

## **Criterion One – Mission**

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

**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.

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 ([Dec. 6, 2005 Faculty Senate minutes forming UT/MUO 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 ([emails; articles](#)) and Faculty Senate ([8/29/06 FS MINUTES](#)). 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 ([BOT minutes adopting mission, vision, values](#)). 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](#). As the yearlong strategic planning process proceeded, each of the six goal groups carefully 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 ([BOT minutes](#)). Dr. Sharon Gaber was appointed the 17th President of UT on July 1, 2015 and shortly thereafter announced her intention to revisit the mission in 2016 as part of a reinvigorated strategic planning process, noting that process will “require substantial campus input and feedback” ([Independent Collegian 9/2/2015](#)), continuing the tradition of broad inclusion. The distributed process and diverse participants governing the development and approval of the mission and strategic plan are consistent with internal expectations for shared governance, and are summarized in a [flowchart](#).

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 the academic programs of our institution.

[University programs](#) include 143 undergraduate programs, 170 master’s programs and 66 doctoral and first professional programs through 13 different academic colleges. These programs cover a very broad array of fields and disciplines, including: the humanities, the arts, law, business, medicine, the health sciences such as physician assistant studies, physical therapy, occupational therapy, public health, occupational health, biomedical sciences, English, foreign languages, the social sciences, and education. Over 40 programs are externally accredited by professional societies, attesting to their academic strength and ability to advance understanding and learning through discovery in the classroom, in laboratories, through internships, coop experiences and other forms of co-curricular activities and community engagement.

The diversity of the faculty and staff is evidenced by data from the [“Facts-at-a Glance” Report](#). Of the 1,517 instructional faculty, 55% are male, 45% female, 79% are white, 18% ethnic

minority, 2 % international, 1% unknown ethnicity. Of the 4,074 staff members (including hospital staff): 31% are male, 69% female. Data related to ethnicity of the staff indicate that 77% are white, 22% ethnic minority, 1% international, less than 1% unknown ethnicity. Of the 913 research/graduate assistants at The University of Toledo: 56% are male, 44% female, 47% are white, 11% ethnic minority, 41% international, less than 1% unknown ethnicity.

The fall 2014 enrollment profile of its 20,626 students indicated the ethnic minority percentage of undergraduates was 28.5% and the ethnic minority of graduate students was 33.6%. UT's diversity is also evidenced by the modality of its instruction. According to the 2013-2014 annual report from Learning Ventures, the office responsible for UT online learning, "the University of Toledo had the highest distance-learning enrollment rate (29 percent) of the 14 major state-supported universities in Ohio."

Our student support services are consistent with the university mission, focusing on improving the learning and experiences of our 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 and student academic support through its [Learning Enhancement Center](#) (LEC), which provides tutoring in writing and discipline-specific subjects across the curriculum and supplemental instruction in biology, chemistry, psychology, anatomy and physiology. The LEC recorded over 29,000 student visits during academic year 2014-2015 ([UAC presentation on LEC](#)). In recognition of the diverse nature of our student body, DSA also supports an [Office of Multicultural Student Services](#), directly supporting students from different socioeconomic backgrounds, distinct cultural identities and various abilities. During the 2013-2014 academic year, the Office worked directly, both individually and in groups. The DSA mission and operations are consistent with the university mission to be a diverse, student-centered institution.

The [Office of Enrollment Management and Online Education \(OEOM\) mission](#) is to attract, recruit, enroll and retain a diverse blend of talented students (see also Criterion 4C). OEOM fulfills this mission by recruiting, enrolling and supporting the retention of a diverse student

body. In recognition of our diverse metropolitan community, OEOM endeavors to enroll a student body reflecting the regional demographics (refer to criterion 1.C for more details). This in turn is consistent with the University mission of serving as a diverse, metropolitan research institution. Furthermore, OEOM collaborates to support our students so they may acquire and create new knowledge in campus-based or online courses and programs through orientation programs, financial aid, scholarships and support services for on-line learning

Two additional items serve as evidence that UT academic programs, student support services, and enrollment profile are consistent with its stated 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 alignment with its mission is further verified by the national designation received by its Medical Center as a [Leader in LGBT Healthcare Equality](#). This is the second straight year the UTMC has met the standards of the Healthcare Equality Index. Finally, the University was recognized for the excellence of its service and access for student [veterans](#). UT earned recognition from Military Times and G.I. Jobs as a top school for supporting student veterans and was listed in the “Best for Vets: Colleges 2016” rankings. It also was designated a 2016 Military Friendly School by Victory Media’s G.I. Jobs magazine and a Top Military Friendly University by Military Advanced Education & Transition.

### **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, goals, plans, or institutional policies.

The UT mission is articulated clearly and publicly through its accompanying core values and vision statements. The core values are:

1. “Compassion, Professionalism and Respect: Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;
2. Discovery, Learning and Communication: 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;

3. Diversity, Integrity and Teamwork: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;
4. Engagement, Outreach and Service: Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;
5. Excellence, Focus and Innovation: Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and
6. Wellness, Healing and Safety: Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.”

The Vision statement is: “The University of Toledo is a transformative force for the world. As such, the University will become a thriving student-centered, community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges, and distinguished by exceptional strength in science and technology”.

One of the primary ways UT addresses its constituents is through its [public website](#), where the mission, vision, and core values are clearly stated and publically available to all constituents. The mission statement is included in the front of the University *Directions 2011* strategic plan, in [admissions materials](#), on the back of [business cards](#), and displayed in our [public buildings](#).

The merger, which prompted the creation of the mission, vision, and core values, guided the strategic plan articulated in *Directions 2011*. While Dr. Jacobs served as president from 2006 until July of 2014, the provost's office experienced considerable turnover, with four different people occupying that role during the eight-year interval. President Jacobs stepped down effective July 1, 2014, which coincided with the departure of then provost Scarborough. An interim president led UT during the year before Dr. Sharon Gaber assumed her role as the 17<sup>th</sup> 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 that included representation from various constituents, including administration, faculty and students. These meetings were structured to provide strategic planning on a shorter time horizon to insure 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. More importantly, Criterion 5 demonstrates how the University's budgeting priorities are aligned with this mission.

The mission of the university drives the review and revision of its policies and is invoked in the program review process as the institution seeks to realize that mission through its practices.

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. President Gaber will begin a new strategic planning process in 2016, including review of the mission and possible creation of a new mission statement. 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 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. The 2011 institutional goals are:

Goal 1: Undergraduate academic programs. The undergraduate education at UT will be regionally distinguished and highly ranked nationally. The undergraduate experience will provide exceptional student-centeredness and a learner-driven focus, which combine to ensure a personally satisfying, professionally relevant and affordable education.

Goal 2: Graduate and professional academic programs. The graduate and professional academic programs at UT will be regionally relevant, nationally distinguished and highly ranked. These programs will be known for high quality while maintaining accessibility, affordability and engagement. Science and professional programs will have high visibility.

Goal 3: Research. We will be a highly distinguished metropolitan research university with internationally recognized areas of research, scholarship and creative activity.

Goal 4: Student centeredness and campus directions. We will be distinguished for our learner centeredness and for our relevant programs in a vibrant, safe and healthy environment that enhance the engagement of our University community with our stakeholders.

Goal 5: Health care access and delivery. We will continue to work toward distinction aspiring to status as a "top one hundred tier" academic medical center. In so doing, we will meet or exceed prudent fiscal targets. We will become recognized leaders in proactive implementation of the policies and procedures embodied in ongoing health system reform.

As such, the clinical enterprise will remain an integral part of our academic mission, our community engagement, and our fiscal well-being

Goal 6: Outreach and global engagement. We will enhance our outreach and global engagement locally, regionally and globally. We will be a key drive in the revitalization of the region's economic, educational, health, cultural, environmental and civic quality of life. We will foster the University's outreach while maintaining a keen awareness of the regional impact, national relevance, and global scope of our efforts.

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”. The University understands its constituents to be the students who study and work here, the faculty who teach here, the staff that support the mission in multiple ways, and the community in which it resides as well as the global community it engages through educational and research activities of the programs and services it provides. The scope of the institution is defined by the mission and by the [Carnegie Foundation’s designation](#) of UT as a “comprehensive research university”, which denotes its breadth of programs as well as the range of its undergraduate and graduate degrees and the focus of its program on the development of new knowledge. It is that status that the mission references but the nature, scope, and intended constituents are also clearly identified in its statement of core values. Core value 2 names UT’s constituents explicitly: “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.”

**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

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](#)
- 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 the Office of Equity, Diversity, and Community Engagement as well as a [senior leader position for diversity](#)
- Creation of the [President's Lecture Series on Diversity](#)

The Mission states the University 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.”

Secondly, the [Office of Equity, Diversity and Community Engagement](#) (OEDCE) ensures that UT actively provides processes and activities reflecting its mission driven commitment to improve the human condition to its diverse academic community and the public that it serves. The OEDCE conducts diversity training through its Culture Building Institute, manages the [Culture Ambassadors](#), leads the [UT Culture Climate Survey](#), and assists in presenting the [President’s Lecture Series on Diversity](#). The OEDCE 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, OEDCE 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, OEDCE was twice awarded the [Higher Education Excellence in Diversity Award](#). The office has also been instrumental in assisting UTMC Hospital reach [“Leader” status in the Health Equality Index](#) focused on inclusive health care for those in the LGBTQ community. In addition to the above responsibilities, the Office operates:

- The [Minority Business Development Center](#) (MBDC) promotes minority-owned businesses and provides real-world experiences to students. The MBDC “helps nurture entrepreneurial and economic development in the Toledo community by providing office space, training, mentoring and a network of professional advisors.” In 2014, the 11 member and 8 affiliated businesses generated more than \$10 million in sales with 90 jobs supported. The OEDCE 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 the last 15 years, more than 6,000 individuals have come through the Center and 3,600 have matriculated at UT. Among other activities, the Center offers 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:

- Raised more than \$35,000 from [Celebrity Wait Night](#) for the second consecutive year 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 in scholarships received through a grant from Women in Philanthropy.
- 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.

Fourth, the [Office of Excellence and Multicultural Student Success](#) “is a hub of academic programs, activities and services that reach students in the 7<sup>th</sup> grade through high school graduation and beyond.” The Office is responsible for programs, including:

- [TOLEDO EXCEL](#) scholarship incentive program for underrepresented minority groups;
- [TRIO](#) support program for first-generation, low-income, and disabled University students;
- [Upward Bound](#), a federally funded program to promote college enrollment for current high school students who are low-income or first-generation college students.
- [Latino Initiatives](#) “forms partnerships with communities, K-12 public and private schools, and businesses in an effort to close the Latino achievement gap” and the [annual Latino Youth Summit](#). Approximately 400 Latino junior high and high school students attended the 2014 UT Summit.

Fifth, the University addresses its role in a multicultural society in part through the [Center for International Studies and Programs](#), which promotes cross-cultural interactions. The Center

“creates links among students, faculty and staff, visiting scholars, and the community that foster cross-cultural 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 in transitioning to living in the United States. The [American Language Institute](#) offers intensive English instruction to non-native speakers for University students as well as community members. The Center recently increased the [ESL Robotics program](#) by 46 percent, and 87 of 89 experiential learning students matriculated to UT.
- The Center provides faculty useful materials and information to aid in the internationalization of their curriculum. 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 that equip scholars, students, and employees with information they need to come to UT and what they can expect once they arrive.

UT has been relatively successful at attracting minority students. In 2013, 65.8% of all newly enrolled students were white, as compared to 80.4% of the Ohio population and 78.9 % of the local four-county area (Lucas, Wood, and Fulton Counties in Ohio, and Monroe County in Michigan). African-Americans made up 14.8% of the class, greater than the 12.2% African-American population in the state or 11.8% in the four-county area. Unfortunately, African-American first to second year retention rates lag slightly behind those of white students – 55% for African-Americans and 65% for whites in 2013.

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

UT is a diverse campus:

Of the 1,517 instructional faculty,

- 55% are male, 45% female
- 79% are white, 18% ethnic minority, 2 % international, 1% unknown ethnicity

Of the 4,074 staff members (including hospital staff):

- 31% are male, 69% female
- 77% are white, 22% ethnic minority, 1% international, less than 1% unknown ethnicity

Of the 913 research/graduate assistants:

- 56% are male, 44% female
- 47% are white, 11% ethnic minority, 41% international, less than 1% unknown ethnicity

As evidenced above, the University has worked hard to celebrate multiculturalism and to be a welcoming place for diverse students, faculty and staff. To monitor the success of those efforts, the University conducts a semi-annual Climate Survey among students, faculty, and staff. The Climate 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 the University 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, between 81% and 96% of ethnic minorities agreed or strongly agreed, and between 79% and 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. The individuals named were invited by OEDCE 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 2013, African-Americans made up 4.3% of faculty members. One notable effort is found in the [Faculty Hiring/Rehiring Plan](#) for academic year 2014-15. Among the “Faculty Hiring Goals” is that “In lieu hires and retirement rehires should endeavor to reflect the diverse student body and community that we serve.” To help achieve this goal, the University created a [Diversity Hiring Fund](#) through which the provost may supplement a college’s salary offer by 20% up to a maximum of \$20,000. The Hiring Plan also encourages colleges to set up similar funds. The Diversity Hiring Fund will allow UT to make highly competitive offers to qualified faculty candidates who would further UT’s commitment to a diverse faculty.

The [Office of Academic Inclusion](#) conducts oversight of the hiring process for faculty positions. In this capacity, it is responsible for vetting advertisements to ensure that

- 1) The ad copy contains an affirmative action statement to the applicants,
- 2) The posted requirements do not have language that would provide unintended barriers that would limit the demographic composition of the pool, and
- 3) The 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 search committees used by the University of Toledo. The names of the faculty search committee members are sent to the Office of Academic Inclusion to approve/verify appropriate diversity of the group and to determine which committee members have completed [Search Committee Training](#) (often referred to as diversity training). Any members who have not completed the Search Committee Training within the past two years will be sent an e-mail containing instructions for and a link to the training. If the committee lacks women or minority representation, the committee chair is notified of the deficiency and asked to make additions to the committee to fill the need. Once a search committee has decided which

applicants the committee would like to bring to campus for an interview, the names are submitted to the Office of Academic Inclusion. Both the overall pool and the interview pool are reviewed to ensure there is appropriate diversity within both groups.

The Division of External Affairs, through its OEDCE, 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, assistant dean in the College of Languages, Literature and Social Science, to a new [Special Assistant to the President on Diversity](#) position. He will be applying his diversity and academic expertise to work with faculty, staff and students to develop a University diversity plan. Calling a safe, supportive and inviting environment for all students, faculty, staff and guests one of UT's most important values and responsibilities, 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, the University has been more successful in achieving a diverse student body than it has in recruiting a diverse work force. The University 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.

#### **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.

While UT recognizes its primary contribution to the improvement of the human condition is accomplished through its degree-granting educational programs, it understands that its mission extends to include the community in which it resides, the region from which it draws its students, the state that supports it, and the broader global community. Thus, its educational role entails a

public obligation. Community outreach and engagement is part of UT’s fabric, a core academic goal, a top educational priority, and a commitment that is longstanding and permeates the institution at every level. UT’s mission, core values, and vision statements all explicitly describe the institutional commitment to engage with and provide excellent service to its constituents with such phrases as “to improve the human condition” and “a transformative force in the world.”

Goal 6 of the Directions 2011 strategic plan outlines the University’s commitment to the public good and to our efforts to assist the region with revitalization, educational opportunity and environmental and civic quality of life.

Goal 6: Outreach and global engagement. We will enhance our outreach and global engagement locally, regionally and globally. We will be a key drive in the revitalization of the region's economic, educational, health, cultural, environmental and civic quality of life. We will foster the University's outreach while maintaining a keen awareness of the regional impact, national relevance, and global scope of our efforts.

We will:

- Create a culture that promotes and rewards community outreach and global engagement as a form of scholarship.
- Provide a portal for all University outreach and engagement activities.
- Provide opportunities for professional development and continuing education
- Partner with public, private entities to identify formal and informal educational opportunities.
- Be an economic catalyst for the region.
- Improve the region’s quality of place and increase community access to UT.

Evidence that clearly supports the claim that UT is committed to the public good of its community is the announcement that UT was among 240 U.S. colleges and universities to receive the [Carnegie Foundation for the Advancement of Teaching’s 2015 Community Engagement Classification](#). The minutes of the Board of Trustee’s meeting recorded the President’s comments regarding the University’s recognition for its staunch support of community engagement. “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 UT Interim President

Nagi Naganathan. “Thriving and effective institutions of higher learning have countless relationships that are deeply interwoven into the communities they serve. UT has embraced this mission, and we are grateful to the Carnegie Foundation for their recognition of our success.”

One way that UT responds to faculty contributions to our community is the annual award of the [Edith Rathbun Outreach and Engagement Excellent Award](#) to faculty who exemplify outreach and service in their scholarly activities.

The University is a part of the community both locally and regionally and views its mission to be a constant and vital educational resource for the local, national and global community.

Partnerships have been developed over many years that demonstrate 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 just to name a few. Many of these efforts have resulted in the establishment of centers and institutes, which serve to provide resources, knowledge and services to the broader community.

- The [Institute for Human Trafficking and Social Justice](#), established in 2015, perhaps best exemplifies engagement. Its mission is to respond to human trafficking and social justice through teaching, research, and engagement. Its establishment was a direct result of a cry from community leaders to help the Toledo community deal with the problem of trafficking of youth in the region and country. It has garnered both national attention and civil action, and hosted an international conference on campus in fall 2015.
- The decision to fund and build the [Lloyd Jacobs Interprofessional Immersive Simulation Center](#) was in part to provide state of the art training facilities for community members that include the air force, fire fighters, first responders and EMTs. It also provides essential training opportunities for interprofessional skills development for 8 health sciences and medical student populations.
- 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. Almost one-half million people were advised not to drink the water because of contamination of microcystin resulting from a harmful algal bloom on Lake Erie. UT has tremendous depth of expertise in Great Lakes and water quality issues and in response

immediately marshalled its resources to provide information to the general public on the causes of the problem, the nature 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 treating water and in testing water for algae-based contaminants. UT formed a [Water Task Force](#) to organize research proposals to provide insight into the problem and ways to monitor algal blooms on the lake, better understand the causes of the blooms, ways to treat contaminated water, ways to reduce nutrient runoff into the lake, and research to better understand the human health impacts of microcystin ingestion.

- [UT@TPS](#), offered through the College of Adult and Life Long Learning, is an important part of UT engagement at the local level. The University of Toledo at the Toledo Public Schools was established in 2010 to support parents and community members to continue their education and thus lead the way for Toledo's children and youth in school retention.
- Colleges look to their specific areas of expertise to provide valuable resources for the local community. Through its large number of lecture series, public performances and outreach oriented educational programs, the Toledo community benefits greatly from the university's presence in its backyard. Several of these prestigious programs include: The [S. Amjad Hussain Visiting Lecture in the History of Medicine and Surgery](#), the [Dorothy MacKenzie Price Piano Series](#), the [Jessup Scott Honors College Distinguished Lecture Series](#), the [McMaster Cosmology Lecture Series](#), the [UT Eberly Center Lecture and Film Series](#) and the [Saturday Morning Science series](#).
- In an effort to bring many of the UT lectures, scientific presentations and performances to the global community, UT developed a [Partnership with WGTE Public Media](#), our local public media outlet. This partnership has been a strong and vital means for the distribution of the many rich events found on the UT campus to the [broader community](#) ([Distinguished University Professor Lectures](#), knowledgestream, WGTE, Minority Business Development Center, Clean Our Streams).

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.

The institution's educational responsibilities take primacy over other purposes. UT is a public research university governed by a 9-member BOT 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 and responds to their needs, as it is able. The wellbeing and needs of UT's external constituencies are of great interest to the UT community. The University has 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 that UT fulfills this important role, significant communication between all of these groups is a part of University practice. The University has a vital and prominent [alumni organization](#) that has established constant dialogue with the University at all levels.

True today as in the past, while outreach is a characteristic of most elements of the institution, large initiatives are weighed carefully to assure that capacity exists to provide meaningful and valued engagement. In the past, UT has conducted such an analysis and decided that an engagement opportunity did not mesh with the university's mission or its educational priorities in the suggestion to move the college of law to a downtown Toledo location. Other outreach efforts that did support the University mission include:

- Developing an [additional location at Schoolcraft College](#), Livonia, Michigan, which was

approved by the HLC in spring 2015. The Ph.D. program in Higher Education is the first program offered here, making it possible for this region's working teachers and other students to earn higher educational degrees to further their careers and participate in the discovery of new knowledge. Graduate degree and certificate programs in public health and other education fields are planned for this location.

- BOT approval in fall 2015 of an [academic affiliation](#) between the College of Medicine & Life Sciences and Promedica Health Systems of Toledo, putting the College of Medicine on a path to long-term strength and expanded educational opportunities for learners. By working together, the two Toledo organizations' goal is to create 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 of hospitals and clinics.
- 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. University leadership is working with city and state authorities to create a [new exit on Route 23/US 475](#), facilitating travel to this region of Toledo for city residents and UTERS. The [Dorr Street Safety Project](#), adjacent to main campus, doubled turn lanes and created safe U-turn lanes for travelers in one of the more highly congested intersections in Toledo.
- The UT [Intermodal Transportation Institute](#) (IIT) is part of the [CFIRE Consortium](#) (a 10-university national Center for Freight and Infrastructure Research) encompasses a geographical area serving the majority of US freight traffic, with a deep history of conducting successful research, education, outreach and technology transfer in support of the freight community. Ohio's only [Tier 1 University Transportation Center](#), UT/IIT is focused on transportation, logistics, and supply chain issues. It played a principal role in obtaining/implementing \$5M of ODOT safety funds for improving roadways to UT's gateway (Dorr Street Safety Project) and in other [state-wide and national endeavors](#).

The success of our graduates is largely related 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 with membership consisting of employers and community members that employ graduates and have a vested interest in program outcomes. As part of its ABET accreditation process, every department in the College of Engineering has an [industrial or external advisory board](#).

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. This board consists of professional pharmacists in various environments and frequently reviews the college's curriculum and experiential experiences. The CPPS [Pharmaceutical Sciences Board](#) is populated with individuals with a pulse on the needs of employers across many different domains for those trained from the bachelor's level to the PhD in the pharmaceutical sciences.

The College of Nursing has a [Nursing Advisory Board](#), made up of community members, and an [Alumni Affiliate group](#), made up of college alumni.

