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# 2021 Strategic Plan for Diversity, Equity, Inclusion & Belonging for the College of Graduate Studies



**DIVERSITY**



**EQUITY**



**BELONGING**



**INCLUSION**



**COLLEGE OF GRADUATE STUDIES**  
**THE UNIVERSITY OF TOLEDO**

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BUILDING **BELONGING**

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# Statement from the Dean of the College of Graduate Studies

The College of Graduate Studies (COGS) is committed to the values of diversity, inclusion, and equity and creating a sense of belonging and community for our students, faculty, and staff.

Our Diversity, Equity, Inclusion and Belonging Strategic Plan outlines are interim goals and strategies for the next two years to focus and maintain this important work in COGS.

In 2021, 16.8 percent of our students are categorized as underrepresented minorities (URM). Another 16.0 percent are categorized as non-resident alien while 9.1 percent are categorized as unknown. As a University and as the College of Graduate Studies, we must strive to reduce the barriers for these students and to support them in their student success

Through the ecosystem of its academic and financial support systems as well as its professional development opportunities, COGS strives to provide leadership and services that enable our graduate students and faculty to achieve success in research, teaching, creation of new knowledge and creative scholarly activities. In all the work that we do, diversity, equity, inclusion, and the creation of belonging should guide our pathway forward and become our common thread.

With a deep commitment to advancing this important work, I respectfully submit this report on behalf of the College of Graduate Studies Diversity Committee,

Amy Thompson, Ph.D., CHES, FESG  
Acting Dean of the College of Graduate Studies and  
Senior Vice Provost for Academic Affairs

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# The College of Graduate Studies Diversity and Inclusion Committee

## **CHAIRS**

### **2018**

Ms. Teresa Green, Co-chair and Director of Graduate Academic and Student Affairs

Dr. Cyndee Gruden, Co-chair and Associate Dean of Academic and Student Affairs

## **MEMBERS**

### **2018**

Dr. Mojisola Tiamiyu, College of Arts and Letters

Dr. Thomas Sharkey, College of Business

Dr. Laurie Dinnebeil, Judith Herb College of Education

Dr. Maria Coleman, College of Engineering

Dr. Caroline Menezes, College of Health and Human Services

Dr. Jyl Matson, College of Medicine and Life Sciences

Dr. Michele Soliz, Office of Multicultural Student Development – Student Affairs

Dr. Cora Lind-Kovacs, College of Natural Science and Mathematics

Dr. Temeaka Gray, College of Nursing

Dr. Anthony Pattin, College of Pharmacy and Pharmaceutical Sciences

## **CHAIRS**

### **2022**

Ms. Teresa Green, Director of Graduate Academic and Student Affairs

Mr. Adam Bohland, Director of Graduate Enrollment Management and Admission Processing

## **MEMBERS**

### **2022**

Selection and population in progress

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## Committee Charge

The Graduate Diversity and Inclusion Committee will advise the Dean of the College of Graduate Studies and the College at large on matters related to diversity, equity, and inclusion [DEI]. The committee will evaluate and offer feedback on DEI issues, develop strategies for fostering a welcoming and inclusive environment for research, work and service for all graduate students, faculty and staff involved in graduate education. The committee will also keep the COGS informed on campus initiatives and national developments related to diversity and inclusion at the graduate level and assess climate and diversity in graduate education at the University of Toledo in conjunction with the Office of Diversity and Inclusion.

# Mission Statement and Core Values

## The University of Toledo 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 College of Graduate Studies Mission Statement

The mission of the College of Graduate Studies is to globally improve the human condition through ensuring quality graduate education while providing and advocating for professional and intellectual development for graduate students in a cross-disciplinary, scholarly, ethical, and inclusive environment.

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# Core Values of UToledo's Mission





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# College of Graduate Studies:

## Current Diversity, Equity, and Inclusion Initiatives and Practices

### Graduate Deans Scholars and Fellows (GDSF)

The GDSF act as ambassadors for the COGS and support its efforts to provide rich and rewarding experiences that enhance inclusion and exhibit the rich human diversity of our graduate programs. This Diversity and Inclusion Initiative also provides funding for Masters and Doctoral students at the UToledo who contribute to the diversity of their program of study and/or the university community. The 2018 – 2019 cohort comprises four Master’s Scholars and four Doctoral Fellows. The GDSF work with their respective college’s Inclusion Officer/Assoc. Dean of Diversity, Diversity Committee, and other units across campus while planning and implementing both individual and group initiatives. They are also a part of training and recruitment efforts as well as active members of the Graduate Student Association. The next cohort will begin in the 2021 – 2022 academic year.

### Sister Cities Award

This award is available to graduate students regularly admitted to a degree program entering any semester, effective fall 2005, and does not require an application, however, student must fill out a Terms and Conditions form before the award will be placed on their student account. The award is available for those courses listed on the students' current Graduate Plan of Study; required to be submitted to COGS after the first semester of attendance. This award is not stackable with any other scholarship, award, or GA/TA award.

- Award: Covers Graduate out-of-state tuition surcharge, up to a maximum of 9 credit hours per semester. Additional credit hours maybe allowed with academic program and College of Graduate Studies approval. Tuition refers to graduate level courses only and may not be applied to any undergraduate

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courses; even if part of student's plan of study; audited courses, or repeated courses.

- Minimum Requirements: Available to students whose permanent address is within one of the Toledo Sister Cities/Regions, including:
  - Toledo, Spain
  - Londrina, Brazil
  - Qinhuangdao, China
  - Szeged, Hungary
  - Bekaa Valley, Lebanon
  - Colberg, Germany
  - Toyohashi, Japan
  - Tanga, Tanzania
  - Poznan, Poland
  - Hyderabad, Pakistan
  - Coimbatore, India
  - Nanchong, China
- Renewal Criteria: Award is renewable for up to 8 semesters, based on academic eligibility.

## NOA-AGEP NSF Grant

Funded by the National Science Foundation's (NSF) Alliances for Graduate Education and the Professoriate (NSF AGEP) program, NOA-AGEP formed in 2015 as an alliance of seven northern Ohio universities: Case Western Reserve University, Bowling Green State University, Cleveland State University, Kent State University, University of Akron, The University of Toledo, and Youngstown State University. Titled "Collaborative Research: Northern Ohio AGEP – T: A Racially and Ethnically Inclusive Graduate Education Model in Biology, Chemistry, and Engineering" the grant will develop, implement, and study a model to improve underrepresented minority (URM) student participation, preparation success in STEM graduate education, and prepare them for entry into the professoriate. The Alliance will expand and share activities that work well at their respective universities to create a community of URM STEM student scholars; enhance student support; and help these students consider the best next

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steps in their academic career. NOA-AGEP joins the mission of the AGEP program at the NSF to increase the numbers of URMs – including those with disabilities – entering and completing science, technology, engineering, and mathematics graduate education and postdoctoral training, to levels representative of the available pool. Increased URM participation in advanced STEM education and training is critical for supporting the development of a diverse professional STEM workforce. It is especially important to have a diverse set of STEM faculty members who serve as the intellectual, professional, personal, and organizational role models—shaping the expectations of future scientists and engineers. The current cohort at UToledo comprises six scholars completing Ph.Ds. in Pharmacology & Physiology (1), Chemistry (2), Biology (1), Medicinal Chemistry (1), and Molecular Medicine (1). Recipients are fully funded by the COGS through completion of the degree, receive travel funds and an enhancement stipend, as well as individualized coaching for their academic, professional, and personal needs. The last of the cohort is expected to complete their degree in May 2022. Findings from this study will be used to inform future recruitment and retention activities.

## Cross-unit Partners and Collaborations

Student Affairs

Office of Multi-Cultural Student Services

Career Services

University Libraries

Office of International Student Services

Office of Diversity and Inclusion

LGBTQIA Advisory Board

Eberly Center for Women

Office of Accessibility and Disability Resources

Center for International Studies and Programs

Counseling Center

Office of the Provost

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# The College of Graduate Studies Strategic Plan for Diversity, Equity, and Inclusion 2021

## Introduction

The College of Graduate Studies at The University of Toledo is key to the mission of improving the human condition. By ensuring quality graduate education and advocating and providing for professional and intellectual development for graduate students, the graduate college seeks to create a cross-disciplinary, scholarly, ethical, and inclusive environment. This does not happen automatically, or within a vacuum. Intentionality is paramount to success, and by listening, learning, and then leading, our administration, staff, and faculty can contribute and act as a catalyst for meaningful change. We are Fueling Tomorrows by Building Belonging.

## Background

The college's diversity plan was first written and posted in 2011 and updated in 2013. In 2018, following the development of the university's strategic diversity plan by the Office of Diversity and Inclusion, individual colleges and units were asked to create or update their own diversity plans, in concert with that college's diversity committee.

The Diversity Committee for the College of Graduate Studies (COGS) worked together during the 2018-9 academic year to develop a draft of the COGS Diversity Plan that was also aligned with the COGS Strategic Plan. This plan focuses on the recruitment and retention\*\*\* of a diverse population of graduate students. Specific strategies have been identified and prioritized under the topics of recruitment and retention.

The onset of the pandemic coupled with several changes in COGS' leadership as well as the Office of Diversity and Inclusion delayed the implementation of this plan until 2021, when we were back on campus and under the direction of the acting dean, who

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is also the senior vice provost for academic affairs. As the original plan was not fully implemented, and some programs were changed, we have updated and modified it to serve as an interim plan, for the 2021-2022 calendar year.

A new diversity committee is being populated and will convene in January 2022 to begin work on a robust, three-year strategic diversity, equity, and inclusion plan that will be implemented in 2023. The new committee comprising representatives from each academic college and larger units like the Office of Multicultural Student Services along with GSA executive board members and other graduate students will be a more inclusive representation of the diversity of UToledo.

\*\*\*Initially, the committee articulated that to achieve a more diverse student population it is also imperative that the University of Toledo (UToledo) recruit and retain more diverse staff and faculty. The recruitment and retention of diverse staff and faculty are part of the UToledo Strategic Diversity Plan and are being led by the Vice President and Office of Diversity and Inclusion working with senior leadership, which is beyond the scope of this college-level diversity plan.

## Problem

The problem addressed in this report is that of achieving diversity and inclusion among the graduate student population in the two areas of recruitment and retention. While diversity covers a spectrum of measures, including but not limited to race, ethnicity, dis/ability, and gender, the university does not currently capture much of this data and therefore the goals are focused on racial and ethnic diversity, in particular for recruiting. The goals and action steps for retention speak to a broader definition of diversity and are intended to produce an environment and experience for all graduate students that is inclusive.

*Recruitment Strategies* – The College of Graduate Studies must actively recruit a more diverse population of graduate students to the University of Toledo. This will require raising the visibility of our institution and its graduate programs to local, regional, and international audiences. Recruitment of a diverse graduate student population also

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requires intentionality. Action items have been identified and prioritized to assist in recruitment efforts.

*Retention Strategies* – Efforts toward recruiting and enrolling a diverse body of graduate students need to be combined with efforts to retain and support those students to ensure rewarding, successful, and timely program completion. Creating an inclusive environment for students involves mentoring and programming as part of a support system. Action items have been identified and prioritized to assist in retention efforts.

## Purpose

The purpose of this report is to set forth achievable goals, identify strategies that contain specific steps for their achievement, and provide a measurement of progress for each goal.

## Scope

The scope of this report includes the goals, strategies, steps, and measurements for the College of Graduate Studies only from 2020-2022.

## Conclusion

The College of Graduate Studies is increasingly focused on student success, which by its very nature is built upon a strong foundation of diversity, equity, and inclusion for all students, leading to a sense of belonging. We are intentional in gathering data, seeking collaborative partnerships, and leading in advocating for our students, faculty, and staff in the implementation of this plan. The next iteration of this plan, to be implemented in 2023, will define 'Building Belonging' and we are honored to serve the entire UToledo community in this capacity.

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## Definition of Timeline Terminology

TERM	DEFINITION
<b>Immediate</b>	<b>One (1) to 5 months</b>
<b>Short</b>	<b>Six (6) to 12 months</b>
<b>Medium</b>	<b>Thirteen (13) to 24 months</b>
<b>Long</b>	<b>Twenty-five (25) to 36 months</b>

SOURCE: UToledo Office of Diversity and Inclusion

## **AREA (A): Recruitment of Diverse Population of Graduate Students**

**Goal (A.1): Attend Academic and Professional Conferences and Events Frequented by Underrepresented Students**

### **Timeline of Goal (A.1)**

**Short to Medium**

### **Steps toward Goal (A.1)**

1. Generate, prioritize, and distribute a list of conferences useful for recruiting a diverse graduate student population (e.g., ABRCMS, Louis Stokes, Ronald McNair Research Scholars) to stakeholders involved in recruiting for their academic colleges and or departments/programs
2. Develop a “Kit” that could be used for recruiting events that includes UToledo swag, UToledo banner, inquiry materials, display, program materials, etc. Ensure the marketing materials are representative of our graduate student population at UToledo.
3. Benchmark and generate a set of expectations based on best practices for those attending the conference(s) (e.g., collect inquiries, staff table, materials, etc.)
4. Support UToledo presence at conferences as requested and available to support the faculty/college recruitment efforts (ensure collection of inquiries, answer questions about the application process, restock supplies, engage the conference attendees)

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

- **Conference/event list includes a minimum of one (1) for each academic college**
- **Each academic college has identified a minimum of one (1) recruitment liaison/stakeholder**
- **In coordination with MarCom and the ODI, a minimum of two (2) kits are produced and available for use**
- **Production and distribution of a digital “Recruitment Training Manual”**
- **Support UToledo presence at 3 conferences in AY2021-22 for recruiting URM graduate students**
- **Increase URM students in the graduate enrollment funnel by 10%**

## **Goal (A.2): Develop Relationships/Pipelines with Other Academic Institutions**

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

**Long**

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

1. **Identify institutions for new and existing pipeline development (HBCUs, community colleges, international institutions)**
2. **Encourage/support faculty in the development of relationships with international institutions**
3. **Encourage/support graduate students (e.g., GSA members) to discuss their UToledo college experience at their previous institution**

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

- **Identify and visit at least 2 institutions per academic year for pipeline development.**
- **Create a “kit” for supporting relationship building with international institutions**
- **Create testimonial video and other marketing collateral featuring diverse graduate students**
- **Inclusion of diversity and inclusion themed stories on the COGS home page**



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## Goal (A.3) Host Annual Diversity Recruiting Event at UToledo

### Timeline of Goal (A.3)

#### Short to Medium

### Steps toward Goal (A.3)

1. Identify and generate list of URM/other diverse population from UToledo; generate invitee list
  - 1.1. Collaborate with OMSS and other student organizations, in particular affinity groups, to develop and generate list of invitees
  - 1.2. Share event with student organizations by speaking at their meeting/event, sending customized digital fliers, and tagging them in social media postings
  - 1.3. Collaborate with Student Affairs to work at and promote the event
2. Identify and generate list of regional institutions from which we will invite URM/other diverse students
  - 2.1. Leverage existing relationships with other institutions/programs
  - 2.2. Develop and generate list of specific graduate programs to promote
  - 2.3. Develop and create promotional material for the event to be shared at conferences and events at other institutions or professional/academic conferences

### Measurements of Goal (A.3)

- **Date and location of recruiting event is selected and confirmed to coincide with optimal recruitment timelines**
- **Lists are ready a minimum of four months prior to the event**
- **Promotion/invitation begins a minimum of two months prior to the event and includes a UToledo MarCom communication plan and channels**
- **All recruitment stakeholders who will participate have been identified and confirmed a minimum of one month prior to the event**
- **Assessment post-event to plan for following year**

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## Goal (A.4) Implement Changes to Curriculum to Attract a Wider Diversity of Graduate Students

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

**Medium to Long**

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

1. Create flexible delivery modes
  - 1.1. Identify programs suitable for online only degrees
  - 1.2. Identify programs suitable for part of semester offerings or hybrid online/F2F
  - 1.3. Incentivize, recognize, and reward faculty for innovation in delivery modes
  - 1.4. Support and encourage training for faculty to innovate on delivery modes
2. Offer part-time degree plans
  - 2.1. Mandatory coursework offered on a regular and frequent basis to allow for timely completion
  - 2.2. Rolling admissions and not operate as a cohort unless it is a “lock-step” program
3. Establish relevance to local industry
  - 3.1. Identify and establish or strengthen partnerships with local industry and community leaders who are part of diversity and inclusion work
  - 3.2. Identify and establish or strengthen partnerships with local/regional employers who actively recruit for graduate degree holders

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

- **Identify two programs that might benefit from modifications to curriculum to encourage increased enrollment of URM/other diversity by working with associate deans and graduate program directors**
- **Increase over prior 5-year trend in part-time degree offerings**
- **Increase in URM/other diversity matriculation over prior 5-year trend in two programs identified**
- **A minimum of one local/regional partnership established/strengthened for each program**

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## Goal (A.5) Restructure Positions and Processes in COGS to Positively Impact Recruitment and Enrollment

### Timeline of Goal (A.5)

**Short to Medium**

### Steps toward Goal (A.5)

1. Create the position of Director of Enrollment
  - 1.1. Position focused on high-level strategic initiatives
    - 1.1.1. Implementation of Slate
    - 1.1.2. Data-driven
    - 1.1.3. Strategic goal setting
    - 1.1.4. Assessment
    - 1.1.5. New initiatives to drive enrollment growth
2. Create the position of Advanced Admissions Processor
  - 2.1. Position focused on Operations Management of the admissions process
    - 2.1.1. Oversee admissions analysts
    - 2.1.2. Ensure cross-training
    - 2.1.3. Interface with academic college programs
    - 2.1.4. Facilitate admissions in a timely and effective manner
3. Create the position of International Recruiter
  - 3.1. Position focused on the recruitment of international students
    - 3.1.1. Funded so that recruiter can travel outside of the U.S.
    - 3.1.2. Will work with CISP and OISSS

### Measurements of Goal (A.5)

- **Increase of 3-5% in international enrollment**
- **Students are accepted by the academic college for admission to the program by 5 days into the admission cycle**

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## **Area (B): Retention of Diverse Population of Graduate Students**

Goal (B.1) Develop Coaching/Mentoring Programs to Assist Graduate Students in Collaboration with Student Affairs and the Center for Teaching and Learning

### **Timeline of Goal (B.1)**

**Immediate to Short**

### **Steps toward Goal (B.1)**

1. Identify coaches for underrepresented students to assist in navigating a majority dominated system
2. Peer mentoring network - connect students with others across campus and in their fields to reduce isolation
3. Require graduate faculty professional development in graduate student mentoring and diversity and inclusion
  - 3.1. Incentivize and recognize faculty who have completed the programs
  - 3.2. Develop D&I training specifically for graduate faculty and in particular those who direct dissertations or run labs that addresses the unique interpersonal dynamics between faculty and graduate student

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

- **Pilot optional peer mentoring network in NS&M in AY19-20. Share process with other colleges for potential implementation.**
- **Hire provost fellow focused on graduate faculty mentoring best practices (D. Moorhead in AY 19-20).**
- **A minimum of two (2) graduate success coaches established with base of operations with COGS and/or OMSSS**
- **Professional development training program for mentoring and customized D&I training established and offered a minimum of four (4) times a year**

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## Goal (B.2) Provide Academic, Professional, and Social/Emotional Support Services for Graduate Students

### Timeline of Goal (B.2)

Immediate to Long

### Steps toward Goal (B.2)

1. Identify and communicate information on local and campus resources to new graduate students in collaboration with campus partners including but not limited to the GSA, OMSS, OISSS, etc.
  - 1.1. Cultural information, housing, childcare, health care
  - 1.2. Counseling, career development, Writing Center, OISSS and other student support services geared toward current and future success
2. Support increased graduate student participation in conferences and other professional activities
  - 2.1. Work with departments on identifying the costs associated with participation
    - 2.1.1. Provide scholarships to attend conferences
  - 2.2. Identify affinity professional/academic organizations (e.g., Black Graduate & Professional Student Association, Society of Women Engineers, etc.)
    - 2.2.1. Include the leaders of these groups on COGS committees and provide other opportunities to collaborate on initiatives
    - 2.2.2. Hold focus groups or feedback sessions to gain additional knowledge on the most needed types of support
3. Provide work-life integration services for traditional and non-traditional graduate students in collaboration with Division of Student Affairs
4. Identify and write grants for graduate student support
  - 4.1. Work with the Office of Research and Sponsored Programs
  - 4.2. Work with programs such as counseling, social work, and higher education
  - 4.3. Utilize graduate assistants to search for and write or assist in writing the grants

### Measurements of Goal (B.2)

- Information on resources is easily found and easily navigable on COGS website

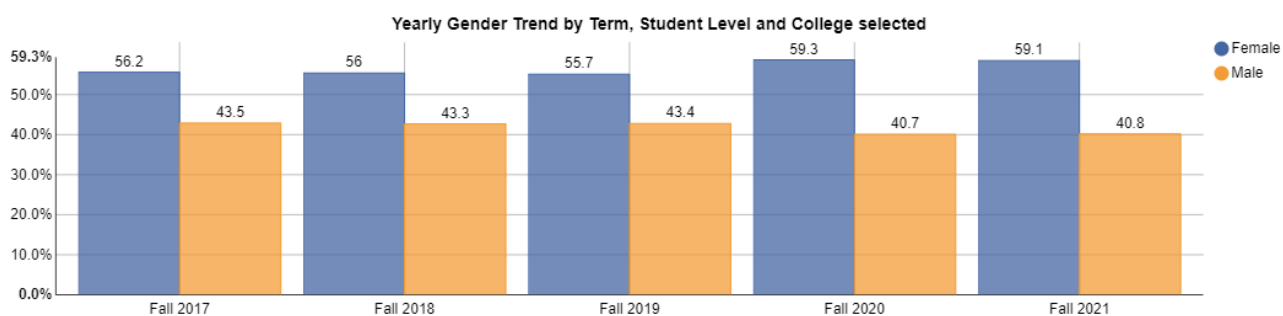
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- **Information on resources is shared via orientations or open houses at the beginning of each semester**
  - **Information on resources is current and up to date**
  - **Increase the number of new professional development programs for graduate students targeting these areas (leverage partnerships on campus)**
  - **Increase the expenditure of GSA funding allocation used for conference attendance**
  - **Increased participation in programming by traditionally underserved or marginalized students**
  - **Representatives from COGS (staff, administration, GAs) will serve on University committees that are focused on increasing services and support to students especially related to DEI initiatives**

# Table of Areas, Goals, Action Steps, Timelines, and Responsibility for Diversity and Inclusion for COGS

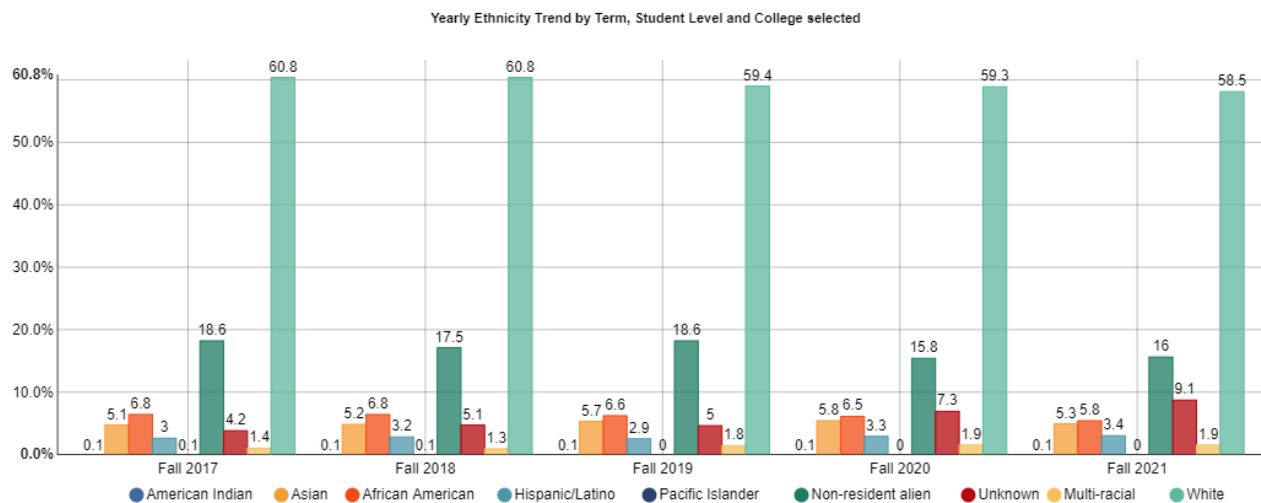
GOALS	Action Steps	Timeline	Responsible
A.1	List of Conferences	Short to Medium	COGS Director of Enrollment Academic Program Directors & Coordinators
	Develop a "kit"		
	Best practices		
A.2	Develop faculty ties to international	Long	COGS Director of Enrollment Provost: Faculty Affairs Office of Diversity and Inclusion Office of Assessment CISP
	Students speak at alma mater		
	Identify existing & new institutions		
A.3	Host event: local, regional for URM	Short to Medium	COGS Director of Enrollment Academic Deans and Associate Deans Office of Diversity and Inclusion
	Leverage existing relationships		
	Collaborate w/other units		
	Highlight programs		
A.4	Flexible delivery	Medium to Long	COGS Director of Enrollment Provost: Curriculum and Student Success
	Part-time degrees		
	Relevance to local industry		
B.1	Identify coaches for URM	Immediate to Short	COGS Director of Academic/Student Affairs Provost: Student Success and Retention and Faculty Affairs
	Peer mentoring network		
	Faculty PD in D&I and mentoring		
B.2	Provide local info	Immediate to Short	COGS Director of Academic/Student Affairs Program Directors/Coordinators Graduate 'Success Coaches'
	Campus resources		
	Professional activities		
	ID gaps in academic knowledge		
	Work-life integration services		

# Attachment A: Graduate Students

## Yearly Gender and Ethnicity Trend by Percentage of Enrollment: FA17 – FA21



**Figure 1: Yearly Gender Trend by Term, Graduate Students.** Fall 2017 Female comprised 56.2 percent of enrolled graduate students; Male comprised 43.5 percent of enrolled graduate students. Fall 2021 Female comprised 59.1 percent of enrolled graduate students; Male comprised 40.8 percent of enrolled graduate students. Five-year trend shows increase of 2.9 percent of female enrollment and decrease of 2.7 percent of male enrollment



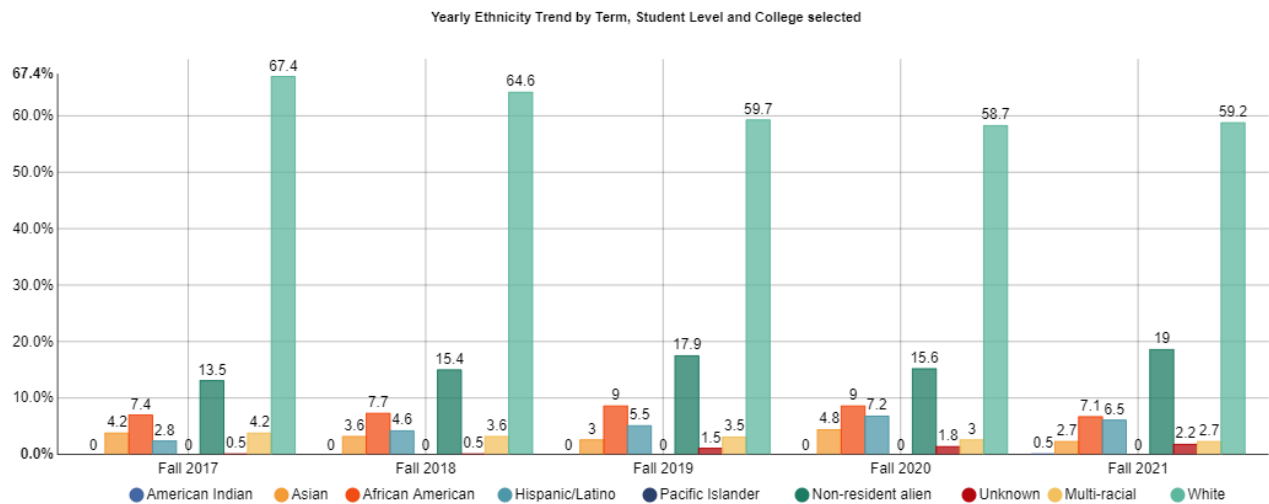
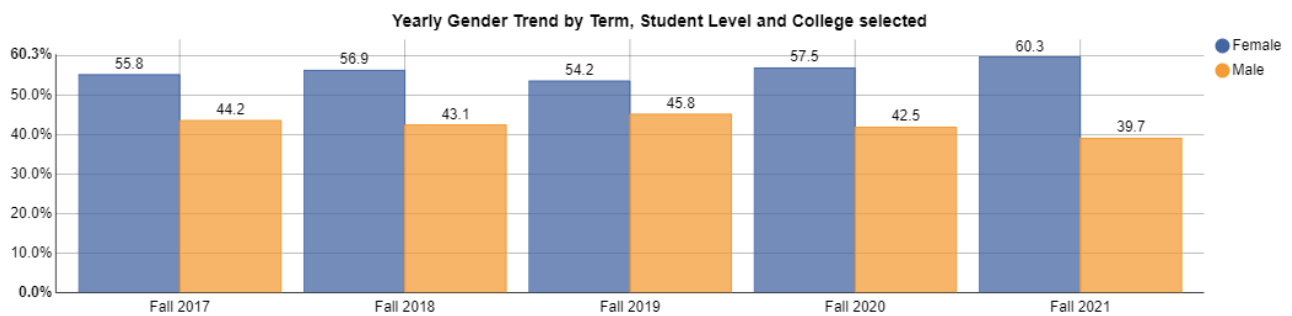
**Figure 2: Yearly Ethnicity Trend by Term, Graduate Students.** 5-year trend for graduate enrollment: American Indian shows no increase or decrease at .1 percent; Asian shows increase from 5.1 to 5.3 percent; African-American shows decrease from 6.8 to 5.8 percent; Hispanic/Latino shows increase from 3.0 to 3.5 percent; Pacific Islander shows decrease from .1 percent to zero percent; non-resident alien shows decrease from 18.6 to 16.0 percent; Unknown shows increase from 4.2 to 9.1 percent; Multi-racial shows increase from 1.4 to 1.9 percent and White shows decrease from 60.8 to 58.6 percent



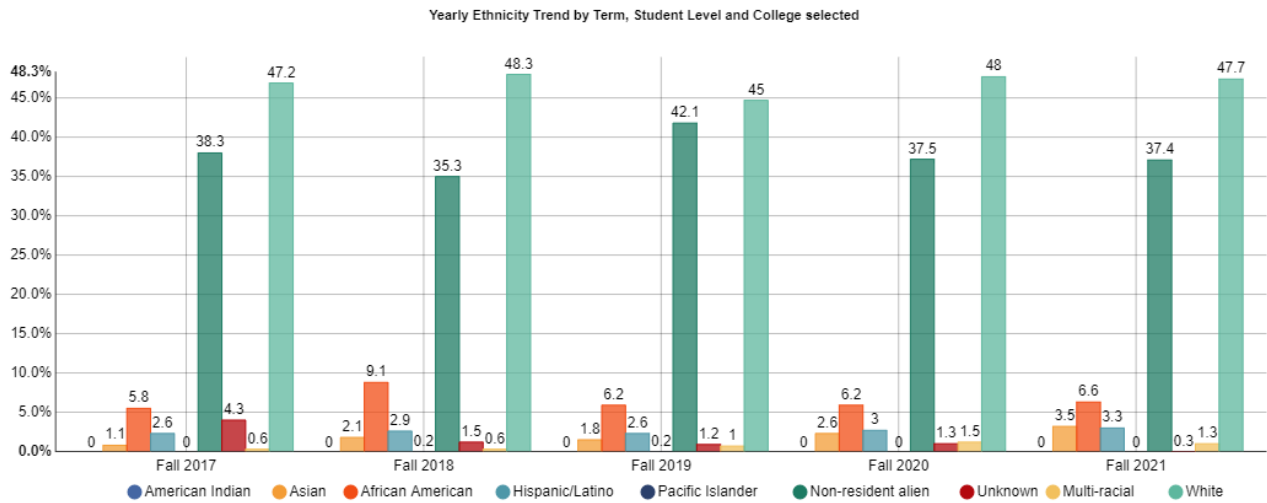
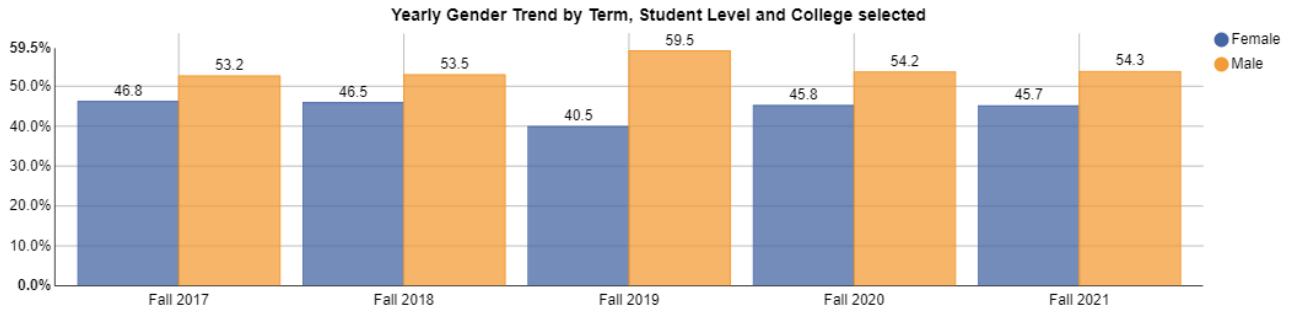
# Attachment B: Graduate Students

## Yearly Gender and Ethnicity Trend by Percentage of Enrollment by College: FA17 – FA21

### Arts and Letters

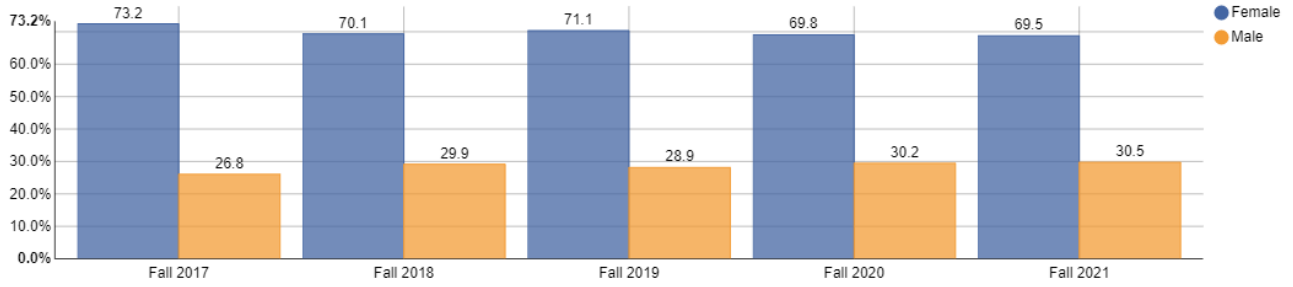


# Business and Innovation

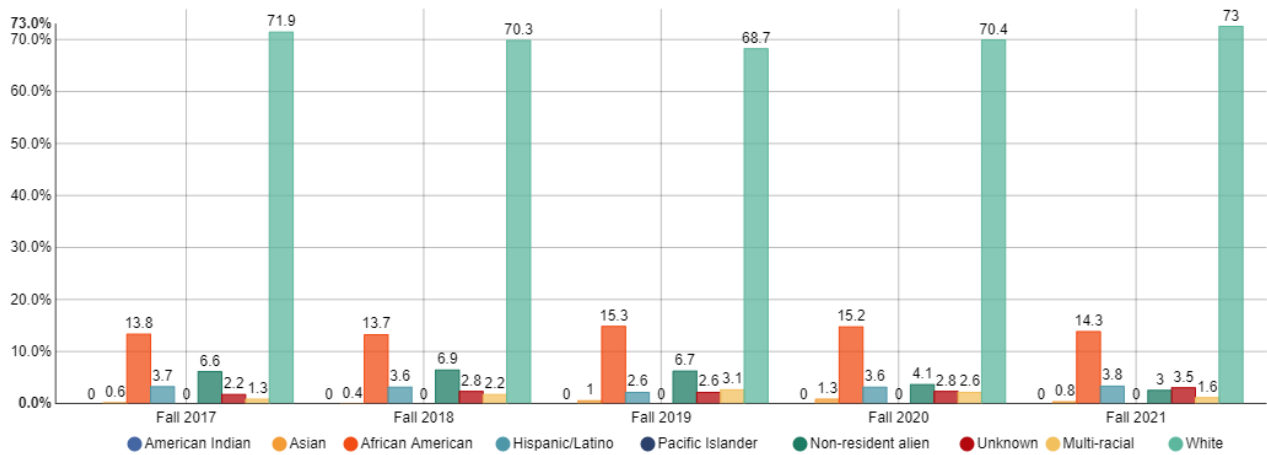


# Education

Yearly Gender Trend by Term, Student Level and College selected

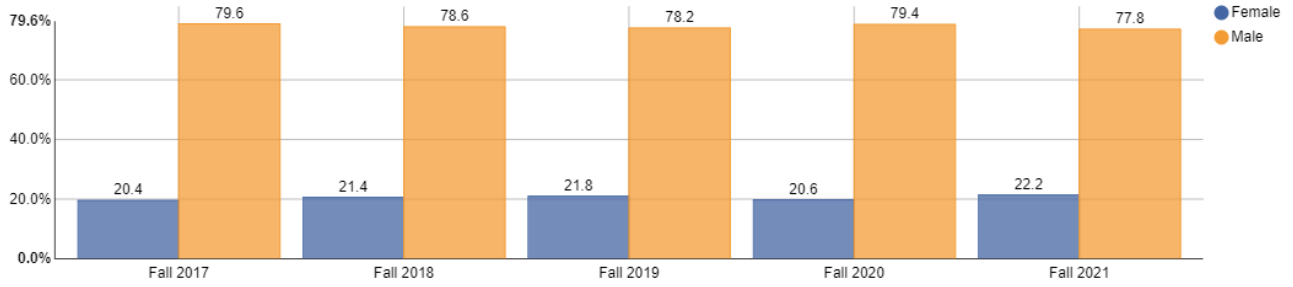


Yearly Ethnicity Trend by Term, Student Level and College selected

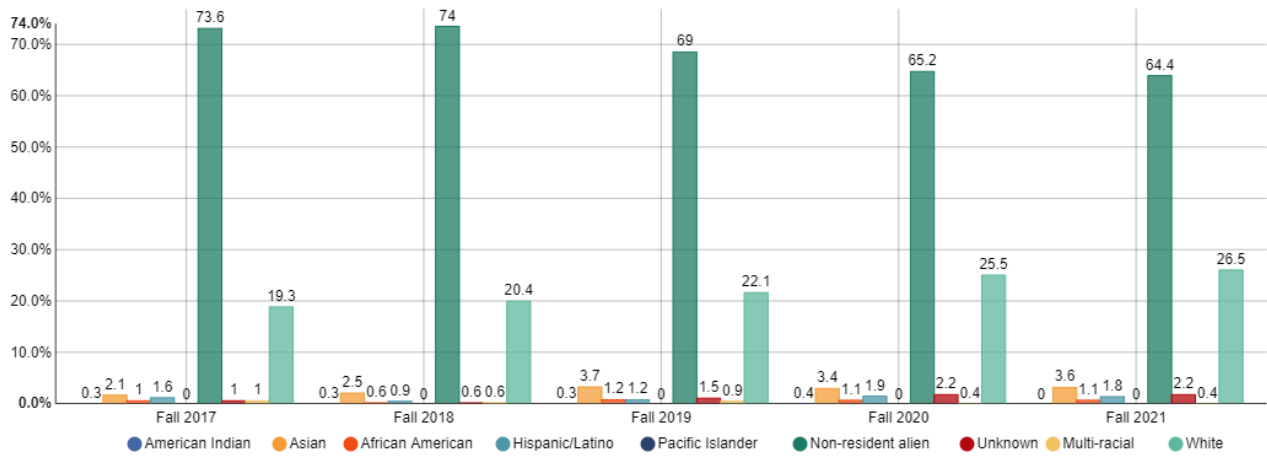


# Engineering

Yearly Gender Trend by Term, Student Level and College selected

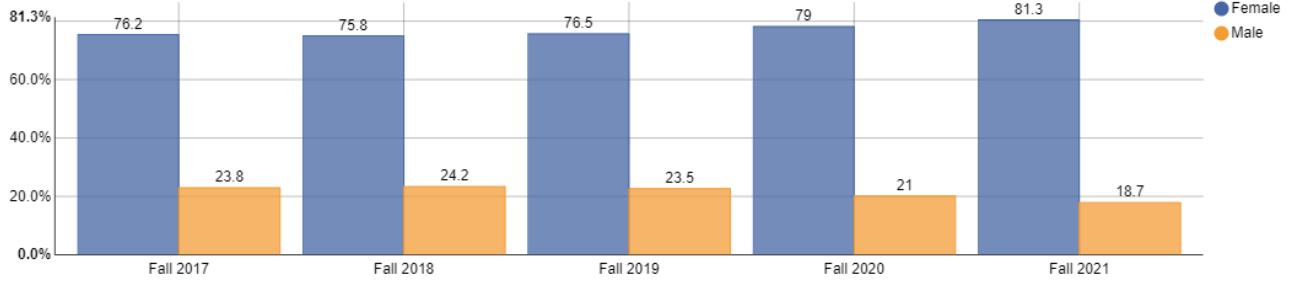


Yearly Ethnicity Trend by Term, Student Level and College selected

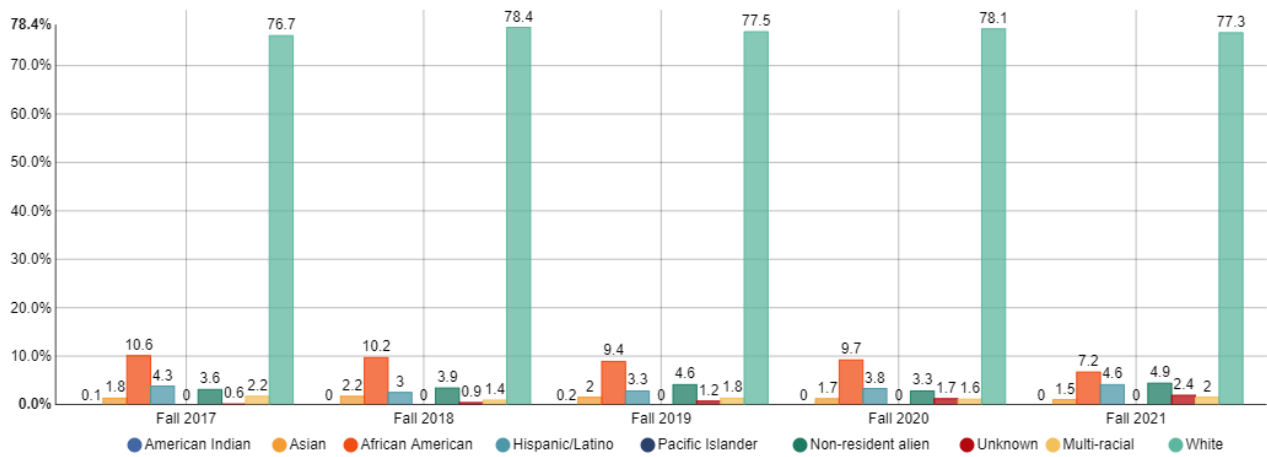


# Health and Human Services

Yearly Gender Trend by Term, Student Level and College selected

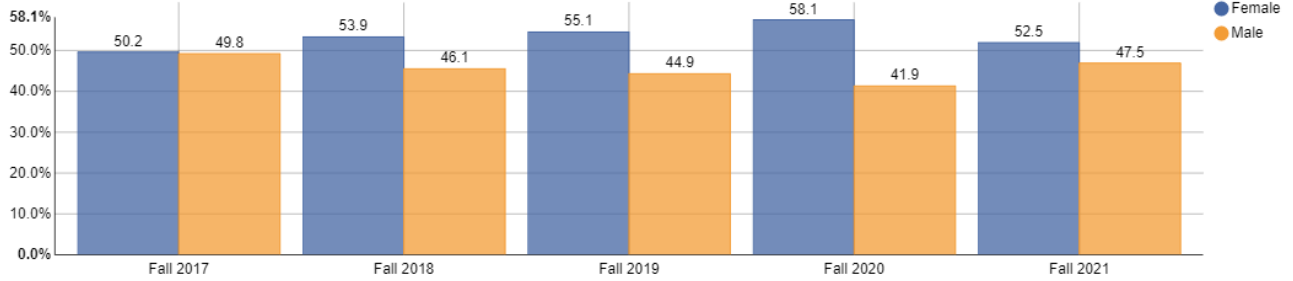


Yearly Ethnicity Trend by Term, Student Level and College selected

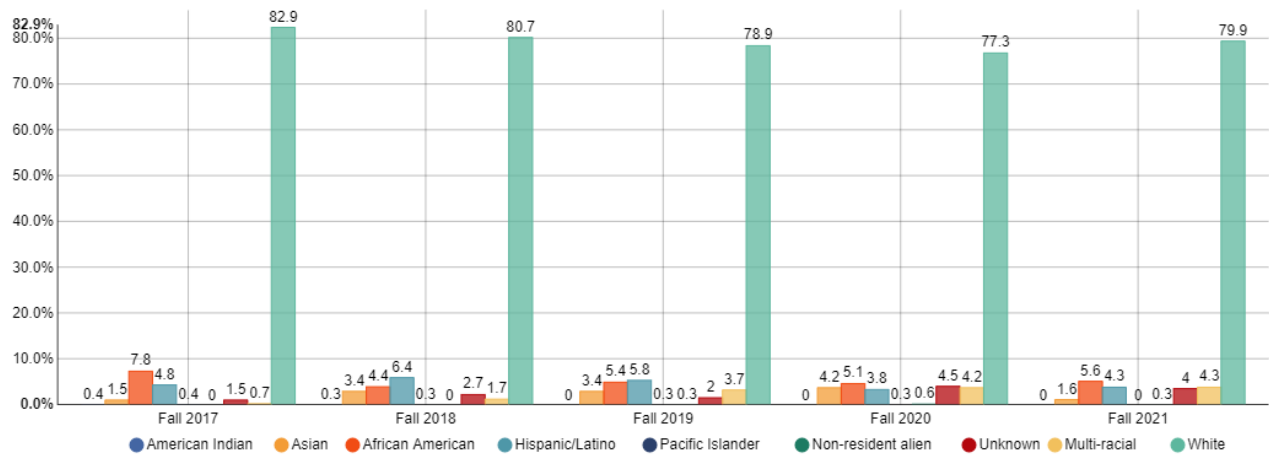


# Law

Yearly Gender Trend by Term, Student Level and College selected

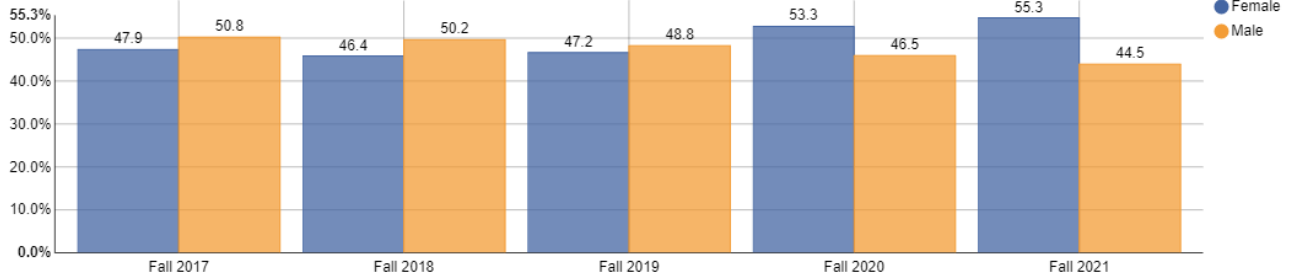


Yearly Ethnicity Trend by Term, Student Level and College selected

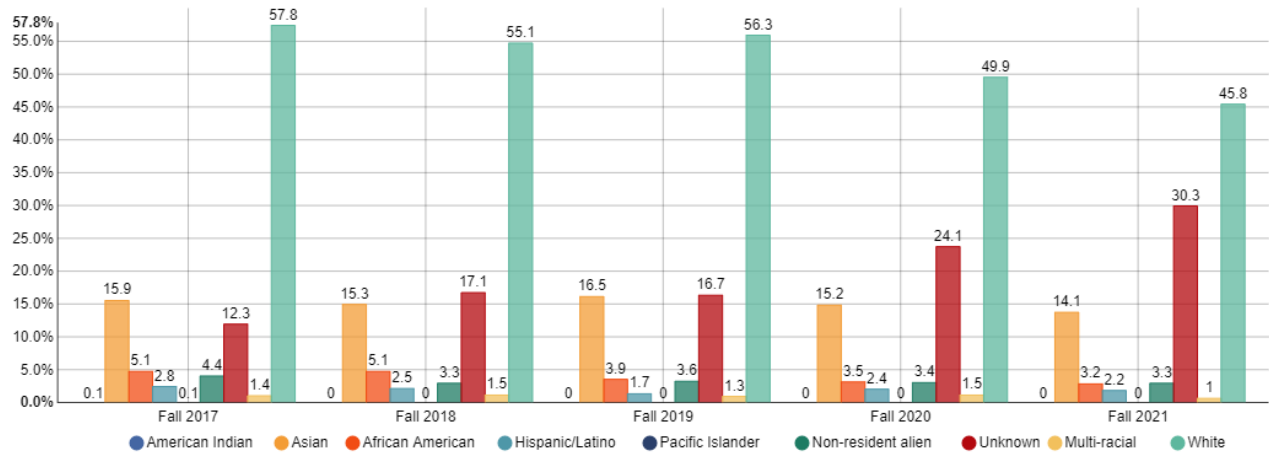


# Medicine and Life Sciences

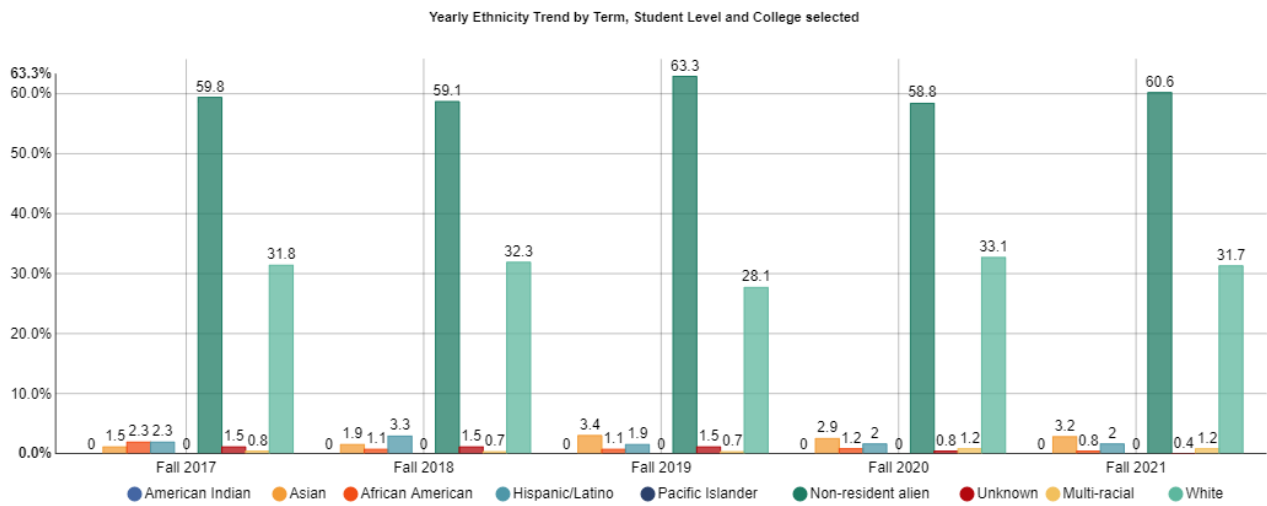
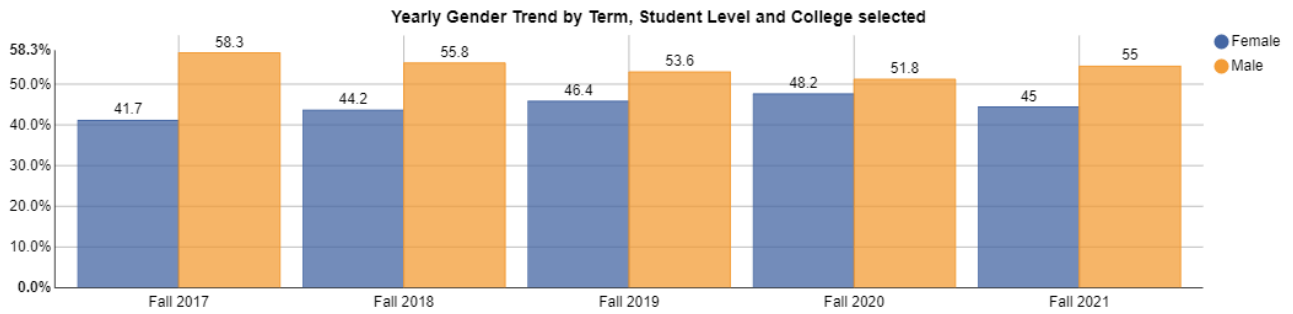
Yearly Gender Trend by Term, Student Level and College selected



Yearly Ethnicity Trend by Term, Student Level and College selected



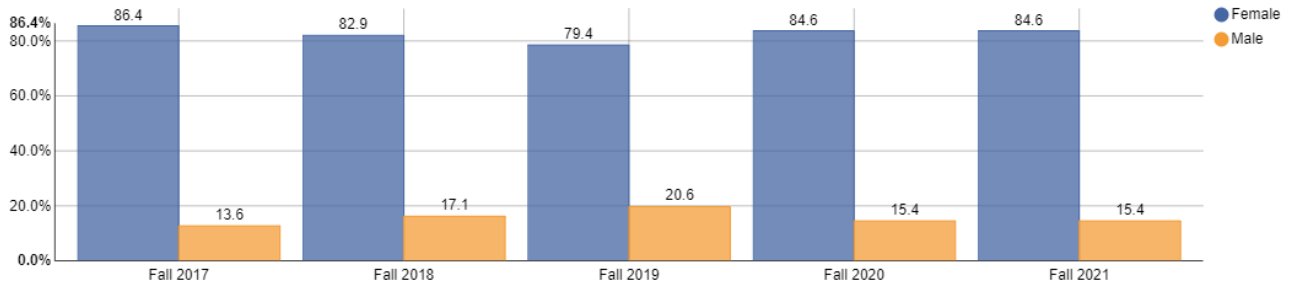
# Natural Science and Mathematics



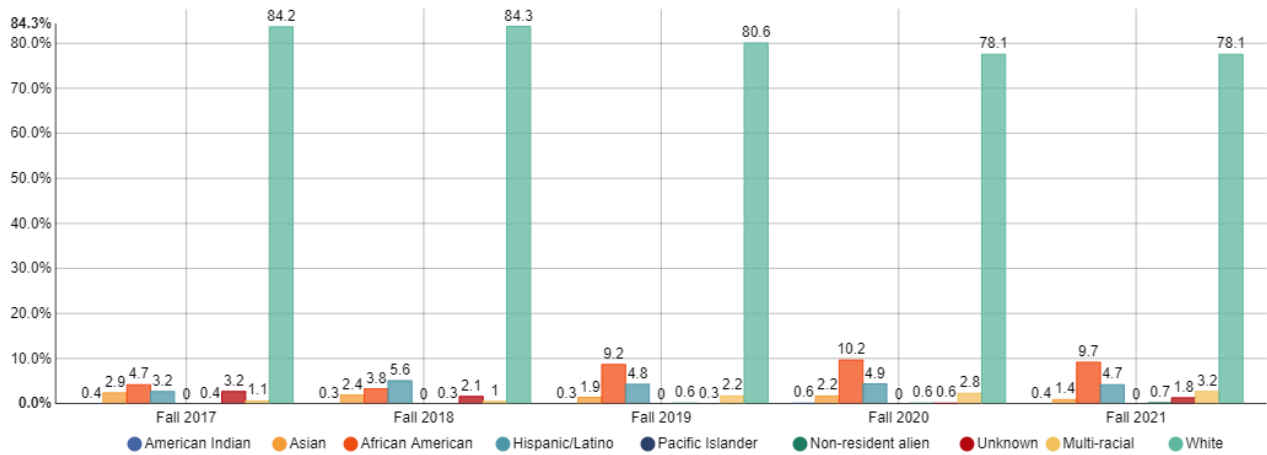


# Nursing

Yearly Gender Trend by Term, Student Level and College selected

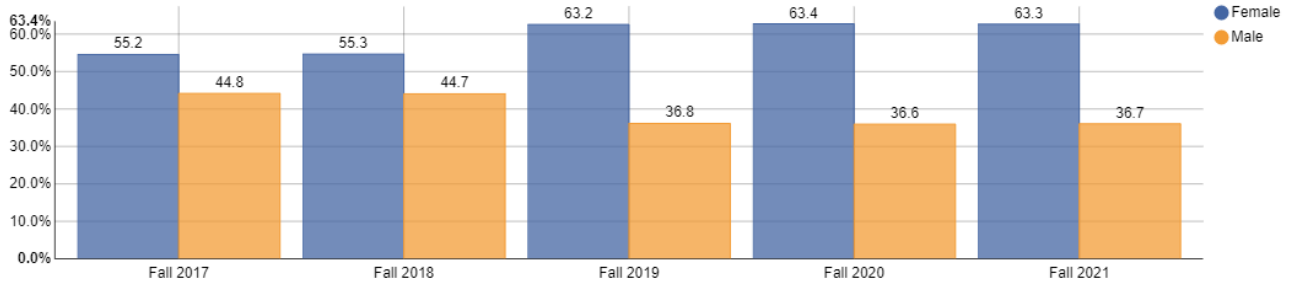


Yearly Ethnicity Trend by Term, Student Level and College selected

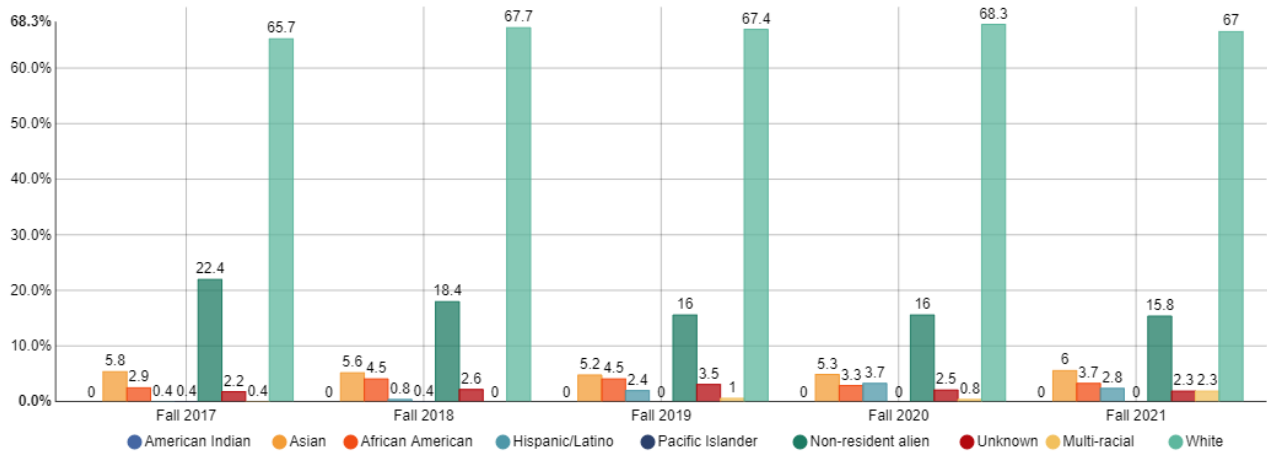


# Pharmacy

Yearly Gender Trend by Term, Student Level and College selected



Yearly Ethnicity Trend by Term, Student Level and College selected



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# Attachment D: 2020 Facts at a Glance from Institutional Research

## GRADUATE/PROFESSIONAL

Headcount:	4,014	FTE: 3,221
Gender:	10.8% Male, 59.2% Female	
Ethnicity:	59.3% White, 17.6% Ethnic Minority, 15.8% International, 7.3% Unknown	
Residency:	69.7% In-state, 14.6% Out-of-state, 15.8% International	
Load:	71.4% Full-time, 28.6% Part-time	

## RESEARCH/GAs

Total:	809
Gender:	46% Male, 54% Female
Ethnicity:	42% White, 13% Ethnic Minority, 45% International, <1% Unknown

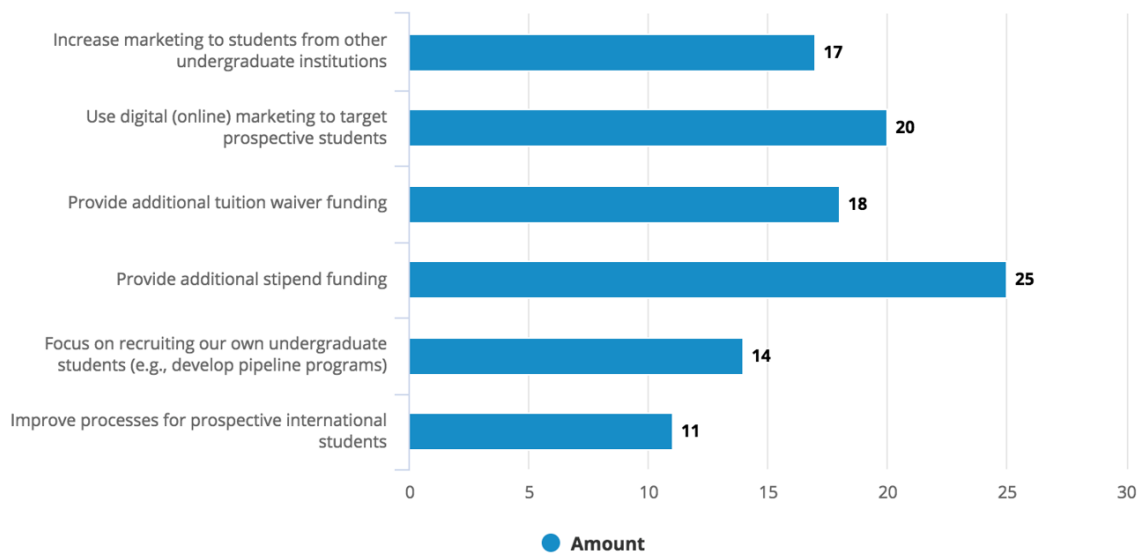
## GRADUATE DEGREES AWARDED 2019-2020

Post-bachelor's certificates:	58
Master's degrees:	957
Post-master's certificates:	12
Doctoral degrees—research/scholarship:	123
Doctoral degrees—professional practice:	420
Doctoral degrees—other:	2

# Attachment E: Graduate Council Survey Responses to Increasing Enrollment, Quality, and Diversity of UT Graduate Students—2019

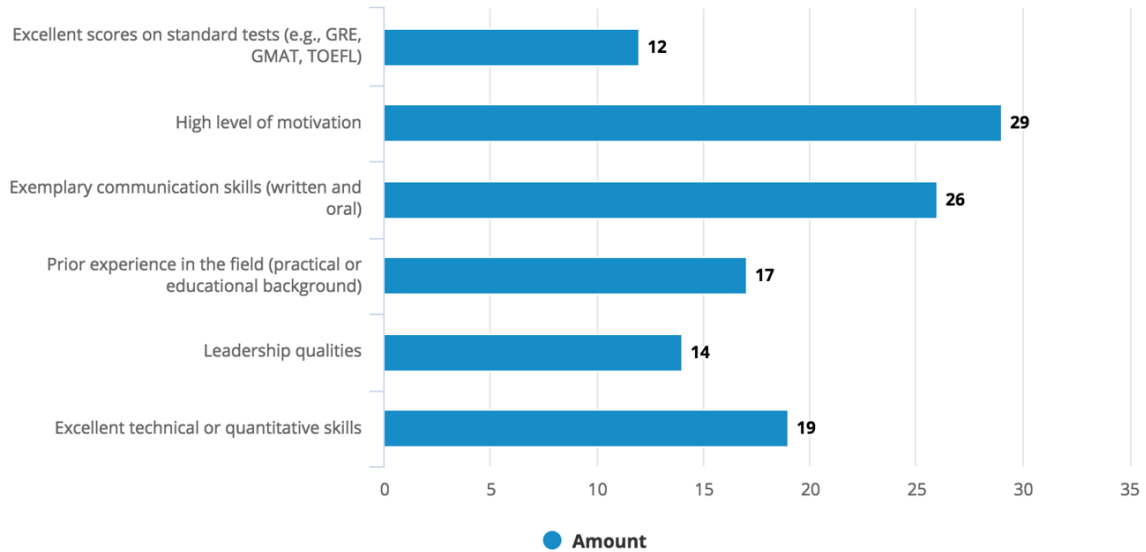
## Effective approaches for recruiting more students to our graduate program include

Number of responses: 29



## Highly qualified graduate students exhibit the following attributes

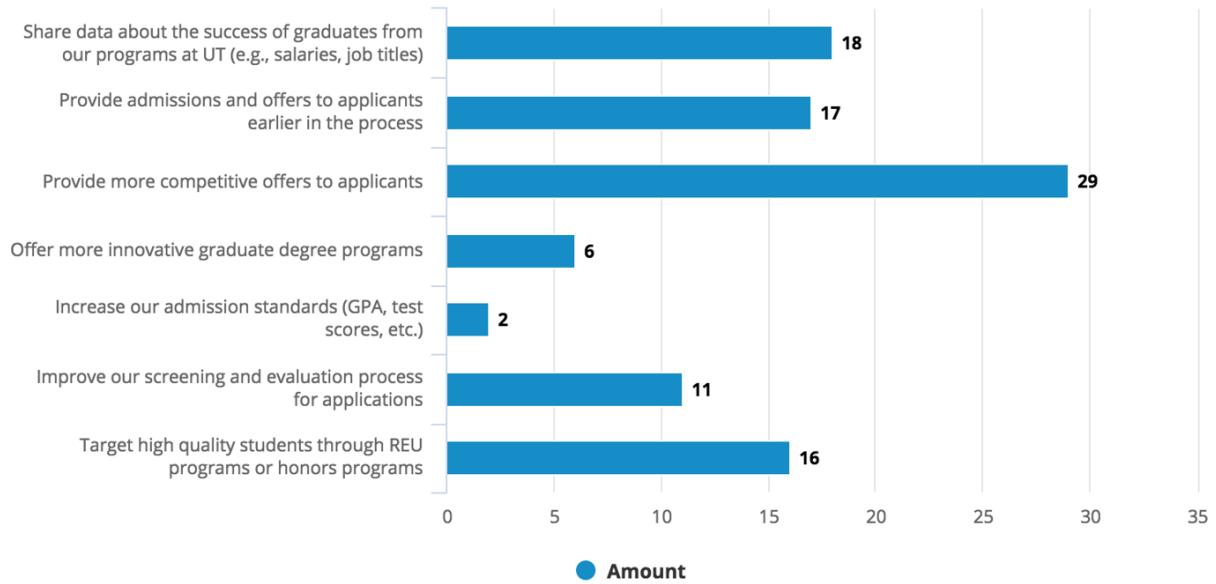
Number of responses: 30



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## In order to maintain/improve the quality of our new graduate students, we should

Number of responses: 30



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# Attachment F: Glossary of Terms and References

## **SURVEYS AND DATA INCLUDING THE DIVERSITY DASHBOARD DATA**

<https://www.utoledo.edu/diversity/surveysanddata.html>

## **OFFICE OF DIVERSITY AND INCLUSION—RACIAL EQUITY AT UTOLEDO**

<https://www.utoledo.edu/diversity/equity/>

### **RACIAL LEXICON**

Words and their many uses are just one example of the diversity of our campus community. Often, the most frequently used words in discussions on race can cause confusion, which can then lead to tension and controversy. It is imperative that we, as a campus of higher education, come to a shared understanding on how these commonly used terms should be used. In this way, the quality of dialogue and discourse on race can be strengthened.

**UNDERREPRESENTED MINORITY (URM)** - While the language is changing with regards to using the term URM, its use is still prevalent on documentation, especially documentation that refers to demographics, legal policies, and institutional data. URM includes Hispanic/Latino, Black or African-American, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander. As of 11/30/2018, the UToledo Institutional Research office is using a new URM indicator which includes multi-racial students who have listed one or more of the indicators above as one of their selections.

**ACCOUNTABILITY** — The ways in which individuals and communities hold themselves to their goals and actions and acknowledge the values and groups to which they are responsible. To be accountable, one must be visible, with a transparent agenda and process. Accountability demands commitment.

**ALLY** — Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

**ANTI-RACISM** — The work of actively opposing racism by advocating for changes in political, economic and social life.

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**ANTI-RACIST** — Someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and none needs developing. Anti-racists support policy that reduces racial inequity.

**ANTISEMITISM** — A certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

**BIAS** — Biases are negative associations that people unknowingly hold. This includes implicit, unconscious or hidden bias. They can be expressed automatically, without conscious awareness. Implicit biases affect individuals' attitudes and actions, creating real-world implications, even though individuals may not even be aware that those biases exist. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess.

**BIGOTRY** — Intolerant prejudice that glorifies one's own group and denigrates members of other groups.

**BIPOC** — An acronym standing for 'Black, Indigenous, People of Color,' BIPOC is meant to unite all people of color in the work for liberation while intentionally acknowledging that not all people of color face the same levels of injustice. Black and Indigenous people face the worst consequences of systemic white supremacy, classism and settler colonialism.

**CULTURAL APPROPRIATION** — Theft of cultural elements for one's own use, commodification, or profit — including symbols, art, language, customs, etc. — often without understanding, acknowledgement or respect for its value in the original culture. Results from the assumption of a dominant culture's right to take other cultural elements.

**CULTURE** — A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

**DISCRIMINATION** — The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.

**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.

**EQUALITY vs. EQUITY** — The difference between equality and equity must be emphasized. Although both promote fairness, equality achieves this through treating everyone the same



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regardless of need, while equity achieves this through treating people differently dependent on need.

**ETHNICITY** A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

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

**INDIVIDUAL RACISM** — Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing.

Examples: Telling a racist joke, using a racial epithet, or believing in the inherent superiority of whites over other groups; Avoiding people of color whom you do not know personally, but not whites whom you do not know personally (e.g., white people crossing the street to avoid a group of Latino/a young people; locking their doors when they see African American families sitting on their doorsteps in a city neighborhood; or not hiring a person of color because “something doesn’t feel right”); Accepting things as they are (a form of collusion).

**INSTITUTIONAL RACISM** — Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Examples: Government policies that explicitly restricted the ability of people to get loans to buy or improve their homes in neighborhoods with high concentrations of African Americans (also known as "red-lining"); City sanitation department policies that concentrate trash transfer stations and other environmental hazards disproportionately in communities of color.

**INTERNALIZED RACISM** — Internalized racism is the situation that occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures and ideologies that undergird the dominating group's power.

It involves four essential and interconnected elements:

- *Decision-making* — Due to racism, people of color do not have the ultimate decision-making power over the decisions that control our lives and resources. As a result, on a personal level, we may think white people know more about what needs to be done for us than we do. On an interpersonal level, we may not support each other's authority and power — especially if it is in opposition to the dominating racial group. Structurally, there is a system

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in place that rewards people of color who support white supremacy and power and coerces or punishes those who do not.

- *Resources* — Resources, broadly defined (e.g. money, time, etc.), are unequally in the hands and under the control of white people. Internalized racism is the system in place that makes it difficult for people of color to get access to resources for our own communities and to control the resources of our community. We learn to believe that serving and using resources for ourselves and our particular community is not serving "everybody."
- *Standards* — With internalized racism, the standards for what is appropriate or "normal" that people of color accept are white people's or Eurocentric standards. We have difficulty naming, communicating and living up to our deepest standards and values, and holding ourselves and each other accountable to them.
- *Naming the problem* — There is a system in place that misnames the problem of racism as a problem of or caused by people of color and blames the disease — emotional, economic, political, etc. — on people of color. With internalized racism, people of color might, for example, believe we are more violent than white people, not considering the state-sanctioned political violence or the hidden or privatized violence of white people and the systems they put in place and support.

**INTERPERSONAL RACISM** — Interpersonal racism occurs between individuals. Once we bring our private beliefs into our interaction with others, racism is now in the interpersonal realm.

Examples: public expressions of racial prejudice, hate, bias and bigotry between individuals.

**INTERSECTIONALITY** — Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produce a qualitatively distinct life. Intersectionality is a prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism, many times, interacts with patriarchy, heterosexism, classism, xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges.

“Intersectionality 102,” then, is to say that these distinct problems create challenges for movements that are only organized around these problems as separate and individual. So, when racial justice doesn't have a critique of patriarchy and homophobia, the particular way that racism is experienced and exacerbated by heterosexism, classism, etc., falls outside of our political organizing. It means that significant numbers of people in our communities aren't being served by social justice frames because they don't address the particular ways that they're experiencing discrimination.

**MICROAGGRESSION** — The everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target people based solely upon their marginalized group membership.

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**MULTICULTURAL COMPETENCY** — A process of learning about and becoming allies with people from other cultures, thereby broadening our own understanding and ability to participate in a multicultural process. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

**OPPRESSION** — The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group.

Rita Hardiman and Bailey Jackson state that oppression exists when the following four conditions are found:

- The oppressor group has the power to define reality for themselves and others.
- The target groups take in and internalize the negative messages about them and end up cooperating with the oppressors (thinking and acting like them).
- Genocide, harassment and discrimination are systematic and institutionalized, so that individuals are not necessary to keep it going.
- Members of both the oppressor and target groups are socialized to play their roles as normal and correct. Oppression = Power + Prejudice

**PEOPLE OF COLOR** — Often the preferred collective term for referring to non-white racial groups. Racial justice advocates have been using the term “people of color” (not to be confused with the pejorative “colored people”) since the late 1970s as an inclusive and unifying frame across different racial groups that are not white, to address racial inequities. While “people of color” can be a politically useful term, and describes people with their own attributes (as opposed to what they are not, e.g., “non-white”), it is also important whenever possible to identify people through their own racial/ethnic group, as each has its own distinct experience and meaning and may be more appropriate.

**POWER** — Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual’s internal strength). Learning to “see” and understand relations of power is vital to organizing for progressive social change. Power may also be understood as the ability to influence others and impose one’s beliefs. All power is relational, and the different relationships either reinforce or disrupt one another. The importance of the concept of power to anti-racism is clear: racism cannot be understood without understanding that power is not only an individual relationship but a cultural one, and that power relationships are shifting constantly. Power can be used malignantly and intentionally, but need not be, and individuals within a culture may benefit from power of which they are unaware.

**PREJUDICE** — A pre-judgment or unjustifiable attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported

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generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

**PRIVILEGE** — Unearned social power accorded by the formal and informal institutions of society to all members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it, but it nevertheless puts them at an advantage over those who do not have it.

**PREDOMINANTLY WHITE INSTITUTION (PWI)** — The term used to describe institutions of higher learning in which whites account for 50% or more of the student enrollment. However, the majority of these institutions may also be understood as historically white institutions in recognition of the binarism and exclusion supported by the United States prior to 1964.

**RACE** — A made-up social construct and not an actual biological fact. Racial categorization schemes were invented by scientists to support worldviews that saw some groups of people as superior and some as inferior.

**RACIAL EQUITY** — The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

**RACISM** — Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

Racism:

= race prejudice + social and institutional power

= a system of advantage based on race

= a system of oppression based on race

= a white supremacy system

**RACIST** — One who supports a racist policy through their action or interaction or by expressing a racist idea; any idea that suggests one racial group is inferior or superior to another racial group in any way.

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**RACIST POLICIES** — A racist policy is any measure that produces or sustains racial inequity between or among racial groups. Policies are written and unwritten laws, rules, procedures, processes, regulations and guidelines that govern people. There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups. Racist policies are also expressed through other terms such as “structural racism” or “systemic racism”. Racism itself is institutional, structural, and systemic.

**SYSTEMIC RACISM (a.k.a. STRUCTURAL RACISM or INSTITUTIONAL RACISM)** — The normalization and legitimization of an array of dynamics — historical, cultural, institutional, and interpersonal — that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of white domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism — all other forms of racism emerge from structural racism.

**WHITE FRAGILITY** — A state in which even a minimum amount of racial stress becomes intolerable [for white people], triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear and guilt, and behaviors such as argumentation, silence and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium.

**WHITE PRIVILEGE** —

- *Structural White Privilege* — A system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal. The system includes powerful incentives for maintaining white privilege and its consequences, and powerful negative consequences for trying to interrupt white privilege or reduce its consequences in meaningful ways. The system includes internal and external manifestations at the individual, interpersonal, cultural and institutional levels. The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequities in life-expectancy and other health outcomes, income and wealth and other outcomes, in part through different access to opportunities and resources. These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms and other behaviors and assumptions that maintain them.
- *Interpersonal White Privilege* — Behavior between people that consciously or unconsciously reflects white superiority or entitlement.

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- *Cultural White Privilege* — A set of dominant cultural assumptions about what is good, normal or appropriate that reflects Western European white world views and dismisses or demonizes other world views.
  - *Institutional White Privilege* — Policies, practices and behaviors of institutions — such as schools, banks, non-profits or the Supreme Court — that have the effect of maintaining or increasing accumulated advantages for those groups currently defined as white and maintaining or increasing disadvantages for those racial or ethnic groups not defined as white. The ability of institutions to survive and thrive even when their policies, practices and behaviors maintain, expand or fail to redress accumulated disadvantages and/or inequitable outcomes for people of color.

**WHITE SUPREMACY** — A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

**WHITENESS** — The term white, referring to people, was created by Virginia slave owners and colonial rulers in the 17th century. It replaced terms like Christian and Englishman to distinguish European colonists from Africans and indigenous peoples. European colonial powers established whiteness as a legal concept after Bacon's Rebellion in 1676, during which indentured servants of European and African descent had united against the colonial elite. The legal distinction of white separated the servant class on the basis of skin color and continental origin. The creation of "whiteness" meant giving privileges to some, while denying them to others with the justification of biological and social inferiority.