Strategic Plan for Diversity and Inclusion 2018-2021

College of Business & Innovation

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I. Statement from the Dean of College of Business & Innovation

In the UT College of Business and Innovation, we recognize and teach that we live in a global economy. We know that our graduates will be working in locations across the United States and around the world, with people from a wide spectrum of national and ethnic backgrounds. This reality is reflected in our Mission Statement, "Developing Lifelong Leaders for the World of Business."

In the world of business, it is unwise and illogical to discriminate due to race, creed, sexual orientation or identity, religion, disability or age. The world needs each and every one of us to succeed based on our merits, efforts, and willingness to learn and work. Discrimination in any form is unacceptable. Diversity of background, thought and experience are critical to our mutual prosperity.

Our 2,700 undergraduate and 500 graduate students are a widely diverse group, which is abetted through our educational relationships with schools in Egypt, India and China. People come to the University of Toledo College of Business and Innovation to learn from a widely experienced faculty, and to enhance their college experience among intelligent, inquisitive and inspiring students from many parts of the world, all right here in Toledo, Ohio.

Promoting the value of diversity is not something we add on to the educational process in COBI; diversity is something at our very core, clearly and wonderfully manifested in the daily activities in our classrooms and found in the daily life of our students.

Diversity is not simply found here in COBI. It does not happen by chance; it is nurtured and expected. It is alive. You can learn more about why and how in this COBI diversity report. We are excited to share it with you.

Dean Anne Balazs

II. Statement from the College Inclusion Officer of College of Business & Innovation

We are living in an ever-changing society with new challenges, different thoughts and ideas; hence the dynamics of Diversity and Inclusion have changed over the years.

At the University of Toledo, it is imperative that we remain engaged and aware of changes and be prepared to meet each challenge. Diversity and Inclusion extends far beyond race, age or gender. We must be open to embrace differences in thought, ideas, beliefs, and experiences with honesty and sincerity. We cannot afford to look the other way on issues with an indifferent attitude or with the notion "I have nothing to do with it" or "it is not my problem," which is far beyond the truth.

When you walk across our beautiful campus, you can clearly see the diversity among us. However, we should each ask ourselves, "how much do we value Diversity and Inclusion?" and what have we done or be willing to do to ensure The University of Toledo is a safe and welcoming environment for all people?"

Therefore, promoting a climate for Diversity and Inclusion is something that will not happen on its own nor is there a magic pill for it. Diversity and Inclusion is *"intentional"* and it takes commitment from everyone in The College of Business and Innovation and The University of Toledo as a whole if we are to be successful in this endeavor.

Craig A.Turner, M.Ed.

III. Diversity Committee Members

Academic year 2019-2020

Chairperson

Craig A. Turner, M.Ed. Business Career Programs
419-530-5344
Email: craig.turner@utoledo.edu

Committee Members

- Ainsworth A. Bailey; Associate Professor of Marketing & International Business
- Mai Dao; Associate Professor of Accounting
- Bassam Hasan; Professor of Information Operations & Technology Management
- Amy O'Donnell; Senior Lecturer of Management
- Sam Okoroafo; Professor of Marketing and International

IV. Mission Statements Relating to Diversity

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 core values are:

1. **Compassion, Professionalism and Respect:** Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;

2. **Discovery, Learning and Communication:** Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;

3. **Diversity, Integrity and Teamwork:** Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;

4. **Engagement, Outreach and Service:** Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;

5. **Excellence, Focus and Innovation:** Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and

6. **Wellness, Healing and Safety:** Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

What we mean by inclusion and diversity
(taken from UT Diversity Strategic Plan 2017)

Inclusion

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

Diversity

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

College of Business and Innovation Mission Statement

We, the College of Business and Innovation, are committed to preparing a **diverse** body of students for life-long careers as leaders and contributing professionals, and enhancing the world of business practice.

In so doing, we support the mission of The University of Toledo, a student-centered public metropolitan research institution, primarily through a balanced emphasis on the development and superior delivery of business degree programs at the undergraduate, masters and doctoral levels, contribution of influential research and publications, and engagement with our community in general and the business community in particular as well as serving as a resource for regional economic development.

The College promotes and is dedicated to an environment conducive to innovation and continuous improvement through a shared set of core values and commitments that include mutual respect, professional development, ethical conduct, individual accountability, **diversity,** equal of inquiry and expression.

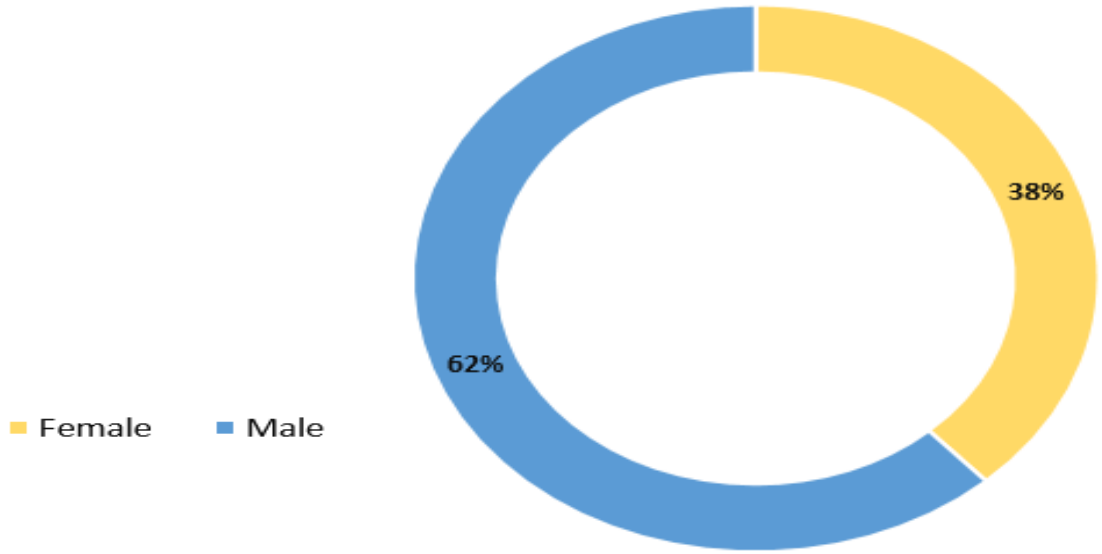
Diversity Committee Mission Statement

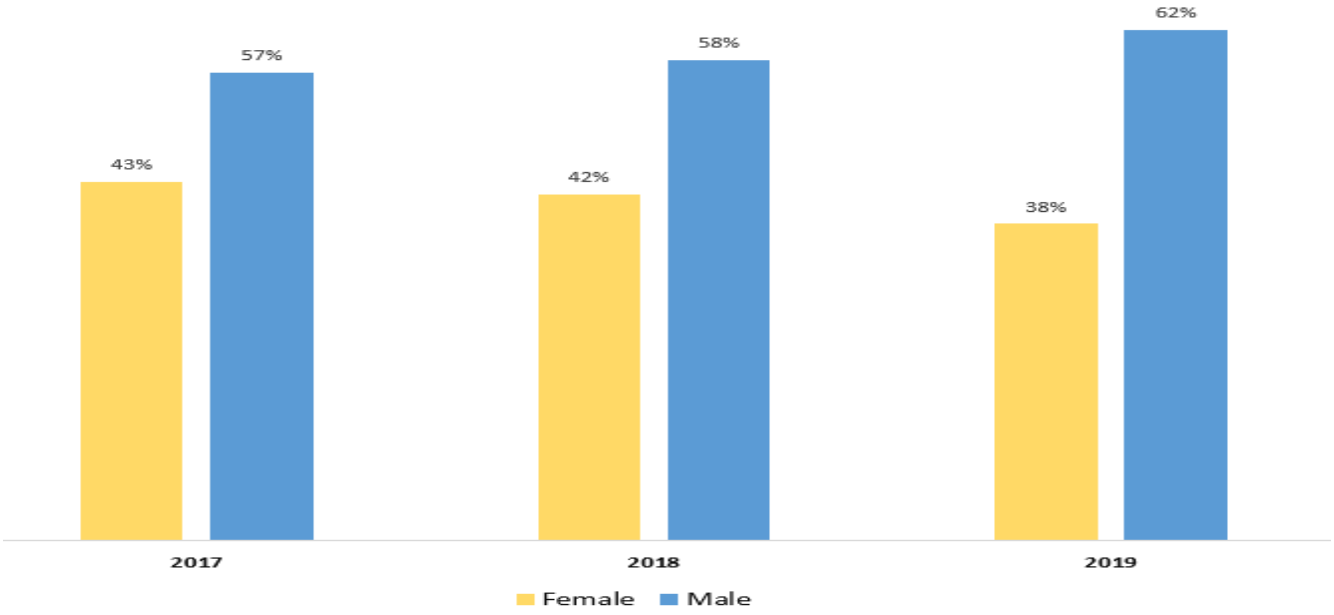
The College Diversity Committee is committed to promoting a culture of diversity within the College of Business and Innovation (COBI), and updating and implementing the approved COBI Diversity plan. The Committee will work through information dissemination, development, education, awareness, and assessment of the College's progress in improving COBI's climate for faculty, staff and students. The Committee should encourage and assist the Dean in addressing diversity issues and striving for continuous improvement through diversity initiatives.

V. **Data Findings** (faculty, staff and students)

Faculty Data 2017-2019

Faculty Gender

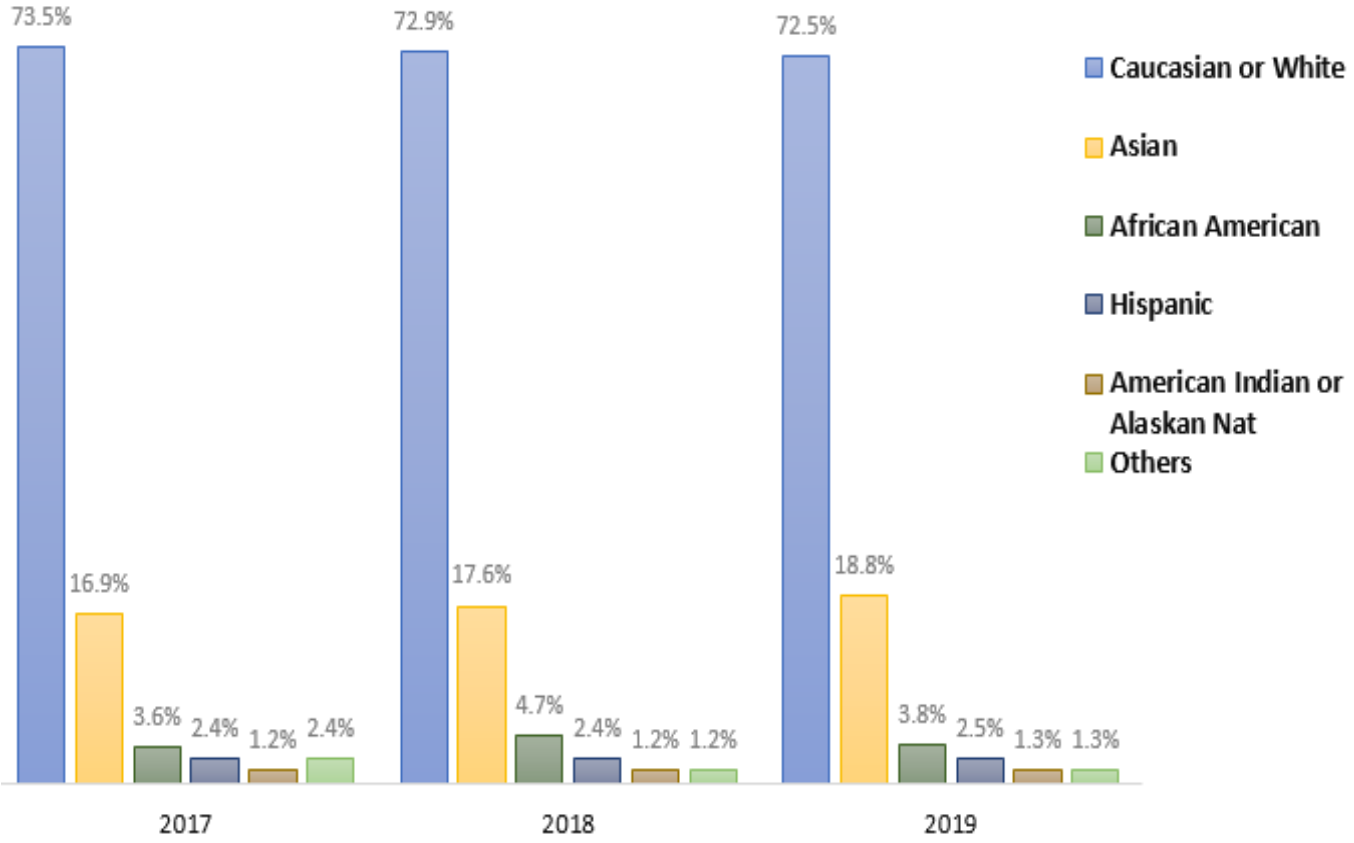




Faculty Data 2017-2019

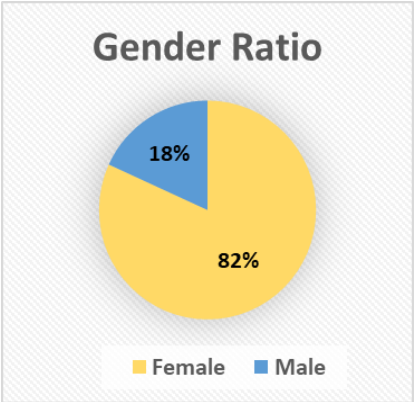
Faculty Ethnicity

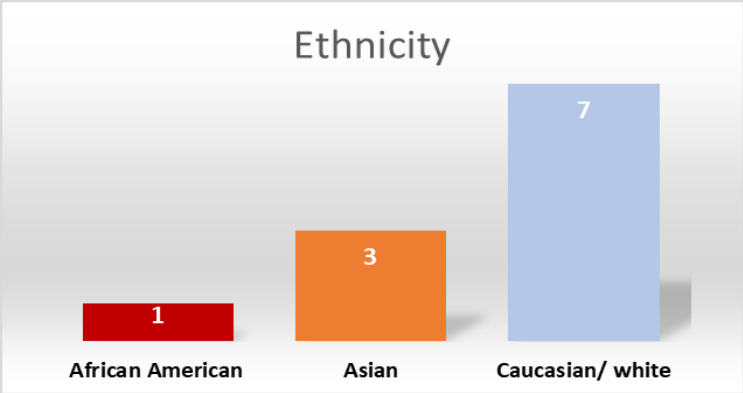
Ethinicity	2017	2018	2019
Caucasian or White	61	62	58
Asian	14	15	15
African American	3	4	3
Hispanic	2	2	2
American Indian or Alaskan Nat	1	1	1
Others	2	1	1



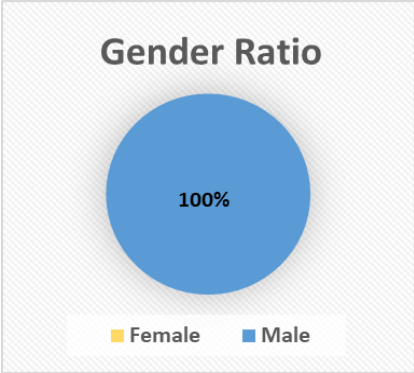
Faculty Data 2017-2019
Faculty Breakdown by Major

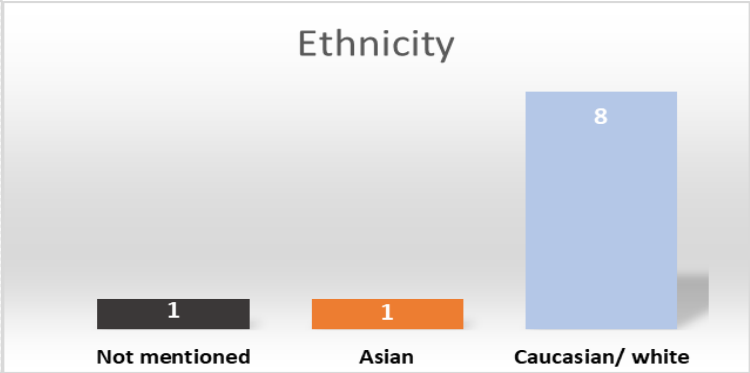
ACCOUNTING



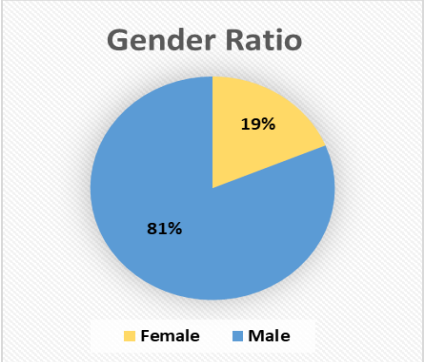


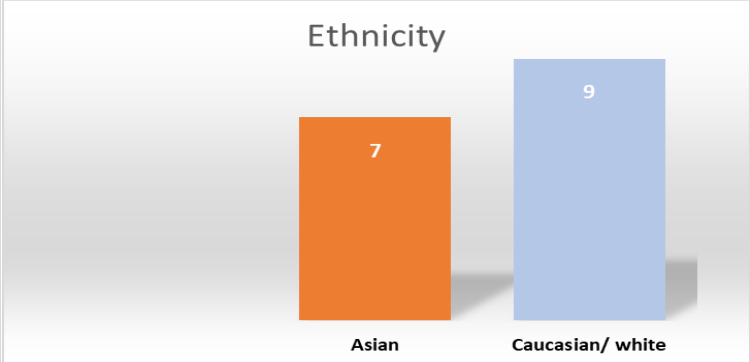
FINANCE





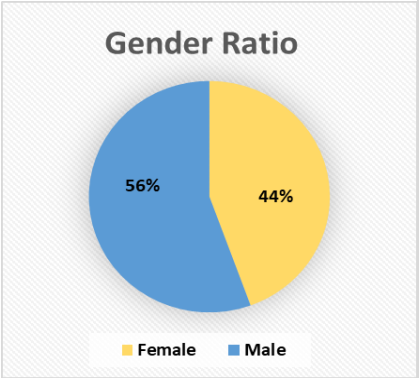
IOTM

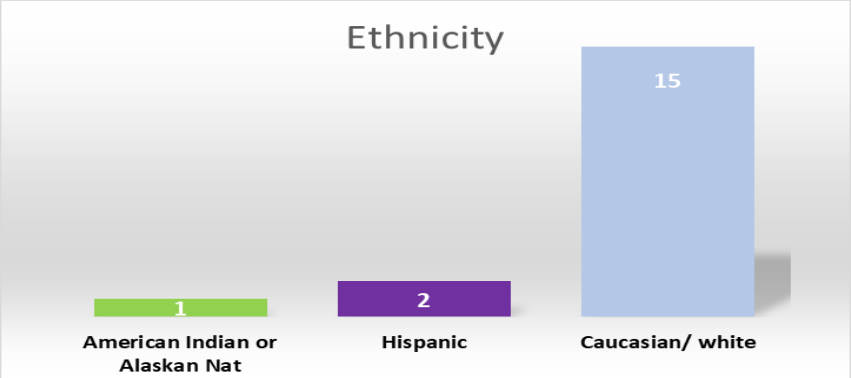




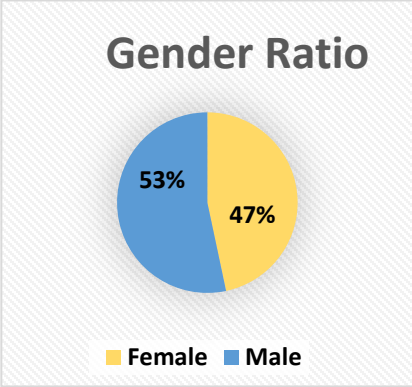
Faculty Data 2017-2019
Faculty Breakdown by Major

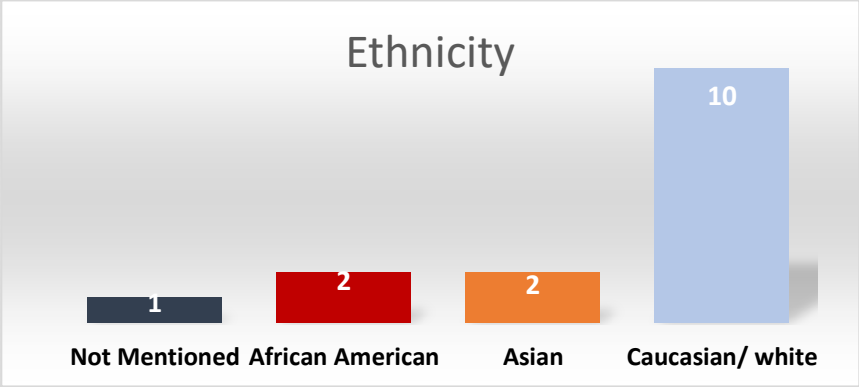
MANAGEMENT



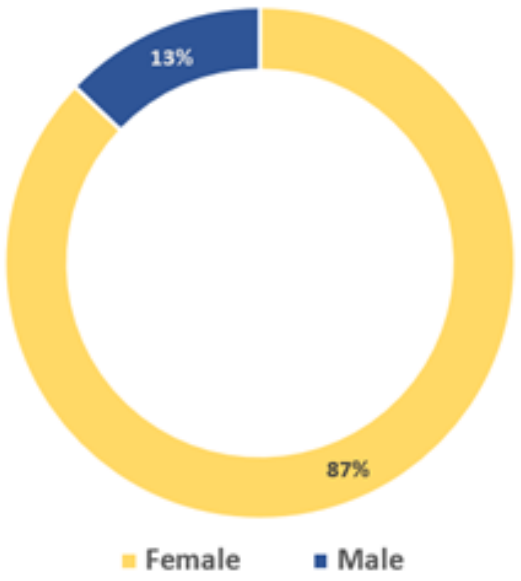


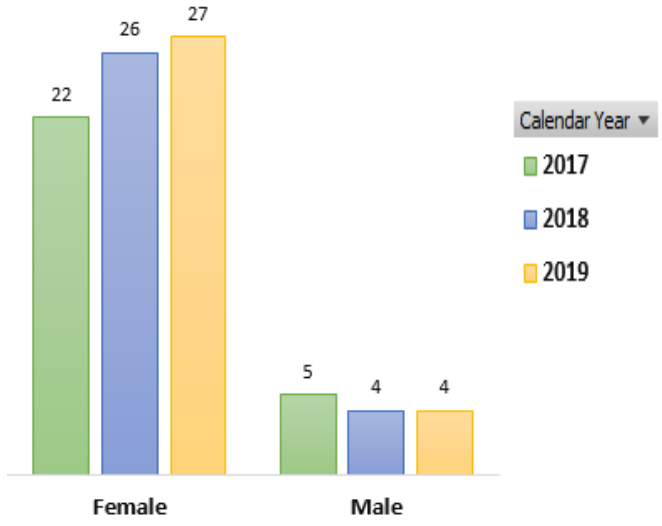
MARKETING



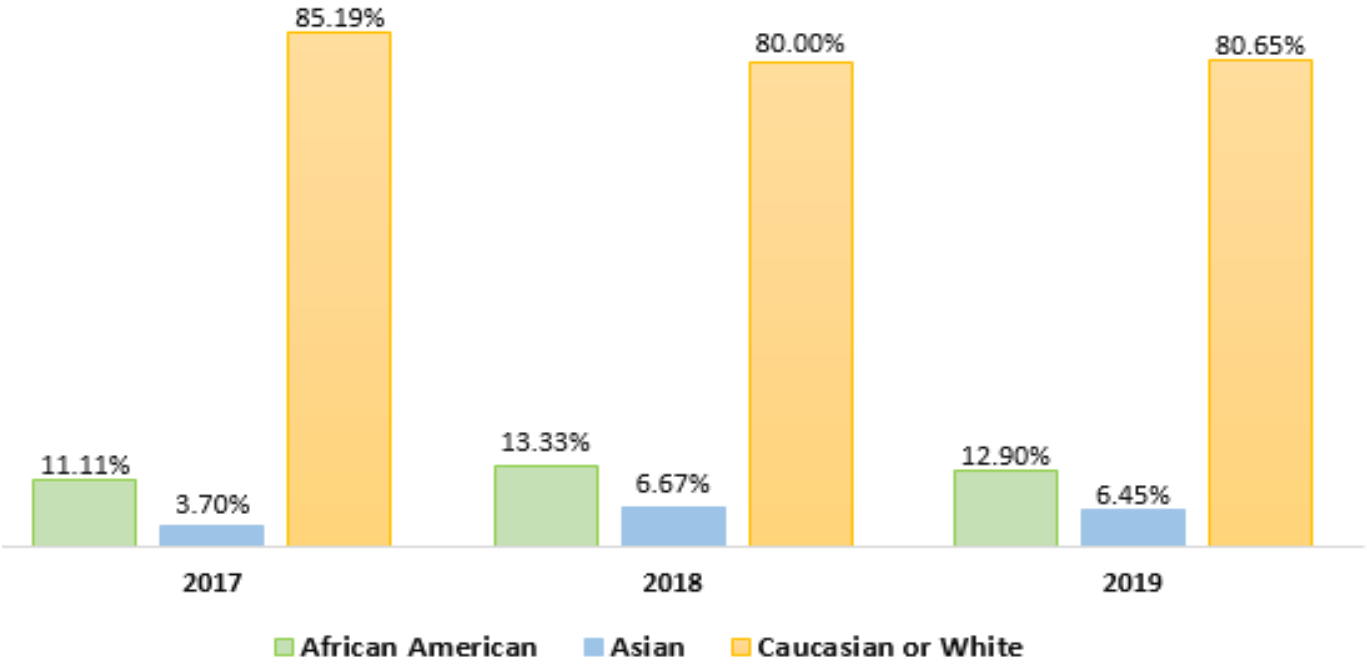


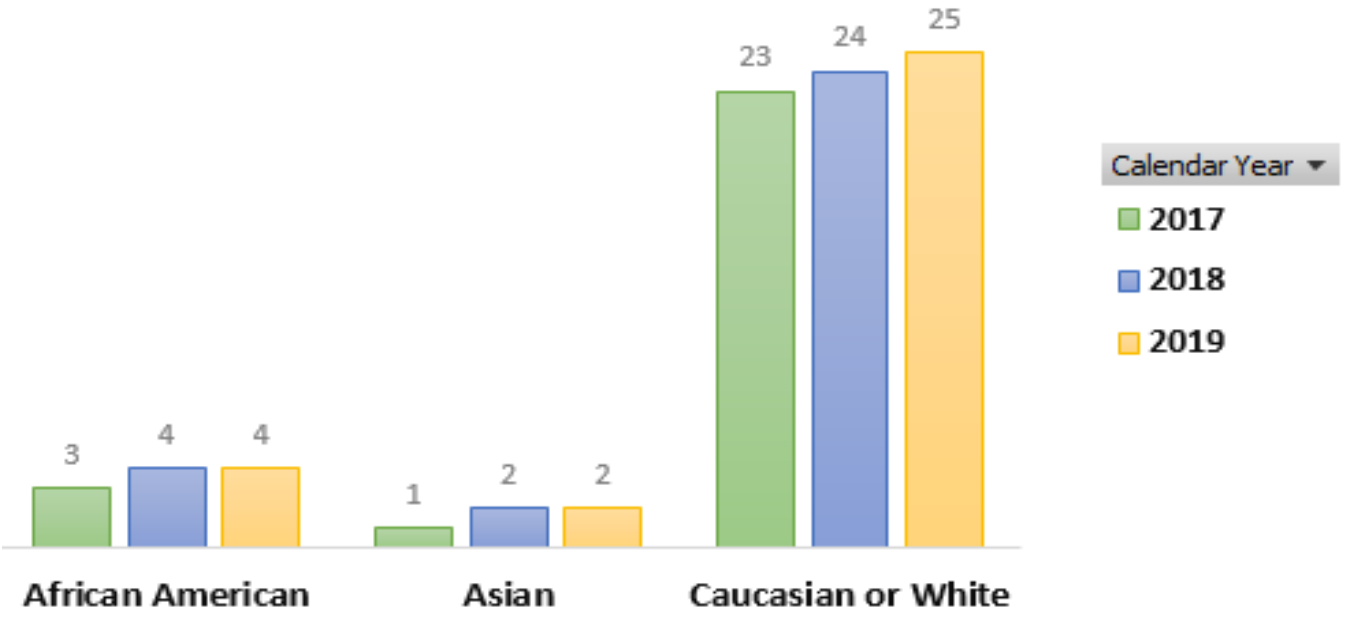
Staff Data 2017-2019
Staff Gender



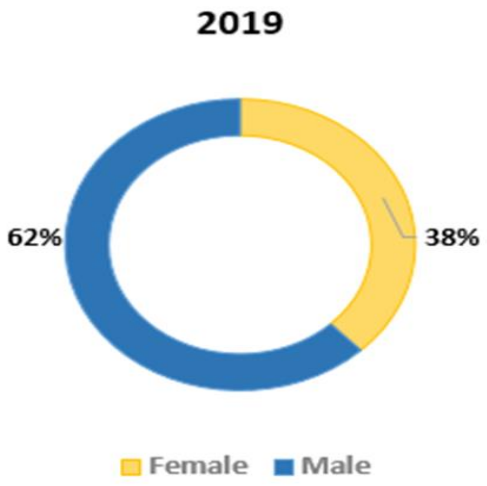


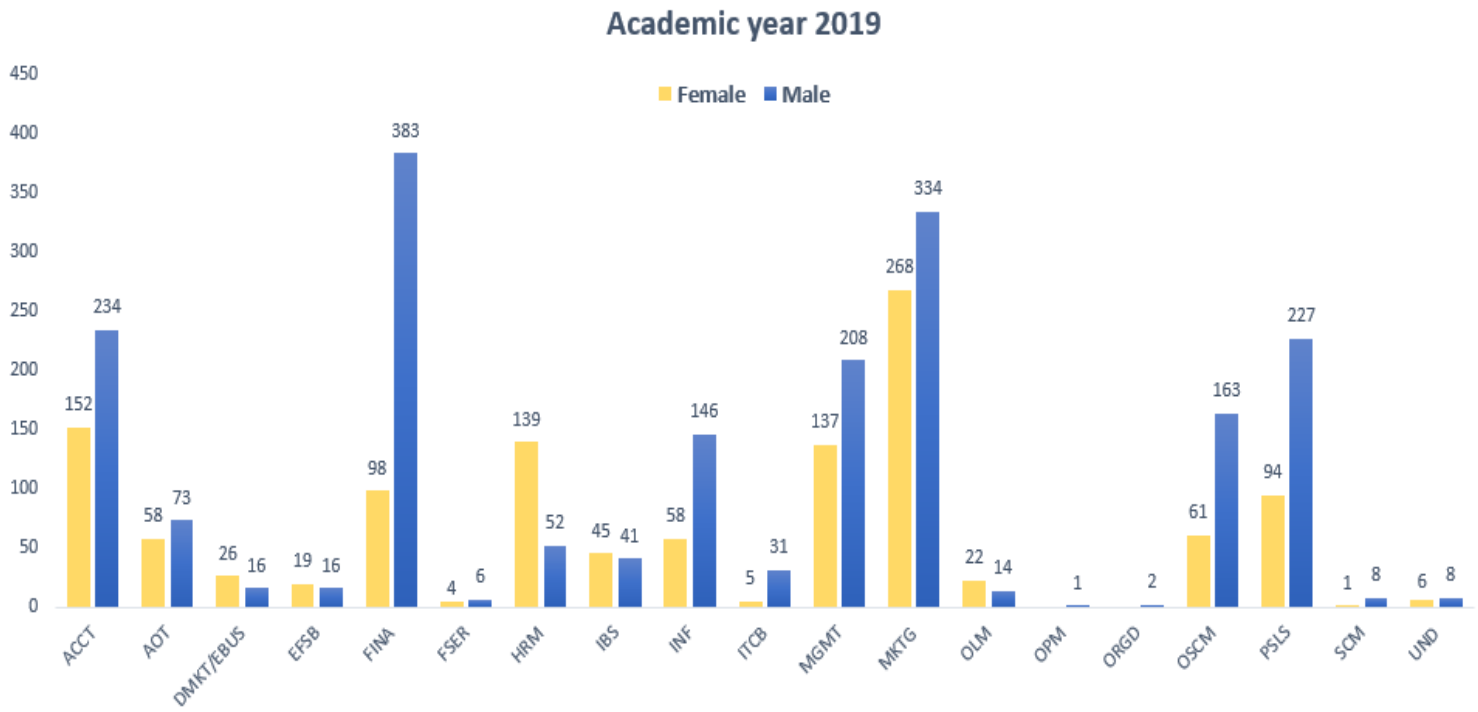
Staff Data 2017-2019
Staff Ethnicity





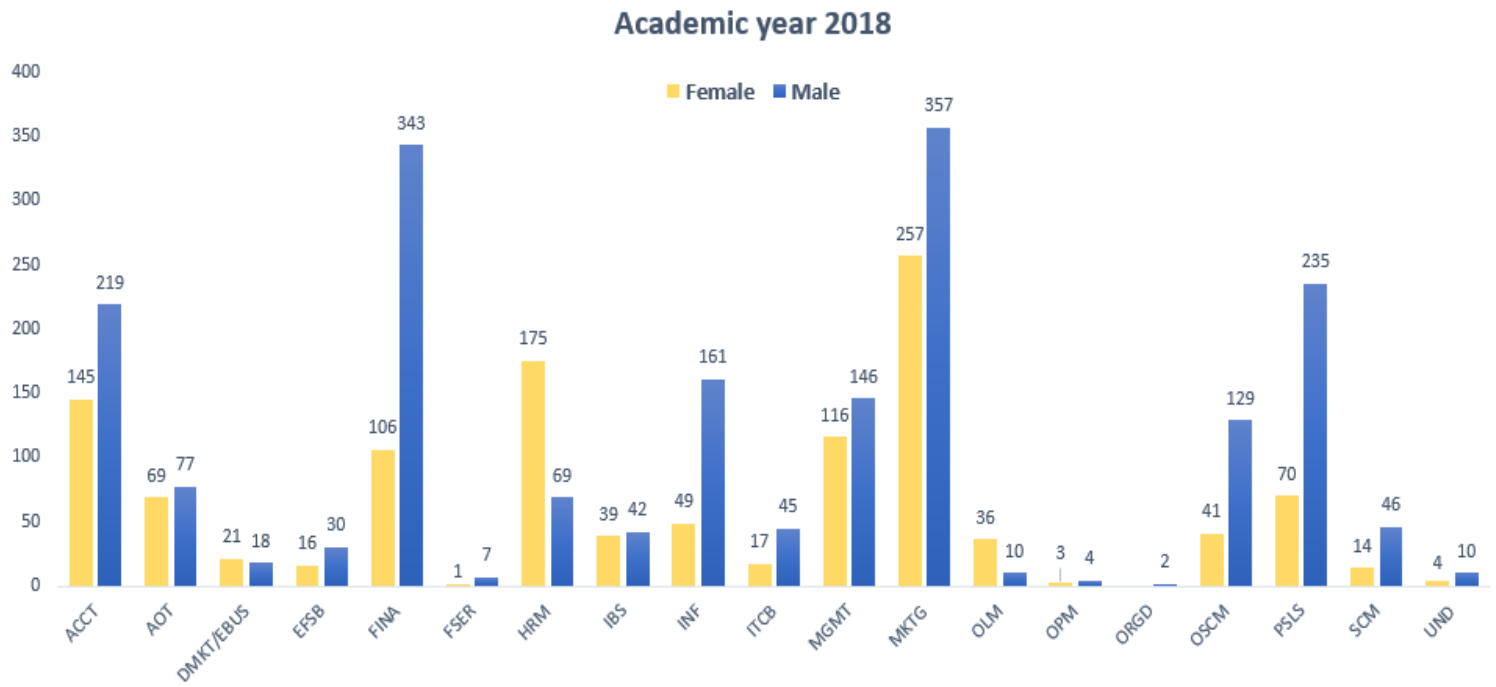
Student Data 2017-2019
Student Gender (Undergraduate)

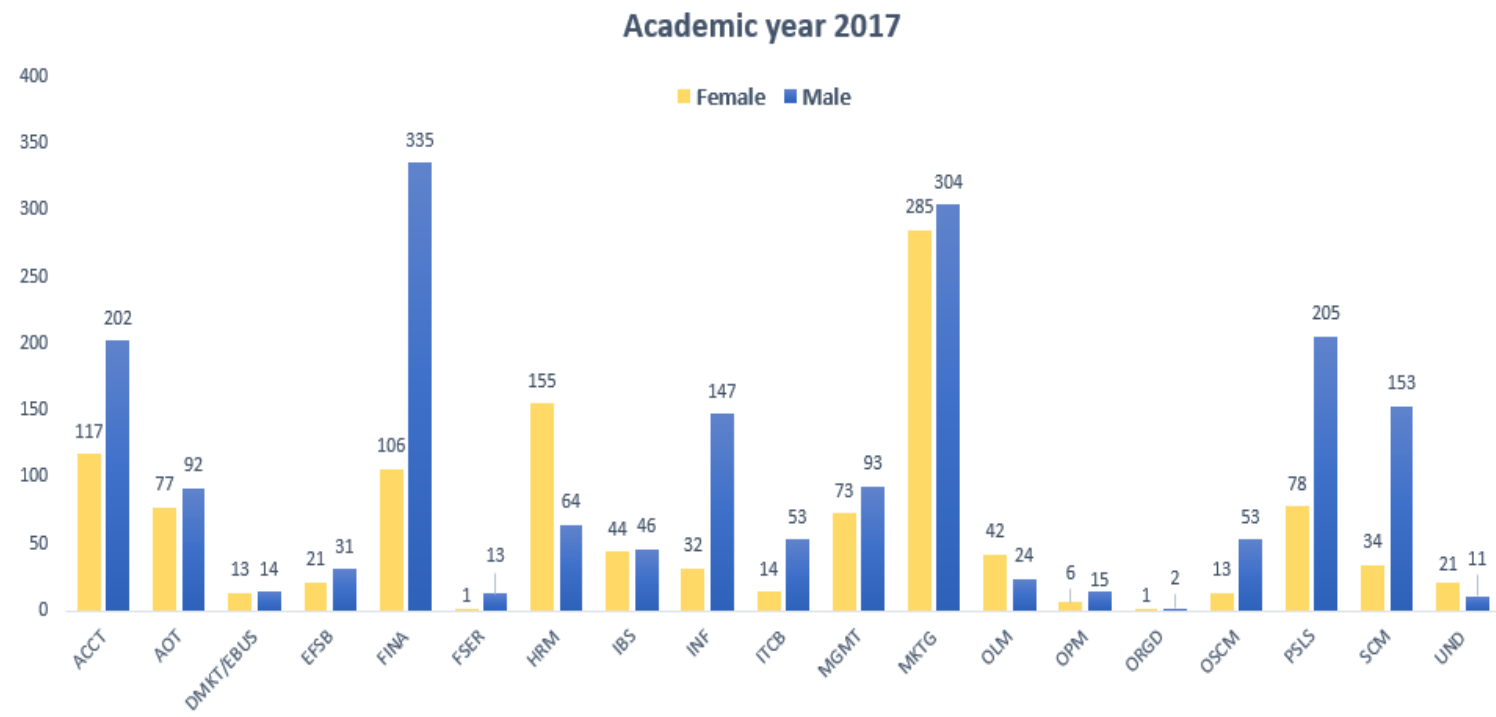




Student Data 2017-2019

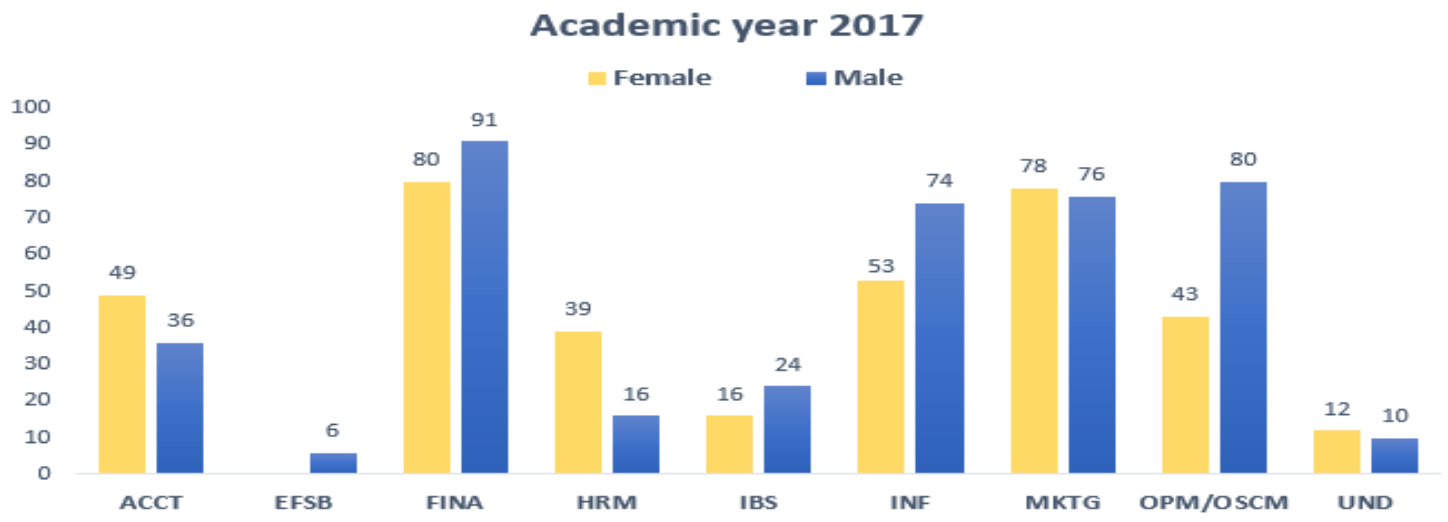
Student Gender (Undergraduate)

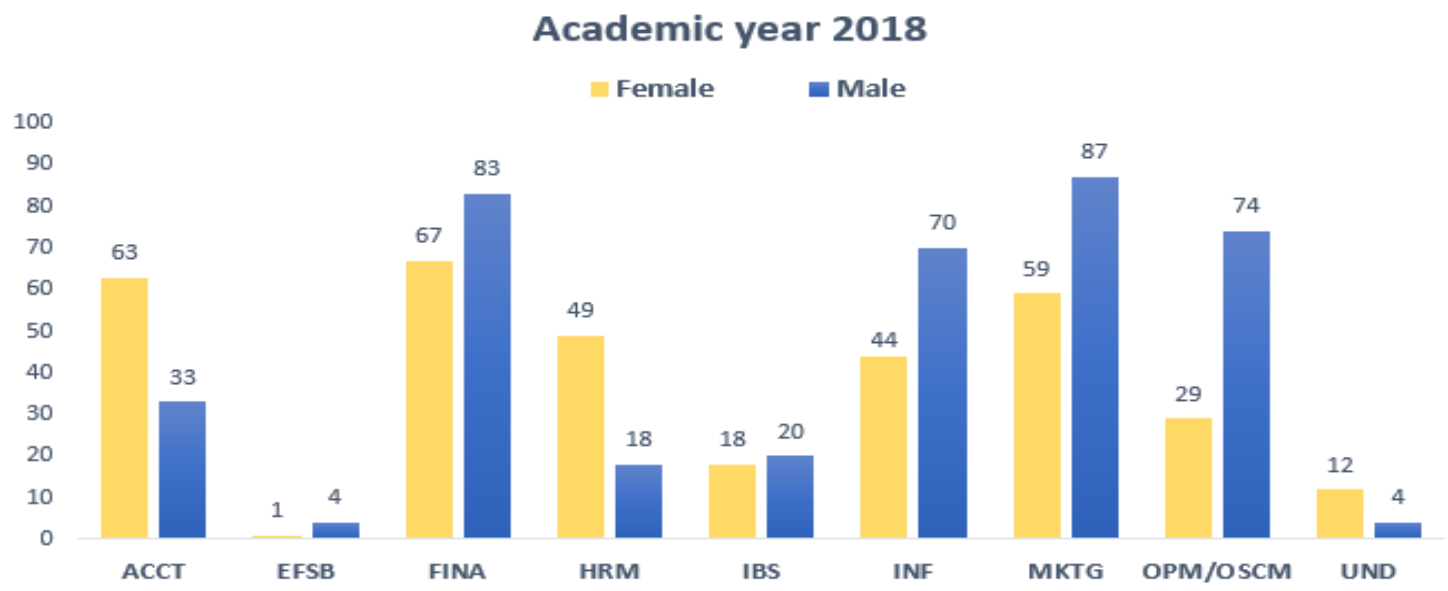




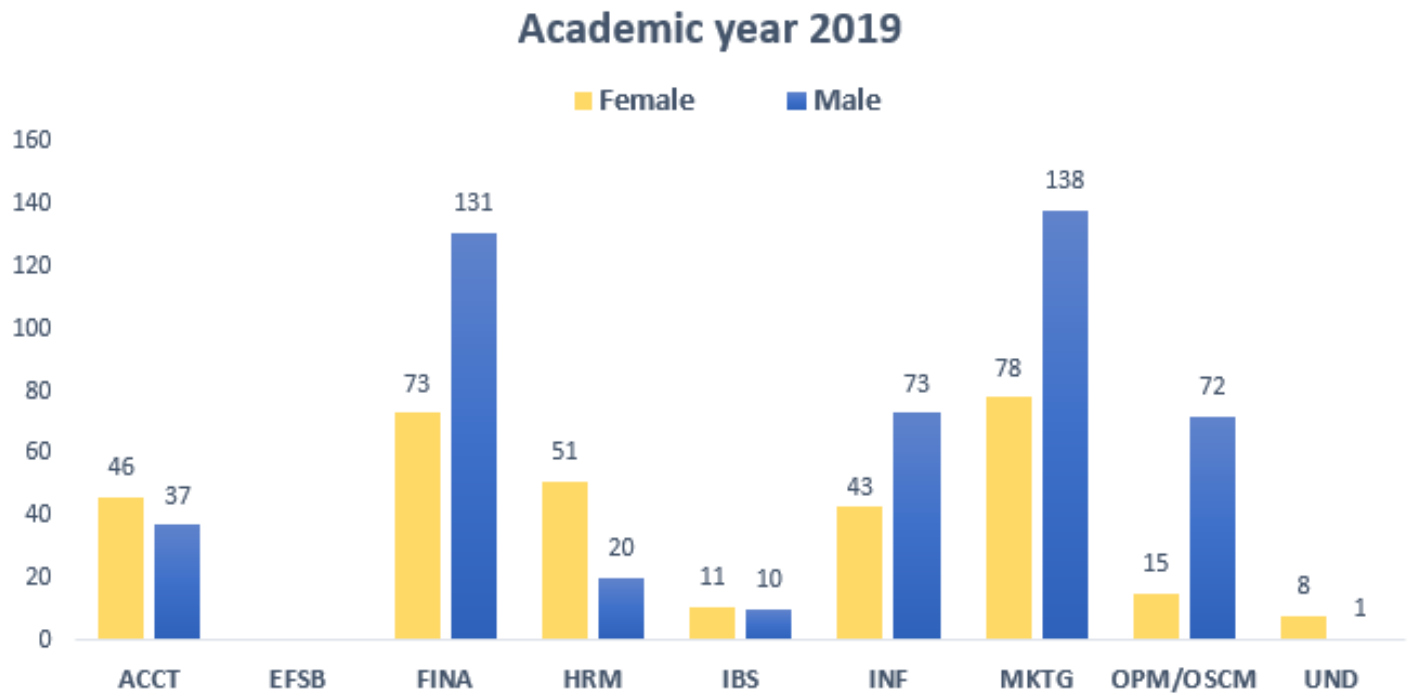
Student Data 2017-2019

Student Gender (Graduate)





Student Data 2017-2019
Student Gender (Graduate)



VI. Diversity Goals and Strategies

Based upon the statistical changes in our college's demographics as it relates to faculty, staff and students from 2008 to 2019, it is important to focus on the following goals.

Diversity of Students

Increase the recruitment and retention of students of color and international undergraduate and graduate students.

Goal 1: Increase the recruitment of students of color and international undergraduate and graduate students.

Recruitment Strategies:

- Work with various community agencies to attract students of color.
- Ensure recruitment visits include high schools, career fairs, and conferences that focus on students of color.
- Work with Toledo Public Schools to fund scholarships for high school students of color who seek to pursue business as a career.
- Develop COBI marketing materials targeted to international students for faculty ambassadors, recruiters, and admission representatives to deliver to potential international students through Center for International Studies and Programs and other recruitment avenues

Responsibility: Recruiters, Dean's Office and Gift Officer
Timeline: 1 to 3 years

Goal 2: Increase the retention of students of color and international undergraduate and graduate students.

Retention Strategies:

- Utilize student success programs to introduce students of color, first generation and international students to the COBI community including the Dean, upper class students of color and faculty of color. Address volunteer and internship opportunities as well as college and university collegiate organizations and activities.
- Organize social activities that focus on first generation students, students of color and international students providing an introduction to business socialization and American rituals to encourage inclusiveness.
- Create diversity training for student organizations that address inclusive practices and cultural competency so that organizational climates for all students is open and welcoming in order to increase student participation from underrepresented groups.
- Make sure faculty and staff are referring students to specific programs to enhance student retention by utilizing University and COBI tutoring labs, the writing center, student success coaches and programs like TRIO. Identify specific faculty and staff who can serve as mentors for minority students, seeking to increase student trust in requesting advice about academic and career choices.
- Continue providing specific scholarship support directed toward students of color such as the

African American Scholarship Fund. Provide new scholarship funding to assist students with books based on need providing $300/student for five students (one from each department) for fall and spring semester. Total = $3,000

- Establish awards for students of color to act as incentives and opportunities for recognition, e.g., highest GPA award, leadership award and community service award. Total = $500

Responsibility:	Deans Office, Office of Student Retention and Academic Success, Business Career Programs**,** MBA Office & Diversity Committee
Timeline:	1 to 3 years

Diversity of Faculty / Staff / Administrators

Increase the recruitment and retention of underrepresented and diverse faculty, staff, and administrators.

Goal 2: Increase the recruitment of underrepresented and diverse faculty, staff, and administrators.

Recruitment Strategies:

- Have Department Chairs and Chairs of Search committees identify what demographics are underrepresented in terms of faculty, staff, and administrators in different departments, centers, and programs.
- Ensure the diversity of the search committees for all vacant positions (faculty, staff and administrative).
- Advertise openings for faculty, staff, and administrative positions in publications targeted to diverse populations. Expand the applicant pools for faculty positions, by expanding and keeping stronger ties with groups that represent diversity. It can be achieved by advertising in online, national magazines and journals read by diverse groups.
- Work closely with the Office of Institutional Diversity to attract diverse candidates to open positions.
- Identify and encourage MBA students of color that might be interested in PhDs, as well as doctoral students that might expand diversity among faculty if hired.

Responsibility:	Dean's Office, Department Chairs and Chairs of Search Committees, Graduate MBA Office, Graduate Faculty, and Dean's Office
Timeline:	6 to 12 months

Goal 3: Increase the retention of underrepresented and diverse faculty, staff, and administrators.

Retention Strategies:

- Encourage attendance at the existing university orientation for new faculty.
- Capitalize on existing resources to welcome the new faculty, staff, and administrators such as

Homecoming Alumni breakfast, Athletic suites, and recognizing new faculty, staff and administrators during fall picnic, and/or Holiday luncheons.

- Encourage diverse hires to participate in university climate surveys to learn more about their feelings of support/lack of support and about what they believe the College could do to better support their success and retention.
- Have faculty mentors, department chairs and the diversity committee identify the various needs of groups that comprise our diverse stakeholders by seeking input, assessment and ideas.
- Have Dean's office and department chairs provide a report that assesses the current stage of mentorship within departments. Documenting whether each department has a formal mentorship process in place. Identifying and evaluating the current College-wide mechanisms designed to help new faculty adjust to the new work environment and determine whether they are incorporating diversity (e.g., orientation programs, mentoring programs, networking programs). Identifying the current involvement of department chairs and administrators in helping faculty address the common concerns of new faculty.
- Define a set of College wide initiatives that will encourage the participation of underrepresented faculty feel engaged (e.g. lunch with women faculty, mentoring breakfasts for new faculty, networking events that can provide a supportive opportunity for untenured faculty to come together around issues important to their success). Encourage informal mentoring (both at College and department levels) to socialize new faculty into the College of Business and University community.
- Ensuring equal access to research funds and research opportunities for faculty of color. Providing funds for professional development activities (conferences, training seminars) for underrepresented faculty and staff of color. Total = $3,000 Professional Development Funding.
- Continue encouraging and rewarding faculty and staff participation in diversity and multicultural committees, organizations, and activities through promotion, tenure and annual reviews.

Responsibility: Dean's Office, Department Chairs. Faculty Mentors, Diversity Committee
Timeline: 1 to 3 years

Culture of Diversity

Goal 5: Promote awareness and appreciation of diversity through research, teaching, and outreach to stimulate involvement and commitment from students, faculty, staff and administrators.

Culture Strategies:

Through Teaching

- Build diversity into the curriculum. Add Diversity as a key crosswalk objective. Supplement course content as needed to assure implementation. Add to Assurance of Learning Objectives (ALO) criteria and processes.
- Increase diversity understanding among administration, faculty and staff. Report on successful projects, assignments, activities and achievements in which students gained understanding of issues impacting culture/ethnicity/race/gender during departmental and College meetings as well as the College newsletter.
- Conduct or facilitate discussions pertaining to diversity and cultural sensitivity for faculty and staff in each department. Identify unique needs.

Through Research

- Build diversity into the research topics / projects. Examples include: (i) seeking opportunities of working with an institution serving diverse constituents on research topics of common interest, (ii) weighing the impact of research on underrepresented groups and women, (iii) including underrepresented groups in surveys, test panels, advisory committees, external evaluations, etc.
- Advance scholarship in diversity through research by sharing understanding and findings with professional peers for review. For example: (i) develop and communicate understanding, new knowledge, and insights resulting from including diversity in research activities, (ii) share successes of advancing diversity through research with peers, or appropriate audiences such as undergraduate or graduate students, associates, users, and/or the public for review and criticism, (iii) communicate scholarship in diversity through research in refereed journals, books and chapters, grants and contracts, publications, reports, presentations, exhibits, and distribution of materials at College meetings, (iv) provide evidence that scholarly work regarding diversity was validated by peers, communicated to a broader audience, recognized, cited, and/or adopted by others.

Through Extension and Outreach

- Continue to meet special needs and requirements of underrepresented groups in the region. Provide leadership and management training for underrepresented groups and/or issues that address women and people of color in the workplace.
- Develop awareness and sensitivity within community environments. For example: interview women and people of color to identify diversity/business coping strategies, encourage underrepresented youth to participate in on-campus events, and provide management training to community organizations that impact underrepresented groups.
- Advance scholarship in diversity through extension/outreach/service by sharing understandings and findings with professional peers for review. Develop and communicate understanding, new knowledge, materials, uses, insights, etc. resulting from outreach activities (includes advising, leadership in professional societies, service to public agencies, assisting communities, consulting, and administration).
- Use a community model to reach, youth, families, producers, entrepreneurs, and other targeted groups i.e. Collaboration with Toledo Public School Jones Leadership Academy. Total = $3,500 (See Appendix for explanation of program)

Through the COBI Community

- Encourage students, faculty, staff and administrator engagement in activities related to cultural diversity. Post flyers in visible areas and on College diversity webpage, in addition to sending emails and reminders.
- Continue to make available a diversity calendar that includes major religious and cultural Holidays. Posting the calendar on the College diversity webpage and communicating it among faculty, staff, and administrators to consider it when scheduling meetings, events, exams, and assignments.
- Continue to provide a link to The University of Toledo diversity offices, cultural events, and support services.
- Encourage involvement with Minority Incubator through the Minority Small Business Development Center (collaborative effort).
- Create social forums and events for faculty, staff, and administrators to express their cultural diversity.

- Participate in Hispanic Heritage Month (September), Native American Heritage Month (November), African American History Month (February), Women's History Month (March), Diversity Month (April) and Asian-Pacific American Heritage Month (May). Attend lectures, celebrations that feature or advance diversity.
- Encourage students, faculty and staff to engage in College-sponsored service projects that benefit underrepresented groups in the community outside of the University during College/departmental meetings or via flyers/email.
- Continue to recognize/reward faculty, staff and administrators for involvement in College/departmental diversity initiatives, diversity research and diversity related service activities, using the Annual College Diversity Award.
- Achieve diversity of representation and participation in all College endeavors. Expand efforts to ensure that all members of the College community have the opportunity to participate in all aspects of College life. Analyze composition of College committees to ensure diversity. Analyze departmental committees to ensure diversity. Analyze student organizations to ensure diversity. Increase diversity of advisory boards to include community members with diverse backgrounds.
- Display artwork portraying diversity in the College. Display quality pieces of art in the College buildings to create an atmosphere that sends out the message that the College supports cultural diversity.
- Develop a list of External Business speakers to present to college once an academic year, focusing participation/topic representing people of color and international student body. Total = $5,000
- Increase understanding of diversity among administration, faculty, and staff through cultural sensitivity training/workshop in the College.
- Consider displaying thematic environmental messages on office doors or in Email signatures noting awareness of events celebrating diversity.
- Provide all components of the college a copy of the diversity strategic plan goals and strategies, advising each unit to work on goals and strategies that are specified in the plan.

Responsibility: Dean's Office, Center Directors, Department Chairs, Diversity Committee, Faculty Body
Timeline: 1 to 3 years

VII. Budget

Action:	Cost:
Scholarship funding to assist students of colors with books based on need.	$3000
Awards for students of color	$500
Professional development activities (conferences, training seminars) for underrepresented faculty and staff of color.	$3000
Collaboration with Toledo Public School Jones Leadership Academy	$3500
External Business Speakers	$5,000
Total Budget Request	**$15,000**

VIII. Appendix

Proposed Collaboration between the University of Toledo College of Business & Innovation Diversity Committee & Jones Leadership Academy, Toledo, Ohio

Selina Griswold, Associate Professor (Program Creator/Coordinator)

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Young Executive Scholars (YES) Proposal

Background

Young Executives of Color programs such as a current one at the University of Washington Foster School of Business are collaborations between Universities and high school students where the purpose is to cultivate the academic potential of underrepresented high school student leaders through college preparation, powerful mentorship, and the development of real life business skills.

Mission

The Young Executives Program will be a collaboration between UT College of Business & Innovation (COBI) and Jones Leadership Academy in Toledo, Ohio. The program would provide workshops on various topics of business etiquette utilizing University of Toledo's faculty/staff and community leaders. This opportunity would equip underrepresented high school students from Jones Leadership Academy in Toledo, Ohio with necessary business etiquette skills, but also provide them a connection to the University of Toledo's College of Business & Innovation.

Jones Leadership academy's mission is to provide student visionaries of tomorrow with opportunities to learn and gain leadership skills, entrepreneurship abilities and a keen understanding of community service, so they can achieve the confidence to create a better world. The business etiquette workshops that will be taught can provide a standard framework within which business people operate as they communicate and collaborate both domestically and internationally.

Since business etiquette is a sign of professionalism and respect for others, and it will help these young leaders make positive first impressions while building trust in the workplace and other professional settings. To prepare these young leaders for the world, they must learn to adhere to a well-understood code of etiquette.

Features

Business etiquette encompasses a range of factors. Verbal and non-verbal communication is an important part of etiquette; communication styles, taboo topics, email and phone protocol as well as appropriate grammar. Dress and appearance is another important facet of etiquette. Business people are expected to dress professionally, or at least to take cues from those around them as to what is acceptable. In order to create student leaders, it is necessary that they exhibit the professional standards that centers around business etiquette.

This collaborate program between COBI and Jones Leadership Academy would be established for 10 to 15 high school students per academic year who have been identified as having significant leadership potential. These students will learn business etiquette skills then be expected to train other Jones Leadership students and TPS students by making presentations on etiquette topics.
The program would also provide the students with opportunities to learn from University of Toledo business faculty and community professionals and then put into practice their skill set. The program would culminate at the end of the academic year with a luncheon that celebrates the student's successful participation in the academic year program.

Program Modules

The components of the program would include the following modules:

1. The Value of Leadership

   Learning the skills of leadership and exhibiting that skill set can benefit a student not only in high school and college, but in their professional life. A 2004 study at the University of California Santa Barbara found that people with leadership opportunities in high school are more likely to hold managerial positions as adults, earning higher incomes than those in non-leadership roles.

2. Verbal/Nonverbal Communication & Business Greeting Etiquette
   Communication styles, email and phone etiquette, inappropriate grammar, nonverbal communication and what it means, taboo topics and the use of social media are important tools for leaders. Business greeting etiquette is important because first impressions are powerful. You don't get a second chance, so leaders need to be on top of their game when greeting others in the workplace or other business settings. It is therefore helpful to know some of the rules of the game, such as when to speak first, appropriate greetings and the proper way to shake a hand.

3. Dining Etiquette
   Not every business meeting takes place in an office or boardroom -- some may take place on the golf course or at a restaurant. Doing business over a meal, or just dining with a client or co-worker, can be stressful if you are unfamiliar with proper dining etiquette.

4. Dressing for success
   Students will learn proper professional dress that is age appropriate. A "what to wear" and "what not to wear" exhibit will be showcased utilizing professionals or college students.

5. Civil Service & Customer Service
   The use of good manners sets the tone for behavior. Understanding how to self-monitor behavior, know what your triggers are for uncivil behavior as well as learn how to handle conflict increases our professional impact and image. By following customer service etiquette tips, it establishes a professional image where you understand that the customer (no matter whom that may be) is the boss.

6. Networking Skills
   Networking is everything – it helps your chances of employment, increases your contacts and can help improve your business savvy.

7. Study Aboard
   Understanding how study abroad opportunities, such as those at The University of Toledo enhances your understanding of the world around you.

Budget:

Food/End of Program Luncheon	$2100
Dining Etiquette Speaker Cost	$ 900
T-shirts/Program Incidentals	$ 500
Total	$3500

Future Plans

Continue to expand community outreach with other TPS Magnet High Schools such as: Toledo Early College, and Toledo Technology Academy. The main focus of the program is high school juniors and seniors who are first-generation underrepresented college students. Plans are to partner with these schools to coordinate a spring career planning event in March 2020.