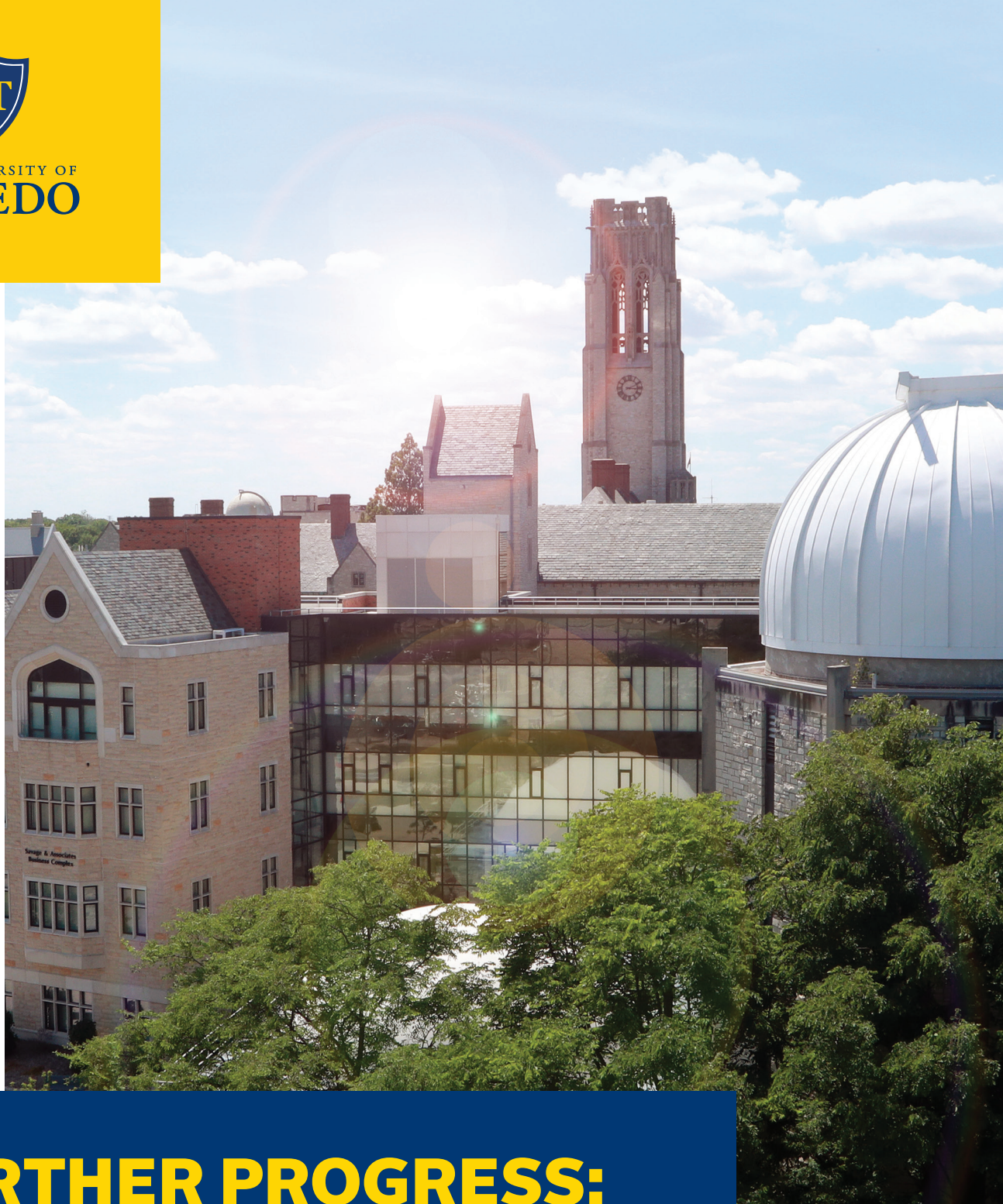




THE UNIVERSITY OF
TOLEDO



FURTHER PROGRESS:

The University of Toledo's
Strategic Plan for Diversity,
Inclusion and Equity

2020-23

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COMMUNITY

STATEMENT FROM THE **VICE PRESIDENT FOR DIVERSITY AND INCLUSION**



Dear Friends and Colleagues:

It has been my honor to serve as your Vice President for Diversity, Inclusion and Equity for the past four years. More importantly, however, I am pleased to have been part of a leadership team and campus community that helped to lead the way in starting the cultural transformation of our university.

I continue to stand in amazement as I work alongside administrators, students, staff, faculty, and members of the community in making our institution a more diverse, inclusive, and equity-focused university. While I am proud of the progress we have over the past four years, I am cognizant of the fact that we still have work to do. For sure, organizational cultures are not established overnight and they are not changed overnight.

I am very proud of this new Strategic Plan for Diversity! In addition to building on lessons learned, successes, and yes, a few failures, this Plan is much more comprehensive and focused on a broader range of issues. Admittedly, the Plan is aggressive and will force us to stretch just a bit. I believe our Rocket Nation is up for the challenge.

I am most grateful for the continued support and encouragement of our president and other senior leaders for embracing our Diversity, Inclusion and Equity vision and roadmap. We are indeed stronger together!

Go Rockets,

Willie McKether, Ph.D.

Vice President for Diversity, Inclusion and Equity



INCLUSIVE

MISSION STATEMENT

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

The core values are:

- 1. Compassion, Professionalism and Respect:** Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor.
- 2. Discovery, Learning and Communication:** Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning.
- 3. Diversity, Integrity and Teamwork:** Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standards.
- 4. Engagement, Outreach and Service:** Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events.
- 5. Excellence, Focus and Innovation:** Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility.
- 6. Wellness, Healing and Safety:** Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

WHAT WE MEAN BY DIVERSITY, EQUITY AND INCLUSION

When the Ad Hoc Diversity Plan Advisory Committee began meeting in 2016 their first task was to establish a common language that would guide The University's inaugural strategic plan. The Committee worked with campus stakeholders to establish agreed upon definitions of diversity and inclusion. In 2020 the Ad Hoc Diversity Committee added the definition for equity to ensure that we continue using shared language in our work. Diversity and inclusion make equity possible.

Diversity

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

Equity

The concept of equity differs from that of equality by prioritizing fairness over sameness. In this framework, we recognize that we do not all arrive on campus with the same resources, which in turn creates different experiences and may exacerbate existing inequities. The practice of equity equalizes the playing field. In order to create an equitable campus, we must carefully assess the diverse needs of students, faculty and staff so that we can provide them with the individualized resources they need to be successful and remove institutional barriers that limit achievement.

Inclusion

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



AD HOC PLANNING COMMITTEE

Denise Bartell, Ph.D.: Associate Professor,
Associate Vice Provost for Student Success

Malaika Bell: Program Manager,
Office of Diversity and Inclusion

Lesley Berhan, Ph.D.: Associate Professor,
Associate Dean of Dean of Diversity, Inclusion
and Community Engagement

Tim Brakel, Ph.D.: Professor, Department of Music

Jennifer Booz: Director, Office of Diversity and Inclusion

Jeanine Diller, Ph.D.: Associate Professor,
Department of Philosophy and Program on Religious Studies

Angie Fitzpatrick, Ph.D.: Director, Catharine S. Eberly
Center for Women

Louis Guardiola Jr., MSW: Associate Lecturer,
MSW Field Coordinator, School of Social Justice

Isabela Guel: UToledo Student

Enjie Hall: Director of Campus Accessibility
and Student Disability Services

Waafa Hanna, MBA: Director of Faculty Affairs
and Development

Monica Holiday-Goodman, Ph.D., R.Ph.: Associate Dean
for Health Science Campus Student Affairs and Diversity

John Jones, EMBA, CDM: Promedica Community Liaison

Nyah Kidd: UToledo Student



Alex Lewin, MA: Coordinator, Office of Student Conduct
and Community Standards

Lenora McIntyre, CBA: Operations Manager, MBAC/MBDC

Tiffany Murray, JD: Director, Equal Opportunity/AA

Kim Nielsen, Ph.D.: Professor, Chair and Professor,
Disability Studies Program

Jennifer Pastorek: Senior Director,
Supply Chain Management

Meyling Ruiz: Executive Director, Adelante, Incorporated

Robert Salem: Associate Dean for Diversity
and Inclusion and Clinical Professor of Law

Michelle Soliz, Ph.D.: Associate Vice President for Student
Success and Retention

Monecca Smith: Associate Vice President for
Patient Care Services

Margaret Traband: Senior Director of Federal
and Local Relations

Lauryn Vargas: Assistant Director of Multicultural
Admissions

Kevin West, J.D.: Senior Director, Faculty Labor Relations
and Academic Inclusion Officer

UNIVERSITY INSTITUTIONAL DATA

TABLE 1
University of Toledo Faculty 2015-19

Ethnicity	2015		2019		Change	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian or Alaskan Native	7	0.5%	6	0.37%	-1	-14.29%
Asian	163	10.6%	196	12.2%	33	+20.25%
Black or African American	59	3.8%	81	5.04%	22	+37.29%
Hispanic/Latino	42	2.7%	43	2.7%	1	+2.38%
Native Hawaiian or Other Pacific Islander	1	0.1%	1	0.06%	-	0%
Nonresident Alien	39	2.5%	57	3.54%	18	+46.15%
Race and Ethnicity Unknown	11	0.7%	10	0.62%	-1	-9.09%
Two or More Races	5	0.3%	6	0.37%	1	+20%
White	1214	78.8%	1207	75.11%	-7	-.58%
Total	1541	100%	1607	100%	66	+4.28%

Source: Office of Institutional Research

University institutional data in Table 1 above show that the number of faculty increased by 66 or 4.28% between 2015 and 2019. Within that increase, the three ethnic groups with the largest increases were Asian (30 faculty or 20.25%), Black or African American (22 faculty or 37.29%), and Non-resident Alien (18 faculty or 46.15%).

In the Asian and Black or African American categories, these represent significant increases as the previous 2015 comparison data had indicated decreases during the previous four years. The only underrepresented minority category to have a decrease was American Indian or Alaska Native, representing a small loss of one.

TABLE 2
University of Toledo Student Ethnicity 2015-19

Ethnicity – Student	2015		2019		Change	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian or Alaskan Native	39	0.2%	25	0.13%	-14	-35.9%
Asian	615	3%	611	3.1%	-4	-0.65%
Black or African American	2207	10.8%	1810	9.1%	-397	-17.99%
Hispanic/Latino	876	4.3%	936	4.7%	+60	+6.85%
Native Hawaiian or Other Pacific Islander	15	0.1%	15	0.07%	-	0%
Nonresident Alien	1795	8.8%	1645	8.3%	-150	-8.36%
Race and Ethnicity Unknown	698	3.4%	865	4.4%	+167	+23.93%
Two or More Races	537	2.6%	706	3.6%	+169	+31.47%
White	13589	66.7%	13169	66.6%	-420	-3.09%
Total	20,371	100%	19,782	100%	-589	-2.89%

Source: Office of Institutional Research

Institutional data in Table 2 above show that overall student enrollment decreased from 20,371 students in fall 2015 to 19,782 students in fall 2019, a decrease of 589 students or -2.89% over the five-year period. The data also show that the White student population continues to represent the largest student population on campus with 13,160 students or 66.6% of the total student population. Even though this student enrollment decreased numerically the most of all ethnic groups on campus, its relative position did not change over the time period.

The data additionally show that while the African American student population decreased the second most of all ethnic groups on campus (-397 students or -17.99%), this student population remained the second largest enrolled at the University and its relative position did not change. The student ethnic groups with increases over the time period were Two or More Races (169 students or 31.47%), Race and Ethnicity Unknown (167 students or 23.93%) and Hispanic/Latino (60 students or 6.85%).

TABLE 3
University of Toledo Student Retention Rates 2014-19

Entering Cohort Year	2014	2015	2016	2017	2018		
Ethnicity/Year Return	2015	2016	2017	2018	2019	Avg.	Chg.
American Indian or Alaskan Native	100%	66.7%	40%	100%	83.3%	78%	-16.7%
Asian	87.1%	82.1%	90.5%	87.9%	88%	87.12%	0.9%
Black or African American	44.94%	58.6%	53.3%	62.5%	66.7%	57.2%	21.2%
Hispanic/Latino	62.5%	65.4%	67.7%	66.1%	69.8%	66.3%	7.3%
Native Hawaiian or Other Pacific Islander	0%	100%	0%	100%	66.7%	53.34%	66.7%
Nonresident Alien	88%	86.8%	92.1%	85.9%	83.1%	87.18	-4.9%
Race and Ethnicity Unknown	67.54%	72.9%	74.6%	79.5%	67.7%	72.4%	0.2%
Two or More Races	61.26%	53.2%	66.1%	68.3%	67.8%	63.3	6.54%
White	80.26%	78%	77.9%	78.7%	78.8%	78.7%	-1.46%
Total/Overall	71.86%	74.1%	74.4%	75.9%	76.4%	74.5%	4.6%
Underrepresented Minority Students (URM)	51.3%	59.2%	58.8%	64.7%	66.9%	60.2%	15.9%
Equity Gap	28.9%	18.8%	19.1%	14%	11.9%	18.5%	-17%

Source: Office of Institutional Research

Student retention data in Table 3 above, measured by fall to fall retention rates, show that over the five-year time period, overall student retention rates increased progressively each year, reflecting a 4.54% point increase over the five student cohorts. While each of the ethnic groups retention rates fluctuated and show improvements over time, four of the ethnic groups five year averages were lower than the institutional average of 74.5%, including Native Hawaiian or Other Pacific Islander (53.34%), African American (57.2%), Two or More Races (63.3%), and Hispanic/Latino (66.3%). However, even though African American and Hispanic five-year averages were lower than the institutional five-year average, these student populations showed the largest increases over time in retention rates of all student ethnic groups, 21.2% and 7.3% increases, respectively.

Institutional data for **Underrepresented Minority Students** or **URM** (defined by the Integrated Postsecondary Education System or IPEDS as a cluster as Black or African, Hispanic/Latino, American Indian or Alaskan, and Native Hawaiian or Other Pacific Islander students) show retention rates for this student population increased progressively from 2015 through 2019 with a 60.2% five-year average. The data also show that the Underrepresented Minority Student retention rate increased by 15.9% points from fall 2015 to fall 2019. In addition to this improvement, the data reveals that the **Equity Gap** (defined by IPEDS as the difference between Key Performance Indicator between White students and URM students) narrowed by 17% points between 2015 (28.9%) and 2019 (18.5%).

¹ Even though students in this ethnic group showed the highest increase in retention over time, given the small number of students in the cohorts over time, while a significant increase, it was not considered here.

TABLE 4
Student Achievement Data – Six-Year Graduation Rates

Entering Cohort Year	2009	2010	2011	2012	2013		
Ethnicity/Year Grad.	2015	2016	2017	2018	2019	Avg.	Chg.
American Indian or Alaskan Native	0.2%	0.33%	0.33%	0.6%	0.5%	0.39%	0.3%
Asian	0.56%	0.66%	0.65%	0.63%	0.57%	0.61%	0.01%
Black or African American	0.18%	0.2%	0.14%	0.21%	0.26%	0.2%	0.08%
Hispanic/Latino	0.35%	0.37%	0.36%	0.36%	0.39%	0.37%	0.04%
Native Hawaiian or Other Pacific Islander	0.17%	0.33%	0%	0.5%	0%	0.2%	-
Nonresident Alien	0.63%	0.54%	0.58%	0.65%	0.64%	0.61%	0.01%
Race and Ethnicity Unknown	0.39%	0.35%	0.33%	0.5%	0.43%	0.39%	0.04%
Two or More Races	0.24%	0.37%	0.22%	0.25%	0.33%	0.28%	0.09%
White	0.52%	0.52%	0.53%	0.57%	0.59%	0.55%	0.07%
Total/Overall	0.42%	0.43%	0.42%	0.48%	0.51%	0.45%	0.09%
Underrepresented Minority Students (URM)	0.2%	0.24%	0.18%	0.24%	0.29%	0.23%	0.09%
Equity Gap	0.32%	0.28%	0.35%	0.33%	0.3%	0.32%	-0.2%

Source: Office of Institutional Research

In addition to first to second year retention rates, student six-year graduation rates provide another indicator of the university’s ability to successfully educate all students. Data in Table 4 above show that the overall six-year graduation rate increased from 42% for the 2009 cohort to 51% for the 2013 cohort, representing a nine-percentage point increase over the five-year period. The data also show significant increases in the six-year graduation rates of students identified as Two or More Races (.09% increase), African

American students (.08% increase), and White students (.07% increase). Despite these gains however, the six-year graduation rate for Underrepresented Minority (URM) students lagged behind the university’s six-year average by 22% points, and the Equity Gap between URM and White students fluctuated over the five-year period with an average lower gap of 32% points.

TABLE 5
University of Toledo Staff Ethnicity 2015-19

Ethnicity	2015		2019		Change	
	2015	2015	2019	2019	Change	Change
American Indian or Alaskan Native	9	0.2%	18	0.41%	9	100%
Asian	174	3.67%	202	4.6%	28	+16.09%
Black or African American	588	12.4%	596	13.57%	8	+1.36%
Hispanic/Latino	173	3.65%	190	4.33%	17	+9.83%
Native Hawaiian or Other Pacific Islander	2	0.04%	3	0.07%	1	+50%
Nonresident Alien	70	1.48%	67	1.53%	-3	-5%
Race and Ethnicity Unknown	118	2.5%	26	0.59%	-92	-77.96%
Two or More Races	33	0.7%	49	1.12%	16	+48.48%
White	3569	75.36%	3239	73.78%	-330	-9.25%
Total	4736	100%	4390	100%	-346	-7.3%

Source: Office of Institutional Research

Institutional data in Table 5 above show that staff levels decreased by 346 persons (-7.30%) from 2015 to 2019. Despite the overall decrease in staff during this time period, staff members in five ethnic groups slightly increased, including Asian (28 staff members or +16.09%, Hispanic/Latino (17 staff members or +9.83%), Two or More Races (16 staff members or +48.48%), American Indian or Alaskan Native (nine staff members or +100%), Black or African

American (eight staff members or +1.36%), and Native Hawaiian or Other Pacific Islander (one staff member or +50%). Staff levels in the other three categories decreased over the time period, including Nonresident Alien (-3 staff members or 5%), Race and Ethnicity Unknown (-92 staff members or 77.96%), and White (-330 staff members or 9.25%).

OUR NEW PATH FORWARD

GOAL 1

Increase the recruitment and retention of underrepresented students (i.e. URM and low-income students).

STRATEGY 1: Develop institutional structures that support student retention and graduation initiatives, including efforts to reduce equity gaps, for underrepresented students (i.e., URM and lower-income students).

Strategy 1.1: Establish a University-level Retention Committee (URC) and College-level Retention Committees (CRC) for each college

- RESPONSIBLE UNIT: Office of Provost and Office for Diversity and Inclusion
- TIME PERIOD: Initiated and ongoing
- MEASURE: Functioning College-level retention committees and University-level Retention Committee

Strategy 1.2: Create Provost's Office Student Advisory Committee

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Initiated and ongoing
- MEASURE: Committee meetings ongoing

While the University is committed to the critically important work of diversity, inclusion and equity, the availability of University financial resources will determine how some of the goals and strategies indicated below are able to be funded and implemented.

Strategy 1.3: Develop Student Success Web Page in the Office of the Provost to communicate major student success initiatives, standing committees, etc.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 1 to 5 months
- MEASURE: Web Page established and online

Strategy 1.4: Create and charge an Underrepresented Minority (URM) Advisory Committee tasked with advising the University-level Retention Committee and supporting College-level Retention Committees as well as institutional efforts to improve access, retention and graduation for Underrepresented Minority students.

- RESPONSIBLE UNIT: Office of Diversity & Inclusion, Office of the Provost
- TIME PERIOD: 6 to 12 months
- MEASURE: Functioning Underrepresented Minority Advisory Committee



STRATEGY 2: Expand support for students at greater risk of non-retention.

Strategy 2.1: Develop Transitions Advising initiative to support students who are major ineligible and students who are not making progress in chosen major

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 6 to 12 months
- MEASURE: Creation of Meta Major Learning Communities for Exploratory Studies students

Strategy 2.2: Develop interventions for students on academic probation and suspension

- RESPONSIBLE UNIT: Office of the Provost, Academic Colleges
- TIME PERIOD: 1 to 5 months
- MEASURE: Development of programs to support probationary and suspended students

Strategy 2.3: Automate academic suspension assignment in Banner for each college

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 6 to 12 months
- MEASURE: Automated assignment in Banner

Strategy 2.4: Expand use of co-requisite remediation, adaptive learning, embedded tutors, learning assistants and other forms of support in high DFW gateway courses

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 1 to 5 months
- MEASURE: Number of courses using these forms of support

Strategy 2.5: Convene a University-wide task force to assess and address the needs of students with children.

- RESPONSIBLE UNIT: Eberly Center for Women, Division of Student Affairs
- TIME PERIOD: 1 to 5 months
- MEASURE: Establish baseline for monitoring retention and enhance support services

Strategy 2.6: Develop Women in STEMM program to retain women-identified students in STEMM programs.

- RESPONSIBLE UNIT: Office of the Provost, College of Engineering, College of Natural Sciences and Mathematics, College of Medicine and Life Sciences, Eberly Center for Women
- TIME PERIOD: 6 to 12 months



STRATEGY 3: Strengthen and expand the implementation of high impact educational practices (active learning pedagogies/pedagogies of engagement)

Strategy 3.1: Identify current best practices in high impact educational practices (HIPs) at UToledo and expand campus capacity to provide these experiences for underrepresented students (e.g. service learning, undergraduate research, internships, peer mentorships, etc.). (see: aacu.org/leap/hips)

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 13 to 24 months
- MEASURE: HIPs implemented throughout campus

Strategy 3.2: Identify resources and sources of support for workload relief for faculty developing and providing HIPs for underrepresented students

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 25 to 36 months
- MEASURE: Workload Relief Program implemented.

Strategy 3.3: Establish a First Year Experience (FYE) Coordinating Committee to improve coordination and collaboration of existing FYE initiatives

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Initiated and ongoing
- MEASURE: Committee established and ongoing; advances in FYE initiatives

Strategy 3.4: Revise and expand First Year Experience course pilot

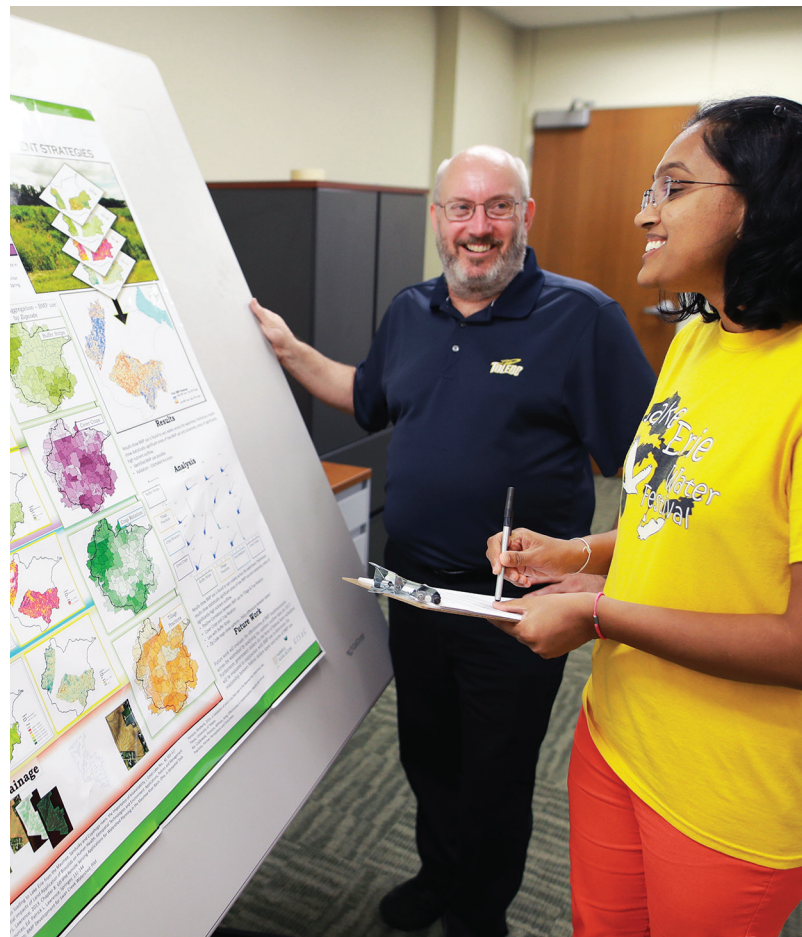
- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Initiated and ongoing
- MEASURE: Number of sections per year; impact of courses on students who participate

Strategy 3.5: Develop a fall orientation program for new students

- RESPONSIBLE UNIT: Office of the Provost, Student Affairs, Enrollment Services, Office of Diversity and Inclusion
- TIME PERIOD: 1 to 5 months
- MEASURE: Existence of orientation program; pilot for fall 2020

Strategy 3.6: Work with First Year Experience course instructors to include diversity and inclusivity relevant pedagogy and content into courses

- RESPONSIBLE UNIT: Office of the Provost, Student Affairs, Enrollment Services, Disability Services
- TIME PERIOD: 1 to 5 months
- MEASURE: Diversity and inclusion components included in First Year Experience courses



Strategy 3.7: Coordinate and align summer bridge and early arrival programs designed for Underrepresented Minority students

- RESPONSIBLE UNIT: Office of the Provost, Office of Diversity & Inclusion, Division of Student Affairs
- TIME PERIOD: 1 to 5 months
- MEASURE: Programs effectively support transition experiences of Underrepresented Minority students

Strategy 3.8: Explore opportunities to enhance mentoring and tutoring programs that improve retention and success for Underrepresented Minority and other underrepresented student groups

- RESPONSIBLE UNIT: Division of Student Affairs
- TIME PERIOD: 13 to 24 months
- MEASURE: Programs effectively support academic success and retention

STRATEGY 4: Improve advising practices to support retention and graduation, and to reduce equity gaps for underrepresented students

Strategy 4.1: Establish a University-wide Advising Coordinating Committee to develop common expectations, advising outcomes, and a University advising mission; and to support information sharing and collaborative engagement that supports effective advising

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 6 to 12 months
- MEASURE: Existence of committee, development of expectations, etc.

Strategy 4.2: Provide professional development and resources for advisors to engage effectively with underrepresented students and work to improve equity gaps and overall retention and graduation rates

- RESPONSIBLE UNIT: Office of the Provost, Office of Diversity & Inclusion, Disability Services
- TIME PERIOD: 6 to 12 months
- MEASURE: Program development, advisor participation

Strategy 4.3: Establish a Pre-Health Professions Advising program to support students interested in health-related majors

- RESPONSIBLE UNIT: Office of the Provost, relevant academic colleges
- TIME PERIOD: Initiated and ongoing
- MEASURE: Existence of pre-health advising center; number of students accessing center and satisfaction with services received

Strategy 4.4: Train student success coaches and academic advisors on best practices regarding assisting under-represented minority students

- RESPONSIBLE UNIT: Office of Diversity & Inclusion, Office of the Provost, Student Disability Services
- TIME PERIOD: 6 to 12 months
- MEASURE: Training materials address culturally competent practice



STRATEGY 5: Strengthen faculty engagement in retention and graduation initiatives, and efforts to reduce equity gaps, by providing faculty professional development in pedagogies of engagement and other retention initiatives; including expansion of faculty in First (Year) Faculty community of practice.

Strategy 5.1: Support faculty engagement in ongoing curriculum development efforts designed to improve learning and reduce equity gaps.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Initiated and ongoing
- MEASURE: Annual analysis of Course Design Institute results.

Strategy 5.2: Expand the development and employment of undergraduate learning assistants in high-stakes, high failure rate courses to reduce equity gaps and DFWs.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Model Pilot initiated Spring 2020
- MEASURE: Learning assistants in place and mentoring students.

Strategy 5.3: Embed retention and equity work in faculty and staff hiring, merit and promotion

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 13 to 24 Months
- MEASURE: Inclusion of work to support retention and equity in position descriptions, hiring evaluation, merit and promotion guidelines

Strategy 5.4: Improve institutional capacity to engage in assets-focused, transparent, active-learning focused curriculum that reduces equity gaps and improves retention and student success. This should include resources for faculty development as well as development of accountability and reward structures that prioritize effective educational practices.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Initiated and ongoing
- MEASURE: Expansion of faculty engagement in First Faculty Colloquium with ongoing review of before-and-after measures

Strategy 5.5: Revise core curriculum assessment processes and reports to make equity gaps visible to colleges and faculty.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Initiated and ongoing
- MEASURE: Annual analysis of disaggregated DFWs in core courses reported to Faculty Senate core curriculum committee and department chairs.



STRATEGY 6: Expand distribution and use of data that is predictive of non-retention to colleges and other key stakeholders at time-sensitive points during the fall and spring semesters.

Strategy 6.1: Expand mid-term grade reporting in Banner into all 1000-2000 level courses, with automated reporting out to Advisors, Success Coaches, and other relevant stakeholders.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 6 to 12 months
- MEASURE: Midterm grade reports required; reports issued to relevant stakeholders; levels of completion

Strategy 6.2: Develop additional dashboards so that colleges, departments and other stakeholders have more direct access to data that informs retention efforts, with automated reporting to key stakeholders each semester; including mid-term grade reports for all 1000 and 2000 level courses.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 6 to 12 months
- MEASURE: Existence of existing and more robust dashboards; reports generated and disseminated to key stakeholders

STRATEGY 7: Increase enrollment of minority students, those with disabilities, low income and international populations by providing access and opportunity through removal of barriers and more intentional/targeted recruitment efforts.

Strategy 7.1: Develop a comprehensive recruitment and communication plan with tailored messaging and outreach providing them with any assistance needed through the entire application and admission process. Including educating students, families, counselors and all stakeholders about fee waivers and deferrals, other financial resources, and student success initiatives.

- RESPONSIBLE UNIT: Office of Admissions, Office of Diversity and Inclusion, Office of Multicultural Student success, Office of Disability services.
- TIME PERIOD: 6 to 12 months
- MEASURE: Increased number of Underrepresented students applying, being accepted, and enrolling at UToledo



Strategy 7.2: Establish a partnership and maintain consistent presence with the Toledo Public High Schools and other area high schools to recruit and retain minority students. This should include scheduled bus visits through the Office of Admission, intentional visits and programming in the high schools by UToledo recruitment staff and academic colleges.

- RESPONSIBLE UNIT: Office of Admissions, Office of Diversity and Inclusion, Provost and Deans, Student Disability Services
- TIME PERIOD: 6 to 12 months
- MEASURE: Increased number of underrepresented students applying, being accepted and enrolling at UToledo.

Strategy 7.3: Create a more robust and meaningful orientation session for high school counselors to learn about how UToledo can serve its underrepresented and minority students. Increase the number of counselors participating in the program.

- RESPONSIBLE UNIT: Office of Admissions, Division of Student Affairs, Office of Multicultural Student Success, Student Disability Services
- TIME PERIOD: 6 to 12 months
- MEASURE: Successful orientation program with increased participation.

Strategy 7.4: Develop a plan for the graduate/professional programs to employ the best practices in recruitment of graduate students of color, women, and those with disabilities by using data-informed graduate student financial aid and graduate/teaching/research stipend policies to attract and retain increased number of talented graduate students.

- RESPONSIBLE UNIT: Office of Admissions, College of Graduate Studies,
- TIME PERIOD: 6 to 12 months
- MEASURE: Recruitment plan developed and implemented.



GOAL 2

Increase the recruitment and retention of underrepresented faculty (i.e. URM).

STRATEGY 1: Increase and retain the numbers of faculty and staff within Academic Affairs who are minorities, women, people with disabilities and veterans over the next five years.

Strategy 1.1: Develop College and department-level plans to increase diversity of faculty applicant pools.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Provost and Deans, Office of Equal Employment Opportunity/Affirmative Action.
- TIME PERIOD: 6 to 12 months
- MEASURE: Plans created and an increase in qualified, diverse applicant pools.

Strategy 1.2: Create system to ensure the Vice President for Diversity and Inclusion will be involved with all new faculty hires for the next five years.

- RESPONSIBLE UNIT: Faculty Labor Relations, Vice President for Diversity and Inclusion and Provost, Office of Equal Employment Opportunity/Affirmative Action.
- TIME PERIOD: 6 to 12 months
- MEASURE: System created and increased minority hiring.

Strategy 1.3: Create Underrepresented Minority Post Doc to Faculty Program

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost
- TIME PERIOD: 13 to 24 months
- MEASURE: Post Doc Program developed

Strategy 1.4: Create a track where Underrepresented Minority Post Docs could convert to Tenure Track Faculty after a 3-year commitment.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost
- TIME PERIOD: 13 to 24 months
- MEASURE: Post Doc Program developed

Strategy 1.5: Create Dean Training on how to recruit and retain underrepresented minority faculty and staff.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost
- TIME PERIOD: 1 to 5 months
- MEASURE: Training created



Strategy 1.6: Provide support and mentoring for underrepresented minority faculty to obtain tenure and promotion through workshops and the Associate to Professor Program (ATP)

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Initiated and ongoing
- MEASURE: Functioning ATP Program

Strategy 1.7: Implement a Dual Hire Spousal Policy that promotes the advancement of and equity of underrepresented minorities.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: 13 to 24 months
- MEASURE: Dual hire policy created

Strategy 1.8: Create a Provost's Advisory Committee for the Enhancement of Faculty Diversity.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost
- TIME PERIOD: 13 to 24 months
- MEASURE: Advisory Committee created

Strategy 1.9: Establish a Commission on the Status of Women to gather data on women faculty, staff, and students by race and disability status for the purpose of identifying and addressing equity gaps.

- RESPONSIBLE UNIT: Office of the Provost; Eberly Center for Women
- TIME PERIOD: 6 to 12 months
- MEASURE: Prepare inaugural report for President with baseline data and recommendations

STRATEGY 2: Increase faculty experience of inclusiveness, equity and respect.

Strategy 2.1: Develop Inclusive Excellence Certification training online

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost, Office of Equal Employment, Opportunity/Affirmative Action, Student Disability Services
- TIME PERIOD: 13 to 24 months
- MEASURE: Training developed

Strategy 2.2: Create Inclusive Excellence Committee (Faculty and Administrators)

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost, Office of Equal Employment Opportunity/Affirmative Action
- TIME PERIOD: 6 to 12 months
- MEASURE: Colleges will be identified annually with a demonstrated commitment to inclusive excellence through an end of the academic year report based on increased percentage of URM and Women.



Strategy 2.3: Create inclusive faculty and staff Excellence Ambassadors

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost, Office of Equal Employment Opportunity/Affirmative Action
- TIME PERIOD: 13 to 24 months
- MEASURE: Ambassador in place

Strategy 2.4: Create Inclusive Excellence Ambassadors workshops to develop additional training.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost, Office of Equal Employment Opportunity/Affirmative Action, Student Disability Services
- TIME PERIOD: 13 to 24 months
- MEASURE: Quality faculty and staff training modules

Strategy 2.5: Maintain a Provost Fellowship Program with the Office of Diversity and Inclusion that focuses on student success for under-represented minority students.

- RESPONSIBLE UNIT: Office of the Provost
- TIME PERIOD: Initiated and ongoing
- MEASURE: Effective program in place

Strategy 2.6: Create a Provost's Ambassador Program that focuses on leadership development for under-represented minority students.

- RESPONSIBLE UNIT: Office of the Provost, Provost Fellow
- TIME PERIOD: 13 to 24 months
- MEASURE: Effective program in place

Strategy 2.7: Create a new-mini grant to focus on the retention and student success of Under-Represented Minority students.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost
- TIME PERIOD: 13 to 24 months
- MEASURE: Mini grant program in place

Strategy 2.8: Coordinate with the Office of Diversity and Inclusion to ensure all faculty/administrative hires and applicants for leadership programs in the Office of the Provost are reviewed by the Vice President for Diversity and Inclusion.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost
- TIME PERIOD: 1 to 5 months
- MEASURE: Process in place



Strategy 2.9: Ensure prominent minorities are considered as part of ongoing awards of honorary degrees, outstanding distinguished professors and lecturers, and other prestigious awards.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion, Office of the Provost
- TIME PERIOD: Ongoing
- MEASURE: Process in place

Strategy 2.10: Create regular opportunities to provide open dialogue on diversity through the Future of Higher Education Forums.

- RESPONSIBLE UNIT: Office of the Provost, Office of Diversity and Inclusion
- TIME PERIOD: Initiated and ongoing
- MEASURE: Process in place

Strategy 2.11: Create a faculty exit survey to assess perceptions of climate, diversity and inclusion.

- RESPONSIBLE UNIT: Office of the Provost, Office of Diversity and Inclusion
- TIME PERIOD: 6 to 12 months
- MEASURE: Exit survey created and launched

Strategy 2.12: Pilot the Case Western Reserve University Women's Faculty Leadership Development Institute and assess pilot to develop ongoing leadership program for women faculty.

- RESPONSIBLE UNIT: Office of the Provost, Eberly Center for Women
- TIME PERIOD: 6 to 12 months
- MEASURE: Ongoing program created based on pilot data



GOAL 3

Increase and retain the numbers of staff who are minorities, women, people with disabilities and veterans on both main and health science campuses over the next five years.

Strategy 1.1: Establish a staff recruitment and on boarding team that will evaluate and establish best practices for recruiting and on boarding diverse staff. Staff at all levels — including the executive and management levels — will reflect the diversity of local talent pools.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, other ODI Staff/affiliates.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Increase in staff who are minorities, women, people with disabilities and veterans. Documented recruitment/onboarding process best practices.

Strategy 1.2: Increase the intercultural competencies and capacities of staff through intercultural engagement opportunities.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, other ODI Staff/affiliates.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Successful programming, based on assessment data.

Strategy 1.3: Implement a University-wide policy on exit interviews to better determine perception among faculty and staff members leaving campus.

- RESPONSIBLE UNIT: Human Resources, Vice President for Diversity and Inclusion, other ODI Staff/affiliates.
- TIME-PERIOD: Long; 25 to 36 months
- MEASURE: Exit interview process established, and tracking mechanism created. Data assessed by response team (Goal 6, strategy 3).

Strategy 1.4: Improve staff response to voluntarily self-identifying disability and/or LGBTQA status and continue to identify recruitment opportunities for Individuals with Disabilities (IWDs) and LGBTQA individuals.

- RESPONSIBLE UNIT: Human Resources, Vice President for Diversity and Inclusion, other ODI Staff/affiliates.
- TIME-PERIOD: Long; 25 to 36 months
- MEASURE: Creation of process to self-identify. Increase in number of staff who have self-identified as IWDs and LGBTQA.

Strategy 1.5: Annual event to highlight Staff Diversity Mini-Grant Programs completed during each academic year.

- RESPONSIBLE UNIT: Office of Diversity and Inclusion
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Event held at the end of each academic year.

Strategy 1.6: Pilot the Case Western Reserve University Women's Staff Leadership Development Institute and assess pilot to develop ongoing leadership program for women staff.

- RESPONSIBLE UNIT: Office of the Provost, Eberly Center for Women
- TIME PERIOD: 6 to 12 months
- MEASURE: Ongoing program created based on pilot data

Strategy 1.7: Expand UToledo Women's Mentoring Network

- RESPONSIBLE UNIT: Office of the Provost, Eberly Center for Women
- TIME PERIOD: 1 to 5 months
- MEASURE: Increased connection opportunities via smaller mentoring relationships



GOAL 4

Cultivate mutually beneficial community-university partnerships that further the mission of the University to serve Toledo, with an emphasis on outreach to historically and currently underserved communities.

Strategy 1.1: Participate in community roundtables, Board meetings, and local events with community partners (i.e., City of Toledo Human Relations Committee, Ohio/Toledo Diversity Committee).

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, ODI staff and affiliates (Inclusion Officers, President’s Advisory Council, etc.).
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Maintain list of community partners/ contacts, Board membership, track partnership of events.

Strategy 1.2: Engage in assessment of community partners to ascertain needs, develop partnership goals, and track effectiveness.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, other ODI Staff and affiliates.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Surveys, focus groups, qualitative data collection.

Strategy 1.3: Collaborate with academic health profession departments and team-leaders in clinical operations to develop or connect any needed partners to increase community outreach (i.e. transgender healthcare, population-specific health issues).

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, Health profession/clinical leaders.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Meet regularly to discuss diversity, inclusion and engagement issues on Health Science Campus.

Strategy 1.4: Work jointly with local affinity groups to provide updates and events (i.e. UToledo Latino Alliance, Equality Toledo, Women of Toledo, and Toledo Faith Leaders, etc.).

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, Student Affairs Staff, UToledo affinity group members.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Meet once per month to discuss diversity, inclusion and connection issues with affinity groups.

Strategy 1.5: Develop communication procedure to share the mission, goals, strategies and accomplishments of the Office on a regular basis in public/community forums.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion and staff.
- TIME-PERIOD: Medium; 13 to 24 months.
- MEASURE: Newsletter, event promotions, touch-point communications.



GOAL 5

Supplier Diversity

Strategy 1.1: Create effective strategies to communicate the need for supplier diversity throughout The University of Toledo.

- RESPONSIBLE UNIT(S): Vice President for Diversity and Inclusion, Marketing and Communications.
- TIME-PERIOD: Short; 6 to 12 months
- MEASURE: Number of units utilizing the minority suppliers list for purchasing of goods and services.

Strategy 1.2: Introduce University of Toledo purchasing departments across campus to MBE/small business minority and or women owned businesses at an annual supplier diversity purchasing showcase.

- RESPONSIBLE UNIT(S): Vice President for Diversity and Inclusion, MBDC/MBAC, Purchasing.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Annual event

Strategy 1.3: Increase percentage and actual number, year over year, of diverse suppliers that submit bid responses on opportunities led by purchasing.

- RESPONSIBLE UNIT(S): Vice President for Diversity and Inclusion, MBDC/MBAC, Purchasing
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: % of dollars spent with minority suppliers closely monitored and tracked.

Strategy 1.4: Update and reinstate Policy 3364-12-01 that provides guidelines on the university's Minority Supplier Programs and Initiatives.

- RESPONSIBLE UNIT (S): Office for Diversity and Inclusion, Supply Chain Management, and Facilities Management Administration
- TIME-PERIOD: Short; 1 to 5 months
- MEASURE: Policy approved by Senior Leadership



GOAL 6

Increase the student, faculty and staff experience of inclusiveness, equity and respect incrementally each year over the next five years.

Strategy 1.1: Incorporate diversity as a performance dimension within the annual employee performance appraisal process for department chairs, deans, directors and administrative staff.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, Faculty-Labor Relations, HR, Provost
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: How well employee or unit engaged in efforts to promote and support diversity and inclusion.

Strategy 1.2: Conduct bi-annual Diversity Assessment Survey to monitor progress toward creating an inclusive environment. Determine what other relevant survey data is available, including data gaps. Develop a response team to analyze combined data and make recommendations for policy, procedure, and/or programming, as needed.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, other ODI Staff/affiliates, and Institutional Research.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Survey instruments developed, data collected, and reports published and disseminated.

Strategy 1.3: Develop response teams to a.) analyze combined data and make recommendations for policy, procedure, and/or programming on a regular basis; and b.) deal with emergent issues of inclusion and equity as they arise on campus.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, other ODI Staff/affiliates.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Documentation of recommendations (ongoing) and responses (emergent).

Strategy 1.4: Create opportunities for open forums on diversity for students, faculty and staff. Quarterly forums will focus on a contemporary issue or topic selected by the Office in collaboration with other constituents.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, ODI affiliates.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Forums held quarterly, post-event survey.

Strategy 1.5: Collaborate with academic health profession departments and team-leaders in clinical operations to monitor climate and provide necessary resources.

- RESPONSIBLE UNIT: Vice President for Diversity and Inclusion, Health profession/clinical leaders.
- TIME-PERIOD: Medium; 13 to 24 months
- MEASURE: Meet once per month to discuss diversity, inclusion and equity issues and develop programs/ services.



APPENDIX

Ethnic Descriptions

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

Source: Office of Institutional Data

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