, Non-Dominant Groups**

The JSHC will coordinate efforts with programs embedded in UToledo's infrastructure including but not limited to the Multicultural Emerging Scholars Program, TOLEDO EXCEL, Living Learning Communities, Summer Bridge Programs, and Mentoring programs with a track record of success for

recruitment and retaining minority students (SOURCE: UToledo Office of Diversity and Inclusion Strategic Diversity Plan, adapted by Dr. Carla Janell Pattin).

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

**Goal (5)** shall be accomplished in the medium run (thirteen to twenty-four months).

### **Steps toward Goal (5)**

The steps to **Goal (5)** are as follow:

1. Introduce the Honors experience to promising, minority High School juniors and seniors to increase their knowledge about JSHC
2. Include the Honors experience in established programs embedded in UToledo's infrastructure including but not limited to the Multicultural Emerging Scholars Program, TOLEDO EXCEL, Living Learning Communities, Summer Bridge Programs, and Mentoring programs
3. Devise a method of tracking students to develop a cohort of minority students by creating a mailing list of minority students enrolled in the aforementioned programming
4. Increase the number of informational packets to students enrolled in Multicultural Emerging Scholars Program, TOLEDO EXCEL, Living Learning Communities, Summer Bridge Programs, and Mentoring programs
5. Nurture identified students to help them stay on track eventually to apply for admission to JSHC
6. Enroll identified students into the JSHC

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

As measurements of progress toward **Goal (5)**:

1. By spring semester, 2020, JSHC will have established communications with Multicultural Emerging Scholars Program, TOLEDO EXCEL, Living Learning Communities, Summer Bridge Programs, and Mentoring programs
2. During Fall 2020, JSHC will set up a strategic meeting with JSHC's Dean and the aforementioned programming to explain JSHC's recruitment strategy
3. During the Spring and Summer of 2020, JSHC will attend targeted TOLEDO EXCEL and other aforementioned programming to open communications with qualified students
4. In fall 2021, JSHC will confirm with TOLEDO EXCEL and other aforementioned programming administrators that identified Honors students are "flagged" to develop a cohort for JSHC
5. From fall semester 2021, through spring semester, 2022, JSHC will maintain monthly contact with flagged students
6. In fall semester, 2022, JSHC will enroll identified students.

## **Goal (6): Establish The Sanctuary, an Educational and Counseling Hub for Members of Non-Dominant Groups**

JSHC will lead a project herein referred to as "The Sanctuary" (or "The Recovery Room," or "The Center"), a campus-wide educational and counseling hub for members of non-dominant groups (faculty, staff, and students) impacted by institutional and/or societal oppression. Innovative and empowering, The Sanctuary will help foster a transformative work and school environment.

### **Timeline of Goal (6)**

**Goal (5)** shall be accomplished in the medium run (thirteen to twenty-four months).

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

To accomplish **Goal (5)**, JSHC

1. Will outline the program parameters
  - a) Establish a joint understanding of The Sanctuary, its intent, focus, and location on UToledo's main campus, with the
  - b) UT Multicultural Student Success Center
  - c) UT Division of Student Affairs
  - d) UT Office of Diversity and Inclusion
  - e) The American Association of University Professors, UToledo Chapter
  - f) Research potential grant funding sources
  - g) Work with the Multicultural Center and the Division of Student Affairs to locate space at UT for The Sanctuary
  - h) Identify resources for space (furniture, telephone, PC, etc.)
  - i) Contact Counseling Center regarding essential expertise for "a director"
  - j) Identify members of university community to serve The Sanctuary in advisory capacity
  - k) Create an advisory board for the Sanctuary
  - l) Identify appropriate grant(s) and apply
2. Create the plan of The Sanctuary
  - a) Write job description (pending grant that includes staff)
  - b) Write goals/objectives for "the center"
  - c) Create authority lines/consult HR
  - d) Consult HR for job description/search
  - e) Compose impact statement regarding participants (faculty, staff, graduate students?)
  - f) Compose annual report
  - g) Define and compose mission statement and annual objectives
  - h) Research and compile relevant literature related to mission/objectives of "the center"

3. Define the academic component regarding Sanctuary's education impact
  - a) Workshops
  - b) online, F2F, and/or hybrid courses
  - c) guest speakers
4. Present idea to invested bodies (Faculty Senate; Dean's Council; Leadership team; etc.)
5. Work with UToledo's Office of Marketing and Communications to create media package for The Sanctuary
  - a) email
  - b) announcements
  - c) media outlets
6. Plan inaugural opening
7. Solicit student/staff volunteers for inaugural
8. Compose annual report
9. Present report to invested bodies (Faculty Senate; Dean's Council; Leadership team; etc.), soliciting feedback regarding future of The Sanctuary
10. Locate and apply to additional grant sources to sustain The Sanctuary to help it continue to flourish and/or grow
11. Compose three-year report and present to invested bodies (Faculty Senate; Dean's Council; Leadership team; etc.)
12. Chart necessary resources to sustain The Sanctuary and move the project forward

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

As measurements of progress toward **Goal (6)**:

1. During spring semester, 2020, JSHC will outline the program parameters
2. Establish a joint understanding of The Sanctuary, its intent, focus, and location on UToledo's main campus, with the

- a) UT Multicultural Student Success Center
  - b) UT Division of Student Affairs
  - c) UT Office of Diversity and Inclusion
  - d) The American Association of University Professors, UToledo Chapter
  - e) Research potential grant funding sources
  - f) Work with the Multicultural Center and the Division of Student Affairs to locate space at UToledo for The Sanctuary
  - g) Identify resources for space (furniture, telephone, PC, etc.)
  - h) Contact Counseling Center regarding essential expertise for “a director”
  - i) Identify members of university community to serve The Sanctuary in advisory
    - 1. capacity
  - j) Create an advisory board for the Sanctuary
  - k) Identify appropriate grant(s) and apply
3. During fall, 2020, JSHC will create the plan of The Sanctuary
- a) Write job description (pending grant that includes staff)
  - b) Write goals/objectives for “the center”
  - c) Create authority lines/consult HR
  - d) Consult HR for job description/search
  - e) Compose impact statement regarding participants (faculty, staff, graduate students?)
  - f) Compose annual report
  - g) Define and compose mission statement and annual objectives
  - h) Research and compile relevant literature related to mission/objectives of The Sanctuary
4. During spring semester, 2021, JSHC will define the academic component regarding Sanctuary’s education impact
- a) Workshops
  - b) online, F2F, and/or hybrid courses

- c) guest speakers
5. During spring semester, 2021, JSHC will present idea to invested bodies (Faculty Senate; Dean's Council; Leadership team; etc.)
  6. During spring semester, 2021, JSHC will also work with UToledo's Office of Marketing and Communications to create media package for The Sanctuary
    - a) email
    - b) announcements
    - c) media outlets
  7. During spring semester, 2021, JSHC will plan inaugural opening
  8. During spring semester, 2021, JSHC will solicit student/staff volunteers for inaugural
  9. In the fall semester, 2021, JSHC will compose annual report
  10. In the fall semester, 2021, JSHC will present report to invested bodies (Faculty Senate; Dean's Council; Leadership team; etc.), soliciting feedback regarding future of The Sanctuary
  11. In spring semester, 2022, JSHC will locate and apply to additional grant sources to sustain The Sanctuary to help it continue to flourish and/or grow
  12. During fall semester, 2022, JSHC will compose a three-year report and present to invested bodies (Faculty Senate; Dean's Council; Leadership team; etc.)
  13. During fall semester, 2022, JSHC will also chart necessary resources to sustain The Sanctuary and move the project forward

## **Goal (7): Increase Racial and Ethnic Diversity among JSHC Students by Working with the Advancement Via Individual Determination Program**

If JSHC can acquire sustained institutional financial support, JSHC will coordinate efforts with the non-profit group, Advancement Via Individual Determination (AVID, <https://www.avid.org/what-avid-is>) to identify promising minority students, nurturing to recruit them to JSHC

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

**Goal (6)** shall be accomplished in the long run (twenty-five to thirty-six months)

### **Steps toward Goal (7)**

To accomplish **Goal (6)**, JSHC

- a) Will establish a connection with the national, non-profit group Advancement Via Individual Determination (AVID)
- b) Will work with AVID to
  - a) Identify high-performing students from non-dominant racial and ethnic minorities enrolled in the AVID program
  - b) With the help of AVID staff, identify a cohort of AVID students for recruitment by JSHC
  - c) Nurture AVID students from Freshman year in high school,
  - d) Contact interested students in their Freshman year in high school, instancing JSHC's c culturally responsive curriculum
  - e) Encourage this Avid cohort to apply to JSHC
- c)Enroll AVID student(s) in JSHC

## **Measurements of Goal (7)**

As measurements of progress toward **Goal (7)**:

1. By fall, 2022, JSHC will have established a cordial connection with the national, non-profit group Advancement Via Individual Determination (AVID)
2. By spring, 2023, JSHC will have worked with AVID to
  - a) Identify high-performing students from non-dominant racial and ethnic minorities enrolled in the AVID program
  - b) With the help of AVID staff, identify a cohort of AVID students for recruitment by JSHC
  - c) Contact interested students, instancing JSHC's culturally responsive curriculum
  - d) Encourage this Avid cohort to apply to JSHC
3. By fall, 2023, JSHC will enroll AVID student(s) in JSHC

## Proposed Budget

### *No Additional Funds Needed*

Goal (1): Require Annual, Face-to-Face, UToledo Diversity and Inclusion Training

Goal (2): Revise JSHC Admission Requirements to Consider the Whole Applicant

Goal (3): Establish Plans to Support Research and Initiatives on Minority Retention and Programming for JSHC

### *Modest Additional Funds Needed*

- full-time staff position to support Goals 2, 3, 4, 5, 6; this person would work with all of the colleges
- summer support for Dr. Pattin to support Goals 3, 5, 7
- spring course release for Dr. Sheldon or Dr. Mann to organize Goal 6

Goal (4): Increase Racial and Ethnic Diversity among JSHC Students by Working with the Toledo Public Schools

Goal (5): Coordinate with UToledo EXCEL to Recruit High-Performing Students from Underrepresented, Non-Dominant Groups

Goal (6): Establish The Sanctuary, an Educational and Counseling Hubb for Members of Non-Dominant Groups (initiate planning)

Goal (7): Increase Racial and Ethnic Diversity among JSHC Students by Working with the Advancement Via Individual Determination (AVID) Program

### *Significant Additional Funds Needed*

Goal (6): Establish The Sanctuary, an Educational and Counseling Hubb for Members of Non-Dominant Groups

## Works Cited

Asai, David. "To Learn Inclusion Skills, Make It Personal." *Nature*. Vol. 365 (January 31, 2019) 537.

Bahls, Patrick, and Jessica Pisano. "Equity in Honors an Academic Oxymoron?" In *Present Successes and Future Challenges in Honors Education*. Katherine M. O'Flaherty, ed. New York: Rowman & Littlefield. 2016. Pps. 45–62.

"Being Black in Corporate America: Key Findings." Center for Talent Innovation.  
<https://www.talentinnovation.org>. December 9, 2019. Accessed December 11, 2019.  
[https://www.talentinnovation.org/\\_private/assets/BeingBlack-KeyFindings-CTI.pdf](https://www.talentinnovation.org/_private/assets/BeingBlack-KeyFindings-CTI.pdf)

Dasgupta, Nilanjana. "Ingroup Experts and Peers as Social Vaccines Who Inoculate the Self-Concept: The Stereotype Inoculation Model." *Psychological Inquiry*, Vol. 22 (2011): 231–46.

Mills, Carmen, and Trevor Gale. *Schooling in Disadvantaged Communities: Playing the Game from the Back of the Field*. Dordrecht, New York: Springer Science + Business Media, 2010.

Nugent, Julie S., Alixandra Pollack, and Dnika Travis. "The Day-to-Day Experiences of

Workplace Exclusion and Inclusion.” Catalyst.org. Accessed November 15, 2019.

<https://www.catalyst.org/research/the-day-to-day-experiences-of-workplace-inclusion-and-exclusion/>

Sherbin, Laura, and Ripa Rashid. “Diversity Doesn’t Stick without Inclusion.” *Harvard Business Review*. February 1, 2017. Accessed November 15, 2019.

<https://hbr.org/2017/02/diversity-doesnt-stick-without-inclusion>

Stewart, Abigail J., and Virginia Valian. *An Inclusive Academy: Achieving Diversity and Excellence*. Cambridge, MA: Massachusetts Institute of Technology, 2018.

## Attachment A: U.S. Census Bureau Racial and Ethnic Groups and Descriptions

Below, Table 18 displays the U.S. Census Bureau’s racial and ethnic categories, along with its definitions thereof. When this report uses other terms for the same category, that fact is noted in italics in the “Race/Ethnicity” box below the U.S. Census Bureau’s terminology.

### Table 18. Ethnic Descriptions

<b>RACE/ETHNICITY</b>	<b>DESCRIPTION</b>
American Indian or Alaska Native <i>Referred to in This Report as “Native American”</i>	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 <i>Referred to in This Report as “African American”</i>	A person having origins in any of the black racial groups of Africa.
Hispanic/Latino <i>Referred to in This Report as “Latinx”</i>	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 <i>Referred to in This Report as “Unknown”</i>	Race Unknown
Two or More Races <i>Referred to in This Report as “Multi-Racial”</i>	Two or More Races
White <i>Referred to in this Report as “Euro-American”</i>	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Table 18 gives the official U.S. Census demographic names and definitions of ethnicities. SOURCE: Office of Institutional Data; U.S Bureau of the Census.