

Assurance Argument
University of Toledo - OH

3/15/2016

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

UT Mission Statement: "The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university."

The University of Toledo (UT) mission statement was developed in a process suited to the institution's higher education nature and culture of inclusion, as the process included faculty, staff and students, and was adopted by our governing board. With the [merger](#) of the former University of Toledo and the former Medical University of Ohio [approved by HLC](#) in 2006, an [Executive Steering Committee of the MUO/UT Merger group](#) with representation from both institutions and a [Faculty Synergy work group](#) drafted new mission, vision and core values statements in April-May 2006 to guide the new UT. The draft mission statement was revised with [input from faculty, students, staff](#) and [Faculty Senate](#). The mission, core values and vision statements resulting from this process were approved by the Board of Trustees (BOT), who unanimously passed [Board resolution 06-12-14](#) on [January 8, 2007](#). The Directions 2007 strategic plan, [approved by the BOT](#) on March 19, 2007, included the mission statement, core values and vision.

The 2007 mission, values, and vision statements were reaffirmed at the beginning of the 2010 [strategic planning process](#). In the yearlong strategic planning process, each of the six goal groups assessed their goals, strategies and outcome in relationship to UT's mission, values and vision.

The [BOT approved](#) Directions 2011 and the reaffirmed mission statements on January 24, 2011. While President Jacobs served from 2006-2014, the Office of the Provost experienced considerable turnover, with four different people occupying it during this period, and the Health Science Campus chancellor left February 2014. President Jacobs stepped down July 1, 2014, coinciding with the departure of then-provost Scarborough and UT's transition to a single-provost model. An interim President led UT during the year before Dr. Sharon Gaber assumed her role as the 17th President of

UT on July 1, 2015. At each step, UT continued to rely on the mission to drive its strategic planning process. That process was most visible in the regular [Presidential Leadership Team meetings](#), including representation from various constituents (administration, faculty and students). These meetings were structured for strategic planning on a shorter time horizon to ensure University activities continued to align with the mission during the interim administration. Further detail on the interim strategic planning process is provided in Criterion 5, which describes how UT's budgeting priorities are aligned with this mission. President Gaber intends to begin a broadly-inclusive strategic planning process and revisit the mission in 2017, once a new provost is in place.

The 2012 HLC report noted for shared governance the existence of "tension between goals of careful deliberation (more common among Main Campus faculty) and a need for decisive, rapid response by the administration." To address 2012 HLC concerns, UT again [surveyed the campus in fall 2015](#), using the same instrument. While the numbers still demonstrate disparity, the comments provide evidence that tensions eased under the leadership of interim president Naganathan and continue to improve under President Gaber. For example, one faculty, after discussing past errors notes, "...the Board managed to hire a wonderful, pitch perfect President. The air of optimism on campus is palpable." (Faculty, question 4.) Another notes, "Over the past few years, things have improved. The former President's leaving helped; the interim President's philosophy & governance were much better. I am very optimistic about the new President's leadership. I am optimistic that things will improve further." (Faculty, question 6.)

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

UT recognizes that its primary contribution to "improving the human condition, advancing knowledge through excellence in learning, discovery and engagement, while serving as a diverse, student-centered university" is through its educational and co-curricular programs. There is a strong link between the mission and UT's academic programs.

[University programs](#) include 11 associate, 107 undergraduate, 39 specialty and certificate, and 146 graduate and professional programs through 12 academic colleges. Program breadth is very broad, including: the humanities, the arts, law, business, engineering, medicine, pharmacy, health sciences (such as physician assistant studies, physical therapy, occupational therapy, public health, occupational health, and biomedical sciences), English, foreign languages, the social sciences and education. Over 130 programs are externally accredited by more than 40 professional societies, attesting to their academic strength and ability to advance understanding through discovery in the classroom, in laboratories, internships, coop experiences and other co-curricular activities and community engagement.

UT's diversity also extends to its instructional modality. According to [UT Online](#), formerly Learning Ventures, the office responsible for online learning, in 2011 UT had the highest distance-learning enrollment rate (29 percent) of the 14 major state-supported universities in Ohio.

The diversity of faculty and staff is evidenced by data from the 2015 "[Facts-at-a Glance](#)" Report. Of the 1,487 instructional faculty, 55% are male, 45% female, 80% are white, 16% ethnic minority, 3% international, ~1% unknown ethnicity. Of the 3,115 staff members (including hospital staff): 45% are male, 55% female. Data related to ethnicity of the staff indicate that 67% are white, 18% ethnic minority, 14% international, 1% unknown ethnicity. Of the 999 research/graduate assistants at UT: 55% are male, 45% female, 48% are white, 10% ethnic minority, 41% international, 1% unknown ethnicity.

The fall 2015 enrollment profile of its 20,381 students indicated 22% ethnic minority and 6% international for undergraduates and 16% and 19%, respectively, for graduate students.

UT student support services are consistent with UT's mission, focusing on improving the learning and experiences of students. The [mission of the Division of Student Affairs](#) (DSA) aligns with the University mission in its goal to "enhance the student experience by addressing the varied and evolving needs of students and by serving as the hub for student-centered collaborations, programs, and services." DSA provides residence life, recreation and counseling. In recognition of the diverse nature of the student body, DSA also includes an [Office of Multicultural Student Services](#), supporting students from different socioeconomic backgrounds, cultural identities and abilities, with options for both individual and group assistance. The DSA mission and operations are consistent with the University mission of diversity and student-centeredness.

The mission of the [Learning Enhancement Center](#) (LEC) is to provide all UT students with accessible, professional academic support services that enhance success and retention. The LEC offers tutoring in writing and discipline-specific subjects across the curriculum, plus supplemental instruction in biology, chemistry, psychology, anatomy and physiology. The LEC recorded [over 28,000 student visits](#) during academic year 2013-14.

The [Office of Enrollment Management \(OEM\) mission](#) is to attract, recruit, enroll and retain a diverse blend of talented students (see also Criterion 4C). OEM recognizes UT's diverse metropolitan community and endeavors to enroll a student body reflecting regional demographics (refer to criterion 1.C for more details). This in turn is consistent with UT's mission of serving as a diverse, metropolitan research institution. As well, through campus-wide collaborations, OEM supports students' pursuit of knowledge through orientation programs, financial aid, scholarships and support services for online learning.

Examples of public recognition also attest to the alignment of services and mission. In July 2015, UT received the [Diversity Higher Education Award](#) (HEED) for the third straight year. Only colleges and universities that "demonstrate an outstanding commitment to diversity and inclusion" receive this national distinction. UT's Medical Center (UTMC) also received national designation as a [Leader in LGBT Healthcare Equality](#), marking the second consecutive year UTMC met the standards of the Healthcare Equality Index. As well, UT's services for student veterans earned UT [recognitions](#): Military Times, G.I. Jobs, a place in the "Best for Vets: Colleges 2016" rankings, and designations as a 2016 Military Friendly School by Victory Media's G.I. Jobs magazine and a Top Military Friendly University by Military Advanced Education & Transition.

3. The institution's planning and budgeting priorities align with and support the mission.

This sub-component is addressed in the response to Criterion 5.C.1.

Sources

- 1603 20060925 Focused Visit Requested - Team Report
- 1603 20070307 Focused Visit Requested - Action Letter
- 2015 Facts at a Glance
- BOT Minutes 01-08-2007
- BOT Minutes 01-24-2011
- BOT Minutes 03-19-2007
- BOT Resolution 06-12-14 approving mission-core-vision

- Directions 2007 Summary Review of Approvals
- Directions 2011 Planning Process Archives
- Division of Student Services mission
- Enrollment Management Mission
- Faculty Senate Minutes 08-29-2006
- Faculty Senate Minutes 12-06-2005
- Faculty Senate Minutes 12-06-2005 (page number 13)
- HEED Award-News Article 12-30-2015
- Independent Collegian 09-02-2015
- Leader in LGBT Healthcare Equality
- Leadership Meeting Agenda-Achieving 2014-15 Goals 11-20-2014
- Learning Enhancement Center
- Learning Enhancement Center annual report 2013-14
- Merger Media Coverage
- Military Service Center Recognition Compilation
- Military Times Listing-News Article 11-10-2015
- Mission Emails 2006 from Archives
- Mission-Integrity Survey Results 11-6-2015
- MUO-UT Merger Group-Executive Committee
- Office of Excellence and Multicultural Student Success
- Program List Master as of December 2015
- UT Degree Programs List 03-2016
- UT Online Annual Report 2014-2015

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, goals, plans, or institutional policies.

One primary way UT addresses its constituents is through its "[About UT](#)" website, where the mission, vision, and core values are shared prominently. The mission statement opens the University *Directions 2011* strategic plan, appears in admissions materials, on the back of business cards, on screensavers and campus TVs, and in University Hall. UT's mission is articulated clearly and publicly through its accompanying [core values](#) and [Vision Statement](#).

2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

The mission documents were reaffirmed in 2011 and are current. The mission, core values and vision documents jointly address our emphasis on teaching, research and community involvement. Indeed, the mission statement specifically addresses advancing knowledge "through excellence in learning, discovery and engagement." The emphasis on learning is consistent with institutional support of instructors to receive the latest in instruction information, including delivery, assessment and technological efforts to deliver instruction in person and online. Emphasis on scholarship and research means that the institution provides the infrastructure needed to be competitive in the research arena and allows faculty the release time needed to pursue scholarly activities, including research. The latter is particularly critical to assuring that UT remains "distinguished by exceptional strength in science and technology" as stated in its Vision Statement. Involvement in public service or community outreach includes "services that meet students' and regional needs...as well as [being] a center of excellence for cultural, athletic and other events (Core value 4)." The mission, core values and vision are aligned with our strategic planning document, [Directions 2011](#), through [institutional goals](#) and underlying key performance indicators.

3. The mission document or documents identify the nature, scope and intended constituents of the higher education programs and services the institution provides.

The mission documents identify the nature of the institution as a "diverse, student-centered public

metropolitan research University.” UT understands its constituents to be the students who study and work here, the faculty who teach here, the staff who support the mission in multiple ways, and the geographic community as well as the global community it engages through educational and research activities. The scope of the institution is defined by the mission and by the [Carnegie Foundation’s designation of UT](#) as a doctoral university with higher research activity, which denotes its breadth of programs as well as the range of its undergraduate and graduate degrees and the focus on the development of new knowledge. The nature, scope and intended constituents are also clearly identified in the statement of core values. Core Value 2 is explicit: “Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning.”

Sources

- About UT website
- Carnegie Classifications - UT Summary
- Directions 2011
- Directions 2011 Institutional Goals
- Mission Statement with Core Values
- UT Vision Statement

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

The University evidences its understanding of the relationship between its mission and the diversity of society in five specific ways.

First, diversity is explicitly addressed in the University Mission Statement and further emphasized in its Core Values. In 2006-2007, President Jacobs created the [President's Council on Diversity](#), whose thirty-plus members "serve as an advisory group to the President providing recommendations based on observations, reports, and monitoring concerning diversity issues on the UT Campus." The Council focuses on: (1) Promoting diversity among the student body; (2) Promoting diversity among faculty and staff; (3) Ensuring that the University purchases goods and services from diverse businesses; (4) Monitoring incidents of harassment based on race, ethnicity, religion, disability and sexuality; and (5) Reviewing the University's Climate Survey and making recommendations. The Council was responsible for the following:

- [College Diversity Plan Review Process](#) that began in 2009 and occurs every two years;
- Gender Neutral Restrooms Audit, Expansion, and Communications Campaign;
- Creation of the MBE EDGE Supplier Diversity Program, which resulted in a policy and state-attended MBE EDGE Committee;
- Creation of a senior leader position for diversity, as well as the division of [Equity, Diversity and Community Engagement](#);
- Creation of the [President's Lecture Series on Diversity](#).

In November 2013, President Jacobs appointed the University's first chief diversity officer.

The Mission states UT strives "to serve as a diverse, student-centered public metropolitan research university." Core Value 3, "Diversity, Integrity and Teamwork," states in part that the University will "create an environment that values and fosters diversity." UT's initiatives and programs create such an environment and are outlined below. Diversity and multiculturalism are promoted directly through other aspects of the University's Core Values. For instance, Core Value 1 calls for the University and its representatives to "treat every individual with kindness, dignity and care" and to "consider the thoughts and ideas of others inside and outside of the University..." Core Value 2 states UT will "vigorously pursue and widely share new knowledge." Core Value 4 recognizes the University's role in a multicultural society by committing the University to be "a center of excellence for cultural, athletic and other events."

Second, the division of [Equity, Diversity and Community Engagement](#) (EDCE) ensures UT provides processes and activities reflecting its mission-driven commitment to improve the human condition for all constituents. The EDCE conducts diversity training through its Culture Building Institute, manages the [Culture Ambassadors](#), leads the [UT Campus Climate Survey](#), and assists in presenting the

[President's Lecture Series on Diversity](#). EDCE also supports the MLK Scholarships for minority students who serve their community and excel academically. As part of its mission to promote multiculturalism in the greater Toledo community, EDCE hosts an annual African-American Festival on campus with more than 12,000 attendees, and celebrates its multicultural communities through Heritage Months. For its work, EDCE was twice awarded the [Higher Education Excellence in Diversity Award](#). The office has also been instrumental in assisting UTMC Hospital reach, for two consecutive years, "[Leader](#)" status in the [Health Equality Index](#) focused on inclusive health care for those in the LGBTQ community. The Office also operates:

- The [Minority Business Development Center](#) (MBDC) promotes minority-owned businesses and provides real-world experiences to students. The MBDC provides office space, training, mentoring and a network of professional advisers. In 2014, the 19 participating businesses generated more than \$10 million in sales with 90 jobs supported. The EDCE was awarded more than \$450,000 from the Ohio Development Services Agency to create and run the [Minority Business Assistance Program](#) within the MBDC, ultimately serving 17 counties.
- The [Catharine S. Eberly Center for Women](#) advocates for female faculty, staff and students at UT and in the larger community. In 15 years, more than 6,000 individuals have come through the Center and 3,600 have matriculated at UT. Offering programming on personal and professional development, the office receives an average of 75 monthly visits from community members, and an average of 8 monthly visits to Kate's Closet, which provides clothing appropriate for job interviews and employment. The Center also provides significant financial assistance to women students:
 - For the last three years combined, raised over \$100,000 from Celebrity Wait Night that is used to provide scholarships to women, fund student interns and cover the costs of professional development courses offered by the Center.
 - Awarded over \$11,000 in direct scholarships to women attending UT.
 - Awarded over \$22,000 from Women & Philanthropy for a computer lab.
 - Received a \$6,000 grant from the Toledo Community Foundation to provide programming and events in support of the [Understanding Islam](#) initiative.

Third, the [Office of Inclusion](#) exists in large part to protect against and investigate harassment or discrimination. It conducts oversight of the hiring process for faculty positions, vetting advertisements to ensure:

- Copy contains an affirmative action statement to the applicants,
- Posted requirements do not have language that would provide unintended barriers limiting the demographic composition of the pool,
- Advertising sources used will cast a broad and inclusive net to reach qualified applicants of diverse backgrounds.

Diversity is required in the composition of all UT search committees. Names of faculty search committee members are sent to the Office of Inclusion to approve/verify appropriate diversity of the group and determine the completion of [Search Committee Training](#) (often referred to as diversity training), with all members required to take the online training every two years. If the committee lacks women or minority representation, the committee chair is notified and asked to make additions to fill the need. The committee's choices for a campus interview are submitted to the Office of Inclusion, which reviews the overall pool and the interview pool to ensure appropriate diversity within both groups.

Fourth, the [Office of Multicultural Student Success](#) is a hub of academic programs, activities and services that reach students in the 7th grade through high school graduation and beyond. The Office's

responsibility includes:

- [TOLEDO EXCEL](#) scholarship incentive program for underrepresented minority groups;
- [Upward Bound](#), a federally funded program to promote college enrollment for high school students;
- [Latino Initiatives](#) forms partnerships with communities, K-12 public and private schools and businesses to promote Latino achievement, and offers the annual [Latino Youth Summit](#).

Fifth, the University addresses its role in a multicultural society through the [Center for International Studies and Programs](#), which promotes cross-cultural interactions among students, faculty and staff, visiting scholars and the community to foster understanding and appreciation.

- The Center offers students options for studying abroad, internships, and service learning internationally and domestically.
- The Center aids international students and scholars transition to living in the United States. The [American Language Institute](#) offers students and community members intensive English instruction for non-native speakers. The Center recently increased the [ESL Robotics](#) program by 46 percent, and 87 of 89 experiential learning students matriculated to UT.
- The Center partners with faculty to strengthen the academic experience. More than 450 students, faculty and staff have participated in overseas and domestic experiences in the past two years.
- New handbooks were produced for [J-1](#) visiting scholars, [F-1 and J-1](#) students, and [H1Bs](#), providing necessary information to make their UT experience successful.
- The Center created [UT Explorers](#), a team that works to enhance the linguistic and cultural competencies of campus learners and scholars while promoting a culture of lifelong learning. This program provides opportunities for collaboration and engagement with UT campuses and the Toledo community. Development of global citizenship is encouraged through innovative programming.

The [TRIO](#) program for first-generation, low-income, and University students with disabilities provides individualized academic resources and advising.

UT has been relatively successful at attracting minority students. In 2014, 62.4% of all newly enrolled students were white, as compared to 82.6% of the Ohio population and 88.9 % of the local four-county area (Lucas, Wood, and Fulton Counties in Ohio, and Monroe County in Michigan). African-Americans made up 14.7% of the class, greater than the 12.2% African-American population in the state or 6.07% in the four-county area. Unfortunately, African-Americans first to second year retention rates lag behind those of white students - 44.9% for African-Americans and 80.3% for whites in 2014.

[Brothers on the Rise](#), founded in 2011, helps African-American and Latino men transition from high school to college. Faculty volunteers meet biweekly with student members to discuss subjects such as study habits and social issues. Each student member is paired with one UT and one community mentor.

The proof of UT's commitment to addressing its role in our multicultural society has been summarized in a document entitled "[UT's commitment to diversity and inclusion](#)." This document shows the wide array of programs and activities that reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

As evidenced above, UT has worked hard to welcome and celebrate multiculturalism. To monitor the

success of those efforts, UT conducts a biennial Climate Survey among students, faculty and staff. Survey questions and responses can be broken down by ethnicity, gender, age, sexual orientation, disability status and religion. The [2014 Climate Survey](#) showed broad consensus among students that UT is an inclusive institution. For example, students were asked to respond to the statement, “Overall, I feel UT is a friendly environment for people with diverse backgrounds.” Over 90% of ethnic minorities either agreed or strongly agreed with that statement, as did over 93% of whites. In addition, at least 85% of both ethnic minorities and whites either strongly agreed or agreed with the following statements:

- I feel UT has a diverse campus community.
- I feel respected by other students at UT.
- I feel respected by faculty and staff at UT.
- I feel welcome at UT.

Faculty and staff gave similarly positive answers. Of those faculty and staff who responded to the above five statements, 81%-96% of ethnic minorities agreed or strongly agreed, and between 79%-93% of whites agreed or strongly agreed.

Students completing the 2014 Climate Survey were invited to name an individual on campus who helped to promote an inclusive environment. Individuals named were invited by EDCE to an inclusion thank-you banquet to honor these 339 individuals and the positive examples they set.

UT strives to increase the diversity of its faculty: In fall 2015, African-Americans made up 3.83% of faculty members. The [Faculty Hiring/Rehiring Plan](#) for academic year 2014-15 has among its goals: “... hires and retirement rehires should endeavor to reflect the diverse student body and community that we serve.”

The Office of the Provost, in conjunction with EDCE, purchased an advertising package providing unlimited posting in Insight into Diversity as well as unlimited access to the publication’s recruitment website.

In fall 2015, President Gaber appointed Dr. Willie McKether, associate dean, College of Languages, Literature and Social Science, as [Special Assistant to the President on Diversity](#). His primary task is to write the university's first campus-wide, comprehensive diversity plan. In doing so, he will conduct focus groups with student, faculty, staff and members of the University community to learn how they feel about and perceive diversity at the University. The focus groups will be followed up by a campus-wide diversity assessment survey. Calling a safe, supportive and inviting environment for all students, faculty, staff and guests one of UT’s most important values, President Gaber announced the new campus leader to continue and elevate the institution’s ongoing, proactive commitment to diversity.

In summary, the University has devoted significant resources to recruiting minority students, faculty, and staff and to creating a campus hub of multiculturalism. In the area of recruiting, UT has been more successful in achieving a diverse student body than it has in recruiting a diverse work force. UT is hardly unique in this regard and has in place explicit measures to promote further progress. For those who do come to campus, as either students or employees, UT is a comfortable, welcoming and inclusive setting.

Sources

- American Language Institute
- Brothers on the Rise-Article
- Campus Climate Survey 2014
- Campus Climate Survey 2014 Results
- Center for International Studies and Programs
- CISP-Handbook for F1 and J1 Students 2015
- CISP-Handbook for H-1B students 2015
- CISP-Handbook for J-1 students April 2015
- CISP-UT Explorers
- Culture Ambassadors
- Eberly Center for Women website
- EDCE History
- EDCE Mission and Initiatives
- ESL Robotics at ALI
- Faculty Hiring Rehiring Plan 2015
- HEED Award-News Article 12-30-2015
- Latino Initiatives
- Latino Youth Summit
- Minority Business Assistance Center Program
- Minority Business Development Center
- Office of Excellence and Multicultural Student Success
- Office of Inclusion-Training and Education
- President Council on Diversity Meetings 2013-2014
- President names special assistant for diversity - News Article 11-16-2015
- President's Council on Diversity
- President's Council on Diversity - Diversity Plan 2013 Outline
- President's Lecture Series on Diversity
- Search Committee Training
- Toledo Excel
- Training Sessions-Clery Act.ALiCE.Title IX
- TRIO Student Support Services
- Understanding Islam
- Upward Bound-UT Home
- UT Commitment to Diversity and Inclusion
- UTMC in Healthcare Equality Index-News Article 11-14-14

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

While UT recognizes that its primary contribution to the improvement of the human condition is accomplished through its degree-granting educational programs, it understands its mission extends to its local, regional and state communities as well as global community. Community outreach and engagement are core academic goals, representing a longstanding commitment that permeates the institution. UT's mission, core values and vision statements all explicitly describe the institutional commitment to engage with and provide excellent service to its constituents.

[Goal 6](#) of the Directions 2011 strategic plan outlines the University's commitment to the public good via efforts in regional revitalization, educational opportunity and environmental and civic quality of life.

UT's commitment to the public good is evidenced by its inclusion in the 240 U.S. colleges and universities to receive the Carnegie Foundation for the Advancement of Teaching's 2015 [Community Engagement Classification](#). "This is a recognition we chose to pursue because we feel it aligns so closely with the myriad ways we engage with our city and our region," said Interim President Naganathan to the UT BOT. "Thriving and effective institutions of higher learning have countless relationships that are deeply interwoven into the communities they serve. UT has embraced this mission." Applying for Carnegie designation also was a suggestion made by the HLC in its 2012 comprehensive evaluation report.

UT also recognizes faculty contributions to our community with the annual [Edith Rathbun Outreach and Engagement Excellence Award](#) to faculty who exemplify outreach and service in their scholarly activities. The Provost Office offers a [Shining Star Award](#) for Community Involvement.

As part of its efforts to be a constant and vital educational resource for the local, national and global community, UT uses its many partnerships and joint initiatives with local and regional K-12 schools, community colleges and universities, state and local government as well as non-profit and for-profit entities. Many have resulted in the establishment of centers and institutes to provide resources and services to the broader community.

- The [Institute for Human Trafficking and Social Justice](#), established in 2015, was a direct result

of a cry from community leaders to help Toledo deal with the problem of trafficking of youth in the region and country. The Institute's mission of social justice for victims of human trafficking through teaching, research and engagement has garnered both national attention and civil action. The Institute hosted another international conference on campus in fall 2015.

- The decision to fund and build the [Lloyd Jacobs Interprofessional Immersive Simulation Center](#) was made in part to provide state of the art training facilities for community members that include the U.S. Air Force, fire fighters, first responders and EMTs. It also provides essential interprofessional skills development for student populations in medicine, sciences, law and criminal justice.
- The University worked with the city of Toledo and state of Ohio starting August 2014 to respond to the [water crisis](#) that resulted from harmful algal blooms on Lake Erie, when ~one-half million people were advised not to drink the water because of microcystin contamination. UT has tremendous depth of expertise in Great Lakes and water quality issues, and immediately marshaled its resources to provide information to the general public on the causes of the problem and what to expect in the future. The University also assisted the city of Toledo and other local communities in providing information on best practices in testing and treating water for algae-based contaminants. UT formed a [Water Task Force](#) to provide ways to understand and monitor algal blooms on the lake, treat contaminated water, reduce nutrient runoff into the lake and provide research on human health impacts of microcystin ingestion.
- [UT@TPS](#) (The University of Toledo at the Toledo Public Schools), offered through the College of Adult and Life Long Learning, was established in 2010 to help parents and community members continue their own education and potentially become retention advocates for Toledo's children and youth.
- Colleges look to their specific areas of expertise to provide valuable resources for the local community. Through UT's many lecture series, public performances and outreach educational programs, the Toledo community benefits greatly from the University's presence in its backyard. Resources include: the [Community Care Clinic](#), the S. Amjad Hussain Visiting Lecture in the History of Medicine and Surgery, the Dorothy MacKenzie Price Piano Series, the [Jesup Scott Honors College Distinguished Lecture Series](#), the [McMaster Cosmology Lecture Series](#), the [UT Eberly Center Lecture and Film Series](#), the [College of Law's Stranahan National Issues Forum and Cannon Lecture Series](#), the Edward Shapiro Distinguished Lecture Series, the Edwin Dodd Lecture, and the [Saturday Morning Science series](#).
- To share UT lectures, scientific presentations and performances with the global community, UT developed a partnership with WGTE Public Media, northwest Ohio's local public media outlet, a relationship resulting in the distribution of many rich events on the UT campus to the broader community as well as an online, on demand archive of campus events such as Clean our Streams and the Distinguished University Professor Lectures.
- In October 2013, [UT was named](#) a member of the Association of Public and Land-Grant Universities' inaugural 16-member class of "[Innovation and Economic Prosperity Universities](#)." The designation acknowledges universities working with public and private sector partners in their states and regions to support economic development through a variety of activities, including innovation, entrepreneurship, technology transfer, talent and workforce development and community development. 48 institutions have earned the Innovation and Economic Prosperity University designation, and eight institutions have garnered awards. As part of the designation, UT submitted a 36-page document, "[The University of Toledo's Role in Promoting Innovation and Prosperity in a Rust-Belt City](#)."
- UT's Jack Ford Urban Affairs Center is an applied research center that provides support in addressing a broad range of metropolitan Toledo research topics. In addition, the Center provides a community data repository, *UrbanView*, that includes demographic, economic, social and educational data about the Toledo area. It serves as a resource for community

planning as well as a means to monitor progress in improving the economy and standard of living.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

UT's educational responsibilities take primacy over other purposes. UT is a public research university governed by a Board of Trustees (seven members plus two students) and the Ohio Department of Higher Education. The purpose of the institution is to fulfill its educational mission while demonstrating its role as a "significant diverse, student-centered public metropolitan research university." As a not-for-profit, public institution, UT has no investors and is not expected to generate financial returns. All revenue received, tuition income, grant funding and public funding, is directed toward teaching, research and service to the community-at-large. There is no conflict with the expectations attached to this revenue and our mission to improve the human condition. Any financial investment in commercialization efforts is primarily done to expand educational and research opportunities for our students and faculty.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

The institution engages with its identified external constituencies and communities of interest, responding as it is able. The wellbeing and needs of UT's external constituencies are of great interest to the UT community. UT identified these constituencies as those who have graduated from the institution, those who employ its graduates and the communities from which we draw our students, faculty, staff and administrators. To ensure UT fulfills this important role, significant communication between all of these groups is a part of University practice. Playing a vital role is UT's prominent [alumni organization](#) that has established constant dialogue with the University at all levels.

While outreach characterizes most elements of the institution, large initiatives are weighed carefully to ensure capacity exists to provide meaningful and valued engagement. One such analysis was conducted on the suggestion the UT College of Law move to a downtown Toledo location; ultimately, UT decided an engagement opportunity did not mesh with UT's mission or educational priorities. Outreach efforts supporting UT's mission include:

- Developing an additional location at Schoolcraft College, Livonia, Michigan, which received [HLC approval](#) spring 2015. The Ph.D. in Higher Education, the first program offered here, makes it possible for this region's working teachers and others to earn terminal educational degrees.
- Board of Trustees approved in fall 2015 an [academic affiliation](#) between the College of Medicine & Life Sciences and Promedica Health Systems of Toledo. Working together, these organizations are creating stronger, more competitive medical education programs for students and residents, and improved health care coordination for northwest Ohio residents by access to the complementary programs and service lines of a larger clinical system. The affiliation agreement is for 50 years and will provide \$2.75B to the College.
- Evidence of the commitment to economic development and community enhancement is the revitalization of an area adjacent to Main Campus. The \$12 million [Dorr Street Gateway Project](#), bordering the southwest corner of Main Campus, is creating a college-town atmosphere with restaurants, coffee shops, bookstores and student living spaces. The [Dorr Street Safety Project](#), adjacent to Main Campus, greatly improved traffic conditions in one of the more highly congested intersections in Toledo.

- The UT [Intermodal Transportation Institute](#) (ITI) is part of the [CFIRE Consortium](#) (a 10-university national Center for Freight and Infrastructure Research) and encompasses a geographical area serving the majority of U.S. freight traffic. Focused on transportation, logistics, and supply chain issues, UT/ITI conducts research, education, outreach and technology transfer in support of the freight community. Ohio's only Tier 1 University Transportation Center, UT/ITI played a principal role in obtaining and implementing \$5M of ODOT safety funds for improving roadways to UT's gateway (Dorr Street Safety Project), as well as participating in other statewide and national endeavors.
- An exemplar of UT's commitment to education and research partnerships is its Discovery Channel telescope [partnership at Lowell Observatory](#) in Flagstaff, Ariz., giving UT astronomers access to a new cutting-edge telescope in their study of the universe. The instrument is an excellent [teaching tool for UT astronomy students](#).

The needs of external and internal constituencies intersect most strongly when UT graduates seek employment. Success of many of our graduates is attributable to the competency and academic preparation of our students combined with UT's strategic partnerships with business and industry throughout the country. Numerous colleges and departments regularly meet with and seek input from external advisory boards of employers and community members that employ graduates and have a vested interest in program outcomes. For instance, as part of its ABET accreditation process, every College of Engineering department has an [industrial or external advisory board](#). The College of Nursing has a [Nursing Advisory Board](#) of community members, and an Alumni Affiliate group of college alumni; the College of Pharmacy & Pharmaceutical Sciences (CPPS) has two unique boards to provide input for its degree pathways. The [Dean's Commission on Pharmacy Education](#) provides input for the professional PharmD degree and consists of professional pharmacists who review the college's curriculum and experiential experiences. The CPPS [Pharmaceutical Sciences Board](#) is populated by individuals who understand the needs of employers across many domains for those trained from the bachelor's level to the PhD in pharmaceutical sciences.

It is clear through the activities of all UT constituencies, its allocation of resources and its dedication to humanity today and tomorrow that in fulfilling the institution's mission UT demonstrates commitment to the public good, recognizes its position on the world stage and strives to exceed its own expectations of improving the human condition. This is foundational in all of the institution's activities and has a major impact on those who execute this mission as well as those who benefit from it.

Sources

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- Intermodal Transportation Institute
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- Lowell Observatory Agreement
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- Lowell reference - RARC Research Council Self Study (page number 3)
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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

In summary, UT is a mission-driven institution that understands the education it offers to its students is its primary purpose and that this purpose is best realized through the deep engagement of its students, faculty, staff and administrators in its local, regional, national and global communities. The inclusion of its broad constituency in decision-making, strategic planning and execution assures that its decisions include the insights afforded by diverse perspectives, its plans consider the needs of everyone while admitting the limits of its abilities to meet them all, and its strategies arise from purposeful commitment to improving the human condition.

Sources

There are no sources.