



**COLLEGE OF MEDICINE  
AND LIFE SCIENCES**  

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**THE UNIVERSITY OF TOLEDO**

# **The University of Toledo College of Medicine and Life Sciences**

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

**2020 - 23**

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# STATEMENT FROM THE **DEAN OF THE COLLEGE OF MEDICINE AND LIFE SCIENCES**

It is my pleasure to welcome you to the University of Toledo College of Medicine and Life Science's Diversity and Inclusion plan. The College's Mission, to improve the health of our communities and region, explicitly recognizes the diversity of our communities within our region and the importance of meeting the needs of all people within our communities.



This Strategic Plan moves the College forward in helping us meet those needs. In addition, the Plan also recognizes and prioritizes the College's core values of diversity, professionalism, service, collaboration and discovery. For these reasons, this Plan is intrinsic to and embedded within all that our College represents.

Many people contributed to the creation of this plan, including students, faculty and staff within the University, and people from our community. To all of those who have participated, please know that we are very appreciative of your support and effort. I would also like to give a special thanks to Dr. Kimberly Jenkins, the College's Associate Dean of Diversity and Inclusion, who has helped guide this process.

Sincerely,

A handwritten signature in black ink, appearing to read "C. J. Cooper".

Christopher J. Cooper, M.D.  
Executive Vice President, Clinical Affairs  
Dean, College of Medicine and Life Sciences  
Vice Provost, Educational Health Affairs

# MESSAGE FROM THE **ASSOCIATE DEAN OF DIVERSITY AND INCLUSION**

We are pleased to present to you our 3-year Strategic Plan for Diversity and Inclusion for the University of Toledo College of Medicine and Life Sciences. As a core value, we recognize diversity as fundamental to our excellence as an institution. UTOHLS occupies a unique place in academic medicine. We aim to move our institution forward as a leader in meeting the needs of our members and the community/region of Northwest Ohio we are privileged to serve.



The initiatives outlined in our plan are informed by our campus community. Students, faculty and staff comprising the Dean's Advisory Council for Diversity and Inclusion met throughout the year to formulate this plan. The goals and strategies are reflective of the needs expressed through a compilation of climate survey responses, town hall discourse/discussions, demographic data and direct feedback from our members. These invaluable contributions have provided a roadmap for achieving our goals of promoting diversity and inclusion throughout the COMLS.

We are a community that embraces and upholds the dignity and respect of every individual. We stand against racism, discriminatory practices and hatred in all its forms and work with our community and campus partners in solidarity on these issues. We are committed to cultivating a culture that values people of all genders, races, ages, sexual orientation, gender identity, cultural backgrounds, religions, abilities, and beliefs.

While this work will be challenging, we are grounded in our commitment to advance the mission of improving the human condition. We proudly present our strategic plan for diversity and inclusion, with several initiatives already underway, to take place over the next three years. We look forward to working together as we aspire to become a national leader in promoting a culture that embraces equity, diversity and inclusion.

Warmest Regards,

A handwritten signature in black ink, appearing to read 'Kimberly D. Jenkins'.

Kimberly D. Jenkins, M.D.

Associate Dean of Diversity and Inclusion





## INTRODUCTION

The University of Toledo College of Medicine and Life Sciences has embarked on an ambitious three-year Diversity and Inclusion strategic planning process that aims to offer specific, achievable and sustainable goals for enhancing diversity, inclusion and equity within the campus community. This Diversity and Inclusion initiative will help drive the University's tripartite mission of excellence in the medical education system and training of health professionals, the conduct of biomedical research and the delivery of quality patient care.

The Dean's Advisory Council for Diversity and Inclusion, comprised of faculty and student representatives, met weekly over the course of the 2019-2020 academic year to create this plan. In addition to meetings, the committee engaged in extensive data collection and analysis, and community-wide discussions of priorities and goals. The overall purpose of the strategic plan is to cultivate a diverse and inclusive environment that meets the healthcare needs of all individuals, irrespective of sex, race, age, gender, religion, socioeconomic status, or beliefs.

Diversity is a core value of the College of Medicine and Life Sciences (COMLS). The University is committed to promoting a climate of diversity and inclusion, by integrating practices that not only strengthen support of our own community members, but also support for people of the greater Northwest Ohio community we are privileged to serve. We are dedicated to enriching the depth and breadth of backgrounds, experiences, and perspectives within the COMLS in order to achieve our goals of high-quality patient care, education and community engagement

Traditionally, diversity and inclusion efforts have been viewed as the “right thing to do” rather than something that is necessary to achieve in order to enhance an institution’s mission. We aim to move beyond this one-dimensional perspective to create a campus community that truly values and embraces D&I across multiple facets. As Dr. Marc Nivet, former Chief Diversity Officer for the Association of American Medical Colleges (AAMC), has espoused that diversity initiatives must expand beyond demographic parity and moral obligation, toward a new rationale in which diversity is a strategic driver of excellence.

The AAMC’s Diversity 3.0 Initiative which explores three distinct phases in the evolution of diversity thinking within the academic medicine community. Historically, the first phase included isolated efforts aimed at removing social and legal barriers to access and equality, with institutional excellence and diversity as competing ends. The second phase kept diversity on the periphery but raised awareness about how increasing diversity benefits everyone, allowing excellence and diversity to exist as parallel ends. In the third phase, which is emerging today and reflects a growing understanding of diversity’s broader relevance to institutions and systems, diversity and inclusion are integrated into the core workings of the institution and framed as integral for achieving excellence. Diversity is seen as a means to address quality health outcomes for all, rather than an end goal in and of itself. (Diversity 3.0, AAMC).

This is where the strategic plan has its most important purpose. The aim of the D&I plan is to provide a framework through which we can leverage our differences to build a more inclusive culture throughout the COMLS. The plan consists of four overarching goals divided into 32 strategies. It is separated into immediate, short, intermediate and long-term components. Each strategy has a system of accountability and outcome measurements so that we can track progress and success over the next three years.

The focus of the first goal is on the promotion of an inclusive culture throughout our College of Medicine and Life Sciences community. We aim to cultivate a welcoming and inclusive university environment that fully engages all its members. We support an institutional framework that dismantles institutional bias, challenges systemic and structural racism, cultivates cultural competency and broadens our social justice platform. Our goal is to draw on the richness inherent in the diverse identities of our members and the community we serve.

The second goal is focused on the recruitment and retention of underrepresented groups in medicine, including racial and ethnic minorities, first-generation college students and low-income students or socioeconomically disadvantaged students. Our goal is to create a student body that better reflects the demographics of the population we serve. Studies show that those from underserved communities have a greater tendency to work in these same places later on by fostering a vibrant and dynamic environment with students from diverse backgrounds, we will be able to help lessen the disparity gaps that exist between providers and patients in low-income communities.

In addition to diversifying the student body, our third goal is focused on ensuring the recruitment, promotion and retention of a diverse faculty and staff. It is imperative to have diverse faculty reflecting the community served as we aim to leverage this diverse talent for organizational success. The Office of Diversity and Inclusion is committed to training departments on recruitment strategies that will attract faculty from a myriad of backgrounds. We aim to enhance career development and mentorship programs for underrepresented groups, particularly women and people of color, and also provide opportunities for their career advancement within the UTCOMLS.

Finally, the fourth goal of the strategic plan is to more fully integrate cultural competency education, into the COMLS curriculum. To this end, we developed a Health Equity curriculum task force that includes input equally from our students and faculty. In addition, we are offering comprehensive diversity training for all learners and faculty that covers racial bias and discrimination, health equity and social justice, social determinants of health and implicit/explicit biases. We want our students and faculty to broaden the scope of their understanding so they can become better leaders, educators and providers of care.

Overall, we hope to use these strategies to further enhance the mission of the College of Medicine and Life Sciences, which is to a culture of diversity, equity and inclusion. We hope to break down the walls that separate us from people in the communities we care for. We strive to build meaningful connections with our Northwest Ohio residents, and bridge the gap between the providers and the people served.

We have created a plan that aims to build a more inclusive culture where a multiplicity of identities and perspective are celebrated and uplifted. We will achieve this by first improving the recruitment and retention of underrepresented groups in medicine including minority students, first generation college and socioeconomically disadvantaged students. In addition, we will work to recruit more diverse faculty and staff who better reflect the demographics of the people we serve. Finally, we will work to strengthen our cultural competency curriculum and diversity training for all our members.

We have taken a comprehensive approach to our strategic planning process, dividing it into several components over the course of three years. Each goal will have a governing body overseeing its implementation and progress. As we move through this year, we will evaluate the actions undertaken thus far and continue to move forward with intention, purpose and hope. We aim to break new ground and write new chapters on diversity and inclusion for The University of Toledo College of Medicine and Life Sciences as we strive to create an impact that will be felt far beyond our campus.

# III. DIVERSITY COMMITTEE MEMBERS

## **Diversity Committee Members 2019-2020 Dean's Advisory Committee on Diversity and Inclusion**

- Kimberly Jenkins, M.D. (Chair)
- Basil Akpononu, M.D.
- Imran Ali, M.D.
- Erin Baugh
- Michelle Boose, M.D.
- Jamie Dowling, Ph.D.
- Joan Duggan, M.D.
- Obi Ekwenna, M.D.
- Viviana Ferreira, D.V.M., Ph.D.
- Wafaa Hanna
- Jennifer Hill, Ph.D.
- Willie McKether, Ph.D.
- Richard Meeker
- Joseph Ocasio, PA
- Mohamed Osman, M.D.
- Kandace Williams, Ph.D.
- Carolina Wishner, M.D.
- Abigail Alorda, M.S.
- Antonio Jackson, M.S.
- Juli Lambert, M.S.
- Felipe Mejia, M.S.
- Anthony Christian Mitchell, M.S.
- Diane Ihebom, M.S.

## **Dean's Advisory Committee on Diversity and Inclusion Charge**

The COMLS Dean's Advisory Committee on Diversity and Inclusion is responsible for advancing the College mission relating to diversity and inclusion. The Committee advises the Dean of the College of Medicine and Life Sciences on matters related to recruitment and retention of students, faculty, staff, and senior administrators in COMLS programs (MD and graduate) as well as initiatives to create and nurture an inclusive learning environment in the College. The full committee meets twice per quarter, with additional sub-committee meetings occurring as needed.

## **Committee Membership**

Faculty, staff, and senior leaders from a broad range of COMLS units and departments serve a three-year renewable term on the Advisory Committee. Up to eight student members (MD and graduate) will serve one-year renewable terms. At the discretion of the Dean, additional members are invited to serve from The University of Toledo and the Greater Toledo community. All members are selected based on their demonstrated commitment to diversity and inclusion as well as their willingness to provide



significant effort in service to the College of Medicine and Life Science mission and vision related to diversity and inclusion.

Specific roles and scope of the Advisory Committee:

- Develop and monitor the COMLS diversity and inclusion strategic plan, including reviewing the categories and definitions for diversity used in COMLS recruitment and retention plans to insure alignment with COMLS mission, vision, and goals and accreditation standards.
- Review procedures and initiatives supporting the recruitment, retention, and success of a diverse student body as well as diversity in the ranks of faculty, staff, residents, and senior administrators in all COMLS programs (MD and graduate).
- Review lists of eligible students for diversity-related graduation and other awards and honors and make selections or recommendations of recipients. Provide input on other COMLS and University of Toledo awards and honors (e.g., teaching awards, research awards, honorary degree recipient) to insure a diverse pool of potential recipients/awardees.
- Collaborate with the Department of Medical Education, curriculum committees, Office of Student Affairs, and other relevant units to develop and monitor curricular and co-curricular efforts to insure an inclusive learning environment.
- As needed, review and revise COMLS policies related to diversity and inclusion. Policy reviews are made in close consultation with relevant COMLS/UT units (e.g., Office of Medical Education, Office of Student Affairs, College of Graduate Studies) and are aligned with relevant University of Toledo policies, state and federal laws, and accreditation standards.
- Serve as an educational resource for the COMLS community on topics related to diversity, inclusion, equity, and cultural competence.
- A subset of members will serve on relevant University and/or Health Science Campus diversity and inclusion committees.

# IV. MISSION STATEMENT, VISION, AND VALUES MISSION



## Mission

The mission of The University of Toledo College of Medicine and Life Sciences is to improve health in the communities and region we serve. We do this by educating excellent clinicians and scientists, by providing patient-centered and high-quality care and by producing nationally recognized research in focused areas.

## Vision

The University of Toledo College of Medicine and Life Sciences, with its partner ProMedica, is nationally recognized for education and focused research, and regionally distinguished for comprehensive clinical care.

## Values

Both statements above reflect the College's core values of professionalism, service, diversity, collaboration and discovery.



# CORE VALUES



## **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.



## **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.

## **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.

## **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 events.

## **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.

## **Wellness, Healing and Safety:**

'Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest level of health promotion, disease prevention, treatment and healing possible for those in need with the community and around the world.

# V. DEFINING DIVERSITY AND INCLUSION

## Our Purpose

Beginning in 2019, faculty, staff and learners have collaborated to create the UTCOMLS 3-year strategic plan for Diversity and Inclusion. This plan will aid our institution in reaching the desired vision of becoming a premiere (top) learning institution in the country.

Our purpose is to create an academic healthcare community where every member is respected and valued by leveraging differences in ways that allow people (individuals) to understand and to be understood. We work together productively (collectively) to change what's possible.

## Diversity

Diversity is a core value of the University of Toledo College of Medicine and Life Sciences. Diversity is the richness of human differences, which includes race/ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability status, age, individual aspects (personality, learning styles, and life experiences), and socioeconomic status. Diversity is essential to our ability to survive and thrive.

## Inclusion

Inclusion refers to active, intentional, and ongoing engagement with diversity.

Inclusion is achieved through professional development, education, policy, and practice. The objective is to create and nurture a climate and culture that fosters a sense of belonging; respect; value for all; equality; participation; engagement; and community.

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 served.



# OVERVIEW OF THE DIVERSITY AND INCLUSION PLAN

Inspired by the mission and values of the University of Toledo College of Medicine and Life Sciences, the Strategic Plan for Diversity and Inclusion encompasses five key domains that include:

- Recruitment and Retention
- Clinical Education and Training
- Inclusion and Engagement
- Community Outreach, Partnerships, and Communication
- Metrics and Outcome Measurement

These domains (dimensions/key domains) establish the Diversity and Inclusion Strategic Plan's foundation of introspection, responsibility, awareness, understanding and mutual respect. They were derived from a myriad of data sources including strengths, weaknesses, opportunities, and threats (SWOT) analysis, town hall forums, faculty focus groups, climate surveys and an exploration of best practices in diversity plan development.

Each domain has associated goals and strategies that align to achieve the stated success indicators. The following goals will be accompanied by the:

- Responsible Unit
- Time Period
- Measure of Achievement

In an effort to more intentionally build/develop the diversity of our faculty, staff and student communities and support an inclusive climate within the College of Medicine and Life Sciences, the following goals have been established (to support the completion of the main strategies):

1. Promote a climate within the COMLS that welcomes and celebrates diversity and enhances a culture of inclusion for all students, faculty, staff and the community served
2. Incrementally increase the recruitment and retention of underrepresented minority, socioeconomically disadvantaged and first-generation college students to reflect the community of Ohio served by the University of Toledo College of Medicine and Life Sciences
3. Increase the recruitment of women, underrepresented and diverse faculty, staff and administrators over the next 3 years
4. Enhance diversity and inclusion education and professional development for every member of the UTCOMLS community



## VI. METHODOLOGY AND DATA FINDINGS

**Recruitment &  
Retention**

**Clinical Education &  
Diversity Training**

**Inclusion &  
Engagement**

**Community Outreach,  
Partnerships,  
& Communication**

**Metrics & Outcome  
Measurement**

## DATA SOURCES

1. University Institutional Data
  - a. Faculty
  - b. Students
2. Feedback
  - a. Townhalls and round table discussions with students, faculty and staff and members of the Toledo community
  - b. Eight held during 2019-2020 academic year
3. University-Wide Diversity Climate Assessment Survey

## DATA COLLECTION

- Began with the review of **best practices**
  - Literature
  - National Conferences
- Diversity council reviewed **all available data**
  - Faculty Diversity Climate survey data
  - Feedback over eight townhalls and round table discussions
- **Collaborative discussions** between Dean's Advisory Council on Diversity and Inclusion and peer institutions
- **Focus groups**

# CLIMATE SURVEY

- Sent during **spring 2019** semester
- **Anonymous university-wide** diversity survey
- **196 respondents**
- Results used as a **roadmap** to show and draw attention to areas of strength, weaknesses, opportunities and threats (SWOT) to make advances in our diversity and inclusion goals and initiatives
- Students and faculty used **1-to-7 scale** to describe perception of inclusion within the COMLS

## Feeling Included

**72.06%**  
of faculty feel  
very/somewhat **included**

**68.48%**  
of students feel  
very/somewhat **included**

## Diversity Training for students

**41.98%**  
believe the best way to structure diversity  
training is through **regular monthly**  
**discussions and forum**

**23.46%**  
recommending a few hours  
in a single session followed  
by **ongoing discussions and forums**

## Requiring Training

**60.38%**

recommended required  
diversity training  
for all **newly hired administrators**

**31.8%**

recommended  
required diversity training  
for all **current administrators**

**53.33%**

of students recommended  
required diversity training  
for all **newly incoming  
students**

**23%**

recommended  
required diversity training  
for all  
**current students**

**30%**

of students were  
**not aware**  
of diversity training

## Student Comments



**Most people hate diversity  
training because they already  
think of themselves as inclusive**

**We should have engaging  
videos on cultural  
competency**

**Accept more students of  
rich and diverse  
backgrounds**

**Forge an atmosphere of a  
culture of a continual  
improvement**

**Offer some sort of  
religious diversity  
training.**

**Faculty in the basic sciences forget the  
importance of inclusion when dealing  
with graduate students**

## Requiring Training

**76%**

believe that there should be required diversity training for all **incoming students**

**76.4%**

believe **current students** should have optional or required training

**77%**

believe that required diversity training can **improve the understanding and respect** for others at UToledo

## Faculty Comments



**Retaining URM students who enroll as undergraduates and encourage them to continue to higher degree programs**

**Continue to promote women and minorities in administration**

**Training for all staff is important**

**Increase diversity in recruitment efforts**

**More engagement with surrounding community and existing community groups, including pipeline programs and TOS**

**More focused effort for creating a respectful environment**

**More emphasis on cultural competence**

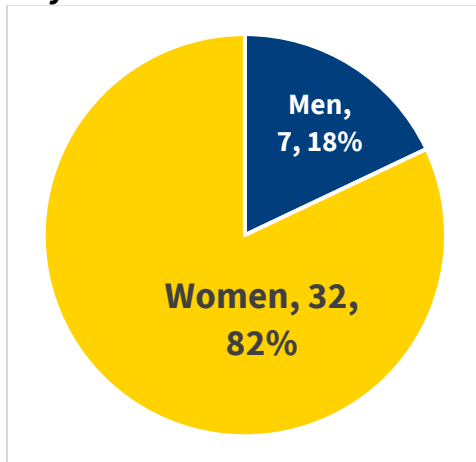
## Note about the Survey

- A lot has changed in a year when this climate survey was taken
- Feedback from this year's townhalls is that we should have more:
  - Patient panels
  - Comprehensive cultural competency curriculum
  - Service learning opportunities
  - Anti-racism training.

# DEMOGRAPHIC COMPOSITIONS: COLLEGE OF MEDICINE AND LIFE SCIENCES

- Data provided by the Department of Institutional Research
- Aided in decisions to shape its response to matters of diversity, equity and inclusion

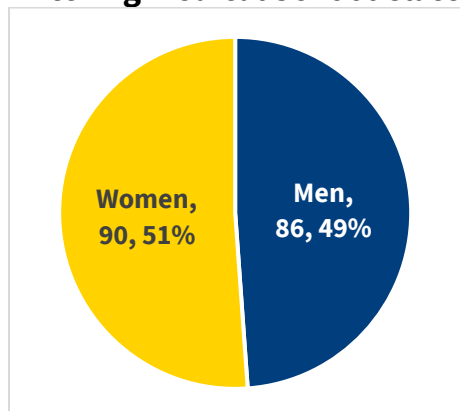
## Physician Assistant Studies: Class of 2022



	Gender	African American	Hispanic	Military	Econ Disadv	1st Gen College	Rural Area
Male	7		1		2	1	1
Female	32	2			2	3	4
<b>Totals</b>	<b>39</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>5</b>



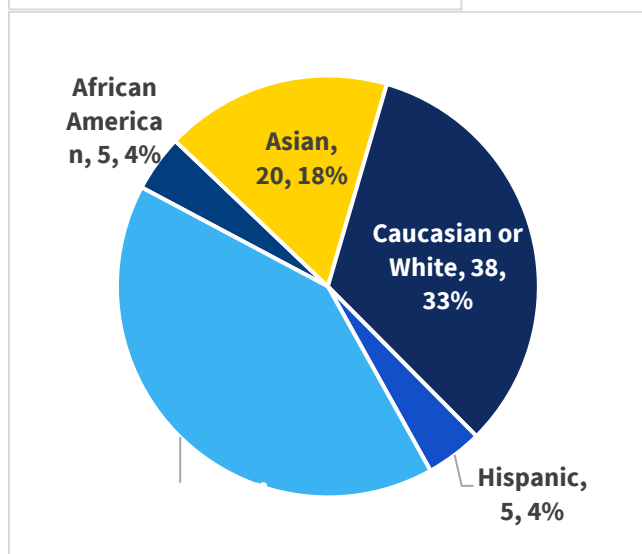
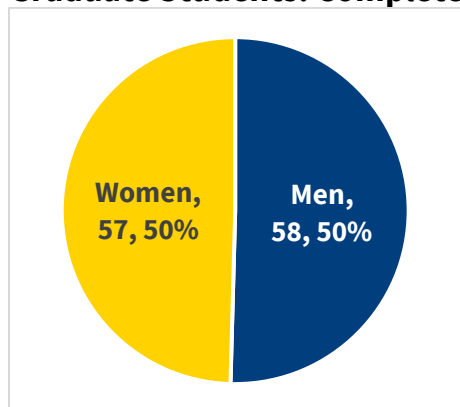
## Entering Medical School Class: Class of 2024



Race/Ethnicity*	
African-American/Black (alone)	13 (7%)
Asian (alone)	39 (22%)
White (alone)	118 (67%)
Multiple race	6 (3%)
Hispanic	10 (6%)
Non-Hispanic	166 (96%)

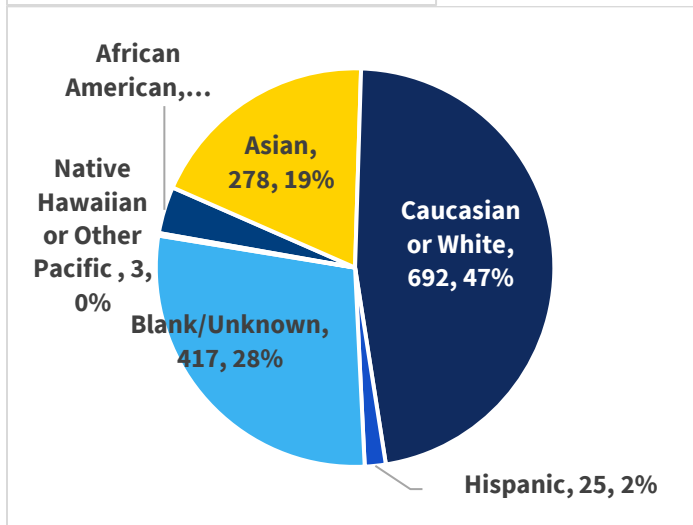
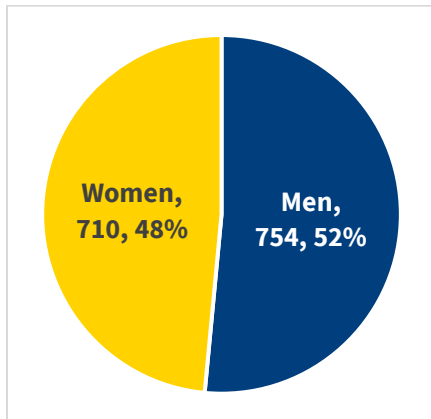
\*Note: Total self-identified students from racial/ethnic groups underrepresented in medicine (URiM) = 23 (13%)

## Graduate Students: Completed programs in 2019 & 2020



Race/Ethnicity	
African-American/Black	5 (4%)
Asian	20 (18%)
White	38 (33%)
Hispanic	5 (4%)
Unknown/Blank	47 (41%)
<b>Total</b>	<b>115</b>

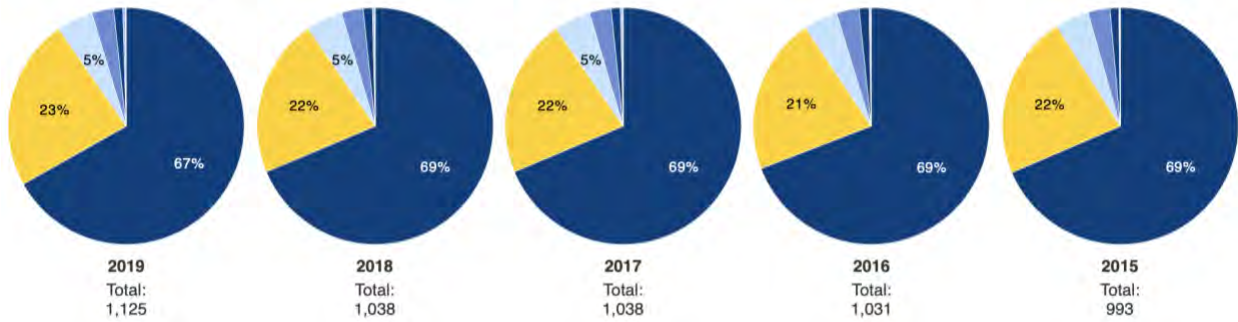
## Graduate Students: Since 1997



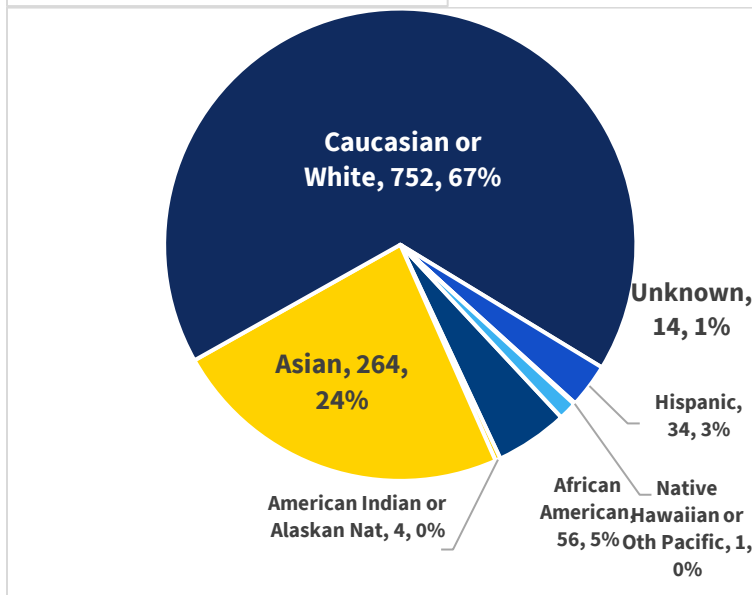
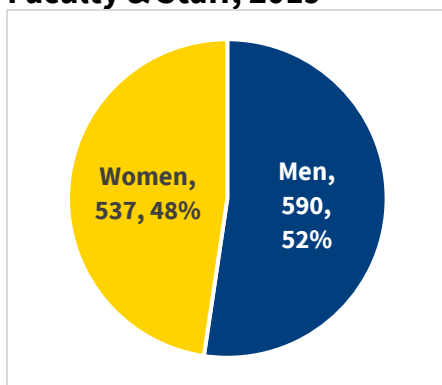
Race/Ethnicity	
African-American/Black	56 (4%)
Asian	278 (19%)
White	692 (47%)
Hispanic	25 (2%)
Native Hawaiian or Other Pacific	3 (0%)
Unknown/Blank	417 (28%)
<b>Total</b>	<b>1471</b>

## Faculty & Staff Profiles, 2015-2019

■ Caucasian or White ■ Asian ■ African American ■ Hispanic ■ Unknown ■ American Indian or Alaskan Nat ■ Native Hawaiian or Oth Pacific



## Faculty & Staff, 2019



Race/Ethnicity	
African-American/Black	56 (5%)
American Indian or Alaskan Native	4 (0%)
Asian	264 (24%)
White	752 (67%)
Hispanic	34 (3%)
Native Hawaiian or Other Pacific	1 (0%)
Unknown	14 (1%)
<b>Total</b>	<b>1125</b>

# VII.DIVERSITY GOALS AND STRATEGIES

**GOAL 1:** Promote a climate within the COMLS that welcomes and celebrates diversity and enhances a culture of inclusion for students, faculty, staff and the community served.



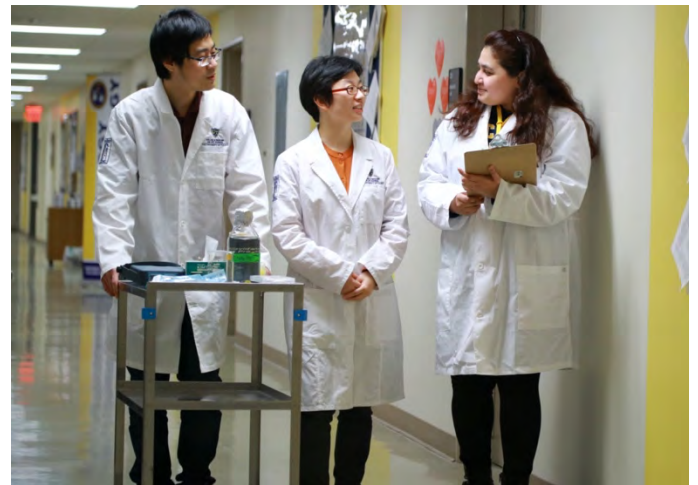
## Recommended Strategies:

1. Ensure commitment to diversity at the highest level of the institution through approval of the Strategic Plan for Diversity and Inclusion by the University President and the Dean of the College of Medicine and Life Sciences
  - a. Responsible Unit: Dean of College and Medicine and Life Sciences, Associate Dean for Diversity and Inclusion
  - b. Time Period: Immediate: 1 to 5 months
  - c. Measure of Achievement: Plan approved, and resolution passed
2. Establish and publish a comprehensive Diversity and Inclusion Calendar of Events and implement a branding and multimedia presence which reflects the diversity of the COMLS campus and promotes inclusion.
  - a. Responsible Unit: Office of Diversity and Inclusion, Marketing and Communications
  - b. Time Period: Short (Ongoing): 6 to 12 months
  - c. Measure of Achievement: Publications and social media reflect diversity

3. Develop and implement a speaker series that articulates the commitment of the COMLS to diversity and inclusion and implement innovative programming to enhance understanding and foster discussion.
  - a. Responsible Unit: \*Associate Dean for Diversity and Inclusion/Office of Diversity and Inclusion
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: Multiple expert speakers on diversity and inclusion and specialized workshops throughout academic calendar
4. Enhance and support the diversity and inclusion award and recognition program that rewards individuals and departmental inclusion efforts, practices and results
  - a. Responsible Unit: Office of Student Affairs, Office of Faculty Affairs and Development, Office of Diversity and Inclusion
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Awards distributed to reflect diversity efforts
5. Identify and support student and employee resource affinity groups to highlight their activity, share best practices and encourage collaboration within the College of Medicine and Life Sciences:
  - a. Responsible Unit: Office of Diversity and Inclusion, Office of Student Affairs, Office of Faculty Affairs and Development
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Prominent presence of affinity groups throughout the COMLS and publish their activities in the Diversity and Inclusion newsletter
6. Develop an understanding of the COMLS diversity needs by conducting a climate survey of all faculty, staff and students:
  - a. Review engagement survey data and use baseline results to identify areas of focus and intervention
  - b. Responsible Unit: Office of Diversity and Inclusion
  - c. Time Period: Medium: 13 to 24 months
    - i. Measure of Achievement: Survey distributed, data collected, and reports published and disseminated



7. Support the Diversity and Inclusion Dean's advisory council to advise the Dean of the COMLS and the Associate Dean of Diversity and Inclusion
  - a. Responsible Unit: Dean of College of Medicine, Associate Dean for Diversity and Inclusion
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Advisory council comprised and functioning
8. Create multiple required segments, in the orientation for incoming students and faculty, supporting cultural competency and diversity and inclusion training
  - a. Responsible Unit: Office of Undergraduate Medical Education, Associate Dean for Diversity and Inclusion, Office of Student Affairs and Curriculum Committee
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Cultural competency and diversity and inclusion training provided for all incoming students and faculty
9. Create opportunities for open forums on diversity and inclusion for students, faculty and staff
  - a. Responsible Unit: Office of Diversity and Inclusion, Office of Faculty Affairs and Development
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Established calendar of events for town hall forums, and roundtable discussions



**Goal 2:** Incrementally increase the recruitment and retention of underrepresented minority, socioeconomically disadvantaged and first-generation college students to reflect the community of Ohio served by the University of Toledo College of Medicine and Life Sciences



1. Build new strategic partnerships and strengthen existing connections with colleges, universities, associations focused on underrepresented populations, and communities of historically underrepresented groups, in order to develop pipeline programs for attracting diverse talent
  - a. Responsible Unit: Office of Diversity and Inclusion, Office of Admissions, and Office of Student Success
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Collaborations created between universities, increase in diverse student representation
2. Develop a peer recruitment program where existing diverse students and trainees actively participate in the recruitment process. Establish a recruitment strategy targeted at recruiting a diverse student population from underrepresented groups.
  - a. Responsible Unit: Associate Dean for Diversity and Inclusion (Advisory Council), or Office of Diversity and Inclusion, Office of Admissions
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Development and distribution of effective recruitment strategy plan

3. Coordinate efforts with Toledo Public and Private Schools (TPPS) to identify promising minority students, starting in their junior year, collaborate with the PreMed High School of Toledo, and establish mentoring programs which provide academic guidance and support
  - a. Responsible Unit: Toledo Public Schools and Office of Diversity and Inclusion
  - b. Time Period: Medium: 13 to 24
  - c. Measure of Achievement: Mentoring program development/promotion in coordination with TPPS and the COMLS
4. The COMLS will secure funding to support and expand diversity and inclusion scholarships for incoming students, including, ***Mission Forward, Diversity and Excellence, Hope and Commit*** awards
  - a. Responsible Unit: Office of Student Affairs, Office of Institutional Advancement, Office of Diversity and Inclusion and Scholarship committee
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: Increased funding availability for diversity and inclusion recruitment scholarships
5. The Office of Admissions, the Office of Diversity and Inclusion and the Office of Student Affairs will develop relationships with historically black colleges and universities (HBCU), in order to encourage applications to the UTCOMLS from qualified students
  - a. Responsible Unit: Associate Dean of Diversity and Inclusion, Office of Student Affairs (HBCU)
  - b. Time Period: Medium: 13 to 24
  - c. Measure of Achievement: Established relationships with HBCU pre-health advisor and counselors
6. Develop partnership with the UToledo Pre-Health advisors to establish early support and academic guidance for incoming underrepresented minority, socioeconomically disadvantaged and first-generation college undergraduate students
  - a. Responsible Unit: Office of Diversity and Inclusion and Pre-Health Advisers
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Collaborative program between COMLS and Pre-Health advisers to provide early support

7. Develop academic support resources, in conjunction with the Academic Enrichment Center (AEC) and the Office of Student Affairs, to identify and address challenges faced by value-added groups

- a. Responsible Unit: Academic Enrichment Center, Office of Student Affairs, Counseling services, Office of Diversity and Inclusion
- b. Time Period: Short: 6 to 12 months
- c. Measure of Achievement: Utilization of resources by students, established support programs developed

8. Develop a virtual mentoring program that removes barriers to access including assistance with the application process, interview planning, and financial support and fee waivers if needed.

- a. Responsible Unit: Office of Diversity and Inclusion, Office of Student Affairs
- b. Time Period: Immediate: 1 to 5 months
- c. Measure of Achievement: Webinar sessions held regularly to provide guidance and support for prospective students

9. Expand the “second-look” program consistently throughout the College of Medicine and Life Sciences. Collect exit interview data for graduates that will enhance continued improvement of the candidate experience.

- a. Responsible Unit: Office of Diversity and Inclusion, Office of Admissions, and Office of Student Affairs
- b. Time Period: Short: 6 to 12 months
- c. Measure of Achievement: Established “Second Look” program and calendar of events. Survey data collected and evaluated.



### **Goal 3:** Increase the recruitment and retention of women, underrepresented and diverse faculty, staff and administrators over the next three years



1. Create a program that trains departments about recruitment strategies to attract faculty from underrepresented groups.
  - a. Responsible Unit: Office of Diversity and Inclusion, Office of Faculty affairs and Development, Human Resources department
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: Established programs created and resulting increase in trained faculty and staff
2. Work closely with the Office of Diversity and Inclusion to attract diverse candidates to open positions. Track all offers through the Cornerstone hiring system to aid in the efficiency of the recruitment process.
  - a. Responsible Unit: Office of Faculty Affairs and Development, Departmental Chairs
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: System created and supported to increase in hiring of diverse candidates



3. Enhance the career development program for faculty and staff, in particular women, minorities and members of other underrepresented groups, to provide an opportunity for them to position themselves for advancement within the UTCOMLS as well as networking opportunities.
  - a. Responsible Unit: Office of Faculty Affairs, Human Resources, Office of Diversity and Inclusion
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: Program in place to track and monitor progress
4. Continue to provide support for faculty affinity groups in support of minority faculty development, outreach, recruitment, and commitment to diversity and inclusion
  - a. Responsible Unit: Office of Diversity and Inclusion, Office of Faculty Affairs and Development
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Faculty affinity groups established and prominent throughout the COMLS
5. Ensure the diversity of the search committees for all vacant positions
  - a. Responsible Unit: Office of Faculty Affairs and Development and Office of Diversity and Inclusion
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Ensure diverse representation and training of committee members
6. Advertise openings for faculty, staff, and administrative positions in publications targeted to diverse populations
  - a. Responsible Unit: Office of Faculty Affairs and Development, Office of Diversity and Inclusion, Human Resources, Marketing and Communications
  - b. Time Period: Short: 6 to 12 months
  - c. Measure of Achievement: Established advertisements for faculty openings in diverse publications

7. Assess the current stage of mentoring within departments provided by the chairs. Documenting whether each department has a formal mentorship process in place. Capitalize on existing resources to promote inclusion and welcome the new faculty, staff and administrators through orientation and networking opportunities.
  - a. Responsible Unit: Office of Diversity and Inclusion, Office of Faculty Affairs and Development
  - b. Time Period: Medium: 13 to 24 months
8. Measure of Achievement: Departmental faculty mentorship programs established, established calendar of events to welcome new hires
9. Ensure equal access to research funds and research opportunities for women and underrepresented faculty. Provide funds for professional development activities such as conference attendance and individualize coaching.
  - a. Responsible Unit: Office of Diversity and Inclusion, Office of Faculty Affairs and Development, Department Chairs
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: Funds allocated to support research endeavors of women and underrepresented faculty



**Goal 4:** Enhance diversity and inclusion education and professional development to ensure every member of the UTCOMLS community develops an appreciation for the richness that our diversity brings and demonstrates a commitment to our culture of inclusion

1. Develop and implement a core curriculum on diversity and inclusion for every student member of the UTCOMLS community. Incorporate cultural competency and health equity objectives into healthcare team training.
  - a. Responsible Unit: Office of Diversity and Inclusion, Office of Undergraduate Medical Education, Office of Graduate Medical Education
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: Established core curriculum
2. Promote the relevance of diversity and inclusion within the college by requiring faculty and staff to attend diversity and cultural competency training conducted by the Office of Diversity and Inclusion. Provide formal diversity certification programs and professional development, including “Training the Trainer” opportunities.
  - a. Responsible Unit: Office of Diversity and Inclusion
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: Trained faculty and staff
3. Engage students and instructors in a comprehensive review of curriculum requirements around cultural competency for greater emphasis on health disparities, equity, social justice and inclusion for underserved populations.
  - a. Responsible Unit: Office of Diversity and Inclusion, Curriculum committee, Office of Undergraduate Medical Education
  - b. Time Period: Medium: 13 to 24 months
  - c. Measure of Achievement: Curriculum developed, and student feedback reviewed

4. Provide encouragement and enhanced opportunities for individuals and teams to publish public scholarship on diversity-related topics.

- a. Responsible Unit: Office of Institutional Advancement and Office of Diversity and Inclusion
- b. Time Period: Long: 25 to 36 months
- c. Measure of Achievement: Increased number of publications on diversity-related content supported by university funding

5. Provide students with additional opportunities for service learning and community-based learning, in which students can potentially explore cultural contexts, life experiences, social justice and worldviews different than their own.

- a. Responsible Unit: Office of Diversity and Inclusion, Office of Student Affairs, Office of Interprofessional Education, Office of Clinical Medicine
- b. Time Period: Medium: 13 to 24 months
- c. Measure of Achievement: Programs developed for broadened service-learning opportunities

6. Create internships and summer research experiences focused on health sciences for high school and undergraduate students from groups underrepresented in medicine

- a. Responsible Unit: Office of Diversity and Inclusion, Office of Student Affairs
- b. Time Period: Medium: 13 to 24 months
- c. Measure of Achievement: Programs created and attended by targeted groups

