



**UNIVERSITY COLLEGE**  

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**THE UNIVERSITY OF TOLEDO**

# **University College's Strategic Plan for Diversity, Inclusion and Equity**

**2021-24**

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## **Statement from the Dean of University College**

University College embraces the uniqueness of each individual, welcoming people of all genders, ages, races, sexual orientations or gender identities, cultural backgrounds, religions, abilities, nationalities, and beliefs.

A core value lived by University College is respect. We respect our own individuality and the individuality that each learner brings. Our ongoing commitment to diversity can be seen in a number of initiatives centered on diversity and inclusiveness which are underway:

- Increasing the experiences of inclusiveness, equity, and respect for our students, faculty, and staff through education and training;
- Identifying new avenues for access to the University for historically underrepresented student populations; and
- Cultivating partnerships with organizations, businesses and industry within the Toledo community in our role as a global citizen committed to advancing our city and the region.

We are a community that is constructed from our diversity and through our diversity; we welcome the differences in each of our students, faculty, and staff members. Each person that we encounter has something valuable to share, to teach, and to learn and I encourage you to be open to the benefits of this discovery.

Respectfully,

Barbara Kopp Miller, Ph.D.  
Dean, University College

**University College Diversity Committee**

**Matt Reising – Inclusion Officer  
Academic Advisor, University College**

**Barbara Kopp Miller – Member  
Dean, University College**

**Shannon Neumann – Member  
Senior Director of Academic Affairs, University College**

**Eric Buetikofer – Member  
Director of Military and Veteran Affairs, University College**

**Colby Pepon – Member  
Professor of Military Science, ROTC, University College**

**Kelsey Hammitt – Member  
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**Justin Ballard – Member  
Director of Learning Technology, Instructional Design, and Faculty  
Development, University College**

**Mitchell Perez – Member  
Director of Academic Recovery and Online Operations, University  
College**

**Marcia King-Blandford – Member  
Associate Dean of Academic Operations, University College**

# University College

## Mission

University College's mission is to provide the foundation for learner-focused services and transformational educational initiatives.

## Vision

University College's vision is to be the University's premier educational and service destination for personalized support for adult, military, online, transitional, and undecided students.

## Core Values

1. **Respect:** We respect each individual's diverse needs and perspectives; each student, faculty, and staff member contributes uniquely to our goals.
2. **Learner-Focused Service:** Our combined efforts will improve the student experience.
3. **Accountability:** Independently and together we are each responsible for our success.
4. **Responsiveness:** We provide timely, relevant, and responsive academic and support services.
5. **Transformational Learning:** We provide unique and individualized opportunities for student growth and success.

## WHAT WE MEAN BY INCLUSION AND DIVERSITY

### ***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.

### University College Student Data: 2018 – 2020

		Fall 2018	Fall 2019	Fall 2020
GENDER	ETHNICITY	HEADCOUNT	HEADCOUNT	HEADCOUNT
		Value	Value	Value
Men	American Indian or Alaska Native	3	1	1
	Asian	22	31	31
	Black or African American	191	186	124
	Hispanic/Latino	64	71	73
	Multiple	55	46	34
	Native Hawaiian or Pacific Islander	0	1	0
	Nonresident alien	7	10	6
	Unknown	78	100	100
	White	674	642	559
	Subtotal	1094	1088	928
Women	American Indian or Alaska Native	3	2	1
	Asian	20	31	30
	Black or African American	277	238	196
	Hispanic/Latino	103	92	87
	Multiple	68	71	81
	Native Hawaiian or Pacific Islander	0	1	3
	Nonresident alien	11	7	6
	Unknown	113	128	123
	White	870	762	729
	Subtotal	1465	1332	1256
Subtotal		2559	2420	2184

# THE PATH FORWARD

## College-wide Goals

**Goal 1:** Develop a plan to measure students, faculty, and staff experience of inclusiveness, equity and respect. The goal of this plan is to gain a baseline knowledge of attitudes surrounding topics of diversity and the degree to which individuals feel included in University College. The University College core values state that we respect each individual's diverse needs and perspectives; each student, faculty and staff member contribute uniquely to our goals. As a result of this goal, we plan to increase the experience of inclusiveness, equity and respect.

- **Strategy 1.1:** Deploy climate surveys to students/faculty/staff on years that the Office of Diversity & Inclusion do not survey the entire campus.
  - **Time Frame:** 6-12 months and then ongoing. Deploy every even Spring term year starting Spring 2022.
- **Strategy 1.2:** Focus groups
  - **Time Frame:** 6-12 months and ongoing
- **Strategy 1.3:** Use of inclusive language
  - Start using pronouns in our email signatures to be inclusive of gender expression in our communications. Continuous education of nomenclature and retirement of language that is no longer considered to be inclusive.
  - **Time Frame:** 0-5 months and ongoing

**Goal 2:** Increase and retain the numbers of faculty, staff, and administrators who are minorities, women, people with disabilities, and veterans over the next five years. As a College with one permanent faculty member, we do not have great ability to have impact on this outcome.

- **Strategy 2.1:** A University College hiring plan that establishes the priority of increasing the number of staff that is minorities, women and people with disabilities and the methodology for doing so will have to be created. The committee will work to identify best practices for hiring minorities, women, people with disabilities, and veterans.
  - **Time Frame:** 13-24 months

**Goal 3:** Support UToledo's Supplier Diversity Policy

- **Strategy 3.1:** Utilizes State of Ohio certified Minority Business Enterprises, Women Business Enterprises, Veteran Business Enterprises, and small businesses as established in the Encourage Diversity, Growth & Equity program, along with services disabled veteran owned, and LGBT owned when purchasing services and/or goods.

- **Time Frame:** 6-12 months

## **Academic & Student Services**

**Goal 1:** Student services staff will be required to participate in professional development opportunities regarding diversity, equity, and inclusion.

- **Strategy 1.1:** Require Safe Place, Green Zone, and Undocumented Student Ally trainings every 2 years.
  - **Time Frame:** 6-12 months and ongoing
- **Strategy 1.2:** In addition to the trainings listed in Strategy 1.1, staff are required to attend one professional development session related to diversity/equity/inclusion per academic year.
  - **Time Frame:** 6-12 months and ongoing

**Goal 2:** Based on Fall 2020 to Fall 2021 retention rates, increase the rate of retention of minority students, persons with disabilities and underrepresented students by 10 percent within five years through targeted programming for groups with rates of retention below the institutional average. This measure will be reassessed every 2 years to make sure the goal stays obtainable due to plateauing.

- **Strategy 2.1:** Exploratory Scholars - Incoming EXST students will be placed into one of three metamajors based on prospective careers: STEM; Health & Behavioral Sciences; and Arts, Humanities, Business, & Education. Students will be placed into two linked courses in order to build a sense of community and belonging, while engaging in coursework in their preferred field of study.
  - **Time Frame:** Current and ongoing
- **Strategy 2.2:** Rocket Reboot - This intrusive, workshop-based program is required of all students who have been placed on Academic Probation. Development of an academic success plan, reflection exercises designed to increase awareness of the issues that led to the current status, and knowledge of how the GPA is created and can be managed are among the issues addressed. Students are enrolled into a non-credit bearing course that meets weekly throughout the term.
  - **Time Frame:** Current and ongoing
- **Strategy 2.3:** Rocket Recharge - This intrusive, workshop-based program is available to all students who have been placed on Academic Suspension. This opt-in program allows students who would normally be suspended to enroll in a non-credit bearing course for the term. Students who earn above a term GPA of 2.0 at the end of the semester are permitted to continue taking classes, and students who earn below a 2.0 term GPA are suspended for one year.

- **Time Frame:** Current and ongoing
- **Strategy 2.4:** University College Retention Committee - Actively identifies and implements student success strategies to improve the overall retention and graduation rates in the college and to provide specific support and programming for at-risk populations. Goals:
  1. Increase retention in the Exploratory Studies (EXST) major from 49% to 51.5%
  2. Increase retention in the Quest program from 65.1% to 66.5%
  3. Decrease number of students placed on probation by 5%
  4. Reduce the DFW rate in UC1000 and UC1120 by 3%
  - **Time Frame:** Current and ongoing

**Goal 3:** Cultivate mutually beneficial community-university partnerships that further the mission of the University to serve Toledo, with an emphasis on historically and currently underserved communities.

- **Strategy 3.1:** Lorain County Community College (LCCC) Partnership – Online degree completion is offered to LCCC students through this partnership for the BA in Liberal Studies. LCCC serves an economically disadvantaged population that is underrepresented at the Baccalaureate level, with a high percentage of minority and adult students.
  - **Time Frame:** Current and ongoing
- **Strategy 3.2:** College Credit Plus (CCP) – CCP provides opportunities for high achieving students in grades 7-12 to earn college credit while still in high school, affording them the opportunity to reduce time to degree in college. It effectively serves as another vehicle of school choice for students attending underperforming schools or seeking options not available in the current school situation.
  - **Time Frame:** Current and ongoing
- **Strategy 3.3:** Competency-Based Education (CBE) Program Development – The Instructional Designers from UToledo Online have collaborated heavily with the College of Nursing to develop CBE courses as an alternative route to RN-to-B.S.N. education. The CBE program is self-paced and online, which allows the learner to advance at their own rate as they master each of the areas for each of the courses. Current work is being done to convert two degree programs to CBE within University College, Liberal Studies and University Studies. The development of the CBE programs will benefit our non-traditional student learners.
  - **Time Frame:** 13-24 months
- **Strategy 3.4:** Develop Adult Access Center to service the needs of adult and non-traditional learners. The center will include workshops, campus resources, and community resources.
  - **Time Frame:** 13-24 months

## UToledo Online

**Goal 1:** Increase accessibility and inclusiveness of online courses.

- **Strategy 1.1:** Provide accessible course design training to faculty and teaching assistants.
  - **Time Frame:** Ongoing
- **Strategy 1.2:** Steer online course design toward meeting QM standards (specifically 7 and 8)
  - **Time Frame:** Ongoing
- **Strategy 1.3:** Use Blackboard Ally data to develop targeted strategies for reducing gaps in online course accessibility. (i.e. – Sending periodic “how to” emails for fixing the most common issues.)
  - **Time Frame:** 6 months, then ongoing

### **Measurements for Goal 1:**

- Number of participants completing ADA Compliance and Online Courses
- Number of courses meeting QM standards (formal or informal)
- Blackboard Ally metrics

**Goal 2:** Create intradepartmental systems and processes that promote continual improvement of the department’s efforts related to fostering diversity and inclusion.

- **Strategy 2.1:** Establish and define the roles and responsibilities of a UToledo Online Diversity and Inclusion Committee
  - **Time Frame:** Short term 2-3 months to establish and define roles
- **Strategy 2.2:** Create an intradepartmental survey to better understand staff perceptions as it relates to diversity and inclusion in the workplace.
  - **Time Frame:** Medium term - 6 months, then periodic

### **Measurements for Goal 2:**

- Qualitative list/description of committee efforts and achievements.
- Survey results and list of actionable takeaways.

## Military Service Center

**Goal 1:** Increase new military connected student sense of belonging

- **Strategy 1.1:** Provide exemplary assistance in the New Student Process
  - **Time Frame:** Ongoing
- **Strategy 1.2:** PAVE Peer Advising for Veterans Education
  - **Time Frame:** New cohort each term
- **Strategy 1.3:** Provide MSC led events to university population
  - **Time Frame:** Intermittently throughout the year

**Goal 2:** Increase faculty and staff awareness of military connected students on campus

- **Strategy 2.1:** Green Zone training
  - **Time Frame:** Monthly enrollments of interested groups
- **Strategy 2.2:** PAVE Peer Advising for Veterans Education
  - **Time Frame:** New cohort each term

## ROTC

**Goal 1:** Ensure all department personnel, supporting, or participating establish and maintain a work environment built around equal opportunity and fair treatment to all.

- **Strategy 1.1:** Provide and require all department personnel attend equal opportunity, diversity, and inclusion training (1-2 hrs).
  - **Time Frame:** Annual – occur every fall semester
- **Strategy 1.2:** Identify and leverage online, community, or corporate resources offering diversity and inclusiveness classes, best practices, and literature.
  - **Time Frame:** Continuous
- **Strategy 1.3:** Develop and review diversity and inclusion plan.
  - **Time Frame:** Annual
- **Strategy 1.4:** Reinforce equal opportunity and inclusion as an obligation of leadership and a function of the department to ensure fairness, justice, and equity for all, regardless of race, color, national origin, gender, or religion.
  - **Time Frame:** Continuous

### Measurements for Goal 1:

- Training / class instruction participation
- Feedback (applicability/value/content) of courses by participants
- Practical scenario execution (fish bowls)

**Goal 2:** Increase the rate of enrollment and retention of minority students and underrepresented students by 5%.

- **Strategy 2.1:** ROTC scholarship and enrollment officer establishes and executes a recruiting engagement and action plan.
  - **Time Frame:** Review every semester
- **Strategy 2.2:** Energize markets of opportunity – JROTC programs, ROTC “pathways,” UT graduate students, and students interested in medical school opportunities.
  - **Time Frame:** Continuous

- **Strategy 2.3:** Maximize and connect with ROTC students participating in student organizations.
  - **Time Frame:** Continuous

**Measurements for Goal 2:**

- ROTC program demographics
- Retention/matriculation percentages
- Student organization outreach/collaboration

## **Online Operations**

**Goal 1:** Diversify the online student population.

- **Strategy 1.1:** Target digital ads in urban areas to increase diversity of 100% online students.
  - **Time Frame:** 6-12 months
- **Strategy 1.2:** Expand ads to out of state markets to increase geographic diversity of online population.
  - **Time Frame:** 6-12 months