



COLLEGE OF NATURAL SCIENCES
AND MATHEMATICS
THE UNIVERSITY OF TOLEDO

INCLUSIVE WALL OF HONOR

Highlighting the contributions that underrepresented minority faculty, staff and alumni, disabled individuals and the LGBTQA+ community have made to The University of Toledo and their communities.



STRATEGIC PLAN FOR DIVERSITY AND INCLUSION 2020-2025

We appreciate you here. No matter who you are, what you look like, who you love, how much money you have, what your religious beliefs are or where you are from, the College of Natural Sciences and Mathematics is for you!

**DIVERSITY**

Diversity reflects the many ways in which individuals and communities are unique, contributing distinct and valuable experiences and perspectives to the mission and vision of an organization.

The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff in every stage of the College of Natural Sciences and Mathematics' education and career development, while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups.

**EQUITY****INCLUSION**

The act of creating environments in which any individual or group can feel welcomed, respected, supported, and valued. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in the college's opportunities.

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Statement from the Dean of the College of Natural Sciences and Mathematics



The College of Natural Sciences and Mathematics is committed to a diverse, inclusive and collaborative environment in which all faculty, students and staff can thrive and reach their full potential.

We know that the inclusion of perspectives and strengths that come from a diversity of human experiences makes us more effective in our mission to improve the human condition through scientific discovery and its ethical applications. We believe the moral case for diversity and inclusion in society should be front and center in our discussions, learning and practices. Ensuring everyone is treated equally, with dignity, and has their fair share of resources (whether that be access in classrooms or equitable pay) is simply the right thing to do. People

matter and all should have the equal opportunity to develop, progress and be rewarded and recognized. Diversity and inclusion cannot be a one-time campaign or a one-off initiative.

We recognize that to meet our commitments, we must actively recruit diversity among our faculty, students and staff; actively promote the meaningful inclusion of all who make up our academic community; and actively foster equity in our relations with each other. We all must come together and be more engaged and vocal to promote the message of a diverse and tolerant society. It is an uphill battle, but peace, prosperity and advancement depend on it.

Our Diversity and Inclusion Strategic Plan reflects these goals and provides a roadmap for continually working towards and upholding our values.

A handwritten signature in black ink that reads "Marcus S. Seigar". The signature is fluid and cursive, with a prominent flourish at the end.

Marcus S. Seigar

Dean, College of Natural Sciences and Mathematics

Statement from Diversity and Inclusion Officer



Dear colleagues,

I am pleased to be part of the University of Toledo milestone of developing a Diversity and Inclusion Strategic Plan for the College of Natural Sciences and Mathematics.

Our college is committed to diversity, equity and inclusion, in order to achieve and sustain excellence. We believe that we can promote excellence by recruiting and retaining students, staff, and faculty from a wide range of backgrounds and by creating a climate of respect that is supportive of their success.

Diversity is everywhere; it is all of us. We firmly believe that diversity makes us better and inclusion makes us stronger. For that reason, we are committed to providing the leadership necessary to ensure that all people are valued and respected within the college as indicated by attitude, policies and procedures.

Our mission is to raise the bar beyond acceptance. We believe that an inclusive work environment provides an atmosphere that allows all individuals to attain their greatest potential and achieve the greatest benefits for all.

A big THANKS to all the members of the Diversity and Inclusion committee for their hard work but most important, for their selfless and caring dedication.

I will leave you with one of my favorite quotes: ***'Diversity without inclusion is an empty gesture. Inclusion is a feeling of belonging, and so creating an empowering, embracing, egalitarian environment starts with the heart'*** (David Asai, Senior Director for Science Education at the Howard Hughes Medical Institute in Chevy Chase, Maryland).

Looking forward to working with you!

Sincerely,

A handwritten signature in black ink, appearing to read 'Silvia Goicoechea', written in a cursive style.

Silvia Goicoechea
Research Assistant Professor
Department of Biological Sciences

DIVERSITY AND INCLUSION COMMITTEE

College of Natural Sciences and Mathematics

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A special thanks to former graduate students Roberto Alers-Velazquez and La’Nese Lovings, who received their Ph.Ds. in 2020, for their valuable contributions.

MISSION

The College of Natural Sciences and Mathematics (NSM) is committed to increasing, retaining and supporting the success of faculty and students who have been historically underrepresented in academic science. NSM initiatives to promote equity and inclusion are in support of the University's Diversity Mission, which includes a belief that a culturally diverse campus is integral to academic excellence.

THE UNIVERSITY OF TOLEDO MISSION STATEMENT

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

The core values of UToledo's mission are:

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

UNIVERSITY INSTITUTIONAL DATA

METHODOLOGY AND DATA FINDINGS

Data for this Diversity Plan is composed of university institutional data from 2015 to 2019:

- Undergraduate Students
- Graduate Students
- Faculty

University institutional data in Table 1 shows that the undergraduate students from American Indian/Alaskan Native and Native Hawaiian/Pacific Islander populations were the two ethnic groups with the largest decreases in enrollment. Data show that the American Indian/Alaskan Native group was down 83% (6 to 1 students) and the Native Hawaiian/Pacific Islander was down 50% (2 to 1 students). The Black/African American group was also down 17% (118 to 98 students). During that time period, Asian and White student populations numbers went up. The Asian student population was up 15% (63 to 73 students) and White group was up 10% (741 to 815 students). The number of Hispanic/Latino students remained about the same (56 to 55 students). Regardless the increase in some of the student populations, it is worth to mention that American Indian/Alaska native, Black/African American, Hispano/Latino and Native Hawaiian/Pacific Islander populations were only between 0.12% (1 student) to 12% (98 students) compared to the White student population (815 students).

Table 1. NSM Undergraduate Ethnicity 2015-2019

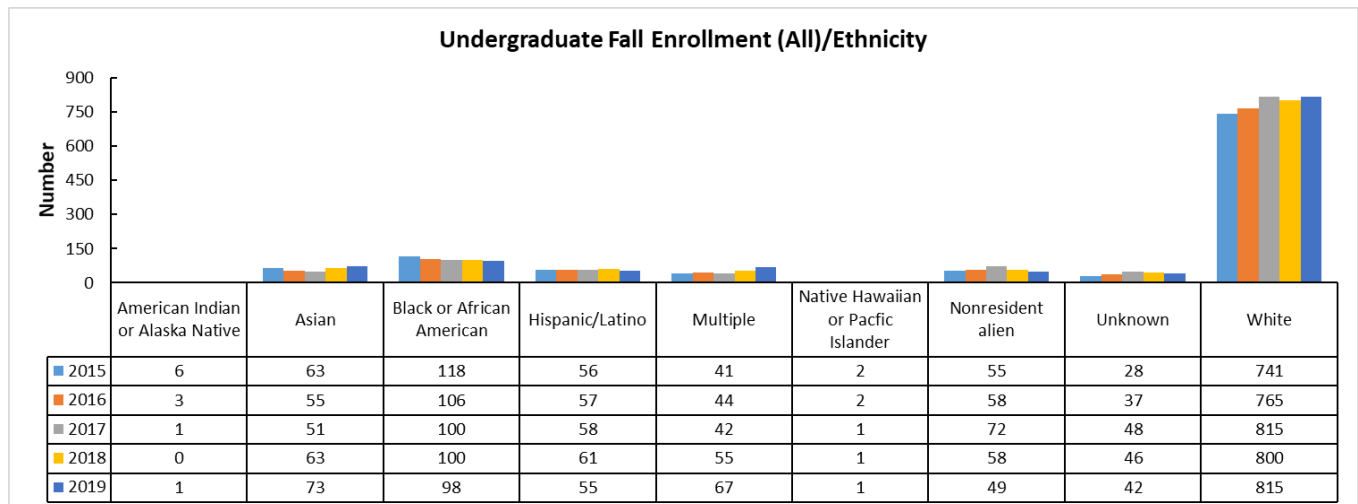


Table 2 and Table 3 show that even though the general enrollment of Black/African American students was down 17% (118 to 98 students) (Table 1), the male student group was the one that suffered the most compared to the female group. The number of male students was down 33% down (39 to 26 students) (Table 2) and the number of female students was down only 9% (79 to 72 students) (Table 3). Something similar happened with the number of male Hispanic/Latino students. While the general population did not change much (Table 1), the number of male Hispanic/Latino students went down 32% (25 to 17 students) (Table 2). The number of female Hispanic/Latino students however, increased 22% (31 to 38 students) (Table 3).

Table 2. NSM Undergraduate Ethnicity (Men) 2015-2019

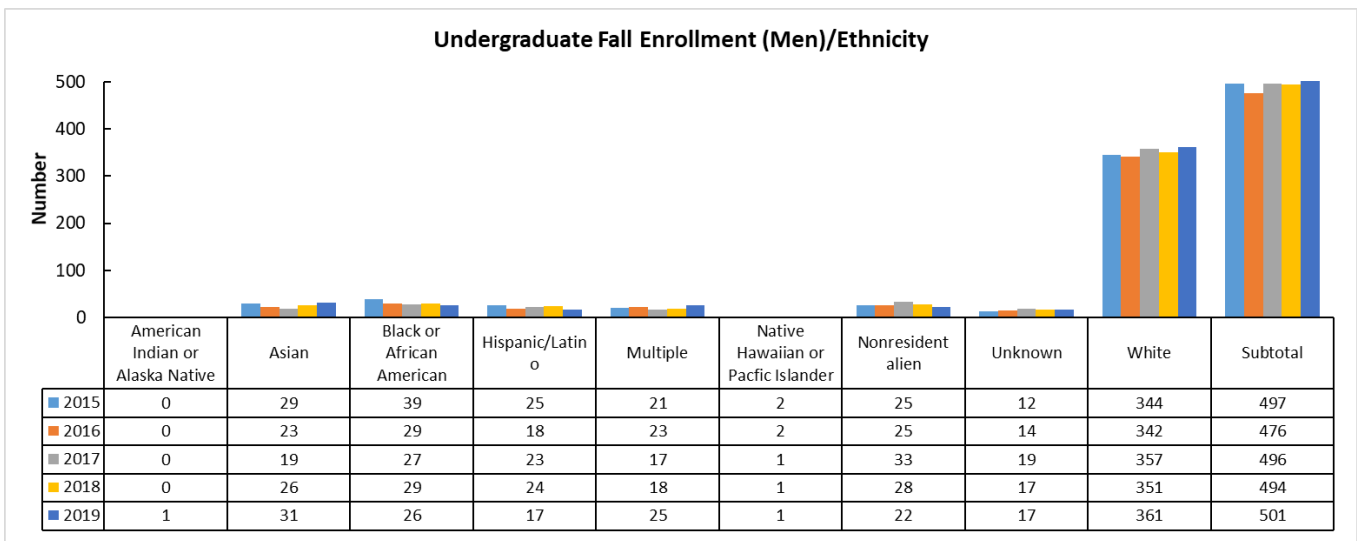


Table 3. NSM Undergraduate Ethnicity (Women) 2015-2019

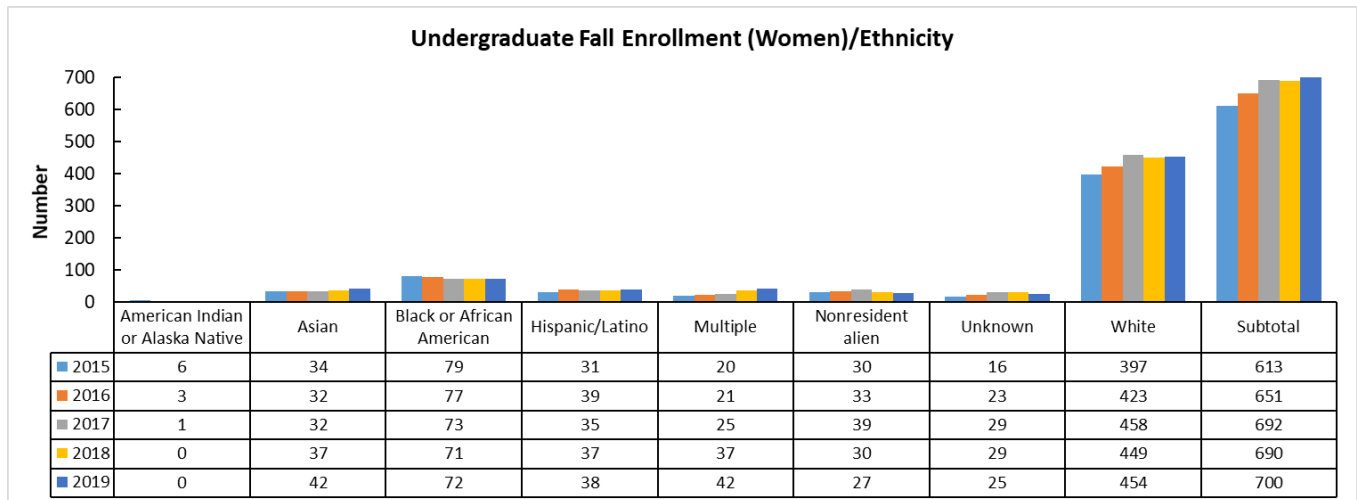
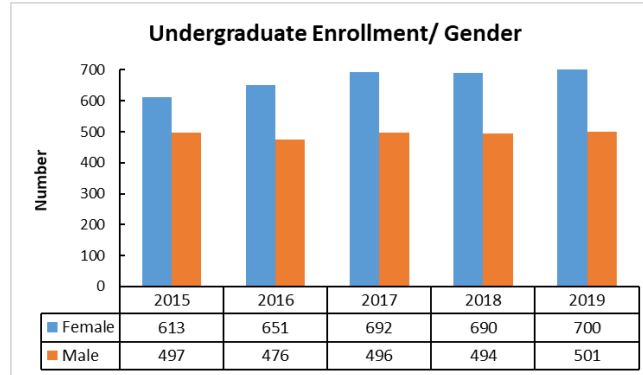


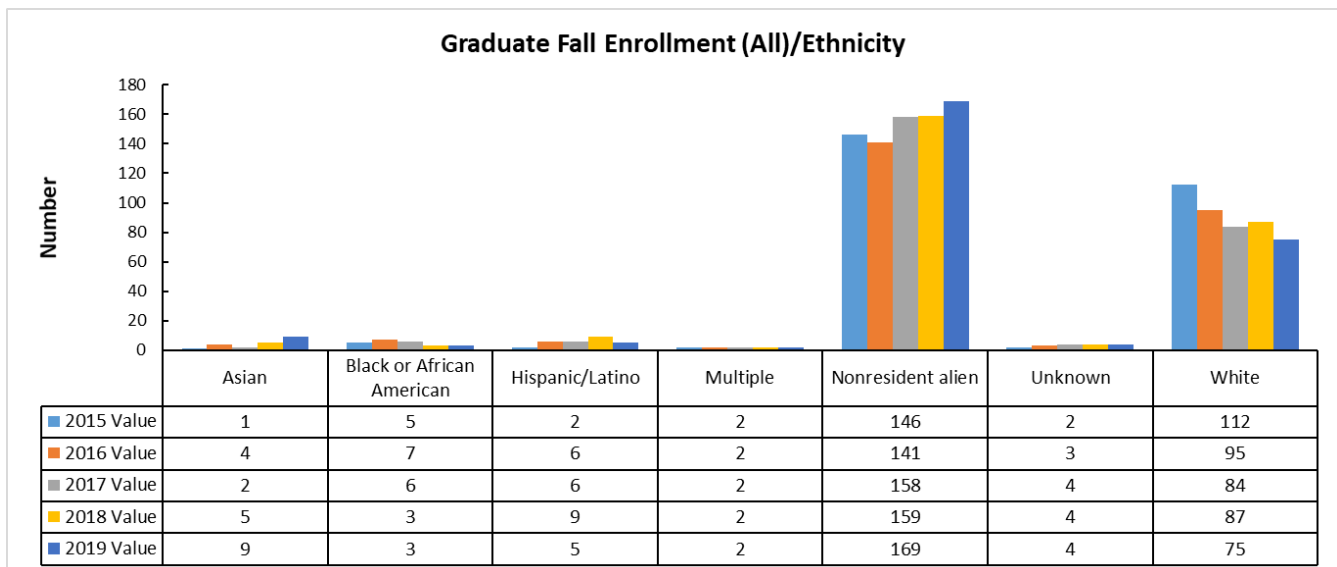
Table 4 shows that undergraduate enrollment for female increased 14% (613 to 700 students) during the 2015-2019 time period. Enrollment of male undergraduates remained about the same (497 to 501 students).

Table 4. NSM Undergraduate Enrollment/Gender 2015-2019



Data in Table 5 shows that the enrollment of graduate students from Black/African American and White populations were the two ethnic groups with the largest decreases in enrollment. Data show that the Black/African American group was down 40% (5 to 3 students) and the White group was down 33% (112 to 75 students). On the contrary, the Hispanic/Latino group were up 150% (2 to 5 students). Regardless the increase in some of the student populations, it is worth to mention that Black/African American, and Hispano/Latino populations were only between 4% (3 students) to 6.7% (5 students) compared to the White student population (75 students).

Table 5. NSM Graduate Enrollment Ethnic 2015-2019



University institutional data in Table 6 and Table 7 show that even though the general enrollment of Black/African American students was down 40% (5 to 3 students), the male student group was the one that suffered the most compared to the female group. The number of male students was down 67% down (3 to 1 students) (Table 6) while the number of female students remained the same (Table 7). Contrarily, while the general population of Hispanic/Latino students increased 150% (Table 5), the number of male Hispanic/Latino students went up 300% (1 to 4 students) (Table 6). The number of female Hispanic/Latino students remained the same (Table 7).

Table 6. NSM Graduate Enrollment Ethnicity (Men) 2015-2019

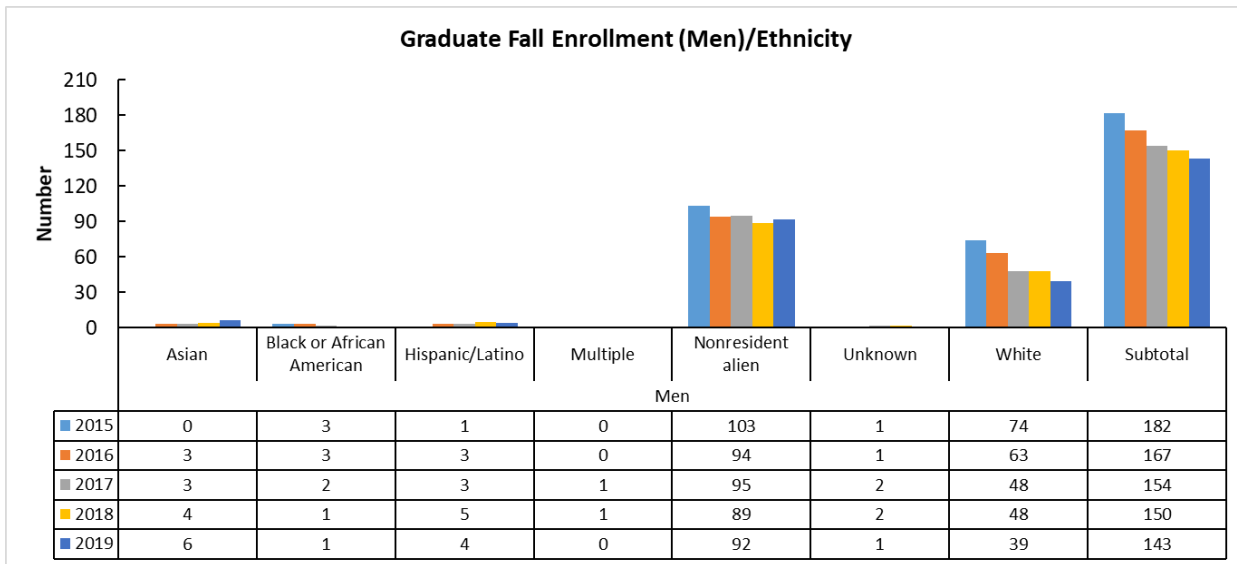


Table 7. NSM Graduate Enrollment/Ethnicity (Women) 2015-2019

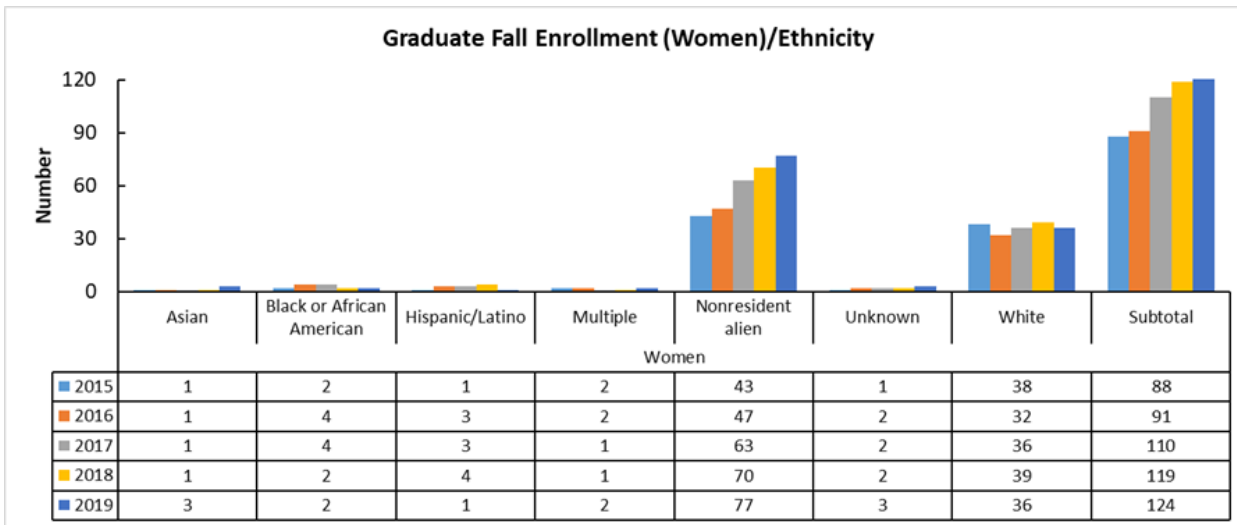
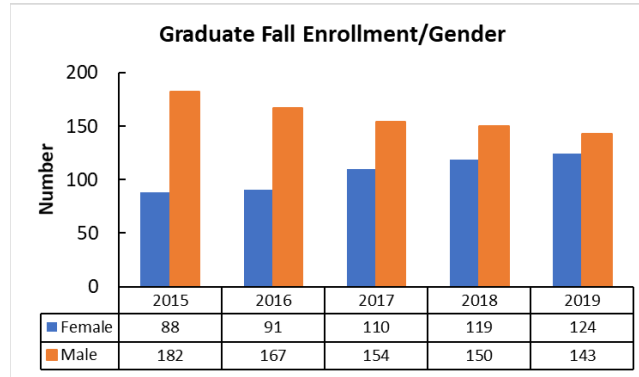


Table 8 shows that graduate enrollment for female increased 41% (88 to 124 students) during the 2015-2019 time period. Contrarily, enrollment of male graduates decreased 21% (182 to 143 students). Male graduate student population was 2.1 folds larger than the female population in 2015; however, the gap in 2019 went down to 1.1 folds.

Table 8. NSM Graduate Ethnicity/Gender 2015-2019



Data in Table 9 shows that the enrollment of faculty from Black/African American and White populations were the two ethnic groups with the largest decreases from 2014 to 2019. Data show that the Black/African American group was down 40% (5 to 3 faculty) and the White group was down 33% (115 to 110 faculty). On the contrary, the Asian group and the Hispanic/Latino group were up 150% (1 to 9 faculty) and 150% (2 to 5 faculty) respectively. However, Black or African America and Hispanic/Latino populations are only 4% (3) and 6.7% (5) respectively of white faculty members within NMS (75). Regardless of the increase in some populations, it is notable that faculty identifying as Black/African American, and Hispano/Latino were only between 4% (3 faculty) to 6.7% (5 faculty) compared to faculty identifying as White (75 faculty).

Table 9. NSM Faculty/Ethnicity 2014-2018

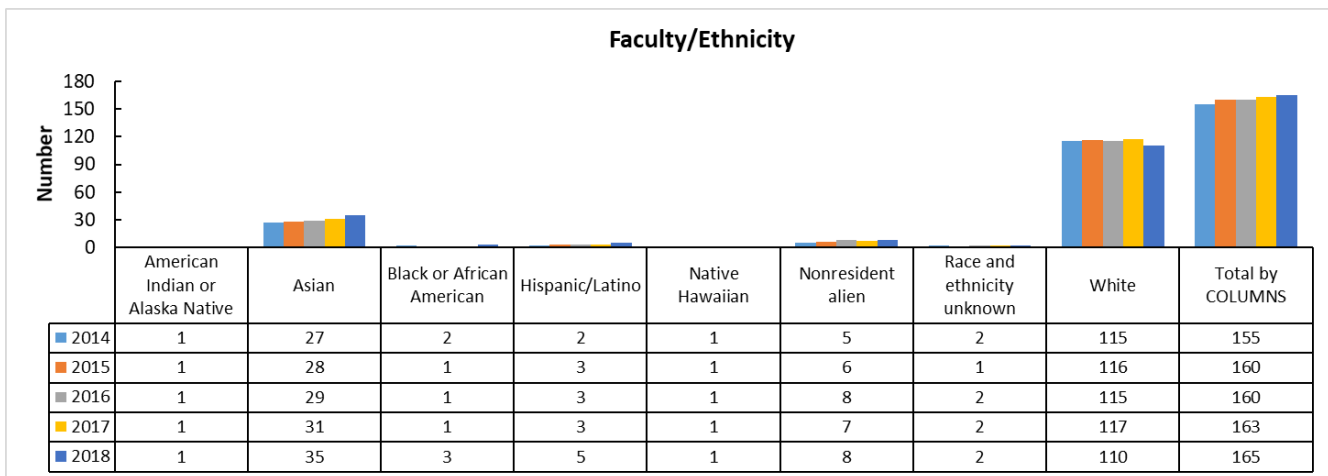
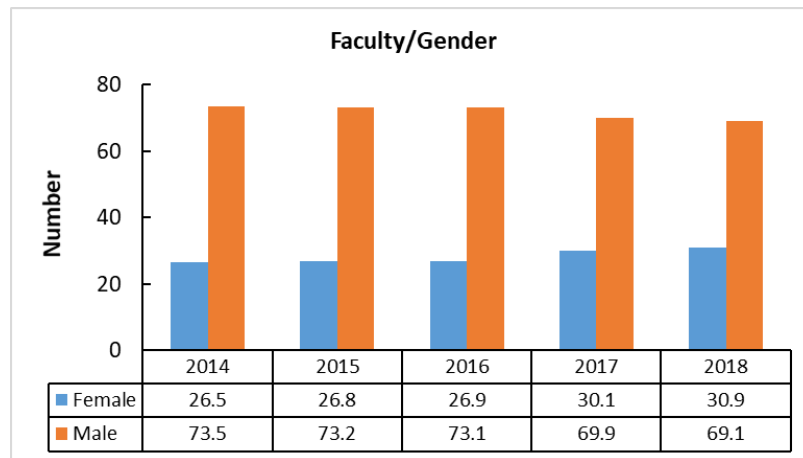


Table 10 shows that the percentage of female faculty increased 16% (26.5 to 30.9%). Conversely, the percentage of male faculty decreased 6% (73.5 to 69.1%). Male faculty population was 2.8 folds larger than the female population in 2014; however, the gap in 2019 was slightly reduced to 2.2 folds.

Table 10. NSM Faculty/Gender 2014-2018



The University of Toledo
College of Natural Sciences and Mathematics
2020-2025

Strategic Plan for
Diversity and Inclusion

THE PATH FORWARD

This strategic plan aligns with the University of Toledo Strategic Plan for Diversity and Inclusion. What follows are specific goals and strategies to strengthen a campus culture of diversity and inclusion. The 5 goals and 36 strategies identify a responsible unit and a timeline to accomplish the task, and recommendations to measure their success. These goals and strategies will be assessed every year and revisions and updates will be made accordingly to ensure they reflect the realities of the community life at our college.

GOALS

Promote efforts to ensure that the CNSM campus is a place where differences are welcomed, different perspectives are respectfully heard, and where every individual feels a sense of belonging and inclusion.

- Goal 1.** Promote inclusiveness, equality, respect and appreciation of diversity.
- Goal 2.** Increase recruitment of students from underrepresented minorities.
- Goal 3.** Increase retention of students from underrepresented minorities.
- Goal 4.** Increase recruitment of faculty from underrepresented minorities.
- Goal 5.** Increase retention of faculty from underrepresented minorities.



GOAL 1

Promote inclusiveness, equality, respect and appreciation of diversity.

We will support and work toward the incorporation of diversity and inclusion into all aspects and all corners of the college.

STRATEGY 1.1. Assess Diversity and Inclusion climate in the college.

- Create a climate survey for faculty, staff, and students, setting out a data-driven approach to assess and improve the diversity climate with emphasis on differences in background and experiences.
- Re-assess the needs of diversity groups annually.
- Include a question regarding D&I climate on the senior exit survey. (Do we have one?).

Timeline: 12-18 months.

Measure: Climate survey.

Responsible Unit: D&I Committee.

STRATEGY 1.2. Support opportunities for faculty, staff, and students to participate in University programs that create a welcoming climate.

- Sponsor attendance at the Annual Women Spring Award Luncheon for faculty, staff, and students.
- Sponsor a table for students and faculty at the Annual MLK Unity Day Celebration.
- Create opportunities for students, staff and faculty to participate in outreach activities in diverse communities.
- Participation and communication with Office Multicultural Student Success (OMSS) planning committees such as Jewish Heritage Month and Native American Heritage Month.

Timeline: 18-24 months.

Measure: Follow up numbers of participants in D&I activities.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 1.3. Promote Diversity and Inclusion training (Diversity Education, Safe Place (LGBTQ+), (Un)Documented Student Ally) for Dean, Associate Deans, Departmental Chairs, Faculty (Phase 1), graduate students and staff (Phase 2).

Timeline Phase1: 6-12 months.

Measure: Follow up number of trained Dean, Associate Dean, Departmental Chairs and Faculty.

Responsible Unit: Dean and Chairs and D&I Committee.

Timeline Phase 2: 12-36 months.

Measure: Follow up number of trained graduate students and staff.

Responsible Unit: Dean and Chairs and D&I Committee.



STRATEGY 1.4. Develop a Diversity and Inclusion College website for the College of Natural Sciences and Mathematics.

- Include links to D&I information:
 - Definitions of diversity terminology.
 - Contact information of Diversity and Inclusion Officer and committee members.
 - Research opportunities (grants, fellowships, conferences).
 - Diversity programs like Project SEED, NOA-AGEP, PREM, NSF, NIH etc.
 - Diversity and Inclusion Strategic Plans (NSM College and University).
 - Diversity and Inclusion training information.
 - On-campus Diversity and Inclusion resources.
 - Multicultural events.
- Link the D&I website to a D&I NSM Facebook page.

Timeline: 1-3 months.

Measure: Website published.

Responsible Unit: D&I Committee.

STRATEGY 1.5. Create a NSM Diversity and Inclusion Facebook page to highlight diverse faculty, mentors, staff and administrators to ensure URM (underrepresented minorities) students see successful and diverse individuals at all levels of STEM fields.

Timeline: 6-12 months.

Measure: Facebook page published.

Responsible Unit: D&I Committee.

STRATEGY 1.6. Organize a seminar event for Diversity and Inclusion topics/issues.

- Bring one speaker per semester.
- Print and distribute flyers around campus to advertise the D&I seminar series.
- Post on the social media to advertise the Diversity and Inclusion seminar series.

Timeline: 12-18 months.

Measure: Create a survey to follow 1- level of interest among students and faculty and 2- attendance.

Responsible Unit: Dean and D&I Committee.

STRATEGY 1.7. Recognize diversity efforts of faculty and staff.

- Recognize the efforts to foster diversity in the college with a Diversity Achievement Award, presented annually to a faculty, staff, administrator or extension educator or team.
- Raise the status of the Diversity Achievement Award with a monetary award and/or news releases distributed about the recipient.

Timeline: 18-24 months.

Measure: Follow up number of awards.

Responsible Unit: Dean and D&I Committee.

STRATEGY 1.8. Develop a Diversity and Inclusion Statement to be included in class syllabi to set the tone for the classroom environment.

Timeline: 6-12 months.

Measure: Climate survey.

Responsible Unit: Chairs, Faculty and D&I Committee.

STRATEGY 1.9. Allow Faculty, students and staff to request to be referred to by their chosen name and gender pronoun.

Timeline: 12-18 months.

Measure: Climate survey.

Responsible Unit: Dean, Chairs, Faculty and D&I Committee.

STRATEGY 1.10. Establish at least one baby change station and a mother's room where nursing women have a private space for pumping breast milk per building.

Timeline: 24-36 months.

Measure: Follow up number of mother's rooms and baby change facilities.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 1.11. Create prayer and meditation spaces with schedules to accommodate needs.

Timeline: 24-36 months.

Measure: Existence of prayer and meditation spaces.

Responsible Unit: Dean, Chairs and D&I Committee.



GOAL 2

Increase recruitment of students from underrepresented minorities.

We aim to increase the number and percentage of underrepresented students in our college at both the undergraduate and graduate levels. One of the biggest challenges facing professionals and educators lays in recruiting and retaining traditionally underserved populations. Although minorities are represented in many fields, minority professionals in math, chemistry, astronomy, physics and natural sciences careers are still limited. Many students from underrepresented backgrounds, particularly racial and socio-economic minorities, have not ever considered a college major. Many have a limited understanding of the extent of fields and careers available under the math, chemistry, astronomy, physics and natural sciences umbrella. Increased efforts are needed to expose high school students to a wide variety of careers in those fields.

We will increase the types and number of activities to recruit high-achieving underrepresented undergraduate and graduate students and we will also increase the number of departments that hold specific recruitment activities designed to attract underrepresented students to their majors.

STRATEGY 2.1. Gather baseline data on the diversity of minority students within the Northwest Ohio and Greater Toledo area as a representation of the general population serving as the source of students entering the College of Natural Sciences and Mathematics.

Timeline: 12-18 months.

Measure: Population numbers for different minority students' groups.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 2.2. Undergraduates Students: Increase strategic K-12 recruitment efforts especially focusing on high-achieving students from underrepresented minorities.

- Create a network with Toledo Public Schools to facilitate and increase recruitment visits.
- Reinforce close connections with programs that already exist at the University of Toledo such as Latino Youth Summit, the SCOPE Program and Toledo Early College.
- Increase visibility of college and career opportunities.
- Translate brochures and informational materials into Spanish.

Timeline: 24-36 months.

Measure: Follow up on increased recruitment efforts.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 2.3. Graduate Students: Adopt innovative high contact, student recruitment strategies, to recruit a diverse student body.

- Participate in regional college fairs and national meetings that focus on underrepresented students such as ABRCMS (Annual Biomedical Research Conference for Minority Students) and SACNAS (Society for Advancement of Chicanos /Hispanics and Native Americans in Science) to promote our graduate programs.
- Develop a plan to create Toledo Chapters for STEM National Associations such as SACNAS, ABRCMS, Científico Latino and other student groups focused on underrepresented or marginalized populations.

Timeline: 36-48 months.

Measure: Follow up development of a plan to create chapters.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 2.4. Increase visibility of college and career opportunities to underrepresented groups.

- Advertise college and career opportunities in minority-oriented media, disseminate materials widely and in many languages.

Timeline: 12-24 months

Measure: Follow up on outlets where materials were advertised.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 2.5. Encourage high school navigation assistance. There is a lack of knowledge of steps needed to get into college and in many cases, no precedent for attending college for any family member. Increase students' awareness of the mechanics of preparing for and applying for college early on (high school).

Timeline: 12-24 months

Measure:

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 2.6. Incorporate a session on Diversity and Inclusion during Undergraduate Recruitment Day.

Timeline: 6-12 months

Measure: Survey

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 2.7. Provide Diversity and Inclusion training and Implicit Bias training to faculty involved in NSM college interviews and recruitment activities.

Timeline: 12-18 months

Measure: Follow up number of trained faculty.

Responsible Unit: Dean, Chairs and D&I Committee.



GOAL 3

Increase retention of students from underrepresented minorities.

STRATEGY 3.1. Encourage students to recognize and use support structures and programs that are already in place at the University of Toledo.

- Advertise and introduce representatives from groups such as Primos (Hispanics), Succeed (LGBTQ), Brothers On The Rise (African American/Latino male), TAWL (Talented Aspiring Women Leaders) to students.

Timeline: 12-18 months.

Measure: Follow up number of students participating on each group.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 3.2. Encourage faculty to involve undergraduate students in research.

- Highlight and advertise programs that target undergraduate students from underrepresented minorities, such as National Science Foundation REU (Research Experiences for Undergraduates) programs.
- Provide credit towards teaching workloads for faculty advising students registered for 4910 (Directed Research) credits.
- Provide institutional support (RSP, Grants Accounting) for faculty engaged in “outside-the-box” grants that involve undergraduate students in research.

Timeline: 24-36 months.

Measure: Follow up on number of students registered for 4910: Directed Research each semester in each department.

Responsible Unit: Dean, Chairs and D&I Committee.

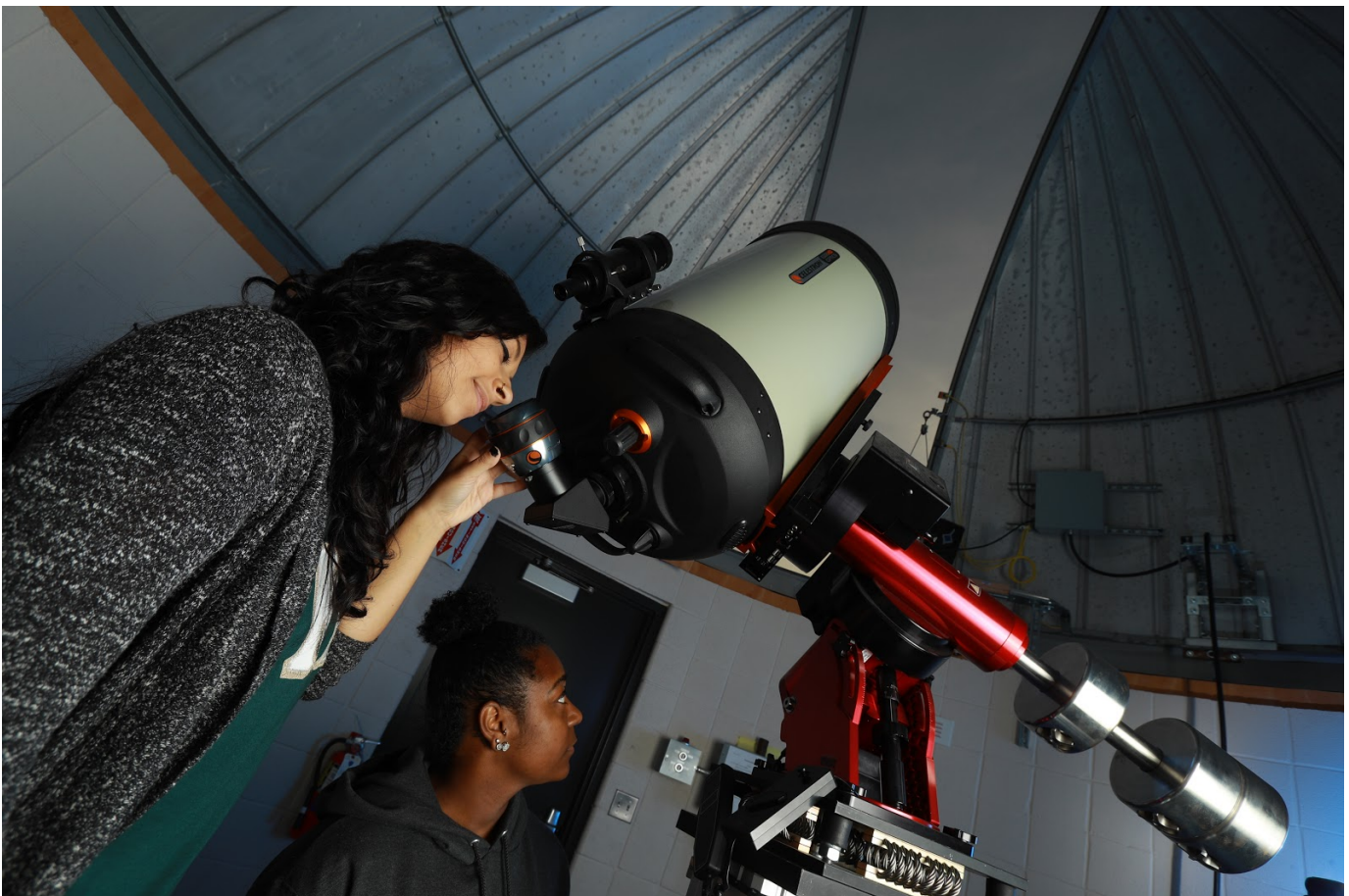
STRATEGY 3.3. Increase support for retention of underrepresented minority students at the departmental level.

- Provide course releases, funding, and other support for faculty engaged in research and implementation of retention programs.
- Provide additional support specifically for inviting speakers from underrepresented minority groups as part of departmental seminar series.
- Established a hierarchical mentoring program for students within departments, where graduate students mentor undergraduates and faculty mentor graduate students.

Timeline: 24-36 months.

Measure: Follow up on retention rate of underrepresented minority students.

Responsible Unit: Dean, Chairs and D&I Committee.





STRATEGY 3.4. Minority undergraduate students should be targeted and encouraged toward graduate school.

- Create opportunities such as fellowships and stipend for top URM undergraduate students to do summer research.
- Encourage top URM undergraduate students to apply for summer research funding.

Timeline: 24-36 months.

Measure: Number of NSM URM undergraduates involved in summer research programs both at UToledo as well as other institutions.

Responsible Unit: Dean, Chairs and D&I Committee.

GOAL 4

Increase recruitment of faculty from underrepresented minorities.

Attracting and recruiting outstanding academics, particularly from underrepresented groups, requires extra effort to develop the applicant pool for every position. The most effective way to identify top talent is to be continually on the lookout for excellent candidates regardless of a unit's short-term hiring needs. We will take proactive steps to increase the diversity of faculty candidate pools by creating opportunities to bring underrepresented and female doctoral candidates to the college to deliver seminars and meet with faculty, students, and staff. We will also develop a network of contacts and organizations with ties to underrepresented groups with whom to share position announcements. Internally, we will strengthen our hiring policies and procedures.

STRATEGY 4.1. Make your campus climate welcoming. See Goal 1.

STRATEGY 4.2. Modify the language of the job announcements with a more welcoming tone.

- Define the position in broad terms.
- Provide clues of belonging.

Timeline: 12-24 months.

Measure: Follow up number of job announcements using broad terms and clues of belonging language every year.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 4.3. Develop a Diversity and Inclusion Statement to be included in the job announcements.

Timeline: 6-12 months.

Measure: Climate survey.

Responsible Unit: Chairs, Faculty and D&I Committee.

STRATEGY 4.4. Train hiring committees on issues including hidden biases, broad search policies and existing resources for identifying potential candidates.

Timeline: 24-36 months.

Measure: Follow up number of trained hiring committee members at both, departmental and college level.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 4.5. Involvement of NSM D&I committee in hiring process:

- Hiring committees should meet with NSM D&I committee to provide updates during the hiring process.
- D&I committee will provide the hiring committees with a list of URM faculties or faculties involved in D&I with the goal of increasing the diversity in the search committees.

Timeline: 12-24 months.

Measure: Follow up number of URM faculty hired.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 4.6. The hiring committee should define before the search what constitutes a qualified candidate and set a minimum threshold for including URM applicants in the short list of candidates to be interviewed.

Timeline: 24-36 months.

Measure: Follow up number of URM faculty hired.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 4.7. Enlarge the pool of minority faculty applicants.

- Write directly to colleagues to request nominations of minority and women candidates.
- Write to historically Black, predominantly Latino, and tribal colleges and universities to secure lists of faculty and doctoral students graduating in relevant disciplines.
- Follow up on contacts at professional meetings with recruitment letters that describe your department and demonstrate interest in an individual's candidacy for faculty positions.
- Start a faculty exchange program with a historically Black/Hispanic College or tribal college. Consider cooperative working arrangements with such institutions.
- Keep resumes of prospective candidates on file and contact them when a recruitment begins.

Timeline: 24-36 months.

Measure: Follow up number of URM faculty hired.

Responsible Unit: Dean, Chairs and D&I Committee.



STRATEGY 4.8. Review process: Evaluate outcome of hiring committees.

Timeline: 24-36 months.

Measure: Identification of any issues and plans to rectify them for future searches.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 4.9. Resources and support should be provided to all departments by the administration and the Dean of CNSM to assist in the recruitment and/or retention of faculty from URM groups.

- Make hiring incentive money available to the college to improve minority hiring.

Timeline: 36-48 months.

Measure: Follow up number of URM faculty hired.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 4.10. Each department should track underrepresented minority undergraduates and graduate students, follow their academic careers and post-graduate successes, and keep information available that will enable or inform a search committee in future years.

Timeline: 24-36 months.

Measure: Alumni tracking data.

Responsible Unit: Dean, Chairs and D&I Committee.



GOAL 5

Increase retention of faculty from underrepresented minorities.

STRATEGY 5.1. Survey all Departments in the College to find out whether Faculty Mentoring efforts are in place. Encourage the Departments, if they don't have one yet, to establish a diverse "New Faculty Launch Committees" and encourage discussions on any diversity and inclusion issue during the New Faculty Mentoring meetings.

Timeline: 24-36

Measure: Get information from Mentoring committees.

Responsible Unit: Dean and Chairs and D&I Committee.

STRATEGY 5.2. Set objective, measurable and equal standard for all tenure-track faculty.

Timeline: 24-36 months.

Measure: Text of T&P elaborations across the College.

Responsible Unit: Dean and Chairs and D&I Committee.

STRATEGY 5.3. Encourage Department Personnel Committees and Merit Review Committees to adopt an objective and measurable system to evaluate tenure-track faculty for renewal and promotion application.

Having precise metrics to evaluate the candidates will help to minimize implicit bias and provide an objective evaluation irrespectively from the gender, sexual orientation, age and marital status of the candidate.

Timeline: 36-48 months.

Measure: Standardized text for reviewers and merit within departments.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 5.4. Train tenured faculty that vote on tenure-track faculty renewal and promotion on how to identify implicit bias.

This will not only provide a more objective performance evaluation but will be also useful to identify implicit bias in documents used to evaluate the candidate, e.g. student's course evaluation.

Timeline: 24-36 months.

Measure: Number of faculty who have completed Diversity and Inclusion training.

Responsible Unit: Dean, Chairs and D&I Committee.

STRATEGY 5.5. Provide special support within the College to diverse faculty in case of reported cases of harassment, discrimination and creation of hostile working environment or other inappropriate conduct by senior colleagues, staff, and students.

- Retention starts with a supportive environment from the entire department/college.
- Inappropriate conduct needs to be addressed not ignored or the atmosphere to support diversity will breakdown.
- Departments and college administration NEED SUPPORT FROM THE UNIVERSITY.

Timeline: 12-24 months.

Measure: Interview with faculty with Diversity and Inclusion Committee regarding effectiveness of University support provided.

Responsible Unit: Dean, Chairs D&I Committee.

A strategic plan needs to be adaptive to survive changing or unanticipated conditions. We need to think big, but also think practical. Most importantly, we need this to be a community effort with everyone engaged in the process.