CHAPTER FIVE

Criterion V: The University of Toledo Demonstrates Integrity in its Practices and Relationships

EXECUTIVE SUMMARY

Compliance with the mission statement is a significant part of institutional integrity. The principles that the University has publicized in this way must operate prominently in its day-to-day actions. Further, an evaluation of the University's practices in the context of this statement of mission serves as a means of examining compliance and guiding necessary improvements. However, integrity connotes not merely adherence to policies and procedures, but an environment of trust and honesty, whereas an institution with integrity deals with its constituencies in honorable, not merely correct ways.

This chapter evaluates (1) student, faculty and staff documents that describe institutional relationships, (2) policies related to equity of treatment, diversity and access to education, (3) publications, statements and advertising that describe accurately and fairly its operations and its programs, (4) relations with other institutions of higher learning, (5) policies in place with respect to intercollegiate athletics and student associations, (6) relations with government, industry and other organizations, (7) policies and practices regarding research and scholarship, (8) policies and practices regarding grievance and dispute resolution and (9) strengths, challenges and recommendations with respect to institutional integrity.

EVIDENCE SUPPORTING CRITERION FIVE

A. UT has Student, Faculty and Staff Documents that Describe Institutional Relationships With Those Constituencies, Including Appropriate Grievance Procedures

Policies and Practices Regarding Faculty: An AAUP Collective Bargaining Agreement covering the tenured/tenure-track faculty contains discussions of "management rights" and "grievance procedures" and specifically addresses "faculty rights and responsibilities" and "governance." The language articulating faculty rights and responsibilities in the agreement is nearly verbatim to that found in the Policy Manual. Article 5 of the Collective Bargaining
Agreement, defines "Academic Freedom" and "Professional Obligations." The employer's responsibility for providing an adequate "Institutional Environment" and resources necessary for faculty to fulfill their responsibilities is detailed in Article 11. Article 19 details procedures for resolving disputes. Unresolved grievances may move to an Internal Arbitration Board (IAB) and/or to External Binding Arbitration depending on the type of issue. A separate collective bargaining agreement exists for full-time non-tenure-track faculty. This contract closely parallels the agreement with the tenured/tenure-track faculty in many articles, but differs in articles relating to workload, performance evaluation and compensation. The faculty of the law school are not covered by a collective bargaining agreement, but the Policy Manual specifies grievance procedures and policies that govern them.

Visiting faculty and lecturers (part-time faculty) are classified in the Policy Manual as instructional staff and as such are entitled to academic freedom and are subject to a code of professional ethics described in the Policy Manual. An extensive grievance procedure is also in place for these instructional staff. However, they have no rights with regard to promotion and tenure and notification of non-renewal.

Policies and Practices Regarding Staff: The professional staff includes administrators, directors, advisors and program coordinators who are not covered by any contract and are unclassified or classified exempt. A Professional Staff Association exists and a Professional Staff Handbook (in Resource Room) contains a code of ethics, grievance procedures for discrimination, leave policies and an outside employment policy among numerous policies and procedures. Board policy covers these topics.

The Communication Workers of America (CWA), Local 4530 (established May 1986) ratified a new contract that is effective through June 30, 2004. Employee rights and responsibilities as well as the measures by which employment disputes involving these employees can be resolved are similar to those published in the agreement with The University of Toledo Police Patrolman's Association (UT-PPA). That group ratified a new contract in November 2001 that is effective through September 30, 2004.

Both agreements specify "corrective action," "grievances," and "arbitration" procedures by which their respective employees can redress unfavorable work evaluations or disciplinary action. Both contracts provide "levels" or steps of redress and narrowly define the deadlines and personnel through which grievances proceed. Both contracts also stipulate "management rights" to "hire, promote, transfer, assign, retain employees in positions, suspend, demote, discharge, remove or take other disciplinary action against employees for just cause" and recognize the agent's role to be that of bargaining "wages, hours, or terms or other conditions of employment" (UTPPA Article 1.1, CWA Article 1.1).

Policies and Practices Regarding Students: The University of Toledo Policy Manual contains an extensive section of policies and procedures related to undergraduate, graduate and law students. A key component is a "Joint Statement on Rights and Freedoms of Students" that commits to student freedom of expression, of inquiry and association. A grievance procedure including an Academic Grievance Council composed of faculty and students to resolve academic
grievances, an administrative grievance procedure to resolve non-academic grievances, a policy on confidentiality of student records, a policy on sexual assault and a policy outlining ethical practice in student recruitment are included. A separate grade appeal process is included for graduate students and a separate code of conduct for the College of Law is included as an appendix of that document. In addition, The University of Toledo's General Catalog describes academic policies relating to students including academic progress, affirmative action and equal opportunity, the code of academic integrity, the grade-appeal process, sexual harassment, international students, non-traditional students, academic dishonesty, student employees, discipline and disabilities compliance.

The University has acted with integrity in its relationships with its students and maintained its commitments to them in several notable ways. Specifically, (1) the University has met a number of the goals set in the 1992 NCA Self-Study; (2) it has implemented a core curriculum and it has increased diversity of the student body in 2001 in comparison to 1994; (3) as a result of the University's conversion from quarters to semesters in 1997, no student was delayed in terms of graduation time; and (4) in its closing of the University Community and Technical College, the University retained all two year programs previously offered by this college and thus did not disadvantage any student.

Research and Scholarship Policies and Practices: As stated in its mission, The University of Toledo "stands for excellence in research and scholarship as it develops and disseminates knowledge through its academic programs." Furthermore, it states "High ethical values, freedom of expression and social justice are guiding principles for the University." The Policy Manual and the Collective Bargaining Agreement between the University and the AAUP ensure the faculty of their academic freedom and require that they abide by strict professional ethics. Instructional staffs are entitled to full freedom in research and in the publication of their results and to full freedom in the classroom in discussing their subject. In these endeavors, the instructional staff is expected to abide by the established professional ethics of their discipline and of academia as a whole.

Professional misconduct is not tolerated and the University's Policy Manual has detailed procedures to promptly address allegations of such nature and to provide remedies for their resolution. The University also has well established procedures to address grievances by its academic personnel within the framework of its current Collective Bargaining Agreement. Issues of conflict of interest are also properly addressed; e.g., faculty and administrators must report paid employment outside the University.

A number of offices and committees have well-established policies and procedures that uphold the institution's integrity with respect to research and scholarship. These include: (1) The Office of Research that ensures the University's compliance with the conditions and requirements of federal and state funding agencies oversees the University's mission to foster economic development activities in the region and the state. There are standing committees in place to oversee that research is performed professionally and safely and to ensure that the intellectual rights of the faculty and staff are protected. As examples, there are standing committees on Human Subjects Research, Institutional Animal Care and Use, Institutional Biosafety, Patents and Copyright and
Radiation Safety.  (2) The Office of Grants Accounting, an office that uses best practices and accounting procedures for the dissemination of funds from external agencies.  (3) The University Research Council, an appointed body that reviews, formulates and recommends general research procedures and provides input on policies and practices that affect the conduct of research at the University.  The council further evaluates the merits of internal funding proposals under the University Research Awards and Fellowship Program and decides on the dissemination of funds for research from the Ohio Board of Regents. (4) The Honors Program, an academic unit that has strict demands for scholarship by students.  (5) The University's deep commitment and good record in involving both graduate and undergraduate students in research projects and in recognizing their contribution to the resulting publications.

B. UT has Policies and Practices for the Resolution of Internal Disputes Within the Institution's Constituency

UT's policies for the resolution of disputes are discussed in detail in the foregoing sections as well as in Chapter 1 of this self-study.


C. UT has Policies and Procedures Consistent with its Mission Related to Equity of Treatment, Non-Discrimination, Affirmative Action and Other Means of Enhancing Access to Education and the Building of a Diverse Educational Community

Equity, Diversity and Access Through Affirmative Action/Equal Opportunity Policies: The University of Toledo's Affirmative Action/Equal Opportunity Policy commits the University "to providing employment and educational opportunities without regard to race, color, religion, sex, age, national origin, sexual orientation, veteran status and/or the presence of a disability." The policy, included in all University publications and literature, addresses recruitment, hiring, compensation, training, personnel actions, admissions and financial aid.

The Affirmative Action Office is an integral part of the University's administrative structure. Major responsibilities of this office include ensuring institutional compliance with equal opportunity and affirmative action policies; monitoring institutional performance; rectifying perceived inadequacies in policies and compliance strategies; preparing an Affirmative Action Plan annually for institutional and external distribution; collecting and analyzing job applicant and workforce data; setting annual goals for each college and division for recruitment and
Efforts to Ensure Equity: The University is committed to ensuring equity of treatment and is addressing gender and ethnic disparities among the faculty through due diligence in hiring and recruiting practices. Additionally, in the last decade several ad-hoc administrative/faculty committees have been convened to review possible disparities in salaries between male and female and white and minority faculty members. If a disparity was found, the committee could recommend resolution be addressed in salary negotiations. In 2001, the AAUP conducted a study of internal salary compression and salary

Building Diversity

Demographics: UT is committed to and values a diverse faculty, administration, staff and student body. As stated in the March 1992 North Central Self-Study Report, "The University will significantly increase the ethnic and racial diversity of its students, faculty, staff and administrators" (page 96). As Table 5.1 indicates, in the period from 1994 to 1999, the diversity of the University has increased in all constituencies.

Diversity in the Curriculum: As part of the required Core Curriculum that is detailed in The University of Toledo General Catalog, students must: (1) take six hours of multicultural courses, to include one three-hour Diversity of U.S. Culture course and one three-hour Other Than U.S. (Non-Western) course, (2) choose from a wide range of courses including over 50 for the Diversity of U.S. Culture requirement and over 70 for the Other Than U.S. requirement.

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<td>Table 5.1 - Student-Faculty-Staff-Administrator Diversity 1994 and 2001*</td>
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Programs in
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<th>13.4%</th>
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<td>Students</td>
<td>12.3%</td>
<td>15.0%</td>
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<tr>
<td>Faculty</td>
<td>17.8%</td>
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<td>Staff</td>
<td>10.5%</td>
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*Source: Office of Institutional Research

Africana Studies, Women's and Gender Studies, Middle Eastern Studies, Asian Studies and Latin-American Studies are available to students. Also cross-cultural and other diversity elements have been integrated into individual courses.

**Promoting Diversity:** Numerous student groups and campus offices exist to promote and support a diverse campus. They include:

- African Peoples' Association  
- American Language Institute  
- Black Student Union  
- Campus of Difference program
- Catharine S. Eberly Center for Women  
- International Student Association  
- MECHA  
- Multicultural Student Office

- Muslim Student Association
- Office of Latino Initiatives

Both student groups and University offices offer various programs and events throughout the year to celebrate diversity. Most notable are Black History Month, Women's History Month, a writing contest sponsored by the Multicultural Office and English Department and the Art Tatum scholarship benefit concert supporting African-American music students.

Promoting Access and Success for Under-represented Populations: In support of its mission statement to provide "open access to higher education," "to help students achieve their highest potential," and "to promote cultural pluralism, [and] racial diversity," the University, through its admission policies and procedures, scholarships, special programs and support services, seeks to serve under-represented populations. In particular, The University of Toledo considers that with "open access," there is a moral obligation to provide the necessary support structures to allow under-prepared students who take advantage of open access the opportunity to be successful in their endeavors.

Admissions: Student recruitment plans at both the graduate and undergraduate levels includes specific strategies to attract underrepresented populations including older students, minorities and students identified as having some type of disability. The Admissions Office, which is responsible for developing and implementing the recruitment plans, maintains regularly updated data about inquiries, applicants and admissions by ethnicity. A designated admissions person, the Associate Director of Multicultural Recruitment and Outreach programs, is responsible for developing strategies to recruit minority students from the Toledo Public Schools. The Toledo Public Schools and College of Education Outreach Coordinator in the Division of Enrollment Management oversees admissions activities with prospective students from the Toledo Public Schools and coordinates the campus visit program and recruitment for the College of Education for students from all area high schools.

Financial Assistance and Scholarships: About 62% of University of Toledo students are receiving some form of financial aid, which includes need-based loans, grants and work-study programs; 20% of all students receiving financial aid are from underrepresented populations. Several institutional scholarships are designated for underrepresented students and The
University of Toledo Foundation, a separate entity from the institution, provides support for 30 scholarship programs for minority students. In total, 1,100 students from under-represented populations are receiving some type of scholarship. At the graduate level about half of all graduate students receive some form of financial aid. Graduate students who receive financial aid are able to become full-time students because of that aid. Some of the remaining graduate students may receive a variety of forms of financial aid such as tuition deferment plans from employers or other forms of aid that is generally not tracked.

**Access Programs for Underrepresented Populations:** The University has several programs to promote access for underrepresented populations. Five of them, TOLEDO EXCEL, PREP/TECH, Upward Bound, Gear Up and Student Support Services are focused on pre-college and undergraduate students and are administered through one office, which is directed by the Assistant Vice President for EXCELlence Programs.

- **TOLEDO EXCEL** targets underrepresented students in the eighth grade and guarantees them admission to the University with full financial assistance if they maintain a good academic record. To date, 650 students have enrolled in TOLEDO EXCEL, 98% of whom have graduated from high school, 94% of whom enrolled in college and 71% of those who enrolled in college did so at The University of Toledo.

- **Upward Bound**, a federally funded program currently serving 100 students, targets high school students who are low-income and first generation college students.

- **PREP/TECH** is a math and science enrichment program that annually recruits 40-50 underrepresented students in the seventh and eighth grades.

- **Gear Up**, a federally funded program, is also a math and science enrichment program that seeks to decrease the gap in achievement between low income and minority junior high and high school students and their middle class counterparts. In its initial year, the program assisted 752 students and plans to eventually serve 4,000 students over a five-year period.

- **Student Support Services** provides individualized services to first generation, low-income and disabled undergraduate students in order to improve their matriculation and graduation rates.

Other University programs target broader populations. For example, the University's Student Development Center offers a fully paid eight-week summer transition program for 45 students who are first generation college students, or who have a disability, or who have a low high school grade point average or a low ACT composite score. Support services continue for the students throughout their college career. In addition, the Catharine S. Eberly Center for Women offers **Project Succeed**, an access program to assist displaced homemakers gain skills and confidence in anticipation of enrollment at the University.

Finally, generous benefactors have established two other programs that facilitate access. These
include the Jim Jackson Summer Institute, a five-week summer program that offers opportunities for minority students to experience college life and instill in them a desire for higher education and the Bruce Douglas Partnership that was established in 1995 and guarantees 20 students from an inner-city elementary school a fully paid education at the University if they maintain good academic records.

Support Services, Courses and Programs: The University is committed not only to access but also to the success of its students and offers a wide range of support services and programs. These include:


- Developmental courses (three math courses, one reading course, one writing course and several orientation and study strategy courses) are offered to help students succeed in subsequent college credit courses. Students enroll in the courses based on placement test results.

- The Office of Accessibility assists students with various disabilities, working with faculty and students to facilitate and implement accessibility options as appropriate to the particular student's identified needs. This office provides note takers, tutors, signers and other support including adaptive computer software, assisted listening devices and alternative print materials. A recent substantial gift of $1.9 million dollars to The University of Toledo from the Ability Center of Greater Toledo will allow the establishment of an academic program focused in disability studies.

- A recently created Office of Latino Initiatives engages students early in their careers starting in the recruitment process and continuing throughout their undergraduate careers by providing a variety of support services and monitoring of their progress.

- The Catharine S. Eberly Center for Women, in addition to offering an access program, offers specialized seminars and programs, such as "Divorce Educational Support: Rebuilding Your Life" and "Understanding Self-Esteem." A new program "Domestic Violence and Self-Sufficiency" is assisting about 300 currently enrolled students.

- Other student support services include a counseling center and a career development center.

D. UT's Institutional Publications, Statements and Advertising Describe Accurately and Fairly the Institution, its Operations and its Programs
Accuracy of publications and advertising is ensured through processes that culminate in final approval by the Executive Director of Public Relations. All advertising and recruitment materials for students are regulated by a code of ethical conduct outlined in The Policy Manual. Recruitment materials accurately define admission standards and application procedures. Program agreements and degree audits for each student detail courses needed for graduation. University publications and the processes through which they are produced are discussed in detail in Chapter 1 of this self-study.

E. UT's Relationships with Other Institutions of Higher Learning are Conducted Ethically and Responsibly

Relations with the Ohio Board of Regents:

The relationship of the University to the Ohio Board of Regents is a critical one. The University must continually file reports that are used to determine subsidy levels and the state dollars to which the University is entitled. A representative from the Office of Government Relations regularly attends OBOR meetings and serves as a campus liaison with that body.

In 2001 the Ohio Board of Regents instituted the Higher Education Information (HEI) System. HEI is a web-based warehouse of enrollment, facilities, financial, faculty/staff and financial aid information required of all state colleges and universities (See additional discussion in the Introduction). Specific data that are reported in HEI include student, faculty and staff demographics; course enrollments; physical structure inventories; student degree completion; and course enrollments. The Board of Regents also audits various University operations to insure compliance with existing regulations and laws. Recently, for example, an audit of the student registration process by the Board of Regents concluded that the keeping of student records was in compliance. The report from that audit is available in the Resource Room. More detailed audits of University systems and practices are expected to be initiated by OBOR in the future. There is evidence of increasing interest at OBOR to collect additional data that will presumably provide a more detailed insight into the function of the university system in Ohio to the Governor and other governmental officials and lawmakers.

Relations with State Colleges and Universities in Ohio: Interactions between UT and other state colleges and universities in Ohio are defined in part by OBOR requirements governing student transfer and articulation. These requirements were developed in response to directives from the Ohio General Assembly to create a mechanism that would facilitate a student's ability to transfer credits from one Ohio public college or university to another in a manner that avoids the necessity of duplicating course requirements. The outcome of that directive was a document referred to as the Transfer Module. In essence it represents a subset of a university's general education program. Transfer Modules consists of 54 to 60 quarter hours (or 36 to 40 semester hours) of courses in six areas including English, mathematics, arts and humanities, social and behavioral sciences, natural and physical sciences and interdisciplinary studies. A Transfer Module completed at one college or university will automatically meet the requirements of the
Transfer Module at another college or university once the student is admitted. UT adheres to all aspects of the Ohio Articulation and Transfer Policy. It reviews and updates its Transfer Module on an annual basis. In fact, UT is one of 11 state universities that is fully compliant with Transfer Module guidelines.

In addition to guidelines for the Transfer Module, UT maintains over 100 articulation agreements with 44 different colleges and universities across the state of Ohio. Each of those agreements is defined by specific requirements that must be met by students in order to articulate in a seamless manner with specific programs at UT. Those agreements are explicitly adhered to by the University.

F. UT Provides Appropriate Support for Resources Shared with Other Institutions

Areas in which UT shares student and instructional resources with other institutions include the Nursing, Physical Therapy, Art, Post Secondary Enrollment Options Program (PSEOP) and Experiential Learning/Clerkship Programs in the College of Pharmacy. Nursing and Physical Therapy are collaborative ventures between UT and the Medical College of Ohio (MCO). The Post Secondary Enrollment Options Program partners UT with a number of regional high schools and the Experiential Learning and Clerkship Programs are partnerships that involve UT with a number of off-campus contractors who provide clinical training for students in the University's College of Pharmacy. Each of the foregoing shared resources is supported by defined lines in UT's base budget. Specifically, in fiscal year 2001 UT budgeted $1,369,943 to pay MCO for clinical experiences provided for students in the Nursing program. Payments to MCO for training UT students in the Physical Therapy program for the same year totaled $517,516. UT's Center for the Visual Arts and the Toledo Museum of Art have an agreement that governs responsibilities, services and cost sharing. UT's share of the support for the PSEOP program was budgeted for $611,555 and payments made to affiliated institutions that participated in the Experiential Learning and Clerkship Programs in the College of Pharmacy totaled $264,037.

G. UT has Policies and Procedures Regarding Institutional Relationships With and Responsibility for Intercollegiate Athletics, Student Associations and Subsidiary or Related Business Enterprises

**Intercollegiate Athletics:** The University of Toledo Intercollegiate Athletics Department has a mission statement that emphasizes "excellence" and diversity of "experience" as a part of total development of the individual athlete. The commitment to competitive excellence is tempered by a commitment to personal growth as a consequence of individual participation. Attention is given to each athlete and to the progress of each individual toward graduation. The recruitment philosophy associated with this mission is "decentralized" (coach determined), with some emphasis placed on the local area as a focal point of recruitment.
However, athletes may be recruited from any area of the country or inter-nationally at the coach's discretion.

Programs under Athletics are reviewed annually on the basis of gender, but are not monitored with similar frequency according to race of the participant. Racial identification is not an NCAA reporting requirement. NCAA regulations do require reporting the composition and distribution of the coaching staff according to racial, ethnic and gender categories. An evaluation of how our athletic programs and practices meet NCAA guidelines was recently conducted. The University's self-study and the resulting reports from NCAA are on file in the Resource Room.

NCAA regulations also mandate that the distribution of athletic support be tracked on the basis of team participation by gender and that any equity issues emerging from this information be examined in detail. In similar fashion, NCAA requirements include an examination of programmatic funding by gender as a precaution against possible inequities in levels of support. Supports are in place to ensure the transition of the athlete into a student-athlete. Precautions are taken to ensure that the role of student is not sacrificed to that of athlete. Support services for athletes are outlined in the Student Athlete Handbook, which is distributed to and discussed with athletes during each fall semester. (Available in the Resource Room). Academic progress of athletes is monitored on a continuous basis and routine referrals to appropriate sources of assistance take place whenever there is a need. The athletic program takes a positive approach to these issues and makes every attempt to intervene before academic difficulties become insurmountable. As a result of the close and continuous monitoring that is associated with participation in intercollegiate athletics, athletes' progress to graduation rates are higher than that of the general student population.

Participation-related needs of the athletes are also addressed to foster the academic success of the student athlete. As a matter of course, priority scheduling during the semester of competition, mentoring and advising programs and skills-building sessions are offered to facilitate navigation of the institutional environment.

Institutional monitoring of programmatic activities is instituted through the Student Athlete Advisory Committee (SAAC) and through the assistance and intervention of the Assistant Athletic Director for Compliance and Administrative Services. The Compliance Director monitors adherence to NCAA-instituted regulations, assuring that programmatic violations are minimized. The SAAC serves as a sounding board or forum for athletes and as a mechanism through which any grievances may be resolved. This committee also conducts exit interviews with athletes to assess the quality of the individual athlete's experiences. Over the longer term the committee makes recommendations expected to improve the athletic program. Within the last year, the NCAA found that The University of Toledo was in full compliance with all regulations.

**Student Associations:** Policies and procedures governing student organizations are detailed in the Policy Manual. These policies cover matters such as registration of student associations, funding and budgeting and restrictions on soliciting and advertising.
**Subsidiary or Related Business Enterprises:** The University of Toledo Foundation is a private non-profit organization that serves as the gift-receiving arm for the University. The purpose of the Foundation is to serve its constituents, who are the donors, alumni, students, faculty and administrators of the University. A volunteer board of trustees oversees the management of the Foundation's more than one thousand separate funds, totaling $120 million. All funds are managed in strict accordance with agreements that are signed by the donors. Monthly reports are provided to constituents and an accounting firm performs an independent financial audit that is published in the annual report. Less than one percent of responses from donors and the general public are negative.

The University of Toledo Alumni Association is a separate non-profit organization with seven affiliated programs, 29 chapters throughout the U.S. and an emerging international group. A board of trustees provides oversight for the activities of the Association and the director and staff operate according to a set of bylaws. An independent accounting firm performs a yearly audit.

**Research and Economic Development:** The University has a number of centers for research and collaborative efforts with the community. These include the Small Business and Entrepreneurship Institute, the Thin Films Research Institute, the Polymer Institute (http://web.archive.org/web/20040628223818/http://www.eng.utoledo.edu/polymer/), the Urban Affairs Center (http://web.archive.org/web/20040628223818/http://uac.utoledo.edu/), the Eitel Institute for Silicate Research (http://web.archive.org/web/20040628223818/http://eitel-pc.physics.utoledo.edu/), the Center for Drug Design and Development (http://web.archive.org/web/20040628223818/http://www.utoledo.edu/cd3/), the Northwest Ohio Center for Labor Management Co-operation and the Manufacturing Management Institute (http://web.archive.org/web/20040628223818/http://www.business.utoledo.edu/centers/mmi.htm). These centers and institutes undergo periodic internal program review, as a basis for determining if they are interacting responsibly with the community and fulfilling their missions. Review of centers and institutes also serves as a basis for continuance and resource allocations. Recent program reviews are available in the Resource Room.

The University of Toledo is involved in programs that foster economic development in the Northwest Ohio region. Under the auspices of the Ohio Board of Regents, the Enterprise Ohio Network (http://web.archive.org/web/20040628223818/http://www.enterpriseohio.org/) is a state-wide alliance established to advance Ohio's economic growth by expanding the capability and utilization of Ohio's public two-year colleges and university regional campuses as economic development partners and resources to meet Ohio's workforce development needs. A new office, Skills Max, a collaboration of Enterprise Ohio educational partners and leading assessment and service providers, opened in 2001 to work with the Lucas County Economic Development and Workforce Office to assist displaced workers and those receiving benefits under the Workforce Investment Act. These programs are administered through University College.

**Relations with the Business Community:** The acquisition of goods and services is important to the interaction of the University with the external business community. The Policy Manual sets forth rules governing the purchasing activities of the University. An independent accounting firm audits these expenditures each year. The audit is presented to the Board of Trustees for
acceptance and then placed in the Reserve section of Carlson Library for public access. The Department of Business Services is required to be inclusive with respect to access to the bidding process by individual vendors. To broaden access by vendors, the Department plans to place its requests for bid proposals on The University of Toledo web site. That there has been no contested bid award and no injunctive action taken to halt an award during the previous ten years speaks to the integrity of the acquisition process.

H. UT has Oversight Processes for Monitoring Contractual Agreements with Government, Industry and Other Organizations

Contractual agreements between UT and government agencies are monitored on campus by the Offices of Research and Grants Accounting. Requirements of the federal Office of Management and Budget or its counterpart at the state level are adhered to as are accounting procedures that comply with standard practices. Industrial and business agreements are monitored by the Office of the Senior Director of Business Services. Financial aspects of these agreements are monitored through standard accounting procedures in the Division of Finance and Administration. Finally, contractual agreements involving UT's instructional services and resources are monitored by a newly formed Committee on Affiliated Agreements whose membership is drawn from a broad array of academic and financial constituencies. Its charge is to address all student record-related issues prior to establishing an agreement with an institution or group.

Compliance with Federal Regulations

During the 2000-2001 academic year, 13,840 undergraduate students were aided with Federal grants and scholarships, loans and employment totaling $58,399,636. A total of 952 graduate students received $11,974,058 in the same time period. By contrast, in 1990-91, the time of the last NCA review, undergraduates received $24,993,712 and graduate students received $5,106,559.

The default rate for the Perkins loan is 12.62%, while the default rate for the Federal Direct Student Loan Program is 12%, both of which are slightly higher than the national average. This is due in part to UT's open access mission. A number of advising opportunities are available to help students understand their responsibility to repay loans and to facilitate payment plans. Other factors contributing to a higher default rate include a policy stating that no student should be prevented from entering or completing a program of study due to financial need and continued tuition increases that lead to higher levels of student debt.

Institutional Records of Student Complaints

The offices of the President, Provost, Vice President for Student Affairs, as well as Deans of Colleges file written complaints from students that come directly to these offices or that are referred to them by other offices or individuals within the University.
Reporting of Crime Statistics


KEY STRENGTHS OF THE CRITERION

As the above sections have demonstrated, The University of Toledo has worked hard to practice integrity in its many activities as a public institution. Positive results are both numerous and prominent. Specifically,

1. The University has negotiated a series of contracts with various segments of its work force that specify their rights and obligations.

2. The University has appropriate and effective policies and programs to guide undergraduates and graduate students to successful graduation.

3. With regard to the issues of equity and diversity, the University has in place many scholarships and services to meet the specific needs of the members of its community. The University has worked to increase campus diversity.

4. University policies define standards of conduct for researchers, foster the participation of students in research projects and require careful protection of research subjects.

5. The University accepts the responsibilities and challenges of its urban setting and carries out many programs to reach out to the larger community.

6. The University conforms to all relevant NCAA regulations and takes seriously its role in advancing the academic programs of student-athletes.

MAJOR CHALLENGES OF THE CRITERION

Integrity involves a strong component of trust. Continuous efforts must be made to nurture trust among the University's constituencies. Areas for improvement include the need to:

1. clarify the role of faculty in decision-making processes as changes occur in the University's governance structure,

2. improve communications between the faculty/professional staff and administration and
the faculty and Board of Trustees,

3. increase and diversify full-time and tenured/tenure-track faculty positions,

4. enhance faculty development funds available from the deans and through the Center for Teaching and Learning and other vehicles and

5. continue vigilance in the areas of equity and diversity at all levels of the University community.

RECOMMENDATIONS

1. Satisfaction of Criterion Five requires that the institution under review "demonstrates integrity in its practices and relationships." In the course of these inquiries into the various questions that integrity implies, it has become clear that any legitimate claim to integrity requires of institutions an ongoing, synoptic oversight of the sort that The University of Toledo does not at present have. It is necessary that some University mechanism function as its conscience to project into the future issues and questions that will need to be addressed and to oversee adherence to promises that have been made. The University should establish a deliberate mechanism to assure integrity. One possibility is a high-level, University-wide task force that monitors integrity. Other possibilities for satisfying this need include the establishment of a small group of ombudspersons or an Office of Integrity. Regardless of the mechanism adopted, however, some sort of institutional conscience is recommended so that The University of Toledo will have more complete documentation in support of its claims of integrity.

2. If the University is to be recognized as an institution of integrity, there must be sincere efforts to restore bonds of trust among faculty, administration, staff and students that have experienced significant erosion over the past decade.