



**JUDITH HERB  
COLLEGE OF EDUCATION**

THE UNIVERSITY OF TOLEDO

# **Strategic Plan for Diversity, Equity and Inclusion**

2020 - 2023



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## **Statement from the Dean**

The faculty and staff of the Judith Herb College of Education are committed to ensuring that the College reflects an inclusive setting where all individuals, ideas, and perspectives are not only respected, but flourish. As a formal institution of teaching and learning, we aspire to be inviting to all students and to value the differences among us.

The Diversity Plan provides a framework whereby each member of the college is committed to treating every person with dignity and respect. We are dedicated to make the college a place where everyone's voice is heard, every story has meaning, and individual significance and educational excellence can flourish.

By truly valuing each other, we honor ourselves and our collective work.

*Raymond Witte, Ph.D.*  
*Dean, Judith Herb College of Education*

## **Statement from the Diversity Liaison**

Diversity, equity, culturally responsive teaching, and creating optimal learning environments for all students—particularly youth marginalized in school and university settings—are the focus of my research, central to the courses I teach, and inform my services to the university and profession. Based on my own transdisciplinary research and the work of the many scholars committed to promoting students' learning and well-being, it is evident that students will be motivated to learn, to act, and grow into their professional careers if their basic needs of competence, belonging, and autonomy are met in the context of their professional education. As the Diversity Inclusion officer for JHCOE, I am committed to working with the College Diversity Committee, the Dean, and the University Office of Diversity and Inclusion to ensure that we make every effort to meet the academic and socioemotional needs of all our students.

*Revathy Kumar, Ph.D.*  
*Diversity Liaison, Judith Herb College of Education*

## **Statement from the Outgoing Diversity Liaison**

When I was invited to serve as our college's inclusion officer I was honored and quickly agreed. Including everyone is such an important goal and one that is particularly dear to people in a college of education. All is a goal throughout our work. Now with this plan for supporting diversity in our college, we are launching an open conversation about what it means to be inclusive as a college and what steps we might take to get there. All of us have so much to learn from each other and so many ways to contribute. Planning for diversity is the perfect opportunity for us to think and work together.

*Rebecca Schneider, Ph.D.*  
*Outgoing Diversity Liaison, Judith Herb College of Education*

## **College Diversity Committee**

Rhonda Aguiton, Co-Chair, Assistant Lecturer, Department of Teacher Education

Amerah Archer, Secretary, Graduate Student, Department of Teacher Education

Aaron Baker, Co-Chair, Graduate Student, Department of Educational Foundations and Leadership

Susanne Garza, Staff Member, Student Services

Lynne Hamer, Professor, Department of Educational Foundations and Leadership

Revathy Kumar, Diversity Liaison, Professor, Department of Educational Foundations and Leadership

Rebecca Schneider, Outgoing Diversity Liaison, Professor and Department Chair, Department of Curriculum and Instruction

Christopher Scott, Graduate Student, Department of Educational Foundations and Leadership

Shujuan Wang, Graduate Student, Department of Educational Foundations and Leadership

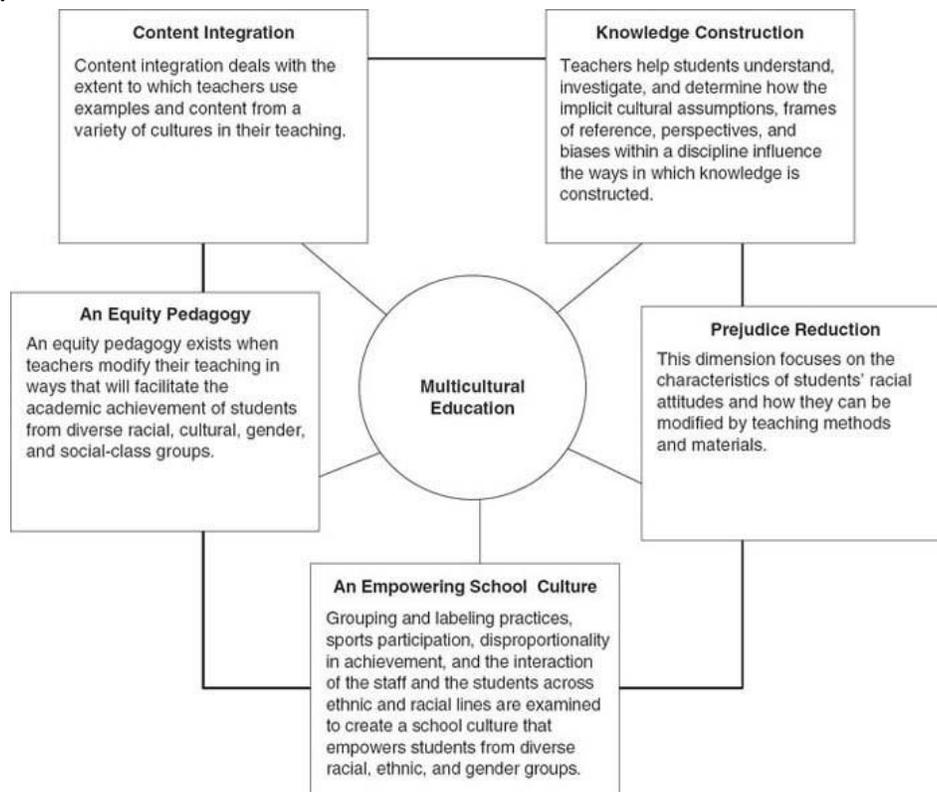
## The Judith Herb College Mission Statement

The mission of the Judith Herb College of Education at The University of Toledo is to prepare educators, instructional leaders, and scholars who are capable of constructing and sustaining effective learning environments through the development and practice of innovative educational theories and pedagogical approaches.

## What We Mean by Diversity, Equity and Inclusion

The JHCOE Diversity Committee (DC) has created the JHCOE Diversity Plan (DP) within the context of the UToledo *Strategic Plan for Diversity, Inclusion and Equity* (<https://www.utoledo.edu/diversity/diversity-plan/>) and following the definitions provided in that plan. The committee also aligned the UToledo plan and the committee plan with Banks' (1991) "dimensions of multicultural education," which remains arguably the best model for institutions seeking to develop a comprehensive, coordinated approach to diversity, inclusion and equity.<sup>1</sup> See Figure 1.

Figure 1.  
Banks' (1991) Five Dimensions of Multicultural Education



<sup>1</sup> Banks, J. A. (1991). Teaching multicultural literacy to teachers. *Teaching Education*, 4(1), 133-142.

**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. Every individual is a necessary asset, and we demonstrate this every day in our policies, practices and operating procedures” (UToledo *Strategic Plan for Diversity, Equity and Inclusion, 2020-2023*, p. 4; retrieve at <https://www.utoledo.edu/diversity/diversity-plan/docs/diversity-plan.pdf>).

**Equity.** “The concept of equity differs from that of equality by prioritizing fairness over sameness. In this framework, we recognize that we do not all arrive on campus with the same resources, which in turn creates different experiences and may exacerbate existing inequities. The practice of equity equalizes the playing field. In order to create an equitable campus, we must carefully assess the diverse needs of students, faculty and staff so that we can provide them with the individualized resources they need to be successful and remove institutional barriers that limit achievement” (UToledo *Strategic Plan for Diversity, Equity and Inclusion, 2020-2023*, p. 4; retrieve at <https://www.utoledo.edu/diversity/diversity-plan/docs/diversity-plan.pdf> ).

**Inclusion.** “An inclusive environment provides opportunity for full participation in the classroom and on campus 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” (UToledo *Strategic Plan for Diversity, Equity and Inclusion, 2020-2023*, p. 4; retrieve at <https://www.utoledo.edu/diversity/diversity-plan/docs/diversity-plan.pdf> ).

To this toolbox of terms, we add the definitions from Banks’ (1991) model (**content integration, knowledge construction, empowering school culture, equity pedagogy, and prejudice reduction** (see figure 1), as well as **anti-bias** and **antiracism**:

**Anti-bias.** Derman-Sparks and the ABC Task Force provided an early and lasting definition of anti-bias education as “an active/activist approach to challenging prejudice, stereotyping, bias, and the isms” (p. 3).<sup>2</sup>

**Antiracism.** Kendi (2019) defined antiracism as “the collection of antiracist policies that lead to racial equity which are substantiated by antiracist ideas.” Kendi elaborated that policies can be written and unwritten, and policies set standards, create norms, and either break or build barriers.<sup>3</sup>

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<sup>2</sup> Derman-Sparks, L. (2006). the ABC Task Force.(1989). *Anti-bias curriculum: Tools for empowering young children*, 10.

<sup>3</sup> Kendi, I. X. (2019). *How to be an antiracist*. One world.

## Descriptive Statistics of Racial/Ethnic Diversity

Descriptive statistics of racial/ ethnic diversity were provided by the Judith Herb College of Education administration, with the DC adapting to use terminology in accordance with UToledo institutional research conventions (see Appendix). The JHCOE has not collected data on other dimensions of diversity such as gender, sexual orientation, religion, disability, or socioeconomic status. Future reports will include more detailed information about methodology, including categories and data findings.

### Faculty Racial/Ethnic Diversity

N = 79

Race/Ethnicity	2020	Goal (+10%)
American Indian/Native Alaskan	1 (1%)	1-2
Asian	2 (2%)	2-3
Black/African American	3 (4%)	4-5
Hispanic/Latino/a	1 (1%)	3-4
White/Caucasian	70 (88%)	Not seeking increase
Unknown/Other	2 (2%)	

### \*Administration/Professional Staff Racial/Ethnic Diversity

N = 19 (to be updated)

Race/Ethnicity	2014	Goal (+10%)
American Indian/Native Alaskan	0 (0%)	0-1
Asian	0 (0%)	0-1
Black/African American	3 (16%)	3-4
Hispanic/Latino/a	0 (0%)	0-1
White/Caucasian	16 (84%)	Not seeking increase
Unknown/Other	0 (0%)	

### \*Other Staff Racial/Ethnic Diversity

N = 33 (to be updated)

Race/Ethnicity	2014	Goal (+10%)
American Indian/Native Alaskan	0 (0%)	0-1
Asian	4 (12%)	4-5
Black/African American	4 (12%)	4-5
Hispanic/Latino/a	0 (0%)	0-1
White/Caucasian	23 (70%)	Not seeking increase
Unknown/Other	2 (6%)	

**Students (Undergraduate): Racial/Ethnic Diversity**

N = 595

Race/Ethnicity	2020	Goal (+10%)
American Indian/Native Alaskan	2 (<1%)	2-3
Asian	3(<1%)	2-3
Black/African American	26 (4%)	56-57
Hispanic/Latino/a	31 (5%)	36-37
Multi-Racial/Ethnic	23 (3%)	20-21
White/Caucasian	491 (82%)	Not seeking increase
Unknown	17 (2%)	
Foreign Nationals	3 (<1%)	

**Students (Graduate): Racial/Ethnic Diversity**

N = 297

Race/Ethnicity	2020	Goal (+10%)
American Indian/Native Alaskan	0 (0%)	0-1
Asian	6 (2%)	2-3
Black/African American	57 (19%)	31-32
Hispanic/Latino/a	10 (3%)	14-15
Multi-Racial/Ethnic	9 (3%)	6-7
White/Caucasian	226 (76%)	Not seeking increase
Unknown	8 (2%)	
Foreign Nationals	16 (5%)	

## Goals and Strategies

### *JHCOE Diversity Plan (DP) articulation with UToledo Strategic Plan for Diversity, Equity and Inclusion, 2020-2023*

The DC has followed the university plan but also developed complementary goals that are appropriate for college level work: many aspects of the university strategic plan goals are beyond college-level influence; however, much important work can be done at the college level more efficiently and effectively than at the university level and that is where we place our focus. In order to improve readability, the UToledo Goal 5, Supplier diversity, is omitted from the DP as it is a university level concern. Table 1 displays the DP goals in conjunction with the UToledo plan.

### *JHCOE Diversity Committee (DC) plan working within the JHCOE*

The following should be understood as the DC working with the JHCOE Dean’s Office, as the DC reports to the Dean. In implementing all, the DC will reach out for help to the JHCOE College Council and other entities, and the DC always welcomes input and participation from the JHCOE faculty, staff, and students at large.

JHCOE DC Core Concerns	Recruitment & Retention: Students	Recruitment & Retention: Faculty	Recruitment & Retention: Staff	Curriculum & Instruction	Culture	Policies
Banks Dimensions of Multicultural Education	<ul style="list-style-type: none"> <li>• An Empowering School Culture</li> <li>• Knowledge Construction</li> <li>• Equity Pedagogy</li> </ul>			<ul style="list-style-type: none"> <li>• Prejudice Reduction</li> <li>• Knowledge Construction</li> <li>• An Empowering School Culture</li> </ul>	<ul style="list-style-type: none"> <li>• An Empowering School Culture</li> <li>• Knowledge Construction</li> <li>• Equity Pedagogy</li> </ul>	
UToledo Strategic Plan for Diversity, Inclusion and Equity	Goal 1: Increase the recruitment and retention of underrepresented students....	Goal 2: Increase the recruitment and retention of underrepresented faculty....	Goal 3: Increase and retain the numbers of staff who are minorities....		Goal 4: Cultivate mutually beneficial community university partnerships....	

<p><b>AY 2020-2021</b></p>	<p>Identify initiatives in place within the JHCOE for recruiting and retaining diverse students and feature them on the DC website.</p>			<p>Work with faculty representatives on the DC to pilot anti-bias/antiracist curricula in two undergraduate education classes and to develop process for faculty to work with DC to develop similar curricula in other courses and working with other aspects of diversity.</p>	<p>Invite participants from JHCOE undergraduate, graduate students and alumni to share their own experiences with and without discrimination within the school and curriculum in a video feature.</p> <p>Establish a system to work with other groups on in the college, campus, and community to support their programming relevant to diversity, equity, and inclusion by advertising it within the JHCOE and to partner with them in offering programming when appropriate.</p> <p>Post on the DC webpage research from JHCOE faculty and students on diversity, equity, and inclusion that is relevant to JHCOE, and ongoing invitation to faculty and students to contribute research by sending it to the DC for posting.</p>	
<p><b>AY 2021-2022</b></p>	<p>Research and report on the demographic characteristics of graduate students who have received graduate assistantships over the past 5 years as well as the feasibility of the amount of the stipends awarded to support students without other means of support, especially first-generation and historically marginalized groups. (3)</p>	<p>Develop anti-racist, anti-homophobic, anti-transphobic and other inclusive policies and procedures including but not limited to creating language for each position opening that is intended to enhance the recruitment, hiring, and retention of diverse faculty, staff, and administrators.</p>	<p>Develop anti-racist, anti-homophobic, anti-transphobic and other inclusive policies and procedures including but not limited to creating language for each position opening that is intended to enhance the recruitment, hiring, and retention of diverse staff and administrators.</p>	<p>Develop standards and guidelines, as well as a syllabus statement, toward creating foundational knowledge and assessment of common knowledge, skills, and dispositions in cultural competency, inclusion, and anti-bias/antiracism. Post on DC webpage and submit to University Assessment Committee (UAC).</p>	<p>Present for discussion at a JHCOE meeting a list of concepts/language necessary to discussion of inclusion, antidiscrimination, and specifically anti-bias/antiracism, and lead faculty in practicing developing comfort level for discussion.</p> <p>Create or adopt a tool that can be utilized to discuss equitable practices at each department meeting, distribute to departments and post on DC webpage.</p>	<p>Generate an organizational chart featuring each leadership positions roles and responsibilities related to diversity, inclusion, equity and anti-bias/antiracism, and post this on DC webpage.</p>
<p><b>AY 2022-2023</b></p>	<p>Research scheduling of courses to maximize</p>	<p>Investigate the hiring practices for parttime</p>			<p>Develop and bring to college faculty for discussion and</p>	<p>Reconceptualize the categories in which</p>

	<p>accessibility for students who work fulltime, this toward supporting diversity, equity, and inclusion based on socioeconomic status.</p>	<p>instructors toward providing this valuable professional experience and establish interview process that includes knowledge, skills, and dispositions toward anti-bias/antiracism and other social justice curriculum and pedagogy. (5)</p>			<p>adoption a statement regarding JHCOE's commitment to diversity, inclusion, equity, and anti-bias/antiracism to be created on the website and all syllabi.</p>	<p>data on faculty, staff, and students are reported to show representation of domestic historically marginalized ethnic and racial groups.</p> <p>Review and audit policies and practices of assigning students to field placements and student teaching for diversity, equity, and inclusion concerns.</p>
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## Appendix

### University of Toledo Ethnic Descriptions

ETHNICITY	DESCRIPTION
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the Black racial groups of Africa.
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Nonresident alien	a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
Race and ethnicity unknown	Race Unknown
Two or more races	Two or more races
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Source: Office of Institutional Data