

The University of Toledo
College of Health and Human Services
Strategic Plan for Diversity and Inclusion



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Statement from the Dean of College of Health and Human Services

Fall 2021

As the Dean of the College of Health and Human Services, I affirm the College's commitment to Diversity and Inclusion as outlined in this plan. I am also committed to working to update this plan as we prepare for our next version in 2022.

In 2017, just after the College of Health and Human Services was created in its current form, our faculty Diversity Committee authored the college's ***Strategic Plan for Diversity and Inclusion*** that you find in these pages. They put into words the college's thoughts on what the terms "*Inclusion*" and "*Diversity*" meant in the context of our college. The committee also went to lengths to identify and document metrics describing the then-current state of diversity as reflected in our enrollment, retention, outcomes, graduation rates, and faculty composition. The plan included aspirational targets for these metrics and strategies that this new college would adopt to solidify its diversity and inclusion efforts. This plan was intended to last for five years, with 2022 identified as the target year for the next update to the plan.

This ***Strategic Plan for Diversity and Inclusion*** was accompanied the following year by a companion document, the ***Faculty Search and Hiring Guide – College Diversity Hiring Plan***. That document established the college's procedures for ensuring that we used fair, equitable, and inclusive processes when hiring faculty.

Fast forwarding to 2020, the College saw meaningful changes to its leadership with a new Dean and only one previously serving School Chair. Among the first meetings I had when I became Dean was with Louis Guardiola, our Asst. Dean for Diversity, Equity, and Inclusion. We examined

the college's efforts toward Diversity, Equity, and Inclusion and I was pleased with both our commitment to supporting success for all our faculty, staff, and students as well with the steps we were taking to achieving them. I look forward to working with the faculty on the Diversity Committee this year as we update our progress and craft the next iteration of this plan.



Mark Merrick, Ph.D., AT, ATC, FNATA
Professor and Dean
College of Health and Human Services

Statement from the Dean under which this Diversity Plan was developed

Fall 2017

The College of Health & Human Services is committed to diversity and inclusion among our students, staff and faculty. When we speak of diversity, we are referring to people of different backgrounds, beliefs, races, genders, religions, sexual orientation, socio-economic statuses, nationalities, etc. Inclusion means we welcome, respect, encourage, and engage diverse perspectives, which improve learning and quality of life for us all.

The College of Health & Human Services is about people. All people.

Our Strategic Plan for Diversity and Inclusion is a blueprint of our commitment and a foundation for how we conduct our college.

Christopher D. Ingersoll, PhD, AT, ATC, FACSM, FNATA, FASAHP
Professor & Dean

Statement from the College Inclusion Officer of College of Health and Human Services

It has been a pleasure to collaborate with the College of Health and Human Service's diversity committee to create our college diversity report. As a newly formed college, this diversity plan represents the history of the two merged colleges; the plan also specifies actions and considerations the College of Health and Human Services will take to increase diversity and inclusion in the coming months and years.

As you will see from college specific data and goals, our college represents a diverse group of faculty, staff, and students at The University of Toledo. This plan was created to increase diversity in our college and promote inclusion of all persons within the college. As stated in our name, we are a college that works to promote the health of all people, through a variety of fields; diversity is represented in our distinct professions and specialties, in our faculty, staff, and students, and will continue to be a priority in the College of Health and Human Services.

Madeline Clark, PhD, LPC, NCC, ACS
Assistant Professor, Counselor Education
College of Health and Human Services Inclusion Officer

Diversity Committee Members: 2017-2018

Co-Chairs

Jody Morris, MSBS-HDS
Associate Lecturer, Health Education
School of Population Health

Julie Coyle, MEd, LSW
Associate Lecturer, Health Education
School of Population Health

Committee Members:

Madeline Clark, PhD, LPC (VA), NCC, ACS
Assistant Professor, Counselor Education
School of Intervention and Wellness
College of Health and Human Services Inclusion Officer

Aileen Hunt, MA, CCC-SLP
Associate Lecturer, Speech Pathology
School of Intervention and Wellness

John Laux, PhD, PCCs, LICDC
Associate Dean of Student Affairs
Dean's designee to the Diversity Committee
Professor of Counselor Education
College of Health and Human Services

Staci Sturdivant, MEd
Academic Advisor
College of Health and Human Services

Sherry Tripepi, MSW, LISW-S
Associate Lecturer, BSW Field Director, Interim BSW Program Director
School of Social Justice

Kennedy Quirk, Student Undergraduate Representative

The College of Health and Human Services Mission Statement

The purpose of the College of Health and Human Services (CHHS) of The University of Toledo is to promote excellence in student learning, research and service in professional roles within the College, and to collaboratively work with the other colleges and the local and global community in achieving the mission of the University.

WHAT WE MEAN BY INCLUSION AND DIVERSITY

Inclusion

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

Diversity

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

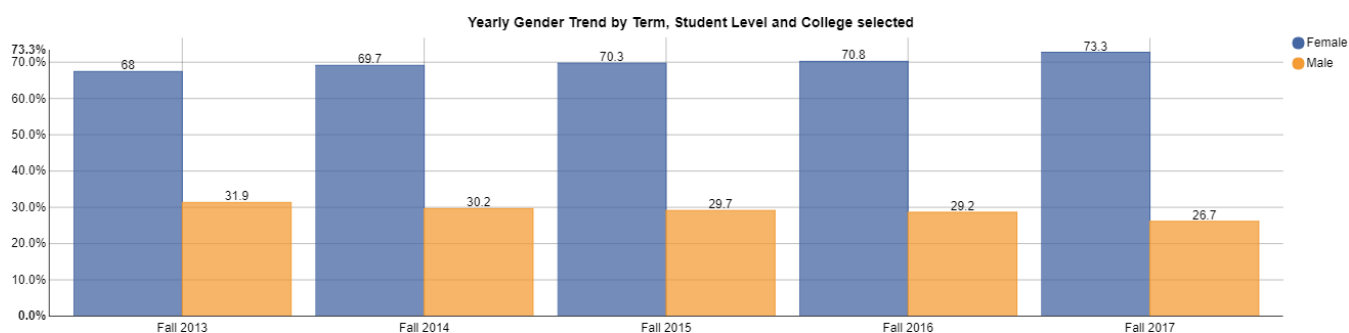
Diversity & Inclusion Goals

Goals	Strategies	Responsible
Program students reflect the region's diversity.	<ul style="list-style-type: none"> • Document each program's diversity to determine the degrees to which they are representative of the region's diversity. • Develop targeted recruitment strategies to diversify the student body as deemed necessary. • Target graduate recruiting efforts toward HBCUs. • Encourage programs to adopt diversity considerations in their admissions processes. 	<ul style="list-style-type: none"> • Program Directors • Chairs • College Recruiter • Associate Dean
Increase college's focus on diversity and inclusion.	<ul style="list-style-type: none"> • Add a Dean's award for diversity activity to yearly college awards. • Provide diversity awareness training to all members of the college. • Create an Assistant Dean of Diversity position who will take the leadership role on these matters. • Create a lunch and learn diversity program that hosts local speakers on diversity issues relevant to the college once per semester. 	<ul style="list-style-type: none"> • Dean • College Diversity Committee
Prepare leaders and practitioners for success in an increasingly diverse workforce.	<ul style="list-style-type: none"> • Ensure that all graduate programs have diversity course content integrated into curricula. 	<ul style="list-style-type: none"> • Program Directors • Chairs
Student Success.	<ul style="list-style-type: none"> • Examine retention and graduation rates at the program level to better understand the disparities across ethnicities and genders. 	<ul style="list-style-type: none"> • Program Directors • Chairs • Associate Dean • Advisors
Increase diversity in college faculty and staff.	<ul style="list-style-type: none"> • Implement the College's Diversity Hiring Plan on any ongoing and new staff and faculty searches. 	<ul style="list-style-type: none"> • Faculty • Chairs • Deans

College Enrollment Data: 2013- 2017

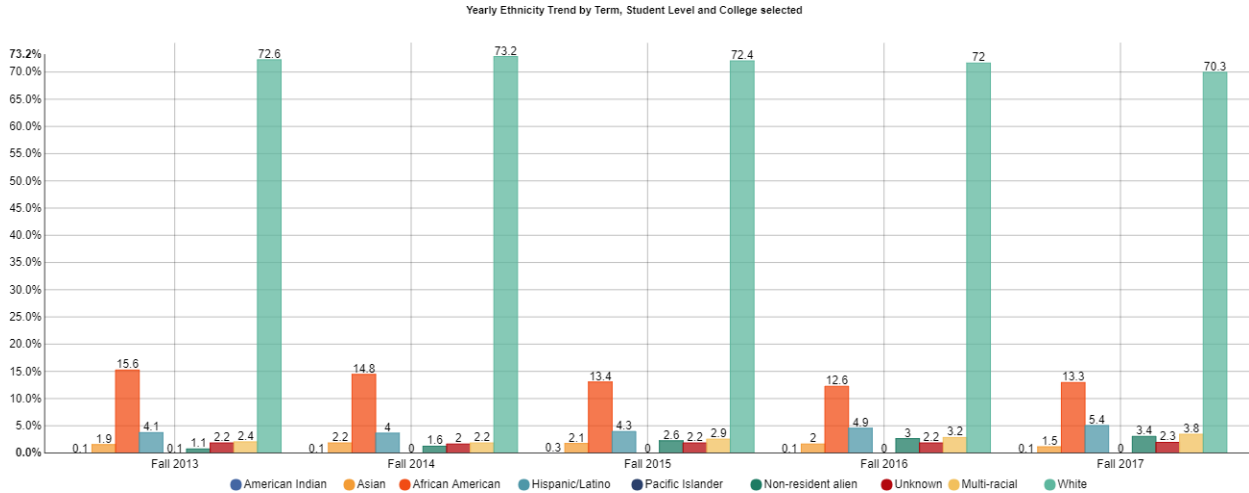
An important component of diversity and inclusion in the college is enrollment by gender and ethnicity. From 2013 to 2017 enrollment in the college by gender has remained relatively consistent with women making up a majority of the student population in the college (see Table 1 below). In 2017 women made up 73.2% of the college's students and men made up 26.7% of the college's students.

Table 1: College Enrollment by Gender 2013- 2017.



College enrollment by ethnicity has also remained relatively consistent from 2013 to 2017, although non-White students continue to compose a greater portion of students within the college (see Table 2 below). In 2017 American Indian (.1%), Asian (1.5%), African American (13.3%), Hispanic/Latino (5.4%), Non-resident alien (3.4%), Unknown ethnicity (2.3%), Multiracial (3.8%), and White (70.3%) students were represented in the college

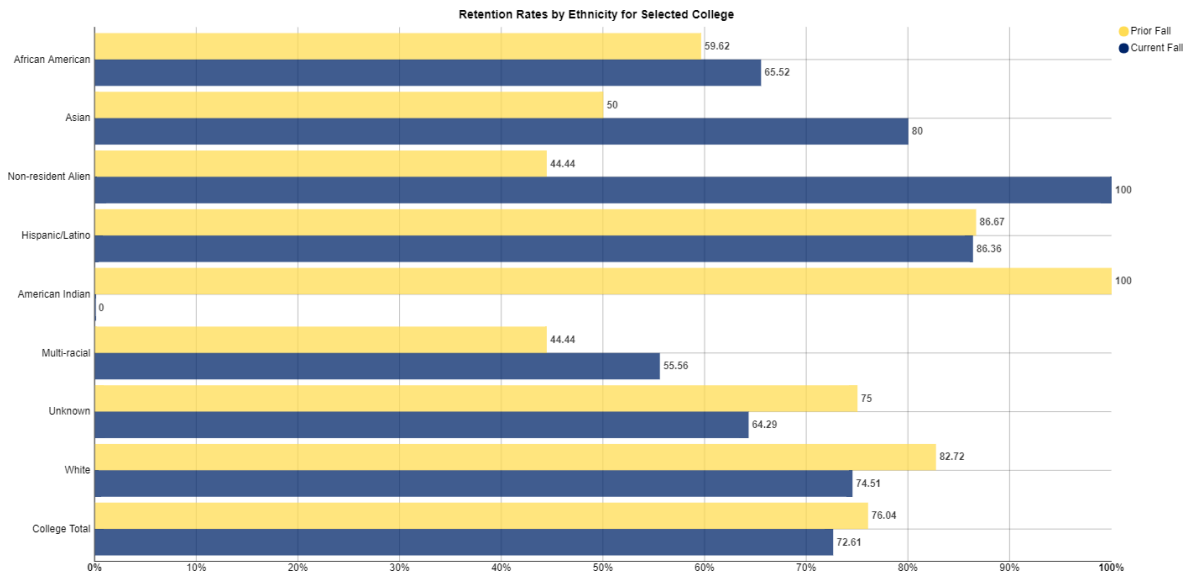
Table 2: College Enrollment by Ethnicity: 2013- 2017



College Retention Data: 2016- 2017

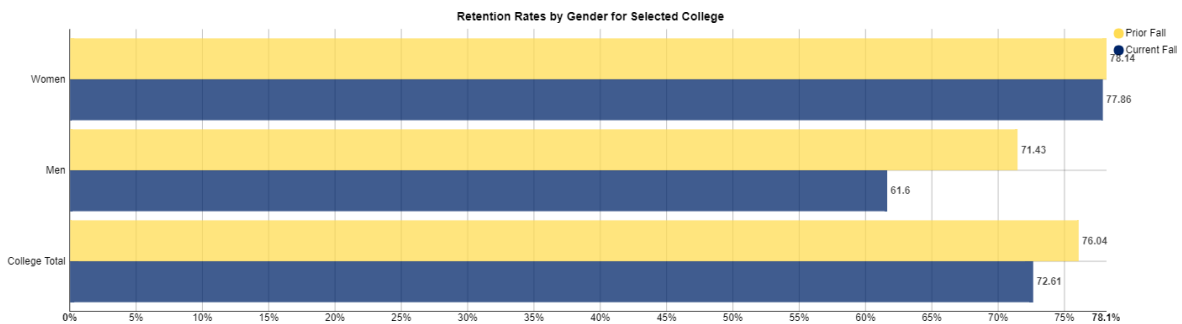
In addition to student representation, the retention of students is an important diversity and inclusion consideration. Overall from 2016 to 2017 retention in the college fell 3.43% (see Table 3 below). However, student retention with African American (+5.9%), Asian (+30%), Non-resident Alien (+55.56%), and Multiracial (+11.12%) students increased from 2016 to 2017. Retention for Hispanic/Latino students fell slightly (-.31%). Student retention for American Indian (-100%), Unknown ethnicity (-10.71%), and White (-8.21%).

Table 3: College Retention by Ethnicity: 2016- 2017



Student retention by gender decreased for both men (-9.83) and women (-.28) from 2016 to 2017 (see Table 4 below).

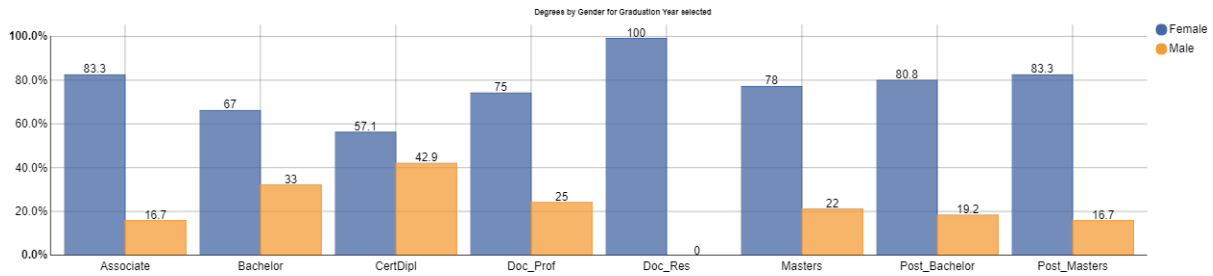
Table 4: Student Retention by Gender 2016 to 2017



College Outcomes

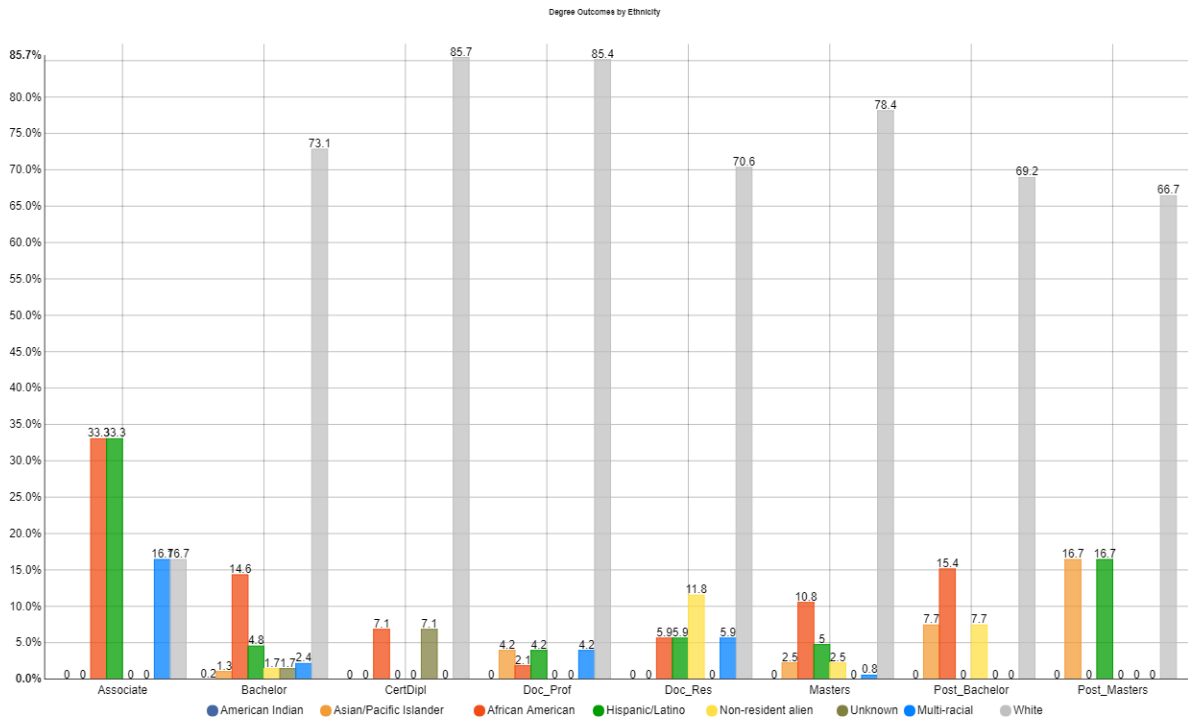
An additional measure of diversity and inclusion in the college is degree outcomes. In 2017 a majority of all degrees and/or certifications were awarded to women (see table 5 below).

Table 5: Degree Outcomes by Gender: 2017



Regarding ethnicity, White students were awarded the majority of all degrees and/or certifications in the college aside from the associate’s degree in 2017 (see table 6 below). In 2017, African American (33.33%), Hispanic/Latino (33.33%), Multiracial (16.67%), and White (16.67%) students were awarded associate’s degrees. In 2017 American Indian (.2%), Asian/Pacific Islander (1.3%), African American (14.6%), Hispanic/Latino (4.8%), Non-resident alien (1.7%), Unknown ethnicity (1.7%), Multiracial (2.4%), and White (73.1%) students were awarded bachelor’s degrees in the college. In 2017 Asian/Pacific Islander (2.5%), African American (10.5%), Hispanic/Latino (5%), Non-resident alien (2.5%), Multiracial (.8%), and White (78.4%) students were awarded master’s degrees in the college. In 2017 Asian/Pacific Islander (4.2%), African American (2.1%), Hispanic/Latino (4.2%), Multiracial (4.2%), and White (85.4%) students were awarded doctoral professional degrees in the college. In 2017 African American (5.9%), Hispanic/Latino (5.9%), Non-resident alien (11.8%), Multiracial (5.9%), and White (70.6%) students were awarded bachelor’s degrees in the college.

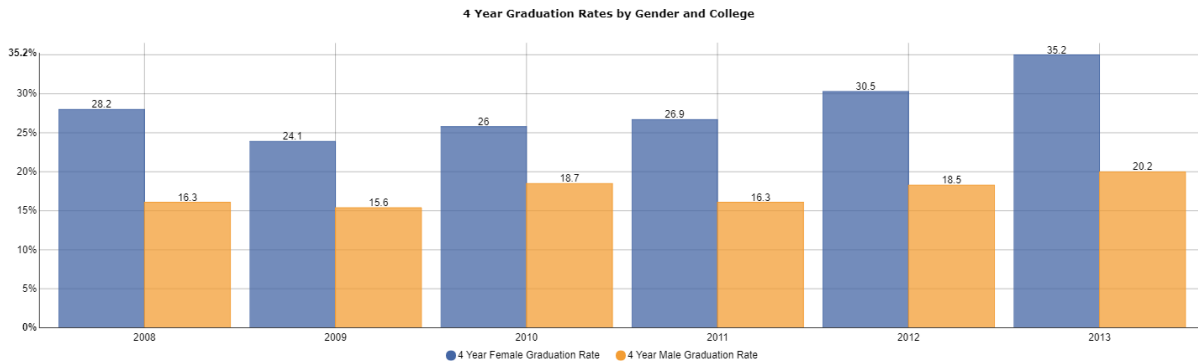
Table 6: Degree Outcomes by Ethnicity: 2017



College Graduation Rates

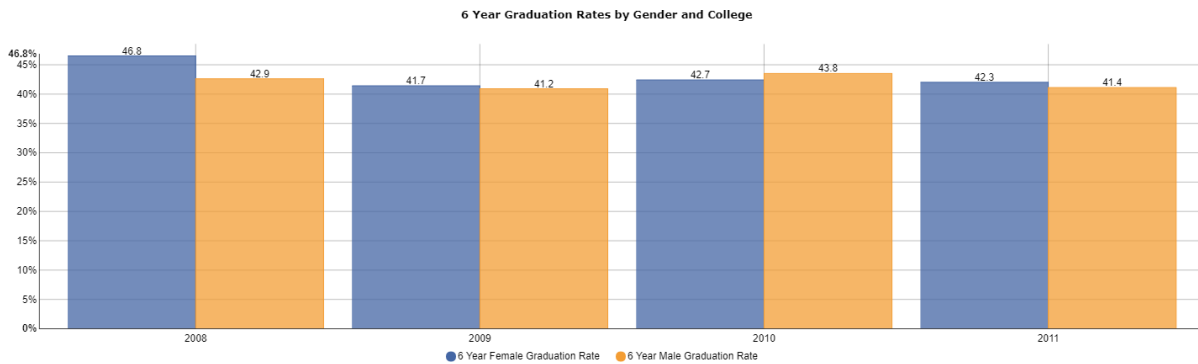
Student graduation rates (four and six-year) by gender and race are also important measure of diversity and inclusion in the college. Four-year graduation rates for both women and men continue to rise; women graduate in four-years at higher rates than men (see table 7 below). In 2017 35.2% of women and 20.2% of men graduated in four years.

Table 7: Four-Year Graduation Rates by Gender: 2013- 2017



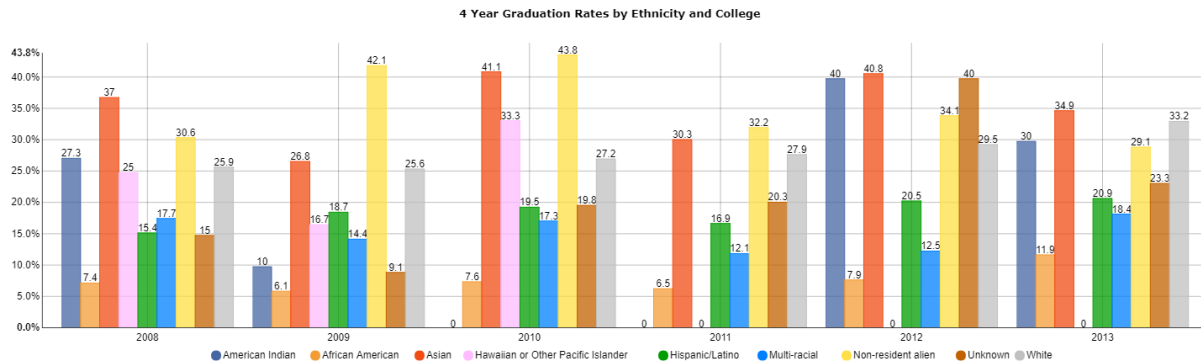
Six-year graduation rates by gender in the college have remained relatively consistent over the past four years (see table 8 below) and are more consistent across men and women. In 2017 42.3% of women and 41.4% of men graduated in six years.

Table 8: Six-Year Graduation Rates by Gender: 2014-2017



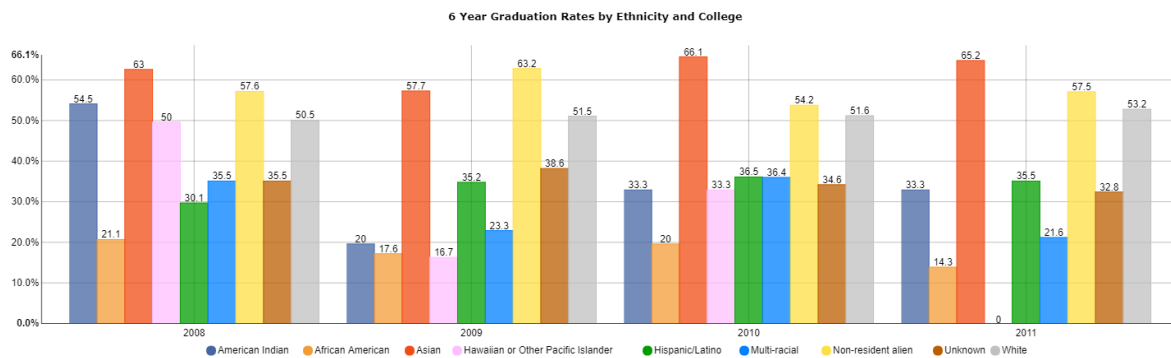
Four-Year graduation rates by ethnicity are presented in Table 9, below. Four-year graduation rates from 2012-2017 vary among ethnic groups. In 2017 30% of American Indian, 11.9% of African American, 34.9% of Asian, 20.9% of Hispanic/Latino, 18.4% of Multiracial, 29.1% of Non-resident Alien, 23.3% of Unknown ethnicity, and 33.2% of White students graduated in four years.

Table 9: Four-Year Graduation Rates by Ethnicity: 2012- 2017



Six-year graduation rates by ethnicity also vary from 2014 to 2017 (see table 10 below). In 2017 33.3% of American Indian, 14.3% of African American, 65.2% of Asian, 35.5% of Hispanic/Latino, 57.5% of non-residential alien, 37.8% of unknown ethnicity, and 53.2% of White students graduated within six years.

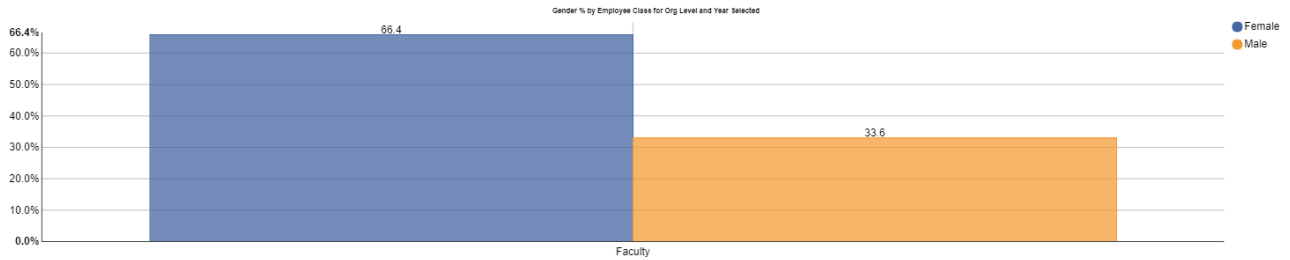
Table 10: Six-Year Graduation Rates by Ethnicity: 2014- 2017



FACULTY COLLEGE DATA: 2017

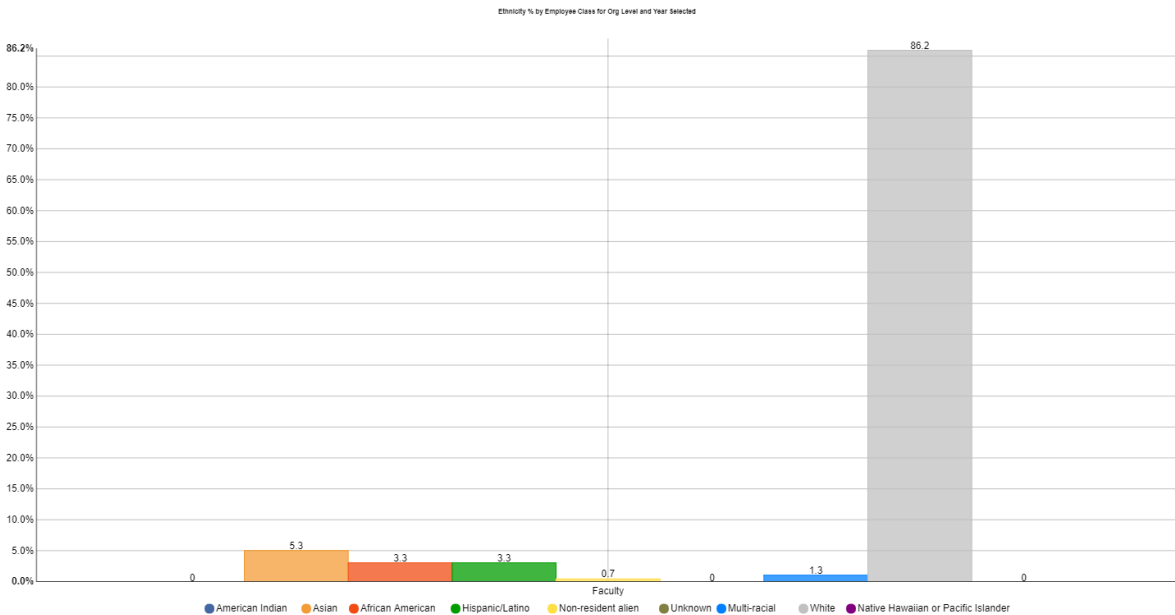
College faculty were mostly women (66.4% vs. 33.6%; see table 11 below) in 2017.

Table 11: College Faculty by Gender



The majority of college faculty in 2017 were also White (86.2%; see table 12 below). The faculty was also comprised of Asian (5.3%), African American (3.3%), Hispanic/Latino (3.3%), non-resident alien (.7%), and Multiracial faculty (1.3%).

Table 12: College Faculty by Ethnicity



FACULTY GENDER AND RANK: 2017

Women faculty outnumbered men in this college in almost all faculty ranks (see table 13 below) aside from the rank of professor in 2017. Regarding tenure-track faculty, there were 18 women and nine men assistant professors, 12 women and 10 men associate professors, and six women and seven men professors. There were four women and zero men instructors, three women and three men lecturers, 10 women and five men associate lecturers, and three women and two men senior lecturers. There were 45 women and 14 men with no rank and zero women and one man ranked other.

Table 13: Faculty Gender and Rank

Gender	Assistant Professor	Associate Professor	Professor	Instructor	Lecturer	Associate Lecturer	Senior Lecturer	No Rank	Other	Total
Women	18	12	6	4	3	10	3	45	0	101
Men	9	10	7	0	3	5	2	14	1	51

FACULTY ETHNICITY AND RANK: 2017

In 2017 there were 152 total faculty members in the college at various ranks (see Table 14 below). There were eight Asian faculty, five Black or African American faculty, five Hispanic/Latino faculty, one non-resident alien faculty, two Multiracial faculty, and 131 White faculty. Asian faculty were represented at the assistant and association professor levels (four each). Black or African American faculty were represented at the professor level (1) and four had no rank. Hispanic/Latino faculty were represented at the assistant professor (1) and associate lecturer (1) levels while three faculty had no rank.

There was one non-resident alien faculty (assistant professor) and two multiracial faculty (no rank). White faculty are the majority of faculty in this college and are represented at every level: assistant professor (21), associate professor (18), professor (12), instructor (4), lecturer (6), associate lecturer (14), senior lecturer (5), no rank (50), and other (1).

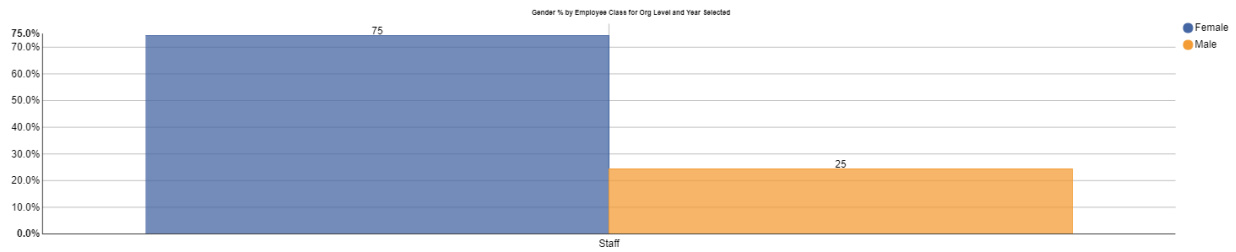
Table 14: Faculty by Ethnicity and Rank: 2017

Ethnicity	Assistant Professor	Associate Professor	Professor	Instructor	Lecturer	Associate Lecturer	Senior Lecturer	No Rank	Other	Total
Asian	4	4	0	0	0	0	0	0	0	8
Black or African American	0	0	1	0	0	0	0	4	0	5
Hispanic/Latino	1	0	0	0	0	1	0	3	0	5
Nonresident Alien	1	0	0	0	0	0	0	0	0	1
Two or more races	0	0	0	0	0	0	0	2	0	2
White	21	18	12	4	6	14	5	50	1	131
Total	27	22	13	4	6	15	5	59	1	152

STAFF COLLEGE DATA: 2017

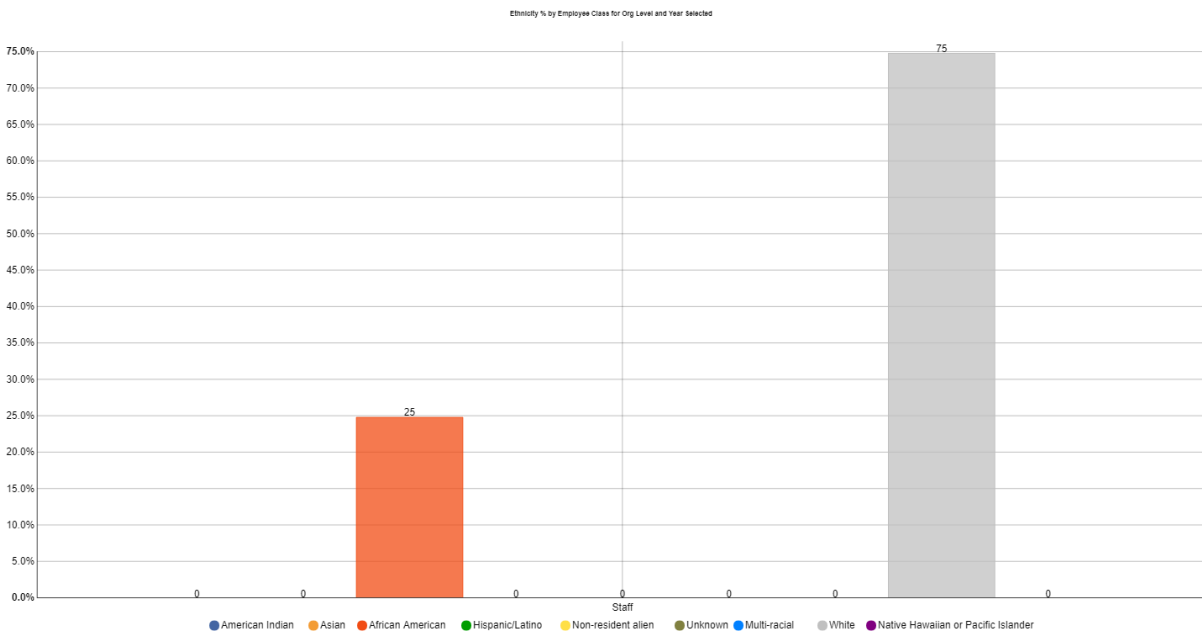
In terms of college staff, 75% were women and 25% were men in 2017 (see table 15 below).

Table 15: College Staff by Gender



College staff ethnicity was distributed across two groups in 2017, African American (25%) and White (75%; see Table 16 below).

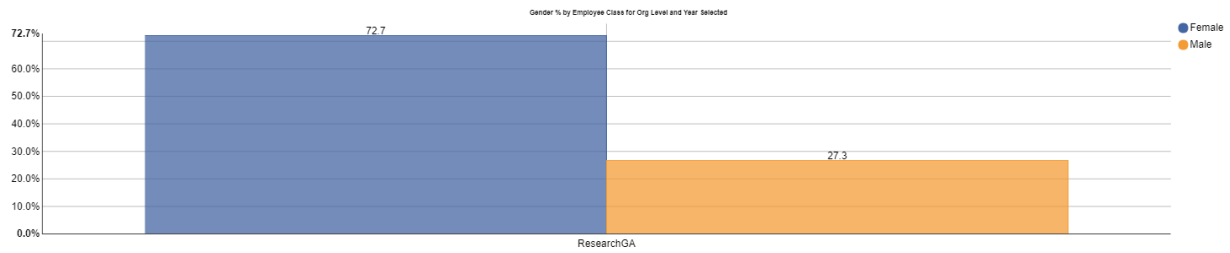
Table 16: College Staff by Ethnicity



GRADUATE ASSISTANT COLLEGE DATA: 2017

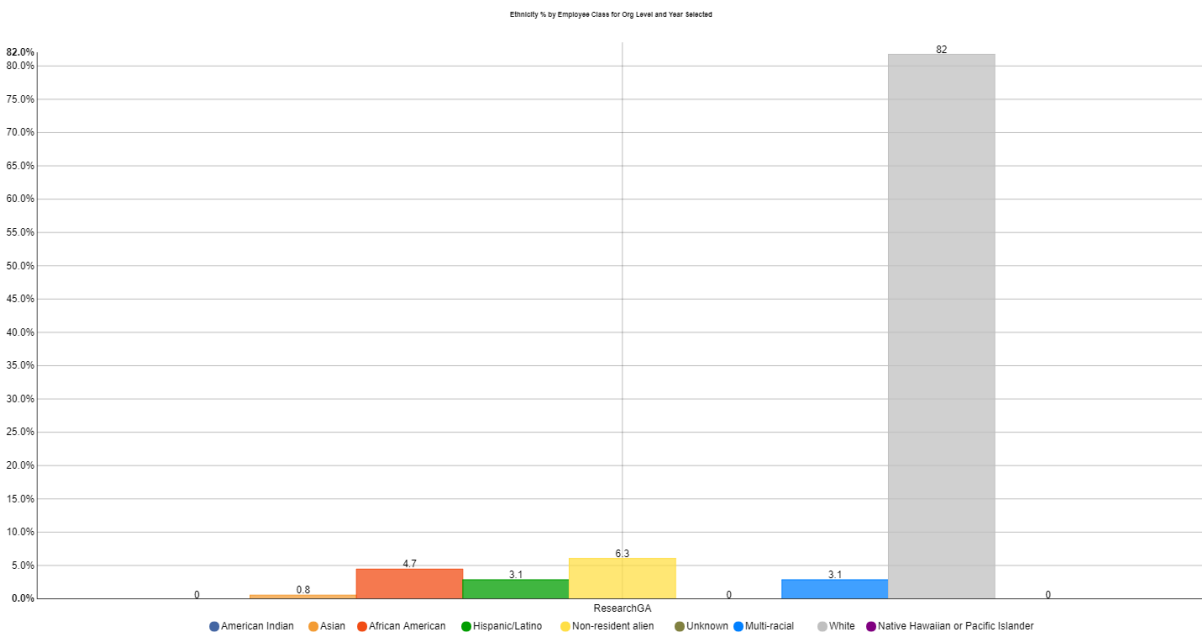
Graduate assistants in the college were mostly women in 2017 (72.7%). Men comprised 27.3% of graduate assistants in the college in 2017 (see table 17 below).

Table 17: Graduate Assistants by Gender



Graduate assistants in the college came from a variety of ethnic groups (presented in table 18 below). Graduate assistants were Asian (.8%), African American (4.7%), Hispanic/Latino (3.1%), non-resident alien (6.3%), Multiracial (3.1%), and White (82%).

Table 18: Graduate Assistants by Ethnicity



COLLEGE STUDENT EMPLOYEE DATA: 2017

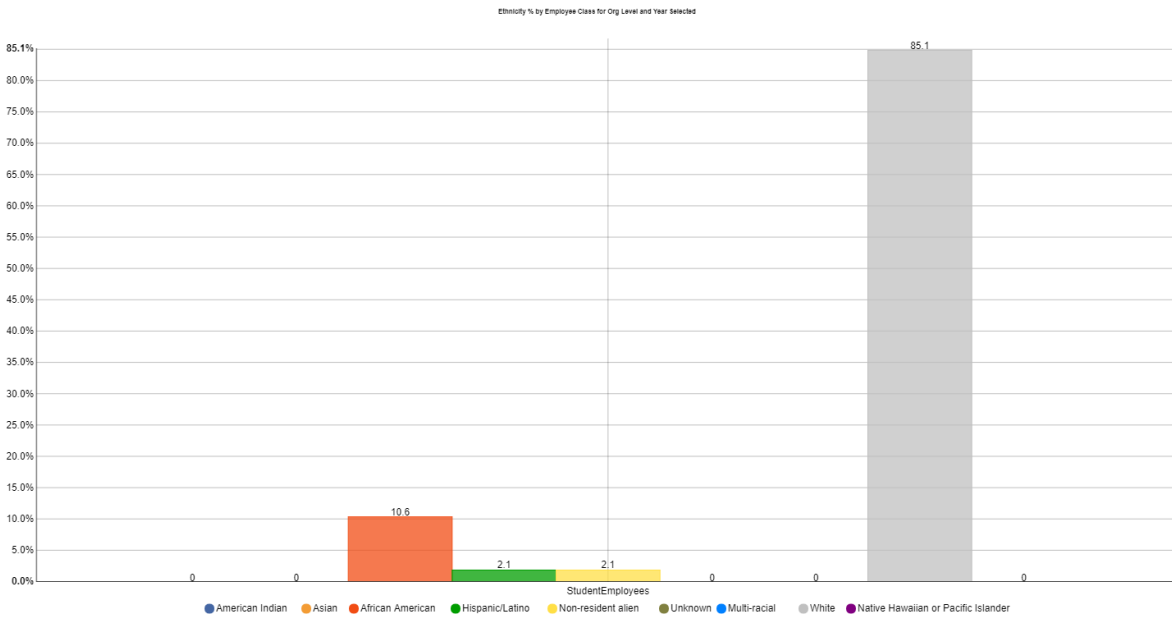
Student employees in the college in 2017 were 70.2% women and 29.8% men (see table 19 below).

Table 19: Student Employees by Gender



Student employees represent various ethnic groups including African American (10.6%), Hispanic/Latino (2.1%), non-resident alien (2.1%), and White (85.1%; see table 20 below).

Table 20: Student Employees by Ethnicity



Appendix A: 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