

Introduction

Profile of The University of Toledo

The University of Toledo is a nationally recognized, state-supported comprehensive metropolitan university with more than 140 undergraduate and graduate programs serving 20,313 students from almost every county in Ohio, nearly every state in the nation and close to 100 countries (See demographic data in Appendix A). The University was founded in 1872 as a private institution called the Toledo University of Arts and Trades. It was to be funded through an endowment of 160 acres of land donated by Jesup W. Scott, a public-spirited Toledo resident who wanted the city to have a university to train young people for responsible positions in the growing community. But the institution was forced to close in 1878 due to a lack of operating funds. In 1884, the land and other assets of the University were donated to the city of Toledo by Scott's heirs and UT became a municipal institution. It reopened that year as a manual training school for high school-aged students. Scott's land endowment is now the site of UT's Scott Park campus.

In its early years, the University held classes in various temporary locations in the city. As reflected in its first name—Toledo University of Arts and Trades—courses were devoted to architecture, painting and manual training.

The first expansion and the first steps toward becoming a full-fledged institution of higher learning came in 1904, when the University merged with the Toledo Medical College and established a College of Pharmacy. The College of Arts and Sciences was formed in 1909 and the YMCA Law College merged with the University that same year. A College of Industrial Science and the Graduate College soon followed. The Toledo Medical College closed in 1914, but Colleges of Commerce and Industry and of Education were formed in 1914 and 1916, respectively. In 1928, the citizens of Toledo approved a bond issue for the construction of the first two buildings, University Hall and the Field House. The new, modern campus opened in 1931. A second major initiative was taken by the citizens of Toledo in 1959, when they approved, by a very narrow margin, a 2-mill levy providing the University with a fixed and stable source of income.

The University of Toledo became a state university on July 1, 1967. A nine-member Board of Trustees replaced the Board of Directors upon entry of the University into the state system. The Directors had been appointed by the Mayor and were not limited to a single term. The Governor appoints members of the Board of Trustees to a single nine-year term. In 1988 two non-voting student members, appointed by the Governor, were added to the Board of Trustees. Student members serve two-year terms. The change in identity from a private to a state institution represented an important milestone in the history of The University of Toledo.

Becoming a state university also meant that The University of Toledo came under the umbrella of the Ohio Board of Regents, a coordinating board of higher education established in 1963. Another effect of membership in the state system of higher education was the University's conversion, at the request of the Ohio Board of Regents, from the semester to the quarter academic calendar, effective September, 1968.

In addition to its main campus, other major facilities owned and maintained by the University include the Scott Park campus, current home of University College, located one-and-one-half miles southeast of the Bancroft campus; the R.A. Stranahan, Sr., Arboretum, a 47-acre site on the western edge of Toledo; the Lake Erie Research and Education Center, a state-of-the-art field station located on Lake Erie to support the growing need for multidisciplinary research and education on the Lake Erie basin and watershed; the Frank Gehry-designed Center for the Visual Arts, a modern art facility that formalized the University's presence at The Toledo Museum of Art; SeaGate Centre in downtown Toledo, offering credit and non-credit courses as well as special seminars and programs conducted by the Division of Continuing Education.

Summary of the University's Accreditation History

The University of Toledo first received accreditation from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 1922 and has maintained continuous accreditation since then. In the late 1940s the University was asked to submit several special reports on its faculty, library and finances and in 1952 the North Central Board voted to take no further action after considering these special reports.

Self-study reports on proposed doctoral offerings in Education were first submitted to the Executive Board in 1959. In 1963, preliminary accreditation was granted for programs in Educational Administration, Guidance and Counseling and Physical Education. Preliminary accreditation for doctoral programs in Mathematics and in Physics followed in 1965; for Engineering Science and for Psychology in 1967; for Biology, Chemistry, History and Education (Curriculum and Teaching, Foundations of Education and Higher Education) in 1968; and for English in 1969.

Full accreditation was granted to the Ph. D. and Ed. D. programs in Education at the conclusion of a comprehensive evaluation in 1972. In 1976 the University requested evaluation for continued accreditation at the doctoral level for the eight other programs that had received preliminary approval over the period 1965-1969. Continuing accreditation at the doctoral level was granted and a comprehensive evaluation was scheduled by NCA for 1982. As a result of the 1982 visit, continuing accreditation at the doctoral level was awarded by NCA for a 10-year period.

The last comprehensive visit by NCA occurred in 1992. As a result of that visit, a progress report was required by NCA on the "adequacy of resources (human, financial and physical) available to it to assure continuing compliance with the criteria for

accreditation.” That report was submitted during the 1996-1997 academic year and was accepted by the Commission.

In addition to its affiliation with NCA, five of the University's seven professional degree-granting colleges are accredited by national-level specialized accrediting bodies. These affiliations include the American Bar Association (ABA), the Accreditation Board for Engineering and Technology (ABET), the National Council for the Accreditation of Teacher Education (NCATE), the American Council on Pharmaceutical Education (ACPE) and the Association to Advance Collegiate Schools of Business (AACSB). UT is in good standing with each of these agencies. The self-study documents upon which these outcomes are based are filed in the Resource Room and should be considered complementary to this report.

In addition to the accreditation affiliations of our professional colleges, programs in other colleges are accredited by specialized professional organizations. For example, in the College of Health and Human Services these include the Commission on Accreditation of Health Education Programs (CAAHEP), Council for the Accreditation of Counseling and Related Educational Programs, American Kinesiotherapy Association, National League for Nursing, Ohio Board of Nursing, American Bar Association, American Physical Therapy Association, National Recreation and Parks Association, Council on Social Work Education and the American Speech-Language-Hearing Association. UT is in good standing with each of these organizations. In the College of Arts and Sciences the Department of Music is accredited by The National Association of Schools of Music (NASM) and the Department of Chemistry is affiliated with the American Chemical Society (ACS). Finally, UT also is accredited by and in good standing with the National Collegiate Athletic Association (NCAA). Self-study reports for these affiliations are on file in the Resource Room.

Purposes of the Self-Study

The purposes of this report are threefold: first, to demonstrate that The University of Toledo continues to meet the North Central Association's criteria for accreditation; second, to provide a major component in the framework for institution-wide strategic planning; and third, to introduce members of the NCA site visit team to The University of Toledo.

Organization and Focus of the Self-Study

This self-study report contains seven chapters. The introduction contains a brief institutional profile, review of the University's accreditation history, responses to concerns expressed in the 1992 NCA review, overview of the self-study process and description of internal and external changes that have affected the institution since the last accreditation visit. Chapters One through Five address the five criteria for continuing accreditation and Chapter Six contains information on institutional

compliance with NCA General Institutional Requirements (GIR's). The criterion chapters each contain an executive summary followed by detailed synopses of how the criteria are met, strengths and challenges of the criteria and recommendations for institutional change that can strengthen and improve the quality of its functions. Basic Institutional Data Forms are presented in Chapter Seven. Other relevant data are contained in appendices, some of which serve as common references for statements made in several chapters. All items referenced without specific sources in this self-study are indexed and filed in the Resource Room.

Review of the Self-Study Process

The University of Toledo began preparations for this self-study report in the summer of 2000 as part of its application for continuing accreditation by the North Central Association's Commission on Higher Learning.

In July 2000, Interim Provost William Free appointed administrative and faculty co-chairpersons to organize the University's preparation for the re-accreditation process. To lead the preparation of the self-study, eight committees were formed. These included a Steering Committee, five Criterion Committees, an Editorial Committee and a Communications Committee. Nearly 100 individuals, including faculty, staff, administrators and students participated as members of one or more of these groups (See Appendix E for a roster of committee memberships). Each committee was led by both faculty and administrative co-chairs who were also members of the Steering Committee. Steering Committee co-chairs gave a brief informational presentation to the Board of Trustees on September 26, 2000, that reviewed NCA's requirements and described the process that would be followed in applying for re-accreditation. Dr. John Taylor, UT's NCA Liaison, visited the campus on October 25 and led an informational meeting with the Steering Committee, vice presidents, deans, representatives from the Faculty Senate, students and staff.

The Steering Committee's initial planning session took place on October 16, 2000. On November 21, the Steering Committee approved the Self-Study Plan that was subsequently transmitted to and approved by NCA. The criterion committees were charged with identifying and collecting the data that would serve as the basis for much of the institutional self-study. They began data collection in mid-October. This phase of the process was completed in March 2001, after which preparation of committee drafts began. The Steering Committee began monthly, bi-weekly, or weekly meetings on October 26, 2000. These meetings continued on a regular basis until September 21, 2001. During that period, the group discussed the rough drafts from the criterion committees and achieved consensus on their content. The Editorial Committee further revised the drafts.

From October 2000 to May 2001, the Steering Committee co-chairs gave more than 20 presentations designed to inform various institutional stakeholders about the re-accreditation process. Vice presidents and deans reviewed and approved sections

dealing with their areas in November and December 2001. A final draft of the report was posted on the University's web site in January 2002 and comments were solicited from the campus community. The entire online version of The University of Toledo Self-Study is available via the faculty/staff link at www.utoledo.edu.

Impact of Change on University Functions Since 1992

The past decade brought extensive change in higher education in Ohio at both the state level and within individual institutions. Major extra- and intra-institutional effects of those changes are described in the section that follows.

Extra-Institutional Change - State Level

During the past decade, the most significant state-level decisions having an impact on UT are those affecting the flow of state-generated revenue into the institution. To understand the impact of fiscal decisions, it must be understood that funding of higher education in Ohio uses an enrollment-based subsidy model. Unfortunately, since the 1970's, the subsidy provided per student has grown at a slower rate than have institutional expenditures. This statement is supported by the data presented in Table 1. Among the categories summarized therein is "earned subsidy" that represents state funds earned by UT based on enrollment. However, UT recently experienced a 6% subsidy reduction in earned subsidy. "Subsidy received" refers to that amount of subsidy paid by the state.

Note that subsidy received during the two years highlighted for the current review period is slightly higher than subsidy earned. This is due to the allocation of some funds into the performance-based programs described below. Also, included in the table is a profile of "Resources Available" that represents total instructional and general income including student subsidy and "Actual Expenditures." No attempts have been made to adjust for inflation.

From these data, it is possible to calculate for each year reported in the table the percentage of funds received by UT as subsidy from the state relative to actual total expenditures. As shown in the last column of the table, during the past 25 years that percentage has fallen from over 60% to 45%. Subsidy has increased four-fold and expenditures have increased approximately six-fold. Furthermore, given current restraints imposed by the state on college and university budgets, that percentage will likely decline to below 40% during the next year. These decreases in the percentage of funds provided by the state in the form of subsidy have driven up tuition at UT and other state-assisted schools. The net effect has been to increase substantially the student cost of higher education in Ohio. Further, continuing to meet expenses by tuition increases is likely to make Ohio's state-assisted colleges and universities unaffordable for many students and less competitive with out-of-state educational alternatives.

	Earned Subsidy	Subsidy Received ¹	Resources Available	Actual Expenditures	Subsidy Received / Actual Expenditures³
75 – 76	19,990,341	19,037,456	31,605,810	31,269,782	60.8
80 – 81	33,865,419	27,233,333	50,998,401	51,478,692	52.9
85 – 86	47,901,051	47,901,501	84,684,612	84,680,348	56.6
90 – 91	72,849,108	68,584,340	132,564,999	129,034,050	53.1
95 – 96	73,636,091	75,709,766	173,950,463	181,962,246	41.6
98 – 99	80,939,261	84,658,756	183,764,882	181,617,591	46.0
00 -- 01					42.0 ²

¹ Includes Access, Success, Jobs and Research Challenge (for 95-96 and 98-99)

² Estimated from internal University of Toledo sources

³ Calculated as subsidy received divided by actual expenditures x 100.

During the past decade, the state has initiated efforts to revamp the student-based subsidy model. Two of these, performance-based funding and the development of linkages between higher education and economic development, are focused on the redistribution of funds among institutions. Others, including the Higher Education Information System, the State-Supported Ohio College and University Performance Report and legislative mandates for financial accountability focus on helping universities manage their own state funds in a fiscally responsible manner. These programs are described in the sections that follow.

Higher Education Information System (HEI): The Higher Education Information (HEI) system contains data supplied by Ohio's colleges and universities. It is a comprehensive relational database maintained by the Ohio Board of Regents that includes data on students, courses, faculty, facilities and finances. It is designed primarily to distribute subsidy and support to Ohio's state-assisted institutions of higher learning. A secondary purpose is to meet the analytic needs of state policy makers with regard to higher education. The development of this system has necessitated the re-organization and, in some cases, the redesign of data collecting and reporting strategies employed on Ohio's college and university campuses. It has also allowed the Ohio Board of Regents to monitor the activities of individual institutions more closely and compare levels of performance across the state. This system has allowed the State of

Ohio to make a more careful accounting of the bases for subsidy payments to the universities. As a result fewer mistakes are made and the subsidy that is paid out more accurately reflects what is earned. At the same time, University expenses necessary to track and correct the data on which subsidy payments are based has also increased.

The State-Supported Ohio College and University Performance Report: In 1999 Ohio Governor Bob Taft requested that the Board of Regents publish an annual performance report for Ohio's state-supported colleges and universities. As outlined by the governor, the purpose of this report is to provide accountability, justify Ohio's financial commitment to higher education, help prospective students determine which school best suits their needs and create benchmarks to help colleges and universities identify their strengths and weaknesses. A copy of this performance report is filed in the Resource Room. The document itself, as well as the process through which it is crafted, have impacted higher education throughout the state by defining mission outcomes for colleges and universities.

Legislative Mandates for Financial Accountability: In 1997, the Ohio General Assembly passed Senate Bill 6. It is designed to enhance the financial accountability of state colleges and universities by applying a standard set of measures to monitor the fiscal health of campuses. In order to meet the intent of this legislation, the Ohio Board of Regents uses annual audited financial reports to calculate for each institution a "composite score" that is an indicator of fiscal health. Institutions receiving composite scores of less than a prescribed minimum level for two consecutive years are placed on fiscal watch, a status that requires administrative intervention by the Ohio Board of Regents. This legislation impacts campuses because it clearly heightens awareness of those variables that affect the composite score and tends to limit actions that would have a detrimental effect. Composite scores for all state universities as well as the parameters applied in their calculation are described in Chapter 4.

Removal of State Subsidy for Selected Doctoral Programs: During the past decade the Ohio Board of Regents initiated a statewide review of doctoral programs at state universities. As a result of that review, subsidy for Ph.D. programs in English and History was withdrawn. The degrees are still operational, but only nominally for English to make it possible for students already in the pipeline to complete their degrees. With University support, the History department continues to admit students who wish to study for the Ph.D.

Performance-Based Funding

During the past decade Ohio's state-assisted universities and colleges have competed for funds based on performance measures established by the Ohio Board of Regents. Specific programs affecting UT include Success Challenge, Research Challenge, Job Challenge and Access Challenge. In all of these areas, the University has either received its fair share of allocated funding, or chosen not to participate in the program.

Success Challenge rewards the main campuses of public universities for developing strategies that help in-state "at risk" undergraduates to complete their degrees and in-state undergraduate students in general to complete their degrees in four years. Two-thirds of the Success Challenge funds are distributed to campuses in proportion to each institution's share of the total statewide baccalaureate degrees awarded to "at risk" students. The remaining third is distributed in proportion to each institution's share of the total statewide baccalaureate degrees earned by all students in a timely manner. In fiscal year 2001 UT earned \$3.64 million, or 7.5%, of the total funds appropriated for Success Challenge.

Research Challenge is designed to improve the quality of research at Ohio's universities, increase Ohio's share of nationally contested research funds and to support research efforts focused on improving Ohio's economic growth. The program provides matching funds to Ohio's state-assisted universities and two private universities that are successful in competing for qualifying research dollars. In fiscal year 2001, UT's allocation from Research Challenge was \$509,087 or 2.4% of the total statewide appropriation.

Jobs Challenge addresses the workforce training needs of Ohio's businesses with the ultimate goal of attracting, developing and retaining companies strategically important to the state's economy. It includes grants awarded to state universities and colleges for meeting performance standards in their efforts to help small businesses, for non-credit job-related training, funds for the development of training collaborations with companies involved in information and manufacturing technology and for the development of centers for training local employees. In fiscal year 2001, UT's allocation from Jobs Challenge was \$131,027.

Access Challenge buys down or restrains tuition for in-state students at designated "access campuses" to make higher education more affordable and accessible for all Ohioans. Through this program, each access campus receives a portion of the funds based on its share of subsidy-eligible students. Campuses then use these funds to make up for revenues lost from having held down tuition for in-state undergraduate students. Access campuses include all community colleges, technical colleges, university branch campuses and the two-year degree granting components on the main campuses of four state universities. UT does not currently participate in Access Challenge because the institution recently integrated many of its two-year programs into its baccalaureate colleges and does not offer a tuition advantage to students enrolled in those programs.

State Initiatives Linking Higher Education to Economic Development

The Ohio Plan and other Recent State of Ohio Science and Technology Initiatives: In early 2000, a state plan was proposed involving the Governor's Office, the Board of Regents, the Ohio Department of Development and other business and government groups to improve Ohio's economic position through strategic and significant investments in state science and technology programs. "The Ohio Plan" called for investments of up to \$150 million per year in three major areas: biotechnology,

information technology and nanotechnology. Because of the downturn in the state economy, funds were not provided to support the program during the last budget cycle. However, state leaders have continued to explore ways of funding the program to keep Ohio from falling behind other states that have invested heavily in science and technology. As a result, Governor Bob Taft has proposed the Third Frontier Project. According to the Governor's Science Advisor, this project is a "10-year investment in high-tech, high-wage jobs." Programs under the Third Frontier Project include the \$350 million Biomedical Research and Technology Transfer Trust Fund, the \$150 million Technology Action Fund to provide early stage capital and the development of leading-edge products, the \$100 million Innovation Ohio Fund, the \$500 million Wright Brothers Capital Fund to finance facilities and equipment for globally competitive centers of research and a \$500 million bond issue to recruit world-class researchers, endow chairs for Ohio's universities and colleges and bring state-of-the-art products to market. The emphasis of the initial Ohio Plan and the Governor's Third Frontier Project is on selected investment in programs of international and national stature that will lead to commercial pay-off for the state. Both of these programs have the potential of shaping the research agendas of Ohio's universities.

The Ohio Eminent Scholars Program: The Ohio Eminent Scholars Program was created by the Ohio General Assembly and is administered by the Ohio Board of Regents. It allows Ohio's colleges and universities to compete for endowed faculty positions to foster national eminence in selected outstanding academic programs. The initiative focuses on already outstanding academic endeavors that, with the leadership of an Ohio Eminent Scholar, will gain increased national visibility. In addition, the program serves as a tool to address critical state needs including economic development of Ohio, strengthening Ohio's system of K-12 education and improving public health and safety. In fiscal year 2001 the State of Ohio provided funding in the amount of \$5.2 million. This level of support allowed the naming of seven eminent scholars with state funding of at least \$742,857 for each science and technology position and at least \$500,000 for each position in a non-science area. Additional funds will be available for the development of instrumentation and facilities. While The University of Toledo was not successful in the 2001 competition, its Eminent Scholar proposal was among the top 16 out of 48 submissions statewide.

Extra-Institutional Change - Regional

Increased Competition: In 1994 Owens Technical College was chartered as a comprehensive state community college. Its enrollment has nearly doubled since then and currently stands at 16,805 students. Of particular significance is the fact that Owens Community College offers associate's degrees for approximately half the credit-hour cost of similar programs at The University of Toledo or Bowling Green State University. As a result, Owens has become a serious competitor in the Northwest Ohio higher education marketplace and, as such, has seriously affected enrollment at UT. Noteworthy is the fact that the lower cost of tuition at Owens is the direct result of the

state's policy to enhance students' access to higher education through the Community College system; funds from the Access Challenge Program support that initiative.

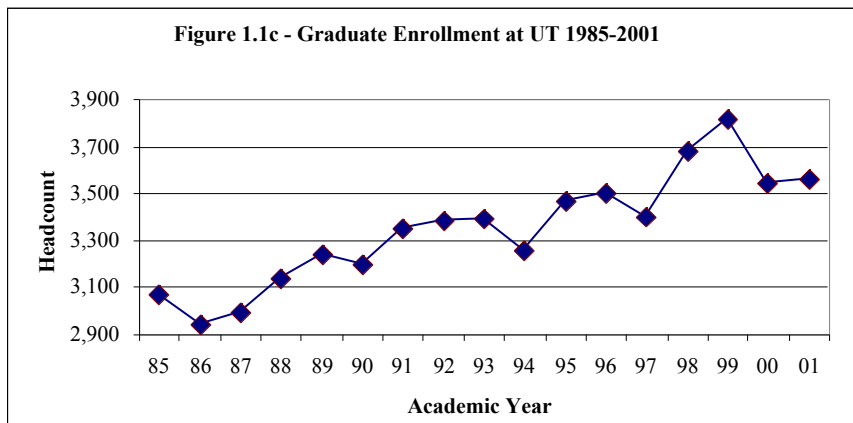
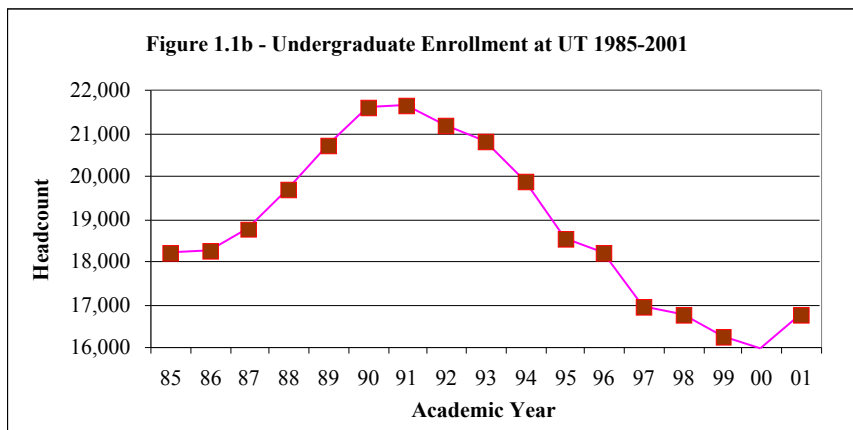
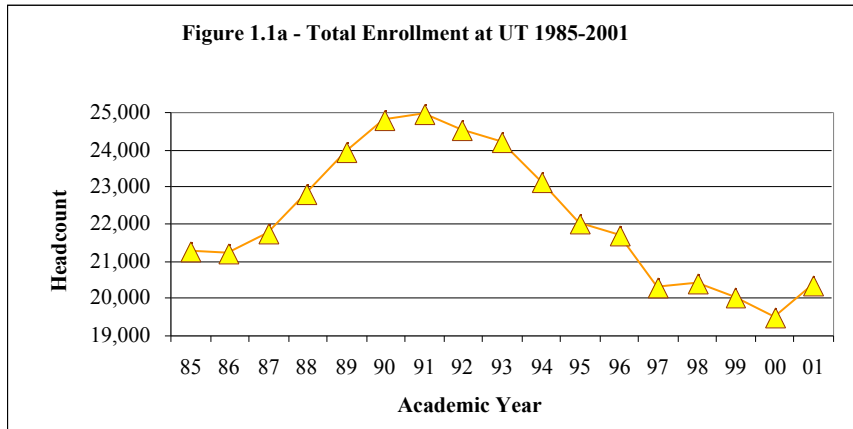
Internal Change

Infrastructure: In the years since the last comprehensive NCA review, the University has seen continual building and renovation of facilities. The Center for Visual Arts at the Toledo Museum of Art, designed by world-renowned architect Frank Gehry; the Frank and Nancy Horton International House residence hall; the Academic House and the Student Union expansion are new. Nitschke Hall, (home of the College of Engineering), the Transportation Center, Plant Operations Center and Child Care Center were also recently added. Wolfe Hall, a \$33 million Pharmacy, Chemistry and Life Sciences Complex, was completed in 1998 and provides state-of-the-art classrooms and laboratories for the Departments of Biological Sciences and Chemistry, a Plant Science Research Center as well as offices and laboratories for the College of Pharmacy. A 600-bed residential Living and Learning Center is scheduled to open in Fall 2002. Significant renovation to the Southwest Academic Center (renamed Rocket Hall in 2000) has provided offices and facilities for Administrative and Enrollment Services as well as additional classrooms. The College of Health & Human Services building, formerly home of the College of Engineering and the College of Education, is currently undergoing major renovation to provide state-of-the-art offices, classrooms and laboratories. Scott and Tucker Halls were extensively renovated in 1999 to accommodate the Departments of History, Political Science and Philosophy as well as the Eberly Center for Women. The former Reserve Reading Room in Carlson Library has been redesigned and renovated to house the Writing Center and the Center for Teaching and Learning. Finally, major renovations recently completed in University Hall provide new state-of-the-art facilities for the Departments of Communication, Foreign Language and Sociology/Anthropology in the College of Arts and Sciences.

Significant growth in the 1990s occurred not only in buildings but also in technology. In 1994 the University joined OhioLINK, a statewide library network composed of the State Library of Ohio and public and private academic libraries. Computer labs and hook-ups in dormitories and offices provide Internet access to most faculty, students and staff. Technological improvements in both computer hardware and software allow students to register for classes, pay fees and check grades by telephone as well as through the University web site (www.utoledo.edu). *Yahoo! Internet Life* has named UT to its list of "America's Most Wired Campuses" for three years in a row.

Enrollment: UT enrollments at institutional, undergraduate and graduate levels from 1985 through 2001 are shown in Figures 1a, 1b and 1c respectively. These data confirm that institution-wide undergraduate enrollment declined continuously from 1990 through fall 2000. This has reduced the flow of revenue from tuition, fees and state subsidy into the University. However, in the fall of 2001 this situation stabilized with enrollments increasing by over 4% above the previous year. In contrast, graduate enrollment has increased continuously since 1991.

Figure 1 - Enrollment at UT 1985-2001



Colleges, Departments and Degrees:

- The 1999 spring semester marked the closing of the UT Community and Technical College on the Scott Park Campus with the concomitant transfer of all programs and faculty to appropriate areas in the Colleges of Arts and Sciences, Business Administration, Education, Health and Human Services and University College. The decision to close the University's Community and Technical College was primarily the result of state policy that encourages Ohio students to enter the university system through community colleges by funding significantly lower tuition in the two-year institutions. This policy is attractive for students because community colleges can offer the first two years of a college education for approximately one-half of the credit-hour costs incurred by students at baccalaureate institutions. However, implementing this policy at UT's Community and Technical College would have required the use of a differential fee structure for the same courses offered on different campuses of the same institution. The University of Toledo did not adopt this strategy and the absence of such a fee structure gave other community colleges in the region a significant cost advantage with which UT could not compete effectively.
- A new College of Health and Human Services opened on July 1, 1999. That college absorbed some programs residing in the College of Arts and Sciences, the former Community and Technical College, the College of Education and University College. The College of Health and Human Services was developed to bring together into the same administrative unit programs with a health or service related emphasis in order to create research and instructional synergies and heightened visibility of these programs that should lead to growth in student enrollment and sponsored research funding.
- During the fall semester 2000, the College of Arts and Sciences underwent reorganization that resulted in the establishment of four divisions including Humanities, Social Sciences, Natural Sciences and Mathematics and Visual and Performing Arts. Each Division is headed by an Associate Dean.
- During the past decade new departments have been established in the areas of Biological Sciences, Women's and Gender Studies, Counseling and Mental Health Services, Criminal Justice, Health Professions, Kinesiology, Public Health and Rehabilitative Services, Undergraduate Legal Specialties and Social Work. In July 2000, the Department of Earth, Ecological and Environmental Sciences was formed by merging ecology faculty from the Department of Biology with faculty from the former Department of Geology.
- New undergraduate degrees approved by the Ohio Board of Regents during the past decade include Environmental Studies (B.A.), Environmental Sciences (B.S.), Astronomy (B.A.), Physics (B.A.), Paralegal Studies (B.S.), Mental Health (A.A.S.), Law and Social Thought (B.A.), Bioengineering (B.S.), Engineering Technology (B.S.), Computer Science and Engineering Technology (B.S.). New

graduate degrees include M.S. and Ph.D. in Medicinal Chemistry and M.S. and Ph.D. in Manufacturing Management and Engineering.

Collective Bargaining: During the period between 1992 and 2001, UT tenure-track faculty ratified and implemented three successive contracts with the American Association of University Professors (AAUP). Full-time non-tenure track faculty have ratified two contracts with the same bargaining agent.

Semester Conversion: In the fall of 1997, UT converted its academic calendar from quarters to the semester system. Calendar conversion took place after an 18-month period of planning that involved input from all campus constituencies.

Changes in the Organization of the Central Administration: Organizational charts for UT are presented in Appendix C. Major changes occurring during the past decade include:

- Elevation in status of the University's chief academic officer from the position of Vice President for Academic Affairs to Senior Vice President for Academic Affairs in 1996 and then to Provost and Vice President for Academic Affairs in 1999. Vice Provost positions in the areas of Undergraduate Education, Graduate Education, Faculty Development and Research and Economic Development were also established.
- Reconfiguration of existing administrative positions to provide new Vice Presidential appointments in the areas of Enrollment Services, Legal Affairs/General Counsel, Institutional Advancement, Educational and Information Technology and Finance and Administrative Services.
- Establishment in 1993 of an assistant vice president of Academic Affairs for Faculty Relations whose duties were to manage collective bargaining issues. In 1999 the function of this position was assumed by the Vice Provost for Faculty Development.

Administrative Changes: Frank E. Horton was inaugurated as President of UT in 1988. His tenure as president will be remembered as a period of intense development for the University. In fact, many of the infrastructural changes described above are a direct result of his tenure. President Horton was an avid believer in the value of institution-wide strategic planning. He initiated the process that yielded *UT 2000*, a comprehensive strategic plan intended to provide direction for the University as it moved toward the beginning of the 21st century. That document included a new mission statement, a synthesis of both academic and resource enhancement goals, as well as an enumeration of goals that addressed concerns in specific areas of the institution. He also led the development of an institution-wide master plan for the University's physical plant. In addition to his other strengths, Dr. Horton was an advocate for research. Support for the research enterprise flourished under his

administration. Research activity on campus increased dramatically as did the University's success in obtaining grants from extra-institutional sources. Staffing and functions within the Office of Research were strengthened. Mechanisms were developed to increase support to academic units using funds from indirect costs generated by research grants. This provided much needed support for enriching the overall academic climate on campus. Dr. Horton will also be remembered for his prudent management of the University's budget. In 1993, under Dr. Horton's leadership, the University launched a \$40 million fund raising campaign that ultimately yielded \$50.9 million in gifts and pledges both to increase endowment and to support institutional goals.

Many campus constituencies will remember Frank Horton's administration from a slightly different perspective. In fact, his interaction with faculty governance bodies was frequently perceived as non-consultative and sometimes even confrontational. He worked hard to overcome this perception. In large measure, much of the negativity stemmed from the fact that the environment inherited by Dr. Horton included a \$6 million fiscal shortfall in which continuing obligations were being funded with one-time monies. His resolve in addressing and rectifying this situation drew significant criticism because faculty governance bodies were not explicitly involved in the process. Salaries were not increased for two years due to the unavailability of funds. Faculty hires were reduced or frozen. Partly as a result of these difficulties, the faculty voted in 1991 to enfranchise the American Association of University Professors (AAUP) as their collective bargaining agent. To deal with continuing enrollment decline, Dr. Horton's final administrative project was to craft a three-year Early Retirement Incentive Plan (ERIP) that, when implemented, would allow up to 130 senior faculty to take early retirement. It was widely understood that this plan carried with it a commitment to replace only 80% of the retirees with new tenure-track faculty. The ERIP cost the University some \$16 million in the two years following its implementation at the end of 1999. Dr. Horton retired and left the University in December 1998.

Vik J. Kapoor became the 14th president of UT in January 1999. At the time of his bid for the presidency, Dr. Kapoor, Dean of UT's College of Engineering, was already well known on campus for his strong leadership and the organizational changes he had implemented in the College of Engineering. His emergence as the final candidate in the presidential search was controversial and many faculty leaders publicly opposed his appointment. Dr. Kapoor's announced goal was to make UT the "crown jewel" of Ohio's public universities. That goal included greater emphasis on the quality of baccalaureate and graduate programs and an increase in the academic quality of the students entering the University. It was to be accomplished by significant reallocation of resources, which included administrative reorganization, downsizing and elimination of programs not deemed essential to the institutional mission, tight centralized budgetary control, identification of new leadership at all levels, hiring senior faculty with well-established credentials to strengthen college research agendas at the expense of other faculty hires and decentralization of institutional functions presumably to strengthen autonomy of the individual colleges. In addition, an enrollment goal of

30,000 students was established. Within weeks of taking office, Dr. Kapoor appointed Henry Moon, Dean of University College, as Interim Provost. Dr. Moon was selected for the permanent position after a national search. In the 18 months that followed, a number of changes occurred. Included among them was an immediate hiring freeze that was implemented to provide substantial resources for reallocation. Capital projects that were not already underway were also halted to facilitate planning. The Community and Technical College was closed and the College of Health and Human Services emerged as a new administrative unit. It was developed using faculty and program resources from the former Community and Technical College and the College of Education and to a lesser extent, from the College of Arts and Sciences. The Center for Teaching Excellence was closed and most programmatic and curricular functions of the Center for International Studies and Programs and the Office of Professional Experience Programs were reassigned to the colleges. New vice presidents were appointed in the areas of Educational and Information Technology, Finance, Administrative Services, Enrollment Services and Institutional Advancement. These appointments were followed by numerous lower-level personnel changes in many areas. New deans were appointed in all eight colleges and in the University Libraries. Many of the functions formerly performed by the Office of Research were given to the colleges. The Publications Office, Broadcast Services and Audio-Visual Services were closed and their functions distributed to various areas of the University. The College of Arts and Sciences was reorganized into four divisions and new Associate Deans were appointed. Noteworthy is the fact that the decentralizing of functions generally did not include the decentralizing of resources.

In addition to the above organizational changes, 110 faculty chose to take advantage of the Early Retirement Incentive Plan designed by Dr. Horton. However, the hiring freeze and high cost of purchasing retirement credit prevented the immediate appointment of permanent tenure-track replacements. As a result, in 2000 and 2001, UT hired 109 and 105 Visiting Faculty respectively to assume the instructional responsibilities left by early retirees, the hiring freeze and resignations.

Whether the Kapoor vision was achieving success and providing a benefit to the University at any level is debatable. However, it is clear that the massive changes resulting from its implementation were not perceived to be managed well. Communication was generally perceived as poor and the faculty governance bodies and committees traditionally involved in major decision-making processes were not engaged. Decision-making, while intended to be decentralized, was perceived to be greatly centralized in the President's Office. The University's Academic Program Review Process was dissolved. Access to crucial information about campus functions was restricted. Many University committees stopped functioning. Personnel changes in many areas resulted in diminished services and a lack of institutional memory that frequently impeded routine transactions. Relations between faculty and the President as well as between faculty and the Board of Trustees deteriorated and were frequently confrontational in nature. Henry Moon resigned as Provost in May 2000 to assume the Presidency at Midwestern State University in Wichita Falls, Texas. Dr. Kapoor's last major administrative act was to appoint as Interim Provost Dr. William N. Free, former

Vice President of Academic Affairs at UT (1983-1989). On June 5, 2000, the Board of Trustees received Dr. Kapoor's resignation citing differences in the area of "administrative style."

Following Dr. Kapoor's resignation, the UT Board of Trustees appointed Mr. William Decatur, Vice President of Finance, as Interim President. Mr. Decatur was assisted by an Administrative Team consisting of Dr. William Free, (Interim Provost), Mr. Calvin Lawshe, (Interim Vice President for Student Services) and Ms. Sandra Drabik, (Vice President for Administrative Services and General Counsel). The major components of Mr. Decatur's Board-affirmed agenda were to bring the declining enrollment under control through heightened efforts with recruitment and retention and to restore institutional functions that had been reformulated by the previous administration. Of no less importance was the need to conduct a search for a new president. Mr. Decatur's administration accomplished much more than that. Open communication with faculty and staff was much improved as was collegiality and shared governance. Among the major decision-making committees that were reappointed and empowered was the Fiscal Advisory Committee. Representing various constituencies and including three faculty representatives appointed by Faculty Senate, this committee, co-chaired by the Provost and Vice President for Finance and Administration, prepares budget recommendations for the President. In addition, the Facilities Planning Council, a group that oversees the allocation and quality control of physical facilities on campus, which also includes faculty and other stakeholder representatives, was re-established. Under Interim President Decatur, the hiring of tenure track faculty began as did replacement of key staff members whose positions had been vacated. The institutional budget was brought under control and confrontation between faculty and administration was significantly reduced. Campus constituencies were united through a number of "Town Hall" forums at which issues and concerns were discussed openly with Mr. Decatur. Interim vice presidents were appointed in the areas of Enrollment Services, Educational and Information Technology and Institutional Advancement. The Decatur Administration also developed and implemented the beginning phase of a new strategic planning initiative for UT.

Dr. Daniel Johnson was appointed the 15th President of The University of Toledo on July 1, 2001. His Board of Trustees-affirmed agenda includes clarification of the institutional mission; enrollment management; rebuilding the administration, including the hiring of tenure track faculty; and building partnerships with community constituencies. An important element of that agenda is to continue the strategic planning initiative begun in the Decatur Administration.

Responses to the 1992 NCA Team Report

The 1992 NCA comprehensive evaluation noted a relative lack of women and minorities on the faculty and in the administration. This was coupled with the absence of urgency in the University community to implement a strategy to remedy the situation.

At the time of our last comprehensive evaluation, the faculty and administration at UT was overwhelmingly male and Caucasian. Significant progress has been made in this regard. In the 1991 review of faculty composition, women comprised 22% of the tenured or tenure-track faculty at all ranks. They were 69% of the Instructors and 9% of the Professors. As of 2001, women are 61% of the instructors and 15% of the Professors. Women now constitute 35% (v. 22% in 1991) of Associate Professors and 47% (v. 34% in 1991) of the Assistant Professor ranks. Overall, women constitute 33% (v. 22%) of the total faculty. This suggests upward mobility as well as a movement toward increased retention of female faculty at these tenure-eligible levels. It is clear that with the increased number of women in the Assistant and Associate Professor ranks, that in time the still modest numbers at the full professor rank will grow. In sum, the transition underway is toward appropriate female representation within the professoriate at UT. Furthermore, the University has sought to increase awareness within its ranks by the establishment of the Department of Women and Gender Studies, an active Catharine Eberly Center for Women and by sponsorship of activities such as the "Women in Science" seminar series.

Minority representation has also increased during the past decade at UT. Whereas the faculty was 89% Caucasian in 1991, it is 85% Caucasian today. African Americans now represent 4% (v. 3% in 1991) of the faculty, while Asians comprise 8% (v. 6% in 1991), Hispanics 2% (v. 1% in 1991) and Native Americans 1% of the 2001 faculty. These increases are less satisfactory than those observed above for women and much remains to be accomplished in successfully recruiting and retaining appropriate numbers of minority faculty.

Although there were no specific numbers cited for Administrative personnel in the 1992 report, we have reviewed the institutional protocol in place for administrative staffing at that time. The outcome of that project indicates that while women represented 33% percent of administrators at that time, they now make up 43% percent of such employees. Further, compared to the previous level of 7%, members of minority groups now hold 19% of these administrative positions. Among the minority groups, Asians and Hispanics have remained at the same relative representation levels (1%). Increases have been seen among Native Americans who now show 1% representation and African Americans who now constitute 16% of this employee category.

Strained relationships and a lack of effective communication existed between the central administration, trustees and the faculty on important issues including the future direction of the University.

Strained relationships between the central administration, trustees and the faculty were evident during Dr. Horton's presidency. These culminated in unionization of the full-time tenure-track faculty in 1992 and the full-time non-tenure-track faculty in 1997. The ratification of collective bargaining agreements smoothed the waters somewhat by

formalizing the parameters governing institutional expectations for faculty in the areas of teaching, service and professional activity and by clarification of lines of communication and interaction between faculty and administration. To improve communications, President Horton instituted a series of "Open Forum" meetings and initiated institution-wide roundtable discussions based on a model of the Pew Charitable Trusts. Following these discussions, reports from program facilitators were distributed to all members of the University community. In addition, an Academic Program Advisory Council made up of representatives of faculty, department chairs and deans chaired by the Vice President for Academic Affairs served as a forum for discussion of academic issues as well as a mechanism for internal program review. Meetings between the President, Senior Vice President for Academic Affairs and the executive committee of the Faculty Senate further advanced communication. However, some of the positive progress made toward improving collegiality between the faculty and administration was lost in 1995 when the Faculty Senate voted almost unanimously to reject what many perceived to be President Horton's decision that UT would convert its calendar from the quarter system into a semester format. After extensive debates by a number of campus constituencies, the Senate reversed its position and accepted the calendar conversion guidelines prepared by a selected council of administrators and faculty. Although complaints about poor communication continued, the presence of stakeholders at the roundtable sessions and the widespread participation in a major fund-raising campaign, "UT 40," which exceeded its goal by 25% and benefited from gifts from over 800 faculty and staff members, suggested that the University was continuing to serve its constituencies.

In the opinion of many, faculty relations with the administration and Board of Trustees were further strained by the appointment of Vik J. Kapoor as UT's 14th President in 1999. Dr. Kapoor was appointed over strong public protest by many faculty and by the resignation from the search committee of one of the four faculty members. During his administration the level of collegiality between the Board of Trustees, faculty and administration deteriorated significantly. Interactions among these groups were frequently confrontational. However, following Dr. Kapoor's resignation, the Board of Trustees made a sincere effort to improve communication and a new interim administration dedicated to an open and honest relationship with the faculty, committed to rebuilding collegiality, reaffirming the essentiality of shared governance and establishing clear lines of communication. Throughout the 13 months of William Decatur's interim presidency and the first three months of Daniel Johnson's administration, the mood of the campus became guardedly optimistic. This is largely the result of both of these leaders' efforts to engage all campus constituencies actively in institutional decision-making and the faculty's willingness to participate actively.

There was a lack of congruence between the aspirations of UT, as spelled out in the Strategic Academic Plan and the means likely to be available to the University over the life of the plan.

This concern was addressed in detail through a progress report that was submitted to

and accepted by the North Central Association during the 1996/97 academic year. That report reaffirmed UT's intention to continue pursuing designation as a Carnegie Research II Institution targeting the attainment of that status during the 2003-2004 academic year and provided evidence that its current and projected resource bases are "clearly aligned" to support the achievement of that goal.

By 1999, when Dr. Kapoor became UT's 14th President, achievement of Carnegie Research II status was still a prominent goal. However, during the Kapoor administration the Carnegie Foundation re-evaluated and revised the taxonomy used to categorize universities. Specifically, the use of federally generated dollars to differentiate doctorate-degree granting institutions was dropped. This decision was made in acknowledgement that not all research is federally funded. In addition, the Foundation concluded that existing definitions were not reproducible using current data. As a result, the categories of doctorate-granting institutions were reduced from 4 to 2. Furthermore, according to the new taxonomy, UT's accomplishments in the granting of doctorate degrees and the array of areas in which those degrees were awarded are sufficient to place it in the Carnegie Doctoral Research Extensive category. Thus, although strengthening graduate education and research remains a high priority at UT, no further advancement is now possible in the Carnegie scheme.

There was a perceived lack of congruence between the goals of “open access” to higher education and “selective admission to major fields of study” stated in the Mission Statement of the University.

The Ohio Revised Code Chapter 3345.06 states: "A graduate of the twelfth grade shall be entitled to admission without examination to any college or university which is supported wholly or in part by the state, but for unconditional admission may be required to complete such units not included in his high school course as may be prescribed, not less than two years prior to his entrance, by the faculty of the institution." Even more relevant to the NCA concern is the continuation of that section which states "This section does not deny the right of a college of law, medicine, or other specialized education to require college training for admission, or the right of a department of music or other art to require particular preliminary training or talent." Hence, while state statutes establish UT's role as an open access institution for undergraduate students, they also clearly permit the application of defined admission standards for some programs. In keeping with its stated mission, UT currently gives all twelfth-grade high school graduates open access to the University. However, while that status makes available to those students a wide variety of degree programs at both the associate and baccalaureate levels, it does not allow automatic admission to all colleges and majors. For example, the College of Engineering has a minimum high school grade point and ACT score requirement for full admission to its baccalaureate engineering programs. Students initially admitted to the College of Education are not guaranteed that they will meet licensure standards for admission to the professional education division in the junior year. All new students admitted to the College of Pharmacy begin their studies in the "Pre-Professional" or "Lower Division." Students

must then apply to one of the “Upper Division” Bachelor of Science in Pharmaceutical Sciences programs, one of which leads to the Pharmacy Doctorate as a “space limited” graduate program. Clinical and off campus components in Pharmacy limit the number of students who may be admitted to upper levels.

In order for the "open access" paradigm to result in student success within an environment that allows selective admissions to some majors, specific processes have been established. First, the University communicates its requirements clearly and effectively to all of its constituencies so under-prepared students aspiring to enter selective programs will have realistic expectations. Second, under-prepared students seeking admission to selective programs have access to support services that focus on skill enhancement as well as counseling in career alternatives. Finally, students who enter the University undecided on a college or major have been provided with effective academic advising so that realistic career paths may be chosen. In addition, the University has developed specific routes through which under-prepared students may access majors with selective admissions requirements. For example, students who are not fully prepared to enter one of the programs in the College of Engineering may enroll in one of the two or four-year engineering technology programs. With satisfactory performance they may later enroll in one of the engineering programs. Under-prepared students seeking baccalaureate degrees in Business Administration may enter that program through the two-year Associate degree in Business Technology offered through the University College. Finally, most colleges offer "pre-major" programs that provide advising and support for under-prepared students as they bolster their backgrounds and skills in preparation for entry into the baccalaureate environment.

Request for Re-Accreditation

The University of Toledo formally requests continued accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools at the doctoral degree-granting level. This request is the culmination of a self-study process that involved internal and external constituencies over several academic years. As a result of the self-study, the University has identified its strengths and areas in which improvement is needed. The self-study report describes and evaluates institutional characteristics and activities that satisfy all criteria necessary for continued accreditation. The General Institutional Requirements, addressed in Chapter 6, are satisfied and each criterion is addressed in a chapter of this report.