

## **CHAPTER TWO**

### **Criterion II: The University of Toledo Has Effectively Organized the Human, Financial and Physical Resources Necessary To Accomplish Its Purposes**

#### **EXECUTIVE SUMMARY**

Since the last NCA evaluation, The University of Toledo has experienced many changes. In addition to major changes in organization associated with four different administrations, significant enrollment decline occurred as well as a temporary decline in the number of tenure-track faculty resulting in part from a major early retirement incentive plan. Further, reductions in state subsidy coupled with the costs of the early retirement program, calendar conversion and the reorganization of some colleges have led to a significant need to identify new resources or ways of reallocating existing ones.

Despite these challenges, basic academic needs have been met. The Board and Administration have acted effectively to re-establish an efficient organizational format for the institution, address budgetary challenges and to increase the number of staff and tenure-track faculty. The faculty have continued to teach, publish, develop the curriculum and shape policy. Furthermore, University policies and procedures governing University functions, faculty, staff and students are well articulated and enforced. Finally, expenditures during the past decade have continued to support institutional commitments to effective teaching and learning.

#### **EVIDENCE SUPPORTING CRITERION TWO**

##### **A. UT Is Governed By A Board Of Trustees**

The Board of Trustees is the ultimate governing body of the University. The Board's nine members are appointed by the governor and function in accordance with state policies. The primary concern of the Board is to preserve the institution's integrity in pursuit of its mission. During the past decade the Board has been actively involved in all aspects of University function and its actions have resulted in substantial modifications in the University's infrastructure. Following the recent period of turmoil, the Board has taken strong steps to reach out to the University community with the goal of re-establishing and strengthening channels of communication with the faculty and staff. In moving toward the accomplishment of that goal, Board members have actively participated on various committees with faculty and staff. In addition, a number of open forum meetings have been held on campus in which various Board members as well as University administrators have participated. Finally, the Board in an open process

with the University community recruited a new President, Dr. Daniel Johnson, who took office on July 1, 2001.

**B. UT is Administered Effectively Through Well-defined Organizational Structures, Policies and Procedures**

**Organization:** The overall organization of The University of Toledo consists of eight administrative units that include Academic Affairs, Enrollment Services, General Counsel, Student Services, Finance and Administration, Educational and Information Technology, Institutional Advancement and Intercollegiate Athletics. Organizational charts for the entire University as well as for each of its administrative units are presented in Appendix C. Brief profiles of these divisions are presented in the sections that follow.

**Academic Affairs**

All aspects of the academic enterprise at The University of Toledo are administered through the Office of the Provost and Vice President for Academic Affairs. The strengths of this division are based on its effective organizational format and the manner in which it interfaces with and provides leadership to all levels within the institution. The Provost's cabinet includes four vice provosts each of whom is assigned to a major academic function of the University including undergraduate education, graduate education, research and economic development and faculty development. Other members of that body include a Senior Director of Academic Budgets and Planning who oversees the budgets of all colleges and academic programs, an Assistant to the Provost who manages curriculum and scheduling, the deans of the colleges and the Dean of the Library.

Communication within the division through the Cabinet is facilitated in a number of ways: weekly meetings of the entire cabinet convened by the Provost, monthly meetings with associate and assistant deans led by the Vice Provost for Undergraduate Education and monthly meetings of the Graduate Council convened by the Vice Provost for Graduate Education who also serves as Dean of the Graduate School. Members of the Graduate Council comprise an elected faculty governance body charged with oversight of graduate programs including curriculum and academic policy. Furthermore, the Vice Provost for Research regularly convenes the Research Council, an appointed faculty governance body charged with oversight of University policies and procedures that govern the institution's research function. In addition, the Senior Director of Academic Budgets and Planning in the Provost's area oversees the activities of the budget directors in each of the colleges, assuring good communication in the area of financial management. Finally, the Vice Provost for Faculty Development oversees collective bargaining activities and contract negotiations. He also participates in the training of administrative personnel on collective bargaining

issues and works with colleges and departments in the resolution of labor disputes.

Other strengths of the Division of Academic Affairs lie in the level of leadership it has shown in the areas of facilities management, academic information management, academic programs, enrollment management, strategic planning, fiscal affairs, academic program review, academic advising, academic honors, the management of special academic events, enhancement of instruction, graduate education and research.

**Facilities Management:** The Provost is co-chairperson with the Vice President for Finance and Administration of the University's Facilities Planning Council (FPC). That group, which is comprised of representatives from all areas of the University, oversees the evaluation and configuration of the physical facilities at UT and makes decisions on space requests and reallocations. The FPC meets at least monthly to help craft the capital plan and allocate funds for capital projects. A subgroup of the FPC is dedicated to the enhancement of classroom space.

**Academic Information Management:** The Provost's Office assists the colleges in the development of curriculum-driven and student demand-based course scheduling. It has also been instrumental in the development of full-year academic course scheduling and a general catalog.

**Academic Programs:** Programs that have reported directly to the Provost during the past decade include Women's Studies (now the department of Women's and Gender Studies in the College of Arts and Sciences), the Honors Program and the Study Abroad Program.

**Enrollment Management:** As a leader in campus-wide enrollment management initiatives, the Provost's Office established the Enrollment Management Task Force to develop strategies and action plans to enhance enrollment. This task force has six subcommittees that address student demographics, scholarships and financial aid, admission policies, retention, scheduling and academic programs and international students. The chairpersons of these subcommittees comprise a steering committee that is co-chaired by the Vice Provost for Undergraduate Education and the Vice President for Enrollment Services. The Enrollment Management Task Force has been instrumental in producing enrollment projections, in revising the University's scholarship program and in developing an institution-wide plan for undergraduate student retention. A major contribution of this Task Force has been to coordinate the functions of several administrative divisions of the University.

**Strategic Planning, Fiscal Affairs and Academic Program Review:** The Provost serves as chairperson of the Fiscal Advisory Committee (FAC) that advises the President on fiscal matters, as chairperson of the Strategic Planning

Steering Committee and as Chair of the Academic Program Advisory Committee (APAC) that leads the University's academic program review process.

**Academic Advising, Honors and the Management of Special Academic Events:** During the latter part of the last decade, the Provost's office (Office of the Senior Vice President for Academic Affairs pre-1999) led the development of the advising center for undecided students. Recently renamed the Student Success Center, that facility provides advising and career planning for undecided students. An important part of this effort has been to create virtual advising strategies for UT students. The Provost has also provided leadership on the Academic Honors Committee that makes decisions on honorary degrees and distinguished university professorships. Finally, the Provost's Office organizes University-wide commencement exercises.

**Enhancement of Instruction:** During the past decade the Provost contributed to the development of the Center for Teaching Excellence. That facility currently reconfigured as the Center for Teaching and Learning (CTL), assists faculty in a wide variety of ways that are described elsewhere in this report. The Director of the Center for Teaching and Learning reports to the Provost.

**Graduate Education and Research:** Functions critical to the division of academic affairs include graduate education and research. These two areas are profiled in Chapter 3.

A significant weakness of the Office of Academic Affairs is its lack of expertise in the area of assessment. Although the Provost did empower an Assessment Committee during the 2000-2001 academic year, that committee is still in the beginning stages of its task. However, a major outcome of this self-study has been the recognition of this deficiency and a plan for the hiring of a new Vice Provost for Planning and Academic Assessment during the spring semester of 2002.

## **Enrollment Services**

The Division of Enrollment Services includes offices that focus on direct from high school admission, transfer undergraduate admission, adult undergraduate admission, and international undergraduate admission, orientation and retention, excellence programs, student registration, financial aid, the University visitors' center and the call center. The Division has had a change in leadership three times over the past 10 years and is now guided by the Interim Vice President for Enrollment Services. Strengths of the division include the implementation and promotion of online services such as application for admission, financial aid processing, course registration, Course Applicability System (CAS), registration for student orientation, payment of fees, placement testing and the Degree Audit Reporting System (DARS). The Division has developed positive external

communication capabilities utilizing the phone center, teleteam, Visitor Center, e-mail and mail flows. Progress has been made toward upgrading equipment for full-time staff and budgetary support for division enhancements and day-to-day operations has been made available. Renewed efforts are under way to create a 2002/2003 student orientation program (Rocket Launch) and to complete a campus-wide retention plan. The Division has developed a comprehensive Military Service Center. Minority outreach and student support programs such as TOLEDO EXCEL and Upward Bound have achieved very good track records in obtaining external funding from federal, state and local/corporate sources. At the state level, the Office of the Registrar completed a highly successful OBOR enrollment audit during spring 2001 term. Finally, an interdivisional Executive Enrollment Management Council (EEMC) was established and charged with prioritizing and implementing strategies for increasing enrollment and improving the institution's image.

Weaknesses of the Division include the lack of systematic, documented training and professional development programs for its full-time, part-time and student employees.

### **Vice President And General Counsel**

The division of the Vice President and General Counsel consists of the offices of Legal Affairs, Policy and Affirmative Action. It is responsible for leadership in the direction and supervision of all legal matters of the University. The General Counsel serves as chief legal advisor to the Board of Trustees, President and University officers. The Office of Legal Affairs provides legal counsel, preventative legal counseling and services on matters pertaining to the practice of law on behalf of the University. The Office of Policy Development provides leadership in the development of University rules and provides up to date access to University policies for internal and external constituencies. It also assists with compliance in governance and regulatory matters. The Office of Affirmative Action is responsible for ensuring compliance with equal employment opportunity and affirmative action regulations for the University and for providing advice on related matters. Additional responsibilities include resolving complaints or grievances in these areas and providing training and information to academic and administrative offices related to equal employment opportunity and affirmative action (see additional discussion in Chapters 4 and 5).

As General Counsel for the Board of Trustees and for the University, the Vice President provides counsel at meetings of the Board and its committees, assists in preparation of agendas for Board meetings, revises documents presented to the Board that may have legal implications, reviews all minutes of Board meetings and provides litigation and legal risk analysis to the Board. The division has worked in a consultative manner with the University's internal and external constituencies to provide counsel toward sound decision-making in all areas. The legal expertise has

included reviewing, advising and assisting the University with governance matters, legal issues and ethics guidance; issuing legal documents, contracts, policies, procedures, practices, actions or in any other matter having legal significance to the management and operation of the University; providing legal review of judicial decisions, legislative or governmental regulatory developments; recommending compliance procedures or strategies; and reviewing, advising and assisting with property acquisitions, leases, labor relations and personnel matters, insurance matters, as well as patent, trademark and copyright matters. The General Counsel's office has provided training that has included conducting workshops and education programs focusing on laws, rules and policies applicable to public institutions. These programs aim to prevent or minimize legal risks in the conduct of daily business that have the potential to result in lawsuits and grievances. For example, the Ohio Ethics Commission recently held a general education discussion for Board of Trustees members and a session on ethics laws and University business operations for senior leaders. The division has also participated in University governance by providing leadership in finalizing University rules, including assurance of compliance in governance and regulatory matters and in comprehensive revision of governing policies.

In the area of Affirmative Action, the University's workforce analysis has been completed and goals for all areas of the organization have been provided. In addition, the Senior Director for Affirmative Action discussed these with executives of the institution in compliance with Federal Executive Order 11246; provided consistent and accessible measures of enrollment and retention to all academic units; provided updated and consistent reporting data; worked with various groups to ensure smooth and proper functioning of institutional procedures, such as search and screen; reviewed and improved institutional record-keeping and reporting; and conducted more than 100 training sessions in 2001 with all areas of the organization. He has also conducted numerous training sessions focused on diversity and equitable treatment of all institutional constituencies.

The strengths of the division are manifested through its interactions with the Board of Trustees, the legal expertise it provides to the University in general, University training initiatives, participation in the University governance process and in its leadership for affirmative action.

Weaknesses within the division include the need to enhance communication with University stakeholders through conducting regularly scheduled briefings as well as workshops on subjects of stakeholder interest. Because the Policy office is new, initiatives must be implemented to train staff and enhance technical skills. In the area of Affirmative Action there is a need to review and assess the institutional diversity plan and review and recommend revisions of policies and procedure.

## **Student Services**

The Division of Student Services has administrative responsibility for the Dean of Students, Student Activities, Greek Life, the Multicultural Student Center, Apple Tree Nursery School, Office of Accessibility, Student Recreation Center, Student Union, Career Development, Counseling Center, Student Medical Center, Office of Residence Life, International Student Services, American Language Institute and Catharine S. Eberly Center for Women.

The strengths of this division are based on an institutional commitment from the highest levels of the administration to serve students. This is manifested as a division-wide commitment to enhance student learning and through the intellectual, social and emotional integration of the students' learning experiences. This includes exercising fiscal responsibility in the allocation of limited resources to meet a wide range of student activities and programs and establishing well-conceived functional areas that are consistent in quality and competitive with other divisions of student services nationwide. The unit has strong alignments with other divisions throughout the University and in the Toledo community, staff members with competitive skills and special expertise in the student services area and a Vice President whose cabinet members have an average of 17-18 years of experience.

Weaknesses within the Division include insufficient emphasis on conducting outcome assessments on services; non-systematic data collection methods for projecting areas of program growth and student need; a need to broaden services to students with disabilities; inadequate replacement plans for computers; and limited space for Career Services, the American Language Institute, the International Student Office and the Office of Accessibility.

The Division of Student Services sees opportunities for program enhancement and quality improvement. These include increasing focus on student expectations of higher education; expanding and improving communication on student services to campus departments; developing new techniques, strategies and collaborations to help students access a growing number of organizations; initiating projects and entering joint ventures with corporate partners for service to the community; exploring options for delivering selected career services off campus; increasing collaborative initiatives with academic colleges; and expanding leadership and citizenship experiences for students on and off campus.

## **Finance And Administration**

The division of Finance and Administration consists of five areas: Finance and Business Services, Facilities Management, Planning and Analysis, Internal Audit and Operational Improvement, Human Resources and University Police. The areas are effectively organized to provide a comprehensive array of services to support the

academic mission of the institution. The following information emphasizes the quality initiatives recently undertaken by this division.

### **Financial Services**

Areas within this office include the Controller, Risk Management, Treasury Operations, Business Services and the Bursar.

During the past decade, Finance and Business Services has implemented several quality initiatives that have resulted in substantial improvements in the way the University does business with its intra- and extra-institutional constituencies. Initiatives include: converting the University from the "short form" method for dealing with federal grants to a modified "Total Direct Cost" method, strengthening the financial organization through the establishment of a formal treasury function for cash management and a financial reporting function to provide additional management information.

In 1995, the Purchasing Department assembled a quality review team comprised of members of the University community to provide continuous review of the processes and policies pertaining to Purchasing. Accomplishments included: using the fast requisition system to decrease delivery times, increasing the minimum amount that can be used on a Fast Requisition to \$5,000, establishing a Purchasing Card to simplify accessing vendors, electronic entry of requisitions to simplify the ordering process, decreasing the processing time for requisitions from 3 days to 1 day, establishing an e-Commerce test program, implementing public auctions and public sales to liquidate excess University property and a program of continuous process improvement.

In 1998, the University implemented an integrated Enterprise Financial Reporting System (FRS) and reviewed University printing operations. The Financial Reporting System improved efficiency, expedited payments and aided departments in managing their budgets. Improvements resulting from the printing operations review included digital copying at walk-up copiers, combining Print Shop copying with walk-up copying to achieve improved pricing, high-speed color copying for the campus and a system for electronic transmission of requests to the Print Shop.

In 2000, the Telecommunication Department was incorporated into the Business Services area. As a result of assessments undertaken since then, expenses have been reduced, the client base expanded and services improved. In addition, a prior \$500,000 structural budget deficit was eliminated and the year ended with a \$200,000 positive carry-forward.

In December 2000, Dining Services, Bookstore Operations and the Rocket Card were incorporated into Financial Services. As a result, a dining services consultant was employed to survey students, faculty and staff and develop a plan of action to improve operations. The Rocket Card program was expanded to four additional off-

campus sites with on-going discussion for further expansion. Finally, Customer Advisory Committees have been created to review methods for managing and responding to issues including policing, parking and traffic, bookstore, dining services and service initiatives.

Quality initiatives in the Bursar's area have focused on improving student de-registration for non-payment by providing academic areas with de-registration schedules and electronic access to de-registration reports; supporting the new Student Recruitment and Orientation Programs by expanding cashier service; providing students quicker access to student information through electronic entry, such as web-based instructions for completing entrance interviews for financial aid recipients and income tax reporting information.

### **Facilities Management**

Areas within this department include Design and Construction, Environmental Health and Safety, Classroom Operations and Plant Operations. Quality initiatives began within this area in 2000. The Work Control Center for Plant Operations conducted surveys and interviews soliciting opinions on customer service at the University. A team consisting of representation from management, union and front-line workers utilized the data to develop recommendations for more effective management of the Work Control Center. Based on additional recommendations in 2001, the Work Control Center modified its hours of operation, revamped the work order software system, enhanced procedures and incorporated Key Control into its structure.

During 2001, the Facilities Planning Council (FPC) (see discussion elsewhere in this chapter and in Chapter 4) was re-established to provide an opportunity for the campus community to have input into the processes of space allocation, capital planning and master planning. A similar team previously provided input into capital planning but this is the first time space allocation has been addressed using a consensus-building team approach. The FPC also developed a Classroom Facilities Subcommittee that has led to more efficient use of classroom space and outfitting of rooms. The process of reporting course activity and space utilization to the Ohio Board of Regents was also reviewed by a cross-functional team during 2000 and has been transferred from Institutional Research to Facilities Management. To facilitate this move, the team developed a transition schedule and a cooperative method of training. Facilities Management submitted its first report to OBOR in December 2001. In addition, Plant Operations accounting functions, responsibilities and delivery are currently being studied by the University's Internal Auditor with the goal of providing improved management and financial reporting.

Recent capital projects have focused on the rehabilitation and system upgrades of existing buildings. Additional funding sources will be necessary to implement the Facility Master Plan that will be completed in 2003.

Weaknesses of the Facilities Management area include vulnerability to high cost of utilities as well as significant accumulated deferred maintenance and lack of funding. The utility issue will be addressed by contracting for gas and electricity as well as conservation through infrastructure upgrades. With respect to deferred maintenance, the department is conducting a comprehensive facilities condition analysis prior to the upcoming Master Planning process in order to study the maintenance of existing buildings with equal, if not greater, weight than new construction. Capital planning, governed by the Facilities Planning Council, provides a forum for faculty, staff and students to understand the infrastructure issues that are under-the-ground, behind-the-walls and out-of-sight.

### **Planning and Analysis**

Areas within this department include Budget and Planning, Business Systems Support and Institutional Research.

**Budget and Planning:** Strengths of this area include its ability to collect raw data from intra- and extra-institutional sources, the high level of administrative support it garners, the skill sets of the staff and its budget base. The office is often asked to respond to information requests very quickly and without sufficient time to analyze the data as fully as the office deems necessary.

State funding uncertainties represent the greatest threat. Initiatives undertaken to overcome weaknesses include identifying opportunities for staff training, searching for the means to get better historical data from the Data Warehouse, establishing better timelines for budget activities and the development of a data request database for Planning and Analysis to assist in managing the numerous requests for information that are received. This will help the Office to develop standard reports to answer the most commonly asked questions as well as manage more effectively special requests the office receives.

**Business Systems Support:** Strengths in this area include the excellent technical skills of the staff, an understanding of both business technologies and business processes and an orientation toward supporting the academic enterprise, (e.g., assisting the retention of students by helping to supply critical deregistration information).

The greatest weakness in this area is the lack of a clear delineation of responsibilities between Business System Support, Educational and Information Technology and the user community. Given the current level of staffing, Business Systems Support is required to do both data processing and application development using the same resources. Business Systems Support and other

Finance and Administration departments are unable to optimize work efforts because system administrator duties are decentralized within the division and lack a dedicated position to perform them. Securing outside resources is an option to supplement our current workforce. To ameliorate current weaknesses, Business Systems Support is currently working on a process to better address the delineation of responsibilities between BSS, EIT and the user community.

**Office of Institutional Research:** Strengths of this office lie in the commitments, experience and good skill sets of its staff and their proficiency with desktop and network computing. University-level provision of web-publishing services is an asset to this area as is the current emphasis on analysis rather than just the collection of raw data. A major responsibility of this office is the reporting of enrollment and other data to the Higher Education Information (HEI) system. Quality Initiatives are underway to provide additional staff development emphasizing the importance of documentation, effective written communication, team synergy and follow-through.

An emphasis is being placed on the difference between providing customers with data versus analysis. This transition in philosophy requires a substantial culture shift. In addition, departmental planning is underway to improve the analytical resources within the department. Furthermore, an Institutional Analysis Database Project has been planned and launched. Institutional Research and Educational and Information Technology have partnered on this project that will provide a comprehensive, reliable source of static data for institutional research and analysis. Finally, work has begun to improve and/or enhance data accuracy related to student information. Institutional Research plans to take a leadership role in a cross functional effort to accomplish this task.

**Office of the Associate Vice President for Planning and Analysis:** The strength of this office comes from its organizational structure that brings together under a single administrative umbrella budgetary and planning functions and Institutional Research. Together, these functions work synergistically to enhance the effectiveness of academic and administrative decision-making at UT. The greatest weakness of the area lies in resources being deployed across too many major projects. The goals of the office are to enhance institutional planning; facilitate communication among campus constituents; help the University link strategic planning to the budget; and become an analytical resource that supports academic and administrative decision-making by providing accurate, timely, well organized and thoughtful analysis.

**Office of Internal Audit and Operational Improvement Services:** The function of this office is to review and analyze the adequacy and effectiveness of the University's system of internal control. The Internal Auditor is charged with conducting comprehensive internal operational reviews and audits, in addition to coordinating all external audits. The Internal Auditor provides services to assist

departments in improving operating processes to enhance customer service and internal efficiency.

**Office of Human Resources:** Areas within this office include personnel, labor relations, compensation and benefits. Strong leadership, an experienced and motivated staff and effective working relationships among the offices of Planning and Analysis, Legal Affairs, Payroll, Affirmative Action and Finance and Administration are key strengths of the office. The office suffers from an inadequate staffing level and from lack of resources to provide training for University managers and supervisors in the management of labor agreements and University policies and procedures. This lack of staff has made it necessary to concentrate on personnel administration and has impeded participation in strategic planning. The office has undertaken a number of quality initiatives in recent years, such as, training for collective bargaining agreements and University policy administration, grievance tracking for consistent and supportable adjudication, redesign of healthcare benefits and compliance and consistent application and management of the self-insured healthcare plan.

### **University Police Department**

The University Police Department works closely with City of Toledo Police and other area law enforcement bodies in a community policing approach to providing a safe and secure campus. The services and activities of the UT Police Department are described more fully on page 2-30 of this self-study.

### **Government Relations**

The Office of Government Relations ensures that the University has strong representation at federal, state and local levels, thus impacting decisions that can affect the institution. The office works closely with the President to establish priorities, scan possibilities and assist with clarification of the University's position on pending and upcoming issues. The Executive Director for Government Relations reports directly to the President.

Primary objectives include increasing the strength of UT's relationship with elected and appointed officials as well as government agencies at the federal, state and local levels; increasing awareness internally of the political dimension, appropriate levels of involvement and the potential impact of elected and government officials and agencies on UT; creating and seizing opportunities for UT to become a contributing factor in the state and nation and positioning UT to increase its share of the state budget.

## **Educational And Information Technology**

The Division of Educational and Information Technology (EIT) manages all areas of technology that support academic and administrative functions at UT. It became a vice presidential division during the Kapoor administration. Recently, it garnered new leadership with the appointment of a new Interim Vice President. Included among the strengths of the division are: the enterprise server with a superior reliability record that supports 500-750 online users simultaneously through application and Web interfaces to enterprise business applications; successful implementation of a heavily used and very reliable e-business application called Web for Students through which students register for courses, pay bills, obtain housing information and perform real-time searches for a variety of information; timely deployment of an open-systems architecture that includes Windows2000, Active Directory (UTAD), Exchange 2000, a transition to Microsoft SQL 2000 for the Data Warehouse, DHCP for dynamic network configuration of workstations and deployment of clustering technology for critical servers for high availability; a Desktop Support team distributed among all of the colleges and administrative offices that provides hardware and software support for personal computers, laptops, printers and other peripherals used in instructional, research and administrative activities; a heavily used data warehouse with over 500 users across campus and a well-developed educational program created through a partnership between EIT and Continuing Education designed to prepare employees for its implementation; a fiber network infrastructure that provides University-wide access to all computer systems; both academic and administrative advisory committees that provide recommendations to EIT for programmatic and budgetary initiatives that will enhance the use of technology across campus; a Microsoft campus agreement that provides initial purchases at minimal cost to faculty, staff and students and upgrades to all Microsoft products; 48 wireless mobile laptop computers that are available for special registration and advising events such as One-Stop and Rocket Launch programs. Major initiatives underway or planned include development of student self-service degree audits via the web, Web for Faculty for entry of grades and acquisition of class rosters via the web and a new data warehouse data area for institutional analysis.

Division weaknesses include the lack of a relational database management system and modern enterprise applications for operational systems; lack of dedicated support units for support of faculty teaching and learning technology, inappropriate housing of essential networking equipment, lack of business process documentation and absence of clear lines of authority in making changes in those processes and a building-level electrical system that is in need of upgrading. The recently completed strategic planning for technology phase 1 data gathering process has shown that the University funds central EIT substantially below national averages as published by EDUCAUSE, the Gartner Group and DB Market Data Retrieval. Noteworthy is the fact that remediation of these weaknesses is a prominent part of the planning process of the unit and cross-

functional University committees. The electrical system will be upgraded as part of a building renovation project slated to begin in summer 2002.

## **Institutional Advancement**

The Division of Institutional Advancement supports the mission of the University by identifying, cultivating and securing resources to enhance and improve educational opportunities for students while serving the extended community. Institutional Advancement supports the priorities of the institution as established by the President and Board of Trustees. Strengths include an experienced staff; an annual giving program that has remained effective during a period of uncertainty and change; a successful major capital campaign that yielded nearly \$50 million and a strong base of volunteers, donors and supporters. Weaknesses stem from low alumni membership and lack of leadership priorities.

Currently, creative and collaborative efforts within Institutional Advancement are being explored in an effort to increase revenue and reduce costs. Membership in the Alumni Association stands at approximately 9,000. An aggressive membership drive is underway to double membership within 5 years. Attaining this goal will help by alleviating some budgetary constraints, increasing alumni involvement in the Alumni Association and University, building a stronger base of prospective donors and increasing the number of unofficial “ambassadors” to the University.

Since January 1999 leadership and communication have been poorly defined in this division. One of the goals for spring 2002 (until a permanent VP is identified) is to open communication within the division by having regular staff meetings. In addition, short-term funding priorities will be established by working with the Provost, Deans and Executive Staff. With the completion of the University’s strategic plan, work can begin to identify long-term funding priorities.

## **Intercollegiate Athletics**

The Division of Intercollegiate Athletics oversees all aspects of sports programming at UT as well as managing the facilities necessary to support that enterprise. Strengths of the Intercollegiate Athletic Program include a strong executive staff, a well-organized Student-Athlete Support System and an External Affairs area. UT has highly competitive programs in football, in men’s and women’s basketball, in golf, cross-country and swimming. Weaknesses of the Intercollegiate Athletic Program have included lack of fiscal accountability, academic support, development, gender equity, capacity to upgrade athletic facilities in a timely way and non-revenue producing Olympic Sports programs.

Goals of the Intercollegiate Athletic Program include (1) increasing graduation rates as well as the grade-point averages of student-athletes, (2) increasing earnings from sports programs, (3) improving facilities, (4) moving into compliance with NCAA gender equity guidelines and (5) contending in Mid-American Conference Championships in every sport.

### **Integration Of Administrative Units At UT**

It is important to point out that each of the units profiled above has an organizational structure and function that supports the academic mission of the University. The Provost, vice presidents and Executive Director of Intercollegiate Athletics as well as the Executive Directors of Government Relations and Public Relations are members of the President's cabinet. This unit meets weekly or more frequently as needed to advise the President on all aspects of University function. Members of the Executive Staff are routinely appointed to University committees with critical decision-making responsibilities. The Provost, vice presidents and Executive Directors each lead their own divisional cabinets with defined lines of communication and authority.

### **Policies And Procedures**

All divisions of the University are governed by The University of Toledo Policy Manual as well as unit-specific procedures that are articulated to the appropriate constituencies through a variety of channels. Academic policy is generated by departments, programs and colleges, is approved by the Faculty Senate and is enforced and maintained by the Office of the Provost. Administrative units also operate in compliance with the University's collective bargaining agreements with the UT-AAUP, CWA and UTPPA.

### **C. UT Has Qualified and Experienced Administrators Who Exercise Appropriate Responsibility**

Credentials for administrative officers at The University of Toledo are available in the Resource Room. It is important to point out that many members of the University's administration hold academic rank in specific departments.

## **D. Systems of Governance at UT Involve University Constituencies in Decision-making**

The University of Toledo has had a strong tradition of shared governance at all levels. At the heart of this tradition is the philosophy that decisions on issues critical to the mission of the University should be consultative and involve all of its constituencies. As explained in Chapter 1 of this self-study, shared governance at UT is accomplished through a well-organized University committee structure and the Faculty Senate.

**University Committees:** University-wide committees are listed in Table 1.2. Those committees participate in personnel, facilities and budget management decisions and are described in Chapter 1.

**The Faculty Senate:** The Faculty Senate speaks for the faculty on matters of academic policy and other matters not governed by collective bargaining. Members are elected from among the faculty of all colleges, including the library. Membership is for a three-year term and apportioned annually among the colleges on the basis of faculty size. The Constitution of the Faculty Senate enumerates the Senate's powers, processes and procedures. These are described in detail in Chapter 1. The work of the Senate is conducted through a series of faculty committees each of which focuses on an area critical to the University. Senate Committees are listed in Table 1.1. Committee Chairs report to the annually elected Senate Executive Committee that in turn serves as liaison to the Provost, President and Board of Trustees.

During the past decade the Faculty Senate has had significant involvement in the development of the UT 2000 Strategic Plan, the conversion to semesters, approval of program plans and new majors in Women's Studies (now Women's and Gender Studies), Environmental Studies, Environmental Sciences, Africana Studies, Paralegal Studies, Mental Health, Law and Social Thought, Bioengineering, Computer Science and Engineering Technology and Medical Information Management. The Senate also had major input into the development of the College of Health and Human Services.

A major accomplishment of the Faculty Senate during the past academic year was to strengthen lines of communication between the faculty and the administration. This included formally scheduled meetings with the Interim Provost and occasionally with the Interim President. Furthermore, members of the Senate Executive Committee paired with members of the Board of Trustees to strengthen the link between these groups. The Senate also worked in cooperation with the Interim Provost to re-establish University committees that had been disbanded during the previous administration and to appoint faculty members to these bodies. Other accomplishments include:

1. Established a policy regarding faculty membership on personnel-related committees of the Senate.
2. Completed a comprehensive review of the University's core curriculum. The outcome of this project included recommendations to establish a standing committee to oversee and maintain the core curriculum and to introduce into the core a University-wide writing across the curriculum requirement.
3. Completed an investigation of personnel difficulties in Carlson Library and made recommendations to the Administration for their resolution.
4. Studied and endorsed a proposal for the establishment of a Center for Teaching and Learning.
5. Collaborated with the Student Senate to develop a Missed Class Policy.
6. Approved a large number of curriculum and program changes that included a new Developmental Education/Academic Skills Enhancement Program.
7. Worked in cooperation with the administration to carry out three studies: a survey of faculty and staff on student experiences at UT, its companion survey of students and a survey of faculty regarding technology needs.

**Student Government:** The Student Government serves as the primary voice of the student body. Modeled after the Federal government, three branches exist: Executive, Legislative and Judicial. The student body elects membership in the Executive and Legislative branches annually, while Justices serve three year appointed terms. Its constitution enumerates its powers, processes and procedures. The work of the Senate is carried out through a system of committees focusing on areas important to the students of the University. The Executive Branch utilizes its Cabinet to carry out the platform of the current administration and to enact the legislation authored by the Senate. The Judicial Branch hears all questions arising from the Student Government Constitution.

Student Government has, in the past two years, begun to build a very strong working relationship with the Faculty Senate. Most notably was the collaborative development of the Missed Class Policy. Other projects completed by the Student Government in recent years include:

1. Increased student representation on University committees.
2. Continued representation at the Board of Trustees level by the President and Vice President of Student Government.

3. Participated as one of the four founding institutions of the Ohio Council of Student Governments, a four-year-old organization designed to represent the interests of all Ohio colleges and universities at the state level.
4. Established the Big Event, a campus-wide community service project involving over 250 members of the campus and surrounding community.
5. Cooperated extensively with the Athletics Department in the development, promotion and execution of the highly successful "See You At The Game" program, increasing the demonstration of school pride to new highs.
6. Developed the Candy Counter and the Student Escort Service. After completion of these projects, administrative oversight was shifted to the appropriate University department to ensure their continuance.
7. Created the "Rocket Express" program, designed to provide discounted admission and transportation to away football games. This culminated in 130 students attending the 2001 Motor City Bowl in Detroit for the price of \$5 each.

#### **E. UT Has an Adequate Number of Faculty with Appropriate Credentials**

To support its academic mission, The University of Toledo currently employs 704 full-time faculty of whom 578 are tenure track. Calculations based on the data discussed in detail in Chapter 4 (see Table 4.7) show that between 1992 and 2001 the number of tenure-track faculty members at UT declined by 5% and the proportion of total faculty holding academic rank fell from 84% to 82% during that same period. However, to place those changes into appropriate context it must be pointed out that from 1992 through 2001, total student enrollment at UT declined by 15.8% (See Figure 1.1 and associated discussion of enrollment decline in the Introduction). Further, since the number of students per full-time faculty across the institution in 2001 is lower than that in 1992 (22.9 vs. 25.8), it is reasonable to suggest that we are currently adequately able to carry out the same mission as we were in 1992. However, the issue of whether the number of faculty is appropriately distributed across the University is debatable.

The University is presently in the midst of a three-year program to replace the 110 faculty lost through an early retirement incentive program begun in 1999. Sensitive to issues of race and gender, the University is conducting a number of searches to fill the full-time tenured and tenure-track faculty positions vacated as a result of this program.

Personnel files containing faculty credentials are maintained in the Provost's Office. Annual Reports of Professional Activities (ARPA) for all faculty are

maintained in college offices. Faculty possess strong professional credentials. Approximately 83 percent of the full-time tenure-track faculty hold terminal degrees in their disciplines and many others have equivalent professional experience and recognition.

University of Toledo faculty members are recognized for their teaching skills, grantsmanship, research, publications and their leadership in professional organizations. Most full-time tenure-track faculty members, including full professors, teach graduate and undergraduate classes and they incorporate their research and creative activities directly into the instructional programs. In 1999-2000, faculty generated more than \$19.76 million in sponsored research (See Chapter 3 for a discussion of faculty research accomplishments). Faculty publish their research results in leading journals in a wide variety of disciplines, lead professional organizations and serve as editors and reviewers of professional journals.

## **F. UT Administrators and Faculty are Accountable**

**Administration and Board of Trustees:** The University's Board of Trustees is appointed by and accountable to the Governor of the State of Ohio. The President serves at the pleasure of the Board of Trustees. There is a history of involving faculty, students and other stakeholders in the selection and evaluation of administrators. Pursuant to that tradition, there have been periodic reviews of upper-level administrators. Periodic evaluations of deans have also occurred prior to 1999 and the results of those initiatives were forwarded to the Provost (or Vice President for Academic Affairs).

**Faculty:** UT faculty are accountable within the terms of their collective bargaining agreements. Specifically, the University has implemented a highly structured, multi-level process for evaluating faculty (see additional discussion of this subject in Chapter 3). Procedures for evaluating full-time tenured and tenure-track faculty are described in the collective bargaining agreement between the UT-AAUP and the Board of Trustees; the full-time non-tenure-track faculty are members of a different bargaining unit with their own collective bargaining agreement (see <http://www.utaup.com>) that contains a defined evaluation process. The faculty in the College of Law and administrative faculty are not covered by collective bargaining contracts. They are, however, subject to periodic evaluations by their individual departments, administrative areas or combinations thereof. Visiting professors and part-time faculty are evaluated by their department chairpersons and deans. If there is a continuing need and the visiting professor has received a favorable review, he or she may be re-hired for another academic year, provided that a maximum period of three years service is not exceeded.

**G. UT Enrolls a Sufficient Number of Students to Meet its Educational Purposes**

Student enrollments in the various colleges at UT for spring semester 2002 are presented in Table 2.1. These data reveal that a substantial number of students are engaged in degree programs throughout the institution. In order for academic programs to be viable, the courses comprising them must have minimum average enrollments. Those minima are based on the subsidy level of the course as defined by the Ohio Board of Regents. While deans and departmental chairpersons have some flexibility in interpreting these minima based on discipline-specific benchmarks, they may be used to make scheduling and staffing decisions about individual courses. Programs that fail to garner minimum enrollments will not be funded unless they maintain a critical mass of students to ensure appropriate levels of interaction and collaboration.

**Table 2.1 - University Of Toledo Headcount - Spring 2002**

<b>College</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
Arts and Sciences	2,685	571	3,256
Business Administration	2,754	407	3,161
Education	1,865	1,053	2,918
Engineering	2,482	459	2,941
Health and Human Services	2,140	299	2,439
Law	-	417	417
Pharmacy	866	116	982
University college	2,897	-	2,897
<b>Totals</b>	<b>15,689</b>	<b>3,322</b>	<b>19,011</b>

**H. UT Provides Services That Afford All Admitted Students an Opportunity to Succeed**

Student success is a major implied component of the University's mission. While student success is strongly tied to quality instruction, a multitude of support services enhance learning and, in many cases, make it possible for students to continue and complete their programs at the University. Student and instructional services are established, overseen and reviewed through several organizations of campus stakeholders including administrative units, Faculty Senate, Student Government and the multicultural and international organizations. Major services that contribute to student success are profiled and evaluated in this section.

**Academic Skills Enhancement (ASE):** This program, administered by University College, provides curriculum and support services designed to facilitate the rapid remediation of under-prepared students to college level. Students receive specialized instruction in small classes in the areas of writing, reading, college success/study skills and orientation and career exploration. Tutoring, mentoring, intensive advising and other support services are coordinated with the instructional component of the program. Students are placed into the ASE program based on high school GPA, standardized test scores and college placement tests.

**American Language Institute (ALI):** The ALI (<http://www.utoledo.edu/depts/office-of-international-services/ali/ali.html>) offers intensive English language study and cultural orientation to international students and other professionals who are preparing for degree programs in the United States, or for individuals who wish to learn English for personal or professional reasons. Students can join the intensive English program in August, October, January, March or June. The Institute develops and offers a wide variety of training programs in conjunction with scholarship and study abroad organizations to meet the specific needs of educational and corporate clients.

**Apple Tree Nursery School** (<http://www.utoledo.edu/~appletree/>), accredited by the National Academy of Early Childhood Programs and licensed through the State of Ohio, is a non-profit, incorporated organization located on The University of Toledo's Bancroft campus. The school provides quality early care and education for children of University students, faculty and staff. It is open daily (7:30 a.m. – 5:30 p.m.) with part-time and full-time care available for preschoolers and on a full-time basis for infants, toddlers and kindergartners.

**Career Services** (<http://www.student-services.utoledo.edu/career/>), open weekdays with evening hours two days per week, helps students clarify their career goals and create strategic career management plans through contact with professional counselors and occupational information in the Career Resource Library and computer databases. Informational interviews and job shadowing experiences are offered as well as a web-based workshop to assist students in identifying their interests, skills and values related to career development. Career Services provides career development and employment related programs and services to the culturally diverse UT community in order to enhance and support student academic achievement and learning through its Career Counseling, Career Mentor Program, Mock Interview Program, Job Hotline and Peer Career Program. The division enables and encourages UT students and alumni to take lifelong responsibility for their own careers. Career Services is moving from a decentralized to a centralized service to provide a more user-friendly system for students. During the past ten years, Career Services/Development records show that 5,000 students used the Career Information (Resource) Center, 6,000 students used Career Counseling (Group and Individual) and 2,000 students used Employment Services. Recently, Career Services developed an extensive website,

which is frequently updated. This website won the *Ad Guide's* Gold Award for Internet Excellence. Career Services staff also provide information to potential and continuing students by making presentations and by staffing information stations in the Office of Enrollment Management, as well as through campus media, Career Services and other institutional publications; presentations to student and faculty groups; and presentations to employer, professional and alumni community groups.

The **Catharine S. Eberly Center for Women** is committed to promoting awareness of women's issues, providing advocacy and support for the personal and professional development of women students and ensuring a University community conducive to the empowerment of women. These goals are accomplished through brown bag seminars, yearly conferences, support groups, scholarships, a computer lab, internships, a web site and a calendar of events published each semester. (<http://www.student-services.utoledo.edu/eberly-ctr/>)

**Computer Based Testing Lab (CBT):** This facility is the only test center of its kind in Northwest Ohio and represents a new alternative to taking paper/pencil tests. In a contractual agreement with the Educational Testing Service (ETS), the CBT offers standardized national tests that are necessary for admission into graduate programs and professional certifications. It is located at the Scott Park Campus and is open to University of Toledo students, as well as people from the community. The Test Center manages the Saturday Paper/Pencil National Testing Program. Tests given include ACT, SAT, GRE, Special Subject, PRAXIS, Foreign Service Workers Examination and the MCAT.

**The Course Applicability System (CAS)** (<http://www.transfer.org/>) is a multi-state decentralized electronic advising system. Using the World Wide Web, CAS assists students, advisors, faculty and administrators from universities and two-year colleges to obtain consistent and accurate information about transfer courses and the applicability toward degree completion. The University of Toledo participates fully in the Ohio CAS system. CAS uses the DARS system (described below) as its core process and is coordinated through Miami University of Ohio. It was implemented as a cooperative project with many other state schools. CAS is funded and initiated by the Ohio Board of Regents and provides prospective transfer students with the ability to learn how courses transfer from one institution to another with online Course Equivalency Guides, to store and maintain information about the courses they have already taken or intend to take in the future from any college or university, to request a Transfer Planning Guide / Degree Audit Report for Academic Programs offered by any CAS-enabled institution and to browse online for information about academic programs offered by any CAS-enabled college or university.

The **DARS (Degree Audit Report System)** is designed to compare a student's academic work - at any point in his or her career, with the requirements of UT's academic programs and to prepare a comprehensive report detailing the progress

toward meeting those requirements. DARS is in use by most UT colleges for undergraduate advising and by the registrar for degree completion certification. EIT has an active project, initiated by Student Senate, to provide the DARS reports to students via the World Wide Web.

The **Dean of Students Office** (<http://www.student-services.utoledo.edu/dean-of-students/>) oversees student activities, Greek Life, student conduct and veterans' affairs. The Dean of Students Office/Student Activities services 210 student organizations with a budget of \$613,000. There is a special funding allocation of \$50,000 for student organizations. The total membership in student organizations is 9,432. In addition, there are 4,250 different programs with a total of 21,780 student participants.

The **Financial Aid Office** (<http://www.financialaid.utoledo.edu/>) has counselors who are available to help with the Free Application for Federal Student Aid (FAFSA) and other kinds of financial planning. In addition, the office can help with academic difficulties and assist students looking for help with bills and college expenses.

The **International Student Services Office** (<http://www.utoledo.edu/depts-/office-of-international-services/>) assists international students with arrival pick-up, new student orientation, location of housing, cultural adjustment, immigration information, status documentation and personal emergencies. The office organizes numerous programming opportunities throughout the year to promote interaction between international students, domestic students and local families.

The **Learning Enhancement Center** with offices located at both Bancroft and Scott Park campuses, assists students with tutorial and group instruction in math; planning, drafting and revising papers; strengthening reading comprehension and study skills; improving self-esteem; and gaining scholastic independence. (<http://www.ucollege.utoledo.edu/lac/index.html>)

The **Multicultural Student Center** (<http://www.student-services.utoledo.edu/msc/>) helps promote awareness of and appreciation for The University of Toledo's African, Asian, Hispanic/Latino, Native American and culturally pluralistic societies. This is accomplished by collaborating with various University offices to design and implement programs, seminars, workshops, art exhibits, speakers and research that enhance the understanding of social issues, world events, personal attitudes and values that directly and indirectly relate to people of color. MSC provides financial assistance to selected graduate students whose emphasis is on studies in areas where people of color are under-represented. Services and programs also include Graduate Minority Assistantships, Law Education Opportunity Grants, Multicultural First-Year Orientation Programs, Resource Information, Cultural Exhibitions, African American History Month Programming, Hispanic Heritage Month Programming, Mentorship Program, Multicultural Student Leadership Institute, Diversity

Cultural Workshops, Dr. Martin Luther King, Jr. Commemoration and Cultural Travel Abroad Opportunities.

**Office of Accessibility:** (<http://www.student-services.utoledo.edu/accessibility/>)

This facility provides a supportive environment that assists persons with disabilities to develop their maximum academic and personal potential in all aspects of campus life by providing them with the necessary tools for empowerment, self-advocacy, independence and learning. The Office of Accessibility currently serves 970 students. The Office’s highly individualized accommodations and support services to students with documented disabilities include but are not limited to those listed in Table 2.2.

<b>Table 2.2 - Office of Accessibility Accommodations and Services</b>	
<b>Accommodations</b>	<b>Services</b>
Alternative Materials Test Taking Accommodations Note Taking Assistance Listening Devices Adaptive Computer Software	Disability Adjustment Counseling Secondary Academic Advising Priority Registration Interpreter Services Curriculum Modifications Agency Referrals Barrier Removal Assistance Disability Scholarships Advocacy Assistance Paratransit Service

The **Office of Latino Initiatives** forms partnerships between the University and the Latino community, with such organizations as the K-12 public and private schools and businesses in an effort to increase the level of educational achievement of area Hispanics. The office works with current UT Latino students by providing academic and career counseling, referrals to campus programs and leadership guidance.

The **Office of Recreation** provides for informal recreation, organized competition on campus and competition with other universities through club sports. Program offerings include a fitness evaluation, instructional recreational classes and clinics, weight management aerobics and water exercise at various sites on campus. Student fees support their use of the Recreation Center (<http://www.utreccenter.utoledo.edu/>) facilities as part of their general fee payment. Alumni and faculty use services for a modest fee. The Recreation Center is a

multi-function facility that includes areas for a wide variety of activities and services for students, faculty, administration and community members.

**PASS Program (Providing Access and Student Support):** A program designed to assist non-direct from high school students in transition at UT. The PASS program helps students set goals and decide on a major, assists in adjusting to college life and provides intensive academic advising. The PASS team administers the "Keys For Success" program for those students admitted on a one-semester trial, provides Career/Major Exploration workshops and distributes a UT Service Directory (*UT from A-Z*) which is available in the Resource Room.

The **Student Development Center (SDC)** provides support and referral services necessary for students with inadequate college preparation and/or academic achievements to first generation disadvantaged and/or under-prepared students. In collaboration with the Learning Enhancement Center, SDC assists UT students with supplemental instruction and tutoring referral, individual mentoring and transition services to empower students with a greater self-understanding and a better understanding of the University. The Center performs assessment services, study skills development, case management and early intervention to help ensure student success.

The **Student Employment Program** (<http://www.student-services.utoledo.edu/-career/students.htm>) seeks to engage students in their careers by offering practical job experiences that will strengthen their self-knowledge, self-confidence, persistence and probability of success in college. The program has provided over 10,000 students with a means of earning an income and to facilitate their greater campus involvement.

**Student Success Center:** The Student Success Center (SSC), located in Rocket Hall, is a comprehensive advising center for UT students who have not chosen a college or major. It serves undecided students as well as other "Specialty Student" cohorts that require for their success easy access to "generalist" advisors and a close alignment with Student Services. The Center has a Director who is advised by a council comprised of individuals representing each college. SSC advisors employ intrusive advising strategies and function as conduits to assist students in choosing majors and matriculating into the various colleges. To insure timely selection of a major and subsequent degree completion, assignment to the SSC is for a maximum of three semesters after which students must choose a major program. The SSC provides the advising component of a one-stop shop student service center in Rocket Hall where walk in students can be admitted, take placement tests, receive academic advising and register for classes during a single visit to the University. It also coordinates the dissemination of curricular materials and professional development resources for undergraduate academic advisors throughout the University. Finally, the SSC serves as a proving ground for the development of high technology advising tools at UT. The plan for the SSC was crafted in consultation with college deans, associate deans, advisors,

students, the Faculty Senate Executive Committee, Enrollment Management personnel, Educational and Information Technology staff and the Provost's cabinet.

The **Test Center** serves as a proctoring site for makeup, placement and special testing. At the Scott Park Campus, the Test Center administers computer-based tests as well as make-up tests. The Test Center also has a satellite facility associated with the Student Success Center.

**Velda B. Carver Teacher Education Center:** (<http://www.utoledo.edu/colleges-education/carver.html>) The Carver Center's mission is to enhance awareness and use of current innovative educational practices and technology. The facility is designed to serve as a learning and resource center and provides educational teaching/learning laboratory settings, including computing, mathematics, science; instructional materials production and curriculum materials laboratories.

The **Writing Center**, (<http://writingcenter.utoledo.edu/>) located at the Bancroft Campus, serves students, faculty, staff, area schools and alumni of the University. Writers work individually on papers in all disciplines and at all stages of writing—from thinking about the paper to finishing the final draft—for personal essays, resumes, cover letters and for publishable papers. The Center is open six days per week including four evenings and can be reached through its online services. Tutoring is also offered in the Parks Tower residence hall one evening per week until midnight. Through its Writing Across the Curriculum (WAC) Program, the Center works with faculty across campus, promoting critical thinking through innovative pedagogy and placing tutors in writing intensive classes to support students and faculty. State grants provide funding that makes the University's Writing Center a presence in over 25 area high schools providing teacher training in writing across the curriculum, tutors to work with students individually and in collaborative groups and workshops and seminars for school faculty and administrators in curricular change. These efforts seek to improve students' education and chances for success before they enter the University.

## **I. UT Has a Physical Plant That Supports Effective Teaching and Learning**

Through appropriate planning, architectural design and development and maintenance of the grounds, the University has established a physical environment that can be considered a positive asset for student recruitment, learning and retention. The main campus of The University of Toledo is located six miles west of the downtown area of Toledo, Ohio. The beautiful, traditional campus is dominated by neo-gothic stone buildings, the most notable of which is University Hall with its bell tower that appears in the University's new logo. An impressive landscaped mall led to a national award in 2000 as one of the 100 most beautifully landscaped areas in the country. The University has six campuses; the

two largest are Bancroft campus (approximately 300 acres) and Scott Park campus (160 acres). The Seagate campus, located in downtown Toledo, provides a central location for classes and seminars serving Greater Toledo and is connected to the City's Convention Center. The Stranahan Arboretum, about three miles from campus, offers a 47-acre outdoor education lab and also provides for interaction with the community through special programs. The University has two classroom buildings at the Toledo Museum of Art campus, both designed by renowned architect, Frank Gehry. These include the Center for Visual Arts and the Center for Sculptural Studies. The Lake Erie Soil and Water Research and Education Center, completed in 1997, is located on five acres adjacent to Maumee Bay State Park in Oregon, Ohio. The 30,300 sq. ft. cluster of buildings houses a visitor center, faculty offices, research labs and classrooms. It is affiliated with Maumee Bay State Park and offers public education in addition to University classes.

The University currently has an inventory of nearly 90 buildings, totaling approximately 4.5 million gross square feet. Bancroft campus has more than 60 buildings. Residence halls account for 16 of these buildings and provide 2,869 beds for students. The University currently leases 850 off-campus housing spaces in apartment complexes near campus. A 600-bed residential living/learning center is currently under construction and scheduled for a fall 2002 completion and another residence hall is planned for opening in 2005.

Plans to create grassy areas and pedestrian pathways have increased perimeter parking as central parking was decreased. The University maintains approximately 11,000 parking spaces, both in surface lots and two parking decks on the Bancroft and Scott Park campuses. UT Transit Services operates 16 shuttle buses to transport riders from the perimeter parking lots and housing locations, both on and off campus, to campus locations on the Bancroft, Scott Park and Toledo Museum of Art locations. The buses travel more than 256,000 miles annually, providing over 500,000 rides and operating from 7 a.m. to 11:30 p.m. seven days per week. Approximately fifty student bus drivers, working part-time, accomplish this effort. A federally funded work program helps pay the students' salaries.

Key enhancements to UT's physical plant during the past ten years include:

- **Student Union Addition (1992):** This project included a 50,000 g.s.f. addition to the Student Union, as well as 20,000 g.s.f. renovation of existing space. Administrative and student organizations were relocated to enhance accessibility, operation and service delivery; additional meeting space was created; and existing facilities were renovated to optimize space and service needs.

- **Sullivan Hall** (1993): Adjacent to the Academic House, this honors center provides a convenient atmosphere for studying, reading, computer use and interaction of resident and commuting honors students.
- **Horton International House** (1995): This housing facility provides a multicultural living environment for domestic and a limited number of international students. International students appreciate special accommodations in this 400-bed, 130,500 s.f. residence hall. The dining facility provides an international cuisine, but students may also prepare their own meals in cooking areas near their rooms. Rooms are suite-style with separate bath and shower facilities. Cultural and religious needs can be met in the sixth-floor multi-purpose room. Horton International House is noteworthy not only due to its striking architectural design, but also the inclusion of a ritual foot washing room for Muslim students.
- **Nitschke Hall** (1995): College of Engineering faculty and staff moved into the new 177,000 s.f. building in 1995. The building is a curtain wall structure with exterior glass walls. Five different types of glass were used on the facade, including patterned frit glass, which allows light to filter through while reducing the heat load. The five-story building, with an attached one-story high-bay laboratory wing, houses offices, computer laboratories, student lounges and a study area.
- **Dorr Street Enhancement Projects** (1995-1998): This group of projects included property purchases that extended the south end of the campus border to Dorr Street. Dramatic changes provided by this project include a new entrance to campus from Dorr Street, increased parking options and the creation of a loop road for improved campus traffic flow. The site includes the Apple Tree Nursery School, Plant Operations Building, a Transportation Center with a bus loop for city and UT busses and grounds storage buildings.
- **Apple Tree Nursery School** (1996): The 16,000 s.f. center serves UT students, faculty and staff. The center includes nine classrooms, a motor skills room and various support spaces. Up to 138 infants, toddlers and preschoolers can be accommodated. Observation areas for each of the classrooms were included to allow the facility also to function as a teaching site for students in Elementary and Early Childhood Education. Two playgrounds, one for preschoolers and one for toddlers, were provided through a state grant. The playgrounds total approximately 12,000 s.f. and were designed to create a natural play environment, using landscape rather than the usual swing sets and jungle gyms.
- **Doermann Theater** (1997): Located in the center of University Hall, UT's signature building, the 800-seat theater had not been renovated since it was constructed in 1931. The University was honored with an Excellence in

Preservation Award from the Landmark Preservation Council, evidence of the great care that was taken in restoring this historic theater.

- **Lake Erie Research Center** (1997): The 30,300 s.f. research facility houses the Lake Erie Soil and Water Research and Education Center and is located on five acres at Maumee Bay State Park in Oregon, Ohio. The center was designed to meet both research and public uses and includes 12 fully supported research laboratory modules, an instrumentation lab, Geographical Information System Laboratory, hazardous/chemical storage, autoclave room, environmental chamber, cold room and biology resources laboratory.
- **Wolfe Hall** (1997): This 175,000 s.f. research complex houses the College of Pharmacy and provides lab space to support teaching and research efforts for the Chemistry, Biological Sciences and Pharmacy faculty. The facility contains faculty and student labs, a greenhouse, the Plant Science Research Center, two lecture halls (150-student and 300-student capacities), common support facilities and a vivarium. This building provides more Internet connections than the rest of the campus combined.
- **Nitschke Auditorium** (1998): The auditorium has 1000 fixed seats with a raised stage and connects to Nitschke Hall. The front half of the seating is network-ready. The facility has state-of-the-art audio-visual equipment and teleconference/ distance learning systems. The auditorium serves the community as well as the College of Engineering.
- **Rocket Hall** (1999) – Purchased in 1995, this building includes 5000 s.f. of new construction and renovation of 102,000 s.f. of space that was previously a shopping center. Rocket Hall rounds off the southwest corner of the campus. Most of the admissions and registration functions are housed in this building, with the goal of providing a one-stop shop that allows students to be admitted, obtain financial aid, register, get advising and pay their bills during a single visit to the University.
- **Residential Living Learning Center** (Fall 2002): This 600-bed residence hall is designed for student interaction with suite-style rooms, sleeping 6 students in two-person bedrooms with shared living areas within the suite.

To enhance these buildings, the University participates in the Percent for Art Program as required by Ohio law. Legislation for Ohio's Percent for Art program became effective July 1, 1990. The law provides that 1% of the total construction budget will be set aside for the purchase, commission and installation of works of art for new or renovated public buildings with appropriations of more than \$4 million. Funding was provided by the State of Ohio for the first biennium. Three UT projects qualified for the program in the past ten years and the artwork now enhances our Bancroft campus: Nitschke Hall (glass art displayed prominently in the main entrance), Wolfe Hall (a massive outdoor copper sculpture and neon

artwork in a student congregating area) and Rocket Hall (transparent wire mesh, larger than life outdoor sculpture of three horses clustered).

## **J. UT Makes a Conscientious Effort to Provide Students With a Safe and Healthy Environment**

The safety and welfare of students is a priority at UT. To that end, the University operates a number of services and facilities that help provide a safe healthy environment. These include the Student Medical Center, the University Police, the Campus Escort Service, Student Legal Services and the Office of Residence Life. These offices and services are described in the following section.

**Student Medical Center** (<http://www.shs.utoledo.edu/>) All registered students are eligible for services (office visits, medical care, women's health clinic, pharmacy, laboratory, mental health services, free, anonymous HIV/AIDS testing, etc.) at no charge. Office hours are Monday – Friday 8:15 a.m. – 5:00 p.m. with additional hours two nights per week and Saturday mornings. Student health insurance is available along with health education and wellness programming. The Student Medical Center is accredited by the Accreditation Association for Ambulatory Health Care. In addition to providing medical care, the Student Medical Center operates an extensive outreach program in health education.

The **University Police** (<http://police.utoledo.edu/>) department consists of 38 staff, of whom 28 are police officers. The department has developed a community policing policy in cooperation with law enforcement agencies in the City of Toledo, the State and other local agencies. Partnering with the City of Toledo, a joint policing unit was created consisting of a UT officer and a City of Toledo officer jointly patrolling the University area at night. A bike patrol was created approximately six years ago to promote cooperation and provide greater visibility of campus police. The UT Police Officers provide educational programs within residence halls and the outlying community in order to deter drug abuse and underage drinking. This effort extends to the officer's participation in the University First-Year orientation program, a required course for most freshmen. The Rape Aggression Defense program was initiated in 2000. The UT Police Department has created the curriculum for a credit course that includes self-defense techniques.

**Night Watch**, a student escort service, provides escorts to accompany students, faculty and staff from any location on campus to any campus building or parking lot, as well as the off-campus University-provided housing. The service operates from 5:00 p.m. to midnight Monday through Friday and has access to small utility vehicles as part of its goal to provide safe transport for the University community.

**Student Legal Services** ([http://law.utoledo.edu/clinics/college\\_of\\_law\\_legal\\_clinic.htm](http://law.utoledo.edu/clinics/college_of_law_legal_clinic.htm)) is operated as a general practice law firm. It employs two licensed

attorneys, a law clerk and a para-legal/legal secretary and is subject to the same professional standards as all other law firms in the State of Ohio. It offers legal advice, representation and experience to eligible students in their personal legal matters that fall within program guidelines and limitations. All registered UT students who have paid the legal services activity fee are eligible to receive services.

The **University Student Housing Office** (<http://www.utoledo.edu/reslife/>) provides on-campus accommodations for 2,869 students and assists students in locating off-campus accommodations through the Office of Commuter and Off-Campus Housing Services. The on-campus facilities are staffed with full-time, professionally trained Residence Hall Directors (HDs) who supervise a staff of undergraduate para-professionals (RAs). The RAs live on the floor with 30-55 student residents and with the professional and graduate staff provide guidance and programming for all residents. All student rooms are wired for connection to the University data network. The facilities are maintained by University personnel and supported financially through resident housing fees.

In addition to these services, UT has an extensive housekeeping and janitorial staff to maintain offices, classrooms, laboratories and residence halls. Physical plant provides "on call" maintenance services around the clock. The University complies with all legislation governing the use, storage and disposal of hazardous materials. Local fire codes are adhered to. Finally, the University operates a number of emergency phones located at strategic points across campus with direct connections to campus police.

## **K. UT Has Academic Resources and Equipment Adequate to Support its Purposes**

The University of Toledo has classrooms, laboratories, studios, libraries and other support facilities that are adequately equipped to support its mission. Although many of these facilities are referenced elsewhere in this self-study, some prominent examples of those which exemplify UT's commitment to provide its students with state-of-the-art instructional and research areas are highlighted here. For example, the Bowman-Oddy/Wolfe Hall complex houses state of the art classrooms and laboratories for instruction and teaching in Biological Sciences; Earth, Ecological and Environmental Sciences; Chemistry and the academic departments in the College of Pharmacy. MacMaster Hall is a world class teaching and research facility for the Department of Physics and Astronomy. Nitschke Hall, added in 1995, is a modern complex designed and equipped to meet instructional and research needs in the College of Engineering. Other specialized instructional and research facilities for the science areas include the Lake Erie Center for Education and Research, the Plant Sciences Research Center, Ritter Observatory, Stranahan Arboretum and the Arts and Sciences Instrumentation Center. The Center for Visual Arts, which contains modern

classrooms and studios equipped for the University's visual arts programs, is unique among such facilities because of its physical location on the campus of the world-renowned Toledo Museum of Art (TMA). The Museum's library and Slide Resource Library provide valuable materials to students at the TMA campus. The TMA galleries are an additional resource used by Art History, Art Education and BFA students. In addition to these specialized resources, the University has superb computer and library facilities that are described below.

**Student Computing Facilities and Labs:** (<http://www.utoledo.edu/it/>) There are nine student computer labs open to all students at all times offering a total of 210 workstations—169 PC's and 41 Macs. Three of these labs are open 24 hours a day, seven days a week when the University is open and more are being converted to 24/7 availability. Counting all of the computing labs on campus, there are 1689 workstations available – 1377 PC's, 196 Macs and 116 Suns. Based on our enrollment of approximately 20,000 students, this is a ratio of approximately 12 students per available workstation. UT has almost completed implementation of UTAD, a system that allows students to move from computer lab to computer lab. Students can sign on using the same user-id and password and have their desktop profile follow them around. Students will have all of their files available to them on a 50 MB storage area on the server and can access those files from remote locations via the Internet.

**Library** (<http://www.cl.utoledo.edu/>) facilities include the **Carlson Library**, six floors with seating for over 2,100 including group study rooms and individual study carrels; the Learning Resource Center (LRC) on the Scott Park Campus with seating for 369 and the La Valley Library in the College of Law. There are over 3.5 million print volumes, 1.6 million microform items and over 3500 serials subscriptions with access to an additional 4000 electronic periodicals. Reference service, classroom instruction, interlibrary loan, individual research appointments with librarians and 24-hour e-mail reference services are available to all users. This spring, Carlson Library will open a wireless computer lab for instruction. Recent enhancements include the introduction of web-based inter-library loan forms and electronic reserves. The reference desks at Carlson and Scott Park are staffed 60 hours per week during the fall and spring semesters. The major collections are accessible 101.5 hours per week at Carlson and 63 hours per week at Scott Park. The Ward M. Canaday Center houses the libraries' special collections, consisting of rare books, manuscripts and the University Archives. University Libraries is a charter member of OhioLINK, a consortium of Ohio's college and university libraries and the State Library of Ohio. OhioLINK provides access to the electronic catalogs of the approximately 80 member institutions, as well as 98 research databases, many including full text articles. Access is available 24 hours a day via the Internet. The **Learning Resource Center** occupies two floors of its building at the Scott Park Campus. Until 1999, its collections had supported the Community and Technical College programs. With the closing of that college, the LRC's mission has become unclear. The staff has continued to provide reference, instruction and limited audio-visual services to the students and faculty of University College on that campus. An FY 2000

collaboration with the University College Educational and Information Technology (EIT) department and the LRC resulted in the placement of a 48-station open computer lab in the LRC. It is jointly administered by EIT and LRC staff. The **La Valley Law Library** is a self-contained library within the College of Law – its separate status is a consequence of the accreditation standards of the American Bar Association. The Director of the Law Library is a member of the faculty of the law school. Occupying four levels in the Law Center, the LaValley Law Library contains more than 320,000 volumes in print, microform, video and digital formats. More than 3,300 serial subscriptions form the backbone of the Library's scholarly collection. The American law collection includes federal and state judicial decisions, statutes, administrative regulations and decisions, U.S. Supreme Court briefs, legal encyclopedias, treatises, periodicals and access tools. Extensive electronic resources complement the Library's book collections. The Law Library and Carlson Library are U.S. Depository Libraries.

The Libraries maintain a **Compact Storage Facility** in cooperation with Bowling Green State University and the Medical College of Ohio in Levis Industrial Park half way between Bowling Green and Toledo.

In 1998-99, 28 members of the library faculty and staff either retired or resigned and the Library operated with a minimal staff. In 1999 the library had 22.67 faculty and 43.33 staff. Carlson Library now has 16 faculty and 28 staff. The staff shortage has challenged development of the collection and planning for the future. As a result of low staffing levels, it has been difficult for University Archives to carry out its functions adequately, including its state-mandated records management functions. In FY 2001, the Library hired four faculty members, including two reference librarians, a Head of the Information and Instruction Department, a Collection Development librarian and an Assistant Dean for Systems. A new Dean began in April 2002. UT's libraries remain at lower staffing levels than other institutions in the state. The addition of more faculty and staff is anticipated in the coming budget cycles.

**L. UT Has Established a Pattern of Financial Expenditures That Demonstrates Its Commitment to Provide the Environment and Human Resources Necessary for Effective Teaching and Learning**

Support for this statement is derived from an analysis of data provided to institutions of higher learning in Ohio by the Board of Regents for academic years 1991 through 1998. In essence, it involves a study of institutional expenditures in a number of categories that are perceived to impact teaching and learning and/or the environment in which these functions occur. To judge the extent to which such expenditures demonstrate an institutional commitment to these functions, the percentage of UT's total budget allocated to each category was compared to the percentages of the budgets of other Ohio universities that are similarly allocated.

The categories compared include faculty compensation, academic support, student services, institutional support, plant, total instructional department expenditure and total instructional and student support expenditures. The results of this study for each of these categories are described below.

**Faculty Compensation** refers to the direct amount of salaries and fringes spent for full-time, part-time and visiting professors to educate students. In general, a greater percentage of expenses dedicated to salaries/wages indicates a commitment for greater emphasis on instruction and classroom resources. However, factors that affect this analysis include age/experience of faculty, compensation per faculty member and balance of full professors versus assistant professors. In this category, UT expenditures have consistently been slightly above the state average with a downward trend from 1991 (44%) to 1998 (39.8%). **Academic Support** includes expenditures for services that support instruction and research such as Deans' offices, Libraries, Office of Research and Audio Visual. In general, expenditures greater than the State average in this category could support the interpretation that UT puts a greater emphasis on library facilities, student research opportunities and Dean's office counseling. The percentage of UT's budget spent in this category from 1995 to 1998 increased steadily from 12.4% to 16.5%, with the 1997 and 1998 years exceeding the State average by 2%. Expenditures in the area of **Student Services** support students' emotional, physical, cultural and social growth outside the formal instruction program. Expenses include Admissions, Registration, Financial Aid, Counseling, Career Services, Student Development and Club Activity Coordination. UT has dedicated a greater percentage of its budget to these areas from 1991 to 1998 than have most universities. **Institutional Support** refers to funds the University spends to support institutional operations such as the President's office, Business Services and Finance, Public Relations, Enrollment Management, Educational and Information Technology, Payroll, Budget, Purchasing, Security, General Accounting, Office of the Provost and Human Resources. Traditionally, the smaller the expenditures in this area, the greater the institutional commitment to student instruction and support. UT's expenditures in this category have been below the State average for five years during the period from 1991 through 1998. **Plant Expenses** include funds that are allocated for the ongoing operation and maintenance of the physical plant including Custodial Services, Buildings and Grounds, Maintenance and Utilities. The amount of work and maintenance performed at UT has had a direct impact on the Plant expenses, which have decreased every year since 1991 along with UT's utility costs. However, a low percentage could also lead to the interpretation that physical maintenance such as cleaning and repairs of facilities is being neglected. **Total Instructional Department Expenditures** includes funds for faculty, as defined earlier, plus departmental operating expenses that are used to support faculty activities, as well as funds paid to department chairpersons. This category represents the expenses that are being directed to classroom instruction. In this category UT has consistently been at the state average. **Total Instructional and Student Support Expenditures** combines expenditures for Total Instructional Department,

Academic Support and Student Services. This category identifies the percentage of an institution's budget that is spent for students. UT has been above the State average every year from 1991 through 1998 and provides a greater percentage of its total budget for students than any institution in Ohio except OSU (OSU @ 80.8% and UT @ 80% for 1998.)

In summary, in most categories of expenditures included in this study, UT has met the state averages and in some cases has performed better in comparison to other state-assisted baccalaureate institutions in Ohio. This suggests that UT is committed to provide the environment and human resources necessary for effective teaching and learning.

### **M. UT Manages Its Financial Resources to Maximize Its Capability to Meet Its Purposes**

UT manages its financial resources through the application of widely accepted record keeping procedures and an open budget process that operates within the spirit of shared governance.

#### **Record Keeping Procedures**

University financial records are maintained in accordance with the standards prescribed by the American Institute of Certified Public Accountants and the National Association of College and University Business Officers. These standards require that financial transactions be recorded within separate funds and that similar funds be placed into fund groups: Current Funds, Loan Funds, Endowment and Similar Funds, Plant Funds and Agency Funds. A further discussion of budget procedures and allocations is presented in Chapter 4.

### **KEY STRENGTHS OF THE CRITERION**

1. UT has developed an organizational structure that encourages its administrative divisions to function in an integrated manner to support the academic mission effectively.
2. The University has experienced substantial growth in its physical plant that is now approximately \$125 million further invested than in 1992. A new 600-bed residence hall will promote growth, as will the new science and pharmacy facility and renovations that seek to consolidate departments, offices and services.
3. In spite of budgetary constraints, UT has maintained services that promote student success. This is especially important given the heterogeneity that exists among students entering an "open-admissions" institution.

4. UT has a strong tradition of faculty governance that has contributed substantially to institutional decision-making in the organization and use of institutional resources.
5. Increased efforts to hire a diverse faculty that better represents our culture and provides models to our students demonstrates an institutional commitment to diversity.
6. The University has renewed its commitment to campus and fiscal planning in a manner that engages all campus constituencies.

## **MAJOR CHALLENGES OF THE CRITERION**

1. Organizing human, fiscal and physical resources in a manner that allows the institution to achieve its mission in a continually changing economy.
2. Maintaining the quality of instruction at all levels with the large pool of full-time, non-tenure track visiting faculty who, because of UT's policies, may be retained for a maximum of three years.
3. Achieving and maintaining critical numbers of faculty in research groups within an institutional environment where the human resource pool contains large numbers of visiting and part-time faculty.
4. Providing a sufficient level of on-campus housing that is appropriately configured to accommodate the demands of current direct-from-high school applicants.
5. Developing a schedule of academic courses that accommodates student preferences, is driven by curriculum requirements and that maximizes the efficiency of classroom utilization.
6. Providing and maintaining adequate numbers of classrooms that are appropriately equipped to support technology-based instruction.
7. Integrating the functions of main campus facilities with those of the Scott Park Campus and additional sites in order to maximize the efficiency of space utilization.
8. Recognizing student concerns as equal to faculty concerns.

## **RECOMMENDATIONS**

1. Plan strategically for the effective utilization of human, fiscal and physical resources within the context of the University's academic mission.
2. Proceed with vigor in the conversion of visiting faculty lines into full-time tenure-track lines in areas of the University where there is demonstrated instructional or research need.
3. Fill interim administrative positions as soon as possible or consider reviewing for redundancy and consolidating administrative positions at all levels.
4. Proceed with the systematic evaluation of administrators.
5. Provide adequate resources and procedures for the orientation and mentoring of new faculty as well as for the training of new staff.
6. Update technology and physical facilities, including classrooms, in a systematic manner according to a well-planned schedule that is developed through the shared governance process.
7. Provide additional on-campus student housing facilities that are designed not only to meet student demand, but also to support academic programming that utilizes living-learning and learning-community themes.
8. Develop a plan for use of the Scott Park Campus that integrates the functions of that facility with the functions of the main campus.
9. Develop a system of scheduling academic courses that is driven by curricular requirements, efficient classroom use and student preferences.