



THE UNIVERSITY OF
TOLEDO
1872



Office for Diversity and Inclusion Report of Spring 2017 Diversity Survey

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2017 DIVERSITY ASSESSMENT SURVEY

The 2017 Diversity Assessment Survey was administered to University students, faculty and staff for 14 days between April 17 and 28, 2017. In comparison, the 2016 survey was available for 25 days between Feb. 23 and March 18. 2,830 students, faculty and staff (11 percent overall participation rate) participated in the 2017 survey, compared to 4,150 participants (17 percent) in 2016. See Table 1 below for participation details. Several combined factors likely contributed to the lower 2017 participation rate, including a later survey date, fewer days to participate and multiple simultaneously-occurring online surveys. These factors are being reviewed and corrections put in place for 2018. Another factor that may have contributed to the higher 2016 participation is the race-based altercation that occurred less than two months before the survey, which heightened tensions and brought awareness to differences and the need for campus involvement.

	2017			2016		
	Population	Response	Resp. Rate	Population	Response	Resp. Rate
STUDENT	18,683	1,417	0.08	18,556	2,257	0.12
FACULTY	1,550	404	0.26	1,513	624	0.41
STAFF	4,409	1009	0.23	4,538	1,269	0.28
Total	24,642	2,830	0.11	24,607	4,150	0.17

Table 1: Summary of Responses

For the University' s population size of 24,642 (based on the count of email invitations to the campus community), a sample of 1,023 respondents was necessary to have an appropriate sample size (Salant and Dillman, 1994). The appendices at the end of this report provide an aggregate demographic for students, faculty and staff who responded to the survey.

To gain a deeper understanding of the University' s inclusive environment, and in efforts toward continuous improvement, the 2016 survey was slightly modified before the 2017 launch. In particular, questions in the 2016 survey related to whom should be responsible for diversity at the University were eliminated. These questions were taken out of the survey because they did not add new, significant information about diversity efforts at the University. New questions related to trust, inclusiveness of University libraries and a few questions about student GRIT (tenacity) were added to the survey.

The vice president for diversity and inclusion added the GRIT questions for research purposes. The survey was comprised of nearly 50 open- and close-ended questions.

STUDENT INCLUSION SUMMARY

Of the 1,135 students who responded to the statement, “An important component of diversity is inclusion, or the extent to which a person feels included or a sense of belonging. Please use a scale of 1 to 7 to rate your opinion on how inclusive The University of Toledo is for you on a personal level where 1 means Not at All and 7 means Very Included,” 933 (82.2 percent) rated their opinion of inclusion as 4 (168 or 14.8 percent), 5 (280 or 25.2 percent), 6 (248 or 21.9 percent) or 7 (231 or 20.35 percent). See Table 2 below.

	Student Inclusion	2017
Scale	Count	Percent ¹
1	51	4.49
2	65	5.73
3	86	7.58
4	168	14.8
5	286	25.2
6	248	21.85
7	231	20.35
Total	1,135	100

Table 2: Student Inclusion 2017

Conversely, 202 (17 percent) students rated their opinions of inclusion as low: 1 (51 or 4.49 percent), 2 (65 or 5.7 percent) or 3 (86 or 7.58 percent). This inclusion data was not captured in the 2016 survey, so there is no data for comparison. In response to the statement, “Considering your rank of inclusion, please tell us why you gave this ranking,” 755 (60 percent) students said they felt either Very Included (367 or 29.24 percent) or Somewhat Included (388 or 30.92 percent). Remaining, low responses to this question suggest we have work to do regarding student inclusion.

¹ Totals may not equal 100 percent throughout due to rounding errors.

While additional data analysis is required to determine more specific reasons for the student rankings and feelings of inclusion at the University, strong indicators are reflected in student responses to six areas of inquiry related to personal attributes and feeling of inclusion. See Table 3 below.

STUDENT	NO		YES		TOTAL	
	Count	%	Count	%	Count	%
Does your gender interfere with your feelings of being included?	721	88.14	97	11.86	818	100
Does your sex interfere with your feelings of being included?	738	91.22	71	8.78	809	100
Does your sexual orientation interfere with your feelings of being included?	729	92.05	63	7.95	792	100
Does your race interfere with your feelings of being included?	644	80.6	155	19.4	799	100
Does your religion interfere with your feelings of being included?	472	89.73	54	10.27	525	100
Does your disability status interfere with	100	66.67	50	33.33	150	100

your feelings of being included?			
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Table 3: Student Factors Not Feeling Included

Table 3 above provides a summary of student responses to questions about their feelings based on gender, sex, sexual orientation, race, religion and disability status. As revealed in the table, of the six areas of inquiry, the three highest-ranking areas students said interfere most with feeling included are Disability Status (33.33 percent), Race (19.4 percent) and Gender (11.86 percent). While these are single indicators, taken with other measures of inclusiveness, as well as narrative from open-ended questions, we have clear direction for key areas of needed improvement related to students.

STUDENT PERCEPTIONS OF CULTURAL COMPETENCY

Cultural competency is a concept that suggests that when individuals interact with others in diverse settings, it is important for those individuals to understand the history and culture of the people with whom they interact. Table 4 below shows that of the 1,175 students who responded to the cultural competency question related to professor cultural competency, 975 (82.9 percent)² rated their views of professor cultural competency as 4 (123 or 10.5 percent), 5 (231 or 19.6 percent), 6 (334 or 28.4 percent) or 7 (287 or 24.4 percent). There were 676 fewer student responses to this question in 2017. In the 2016 survey, 1,650 (86 percent) students rated professor cultural competency as 4, 5, 6 or 7. This represents a 3.1-point (3.6 percent) decrease in 2017 from the previous year.

	2017		2016	
	Count	Percent	Count	Percent
1	31	2.6	49	2.64
2	37	3.15	47	2.53
3	49	4.17	105	5.7
4	123	10.5	233	12.6

² Throughout this report, where responses are based on a scale of 1 to 7, where 1 is the lowest response and 7 the highest, the top four responses (4 through 7) are used to determine the strength of that response, as well as provide bases for year-to-year comparison.

5	231	19.6	500	27.0
6	334	28.4	541	29.22
7	287	24.4	376	20.31
Don' t Know	83	7.1	-	-
Total	1,175	1.00	1,851	100

Table 4: Student Perceptions of Professor Cultural Competency

Of the 1,172 students who responded to the cultural competency question related to UT administration (see Table 5 below), 800 (68 percent) rated their views as 4 (104 or 8.9 percent), 5 (142 or 12.11 percent), 6 (271 or 23.12 percent) or 7 (283 or 24.14 percent). There were 228 fewer student responses in the 2017 survey, compared to 2016. In the 2016 survey, 1,199 (86 percent) students rated administration cultural competency at 4, 5, 6 or 7. This represents an 18-point (21 percent) decrease in 2017.

	2017		2016	
	Count	Percent	Count	Percent
1	46	3.9	69	4.8
2	32	2.73	57	4.07
3	37	3.16	75	5.36
4	104	8.9	183	13.08
5	142	12.11	262	18.8
6	271	23.12	381	27.2
7	283	24.14	373	26.64
Don' t Know	257	21.92	-	-
Total	1,172	1.00	1,400	100

Table 5: Student Perceptions of Administration Cultural Competency

Of the 1,168 students who responded to the cultural competency question related to staff, 896 (77 percent) rated their opinions as 4 (123 or 10.3 percent), 5 (197 or 16.86 percent), 6 (296 or 25.34 percent) or 7 (230 or 23.97 percent). For the 2017 survey, there were 503 fewer responses to this question than 2016. See Table 6 below. In 2016, 1,453

(89 percent) students rated staff cultural competency as 4, 5, 6 or 7. This represents a 12 (13 percent) point decrease in 2017.

	2017		2016	
	Count	Percent	Count	Percent
1	30	2.56	51	3.05
2	31	2.65	49	2.93
3	57	4.88	118	7.06
4	123	10.53	238	14.24
5	197	16.86	378	22.62
6	296	25.34	477	28.54
7	280	23.97	360	23.97
Don' t Know	154	13.18	-	-
Total	1,168	1.00	1,671	100

Table 6: Student Perceptions of Staff Cultural Competency

It is worth noting that the 2017 survey response option changed slightly from the 2016 version. The “Don’ t Know” option in the 2017 survey provided an option unavailable to respondents in the 2016 survey. This change may account for the lower overall responses for this question from students, as well as faculty and staff.

STUDENT PERCEPTIONS OF TRUST

To learn more about feelings of trust, a single trust question was added to the 2017 survey. This question was added both because inclusion cultural change requires a belief and trust that others will do what they say they will do, and to learn more about feelings of trust at the University. Because these are new questions to the 2017 survey, there are no comparisons to 2016.

Of the 1,101 students who responded to the trust statement, “Please use a scale of 1 to 7 to rate your opinion on how trusting you are of The University of Toledo in doing what is right for you, where 1 means Not at All and 7 means Very Trusting,” 806 (73 percent) students rated their trust as 4 (155 or 14 percent), 5 (245 or 22.25 percent), 6 (248 or 22.52 percent), or 7 (158 or 14.35 percent).

	2017	
	Count	Percent
1	91	8.27
2	78	7.08
3	101	9.17
4	155	14.08
5	245	22.25
6	248	22.52
7	158	14.35
Don' t Know	25	25
Total	1,101	100

Table 7: Student Perception of Trust of the University

Of the 1,119 students who responded to the trust statement related to their colleges, 907 (81 percent) rated their trust of their colleges as 4 (129 or 11.53 percent), 5 (217 or 19.4 percent), 6 (319 or 28.5 percent), or 7 (242 or 21.6 percent). See Table 8 below.

	2017	
	Count	Percent
1	48	4.29
2	53	4.74
3	75	6.7
4	129	11.53
5	217	19.39
6	319	28.51
7	242	21.63
Don' t Know	36	3.22
Total	1,119	100

Table 8: Student Perceptions of Trust of their Colleges

Of the 1,116 students who responded to the trust statement related to their departments, 910 (81.5 percent) rated their trust of their colleges as 4 (118 or 10.57 percent), 5 (175 or 15.68 percent), 6 (315 or 28.2 percent) or 7 (302 or 27 percent). See Table 9 below.

	2017	
	Count	Percent
1	46	4.12
2	48	4.3
3	63	5.65
4	118	10.57
5	175	15.68
6	315	28.23
7	302	27.06
Don' t Know	49	4.39
Total	1,116	100

Table 9: Student Perception of Trust of their Departments

This question will be added to the Spring 2019 Diversity Survey.

HOW OFTEN STUDENTS THINK ABOUT DIVERSITY AND/OR MULTICULTURAL ISSUES

Table 10 below shows that of the 1,103 students who responded to the question, “How often do you think about diversity and/or multicultural issues at The University of Toledo?” 704 (64 percent) students rated their responses as 4 (171 or 15.5 percent), 5 (205 or 18.6 percent), 6 (167 or 15.1 percent) or 7 (161 or 14.6 percent). In the 2016 survey, 1,105 (60 percent) students rated their responses as 4, 5, 6 or 7. This represents a 4-point (7 percent) increase over the previous year.

	2017		2016	
	Count	Percent	Count	Percent
1	144	13.06	278	15
2	114	10.34	241	13
3	107	9.7	229	12.3
4	171	15.5	301	16.24
5	205	18.59	333	18
6	167	15.14	237	12.8
7	161	14.6	234	12.6
Don' t Know	34	3.08	-	-
Total	1,103	100	1,853	100

Table 10: How Often Students Think about Multicultural Issues

WHAT DO YOU THINK IS THE BEST WAY TO STRUCTURE DIVERSITY TRAINING?

Of the 914 students who responded to the question of the best way to structure diversity training, 299 (33 percent) believe monthly discussions/forums are best; followed by a few hours in a single session followed by forums (223 or 24 percent); and

lastly a few hours in a single session (168 or 18 percent). These student perceptions reflect student perceptions from the 2016 survey. See Table 11 below.

	2017		2016	
	Count	Percent	Count	Percent
A few hours in a single session	168	18.38	321	18
A few hours in a single session followed by ongoing discussions/forums	223	24.4	427	24
Weekly discussions/forums	112	12.25	232	13
Monthly discussions/forums	299	32.71	594	33
Other: (please specify)	112	12.25	200	11
Total	914	100	1,774	100

Table 11: Students on How to Best Structure Diversity Training

HOW TO IMPROVE FEELINGS OF INCLUSION AND EQUITY AMONG STUDENTS

When asked to rank the six items below regarding how to improve students’ feelings of inclusion and equity, students’ number one choices reflected the following (see Table 12 below):

- Better accommodations for students with disabilities 221 (24.5 percent)
- More opportunities for diversity conversations and forums 217 (24 percent)
- Nothing needs to be done 161 (18.1 percent)
- Make available gender-neutral bathrooms across campus 133 (14.7 percent)
- Better services and programs for international students 130 (14.4 percent)
- Other 40 (4.4 percent)

TO IMPROVE FEELINGS OF INCLUSION AND EQUITY AMONG STUDENTS, WHICH OF THE FOLLOWING WOULD YOU LIKE TO SEE OCCUR AT THE UNIVERSITY?

Please Rank:

		1		2		3		4		5		6	
1	Make available gender-neutral bathrooms across campus	14.7	133	14.3	66	17	66	30.1	91	21.7	27	47	16
2	Better services and programs for international students	14.4	130	27	123	31.2	121	24.7	73	8.9	11	2.9	1
3	Better accommodations for students with disabilities	24.5	221	32	147	24.8	96	7.1	21	3.2	4	.0	0
4	More opportunities for diversity conversations and forums	24	217	21	95	24	93	30.2	89	4	5	2.9	1
5	Nothing needs to be done	18	161	4.7	22	2.1	8	5.4	16	53.2	66	14.7	5
6	Other: (please specify)	4.4	40	1.7	8	.8	3	1.7	5	8.8	11	32.3	11
	Total	100	903	100	461	100	387	100	295	100	124	100	34

Table 12: Students' Feelings on How to Improve Feelings of Inclusion and Equity at the

University

In addition to these rankings of inclusion and equity, other themes/suggestions that emerged from the students' open-ended comments include:

- Make diversity training optional for students
- Plan more cultural sharing events (i.e., food, dancing) as opposed to formal training
- More focus and attention to UT veterans
- More tolerance for diverse political view points

The above items are not listed in any particular order.

FACULTY INCLUSION SUMMARY

Of the 330 faculty (81.68 percent of participants) who responded to the statement, “An important component of diversity is inclusion, or the extent to which a person feels included or a sense of belonging. Please use a scale of 1 to 7 to rate your opinion on how inclusive The University of Toledo is for you on a personal level where 1 means Not at All and 7 means Very Included,” 275 (83.33 percent) rated their opinions of inclusion as 4 (34 or 10.3 percent), 5 (84 or 25.45 percent), 6 (88 or 26.67 percent) or 7 (69 or 20.91 percent). See Table 13 below. Conversely, 55 (16.67 percent) faculty rated their opinions of inclusion as low: 1 (9 or 2.73 percent), 2 (22 or 6.67 percent) or 3 (24 or 7.27 percent). The 2017 measure of faculty opinion of inclusion (83.33 percent) dropped slightly compared to 2016, when 84.62 percent of faculty rated their opinions of inclusion as 4, 5, 6 or 7. This change over time represents a slight decrease in faculty feeling of inclusion by 1.5 percent.

Inclusion				
	2017		2016	
	Count	Percent	Count	Percent
1	9	2.73	15	2.65
2	22	6.67	32	5.6
3	24	7.27	40	7.06
4	34	10.3	72	12.72
5	84	25.45	134	23.67
6	88	26.67	153	27.03
7	69	20.91	120	21.2
Total	330	100	566	99.93

Table 13: Faculty 2017 and 2016 Opinion of Inclusion

In response to the statement, “Considering your rank of inclusion, please tell us why you gave us this ranking,” 240 (65.52 percent) of faculty said they felt Very Included or Somewhat Included. In the 2016 survey, 60.22 percent of the faculty said they felt Very Included or Somewhat Included. The change over time represents an 8.8 percent increase from the previous year.

While additional data analysis is required to determine more specific reasons for the faculty rankings and feelings of inclusion at the University, strong indicators are reflected in faculty responses to six areas of inquiry related to personal attributes and feeling of inclusion. See Table 14 below.

FACULTY	NO		YES		TOTAL	
	Count	%	Count	%	Count	%
Does your gender interfere with your feelings of being included?	230	75.91	73	24.09	303	100
Does your sex interfere with your feelings of being included?	244	81.88	54	18.12	298	100
Does your sexual orientation interfere with your feelings of being included?	274	92.88	21	7.12	295	100
Does your race interfere with your feelings of being included?	254	88.5	33	11.5	287	100
Does your religion interfere with your feelings of being included?	154	85.56	26	14.44	180	100
Does your disability status interfere with your feelings of being included?	22	57.89	16	42.11	38	100

Table 14: Faculty Factors Not Feeling Included

Of the six areas of inquiry, the three areas that rank the highest and therefore suggest a lack of inclusiveness are Disability (42.11 percent), Gender (24.09 percent) and Sex (18.12 percent). While these are single indicators, taken with other measures of inclusiveness, as well as comments from open-ended questions, we have clear direction for key areas of needed improvement related to faculty.

FACULTY PERCEPTIONS OF CULTURAL COMPETENCY

Table 15 below shows that of the 361 faculty who responded to the cultural competency question related to professors, 281 (78 percent) rated their opinions of professor cultural competency as 4 (45 or 12.4 percent), 5 (102 or 28.2 percent), 6 (87 or 24 percent) or 7 (47 or 13 percent). There were 165 fewer faculty responses to this question in 2017. In the 2016 survey, 472 (90 percent) faculty rated professor cultural competency as 4, 5, 6 or 7. This represents a 12-point (13.3 percent) decrease in 2017.

	2017		2016	
	Count	Percent	Count	Percent
1	7	1.9	5	.95
2	12	3.32	19	3.61
3	29	8.03	30	5.7
4	45	12.4	77	14.64
5	102	28.2	151	28.7
6	87	24	143	27.18
7	47	13	101	19.2
Don' t Know	32	8.86	-	-
Total	361	100	526	100

Table 15: Faculty Perceptions of Professor Cultural Competency

Of the 354 faculty that responded to the cultural competency question related to UT administration (see Table 16 below), 257 (72 percent) rated their opinions as 4 (31 or 8.7 percent), 5 (69 or 19.4 percent), 6 (91 or 25 percent) or 7 (66 or 18.6 percent). There were 92 fewer faculty responses in the 2017 survey. In the 2016 survey, 377 (84 percent) faculty rated administration cultural competency at 4, 5, 6 or 7. This represents a 12-point (14 percent) decrease in 2017.

	2017		2016	
	Count	Percent	Count	Percent
1	7	1.9	21	4.7
2	16	4.52	24	5.38
3	23	6.5	24	5.38
4	31	8.76	65	14.57
5	69	19.5	105	23.54
6	91	25.7	132	29.59
7	66	18.6	75	16.81
Don' t Know	51	14.4	-	-
Total	354	100	446	100

Table 16: Faculty Perceptions of Administration Cultural Competency

Of the 354 faculty who responded to the cultural competency statement related to staff, 257 (72 percent) rated their opinions as 4 (59 or 16.6 percent), 5 (85 or 24 percent), 6 (73 or 20 percent) or 7 (40 or 11.3 percent) for the 2017 survey, even though there were 135 fewer responses. In the 2016 survey (see Table 17 below), 410 (84 percent) faculty rated staff cultural competency as 4, 5, 6 or 7. This represents a 12-point (14 percent) decrease from 2016.

	2017		2016	
	Count	Percent	Count	Percent
1	10	2.8	14	2.86
2	11	3.11	28	5.72
3	36	10.2	37	7.56
4	59	16.7	91	18.6
5	85	24	127	25.97
6	73	20.1	116	23.72
7	40	11.3	76	15.54
Don' t Know	40	11.3	-	-
Total	354	100	489	100

Table 17: Faculty Perceptions of Staff Cultural Competency

FACULTY PERCEPTIONS OF TRUST

Of the 351 faculty who responded to the trust statement, “Please use a scale of 1 to 7 to rate your opinion on how trusting you are of The University of Toledo in doing what is right for you, where 1 means Not at All and 7 means Very Trusting,” 235 (67 percent) rated their trust as 4 (65 or 18.5 percent), 5 (84 or 23.93 percent), 6 (65 or 18.52 percent) or 7 (21 or 5.98 percent).

	2017	
	Count	Percent
1	23	6.55
2	41	11.68
3	44	12.54
4	65	18.52
5	84	23.93
6	65	18.52
7	21	5.98
Don' t Know	8	2.28
Total	351	100

Table 18: Faculty Perception of Trust of the University

Of the 355 faculty who responded to the trust question related to their colleges, 247 (69 percent) rated their trust of their colleges as 4 (47 or 13.24 percent), 5 (76 or 21.41 percent), 6 (89 or 25 percent) or 7 (35 or 9.86 percent). See Table 19 below.

	2017	
	Count	Percent
1	34	9.58
2	30	8.45
3	40	11.27
4	47	13.24

5	76	21.41
6	89	25.07
7	35	9.86
Don' t Know	4	1.13
Total	355	100

Table 19: Faculty Perceptions of Trust of their Colleges

Of the 354 faculty who responded to the trust question related to their departments, 267 (75.3 percent) rated their trust of their colleges as 4 (39 or 11.02 percent), 5 (56 or 15.82 percent), 6 (87 or 24.58 percent) or 7 (85 or 24 percent). See Table 20 below.

	2017	
	Count	Percent
1	39	11.02
2	20	5.65
3	23	6.5
4	39	11.02
5	56	15.82
6	87	24.58
7	85	24.01
Don' t Know	5	1.41
Total	354	100

Table 20: Faculty Perception of Trust of their Departments

This question will be added to the Spring 2019 Diversity Survey.

HOW OFTEN FACULTY THINK ABOUT DIVERSITY AND/OR MULTICULTURAL ISSUES

Table 21 below shows that of the 355 faculty who responded to the question, "How often do you think about diversity and/or multicultural issues at The University of Toledo?" 314 (89 percent) faculty rated their responses as 4 (48 or 13.5 percent), 5 (82 or 23.1 percent), 6 (105 or 29.58 percent) or 7 (79 or 22.25 percent). In the 2016 survey, 443 (79 percent) faculty rated their responses as 4, 5, 6 or 7. This represents a 10-point (13 percent) increase from the previous year.

	2017		2016	
	Count	Percent	Count	Percent
1	9	2.54	28	5
2	16	4.51	43	7.7
3	14	3.94	44	7.8
4	48	13.52	90	16.1
5	82	23.1	119	21.3

6	105	29.58	131	23.5
7	79	22.25	103	18.5
Don' t Know	2	.56	-	-
Total	355	100	558	100

Table 21: How Often Faculty Think about Multicultural Issues

THE BEST WAY TO STRUCTURE DIVERSITY TRAINING

Of the 341 faculty who responded to the question regarding the best way to structure diversity training, 134 (39 percent) believe a few hours in a single session followed by ongoing discussions/forums monthly are best; followed by monthly discussions/forums (84 or 25 percent); and lastly, a few hours in a single session (66 or 19 percent). These faculty perceptions reflect faculty perceptions from the 2016 survey. See Table 22 below.

WHAT DO YOU THINK IS THE BEST WAY TO STRUCTURE DIVERSITY TRAINING?				
	2017		2016	
	Count	Percent	Count	Percent
A few hours in a single session	66	19.35	106	20
A few hours in a single session followed by ongoing discussions/forums	134	39.3	210	39
Weekly discussions/forums	10	2.93	11	2
Monthly discussions/forums	84	24.63	120	22
Other: (please specify)	47	13.78	89	17
Total	341	100	536	100

Table 22: Faculty on How to Best Structure Diversity Training

FACULTY ON HOW TO IMPROVE FEELINGS OF INCLUSION AND EQUITY AMONG FACULTY

When asked to rank the six items below regarding how to improve faculty feelings of inclusion and equity, faculty' s number one choices reflected the following (see Table 23 below):

- Greater effort to recruit and hire a more diverse faculty 98 (25.2 percent)
- Merit-based promotions 97 (25 percent)
- Create more opportunities for internal profession networking 77 (19.8 percent)
- Greater diversity in senior administration 39 (10 percent)
- Ensure diverse hiring committees include outside departments 29 (7.5 percent)
- Other 27 (6.9 percent)
- Nothing needs to be done 22 (5.6 percent)

TO IMPROVE FEELINGS OF INCLUSION AND EQUITY AMONG FACULTY, WHICH OF THE FOLLOWING WOULD YOU LIKE TO SEE OCCUR AT THE UNIVERSITY?

		1		2		3		4		5		6		7	
1	Greater effort to recruit and hire a more diverse faculty.	25.2	98	20.8	49	13.3	23	16.4	19	9	7	20	5	0	0
2	Create more opportunities for internal (UT) professional networking.	19.8	77	17.4	41	17.3	30	20.7	24	23.1	18	8	2	18.1	2
3	Greater diversity in senior administration.	10	39	22.1	52	23.7	41	18.9	22	25.6	20	4	1	9.1	1
4	Merit-based promotions rather than "inner circle" and personal relationships.	25	97	25.1	59	19.7	34	13.8	16	15.4	12	4	1	9.1	1
5	Ensure hiring committees are more diverse and include people on	7.5	29	10.6	25	23.1	40	29.3	34	24.3	19	4	1	27.3	3

	committee from outside the hiring department.														
6	Nothing needs to be done.	5.6	22	2.1	5	1.2	2	0	0	1.3	1	60	15	27.3	3
7	Other (please specify and rank).	6.9	27	1.7	4	1.7	3	.9	1	1.3	1	0	0	9.1	1
	Total	100	389	100	235	100	173	100	116	100	78	100	25	100	11

Table 23: Faculty Feelings on How to Improve Feelings of Inclusion and Equity at the

University

In addition to these rankings of inclusion and equity, other themes/suggestions that emerged from faculty open-ended comments include:

- Hire more diverse administrators
- Diversity training should focus more on LGBTQA issues
- Expanded definition of diversity beyond race, ethnicity and gender
- Mandatory diversity training for faculty
- More tolerance for diverse political view points

The above items are not listed in any particular order.

STAFF INCLUSION SUMMARY

Of the 810 staff (82.27 percent of participants) that responded to the statement, “An important component of diversity is inclusion, or the extent to which a person feels included or a sense of belonging. Please use a scale of 1 to 7 to rate your opinion on how inclusive The University of Toledo is for you on a personal level where 1 means Not at All and 7 means Very Included,” 679 (83.83 percent) rated their opinions of inclusion as 4 (130 or 16.05 percent), 5 (168 or 20.74 percent), 6 (217 or 26.79 percent) or 7 (164 or 20.25 percent). See Table 24 below. Conversely, 131 (16.17 percent) staff rated their opinions of inclusion as low: 1 (20 or 2.47 percent), 2 (52 or 6.42 percent) or 3 (59 or 7.28 percent). This measure of staff inclusion at The University of Toledo increased slightly compared to 2016, when 82.60 percent of faculty rated their feelings of inclusion as 4, 5, 6 or 7. This change over time represents a slight increase in staff feeling of inclusion by 1.5 percent.

Staff Inclusion				
	2017		2016	
	Count	Percent	Count	Percent
1	20	2.47	27	2.39
2	52	6.42	61	5.41
3	59	7.28	108	9.58
4	130	16.05	162	14.37
5	168	20.74	275	24.4
6	217	26.79	275	24.4
7	164	20.25	219	19.43
Total	810	100	1,127	100

Table 24: Staff 2017 and 2016 Opinion of Inclusion

In response to the statement, “Considering your rank of inclusion, please tell us why you gave us this ranking,” 557 (62.50 percent) of staff said they felt Very Included or Somewhat Included. In the 2016 survey, 57.35 percent of staff felt Very Included or Somewhat Included. The change over time represents an 8.9 percent increase from the previous year.

While additional data analysis is required to determine more specific reasons for the staff rankings and opinions of inclusion at the University, strong indicators are reflected in staff responses to six areas of inquiry related to personal attributes and feeling of inclusion. See Table 25 below.

STAFF	NO		YES		TOTAL	
	Count	%	Count	%	Count	%
Does your gender interfere with your feelings of being included?	570	85.71	95	14.29	665	100
Does your sex interfere with your feelings of being included?	572	87.33	83	12.67	655	100
Does your sexual orientation interfere with your feelings of being included?	612	96.23	24	3.77	636	100
Does your race interfere with your feelings of being included?	529	82.66	111	17.34	640	100
Does your religion interfere with your feelings of being included?	432	92.51	35	7.49	467	100
Does your disability status interfere with	65	75.58	21	24.42	86	100

your feelings of being included?			
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Table 25: Staff Factors Not Feeling Included

Of the six areas of inquiry, the three areas that rank the highest and therefore suggest a lack of inclusion are Disability (24.42 percent), Race (17.34) and Gender (14.29 percent). While these are single indicators, taken with other measures of inclusiveness, as well as comments from open-ended questions, we have clear direction for key areas of needed improvement related to staff.

STAFF PERCEPTIONS OF CULTURAL COMPETENCY

Table 26 below shows that of the 816 staff who responded to the cultural competency question related to professors, 461 (56 percent) rated their opinions of professor cultural competency as 4 (79 or 9.68 percent), 5 (104 or 12.74 percent), 6 (154 or 18.87 percent) or 7 (124 or 15.19 percent). There were 133 more responses to this question in 2017. Compared to 2016 staff responses, 613 (90 percent) staff rated professor cultural competency as 4, 5, 6 or 7. This represents a 34-point (38 percent) decrease in 2017.

	2017		2016	
	Count	Percent	Count	Percent
1	6	.7	8	1.17
2	15	1.84	23	3.36
3	29	3.55	39	5.71
4	79	9.68	100	14.64
5	104	12.74	164	24.01
6	154	18.87	210	30.74
7	124	15.19	139	20.35
Don' t Know	305	37.37	-	-
Total	816	100	683	100

Table 26: Staff Perceptions of Professor Cultural Competency

Of the 865 staff members who responded to the cultural competency question related to UT administration (see Table 27 below), 561 (69 percent) rated their views as 4 (73 or 9.07 percent), 5 (97 or 12 percent), 6 (213 or 26 percent) or 7 (178 or 22 percent). While 10 fewer staff responses were recorded in the 2017 survey, 746 (87 percent) staff rated administration cultural competency at 4, 5, 6 or 7 in the 2016 survey. This represents a 18-point (21 percent) decrease in 2017.

	2017		2016	
	Count	Percent	Count	Percent
1	14	1.7	21	2.45
2	27	3.35	34	3.97
3	40	4.97	54	6.31
4	73	9.07	108	12.63
5	97	12	178	20.81
6	213	26	252	29.47
7	178	22	208	24.32
Don' t Know	163	20	-	-
Total	865	100	855	100

Table 27: Staff Perceptions of Administration Cultural Competency

Of the 804 staff who responded to the cultural competency question related to staff, 649 (81 percent) rated their views as 4 (102 or 12.7 percent), 5 (135 or 16.8 percent), 6 (241 or 30 percent) or 7 (171 or 21.26 percent). For the 2017 survey, there were 258 fewer responses to this question. In the 2016 survey (see Table 28 below), 937 (88 percent) staff rated staff cultural competency as 4, 5, 6 or 7. This represents a 7-point (8 percent) decrease in 2017.

	2017		2016	
	Count	Percent	Count	Percent
1	14	1.74	16	1.5
2	28	3.48	42	3.95
3	44	5.47	67	6.30
4	102	12.7	135	12.71
5	135	16.8	266	25.04
6	241	30.0	313	29.47
7	171	21.26	223	21.11
Don' t Know	69	8.58		
Total	804	100	1,062	100

Table 28: Staff Perceptions of Staff Cultural Competency

STAFF PERCEPTIONS OF TRUST

Of the 803 staff who responded to the trust statement, “Please use a scale of 1 to 7 to rate your opinion on how trusting you are of The University of Toledo in doing what is right for you, where 1 means Not At All and 7 means Very Trusting,” 557 (69 percent) rated their trust as 4 (127 or 16 percent), 5 (185 or 23 percent), 6 (161 or 20 percent), or 7 (84 or 10.4 percent).

	2017	
	Count	Percent
1	54	6.72
2	88	10.96
3	84	10.46
4	127	15.82
5	185	23.04
6	161	20.05
7	84	10.46
Don' t Know	20	2.49
Total	803	100

Table 29: Staff Perceptions of Trust of the University

Of the 804 staff who responded to the trust question related to their colleges, 608 (76 percent) rated their trust of their colleges as 4 (100 or 12.4 percent), 5 (110 or 13.7 percent), 6 (191 or 24 percent), or 7 (207 or 26 percent). See Table 30 below.

	2017	
	Count	Percent
1	54	6.72
2	60	7.46
3	67	8.33
4	100	12.44
5	110	13.68
6	191	23.76
7	207	25.75
Don' t Know	15	1.87
Total	804	100

Table 30: Staff Perceptions of Trust of their Colleges

Of the 793 staff who responded to the trust statement related to their colleges, 614 (77.4 percent) rated their trust of their colleges as 4 (127 or 16.02 percent), 5 (180 or 22.70 percent), 6 (184 or 23.2 percent), or 7 (123 or 15.51 percent). See Table 31 below.

	2017	
	Count	Percent
1	46	5.8
2	56	7.06
3	61	7.69
4	127	16.02
5	180	22.7
6	184	23.2
7	123	15.51
Don' t Know	16	2.02
Total	793	100

Table 31: Staff Perceptions of Trust of their Departments

This question will be added to the Spring 2019 Diversity Survey.

HOW OFTEN STAFF THINK ABOUT DIVERSITY AND/OR MULTICULTURAL ISSUES

Table 32 below shows that of the 793 staff who responded to the question, “How often do you think about diversity and/or multicultural issues at The University of Toledo?” 614 (77 percent) staff rated their responses as 4 (127 or 16.02 percent), 5 (180 or 22.7 percent), 6 (184 or 23.2 percent) or 7 (123 or 15.51 percent). In the 2016 survey, 736 (66 percent) of staff members rated their responses as 4, 5, 6 or 7. This represents a 11-point (17 percent) increase from the previous year.

	2017		2016	
	Count	Percent	Count	Percent
1	46	5.8	81	7.32
2	56	7.06	140	12.7
3	61	7.69	149	13.5

4	127	16.02	182	16.4
5	180	22.7	218	19.71
6	184	23.2	191	17.27
7	123	15.51	145	13.1
Don' t Know	16	2.02	-	-
Total	793	100	1,106	100

Table 32: How Often Staff Think About Multicultural Issues

WHAT DO YOU THINK IS THE BEST WAY TO STRUCTURE DIVERSITY TRAINING?

Of the 726 staff who responded to the question of the best way to structure diversity training, 238 (33 percent) think a few hours in a single session followed by ongoing discussions/forums monthly is best; followed by monthly discussions/forums (201 or 28 percent); and lastly, a few hours in a single session (188 or 26 percent). These staff perceptions reflect staff perceptions from the 2016 survey. See Table 33 below.

WHAT DO YOU THINK IS THE BEST WAY TO STRUCTURE DIVERSITY TRAINING?				
	2017		2016	
	Count	Percent	Count	Percent
A few hours in a single session	188	25.9	238	22
A few hours in a single session followed by ongoing discussions/forums	238	32.78	422	39
Weekly discussions/forums	25	3.44	44	4
Monthly discussions/forums	201	27.69	263	24
Other: (please specify)	74	10.19	114	11
Total	726	100	1,081	100

Table 33: Staff on How to Best Structure Diversity Training

STAFF ON HOW TO IMPROVE INCLUSION AND EQUITY AMONG STAFF

When asked to rank the items below regarding how to improve staff feelings of inclusion and equity, staff number one choices reflected the following (see Table 34 below):

- Merit-based promotions rather than “inner circle” and personal relationships 314 (41.2 percent)
- Create more opportunities for internal (UT) networking 143 (18.7 percent)
- Greater effort to recruit and hire a more diverse staff 89 (11.7 percent)
- Ensure hiring committees are more diverse and include outside hiring department 70 (9.2 percent)
- Nothing needs to be done 55 (7.2 percent)
- Other 27 (3.5 percent)

In addition to these rankings of inclusion and equity, other themes/suggestions that emerged from staff open-ended comments include:

- Reduce overrepresentation of white, male leaders on Health Science Campus
- Expand definition of diversity beyond race, ethnicity and gender
- More diversity at all levels of the organization
- Too much “ole boy” promotions
- Make diversity training optional
- Disparate treatment of white females in College of Engineering

The above items are not listed in any particular order.

TO IMPROVE FEELINGS OF INCLUSION AND EQUITY AMONG STAFF, WHICH OF THE FOLLOWING WOULD YOU LIKE TO SEE OCCUR AT THE UNIVERSITY? PLEASE RANK:														
	1		2		3		4		5		6		7	
Greater effort to recruit and hire a more diverse staff.	11.7	89	11.5	48	15.4	46	25.6	54	26.5	46	12	8	17	3
Create more opportunities for internal (UT) professional networking.	18.7	143	30	125	24.1	72	13.3	28	14.4	25	2.9	2	0	0
Greater diversity in senior administration.	8.5	65	15.6	65	21.7	65	23.7	50	21.4	37	5.8	4	0	0
Merit-based promotions, rather than "inner circle" and personal relationships.	41.2	314	22.1	92	13	39	10.4	22	10.4	18	1	1	0	0
Ensure hiring committees more diverse and includes	9.2	70	17	71	21.4	64	25.6	54	26	45	5.7	4	0	0

people on committee from outside of hiring department.														
Nothing needs to be done.	7.2	55	2.4	10	2.7	8	1	2	0	0	69.6	48	44	8
Other (please specify and rank)	3.5	27	1.4	6	1.7	5	.4	1	1.2	2	3	2	39	7
Total	100	763	100	417	100	299	100	211	100	173	100	69	100	18

Table 34: Staff Feelings on How to Improve Feelings of Inclusion and Equity at the University

Summary

Responses to the 2017 Diversity Survey suggest an overall improvement in the critical area of inclusion at The University of Toledo. While these measures showed improvement from the previous year for staff (+1.5 percent increase for ranking of inclusion, and +8.9 percent increase for feeling included), results for faculty were mixed in that, while there was a slight decrease in the overall ranking question (-1.5 percent), there was a +8.8 percent increase in feeling included among the faculty. Data for these questions were not captured for students in 2016, but the 2017 survey shows that 82.2 percent of students ranked high the feeling of inclusion (on a scale of 1 to 7) at the University. The student rank of 82.2 percent is consistent with the faculty (82.33 percent) and staff (83.83 percent) rankings for this question, giving the University an average of 83 percent for overall feeling of inclusiveness, the same as in 2016.

While the response data in other areas show some mixed results, they point out specific areas that need attention, and hence opportunities for improvement with regard to the diversity and inclusion climate at The University of Toledo. Where appropriate and consistent with the diversity and inclusion values of the University, results from the survey will be used to provide time, talent and resource direction for upcoming year.

APPENDIX

SURVEY DEMOGRAPHIC DATA

STUDENT DEMOGRAPHICS

HOW WOULD YOU DEFINE YOUR GENDER?		
	2017	
	Percent	Count
Male	35.29	294
Female	57.98	483
Nonbinary	.84	7
Transgender male	.36	3
Transgender female	.12	1
Not listed (specify)	3.96	33
Prefer not to answer	1.44	12
Total	100	833

WHAT IS THE SEX YOU WERE ASSIGNED AT BIRTH?		
	2017	
	Percent	Count
Male	36.37	303
Female	58.94	491
Intersex	.12	1
Not listed (specify)	2.4	20
Prefer not to answer	2.16	18
Total	100	833

WHICH BEST DEFINES YOUR SEXUAL ORIENTATION?		
	2017	
	Percent	Count
Heterosexual	80.99	669
Gay	2.54	21
Lesbian	2.18	18
Bisexual	6.66	55
Not listed (specify)	3.63	30
Prefer not to answer	4	33
Total	100	826

PLEASE INDICATE YOUR RACE (SELECT ALL THAT APPLY)		
	2017	
	Percent	Count
White	72.43	599
Black or African American	11.12	92
Hispanic or Latino	5.68	47
American Indian or Alaskan Native	2.18	18
Asian	9.43	78
Native Hawaiian or Pacific Islander	.85	7
Not listed (please specify)	5.93	49
Prefer not to answer	3.63	30
Total	100	827

DO YOU IDENTIFY WITH A RELIGION?		
	2017	
	Percent	Count
Yes	63.9	531
No	30.08	250
Prefer not to answer	6.02	50
Total	100	831

WHAT RELIGION DO YOU CONSIDER YOURSELF TO BELONG?		
	2017	
	Percent	Count
Buddhism	1.14	6
Christianity	78.67	413
Hinduism	3.43	18
Islam	7.62	40
Judaism	1.14	6
Atheist or Agnostic	.95	5
Not listed (please specify)	7.05	37
Total	100	525

DO YOU HAVE A DISABILITY (FOR EXAMPLE, SENSORY OR PHYSICAL IMPAIRMENTS, LEARNING DISABILITIES, MENTAL HEALTH CONDITIONS, CHRONIC HEALTH CONDITIONS)?		
	2017	
	Percent	Count
Yes	18.36	152
No	77.17	639
Prefer not to answer	4.47	37
Total	100	828

WHAT IS YOUR STATUS/RANK AT THE UNIVERSITY OF TOLEDO?		
	2017	
	Percent	Count
Freshman	20.79	290
Sophomore	17.13	239
Junior	15.05	210
Senior	16.85	235
Graduate Student	26.59	371
Other (please specify)	3.58	50
Total	100	1,395

WHAT IS YOUR COLLEGE?		
	2017	
	Percent	Count
Arts and Letters	10.03	139
Business and Innovation	13.35	185
Education	6.2	86
Engineering	22.37	310
Health and Human Services	12.99	180
Honors	.14	2
Law	1.73	24
Medicine and Life Sciences	6.57	91
Natural Sciences and Mathematics	9.67	134
Nursing	4.47	62
Pharmacy and Pharmaceutical Sciences	7	97
University College	2.81	39
I don' t know/unsure	1.52	21
100 percent online	1.15	16
Total	100	1,386

FACULTY DEMOGRAPHICS

HOW WOULD YOU DEFINE YOUR GENDER		
	2017	
	Percent	Count
Male	42.01	142
Female	46.15	156
Nonbinary	.59	2
Transgender male	.59	2
Transgender female	.30	1
Not listed (specify)	.59	2
Prefer not to answer	9.76	33
Total	100	338

WHAT IS THE SEX YOU WERE ASSIGNED AT BIRTH?		
	2017	
	Percent	Count
Male	42.39	142
Female	47.16	158
Intersex	0	0
Not listed (specify)	0.60	2
Prefer not to answer	9.85	33
Total	100	335

WHICH BEST DEFINES YOUR SEXUAL ORIENTATION?		
	2017	
	Percent	Count
Heterosexual	78.14	261
Gay	2.69	9
Lesbian	3.89	13
Bisexual	1.8	6
Not listed (specify)	1.8	6
Prefer not to answer	11.68	39
Total	100	334

PLEASE INDICATE YOUR RACE (SELECT ALL THAT APPLY)		
	2017	
	Percent	Count
White	66.77	221
Black or African American	6.34	21
Hispanic or Latino	4.83	16
American Indian or Alaskan Native	.91	3
Asian	6.34	21
Native Hawaiian or Pacific Islander	.30	1
Other	3.93	13
Prefer not to answer	14.2	47
Total	100	331

DO YOU IDENTIFY WITH A RELIGION?		
	2017	
	Percent	Count
Yes	54.73	185
No	32.54	110
Prefer not to answer	12.72	43
Total	100	338

WHAT RELIGION DO YOU CONSIDER YOURSELF TO BELONG?		
	2017	
	Percent	Count
Buddhism	.55	1
Christianity	80.66	146
Hinduism	3.31	6
Islam	4.97	9
Judaism	6.63	12
Atheist or Agnostic	0	0
Not listed (please specify)	3.87	7
Total	100	181

DO YOU HAVE A DISABILITY (FOR EXAMPLE, SENSORY OR PHYSICAL IMPAIRMENTS, LEARNING DISABILITIES, MENTAL HEALTH CONDITIONS, CHRONIC HEALTH CONDITIONS)?		
	2017	
	Percent	Count
Yes	11.68	39
No	76.95	257
Prefer not to answer	11.38	28
Total	100	334

HOW LONG HAVE YOU BEEN EMPLOYED AT THE UNIVERSITY OF TOLEDO?		
	2017	
	Percent	Count
Less than 1 year	6.48	25
1-5 years	22.54	87
6-10 years	19.17	74
11-20 years	29.79	115
21-25 years	9.59	37
26-30 years	7.25	28
31-35 years	2.07	8
36-40 years	2.33	9
41-45 years	.52	2
45-50 years	.26	1
56-60 years	0	0
61-65 years	0	0
66-70 years	0	0
>70 years	0	0
Total	100	386

WHICH CAMPUS DO YOU SPEND THE MAJORITY OF YOUR TIME?		
	2017	
	Percent	Count
Main Campus	67.44	261
Health Science Campus	29.72	115
Scott Park Campus	.26	1
Toledo Museum of Art	1.81	7
Lake Erie Center	.78	3
Total	100	387

WHAT IS YOUR COLLEGE?		
	2017	
	Percent	Count
Arts and Letters	24.35	93
Business and Innovation	7.07	27
Education	6.81	26
Engineering	7.33	28
Graduate Studies	.52	2
Health and Human Services	8.64	33
Honors	1.05	4
Law	2.36	9
Medicine and Life Sciences	17.28	66
Natural Sciences and Mathematics	9.69	37
Nursing	5.24	20
Pharmacy and Pharmaceutical Sciences	5.76	22
University College	.79	3
University Libraries	2.09	8
Other	1.05	4
Total	100	382

WHAT IS YOUR FACULTY RANK?		
	2017	
	Percent	Count
Instructor	5.84	22
Lecturer (without tenure)	15.65	59
Lecturer (with tenure)	1.06	4
Assistant Professor	21.22	80
Associate Professor	24.67	93
Professor	22.81	86
Administrator (VP, Dean, Associate Dean, etc.)	3.45	13
Other Teaching Staff Member (Part-time/Adjunct/Visiting, etc.)	5.31	20
Total	100	377

PLEASE INDICATE IF YOU ARE CLINICAL OR NON-CLINICAL.		
	2017	
	Percent	Count
Clinical	15.83	60
Non-clinical	84.17	319
Total	100	379

STAFF DEMOGRAPHICS

HOW WOULD YOU DEFINE YOUR GENDER?		
	2017	
	Percent	Count
Male	24.02	171
Female	69.24	493
Nonbinary	.42	3
Transgender male	0	0
Transgender female	0	0
Not listed (specify)	.28	2
Prefer not to answer	6.04	43
Total	100	712

WHAT IS THE SEX YOU WERE ASSIGNED AT BIRTH?		
	2017	
	Percent	Count
Male	23.45	166
Female	69.21	490
Intersex	.14	1
Not listed (specify)	.28	2
Prefer not to answer	6.92	49
Total	100	708

WHICH BEST DEFINES YOUR SEXUAL ORIENTATION?		
	2017	
	Percent	Count
Heterosexual	84.08	597
Gay	2.25	16
Lesbian	.7	5
Bisexual	2.11	15
Not listed (specify)	.99	7
Prefer not to answer	9.86	70
Total	100	710

PLEASE INDICATE YOUR RACE (SELECT ALL THAT APPLY)		
	2017	
	Percent	Count
White	71.89	509
Black or African American	11.02	78
Hispanic or Latino	4.24	30
American Indian or Alaskan Native	1.84	13
Asian	3.25	23
Native Hawaiian or Pacific Islander	.14	1
Not listed (please specify)	2.54	18
Prefer not to answer	8.76	62
Total	100	708

DO YOU IDENTIFY WITH A RELIGION?		
	2017	
	Percent	Count
Yes	66.71	475
No	22.61	161
Prefer not to answer	10.67	76
Total	100	712

WHAT RELIGION DO YOU CONSIDER YOURSELF TO BELONG TO?		
	2017	
	Percent	Count
Buddhism	.64	3
Christianity	88.75	418
Hinduism	.64	3
Islam	2.34	11
Judaism	2.12	10
Atheist or Agnostic	0	0
Not listed (please specify)	5.52	26
Total	100	471

DO YOU HAVE A DISABILITY (FOR EXAMPLE, SENSORY OR PHYSICAL IMPAIRMENTS, LEARNING DISABILITIES, MENTAL HEALTH CONDITIONS, CHRONIC HEALTH CONDITIONS)?		
	2017	
	Percent	Count
Yes	11.99	85
No	79.55	564
Prefer not to answer	8.46	60
Total	100	709

HOW LONG HAVE YOU BEEN EMPLOYED AT THE UNIVERSITY OF TOLEDO?		
	2017	
	Percent	Count
Less than 1 year	13.41	132
1-5 years	33.84	333
6-10 years	15.14	149
11-20 years	21.24	209
21-25 years	7.83	77
26-30 years	4.98	49
31-35 years	2.64	26
36-40 years	.71	7
41-45 years	.10	1
45-50 years	.10	1
56-60 years	0	0
61-65 years	0	0
66-70 years	0	0
>70 years	0	0
Total	100	984

WHICH CAMPUS DO YOU SPEND THE MAJORITY OF YOUR TIME?		
	2017	
	Percent	Count
Main Campus	41.85	411
Health Science Campus	51.18	532
Scott Park Campus	3.46	34
Toledo Museum of Art	.10	1
Lake Erie Center	.41	4
Total	100	982

WHAT IS YOUR COLLEGE?		
	2017	
	Percent	Count
Arts and Letters	2.04	17
Business and Innovation	2.4	20
Education	2.28	19
Engineering	3.23	27
Health and Human Services	.96	8
Honors	.24	2
Law	1.44	12
Medicine and Life Sciences	14.25	119
Natural Sciences and Mathematics	2.75	23
Nursing	8.86	74
Pharmacy and Pharmaceutical Sciences	3.23	27
University College	4.67	39
University Libraries	1.8	15
Other	44.79	374
Total	100	835

