

CHAPTER ONE

Criterion 1: The University Of Toledo Has A Clear and Publicly Stated Purpose Consistent With Its Mission and Appropriate to an Institution Of Higher Education

EXECUTIVE SUMMARY

The University of Toledo's purposes are articulated in its mission statement, the Functional Mission Statement and in the strategic plans and mission statements of individual colleges. Decision-making on such matters is accomplished through the shared governance process involving a variety of constituencies. The University's commitment to excellence in teaching and learning is reflected in its policies, contractual agreements with faculty and through its programs and activities that are designed to enhance and reward high quality instruction. The University articulates its purposes through a variety of well-developed mechanisms including the University Catalog, web sites and other internal and external communication instruments. Strategic planning is a priority at UT and the institution is revising its mission statement to reflect better its relationships with its constituencies. Recommendations from this self-study include making the mission statement the driver for all strategic planning and strengthening University-wide efforts to monitor the strategic plan so the institution can respond more effectively to internal and external challenges.

The University of Toledo Mission Statement

The University of Toledo, a major comprehensive state university, stands for excellence in research and scholarship as it develops and disseminates knowledge through its academic programs. Providing open access to higher education and selective admission to major fields of study, the University is committed to help students achieve their highest potential.

The University unites teaching, research, advising and support services in an effective educational process and provides a foundation of liberal education in all of its academic programs.

As a leading development force and center of culture, the University is dedicated to serving the urban region in which it is located with outreach initiatives, research projects, continuing education programs and economic development support.

The University of Toledo promotes cultural pluralism, racial diversity, gender representation and respect for divergent views in its quest to

improve education at all levels. High ethical values, freedom of expression and social justice are guiding principles of the University.

Mission Overview

The current mission statement of The University of Toledo was approved by the Board of Trustees as an integral component of the University's Strategic Academic Plan on July 17, 1991. That mission and the strategic academic plan of which it is a part (see Resource Room) has guided the University through the past decade. In that document, UT affirms that it stands for excellence in research and scholarship and supports open access while promoting high student achievement. The University unites its strengths in teaching, research, advising and other student support services to provide a core liberal education accompanied by training in advanced disciplines and professional programs that serve the Northwest Ohio region, the state and the nation. Cultural pluralism, diversity in race and gender, respect for divergent views, ethical values, freedom of expression and social justice are fundamental to the life of the University. UT's mission statement may be read in the University Catalog, on the University web site and in selected literature from the various colleges.

The Functional Mission Statement which expanded UT's mission was prepared at the behest of the Ohio Board of Regents and approved by the Board of Trustees in 1993. That document contains detailed sections dealing with institutional identity, constituencies served, goals and priorities, opportunities and threats. A copy of UT's functional Mission Statement is filed in the Resource Room. Of no less significance is the fact that UT's mission is strengthened and complemented by the missions of its eight colleges—each built in part from the central mission of the University—and profiled in Chapter 3 of this self-study.

EVIDENCE SUPPORTING CRITERION ONE

A. The University of Toledo Has Short- and Long-Term Institutional and Educational Goals

Institution-wide Strategic Plan: The purpose of the University is stated in its mission statement and described in detail in its Functional Mission Statement. Its goals are detailed in the University's Strategic Academic Plan that was approved by the University's Board of Trustees in 1991. In that document, goals are separated into two broad categories, those supporting the "academic mission," and those concerned with "resource enhancement." Through its "academic mission goals," the University was committed to (1) intensifying its emphasis on the instructional mission; (2) substantially increasing its graduate enrollment and research stature; (3) increasing the racial and ethnic diversity of its students, faculty, staff and administrators; and (4) enhancing the role of advising in retention of its students.

Through its "resource enhancement goals," the University was to work to (1) increase state support for higher education, on a per student basis, to a level above the national average for public research universities; (2) adjust undergraduate and graduate instructional fees to meet Ohio Board of Regents' instructional fee assumption levels; (3) increase its endowment funds and extramural funding; (4) increase compensation by rank for faculty and for members of the instructional and support staff in order to attract and retain qualified personnel; and (5) provide resources to address needs in the areas of teaching loads, research support, equipment and infrastructure.

Collectively, the academic mission goals and resource enhancement goals were rolled into "UT 2000," an institution-wide strategic plan designed to lead the University into the new millennium (see Resource Room). It consisted of two major phases. The first was the articulation of the goals described above that address academic mission and resources. The second involved developing and implementing the operational plans necessary to achieve these goals. Oversight for the process was the responsibility of a steering committee with campus-wide representation. Sub-committees and task forces were appointed to define individual objectives corresponding to the broad goals of the plan. UT 2000 was endorsed throughout the University community. While goals were established for where the University should be at the end of the decade, the plan was divided into three-year phases to define short- and long-term components. For example, by 1994 certain objectives were to be achieved. Then, by 1997 new objectives would be met. Implicit in the plan was the flexibility necessary for expansion, contraction and refinement. Many of the objectives were general to allow the various task forces to define them more clearly as the plan progressed. Task forces included Academic Enhancement, Academic Facilities, Undergraduate Enrollment, Teaching and Learning, Diversity, Continuing Education, Graduate Enrollment, Research and Scholarship, Program Review and Compensation.

UT's short- (three-year) and long-term (six-year) goals are also presented in its Functional Mission Statement. In that document, opportunities and challenges are also detailed.

College and Department or Program Strategic Plans: Strategic plans crafted at the college and departmental levels define short- and long-range goals. These strategic plans originated in response to an Ohio Board of Regents directive in 1982. At that point, UT began a self-study process, "Academic Program Review Initiative," which was designed to improve the quality of academic programs. Specific self-studies were also prompted by accreditation cycles or by the need to expand, maintain or discontinue individual programs in response to fluctuations in state funding. These program reviews formed a key element of UT's 1991 strategic plan.

Under the Kapoor administration (January 1999 to June 1, 2000), each college was directed to begin a strategic planning process that outlined the college's goals. Strategic plans for the Colleges of Law, Engineering, Business Administration, Health and Human Services and Pharmacy have been presented to the Board of Trustees. Strategic plans for the remaining colleges are either pending approval or are being completed at this time. Unfortunately, guidelines for this process were vague and the formats for the various college plans were inconsistent. However, in recognition of that problem, UT began a renewed strategic planning effort under the leadership of Interim President William Decatur. That initiative has continued with heightened commitment under President Daniel Johnson's administration. It has manifested itself in the formation of an extensive campus-wide strategic planning initiative led by a steering committee with representation from all campus constituencies and several sub-committees charged with the collection and processing of data from virtually all areas of the University. Chapter 4 of this self-study contains a detailed synopsis of that process.

B. UT Utilizes Processes Involving University Constituencies for Evaluating its Purposes

In the strategic academic plan adopted by the University in 1991, the Strategic Planning Steering Committee was charged with both overseeing the task forces involved in implementation, as well as with maintenance and periodic revision of the plan and its various components. That committee consisted of representatives from all major constituencies on campus. It was not convened after 1994. Although there has been no formal review of institution-wide purposes during recent years, it is important to note that with the exception of the 1999-2000 academic year, the academic program review process described in Chapters 3 and 4 of this self-study has been viable and active. Furthermore, a wide variety of assessments relevant to program direction and quality have been carried out to fulfill criteria for numerous specific accreditation affiliations. In addition, an examination of the University's mission and its mission statement are integral parts of UT's current strategic planning. In fact, one of the four items in President Johnson's agenda is to review and revise the institution's mission. This task is being undertaken by an extensive array of committees with representation from all areas of the University. A recommendation to continue this ongoing assessment of the mission is made in a later section of this chapter.

C. UT Utilizes Decision-making Processes Appropriate to Stated Mission and Purposes

Decision-making processes at The University of Toledo are defined by institutional policies and procedures, collective bargaining agreements with organizations that represent various campus constituencies and the actions of a

wide array of committees that operate within the spirit of shared governance to advise the administration on important institutional issues and functions.

Board of Trustee-approved Institutional Policies and Procedures: Policies and procedures governing most aspects of University structure and function are described in the University Policy Manual, the most recent version of which was adopted by the Board of Trustees on February 10, 1999. That document has historically been revised periodically with input from all major constituencies that are affected by its contents. During Interim President Decatur's administration, the Division of Legal Affairs and General Counsel was established and charged with oversight and maintenance of the Policy Manual. Specific sections of the manual are devoted to University bylaws and general rules, faculty and instructional staff, research and economic development, student issues, administrative affairs, alumni and development and University relations.

Collective Bargaining Agreements and Agreements with Non-Bargaining Groups: Most faculty and staff at The University of Toledo are represented by collective bargaining agreements. For example, full-time tenure-track and non-tenure-track faculty are represented by the University's contract with the American Association of University Professors (UT-AAUP). Department chairs and administrative faculty have no representation. Classified staff are members of the Communications Workers of America (CWA) and University security personnel are represented by the UT Police Patrolman's Association (UTPPA). Decisions on personnel actions, promotion, work loads and working conditions, compensation and the resolution of conflicts are made according to policies and procedures defined in negotiated contracts. Unclassified members of the Professional Staff Association (PSA) are not covered by a collective bargaining agreement. However, they are advised by the Professional Staff Council.

Roles of University Committees and Shared Governance in Institutional Decision-making: The faculty, staff, students and administration participate in the governance and leadership of The University of Toledo. Historically, the institution has accomplished this shared governance through a well-organized committee structure—with participation from all constituencies—and has used this structure to encourage open discussion of pertinent issues. At present, a number of committees and administrative offices at a variety of levels throughout the University share the responsibility for institutional governance and decision-making. Some of these committees are organized and empowered in a variety of ways to perform important decision-making functions at departmental and college levels. Others are standing committees of the Faculty Senate. Still others function as University-wide entities whose members may be appointed from a variety of sources. Table 1.1 lists the standing committees through which the Faculty Senate contributes to institutional decision-making and describes the various charges of each.

Committee	Function
Academic Programs	Studies and approves proposals to create new degree programs or change existing programs
Academic Regulations	Studies and reports on proposals to create or amend academic rules and regulations that affect the functions of teaching and research, including admissions, curriculum and grading
Constitution and Rules	Studies and reports on proposals to amend the constitution, rules and bylaws of the Senate
Faculty Affairs	Acts as a liaison between the faculty and administration on matters of common interest and studies and reports on matters of policy concerning faculty responsibilities, rights and welfare
Faculty Elections	Administers the provisions of the Elections Appendix to the Faculty Senate Constitution
Student Senate Liaison	Acts as a liaison between the Faculty Senate and the Student Senate
Implementation	Oversees implementation of Senate legislation and recommendations
Student Affairs	Acts as a liaison between faculty, student government and the administration on matters of common interest and studies and reports on proposals pertaining to student life
University Affairs	Studies and reports on matters affecting the University community as a whole that do not come under the jurisdiction of the other standing committees of the Faculty Senate
University Budget	Provides the Senate with information and analysis of the University's budget
Planning	Studies proposals that would affect the organization, performance and physical facilities of the University
Undergraduate Curriculum	Formulates and articulates guidelines for implementation of the University's Core Curriculum. Oversees the development of all new undergraduate Core Courses and serves as a final reviewing body for new undergraduate course proposals originating in all colleges

Table 1.2 lists current University-wide committees. Lists of committee members are filed in the Resource Room. The roles played by major committees and their contributions to shared governance in the areas of academic affairs, personnel, budget and facilities are discussed in the sections that follow.

Academic Affairs: The Faculty Senate plays a vital role in academic decision-making at the University. The composition and function of that body are defined in its constitution. As a University-wide organization, it has the power to consider any topic pertaining to the interests of the University and to act in the

Table 1.2 - University Committees 2001-2002

Board of Trustees – Academic Affairs and Enrollment Board of Trustees – Buildings/Grounds and Facilities Board of Trustees – Finance and Administrative Services Board of Trustees – Student Affairs and Athletics Academic Computing Advisory Administrative Computing Advisory Academic Honors Academic Program Advisory Affirmative Action Assessment Athletics Awards Bookstore Advisory Campus Safety Central Board of Student Media Distance Learning Advisory Emergency Preparedness Enrollment and Retention Executive Enrollment Management Facilities Planning Council Fiscal Advisory Committee to the President The Graduate Council	Human Subjects Research Institutional Animal Care and Use Institutional Biosafety Intercollegiate Advising Steering Latino Initiatives Library Advisory Martin Luther King Scholarship Patent Police, Parking and Traffic Professional Staff Council Program for Academic Excellence Review Radiation Safety Research Council Service Learning Steering Service Recognition Student Activities Student Grievance Council Student Life Superannuate Grievance Appeals University Committee on Academic Personnel University Sabbatical
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name of the faculty in making recommendations to the University administration on these matters. However, the major role of the Senate is in the control of the academic affairs of the University; the academic regulations regarding students; and the granting of degrees, honors and awards. In addition to the Faculty Senate, a variety of department and college committees, college governance bodies and administrative offices at various levels function in academic decision-making. This multi-level participation is exemplified in the procedures followed at UT for the development of new academic programs and courses. Proposals for undergraduate programs or courses typically originate at the department level. Review and approvals are required from the department curriculum authority, department chairperson, college curriculum authority, college dean, Senate Academic Programs or Senate Undergraduate Curriculum Committee, Faculty Senate and the Provost. For new degree programs approval must be obtained from the President, Board of Trustees and the Ohio Board of Regents.

Approval of new graduate courses or programs follows the same departmental and college review process. The courses or programs are then reviewed and approved by the Graduate Council Curriculum Committee and the Graduate Council before going to the Provost. While final approval of new graduate courses rests with the Provost, the President, Board of Trustees and Ohio Board of Regents must approve new graduate degree programs. Information on newly approved courses and programs is transmitted to the Office of Institutional Research, those responsible for the University Catalog, the Division of

Enrollment Services and the Office of the Registrar so they may be included in the appropriate databases prior to introduction into the curriculum.

Personnel: Academic personnel decisions involving faculty are made according to procedures defined in the collective bargaining agreement negotiated between the University and the UT-AAUP. These decisions normally involve personnel committees at departmental, college and University levels as well as department chairs, college deans, the Provost and the President. Typically, University and college level committees are elected by their respective constituencies. The University Committee on Academic Personnel (UCAP) receives recommendations on renewals, tenure and promotion from the colleges and makes recommendations on them to the Provost. Members of UCAP are elected by the Faculty Senate. Recommendations on academic personnel actions are transmitted from the Provost to the President who then makes final decisions that are transmitted to the Board of Trustees for approval. Non-academic classified personnel decisions are made in accordance with applicable collective bargaining agreements with the CWA or UTPPA.

Budget and Facilities: The Fiscal Advisory Committee (FAC) and Facilities Planning Council (FPC) are additional examples of multi-level participation in critical decision making at UT. The members of these committees represent most constituencies on the campus. The FAC, chaired by the Provost, reviews all budget requests from the colleges and administrative divisions and makes recommendations to the President. The FPC prioritizes all requests for space allocation and reallocation and recommends approved changes to the Vice President for Finance and Administration and the Provost who serve as co-chairs of the committee.

D. Understanding of Stated Purposes by Institutional Constituencies

Elements of the University's mission statement are evident in the mission statements of the individual colleges. For example, excellence in scholarship is paramount in the mission statements of all of the colleges. Implicit in several of these statements are excellence in research, urban outreach activities, promotion of diversity, pluralism and ethical values, as well as acceptance of divergent views. The high level of correlation between the mission of the institution and those of its academic units indicates widespread understanding of stated purposes.

As the University prepares its new strategic plan, there will be many opportunities for broad-based discussions of how individual units contribute to the University's mission and purposes. Planning will also focus on the development of strategies to foster better understanding of the University's purposes.

It is a challenge to disseminate the mission statement and to foster widespread understanding of the University's purposes. Toward that end, President Johnson

has continued Town Hall meetings and has invited widespread participation through email and web site responses to a variety of questions and issues. A recommendation of this self-study is to expand communication and engage in discussions with all constituencies about the University's mission.

E. UT Keeps the Public Informed of Its Institutional and Educational Goals

The public is kept informed of the University's institutional and educational goals through a number of mechanisms. These include The University of Toledo's General Catalog, promotional and informational materials about the University and individual programs, the University-wide web sites including program specific links and activities of the Public Relations Office.

University Catalog: The University of Toledo's General Catalog is the major informational interface between the University, its various stakeholders and the public. It contains the University's mission, articulates the goals and requirements of its many programs and explains institutional academic policies and standards. In addition, it contains a roster of faculty and administration as well the University's course catalog. Historically, the catalog has been published biannually. However, during the past decade, two one-year transitional versions were published. The first was in 1997 to accommodate the rapid curricular revisions that accompanied the conversion of the University to semesters. It also occurred during the 2001-2002 academic year to accommodate institutional and curricular re-organizations that accompanied the closing of the Community and Technical College and formation of the new College of Health and Human Services.

The University's General Catalog is published by the Provost's Office under the direction of the Assistant to the Provost for Curriculum and Schedule Management, who also serves as Catalog Editor. The person occupying this position is appropriately placed because he or she traditionally serves in an ex-officio capacity as a member of the Faculty Senate Curriculum and Program Committees. Those affiliations provide good access to the University's curriculum and scheduling machinery. University-wide input into the production of the catalog is provided by an Editorial Committee comprised of representatives from the Council of Associate and Assistant Deans, the Office of the Registrar, Enrollment Services and Educational and Information Technology. Noteworthy is the fact that the University's general catalog is available online at www.utoledo.edu.

Promotional and Informational Materials: Many varieties of informational and promotional materials are used to inform the public about the University. For example, Enrollment Services oversees the publication of the Viewbook, a series of three informational guides to University programs that is part of the application

package sent to prospective students. Viewbooks are targeted to adult, transfer and direct from high school applicants. Additional publications from that division include the Career Series that is a collection of one-page descriptions of all programs and majors offered by the University, as well as numerous college- and program-specific pamphlets. These are distributed through mailings as well as College Visit Days and other recruitment events sponsored by the colleges. Materials on University-wide, college, department and program websites also serve to inform the public about University purpose, structure and function. In addition, many administrative and academic units at a variety of levels publish periodic newsletters and annual reports that inform the public about unit-specific functions. Specific examples include the Department of Foreign Languages Newsletter; UT Foundation Quarterly Newsletter and Annual Report; and the UT Alumni Magazine, a quarterly publication that is distributed to UT Alumni Association members.

Activities of the Public Relations Office: The public is kept informed of the University's institutional and educational goals through the Public Relations Office. The Executive Director of Public Relations is a member of the President's Cabinet. Public Relations presents a consistent image and accurate information through its website, public relations printed materials, speeches and press releases. The Office of Public Relations is responsible for the dissemination and support of employee and community communications and face-to-face communications. The office maintains an active media relations program to promote the sharing of information with the community and the media. The office adheres to a policy of open sharing of information. News stories are updated on the University website (<http://www.utoledo.edu/utnews/utnews.html>). Dozens of news items are posted each month. Most of these are also sent to local or state media outlets. *UTNews*, an eight-page newspaper for the University community, is published weekly during the academic year and every third week during the summer. It is distributed to all University employees, left for pick up by students and others in racks on all campuses as well as in nearby restaurants and businesses. *UTNews* recently was named the best print employee newspaper in the six-state East Central District of the Public Relations Society of America.

The Office of Public Relations also supports face-to-face communication by facilitating contacts between the upper administration and community groups and individuals. For example, the office organizes and moderates Town Hall meetings, which are open to the public and feature open discussion between the administration and the campus community. Since August 2000, these meetings have occurred twice each semester.

F. Support for Freedom of Inquiry for Faculty and Students

The principles of academic freedom are codified in the UT Policy Manual (section II-1-E). This policy ensures that instructional staff is entitled to full

freedom in research and in the publication of the results, full freedom in the classroom in discussing their subject and additionally, while speaking or writing as citizens, will be free from University censorship or discipline. Further, librarians are free to choose library materials and provide services for the “interest, information and enlightenment of all members of the academic community.” These principles are also guaranteed in the AAUP Collective Bargaining Agreement (Article 5) using nearly identical language.

The guarantee of freedom of inquiry extends to students. Section IV-E-2 of the Policy Manual states “students and student organizations should be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They should always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution.” Further, it states “students should be allowed to invite and to hear any person of their choosing. Those routine procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to ensure that there is orderly scheduling of facilities and adequate preparation for the event and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device for censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the view expressed, either by the sponsoring group or the institution.” Section IV-C similarly protects students’ freedom of expression in the classroom.

G. Commitment to Excellence in Teaching and Learning

The University's commitment to excellence in teaching and learning is clearly stated in the Functional Mission Statement and is made evident through a variety of strategies and programs as described below.

Center for Teaching and Learning: As an outcome of the University's 1991 Strategic Plan, The University of Toledo’s Center for Teaching Excellence (CTE) was established in 1993. Its mission was to promote and encourage a culture of excellence in teaching at UT that parallels the institution's culture of excellence in research. This end was to be achieved by providing for faculty development through grants, outreach and workshop programs. Efforts and resources were focused in the areas of teaching enhancement, new course development (especially in the University Core Curriculum), assessment and evaluation of teaching and technology use in the classroom. Center activities were popular, well subscribed and considered by faculty to be valuable assets of the institution's instructional enterprise.

For reasons that were not clear to the UT community, the CTE was disbanded in early 1999. However, largely as a result of faculty concerns about the absence of

formal campus resources for the enhancement and support of teaching, Interim President William Decatur pledged to re-establish the Center. Funds to support a continuing annual budget of \$200,000 were identified through the University of Toledo Foundation and a committee was empowered by the Provost to review the mission and objectives for the new facility. The committee recommended that the new center be named The Center for Teaching and Learning (CTL). Its mission is to promote excellence in teaching and learning in all instructional contexts at UT, as well as to create a culture that values and rewards activities that enhance instruction and student learning. The CTL promotes and supports faculty and instructional staff development in the area of teaching, evaluation and assessment of instruction, instructional technology, research on teaching and learning and the dissemination of information on teaching and learning. The Director of the Center reports to the Provost and work in conjunction with an advisory council comprised of representatives from a broad array of relevant constituencies. The CTL opened in February 2002 in a newly renovated area of Carlson Library.

Outstanding Teaching Awards: Each year the Office of Alumni Affairs offers University-wide Outstanding Teaching Awards to at least three UT faculty members. Nominations for these awards are solicited from students, faculty, administrators and alumni. A committee of past recipients chooses awardees from among those nominated. The awards include \$1500 in cash coupled with University-wide recognition at spring commencement. In addition to this institution-wide effort to reward excellence in teaching, several colleges offer recognition to their faculty for outstanding teaching. For example, each year the College of Engineering gives an outstanding teacher award at its spring graduation. The award carries a \$1000 stipend.

Master Teacher Program: The College of Arts and Sciences has a Master Teacher Program that recognizes faculty for teaching excellence. Nominations are solicited from individual departments and final candidates are chosen by a committee within the College. The Dean provides Master Teachers with \$500 each year for two years for their own research, scholarly or creative activity and travel. Master Teachers are expected to play an active role in the advancement of innovative teaching, provide advice and counsel on curriculum matters that affect the College and serve as mentors for new faculty. To insure that the College's most capable faculty are involved in instructional activities for entry-level students, each Master Teacher is expected to teach one freshman/sophomore or general education course each year as well as an orientation class for first year students.

New Faculty Orientation: In recent years the Center for Teaching Excellence and the Provost's Office sponsored orientation programs for new faculty. These activities are designed to familiarize new faculty with academic policies and procedures, collective bargaining agreements, faculty governance, campus culture, facilities, support services and personnel services. Frequently, as a result

of these activities, groups of faculty have assembled into support and mentorship cohorts that have remained together through the years.

Collective Bargaining Support for Excellence in Teaching: Collective bargaining rules governing Tenure, Promotion, Merit and Five-Year Professional Assessments all place substantial weight on the evaluation of teaching. (See UT-AAUP contract, Article 9.1.1.1 at <http://www.utaaup.com/cob2001.htm>).

General University Support for Excellence in Teaching: Faculty at the University pursue workshops and professional development opportunities aimed at improving teaching. For example, Physics & Astronomy faculty attend the American Association of Physics Teachers (AAPT) workshops and are members of AAPT. Furthermore, junior faculty from throughout the University have attended the Lilly conference for pedagogy development, funded through support from the Center for Teaching Excellence. Graduate Teaching Assistants are tested for language proficiency and trained in teaching effectiveness under a program sponsored by the Graduate School Dean. Finally, during the past decade classrooms designed to facilitate effective instruction through technological mediation have been placed online and a subcommittee of the Facilities Planning Council has been empowered exclusively for the purpose of enhancing the classroom environment.

Excellence in Learning: The following programs and activities are included here as examples of facilities and activities that support the University's commitment to excellence in student learning and success. They are further described in Chapters 2, 3 and 4.

- The University Honors Program <http://www.utoledo.edu/honors/>
- The Writing Center <http://writingcenter.utoledo.edu/>
- Academic Skills Enhancement
<http://www.ucollege.utoledo.edu/asepg1.html>
- The Student Development Center
- The Office of Accessibility <http://www.student-services.utoledo.edu/accessibility>
- The Student Success Center for advising undecided students.
- Premajor programs designed to assist under-prepared students for selective majors
- Post Secondary Educational Options Program (PSEOP)

- Professional associations and honor societies for students
- Departmental help centers for students
- Honors citations and special scholarships for students with high levels of achievement
- The University's Core Curriculum
- Writing Across the Curriculum (WAC) courses
- A new living/learning residence hall (under construction)

The University of Toledo's commitment to excellence is further reflected by the fact that most of our colleges offer programs that are aligned in some manner with specialized accrediting agencies or professional societies. Those memberships bring the characteristics and quality of these programs into alignment with state and national standards and best practices. Forty-seven professional associations or societies accredit or maintain official affiliation with UT programs and colleges.

KEY STRENGTHS OF THE CRITERION

1. UT is a Carnegie Doctoral Extensive institution with a clear mission that has provided direction for the institution during the past decade.
2. UT articulates its purposes effectively and actively carries them out.
3. Decision-making at UT involves multiple constituencies in a shared governance format.
4. Processes involving academic affairs, personnel, budget and facilities are well defined and generally understood.
5. UT has a commitment to excellence that is manifested through mentoring of faculty, recognizing outstanding performance in instruction and the provision of resources for enhancement of instruction.
6. Pursuant to its mission, The University of Toledo promotes cultural pluralism, racial diversity, gender representation, ethical values and respect for divergent views at all levels.

MAJOR CHALLENGES OF THE CRITERION

1. **Defining the University:** With strong part-time and evening enrollments, two-year programs as well as traditional baccalaureate programs, doctoral and professional degrees, residential housing on campus, research activities and a strong urban outreach, there is a need to create an identifiable sense of what The University of Toledo is and how that definition will guide the future development of the institution. A major challenge for UT is to craft a strategic plan that adequately prioritizes our objectives so they can be effectively met within a resource-limited environment.
2. **Mission Assessment Process:** As pointed out in the Mission Overview section of this chapter, presently the University does not have in place a formal process for the continuous evaluation of its mission or purposes. A strategic planning initiative began in 2000 under the direction of Interim President Decatur. The plan that emerges will include a mechanism for implementation as well as for monitoring and adjustment in response to intra- and extra-institutional changes.
3. **Shared governance:** The University has a long history of shared governance and it is an issue that merits continuous discussion. The failure of the Kapoor Administration was due in large part to a failure of communication and a breakdown in the shared governance process. As the University reconsiders its directions, care must be taken to guard collegiality and to insure that the responsibility for institutional decision-making is openly shared among all constituencies. This renewal in the spirit of participation will increase trust among the University's stakeholders and remove obstructions from lines of communication.
4. **Student Participation:** As major stakeholders, the UT student body seeks a greater level of involvement in the decisions on policies and procedures affecting their success. Most importantly, students' needs should receive the same level of priority as faculty issues. Involving students in University committees and reaffirming the importance of their representation in University governance groups has begun to achieve this and must continue.

RECOMMENDATIONS

1. A permanent University-wide Strategic Planning Committee should be formed to carry out strategic planning and periodically evaluate the University's mission and purposes.
2. The University's new Mission Statement, once formulated and/or revised, should be widely publicized and communicated to all constituencies including students, faculty, staff, alumni, donors and community.

3. The University's Mission Statement should be incorporated into planning processes, including discussions about the commitment of resources and all internal strategic planning documents should be regularly evaluated in light of the University's mission.
4. The strategic plan of the University should contain mechanisms to insure that the institution continuously meets the criteria for all accreditation agencies with which it is affiliated.