CHAPTER THREE

Criterion III: The University of Toledo Is Accomplishing Its Educational and Other Purposes

EXECUTIVE SUMMARY

The defined missions of the colleges of The University of Toledo emphasize effective teaching and learning; require of faculty and students research and scholarship; integrate teaching, research, advising and support services; encourage service and outreach to the urban community; and promote cultural, racial and gender diversity. This chapter highlights the contributions made by the colleges in fulfilling the University’s mission. The educational purposes of the University are met in classrooms, in laboratories and in the community. Students are enrolled in degree programs that combine a strong area of concentration with broad exposure to general knowledge. The University works to hire a qualified, diverse faculty to enhance and support academic programs. These programs have been developed by the faculty and are regularly reviewed by the faculty. A wide variety of assessment mechanisms are used to review the curriculum critically and to document that it meets the educational purposes of the University and that it meets or exceeds national standards for programs accorded specialized accreditation.

EVIDENCE SUPPORTING CRITERION THREE

A. The University of Toledo's Educational Programs Are Appropriate to an Institution of Higher Learning

Courses of Study in UT's Academic Programs Are Clearly Defined, Coherent and Intellectually Rigorous

All degree programs offered at undergraduate and graduate levels by The University of Toledo are clearly described in the General Catalog. Paper and electronic versions of the catalog are readily available. Courses required for the completion of programs are listed by college along with a brief description, numbers that indicate the approximate level of the course, credit-hour value, prerequisites or co-requisites and information indicating which semester the course is typically scheduled. In addition to the catalog, students typically receive from their advisors plans of study for specific programs and majors. Also, the Course Applicability System (CAS) and Degree Audit System (DARS) contain templates that outline the programs of study for specific majors and
degrees. Intellectual rigor of the courses is maintained through decision-making processes invoked as academic courses and programs are being approved. These are described in detail in Chapter 1 of this self-study.

**UT's Programs Include Activities That Stimulate the Examination and Understanding of Personal, Social and Civic Values.**

All undergraduates completing Baccalaureate degrees or Associate of Arts or Associate of Science degrees at UT are required to complete a core curriculum consisting of general education courses. Included in that core are requirements in English Composition and Mathematics as well as competency requirements in the areas of Social Sciences, Natural Sciences, Humanities and multicultural studies. Courses in these areas are designed to stimulate the examination of personal, social and civic values. A detailed description of UT's core curriculum is presented later in this chapter.

**UT Has Programs That Require of the Faculty and Students the Use of Scholarship and/or Participation in Research**

Full-time tenure-track faculty at UT are required by the University's collective bargaining agreement with the AAUP to participate in scholarly or creative work. Many of these efforts involve either undergraduate or graduate student collaborators. All undergraduates who graduate from the University Honors Program or who complete the requirements for departmental honors citations must complete a senior thesis, project or other form of scholarly work. Many undergraduate programs require senior projects, papers or capstone activities that stimulate the use, analysis and/or communication of original research. Furthermore, most graduate degree programs at both master's and doctoral level require a major project, thesis or dissertation based on original research. More detailed discussion of this line of evidence is presented for each of the separate colleges later in this chapter.

**UT Has Programs That Promote Effective Teaching and Learning; Research and Scholarship; the Integration of Teaching, Research, Advising and Support Services; Service and Outreach to the Urban Community; and Cultural, Racial and Gender Diversity.**

In developing the pattern of evidence that supports this criterion, the academic colleges were reviewed. From that review, a profile of each college was prepared. Included in that profile is the college's mission, as well as a detailed explanation of how its programs promote effective teaching and learning; research and scholarship; the integration of teaching, research, advising and support services; service and outreach to the urban community; and cultural, racial and gender diversity. These profiles serve as the core resources from which the pattern of evidence is derived.
College of Arts and Sciences

Mission and Overview: The mission of the College of Arts and Sciences is "...to offer liberal education together with professional specialization at the undergraduate and graduate levels through excellence in teaching, research, creative endeavors and service. The College encourages informed critical and creative thought in the arts, humanities and natural and social sciences and promotes values, skills and knowledge important in the global community. The College also fosters cultural pluralism and respects diverse opinions and worldviews."

The College of Arts & Science has 19 departments with 55 specializations and majors at the undergraduate level leading to 49 different bachelor’s degrees. In addition, there are 23 masters and seven doctoral programs. The college enrolls 3,461 students in its programs, but has 8,845 student FTEs. The latter indicates that the College performs a considerable service to the other colleges of the University in providing their students with general education courses.

Effective Teaching and Learning: For the past decade, the College of Arts and Sciences has undertaken far-reaching curricular changes in almost every discipline. Restructuring across the University and increased focus on pre-professional training have prompted the College to re-evaluate its own programs while strengthening its role as the provider of core courses required of all students.

- In 1999, the College absorbed twelve programs from the former Community and Technical College and relocated its programs in Nursing, Social Work and Communication Disorders to the College of Health and Human Services.

- In 1999, the College added a fourth division, Visual and Performing Arts, to its original three: the Humanities, the Natural Sciences and Mathematics and the Social Sciences. Each division now has an associate dean, although two of the positions are vacant.

- To strengthen research alignments, the Department of Communication moved from the Humanities division to the Social Sciences.

- Three new departments have been established: Biological
Sciences (1999), Earth, Ecological and Environmental Sciences (EEES - 2000) and Women’s and Gender Studies (1999). The Geology Department and the Biology Department were eliminated and their programs were absorbed into Biological Sciences and EEES.

During the conversion from the quarter to the semester system in 1997, faculty reviewed each program, modified existing requirements and reviewed teaching and research emphases. Based on student interest and faculty expertise, the College established new programs with curricular offerings in Astronomy, Cyber Arts, Film, Jazz, Law and Social Thought, Creative Writing and Women’s and Gender Studies. New master’s programs included certificate programs in Municipal Administration, Geographical Information Systems and in Health Care Policy and Administration. Minors in Applied Foreign Languages, Communication, Law and Social Thought and Music Technology have completed the approval processes.

The Arts and Sciences faculty have been in the forefront of collaborative teaching efforts, supporting the Center for Teaching Excellence (now the Center for Teaching and Learning), the Writing Center, Writing Across the Curriculum and teaching the majority of the University core curriculum as well as core courses offered by the University Honors program.

**Research and Scholarship:** Arts and Sciences faculty maintain strong research, publication and performance records. They are also prominent in fostering and disseminating their research by editing and serving as editorial board members of leading periodicals. Faculty research accomplishments have been recognized in the form of honorary doctorates from U.S. and foreign institutions of higher learning, national awards from professional organizations and solicitation of their expertise as peer reviewers and consultants in a multitude of academic settings.

In the 2000-01 academic year, the College of Arts and Sciences graduated 155 students at the masters and/or doctoral level (compared to 38 in 1990-91 and 98 in 1995-96). Its seven Ph.D. programs granted 25 doctoral degrees and its twenty masters programs granted 130 master’s degrees and two administrative certificates. Graduate research in Arts & Sciences generated $7,886,746 in external funding from governmental, private and non-profit organizational sources (compared to $2,521,991 in 1990 and $3,088,888 in 1995). Extensive external funding supported College-based consortia as well. The Plant Science Research Center, for example, has assumed a lead role in the Northwest Ohio Plant Biotechnology Consortium and the College’s Humanities Institute has received both private and state support for its effort to expand humanities content in the curricula of K-12 schools statewide.
The Arts and Sciences faculty’s recent production of scholarship and research has been exceptional. They published nine books, two musical compositions, 222 significant refereed articles and registered four patents in the 2000-2001 academic year. They currently serve on 25 national boards of scholarly and professional journals and fill the editorships of 17 such journals. Specific citations annotating this work are available in the Resource Room. Accolades recognizing exceptionally meritorious faculty members in the arts and the sciences were given to Jon Hendricks, the Music Department’s five-time Grammy award winning Distinguished Professor of Jazz, who was awarded an honorary doctorate degree by Old Dominion University in October 2001 and to Physics Professor Larry Curtis who was awarded an honorary doctorate for his "Distinguished Research" by The University of Lund, Sweden.

Integration of Teaching, Research, Advising and Support Services: Several opportunities have encouraged the integration of teaching, research, advising and support services:

- The construction of the internationally-acclaimed Center for Visual Arts (CVA), designed by Pritzker Prize winner Frank Gehry, houses the Department of Art (including the Digital Studio, Photography Department and Gallery) and provides students and faculty a direct connection to the internationally-renowned Toledo Museum of Art.

- Wolfe Hall houses new laboratories and facilities for Biological Sciences, Chemistry and Pharmacy faculty and students and provides opportunities for collaborative research and teaching among these disciplines.

- Collaboration with pre-professional programs in other colleges, especially Business Administration, Education and Engineering increases emphasis on career-oriented academic preparation at the undergraduate level.

- The Writing Center and its Online Writing Lab (OWL) assists UT students, faculty, staff and alumni with the writing of papers, publications, brochures and grant applications. The Writing Center staff uses student feedback on assignments to design faculty workshops for the Writing Across the Curriculum program.

- Students in Arts and Sciences are required to complete a formal one-credit-hour orientation course. This course acquaints students with campus services and provides information on advising, career opportunities and study skills. Upper-class students serve as peer mentors for these classes.

- The College of Arts and Sciences has piloted special orientation
classes for undecided students aimed at improving retention and assisting with career decisions.

- "Brown bag lunches" and other gatherings encourage departmental interaction between students and faculty.

- Research and teaching combine in the design of new laboratories in Communication, English, Foreign Languages, Geography and Mathematics.

- The UT Humanities Institute sponsors research symposia and public programming.

**Service and Outreach to the Urban Community:**

The College of Arts and Sciences has a broad and active agenda of service to the Toledo metropolitan area and the northwest Ohio region. Specifically:

- College departments, centers and programs offer regular series of events open to the public. Participating units include the Lake Erie Center, Ritter Planetarium, Stranahan Arboretum, Department of Art (Center for the Visual Arts), Department of Music and the Department of Theatre and Film. Noteworthy is the fact that Ritter Planetarium ([http://www.rpbo.utoledo.edu](http://www.rpbo.utoledo.edu)) gives shows to over 25,000 visitors per year, 90% of whom are K-12 students from the NW Ohio/SE Michigan region. The Department of Art’s collaborative efforts with the Toledo Museum of Art have been boosted by the completion of UT’s Center for the Visual Arts on site at the Museum. The Department of Music has built upon Toledo’s jazz tradition by developing a jazz program and hiring the premiere jazz artist, Jon Hendricks. The English Department hosts the public Summers Memorial Lecture series that has brought to campus such literary figures as Edward Albee, Robert Pinsky and Edward Said.

- Toledo’s Attic Virtual Museum, which presents a detailed historical portrait of Toledo’s modern era using the interactive technology of the World Wide Web, was created in 1997 as a program of the Lucas County/Maumee Valley Historical Society. It is maintained by the Department of History and is supported by grants from the C.O. Miniger Foundation, the Stranahan Foundation, the Ohio Humanities Council and The University of Toledo. [http://www.attic.utoledo.edu/](http://www.attic.utoledo.edu/)

- The Humanities Institute provides programs for the community. Its Humanities 2000 project offers area high school teachers workshops
and curricula aimed at integrating teaching of the humanities into school systems. This project has garnered a number of grants from organizations such as the National Endowment for the Humanities and the C.O. Miniger Foundation. [http://www.h2000.utoledo.edu/](http://www.h2000.utoledo.edu/)

- The Department of Art sponsors the annual High School Focus Exhibition where the work of 200 high school artists is displayed.

- The College offers activities for area high school students such as an environmental summer camp (sponsored by the Department of EEES), a physics summer camp (sponsored by the Department of Physics and Astronomy), Foreign Language Day, History Day, Northwest Ohio Science District Day, juried art exhibits, artists’ talks and high school honors choir.

- Faculty encourage student participation in community outreach by incorporating service learning components into selected courses (e.g. Women’s and Gender Studies.)

- Several departments collaborate in the Toledo Public Schools’ Horizons Program to provide mentoring for gifted sixth grade students.

- The Department of Biological Sciences hosts the annual Ohio Junior Science and Humanities Symposium for high school students across Ohio.

- The Writing Center, through Ohio Board of Regents grants, has worked with over thirty school districts (urban and rural) in the past ten years; establishing Writing Across the Curriculum programs and writing centers; modeling writing practices; sending tutors into high school classrooms; giving workshops for teachers administrators and tutors; and providing graduate scholarships in its Summer Institute for Teachers.

- Faculty from the College of Arts and Sciences, with colleagues from the Colleges of Health and Human Services and Business Administration serve the economic, health and leadership needs of the communities surrounding the University through the University and Community Outreach Partnership Center, funded by the Department of Housing and Urban Development.

- College faculty are involved in research projects directly addressing community problems, including brownfields redevelopment, transportation planning, housing development, adolescent and adult mental health services.

- Graduate and undergraduate student interns provide local
agencies and organizations with expertise in the areas of policy analysis, communications, urban planning, needs assessment, program evaluation and design, community mental health programming and access.

**Promotion of Cultural, Racial and Gender Diversity:** Faculty research and numerous curricular innovations in the College serve to promote diversity. These include:

- Elevation from program to full departmental status of Women’s and Gender Studies in Fall 2000.

- Collaboration between Women’s and Gender Studies and many other departments with the Catharine S. Eberly Center for Women, whose purpose is to serve the women of the University and Toledo communities by advocating for women's equity in education, work and health.

- A $1.9 million gift was recently awarded to the University for development of an academic program for Disability Studies, with funding through the efforts of the Ability Center, a non-profit organization that assists people with disabilities.

- Increased opportunities for students to broaden their education by studying outside the United States: the science departments have a long-standing exchange program with the University of Salford (UK) that continues to flourish, while other departments offer students the opportunity to participate in study abroad programs. UT’s lifetime membership in the University Studies Abroad Consortium (USAC) provides students and faculty with many more venues from which to choose.

- The Africana Studies program has become a leading center for the study of Internet technology and its impacts on minority communities.

**The College of Business Administration**

**Mission and Overview:** The faculty and staff of the College of Business Administration are committed to continuous improvement of our academic and outreach programs to better serve our customers. It strives to prepare graduates
to meet the challenges presented by a dynamic domestic and global business environment. The College is committed to an overall balance in teaching, scholarly activity and service. It promotes mutual respect, professional development, ethical conduct, diversity, freedom of inquiry and expression and equal opportunity.

The College of Business Administration is comprised of five departments with 18 specializations and majors at the undergraduate level leading to 15 different bachelor’s degree options. In addition, there are three masters and one doctoral program and a dual Business Administration/Juris Doctor program administered jointly with the Law School. The college enrolls 3,368 students in its programs, but has 1,890 student FTEs. This difference indicates that most of the students have sizable instructional requirements that are fulfilled by other colleges, notably by Arts & Sciences.

**Effective Teaching and Learning:** The College offers programs designed to provide a strong general education combined with innovative specializations in business. Program development is market-driven. Recent new undergraduate specializations include Professional Sales, e-Commerce, Human Resource Management, Entrepreneurship and Small and Family Business Management. Graduate initiatives include an updated Executive MBA curriculum and proposals for Master of Science programs in Human Resource Management and Information Systems.

All undergraduate specializations provide a wide range of opportunities for internships and co-op experiences. Business people, mostly from this region, are used extensively in the classroom as instructors, advisors, mentors, judges of student projects and visiting executives. Businesses with a global reach have contributed over $5,000,000 in technological support. ARIBA, SAP and COMPAQ are among the major contributors of financial support for classroom instruction since 1999. A recent Association to Advance Collegiate Schools of Business (AACSB) survey rated UT the 67th most advanced business program of all 260 accredited colleges of business in the application of technology to classroom instruction. This survey was undertaken in the mid-nineties by UCLA under the sponsorship of AACSB.

**Research and Scholarship:** Faculty research and scholarly activity in the College of Business Administration is consistent with the college’s mission and portfolio of programs. Faculty research and scholarship must involve a broad and significant base of faculty in a diverse number of programs and disciplines and be consistent with similar activities at other Ph.D. granting colleges. The College recognizes applied scholarship and instructional development as scholarly activity and values quality as well as quantity.

The quality of research generated by faculty of the College is recognized by
external reviews. During an accreditation review in 1995, AACSB recognized the level of scholarship as meeting standards for a Ph.D. granting institution. Further, a review of Ph.D. programs conducted by the Ohio Board of Regents identified UT as one of only two Ph.D. granting business schools in Ohio that meets research expectations. Using criteria established by AACSB, in academic year 1999-2000, 50 of the 59 tenure-track faculty in the College (85%) were deemed research active, with 76 refereed journal articles and 65 articles in the proceedings of refereed conferences, among other publications.

Integration of Teaching, Research, Advising and Support Services: The integration of teaching, research, advising and support services is a natural extension of the mission of the College. Examples of how integration is achieved include (1) extensive business-oriented programs sponsored by student clubs, e.g., job fairs and resume writing workshops, business speakers at club meetings and field trips to businesses; (2) a structured curriculum that includes orientation and introduction to business courses early in the students’ freshman year; (3) designated faculty advisors and intern directors for each program; and (4) a commitment of resources to areas supporting teaching and advising. These areas include four computer labs in Stranahan Hall supported by a full-time staff member and three computer specialists to maintain computer software and hardware, servers and multi-media classroom capabilities. Support services provided by an enrollment management specialist, a business manager, graduate and undergraduate offices and four professional advisors in the Office of Student Services. A Business Career Programs Office directs internship, co-op, permanent placement, resume writing and interview training services. A performance summary of these support functions is available in the Resource Room.

Service and Outreach to the Urban Community: College centers and institutes, managed with extensive participation by business people, are the primary vehicle through which outreach occurs. Examples include:

- A national award-winning Center for Family Business that has 140 member companies. The Center sponsors forums and affinity groups for members and a speaker series; funds faculty internships with family businesses; and helps sponsor the Entrepreneurship, Small and Family Business major, among other activities. http://www.utfamilybusiness.org/

- A Small Business and Entrepreneurship Institute assists in the development and management of community small businesses and recently secured a Community Outreach Partnership Center (COPC) grant to support initiatives to revitalize the community surrounding the University campus. http://www.utoledo.edu/centers/sbeij/
A nationally recognized **International Business Institute**, utilizing major grants from the State of Ohio and from the U.S. Department of Education, supports students with scholarships and provides programs, seminars and conferences for businesses interested in the global economy. [http://www.ibi.utoledo.edu/](http://www.ibi.utoledo.edu/)

The **Savage & Associates Center for Advanced Sales and Marketing** supports the development of joint student-business programs and provides sales education programs targeted to local business needs. [http://www.salescenter.utoledo.edu/](http://www.salescenter.utoledo.edu/)

**A Labor Management Center**, in collaboration with the City of Toledo, offers labor/management assistance and contract negotiation services.

Outreach, an integral part of the on-going management of the College, is achieved by an active Business Advisory Council that meets regularly with the Dean and faculty to advise on College management. Outreach is achieved in several ways through (1) business persons in program and course development, (2) departmental advisory councils, (3) an active alumni association and (4) the College Development Officer who coordinates initiatives to develop long-term relationships with businesses and alumni.

**Promotion of Cultural, Racial and Gender Diversity:** The College has a number of initiatives that are designed to promote diversity and improve retention. They target students, faculty and staff and curriculum. Student initiatives include (1) the University Inroads Program with extensive participation by business students and minority scholarship programs sponsored by National City Bank, Key Bank and the Fifth/Third Bank; (2) scheduling of an extensive evening program, on-line courses and off-site courses to provide greater access for non-traditional, adult and working students; (3) Jump Start, a program that seeks to identify at-risk freshmen and provides specialized orientation and scheduling; (4) advisors in Student Services who provide counseling for at-risk students; (5) tutorial services offered in conjunction with many courses and by departments such as Finance and Accounting.

The College faculty and staff participate fully in The University of Toledo Affirmative Action Program, which provides leadership in marketing all aspects of The University of Toledo to minorities. This program has assisted the College in reaching its Affirmative Action goals.

Curriculum initiatives include a freshman-level orientation class, an Introduction to Business class at the freshman level that focuses on building the learning and
behavioral skills needed to succeed academically, a strong relationship between the College and developmental education programs on campus to bolster success rates of under-prepared students and internationalizing the curriculum by expanding study abroad and student exchange program opportunities.

The College Of Education

Mission and Overview: The mission of the College of Education is to develop highly skilled and knowledgeable teachers and educational leaders through high-quality undergraduate, graduate and professional development programs. The programs are intellectually rigorous, grounded in professional standards of excellence, based on cutting edge research and committed to diversity and collaborative processes.

The College of Education has four departments with 42 specializations and majors at the undergraduate level leading to 23 different bachelor’s degrees. In addition, there are 38 masters and five doctoral programs. Four doctoral-granting programs have both the Ed.D. and Ph.D. option. The college enrolls 3,197 students in its programs, but has 989 student FTEs. This difference indicates that most of the students have sizable instructional requirements that are fulfilled by Arts & Sciences.

Effective Teaching and Learning: The College of Education’s faculty brings to its students both professional and administrative experience with expertise in a wide range of research methods, as well as scholarly and pedagogical approaches. At the time of semester conversion, the College launched the UT Initiative for the Redesign of Teacher Education (UTI). The goal of UTI was to "reconstruct the education of teachers by maximizing the interpenetrating interests that represent education as life." This was to be accomplished by (1) developing programs that focus on what skills and knowledge the beginning teacher should possess to promote the intellectual, physical, social/emotional, ethical and cultural growth of children and adolescents in culturally diverse educational settings; (2) assisting the beginning teacher as well as public school systems by developing effective programs to induct new educators; (3) creating graduate programs and other professional development opportunities that focus on meeting the needs of experienced classroom teachers and those in other professional educational roles; (4) preparing all educators to work toward a more just and equitable society. To further these objectives, College faculty and staff have assumed active roles in various national organizations such as Project Thirty that addresses issues of collaboration between the Colleges of Arts and Sciences and Education.

College Reorganization: Due to major restructuring during the past two years,
the College has experienced dramatic changes. By the end of the 1998-99 academic year the Department of Counselor and Human Services Education and certain programs of Health Promotion and Human Performance and Special Education Services had been moved into the new College of Health and Human Services (CHHS). As a direct result of this, nearly 40% of the College of Education & Allied Professions faculty were reassigned to CHHS. In addition, nearly 50% of the remaining faculty members resigned or retired. A hiring freeze prohibited replacement of full-time faculty. Thus, twenty-four visiting faculty were appointed for the 1999-2000 academic year. The College was renamed the College of Education and its infrastructure was altered. Three newly configured academic departments were created. Beginning with the 2001-02 academic year, the College refined its organizational structure to include four departments. Various departments and services were physically relocated. In 2001-02 efforts were made to re-establish an appropriate number of full-time tenure-track faculty in the College of Education.

**Research and Scholarship:** Faculty members routinely publish in nationally recognized professional journals and present their research at scholarly conferences. The College annually hosts one or more scholarly symposia. The faculty of the College have amassed an impressive record of scholarly publications, conference presentations, research initiatives, grants and other external funding and awards posted at http://www.utoledo.edu/colleges/education/pridepoints.html.

**Integration of Teaching, Research, Advising and Support Services:** The College of Education is involved in a number of collaborative initiatives on the state, regional and national levels that integrate teaching and research. Among these are the highly successful Toledo Area Partnership in Education: Support Teachers as Resources to Improve Elementary Science (TAPESTRIES) program, the Urban Leadership Program (ULDP), the Center for Reform of Education (CORE) and the Toledo Area Writing Project (TAWP).

College and departmental advisors, as well as college faculty, advise students and disseminate information about new majors and about licensure. Advisors, faculty members and administrators attend conferences to remain current on program changes and program development. Advisors and staff also conduct summer orientation programs as well as First Year Information (FYI) orientation. http://www.utoledo.edu/colleges/education/stdntsrvs.html

The Office of Student Field Experiences and Off Campus Education is responsible for placing students in field experiences with qualified cooperating teachers. In addition, it establishes a regimen of supervision that must meet a variety of professional standards. Supervision of field-based education is managed either by regular full-time faculty or by qualified community educators. http://www.utoledo.edu/colleges/education/field_experience.html
Incorporating technology into all aspects of teaching and learning has been a major goal for the college. Education faculty have taken leadership in this undertaking, obtaining in excess of $713,000 in state and federal funding during the first six months of the academic year 2001-2002 to enhance technology.

**Service and Outreach to the Urban Community:** Historically, the College of Education has developed and administered a wide range of urban initiatives, some receiving national recognition. In fall 1998, the College began the Beginning Teacher Master’s Initiative (BTMI), a graduate program that has attracted talented new urban teachers and graduate students to UT. The BTMI offered tuition remission to more than three hundred fifty first-year teachers in Northwest Ohio in its first year. The Urban Leadership Development Program (ULDP), a collaborative effort between the College of Education, Toledo Public Schools and the Toledo Association of Administrative Personnel, has contributed significantly to the preparation of effective urban school administrators in the metropolitan Toledo area. The College is the recipient of a three-year annual $50,000 grant from the Ohio Department of Education for the Pathways to Teaching in Urban Schools Scholarship Program. Its goal is to recruit students from under-represented groups in the Toledo Public School System who want to become teachers, retain them in teacher education programs and assure them of job placement in Toledo Public Schools upon graduation.

**Toledo Area Partnership in Education:** Support Teachers as Resources to Improve Elementary Science (TAPESTRIES) is a collaborative program with Bowling Green State University, Toledo Public Schools and Springfield Local Schools. The program aims to improve science teaching and learning in grades PreK-6 in the Toledo Public and Springfield Local Schools. Longitudinal data from the first two years indicate that science teaching is improving, science reforms are being implemented and proficiency scores of students whose teachers participate in the program are improving.

**The Center of Reform for Education (CORE)** is an initiative whereby teachers are empowered to develop professionally and to effect improvements in education as "critical friends." The Toledo model parallels other successful programs across the country.

**The John H. Russel Center for Higher Education** was established to promote understanding of the role and practice of leadership in education and the development of educational leaders in PreK-16 schools, institutions and associations. The Center provides a resource to help students, faculty members, administrators and professionals communicate with each other, improve their skills in specific areas, develop innovative solutions to problems, share ideas and conduct research on educational issues. [http://www.utoledo.edu/colleges/education/russel.html](http://www.utoledo.edu/colleges/education/russel.html)
The Velda B. Carver Teacher Education Center serves as the college's primary learning and resource center and provides educational teaching/learning laboratory settings, including computing, mathematics, science, instructional materials production and curriculum materials laboratories. [http://www-utoledo.edu/colleges/education/carver.html](http://www-utoledo.edu/colleges/education/carver.html)

The Science, Math and Technology Education Center (SciMaTEC) offers resources and training for Toledo area science, mathematics and technology teachers and for the community at large. SciMaTEC’s purpose is to develop the expertise of educators; increase public understanding of science, mathematics and technology and to stimulate the interest of young people in these fields. [http://www.utoledo.edu/colleges/education/scimatec/scimatec.html](http://www.utoledo.edu/colleges/education/scimatec/scimatec.html)

The Sandberg Children’s Literature Institute (SCLI), in its 30th year in 2001, brings nationally celebrated authors and illustrators from across the country to provide information about creating books for children and the importance of doing so. Typically, 100 teachers and 100 preservice teachers attend the SCLI each summer.

The Toledo Area Writing Project (TAWP), now in its 11th year, continues to be funded by the National Writing Project and is one of 161 sites around the globe. More than 225 area K-12 teachers have participated in the Toledo Area Writing Project.

The University of Toledo Gifted Summer Institute, now in its 17th year, continues to be funded by the State of Ohio Department of Student Services for gifted and talented 9th and 10th grade students. The purpose of the institute is to explore enriched curricula in a safe environment conducive to the unique needs and interests of these special youngsters. Core faculty representing a wide variety of campus units provide learning opportunities focusing on the social, emotional and intellectual needs of the institute's participants.

The Center for Gifted Education is a new college initiative, made possible through a generous endowment by one of the college's alumnae, Judith Daso Herb. The center will address special issues in gifted education and its services will be available to university faculty, PreK-12 teachers and others in the community who are concerned with the scope and caliber of education provided to gifted and talented children and youth.

Promotion of Cultural, Racial and Gender Diversity: For many years, the College of Education has attracted a wide range of students from many cultural backgrounds. Its diverse college faculty has been instrumental in the formulation of campus-wide initiatives to define multicultural education. For example, the College developed and taught an undergraduate multicultural education course
which, along with its graduate counterpart, received a national curriculum award in 1996. As is the case in many colleges of education, issues of cultural diversity are emphasized in Theory and Social Foundations of Education courses, but also incorporated into nearly all professional education curricula. Additionally, a multicultural literature course is taught in two of the four departments. Students are also encouraged to take advantage of College of Arts and Sciences course work in Africana Studies and Women’s and Gender Studies to further their knowledge of issues of diversity.

**Embedding Assessment in Teaching, Learning and Administration:** In keeping with national, state and college standards mandating continuous improvement through evaluation, the College of Education is continuing to develop its comprehensive assessment system whereby data are collected and analyzed relative to faculty performance, curricula, student qualifications, achievement of students taught by graduates and college operations as a whole. The college has initiated data collection and analysis in selected program areas and will begin full implementation Fall semester 2002.

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**The College of Engineering**

**Mission and Overview:** The mission of the College of Engineering is to educate students to be competent in the professional practice of engineering and to assume leadership in a society where everyday life is becoming increasingly technology-dependent and where interactions are global in scope.

The College of Engineering has six departments with 11 specializations and majors at the undergraduate level leading to 11 different bachelor’s degrees and three Associate of Applied Science degrees. In addition, there are eight masters and two doctoral programs. The College enrolls 3,177 students in its programs, but has 1,472 student FTEs. This difference indicates that most of the students have sizable instructional requirements that are fulfilled by Arts & Sciences.

**Effective Teaching and Learning:** The College of Engineering at The University of Toledo is committed to educating the engineers of tomorrow. Students must learn not only to be competent in the practice of the engineering profession, but also to be the leaders of tomorrow. In its most recent accreditation visits by the Accreditation Board for Engineering and Technology (ABET) in fall of 1999 and fall of 2000, all engineering programs received accreditation.

The Engineering curriculum is designed to enhance learning in an environment
of quality student service. Learning grows from the initial orientation through a capstone experience and mandatory co-operative experiences are integrated with key stages of the academic program. In this way, professional development of students as engineers is emphasized from the first year onward. Technical expertise is developed in an environment that fosters communication skills, teamwork and creative problem solving.

The faculty of the College of Engineering created a new curriculum that was implemented in fall 1997. It has resulted in unique engineering experiences that begin with a student’s first academic year. For example, all engineering students are required to enroll in a Professional Development course in their second academic semester. The goal of this course is to prepare them for real-world experiences. It covers important topics in ethics, such as whistle blowing and workplace sexual harassment and develops communication, business etiquette and time management skills.

The departments of the College place emphasis on quality teaching. Special efforts have been undertaken to assemble, maintain and develop a dedicated, high quality faculty to carry out its educational mission. Of the current full-time faculty, nearly 20% have received University and College outstanding teaching awards. Chairpersons routinely assign senior faculty, who are often also outstanding researchers, to teach freshman and sophomore courses. One noteworthy result of this has been the freshman to sophomore retention rate of nearly 80% in multiple programs over the last three years. Teaching assistants are employed in the department as aids to the principal faculty and not as primary instructors.

Recognizing the importance of hands-on experience in engineering, the departments have established standing committees to continuously monitor and evaluate the quality and relevance of laboratory experiences for students. Program improvement has occurred by (1) better connection of classroom and laboratory experience, (2) acquisition of state-of-the-art equipment and software and (3) coordination of various laboratory courses with specific goals of an integrated and complementary laboratory experience throughout the curriculum. In addition, with a dedicated College-wide effort, instructional computer support for students has significantly improved. The College computing initiatives have resulted in a 24-hour, seven-day access to computer facilities, with a ratio of only five students per state-of-the-art computer in the College computing laboratories. The mandatory co-op program, also put into effect in 1997 has been successful in placing UT students in a broad set of co-op experiences in 28 different states and seven foreign countries.

The departments place a great emphasis on the engineering design component of the curriculum that requires a capstone senior design project. Of particular interest is the Mechanical, Industrial and Manufacturing Engineering (MIME)
department’s Senior Design Clinic. To bring "real-world" experience to the
students, the department fosters and maintains direct student interactions with
persons from business and industry, including developing partnerships designed
to be mutually beneficial to both constituencies. The clinic has dedicated
laboratory space for student design projects and additional space, also located in
the North Engineering Building, is exclusively dedicated to large-scale design
efforts. This space is conveniently adjacent to Nitschke Hall and allows access to
a variety of machining operations and welding.

In fall 2000, the Electrical Engineering and Computer Science (EECS)
Department initiated an off-campus program at Lorain County Community
College, near Cleveland. Students take community college courses in areas
outside of the major, while UT professors teach upper level courses equivalent to
those at the main campus. All departments use web-based resources to augment
classroom instruction. Such web-based efforts range from use of the web for
supplementary teaching and learning initiatives in all Engineering programs to
targeted distance learning course offerings in the Engineering Technology
programs. For example, the Chemical and Environmental Engineering (CHEE)
Department has instituted a web site called "SIP" (Student Information Portal)
(https://www.che.utoledo.edu/-information/whatissip.cfm) for dissemination of
classroom information and grades. The students have password-access and can
download copies of homework solutions, course notes, announcements and their
personal course grades from the system.

Engineering students compete in national design competitions. In 1999,
Chemical Engineering seniors won the American Institute of Chemical
Engineering (AIChE) National Design Competition for their design of a
chemical plant revamp. The students traveled to Dallas, Texas, to present their
winning solution at the AIChE meeting in October 1999. In each of the last two
years, a UT engineering student has won the State of Ohio Outstanding
Engineering Student recognition award of the Ohio Society of Professional
Engineers.

Other initiatives by the College include a part-time Masters Engineering
Program, a practice-oriented Masters Degree program targeted toward specific
industries by certain departments and a joint doctoral program in Manufacturing
Management with the College of Business Administration.

**Research and Scholarship:** The College of Engineering is a leader in sponsored
research and scholarship on campus. Nearly half of all University-sponsored
research funds were attracted by Engineering faculty during the 1999-2000
academic year. Faculty members engage in fundamental and applied research
that addresses societal problems of local, regional or national significance. This
includes work on infrastructure rehabilitation for the campus, city and state, as
well as sophisticated analytic model algorithms of highly nonlinear behavior that
has attracted international interest from fields as diverse as earthquake engineering, pharmacology and national defense. Two Chemical Engineering faculty have won Outstanding Research Awards and one faculty member is an NSF Presidential Faculty Fellow.

**Integration of Teaching, Research, Advising and Support Services:** Each department functions as a team to recruit, educate, advise, develop and retain students. Academic advising is closely coordinated with the Engineering Career Management Center. The directors of the undergraduate and graduate programs and the Academic Program Coordinators assist the full time faculty who serve as professional development advisors for undergraduates and as research advisers for graduate students.

The co-op program provides a structure conducive to continuing assessment of educational objectives. Many research projects involve undergraduates as full participants, enhancing their learning. The departments provide an integrated academic and co-op advising and support service through the Student Services Office. The College also sponsors a Career Fair twice annually for co-op and for permanent employment. Nearly 100 companies participate in the events. The integration of teaching, research, advising and support services makes contacts with many potential employers possible, even routine and results in highly successful co-op and placement programs.

**Service and Outreach to the Urban Community:** The Engineering Technology (ET) Department has just completed articulation agreements with ten community colleges to allow for student exchange and to promote degree completion initiatives throughout the entire state. Civil Engineering is involved with a number of projects in the urban community. Its applied research on pavement management assists the City of Toledo and other public entities in objectively allocating millions of dollars for construction and maintenance annually. The faculty and student involvement in projects such as the I-280 Maumee River Crossing, Toledo Mudhens Ballpark and Toledo Combined Sewer Overflow (CSO) Program with the U.S. EPA influence decisions involving more than a billion dollars in public infrastructure investments that will be made in the coming years. The Civil Engineering Department is involved in the Eisenhower Program and the U.S. Department of Education’s GEAR-UP Program whose grants give to economically and educationally disadvantaged children in northwest Ohio and the Toledo urban core access to math, science and engineering careers.

Both the College and the departments hold several open houses annually to familiarize the community with the College. While primarily aimed at high school students, these events serve to inform the public about what engineers do and enthusiastically promote engineering as a career choice. The College runs daily tours of the facilities to all interested individuals. Other community events
that the College sponsors include Mathcounts and the Junior Engineering and Technology Society (JETS) competition.

**Promotion of Cultural, Racial and Gender Diversity:** The College has as a major goal the promotion of cultural, racial and gender diversity among its faculty, staff and students. For example, the College has actively recruited women to the engineering profession and has been very successful in achieving in several departments a female student population in excess of the national average.

The College has an active Society of Women Engineers chapter that has been active in retaining women in its programs and can be expected to continue recruiting women to the UT campus and the engineering profession. The College’s faculty originate from many countries giving the College a strong and vital multi-cultural environment, as we educate our students and learn together the value of working in a global society.

**The College of Health and Human Services**

**Mission and Overview:** The mission of the College of Health and Human Services (CHHS) is to provide quality undergraduate and graduate programs in the professional fields of health and human services through a commitment to education, research and service.

The College of Health and Human Services has eight academic departments, 38 specializations and majors at the undergraduate level leading to 14 different bachelor’s degrees, ten associate degrees and four certificates. In addition, there are nine masters and four doctoral programs. The college enrolls 2,504 students in its programs, but has 1390 student FTEs. This difference indicates that most of the students have instructional requirements that are fulfilled by Arts & Sciences.

**Effective Teaching and Learning:** Teaching and learning in the College of Health and Human Services are pursued in a student-centered culture where educational goals are clearly communicated, curricular objectives are explicitly stated and pathways to professional behavior are clearly defined. Twenty-five nationally accredited programs mandate that the College continually review and revise curricula and monitor student outcomes.

CHHS was formed on July 1, 1999. Faculty, in collaboration with external advisory committees and external consultants, spent that formative year in energetic program review, with the goal of strengthening the curriculum in order
to meet or exceed national standards. In its initial planning the College proposed two new masters degree programs, one in Social Work and the other in Criminal Justice; developed an OBOR- and ABA-approved baccalaureate degree program in Paralegal Studies to complement its nationally recognized associate degree program in that area; revised its undergraduate Criminal Justice curriculum to create a seamless two-plus-two baccalaureate degree program tailored to students holding associate degrees in Law Enforcement and Corrections; and forwarded to the Ohio Board of Regents proposals for a Baccalaureate Degree in Health Information Management and a Baccalaureate Degree in Mental Health to complement the Associate Degree in Mental Health.

Research and Scholarship: In 2001, the college applied for and received an award from The University of Toledo Foundation to develop a program of collaborative research in the College. This program will assist faculty who have less research and grant writing experience, encourage those with a strong history of research and grant writing and provide opportunities to develop research groups in the College within areas of common interest.

The College's strategic plan includes several important goals relevant to the new status of the College. These include (1) increasing the number of full-time tenure-track faculty to support an expanded mission, (2) enhancing the academic programs of the College through increased external financial support, (3) dramatically increasing scholarly productivity through funded grants and (4) promoting more active levels of research and publication.

Faculty grants and publications add strength and bring recognition to the College. For example, (1) the Department of Public Health and Rehabilitative Services houses a nationally-recognized doctoral program in Health Education that was ranked 9th in the nation and 1st in Ohio, (2) Department of Kinesiology faculty are active making presentations to national organizations and publishing their research, (3) the Department of Counseling and Mental Health Services faculty developed cogent research agendas that include examining the role of people of color in the mental health arena and the prevention of school violence and substance abuse and (4) faculty across departmental lines are involved in work supported by a grant from the National Institutes of Health that investigates exercise and health status in elderly persons.

Integration of Teaching, Research, Advising and Support Services: Students need to be actively involved in the planning of their academic program and able to access services that will help them to achieve success. To that end, the College developed an Academic Program of Study and a Sequence of Courses for all majors. These documents show a clear picture of the students’ academic program and progress and if followed, will help ensure timely graduation.

The College employs six academic advisors who assist students in planning their
academic careers and help them identify strategies and resources leading to success. Students are directed in research activities associated with their coursework and graduate students are involved in directed research projects to fulfill graduate degree requirements. Further, students are afforded the opportunity to contribute to various research projects developed by the faculty.

Accredited graduate and undergraduate programs meet professional association standards for integration of research with teaching through specific curricula and course work. For example, some students are involved in a major evaluation project of health services in the Toledo Public School System. Doctoral students collect and analyze data and interact with the faculty in interpreting the results. These activities provide students with the opportunity to apply program evaluation techniques and models in a real life setting.

Laboratories of the Department of Kinesiology include Applied Physiology, Applied Biomechanics, Human Anatomy, Clinical Exercise Physiology and Athletic Training. These provide students and faculty with learning and research opportunities in areas relating to the relationship of exercise to sport injury, musculo-skeletal pathology, cardiovascular disease and rehabilitation. The students and faculty of the Departments of Health Professions and Undergraduate Legal Specialties are actively involved in a Housing and Urban Development/Community Outreach Partnership Center (HUD/COPC) grant. Students provide medical screening and health promotion services to at-risk minority populations in school- and church-based outreach programs. In the Department of Social Work, upper division students have been involved in longitudinal studies with the Ohio Department of Jobs and Family Services to evaluate the outcomes of the time limits imposed by welfare reform.

**Service and Outreach to the Urban Community:** As shown above, many of the activities that integrate teaching, research and advising are also tied to the College’s outreach mission. Specifically, the College provides services to the local community through on-campus clinics and services in the field in the following ways:

- The speech-language-hearing clinic provides supervised clinical experiences for students, as well as a research population of children and adults who benefit from its services.

- The Department of Kinesiology operates the Kinesiotherapy Clinic and the Perceptual Motor Development (PMD) Clinic, both of which play an extremely important role in the academic, research and service missions of the department. They are used for instruction, student research, faculty research and clinical service to Northwest Ohio. The Kinesiotherapy Clinic was recently described in the report from the American Kinesiotherapy Association Accreditation site visit as a
"model on-campus clinic." The PMD Clinic has served the physically and mentally handicapped children of the Toledo area for more than twenty years. The lab provides a clinical gait analysis service for individuals (primarily children) with disabilities that impair locomotion. This laboratory is the only such facility in Northwest Ohio and one of only two in the state.

- The Department of Counseling and Mental Health Services provides free counseling and psychological services to the community in its Counseling Clinic. It also acts as a training and research facility for students and faculty.

- The Associate Degree Nursing Student clinical experience in community health occurs at inner city shelters. Under the guidance of program faculty, nursing students participate in assessment and prevention programs along with treatment and referral of inner city homeless people.

- The Department of Undergraduate Legal Specialties contributes to the urban community by outreach initiatives aimed at low-income citizens, particularly by ensuring access to justice, thus improving quality of life.

- The Department of Social Work engages its students in service learning through its Field Service component by placing them in one of 28 social service agencies in primarily urban settings for a 480-hour field course during their senior year. Also, the Social Service Student Organization has sponsored a food program for the past five years in which students collect, prepare and serve food to nearly 50 people each Friday evening at a downtown location.

- Court Academy, a program of the Department of Criminal Justice, gives University students the opportunity to participate in the corrections component of the Lucas County juvenile justice and detention system and to offer quality academic and psycho-educational instruction, humanities, reading and math literacy training, problem-solving group processing and character development for locked/-incarcerated children and youth exhibiting chronic and violent behaviors. Classroom teaching of locked juvenile delinquents offers behavioral and self-management experiences with chronic and violent youths exhibiting behavioral and motivational challenges in traditional and beyond traditional settings. Court Academy serves over 2000 locked Lucas County children and youth per year. In addition, the Juvenile Division of Lucas County Probation Services mandates that over 500 children on probation and the Ohio Department of Youth Services requires over 300 children on parole to attend Court Academy annual. Court Academy is
the recipient of the Ohio Board of Regents-Ohio Department of Education World Class Teaching Award. The Lucas County Juvenile Justice and Detention Center is a winner of Ohio’s Best Practices award.

- S.A.I.L., School/Services for Autistically Impaired Learners, is a 6-week summer program specifically serving the emotional, affective, academic, social and developmental needs of toddlers and preschoolers medically diagnosed within the autistic spectrum disorders (ASD). Collaborators in this project include the College of Health and Human Services, the Severe Behavioral Spectrum Graduate Program, the Toledo Children’s Hospital and Central Park West Rehabilitation Center. In 2001 the SAIL population ranges in age from 3 to 8 years. The program includes intensive academic therapy as well as speech, music and occupational therapies. Academic subjects are taught by UT graduate students who have completed a course in Theory and Research in the area of autism and have also been appropriately trained.

- The Department of Public Health and Rehabilitative Services conducts the National Youth Sports Program every summer on the campus of The University of Toledo. This program has been recognized as one of the top ten programs in the country for its excellent programming and the involvement of over 400 inner city youths in directed recreational and educational activities.

**Promotion of Cultural, Racial and Gender Diversity:** The College of Health and Human Services actively embraces and fosters respect for diverse views and cultural pluralism. The College is committed to seeking a broad representation of cultural, racial and gender representation in defining the pool of applicants in its active search for 13 new tenure-track faculty lines. Currently, the faculty is composed of 67 members who are tenured or tenure track; of these, 51% are female and 9% are minorities. One goal of the college is to increase the percentage of hitherto underserved populations in the undergraduate upper divisions and in graduate programs, through the use of scholarships and graduate assistantships.

**The College of Law**

**Mission and Overview:** The mission of the College of Law is to create an intellectual environment that prepares students in the legal practice of their choice, enhances the College’s regional and national reputation for academic excellence, fosters a spirit of community, provides individual attention, promotes professional values and encourages participation in the life of the University,
region and state.

The College of Law is accredited by the American Bar Association, most recently in 2000, and is a member of the Association of American Law Schools and the League of Ohio Law Schools. The College offers both a full time (day) and a part-time (day or evening) program. The degrees offered by the College of Law are J.D. Juris Doctor, a joint J.D./MBA, a joint J.D./M.S.E. (Master of Science in Engineering) and a joint J.D./M.P.A. (Master of Public Administration). The College of Law has 454 students enrolled and 393 student FTEs. The College is exclusively a graduate program and the only public law school in Northwest Ohio. In 1984 the College of Law was approved for membership in the Order of the Coif, the national legal honorary society. Chapters are awarded only after a thorough investigation of a school’s educational program, facilities, library and faculty productivity. Of note is the fact that a November 2000 letter from the Executive Committee of the Association of American Law Schools commended the school for the completion and approval of its strategic plan.

Effective Teaching and Learning: All students in the College of Law are offered instruction in core legal subjects, professional skills, legal ethics and professional responsibility. They engage in rigorous writing experiences and are provided special opportunities for seminars, directed research, small classes and practice experiences. All instruction has as an underlying goal building intellectual competence and communication skills important to the practice of law. Effective for the Fall 2001 semester, the College of Law faculty adopted a new policy regarding final examinations. In order to provide students the opportunity to experience test-taking that mirrors the bar exam, final examinations must include one hour of multiple choice questions based on the multi-state format and one thirty minute bar-style essay.

Most required courses are part of the first year curriculum. The upper division curriculum is divided into categories: (1) required courses, such as Evidence and Legal Ethics; (2) standard program courses, which are highly recommended subjects typically covered on bar exams such as Corporations and Trusts and Estates; and (3) electives, e.g., Environmental Law, Family Law and Labor Law. This latter category includes seminars and clinics. In 2000, a new upper level writing requirement was adopted that requires a certain number of writing exercise units, that may be fulfilled in a variety of ways and must be accomplished before graduation.

Research and Scholarship: In recent years, members of the faculty have published books, significant articles in law journals, book reviews and book chapters. Faculty have also presented papers for professional and scholarly organizations at symposia and conferences. College of Law faculty send an annual memo to the Dean that outlines their teaching, research and service
activities. These are available in the College office.

Research and scholarship are supported by summer grants and development funds to hire student research assistants. A formal mentor system was recently established whereby senior faculty review and advise junior faculty on their research and faculty meetings are held at which the latter discuss their "works in progress." In addition, the College awards three professorships in law and values.

Integration of Teaching, Research, Advising and Support Services: The College of Law seeks to integrate teaching, research and advising in many areas. One program is the recently adopted Certificates of Concentration, whereby students may specialize in Environmental Law, Intellectual Property or International Law. Each student enrolled must complete a certain number of courses in the area and a substantial research paper. Supervision of each certificate program is assigned to a faculty member who specializes in that area.

Other programs that integrate teaching, service, advising and support services include:

- *The University of Toledo Law Review*, a scholarly publication produced by a staff of upper-level students. Each student member must write an article of "publishable quality" in consultation with a faculty member who reviews the article.

- Moot Court, a program whose goal is the development of research, writing and oral advocacy skills. Students participate in intra- and inter-school competitions. All of the specialized "teams," e.g., Family Law and Environmental Law, have faculty advisors.

- Faculty advising. Advisors meet with students regularly with regard to scheduling upper level classes, searching for employment and preparing for the Bar Exam. The faculty advisor also supervises the student’s upper level writing program and maintains the student’s writing portfolio. In addition to these formal arrangements for advising, an extremely important informal practice is the College’s long-standing commitment to a faculty "open door" policy (as contrasted with the limited "office hours" model) for students seeking general advice or academic assistance. In addition, the College has instituted a program whereby every incoming student is assigned to a faculty advisor.

Service and Outreach to the Urban Community: The College has various programs that are of service to the community. Foremost among these is the clinical program, an integral part of the College’s curriculum involving students
and instructors. There are several clinics, including the Legal Clinic, a live client program that mirrors a general practice law firm; a Prosecutor Clinic, in which students are placed at prosecutors’ offices in Northwest Ohio and Southeastern Michigan and a Dispute Resolution Clinic in which students are trained and serve as mediators. In 2000, two other clinics were established, the Domestic Violence Clinic and the Human Rights Clinic. Clients served by the Legal Clinic in particular are indigent residents of the area who would otherwise go unrepresented. law.utoledo.edu/clinics/index.htm

Other formal programs of service to the regional community are (1) the Legal Institute of the Great Lakes, whose mission is to provide a forum for the development and exchange of solutions to the regional problems of the United States, Great Lakes states and the comparable Canadian provinces in the related areas of international relations, economic development and environmental protection; (2) Cybersecurities Law Institute which focuses on the impact of internet technology on securities and investment law; (3) Public Interest Fellowship which has College of Law students who, serving as fellows, accept public interest summer positions for little or no pay (with Toledo’s Advocates for Basic Legal Equality, for example). Modest funding is provided privately or through the College; (4) Reinberger Honors Program in Prosecution, a summer program that enables the placement of students in prosecutors’ offices throughout the country; (5) The Public Service Externship Program through which students work as interns in public service legal environments and in state appellate or federal courts and receive academic credit based on reports from the student, the attorney supervisor and the faculty coordinator; (6) In addition to these formal programs, many members of the faculty serve on state, local and regional non-profit and quasi-governmental boards, including the American Law Institute, Lucas County Children Services, the Ohio Women’s Policy and Research Commission, the American Civil Liberties Union, the Ohio Water Resources Advisory Council and the Ohio Supreme Court Commission on Certification of Attorneys as Specialists.

**Promotion of Cultural, Racial and Gender Diversity:** The College of Law is committed to a diverse faculty and student body, as well as to the consideration of related issues as they arise. Some aspects of this commitment are (1) The adoption of two new legal clinics, one focusing on Domestic Violence and the other on Human Rights; (2) Active recruitment of students of color through visits made by the Assistant Director of Admissions to historically black colleges and universities, presentations at midwestern universities with large minority enrollments and an annual Law School Preview Day geared specifically to students of color; (3) LEOG (Law Equal Opportunity Grants) awarded to African-American, Hispanic and Native American law students; (4) Shared personal interest/student organizations such as the Women Law Students Association, the Black Law Students Association and the Hispanic Law Students Association. These organizations serve their members as a support network,
providing the following benefits: involvement in community service, offers of job opportunities, sponsored social events and meetings with law school administrators to share concerns; (5) Diversity Clerkship Program, which, in cooperation with the Toledo Bar Association, places minority law students in summer positions with local employers; (6) An on-going commitment to wider ethnic and racial diversity of the faculty and increased representation of women. The current faculty is comprised of twenty-six tenure-track members, two of whom are African American and seven of whom are women.

The College of Pharmacy

Mission and Overview: The mission of the College of Pharmacy is to educate students to meet the pharmaceutical needs of society, to advance pharmaceutical knowledge through research and to serve the profession and the community. Guiding principles are personal integrity, respect for humanity and professionalism.

The College of Pharmacy has three departments with five specializations and majors at the undergraduate level leading to two different bachelor’s degrees. In addition, there are two masters and one doctoral programs. The college enrolls 1,004 students in its programs, but has 472 student FTEs. This difference indicates that most of the students have sizable instructional requirements that are fulfilled by Arts & Sciences.

Effective Teaching and Learning: The College developed two academic programs over the past five years that provide the profession with graduates capable of advancing health care and enhancing the environment in which medications are prescribed and used. In 1995, the College faculty developed a curriculum that would allow an incoming undergraduate student to matriculate to the Doctor of Pharmacy degree in a continuous program of study. The program was consistent with national initiatives and was done in conformance with guidelines set forth by the Ohio Board of Regents. Its purpose was to prepare students to meet the growing demands for more sophisticated levels of care and intervention provided by pharmacists and to ameliorate the human and financial impact of medication mismanagement prevalent in the U.S. health care system. This change occurred eleven years after it was first proposed by the American Council on Pharmaceutical Education (ACPE) and followed extensive discussions in all sectors of the professional and academic pharmacy communities nationwide. In anticipation of this, the College accepted its first class of students to a modified entry-level PharmD program of study and in May 2000, graduated the first class. In July 2000, accreditation standards for professional programs of study in pharmacy were substantially modified and no longer were five-year baccalaureate degree programs considered appropriate to
prepare students for professional licensure and practice. The new accreditation guidelines set 2004 as the completion date for the transition of professional pharmacy curriculum from the five-year B.S. in Pharmacy to the six- to seven-year Doctor of Pharmacy (Pharm.D.).

The College also offers a Master’s degree in the Pharmaceutical Sciences in three curricular tracks and M.S. and Ph.D. degrees in Medicinal Chemistry. The College’s B.S. degree is a non-licensure program that has the potential to be one of the fastest growing on campus. With four major areas of study, the program prepares students who wish to seek employment in pharmaceutical research and/or production, in pharmaceutical sales or in health care administration. This degree provides a more direct track to an M.S. or Ph.D. degree in the pharmaceutical or biological sciences. Many additional areas of advanced study are also open to students with this undergraduate major.

**Research and Scholarship:** A substantially expanded emphasis on research and scholarly activity began in the College of Pharmacy in the mid-1980s with the growth and development of the medicinal chemistry program. Two research centers were established in the early 1990s to provide additional infrastructure for research in clinical (human) research (Center for Applied Pharmacy) and in drug design and development (Center for Drug Design and Development). Since 1995, research productivity as measured by extramural dollar support, has risen from approximately $800K to $1.4 million. Included in this support are projects funded by the NIH, the pharmaceutical industry and private research foundations.

Partnerships also have been established with chain and independent pharmacies, health care facilities, biotechnology and start-up pharmaceutical companies. A number of faculty inventions have led to patents, licenses and research agreements. In 1998 the College of Pharmacy moved to Wolfe Hall. Although space for teaching is designated in Wolfe Hall, of particular significance is the availability of state-of-the-art research laboratories.

**Integration of Teaching, Research, Advising and Support Services:** The College of Pharmacy is regarded by alumni, employers of its graduates and by the academy in general as a productive, high quality and comprehensive unit. Its 2,847 alumni are engaged in a variety of pharmacy practice settings, as well as in academia, in the pharmaceutical industry and as members of state and federal regulatory agencies. The College is the source of approximately 20% of Ohio’s pharmacists. The quality of the students in the program is indicated in the high retention rate of professional level students (97%), successful professional licensure examination scores and a graduate employment rate of 100% for over twenty years.

The College’s strategic plan seeks to accomplish 11 specific goals that cover
recruiting, retaining and graduating professional degree students, transition programs, partnerships, strengthening faculty and graduate programs, expanding research, enhancing alumni relationships, achieving diversity, expanding information technology and generating revenue to enhance College programs.  

http://www.utpharmacy.org/aboututep.htm In addition, the College’s Strategic Plan speaks to the integration of academic and student support services in two of its objectives: 1) increase retention from year one to year two to greater than 80% (retained in the College) and 90% (retained at the University) and maintain retention from years three through six at greater than 95%; 2) enhance the ability of the College to gather data on critical aspects of the educational programs to assist programmatic planning and optimize student success.

In order to develop professional competence, confidence and a sense of career direction, the professional program engages the student in didactic study, scholarly efforts, service practicums and experiential learning in health care settings. The College’s Office of Student Services provides overall guidance and maintains appropriate coordination and records of these activities, while all faculty members advise and direct project activities as well as teach.

External advisory boards comprised of local, regional and national professionals and representatives from affiliated agencies are integral in planning and implementing initiatives involving student development at the program, department and College levels. A collaborative relationship with Cleveland State University will broaden the College’s ability to reach students in Northeast Ohio wishing to pursue a career in pharmacy and/or in the pharmaceutical sciences.

**Service and Outreach to the Urban Community:** The College of Pharmacy is vested heavily in community service initiatives. For example, the College has maintained a relationship for many years with urban health care clinics in order to educate students in the delivery of pharmaceutical services to inner city clients. The students engage in service learning projects directed to those served by these clinics. Doctor of Pharmacy students have worked throughout the metropolitan Toledo area to provide medication awareness and vaccination programs and to speak on topics such as wellness, health foods and herbal remedies to audiences in clinics, residential facilities and retail settings. Faculty have been engaged through these practice sites in ambulatory health care clinics in the central city. In August 2000, a collaborating group of faculty in the College was awarded one of seven Public Health Service grants to support the development of a demonstration project implementing and evaluating health care services specifically to enhance medication use and health outcomes in underserved populations. This project will establish a prototype program that may serve as a model for providing health care services to the medically underserved throughout the nation.

The College also has been developing a partnership with a multi-site
neighborhood health service agency to manage the pharmacy services in its facilities. The initiative will advance the College’s educational goals by providing students with "living laboratories" both in health care delivery and in managing pharmacy operations. It will also provide a base for research projects focused on optimizing health care delivery and outcomes and therefore, will also advance both graduate student education and patient care.

**Promotion of Cultural, Racial and Gender Diversity:** A key educational concept of the College’s strategic plan is "cultural competence," that is, the capacity of individuals and programs to acknowledge and respect the cultural traditions of their clients. The primary strategies for accomplishing this goal are through programs and activities intended to increase diversity in the College, community and in the curriculum. Efforts are being intensified to assure broad cultural inclusion through sensitive recruitment of faculty, students and advisory group members. Initiatives are being developed to focus recruiting efforts on historically black colleges and universities and on institutions with significant Latino populations. Further, a group of faculty has developed modules on diversity management and cultural competence for delivery in core pharmacy courses.

**University College**

**Mission and Overview:** University College’s mission is to support UT’s goal of lifelong access to education through degree programs, outreach and specialized support services. In partnership with the other colleges, University College faculty members conduct research and offer high-quality academic programs and services. The College serves as the action- and service-oriented connection between UT and the urban community’s students, educators, businesses, public and social service agencies.

The University College has 15 specializations and majors at the undergraduate level leading to two certificate, 12 associate and three bachelor’s degrees. There are no graduate programs in the College, which enrolls 3,148 students, but has 666 student FTEs. This difference indicates that most of the students have sizable instructional requirements that are fulfilled by Arts & Sciences.

While continuing to fulfill specialized academic functions traditional to The University of Toledo, University College has been reshaped during the last decade to meet changing societal expectations of an urban university. Many divisions and programs from the former Community and Technical College and from throughout the University were incorporated into it in 1999. The College seeks to respond effectively to the needs of nontraditional learners in multiple ways such as flexible schedules, degree programs designed to fit the needs of
adults over 25, degrees in Interdisciplinary and Special Programs, the PASS Program for non-direct-from-high-school undecided students and the Academic Skills Enhancement (ASE) program for academically under-prepared students. In addition, the College coordinates University-wide initiatives via distance learning. It interfaces with business, industry and government agencies through its outreach divisions. Finally, the College engages in economic development activities, urban research and service and further provides learning support services to all University of Toledo students.

**Effective Teaching and Learning:** University College offers academic programs and services that reach across the University and benefit the community. The College instruction is available at the worksite for both credit and noncredit courses. In addition, classes are customized to fit organizational needs by means of variable and flexible scheduling including modular classes and anytime, anyplace learning in online courses. University College offers leadership throughout the University in the implementation of degree programs to physically separated learning groups via online, CD-ROM and interactive TV delivery. The College offers professionals in our community credentialing, licensure and certification programs. It also coordinates placement testing and the administration of numerous testing instruments for University and community constituencies.

The Division of Continuing Education is an established provider of campus, onsite and online training services for business, industry and the public sector. The curriculum consists of professional development programs including certificate and test preparation programs, management development and leadership programs, professional and technical programs, computer training courses and high-profile speaker seminars and teleconferences. A variety of outreach and lifelong learning personal enrichment experiences are offered through general interest programs and children's programs. [http://human-resources-.utoledo.edu/wellness.htm#ContEd](http://human-resources-.utoledo.edu/wellness.htm#ContEd)

The Division of Contract Education provides quality educational and academic services to employers and employees onsite, enabling students to pursue a college degree conveniently or participate in selected credit courses and certificate programs. The division provides convenient, affordable and effective education at the workplace using UT’s comprehensive array of options for credit courses, programs, schedules, locations and means of delivery. [http://www.ucollege-.utoledo.edu/conted.htm](http://www.ucollege-.utoledo.edu/conted.htm)

The Division of Distance Learning opens the world of credit and noncredit courses to all interested learners via web-based instruction. Working with faculty on campus, the division connects UT educational opportunities to students in addition to industry, business, government, education and nonprofit groups. [http://www.ucollege.utoledo.edu/dislrn.htm](http://www.ucollege.utoledo.edu/dislrn.htm)
Research and Scholarship: University College faculty make presentations at local, state, regional and national conferences. They also conduct research with other University departments. University College’s urban research is devoted to the collection and analysis of demographic data analysis from the local community, region and state and is expanding into national and international areas. University College’s applied research serves diverse community and economic development objectives.

Faculty members in the Department of Interdisciplinary and Special Programs have conducted research, published books and articles in professional journals and given presentations at national and regional professional conferences. This scholarly activity has been in the areas of academic writing, reading, assessment, academic skills enhancement, serving special populations and interdisciplinary works related to history and literature.

Faculty in the Department of Business Technology engage in applied research and professional training in order to provide state-of-the-art instruction to students in the areas of computers and related technology. Their efforts focus on software training and certification, networking and information systems.

Drawing on the resources of five of UT’s colleges, the Urban Affairs Center (UAC) (http://uac.utoledo.edu) leads UT’s research on issues of economic and community development, urban life and regional agenda formation. It has working relationships and partnerships with government agencies, community groups, the Community Development Corporation (CDC), non-governmental agencies and public bodies throughout the region. The Urban Affairs Center is an applied research unit of The University of Toledo and a member of the Ohio Urban University Program (UUP). Its mission is to enhance the vitality of and improve the quality of life in, Northwest Ohio including but not limited to the urban core. To accomplish this, the UAC applies the resources of The University of Toledo, networks with other urban universities and collaborates with local partners to help identify urban problems and propose solutions. These efforts include professional research, technical assistance, education, training, community service, outreach, database development and the publication and distribution of research findings.

Integration of Teaching, Research, Advising and Support Services: All three of University College’s divisions (Division of Degree and Special Programs, Division of Student Access and Success and the Division of Outreach) are designed and organized to integrate teaching, research, advising and support services. Special services for all UT students that are housed within the Division of Student Access and Success include tutoring, academic advising, career counseling and life planning, testing and assessment, special enrollment programs for senior citizens and high school students, specialized workshops and seminars.
Service and Outreach to the Urban Community: As a major metropolitan university with a commitment to strong engagement with its community, the University has formed a comprehensive outreach function that is housed in University College. It contains (1) Continuing Education that provides personal and professional development; (2) Contract Education that delivers quality UT courses and programs of study onsite for employers and employees; (3) Distance Learning that manages the infrastructure for extending learning to those limited by time or place barriers; (4) Community and Economic Development that fosters innovative partnerships with local, regional and national agencies; (5) Organization Development that draws upon the expertise of UT faculty to provide improved organization performance through strategic planning, effective employee assessment and customized human resource development assistance; and (6) the Urban Affairs Center that partners with local, regional and national organizations to provide research database development and the publication and distribution of research findings.

Promotion of Cultural, Racial and Gender Diversity: University College attracts culturally and racially diverse students and both men and women as non-traditional adult learners. Additionally, the instructors in University College come from different disciplines and thus bring to the classroom diverse teaching strategies. In some instances the academic discipline of the instructor and diverse teaching strategies employed directly promote cultural, racial and gender diversity.

UT Has Programs That Require Intellectual Interaction Between Student and Faculty and Encourage it Between Student and Student.

All academic programs at UT require some level of intellectual interaction between faculty and students both in the classroom and beyond its boundaries. For example, even large lower division classes that employ primarily lecture formats frequently require in-class exchanges and written assignments or examinations that stimulate intellectual interactions with faculty. Further, these large class environments are frequently accompanied by small formally scheduled "break-out" recitation groups where faculty/student and student/student interactions are the dominant forms of learning. In smaller upper division classes, lectures accompanied by class discussion are the norm. The Writing Across the Curriculum program provides interactive, student-centered methodology that promotes collaboration and enhances critical thinking. Writing courses are limited to 24 students allowing for further faculty-student exchange.

Many senior and graduate level offerings utilize seminar formats where learning is both collaborative and interactive. Laboratory courses commonly encourage collaborative learning within groups of students. Distance Learning courses that utilize asynchronous formats encourage intellectual interactions through bulletin
boards and chat rooms. Intellectual interactions between faculty and students also occur during academic advising and the formally scheduled office hours that all faculty are required to hold for student conferences.

**University Honors Program**

UT's University-wide Honors Program exemplifies especially well an environment in which the intellectual interactions between student and faculty as well as between student and student are emphasized.

**Mission and Overview:** The Honors Program mission is to bring together excellent students with skilled teachers, scholars and researchers in a challenging and supportive learning environment. The focus is on interactive, student-centered learning experiences culminating in an independent work, usually an Honors thesis or project. With its emphasis on students and with multiple opportunities to explore divergent views in the pursuit of knowledge, the Honors Program complements and strongly supports UT’s mission which seeks "to help students achieve their highest potential" within the context of "high ethical values, freedom of expression and social justice."

The University of Toledo’s Honors Program began as a University-wide program in 1963, offering Honors degrees in all baccalaureate colleges. Because of fiscal retrenchment during the 1970s, however, it functioned only as an Arts and Sciences Honors Program in that decade. In 1987-88, it returned to University-wide status and has since more than doubled in size since its inception. The total size of the incoming class in the Honors Program has remained in the range of about 0.5-1% of the total student body of the University. As of Fall 2001, 224 first year students are designated as Honors Students while the total number University-wide exceeds 900.

Admission of first-year students to the Honors Program is competitive and is based on a review of application materials including a high school transcript, references, an essay, an extracurricular résumé and ACT or SAT scores. Students with an ACT composite score of 28 or higher (SAT composite of 1240) and a high school GPA of 3.75 or higher are encouraged to apply. Highly motivated students with an ACT composite of 25 (SAT composite of 1140) and a high school GPA of at least 3.5 are also considered for admission. Fall 2000 ACT scores averaged 28; the average high school GPA was 3.81.

**Effective Teaching and Learning:** The Honors Program provides an intellectual community similar to a small liberal arts college within The University of Toledo, with a core curriculum of Readings Conferences, Great Books Seminars, Multicultural Literatures and Interdisciplinary Seminars,
courses that are taught in small sections (15-18 students). The Readings Conference, which replaces University Core composition courses, is a two-semester reading, writing and discussion sequence that examines Great Books and formative ideas, primarily from but not limited to the Western tradition.

At semester conversion in fall 1997, the Honors Program developed two courses, the North American Experience and the Non-European World, to fulfill the Core multicultural requirement. These two courses also fulfill a University Core Humanities/Fine Arts requirement. Honors interdisciplinary seminars encourage students to synthesize information, engage in critical thinking and move beyond disciplinary boundaries in their examination of important topics within the humanities, natural sciences, or social sciences. Approximately one-quarter to one-third of the total number of hours required for graduation (depending on the college) must be Honors hours; therefore, students also take Honors sections of general education and University Core courses in other disciplines, as well as Honors sections of courses in their majors. They may contract to convert regular courses into Honors courses by doing an individual research project with an instructor. To graduate with College Honors, students must complete an Honors thesis or research project and maintain at least a 3.3 cumulative GPA.

Residence Life, Advising and Service: Due to its proximity to both the Academic House Residence Hall (opened fall 1992) and the Horton International House Residence Hall (opened fall 1995), the Honors Program, housed in Sullivan Hall (opened in fall 1994), offers on-campus students a living-learning environment. Honors Program advising is easily accessible in this living-learning community and includes support services for students including a variety of workshops and assistance with career planning. Also, in cooperation with the Office of Residence Life and the Dean of Students, the Honors Program provides service learning opportunities for students.

Research and Academic Success: Student Exit Questionnaires reveal a high degree of satisfaction with the Honors Program. Its graduates have achieved distinction in the professions of education, law, medicine, engineering, business and the arts. Honors students have several opportunities to engage in and present their research and to engage in professional activities. Students frequently present their research at national meetings, e.g., the National Conference on Undergraduate Research and at Honors Program-sponsored "Brown-Bag Lunches." In recent years, students’ research has enabled them to win national fellowships such as the Fulbright, the Woodrow Wilson, the National Science Foundation Graduate Fellowship, the National Consortium for the Physical Sciences, the Whitaker Foundation, the Goldwater, the Madison and the Phi Kappa Phi National Fellowship. Students have also been admitted to most of the country’s major graduate and professional programs—Harvard, Yale, Johns Hopkins, Stanford, University of Chicago, Duke, the University of Pennsylvania, New York University, University of Texas at Austin and many others.
B. UT Assesses Appropriate Academic Achievement in All of its Programs

Historical Overview of Assessment Efforts at UT: Formal assessment efforts at UT took form during the late 1980s and early 1990s largely in response to pressure from external constituencies for universities to demonstrate clearly that students were experiencing a "value added" aspect in their educational programs. Of no less significance at that time was the emerging reality that the assessment of student learning is an essential component in the development of strategies to improve educational quality. Various college and university level task forces were assembled to develop assessment plans. Well-known speakers such as Tom Angelo and Sheila Tobias were brought to campus to address the pressing need for the development and implementation of campus-wide assessment strategies. Considerable progress was made. A core curriculum with defined outcomes was established. It contains a University-wide requirement for all students to achieve proficiency in writing and mathematics, as well as competency in social sciences, natural sciences, humanities and fine arts and multicultural studies. The professional colleges strengthened their commitments to the assessment requirements of their specialized accreditation agencies. The departments in the College of Arts and Sciences developed discipline-specific assessment plans. Many of these involved the design and implementation of capstone courses for majors in which students must show their ability to assimilate the concepts of the major. These initiatives culminated in 1995 with the hiring of an Assistant Vice President for Academic Affairs with the primary charge of leading and overseeing campus-wide assessment efforts. This person left the University in 1997. Her successor assumed this position after leading the University's conversion to semesters. He re-established some of the institution's focus on assessment that was begun by his predecessor. Prominent among his accomplishments was the delivery of the ACT Collegiate Assessment of Academic Proficiency (CAAP) test as a preliminary step in the assessment of student learning within areas of the core curriculum. Unfortunately, this position was terminated as a result of administrative reorganization after the fall semester of 1998. However, it is being re-established as a Vice Provost for Academic Assessment and Planning. That position will be filled during spring semester 2002.

Current Status of Assessment Efforts at UT: The status report presented here reflects an outcome of this self-study. As UT's NCA Self-Study Committee for criterion three was preparing its report, Interim Provost Free appointed a University Assessment Committee to inventory assessment activities across the campus. That committee was comprised of representatives from all undergraduate colleges and the graduate school. As it performed its charge, it was discovered that UT carries out many important assessment activities as
intrinsic parts of its academic programs. It was also learned that the most systematic and focused applications of assessment strategies are in the professional colleges of Business Administration, Education, Engineering, Health and Human Services, Law and Pharmacy, all of which are affiliated with specialized accrediting agencies. In addition, upon consultation with Dr. John Taylor, UT's NCA liaison officer, it was discovered that UT has not submitted for approval through NCA processes a formal institution-wide plan for the assessment of student learning. Finally, while the colleges are at various NCA-defined levels in implementing strategies for the assessment of student learning, currently the institution as a whole is most accurately positioned at level 1. These issues will be addressed in the sections on challenges and recommendations at the conclusion of this chapter.

**UT's Assessment Philosophy:** UT considers assessment to have considerable philosophical and practical complexity. And, although assessments are performed at many levels, institutional efforts in that area are not driven by a coherent, centralized comprehensive plan. This section brings together the disparate elements of those assessment strategies into a focused profile. Outcomes of continuing assessment strategies are discussed in Chapter 4.

From an institution-wide perspective, UT attempts to assess whether it is accomplishing its mission as an urban, regional Carnegie Doctoral Research Extensive university. That issue must be addressed within the context of the many undergraduate and graduate programs in the colleges and departments as well as the support facilities that are in place to assist in meeting academic purposes. Furthermore, any assessment initiatives must be designed as dynamic, fluid processes rather than static glimpses at individual programs. Things change, because the nature of knowledge, of areas of inquiry and professions for which some of our students are prepared are not stationary. Thus, an important component of any assessment plan is the extent to which it incorporates mechanisms for periodic revision.

**Categories of Assessment at UT**

**Pre-enrollment Assessment:** All direct from high school students who represent first time enrollments in any college are required to submit ACT or SAT scores prior to entering the University. At present, over 90% use the ACT instrument while a smaller proportion of that group submits SAT scores. Adult and transfer students are, on the other hand, asked to complete the ACT COMPASS test prior to registration. That serves as an entry-level assessment device with outcomes that correlate well with sub-scores on the ACT and, at the same time, functions as a placement instrument for courses in several areas. At the graduate level, applicants for degrees at the masters level with grade point averages below 2.7 as well as all doctoral students are required to submit scores from the GRE and/or other appropriate qualifying examinations as specified by
the department concerned. Such instruments include but are not limited to the GMAT and LSAT. All students from non-English speaking countries are required to submit scores earned on the Test of English as a Foreign Language (TOEFL).

**Placement tests and interviews** are used to determine appropriate levels of entry for students registering for English composition, mathematics, chemistry and foreign languages. Web-based versions of most of these tests that provide for students immediate knowledge of results have been developed and are now available. These tests are being evaluated for their reliability in predicting which course selections will have the greatest impact on student success. They are also used frequently to establish baselines for academic advising.

**Skill and competency outcomes of general education:** Assessment of general education at UT has historically involved the grading of student performance in individual courses that comprise the various areas of the core curriculum. However, in 1998, realizing the need to assess student learning within the core environment, UT administered the Collegiate Assessment of Academic Proficiency (CAAP) to approximately 131 graduating seniors. This instrument measures academic skills in the areas of writing, reading, math, science reasoning and critical thinking. Noteworthy is the fact that scores from the CAAP test can be compared to scores on pre-enrollment assessment instruments such as the ACT (pre-test) to measure student learning in specific areas. The CAAP (post-test) will be administered in future academic years and the results (pre-test/post-test differences) used to enhance teaching and learning in the general education program.

**Assessment in support of undergraduate majors:** Historically it has been the responsibility of faculty and departments to define specific assessment strategies for individual disciplines and programs. A wide variety of methods have arisen throughout the University. These include field experiences, student surveys, specialized accreditation, exit interviews, student portfolios, comprehensive examinations, examinations administered by advisory committees, licen-

sure/certification examinations, theses and final projects, exhibitions and performances, final papers, capstone courses and senior seminars. In addition, standardized examinations prepared by professional organizations for administration nationwide to students in specific kinds of courses are also used at UT. These instruments are particularly useful in determining how students perform in relation to the national norms and how these levels of performance relate to the grades earned by students in the UT course. Departments in Arts and Sciences collect papers submitted in writing intensive (WAC) classes to assess the level of student mastery of writing and critical thinking skills. Exit examinations are also used at UT. These represent summative assessment devices that are crafted by a department and based on its objectives. It is most frequently administered in a particular class that is required of all majors or to all
graduating seniors.

**Assessment in support of graduate programs** takes place in a variety of ways, many of which are discipline specific. These include but are not limited to preliminary written or oral comprehensive examinations given near the beginning or at the midpoint of a graduate program, presentations in graduate seminars, final examinations given in defense of theses, dissertations, or projects at the time of program completion and public presentations of research that are open to peer review and scrutiny.

**Assessment of undergraduate and graduate programs in professional colleges** is accomplished as these academic units fulfill the criteria that are defined by their specialized accrediting agencies. Specifically, five of the University's seven degree-granting colleges are accredited by national-level specialized accrediting bodies. These affiliations include the American Bar Association (ABA), the Accreditation Board for Engineering and Technology (ABET), the National Council for the Accreditation of Teacher Education (NCATE), the American Council on Pharmaceutical Education (ACPE) and the Association to Advance Collegiate Schools of Business (AACSB). Noteworthy is the fact that UT is in good standing with each of these agencies. The self-study documents upon which those outcomes are based are filed in the Resource Room and should be considered complementary to this report.

**Professional credentialing, certification and licensure exams** are given in a variety of areas throughout the University including the colleges of Business Administration, Education, Engineering, Health and Human Services and Pharmacy. These exams assess student performance in a variety of curricular areas and generate a comparison with other programs in the nation. These data should assist relevant units in program evaluation and improvement.

**Institution-Level Program Review:** Program review is the most prominent institution-wide assessment instrument used at The University of Toledo. As such, it is a seminal part of the institution’s continuing commitment to improve the quality of its academic programs. The Academic Program Advisory Committee (APAC), which reports to the Provost, is responsible for scheduling program review in a multi-year, cyclical format on a University-wide basis. In addition to program review, APAC oversees periodic assessments of certain programs in connection with regional or professional accreditation cycles and other assessments undertaken when programs seek to expand or move in new directions. Systematic review can contribute substantially to the maintenance and improvement of academic program quality. The purpose of program review is to provide each department, academic center and academic support service at the University a periodic opportunity to assess its programs to determine if they are central to the mission of the University; whether they follow accepted best practices in the areas they represent; whether they have productive professional
relationships with other University programs and to similar programs at other universities; if they have managed their human, fiscal and physical resources in such a manner as to assure viability; if they are maintaining their professional accreditation status where applicable; whether they contribute to the general education of students University-wide; whether they contribute to the knowledge base of the discipline; if they have established relevance to the societal and economic needs within the region, state and beyond; if they provide a value-added experience for their graduates; whether they maintain critical masses of faculty, staff and students in their programs; and how they continually assess the quality of their degrees and/or services to improve quality. Guidelines for the preparation of self-study reports and review documents as well as a description of the process are filed in the Resource Room. During the past decade 80 programs were reviewed. The results and recommendations from those reviews are filed in the Resource Room. It is important to note that the Program Review Process was suspended in 1999. However, the guidelines have been revised and the reviews are expected to resume in 2002 after the strategic planning process is complete.

**State Level Reviews of Doctoral Programs** took place during the 1990s. UT's doctoral programs in Biology, Chemistry, English, History, Physics, Psychology and Higher Education were reviewed by the Ohio Board of Regents. The self-studies upon which these reviews were based are filed in the Resource Room as are the outcomes of the reviews. While five of the seven programs met the criteria for continuation, the state withdrew its subsidy for the Ph.D. programs in English and History. However, History's program is receiving continuing support from the institution.

**State Report Card:** The "State-Supported Ohio College and University Performance Report: Student Outcomes and Experiences" better known as the "State Report Card," is an annual performance report for Ohio’s state-supported colleges and universities. It is designed to provide accountability and provide benchmarks to identify strengths and weaknesses. The University of Toledo contributes information to this report such as retention and graduation rates, faculty profiles, student demographic data, enrollments in special programs, outcomes for law school graduates and levels of external research funding, etc. A copy of the State Report Card is filed in the Resource Room.

**National Surveys of Student Satisfaction:** In 1996 and 2001 UT conducted the Student Satisfaction Inventory (SSI) and the Institutional Priorities Survey (IPS). The SSI measures student satisfaction with a wide range of college experiences. In this instrument students are viewed as consumers who have definite expectations about their college experiences. They then rate each item in the inventory by the importance of each expectation as well as how well that expectation is being met. Items with large performance gaps indicate areas on campus where students perceive that their expectations are not being met.
adequately. The IPS closely parallels the SSI. It assesses the priority faculty, staff and administrators believe the institution should place on the same range of student experiences. By administering both of these surveys together, institutions can determine the discrepancies between what students expect and what faculty, staff and administration believe the focus of the institution should be. The results of these surveys are filed in the Resource Room. The outcomes of these surveys will serve as significant drivers for strategic planning.

National Survey of Student Engagement: In spring 2001 the University participated in the National Survey of Student Engagement (NSSE) along with 321 other schools. The NSSE project annually surveys undergraduates at four-year schools to assess the extent to which they engage in good educational practices. This is the first time the University has participated in this survey. We plan to continue to participate in the NSSE and use the results to set benchmarks within our new strategic plan.

Class Evaluation/Performance: Mid-point of course or mid-point of course of study evaluations are used to determine the effectiveness of student learning as perceived by the learners. Some departments also use course enrollment as an assessment tool. This is particularly valuable for elective courses when viewed in parallel with student grades.

Retention/Advising Monitoring: On a regular basis, chairs or advisors in the departments review majors’ files to identify students having academic difficulty. These students are then contacted with offers of intervention.

Exit Questionnaires: Some departments and colleges require seniors to complete exit questionnaires that profile student opinions about program performance.

Alumni Surveys: Surveys pinpointing large groups of graduates are administered to gather opinions on program performance and value-added features. Many units have targeted mailings and interactive web sites to gather alumni satisfaction data.

UT Documents Proficiency in Skills and Competencies Essential For All College-Educated Adults

The skills and competencies UT considers essential for all college-educated adults are defined by the University's core curriculum requirements. Satisfactory completion of the courses comprising those requirements document proficiency in those areas. Further, an analysis of student performance on the Collegiate Assessment of Academic Proficiency (CAAP) demonstrates that our students are
performing at average levels in the areas of reading, writing, mathematics, science reasoning and critical thinking compared to a nationwide sample taken in 1998.

**UT Requires the Completion of an Identifiable and Coherent Undergraduate-Level General Education Component**

**Overview:** Students pursuing Associate of Arts, Associate of Science and Baccalaureate degrees at The University of Toledo are required to complete the University's Core Curriculum. Planning for the Core Curriculum began with the development of a General Education Mission Statement by the Academic Regulations Committee of the Faculty Senate in 1986. Consequently, a General Education Committee comprised of 28 faculty members was empowered to define eight skills and modes of thinking as goals to be accomplished by general education and to recommend courses that might meet these goals. ([http://www.utoledo.edu/_campus-info/admissions/00-01catalog-/general/gen-core.html](http://www.utoledo.edu/_campus-info/admissions/00-01catalog-/general/gen-core.html))

The initial draft of the Core Curriculum proposed an integrated curriculum that was reviewed, revised and approved by the Faculty Senate. This review and revision exemplifies the emphasis on collaboration that has since characterized the development of the core, one that also led to the addition of a multicultural component to the Core Curriculum. Further additions included the formulation and articulation of guidelines for the development of courses to be included in the Core Curriculum and the requirement of a minimum grade of a "C" average overall. In 1995, this Committee began planning the conversion of the core curriculum to a semester format. The Faculty Senate Committee on Undergraduate Curriculum continues to oversee the review and approval of course proposals for inclusion in the Core Curriculum.

The General Education Core Curriculum was phased into all University undergraduate baccalaureate curricula beginning in 1992. Thus, the period covered by the current NCA report coincides with the period in which the Core Curriculum has been in effect. The Core Curriculum has four essential purposes. They include (1) broadening the range of experiences open to students; (2) helping students to develop the disciplined, analytical and critical skills necessary for intellectual development throughout life; (3) preparing students to make better informed and humane decisions and enabling them to communicate those decisions to others and (4) cultivating the potential for creative expression. In addition, the core emphasizes eight intellectual competencies (1) Inquiry: abstract, logical thinking, critical analyses, decision-making and other aspects of the rational process; (2) Communication: writing, reading, speaking, listening; (3) Understanding mathematical and quantitative concepts: ability to understand and analyze numerical data; (4) Historical consciousness and social awareness; (5) Scientific inquiry; (6) Values: ethical mode of thinking of the application of
ethical perception; (7) Aesthetic modes of thinking: creative expression; and (8) Information acquisition and use.

**Description of the General Education Core:** The Core Curriculum in 2000-2001 consists of 27-30 semester hours that students are required to complete with an average of "C" or better. The core includes the following components: **Skill Areas (6 hours)** to include English Composition II (ENGL 1130 or higher) and Mathematics (any one course MATH 1180 to MATH 2600) and **Competency Areas (24 hours)** to include two courses in the areas of Humanities and Fine Arts, Social Sciences, Natural Sciences and Multicultural Studies.

**Assessment of Core Curriculum Courses:** A pilot study was conducted in 1998 to assess the Core Curriculum. One hundred thirty one students were surveyed using the CAAP test from ACT. Outcomes of that initiative are discussed in Chapter 4. In fall of 2000, an *ad hoc* committee was appointed by the Faculty Senate with the specific charge of re-assessing the Core Curriculum. The committee identified a significant lack of available core classes for evening students. That problem is currently being addressed through the Office of the Provost. In addition, to strengthen the core the committee recommended (1) establishment of a General Education Core Oversight Committee to oversee scheduling and a continuous monitoring of core courses, (2) addition of a writing competency component to the skill requirements—targeting implementation for Fall 2004, (3) development of a highlight strategy for core courses in the printed time schedule to make it easier for students to identify available courses, (4) re-institution of the use of the ACT Collegiate Assessment of Academic Proficiencies (CAAP) test to assess student learning in the core program. This test was first administered at The University of Toledo in 1998 and will be continued in 2002. These recommendations were affirmed by the Faculty Senate in May 2001. See pages 18-21 in the 2001-2002 University catalog for a list of current courses that satisfy the requirements of the core.

Articulations exist between many specific degree programs, as well as the Ohio Transfer Module, facilitating the transfer of a subset or the entire set of a college or university’s general education program between public and many private institutions within Ohio. The University of Toledo is one of eleven state universities fully compliant with transfer module guidelines. UT has provided leadership in the state of Ohio by having representatives on all three state-level committees that oversee articulation agreements and by working to develop articulation agreements with all community colleges in the state. To facilitate student planning, a complete list of applicable courses and Transfer Module guidelines are published in the General Catalog of The University of Toledo. [http://www.utoledo.edu/_campus-info/admissions/00-01catalog/](http://www.utoledo.edu/_campus-info/admissions/00-01catalog/)
College Variations: The General Education Core Curriculum requirements apply to all undergraduates at The University of Toledo. However, some Colleges have additional college core requirements that students must fulfill for degrees. See the University Catalog for specific requirements.

UT Requires Mastery of the Knowledge Appropriate to the Degree Granted

UT endorses its degrees on the basis of student achievement in the programs upon which those degrees are based. Mastery of knowledge is measured by the assessment methods described above for undergraduate majors and graduate degrees.

Evaluation of Student Learning and Granting of Academic Credit at UT is Controlled by the Institution's Faculty

At UT, the Faculty Senate controls the academic affairs of the University; of the academic regulations regarding students and of the granting of degrees, honors and awards.

C. UT has Graduate Programs that Distinguish Clearly Graduate from Undergraduate Offerings; Expect Students and Faculty to Value And Engage in Research, Scholarship and Creative Activity; Restrict Graduate Academic Credit for Prior Learning to Credit Validated by Examination, Portfolio, or Transfer from an Appropriately Accredited Institution; Are Approved, Taught and Evaluated by Graduate Faculty with Appropriate Credentials and Experience; and Use the Results of Regular Internal and External Peer-Reviews to Ensure Quality

Graduate programs are clearly differentiated from undergraduate programs. Graduate programs require faculty and students to engage in and value research, are approved by the authority of the Ohio Board of Regents and are regularly reviewed. All graduate programs are taught and evaluated by a graduate faculty who value effective teaching and possess appropriate credentials and experience. Graduate Faculty credentials are evaluated on a regular basis by a subcommittee of the Graduate Council. The Office of Research provides effective support for the graduate enterprise by supporting faculty efforts in research and scholarship.

Overview of Graduate Education at UT: The University of Toledo Graduate School was established in 1912, with UT’s Board of Directors’ authorization. The first graduate degree was conferred in 1913. As a member of the Council of Graduate Schools, UT actively seeks to improve and advance graduate
education. Graduate programs at The University of Toledo are offered primarily at both masters and doctoral levels. There are 15 Ph.D. programs and over 50 M.A. or M.S. degrees, some of each with multiple options. Doctoral level programs exist in each college except for University College (see college descriptions presented earlier in this chapter). Current enrollment of both full-time and part-time graduate students is about 3600. This figure has increased at about 1% per year from slightly fewer than 3000 students in 1985 to its present level. Student FTEs have increased at a slightly slower pace, indicating that there are relatively more part-time students in 2001 than there were in 1985.

The University also offers the degree of Education Specialist, the Master of Business Administration (MBA), Executive MBA and has a small number of certificate programs at the graduate level. There are also several professional degrees offered at the doctoral level: the Doctor of Education (Ed.D.), the Juris Doctor (J.D.) and the Doctor of Pharmacy (Pharm. D.). In 2001 UT granted over 700 graduate degrees, 78 of which were in the Ph.D. or Ed.D. doctoral category, thus qualifying as a Carnegie Research Extensive University.

Most masters and all Ph.D. degrees require an extensive written thesis or dissertation based on publishable research conducted by the student and directed by a member of the graduate faculty. In some instances a form of scholarship or creative activity not strictly considered a thesis or dissertation may be accepted by the program and the student’s advisor and advisory committee as an alternative to a thesis or dissertation. There is a significant level of extramural funded faculty research at The University of Toledo (see research description below) that serves as a solid base to support student and faculty scholarship.

In addition to the graduate degrees listed in the 2001-2002 catalog, UT graduate students can also pursue other kinds of graduate study. For example, the College of Education awards an Education Specialist degree (a terminal, post-master's professional degree) in administration and supervision or in curriculum and instruction. An alternative master's/teaching licensure program is offered for post-baccalaureate students who do not have an undergraduate education degree. The College of Education also offers course work leading to state endorsement in several areas (adapted physical education, computer technology and elementary education/early childhood education for special education teachers) for students already holding licensure. UT offers 12-hour post-baccalaureate certificate programs in Municipal Administration (Department of Political Science and Public Administration) and Health Care Policy and Administration (Department of Political Science and Public Administration). The Departments of Physics and Astronomy, Chemistry and EEES offer an M.S. with a concentration in Materials Science and the Departments of Physics and Astronomy and Chemistry also confer Ph.D.s with a concentration in Materials Science. The University of Toledo, Bowling Green State University and the Medical College of Ohio (MCO) allow graduate students to enroll and receive
full credit for concurrent registration. Credit and grades count as resident credit at the home institution. A variety of arrangements are made for fee payments. The Master’s of Public Health is a consortial program between UT and MCO. There is also a Master’s in Physical Therapy that may be awarded based on an additional consortial arrangement between UT and MCO.

**Effective Teaching and Learning:** Graduate courses are usually clearly separated from undergraduate courses. In some programs, advanced undergraduates may matriculate in a course that is offered at the graduate level (master’s level only). However, the requirements for students at the advanced undergraduate level (4000 level and below) and at the graduate level (5000 level and above) are different and clearly stipulated in the syllabus or in other materials provided by the instructor. The Graduate Council no longer approves courses that span from the undergraduate to the doctoral level.

The Graduate Council (see Chapter 1) is comprised of a group of elected graduate faculty and an elected member of the Graduate Student Association. The Dean of University Libraries and the Vice-Provost for Graduate Education as well as the Vice-Provost for Research serve as ex-officio members of the Graduate Council. New graduate courses and programs after approval at the departmental and college levels are considered for approval by the Graduate Council Curriculum Committee and then by the Council itself. Further, the Graduate Council reviews faculty for graduate faculty membership (a five-year term) and through its other committees reviews all matters related to graduate education. The Vice-Provost for Graduate Education, who is also the Dean of the Graduate School, reports to the Council regularly regarding the status of the Graduate Assistantship Budget, graduate student recruitment strategies and funds available for recruitment and other matters of interest to the Council. (For more information, see By-Laws & Constitution of the Graduate Council).

Graduate programs come under the periodic scrutiny of the Academic Program Advisory Committee (APAC) that has authority for periodic review of academic programs. (See description of APAC in Chapter 4) Graduate programs are reviewed alone or in conjunction with allied undergraduate programs in the department under review. In some cases, graduate programs have undergone periodic viability review at the request of the Ohio Board of Regents, but only at times when there has been a broader review of all comparable programs at all state universities. Professional certification is sought in some but not all graduate programs in Engineering, Pharmacy, Education and Law. All professional programs have maintained certification since the last NCA review.

Admission to graduate programs are handled centrally by the Graduate School. An appropriate undergraduate degree is required for admission even on a special basis. In general, proof of undergraduate degree, TOEFL, GRE or GMAT are required in all programs before the application is sent to the department or
program for evaluation. Programs may accept students directly and subsequently provide the Graduate School with information on the status of applications, including stipend and tuition scholarship levels offered and accepted by the student.

**Support and Investment in Graduate Students:** The University of Toledo heavily invests financially in graduate students, in support of graduate programs generally and also in support of teaching programs at the University (both graduate and undergraduate). There are about 700 graduate teaching assistants who receive stipends and tuition scholarships paid through The University of Toledo General Fund. These students participate in the undergraduate teaching duties of the department in which they reside. In some cases they may teach sections of first or second year courses. Usually they are asked to proctor exams, grade student course assignments, provide tutorial assistance in both structured and unstructured sessions with students in courses and grade quizzes and examinations. The effectiveness of most teaching assistants is evaluated by program faculty. Some programs regard such monitoring as an important contribution the department makes to renewing the professoriate, as many of the students who receive a Ph.D. in their program typically obtain college-level faculty positions after graduation from UT or after suitable postdoctoral experience at other academic institutions. Teaching assistants having difficulty with their teaching assignments typically receive some assistance in developing better strategies for successfully meeting their teaching obligations. Special assistance is given to international graduate students whose communication skills in some cases are deemed insufficient for them to be assigned as classroom instructors.

In addition to the 700 teaching assistants, there are approximately another 500 students who are supported with tuition scholarships. About half of these students also obtain stipends that are funded by faculty research grants. The remainder of these students earn a work-study related stipend (an internship) from either an on-campus or off-campus job that is related to their program of study. An internship is distinguished from a regular job by having a clear relationship to the student’s program of study.

In general, the Graduate School is developing policies that will allow The University of Toledo to increase the size of the teaching assistantship stipends over time. This is due to the fact that most departments at the University have stipend levels that are $2,000 to $4,000 below the stipends available in similar programs elsewhere. As a result, UT has begun to selectively increase stipend levels. Funding that would otherwise come entirely from the general fund is offset by increased funds coming from faculty grants. We are in the second year of a five-year program to increase stipends to more competitive levels, initially selectively and then more broadly.
**Research and Scholarship:** The M.A., M.S. and M.Ed. degrees require a research project or paper, or a thesis. Students completing the M.S. thesis (about one-third of masters candidates) must submit theses that have been reviewed by departmental faculty committees. All Ph.D. dissertations are read by a committee of at least three University of Toledo graduate faculty members, one of whom must come from outside the student’s department. Many science and engineering students at the M.S. and Ph.D. levels participate in the annual Sigma Xi Graduate Research Symposium where they present oral and written papers based on their research. Other students belong to discipline-specific honor societies or fraternities that sponsor opportunities to present papers or publish work.

Only faculty active in scholarship are admitted to full or associate membership in the Graduate Faculty. Membership is for five years, at the end of which time the faculty member must submit a renewal dossier to the Graduate Council, demonstrating his/her ongoing professional activity and engagement in graduate teaching. Only full members of the Graduate Faculty may chair thesis or graduate examination committees; associate members may sit on, but not chair, committees. Normally, only graduate faculty may teach graduate courses. Rare exceptions may be made only with approval of the Graduate Council and the department chair. Visiting faculty may apply for special or adjunct membership. This category may limit both the extent and duration of involvement in graduate program activities.

**Service and Outreach to the Urban Community:** Many UT research programs involve collaborations and internships with regional governmental agencies, as well as with primary and secondary educational systems and regional industry and entrepreneurial organizations. Service and outreach to the local community are incorporated in many different ways into The University of Toledo’s graduate programs, particularly the availability of evening and weekend courses. For example, the Master of Liberal Studies program and certificate programs that are expected to develop in the near future provide considerable flexibility to non-traditional graduate students; graduate faculty associated with the Writing Center offer graduate classes to teachers in 28 school districts in the region; the Department of History’s Public History Program places graduate interns in local agencies and companies. The Community Outreach Partnership Center, a grant-funded office, is a community mechanism for ongoing research and assessment that benefits the shared interests of the many coalition partners, including government, industry, social and religious services and residents. ([http://www.copc.utoledo.edu/](http://www.copc.utoledo.edu/)) The Urban Affairs Center (UAC) has produced scholarly research for over 20 years. It benefits from continuous funding from the Ohio Board of Regents, which has designated it a Board Certified Research Center. The UAC maintains a complex website, provides service to the entire region and continuously supports and underwrites more than two dozen scholarly and applied research projects. [uac.utoledo.edu](http://www.uac.utoledo.edu)
Overview of the Office of Research: The University of Toledo is a Carnegie Foundation Doctoral Research Extensive University. Faculty and student research focuses on the discovery and application of new knowledge and its dissemination to society. As a state-assisted metropolitan institution, The University of Toledo is dedicated to research that benefits the state and the region, by addressing problems of critical state and local interest, by considering opportunities to improve the competitiveness of regional industries through university-industrial collaborations and by exploring ways to improve the health and well-being of residents of the region.

Sponsored research at The University of Toledo has undergone rapid growth in recent years. For example, the level of UT's funding has increased by 584% in NSF-measured expenditures since 1985, while national averages reflect a 212% and Ohio a 254% increase by comparison. Steps have been taken to increase the level of sponsored research. As a result, federal research awards have almost doubled in the last eight years, growing from $5.6 million in 1993 to $10.6 million in 2001, while total sponsored research grew from $11.3 to $19.0 million in the same period. Perhaps more important than the level of funding, University research has contributed to the quest for knowledge that benefits society.

Over the last year, the University has renewed its investment in support of research activities in various ways. First, the University reorganized its Office of Research to support more effectively faculty research activities, organize and coordinate University-wide research efforts, promote interdisciplinary research and ensure compliance with federal and state laws. This reorganization included the hiring of senior leadership in the Office of Research. Second, the University has developed an organized approach to identify targeted areas of investment. Third, the University has reorganized and improved its internal grants programs and is seeking ways to increase its level of federal funding. Finally, the University is reorganizing its technology transfer operations.

Reorganization of the Office of Research: Beginning in September 2001, the University reorganized its Office of Research to promote faculty research programs and position the University for growth in research and sponsored activities. The reorganization included the development of best practice procedures for the development of grant proposals and review of proposals and budgets prior to submission; coordination with the Office of Grants Accounting for setting up budgets after awards are made; the development of cost-sharing mechanisms; the evaluation of compliance programs and investment in positions, supplies and equipment to support compliance programs; and the filling of the position of Director of Research and Sponsored Programs.
Identification of Targeted Areas of Research: In 2000, The University of Toledo completed an assessment of its research strengths and identified nine areas that are poised to move to the next level of national stature and external competitive funding. The task force carrying out this assessment was composed of leading researchers on campus who evaluated 25 candidate areas. The nine areas selected were: Astrophysics, Advanced Films and Coatings, Geographic Information Systems and Applied Geographics, Integrated Sustainable Manufacturing, Environmental Remediation and Sustainability, Biotechnology, Intervention for At-Risk Youth and Families, Urban and Regional Policy and Planning and Science and Technology Education.

Each of the nine areas has a significant number of faculty members with impressive publication records, competitive grants and contracts, collaborations with national research centers and other universities and other measures of recognition. The University is supporting the development of these areas by the dedication of new research positions as well as seeking funds through congressional initiatives to enhance the research infrastructure in selected areas.

In addition to the above nine research areas, the University has a number of research centers and institutes that support focused research and bring together faculty with specialized equipment for targeted work. These include the Polymer Institute, the Precision Micro-Machining Center, the Center for Drug Design and Development, the Instrumentation Center, the Lake Erie Research Center, the Plant Science Research Center, the Small Business and Entrepreneurship Institute, the International Business Institute, the Urban Affairs Center and the Northwest Ohio Center for Labor Management.

Internal Grants Programs and Initiatives to Increase Federal R&D Funding:

The University of Toledo offers its faculty multiple internal grant programs that provide junior faculty with the opportunity to develop a competitive research program, allow senior faculty the opportunity to obtain funding to move into new areas or conduct seed research needed to complete a competitive grant proposal. Approximately $350,000 was provided in 2001 in support of faculty research and scholarship through these programs. The University Research and Scholarship Program provides up to $10,000 of summer support for a faculty member irrespective of the discipline of study. The DeArce Memorial Endowment Fund in Support of Medical Research provides up to $15,000 in support of medically related research. The Interdisciplinary Research Initiation Awards provide up to $50,000 to support a group of at least four faculty members in at least two separate departments in the organization and initiation of research on a major interdisciplinary project. The Proposal Preparation Mini-Grants Program provides up to $4,000 to a faculty member to revise and resubmit a proposal to a competitive program. The Phase 0 SBIR program
provides up to $2,500 to support a faculty member’s involvement with a small business in the development of a Small Business Innovation Research/Technology Transfer (SBIR/STTR) proposal. The Kohler International Faculty Travel Grants provide up to $1,000 to support international travel for research, teaching and for the development of international linkages. Finally, the Faculty Small Grants program supports activities such as subventions and page charges for faculty. In addition to the above faculty-directed programs, the University supports an Undergraduate Summer Research and Creative Activity program for students. Research Challenge funds in excess of $500,000 per year from the Ohio Board of Regents are used to support the above programs and to provide funds for new faculty start-up.

Technology Transfer and Intellectual Property: The University of Toledo is taking steps to develop its intellectual property for commercialization and apply the products of faculty research for the good of society. The University, which now holds title to 80 patents, is moving to market its patents, release patents that offer little opportunity for marketing and develop new faculty-based companies. The University has 14 license agreements that are yielding income and is currently negotiating agreements with two additional companies. It is also working with the representatives of two faculty start-up companies to license patents to these companies while providing protections for the faculty member’s teaching, service and research responsibilities to the University. UT has also appointed a Technology Transfer and Intellectual Property Specialist who will play a major role in the development of the University’s intellectual property strategy.

The University is a member of the Regional Technology Alliance (RTA), the Edison Industrial Systems Center, the Enterprise Ohio Network and the Edison Biotechnology Center of Cleveland, thus strengthening collaborative research and educational ties with local organizations.

D. UT Produces Transcripts that Follow Commonly Accepted Practices and Accurately Reflect Student Learning

Student transcripts at UT are processed by the Office of the Registrar. They contain grades assigned to students by faculty to reflect levels of student achievement in courses that are rigorously reviewed and approved by defined institutional processes. Transcripts at the University also verify the completion of requirements for degree programs that have been approved by the Ohio Board of Regents. All transcripts produced by The University of Toledo conform to the standards developed and recommended by the American Association of Collegiate Registrar’s and Admissions Officers (AACRAO).
E. UT Courses and Programs Are Characterized by Effective Teaching

The evaluation of teaching at UT is the responsibility of the individual academic departments. It is a required component of the annual merit review as well as for tenure and promotion considerations. Most departments evaluate teaching by means of student surveys that are distributed in classes at the conclusion of each academic semester. Samples of these instruments from a variety of departments are filed in the Resource Room. Completed surveys are normally summarized by the department chair or designate and made available to faculty only after grades are submitted. Summaries of faculty teaching evaluations are filed in department offices. It is generally agreed that at least half of each faculty member's assigned courses should be evaluated each semester. However, this policy varies among departments. Some departments use peer-evaluation of teaching in addition to the student surveys. The evaluation of instructional effectiveness was a prominent objective of the Student Satisfaction Inventory (SSI) conducted in the spring of 2001. The results of that assessment are filed in the Resource Room. In essence, they revealed that all items relating to instructional effectiveness are considered as important to UT students as they are to those at other similar four-year public institutions. Levels of UT student satisfaction with the various areas that contribute to instructional effectiveness is below national group means. This indicates that UT students are less satisfied with the effectiveness of instruction they receive than similarly sampled students at benchmark institutions. Further, although performance gaps are small, they are significant and must be considered as UT develops strategies to improve the quality of its functions.

F. UT Provides Ongoing Support for Professional Development for Faculty, Staff and Administrators

At UT strong emphasis is placed on teaching and learning. For that reason, faculty development support has increased over the years. Support for faculty development is provided by departments, colleges, centers, the Provost's Office, the Graduate School, the Office of Research, The University of Toledo Foundation and the Center for Teaching Excellence (now the Center for Teaching and Learning). Travel funds and small amounts of financial support are provided from departmental and college budgets. Internal grants originating from the Office of Research are described in detail elsewhere in this chapter. The Center for Teaching and Learning has reopened and it is anticipated that it will offer a considerable array of grants including small grants for the development of pedagogy and summer fellowships to support the development of courses and programs. Also, the University supports a sabbatical leave program that permits faculty to receive full salary for one semester or reduced pay for a full year every seven years to pursue scholarly activities. In addition, The University of Toledo Foundation provides funds through the Program for Academic Excellence to
promote scholarly activities and program development. Finally, UT provides tuition waivers for faculty and staff who wish to take courses for credit.

G. UT has Student Services That Support the Institution's Purposes

The University of Toledo provides student services that support the instructional mission and enhance the growth and development of students. These services are offered through several organizational units. For example, the Writing Center, in the College of Arts and Sciences, provides assistance to the entire University community, while math, reading and other disciplinary tutoring is provided in specific departments and colleges. Many others are administratively a part of the Division of Student Services. Services are detailed in The University of Toledo Student Handbook 2000-2002. Those services specifically under the Division of Student Services that provide support for students in the areas of advising, placement, recruiting and internship programs include Career Services, Student Employment Office, Catharine S. Eberly Center for Women, Counseling Center, Dean of Students Office, Student Activities, Greek Life, Student Conduct Office, Student Recreation Center, Veterans Affairs, Office of Accessibility, Office of International Student Services, the Multicultural Student Center and the Center for Commuter and Off-Campus Services. In addition, numerous services to students are provided by offices and facilities discussed elsewhere in this report.

H. UT Staff and Faculty Perform Service That Contributes to the Institution's Effectiveness

Full-time tenure-track faculty members at UT are required by their collective bargaining agreement with the AAUP to devote a minimum of 10% of their total workload to service. Service assignments may be at the department, college or university level and may also include a community component or commitment to professional organizations. University-wide committees involved in critical decision-making for the University are comprised primarily of faculty and staff. Furthermore, standing committees of the Faculty Senate that control academic programs for the institution are comprised of faculty members conducting activities the University defines as service. Community service in the form of service learning is becoming an important part of the curriculum in many departments and programs. Numerous other instances of faculty and staff involvement in service functions that contribute to the institution's effectiveness are described in the college profiles that were presented earlier in this chapter.

CONCLUSION

The University of Toledo is accomplishing its educational mission through its
colleges and support services. The University values teaching and learning in a community that is diverse in culture, race and gender. It advances knowledge through research and scholarship, engages the University family in outreach to the urban, state and national communities and is actively working to establish formative and summative assessment of its effectiveness.

KEY STRENGTHS OF THE CRITERION

The University exhibits a number of strengths that directly support the assertion that it is meeting its educational and other purposes. These include its highly qualified and motivated faculty who are active scholars and skilled teachers who are involved in outreach to the Toledo community; a broad curriculum, that through its core component exhibits a commitment to a liberal education and multicultural issues, while at the same time responding to student interest in developing areas of study that will align them with the evolving job market in Northwest Ohio and beyond; quality student services, especially in the areas of advising, placement, recruiting and internship programs; and strong relationships with and support from public and private organizations in the region.

MAJOR CHALLENGES OF THE CRITERION

1. In addition to its many strengths, UT faces substantial challenges that need to be addressed. These include filling the remaining full-time tenure-track faculty lines vacated by those individuals who retired or resigned during the last two years; stabilizing and increasing enrollment and retention; improving the morale of faculty and staff that has been severely impacted by budget and staffing cuts and by administrative instability; addressing infrastructure issues that negatively impact teaching and scholarship, such as lack of sufficient modern office-/classroom/laboratory space in some areas and the need to provide and maintain technology in classrooms and laboratories.

2. Serious challenges also exist in the area of assessment. UT has not fully incorporated assessment into its institutional culture. Further, although an impressive number of assessment activities occur and lead to outcomes that drive improvement at the program level, there is no formal continuing assessment/evaluation process on an institution-wide level.

RECOMMENDATIONS

1. New tenure-track faculty must be hired to replace those who took
advantage of the Early Retirement Incentive Program. Consideration should be given to converting visiting positions into tenure-track lines.

2. The University should establish an Office of Assessment and Planning to oversee an institution-wide treatment of this issue. That facility should be headed by a qualified individual who reports to the Provost. A major responsibility of this office should be to coordinate the development and implementation of an institution-wide assessment plan and continuous review of the strategic plan.

3. UT must review its general education requirements to ensure that the program continues to meet the needs of information-age students.