

### **Criterion 3: Teaching and Learning: Quality, Resources, and Support**

The institution provides high quality education, wherever and however its offerings are delivered.

#### **3.A. The institution's degree programs are appropriate to higher education.**

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institute articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduation, and certificate programs.

The University of Toledo (UT) ensures that the courses and programs offered are current and performance-level appropriate for the degree or certificate rewarded by means of several levels of review – internal and external.

The rigor and content of degree programs are ensured by the engagement of faculty and curriculum committees in developing the program content and requirements. A peer review process is used when creating or substantially revising all degree programs. The process is internal and involves approval at various levels including the department, college, faculty senate for undergraduate programs or graduate council for graduate programs, and the Office of the Provost. Standard New Program Proposal forms are required at both the undergraduate and graduate levels. [New undergraduate program proposal form.](#) [New graduate program proposal form.](#) For new graduate programs the process also includes submission, review and approval by the Ohio Department of Higher Education (ODHE; formerly the Ohio Board of Regents). [Ohio Board of Regents – Regents Advisory Committee on Graduate Study, Guidelines and Procedures for Review and Approval of Graduate Degree Programs](#)

The institution requires the articulation and differentiation of learning goals as an aspect of the submission requirements for the initial review and approval of new academic programs. Programs are required to identify specific, measureable student learning goals for the program. The peer-review process ensures that these students' learning goals are not only articulated but

also appropriate for the level of each program and associated degree. The student learning goals are reviewed as part of the initial submission of a new program application.

The appropriateness of student learning outcomes, performance and expectations for students in graduate program is also explicitly reviewed by ODHE as a part of the [Program Development Plan – Academic Quality](#) in advance of program approval.

Courses contributing to programs requirements are also internally reviewed and approved at various levels, including Faculty Senate or Graduate Council, to certify that the course and its content are appropriate. A new course approval form, which includes submission of a syllabus/complete outline, is used so information reviewed for each course is consistent and complete. Review for all new courses begins at the department level. [New undergraduate course proposal form](#); [New graduate course proposal form](#)

Modifications to existing programs and courses are reviewed following a similar process involving multiple levels of review. Proposed changes are compared to the current structure and the rationale for change is required. [Undergraduate course modification form](#); [Undergraduate program modification form](#); [Graduate course modification form](#); [Graduate program modification form](#)

The agendas and minutes from the [February 3, 2015](#) and [February 17, 2015](#) Faculty Senate meetings provide evidence of the implementation of the internal peer review and approval process for courses and programs.

All academic programs participate in an institutional process of [program review](#). For programs with external accreditation, this occurs at least 6 months prior to their scheduled accreditation visit. All programs are reviewed at least every seven years. The institutional review process involves a self-study completed by the faculty leaders of the program ([Program review template for program directors](#)) which is reviewed along with other program related documentation by a team of external reviewers knowledgeable in the area of study and familiar with current trends. The process includes a review of program design, program efficiency, faculty expertise,

continuous improvement efforts and financial sustainability. Results are used to improve the quality of academic programs and student outcomes.

The appropriateness of program learning goals and program content are reviewed at the time of each program's scheduled review. As can be seen on the [schedule for program review](#), programs offering degrees at multiple levels, for example a BA and a MA, are reviewed at the same time. The external reviewers are specifically asked to respond to a pre-determined set of questions, including a focus on content and learning outcomes, such as: "*Based on your knowledge of the discipline, is the curriculum current and does it provide an adequate educational experience for graduates of the programs?*", thus providing feedback regarding the content, rigor and expectations for students' performance for each program. [Program review guide for external reviewers](#). This process ensures that program learning goals are appropriate and differentiated between levels for programs offered a multiple levels.

Programs also are required to list their learning goals in their assessment plans that are periodically reviewed by members of the University Assessment Committee.

In addition to internal review, forty-four programs are currently [accredited by external parties](#). These programs meet rigorous standards developed by their external accreditors that help to define current and appropriate content and expectations for students.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

All programs, regardless of mode of delivery or location, go through the same processes of peer review. This includes the initial review when a new program is proposed, as well as during the institutional process of program review (See Criterion 3.A.1 and 3.A.2 for additional details regarding these processes.)

UT currently has over 30 degree programs available [100% online](#). Of these, 10 programs are also available in face-to-face format. For these [programs offered in both modes](#), consistency in student learning objectives, feedback on teaching and students' performance across the different modes is included as part of the internal program review.

As enrollment in online courses continues to rise, resources have been directed toward programs and services that will ensure the quality of the courses and associated degree programs. Under the leadership of UTLV, UT has adopted [Quality Matters \(QM\) program](#) for online course design and development, the [Sloan Consortium's \(Sloan-C\) Quality Scorecard](#) and also conducted a self-review to ensure the quality of the administration of online programs.

Online Course Design and Development: Based on the QM standards, instructional designers developed a document – [Critical Policy Issues for Online Courses](#) to guide faculty in course design and delivery. The document addresses academic integrity, accessibility, copyright responsibilities, communication, FERPA and user authentication. A series of templates, guidelines, and checklists are available to faculty to refer to in course design and revision. Instructional designers, who have completed QM peer reviewer courses, collaborate with multimedia designers and educational technologists to work with faculty developers in course design and development.

Online Faculty Development and Support: [Online faculty development programs](#) are critical to quality online programs. Instructional designers, multimedia designers, and educational technologists conduct a variety of online courses, workshops, and individual consultation to prepare faculty to design and teach online with technology. Self-paced tutorials and videos are also available to faculty. [The Pathway to Master Online Instructor program](#) includes four components, Online Teaching Certificate (OTC), Online Course Design Certificate (OCDC), Applying Quality Matters Rubric (APPQMR), and Peer Reviewer Course (PRC). Each of these components addresses a unique perspective in online learning to ensure the quality of online courses. As further evidence that UT makes certain that its online offerings are of the highest quality, as of July 2015, 17 faculty members have become certified QM peer reviewers and have

served on course review teams. In addition, two of the senior staff of Learning Ventures have achieved the distinction of earning the QM Master Reviewer certification.

Online Course Review and Revision: An [online course design evaluation](#) tool was developed and revised based on the essential QM standards. This course design evaluation tool has been used for new online courses supported by UT Online. The results are made available to faculty and are used for course improvement. Unofficial QM reviews are being conducted upon request. UT's plan is for all online courses to meet QM standards in the next few years.

The Institution's dual credit program, College Credit Plus, was developed in response to [Ohio Revised Code Chapter 3365](#) effective September 15, 2014. By statute, these courses must follow the same course syllabus and learning outcomes, and use the same textbook, materials and assessments as the college course. Collaboration between the institution and area high schools resulted in college level courses currently taught in three modalities, online, face-to-face and blended. Certification to teach for the high school instructors was reviewed by UT faculty for the Office of Enrollment, which administers the program. Certified teachers are primary instructors on high school campuses and are assigned a UT faculty member as collaborator on course assignments and activities, depending on modality of delivery.

The [Division of Off-Campus and Extended Programs](#) provides a link with the campus for students at off-campus sites. The Division facilitates communication with students regarding various student services critical to their academic progress and success, for example registration and access to textbooks. The Division assists the program and program directors with program evaluation as appropriate. ([Sample of evaluation from TPS cohorts](#))

As a result of completing this assurance argument and to monitor better the overall quality of programs offered at multiple sites, the Office of Assessment, Accreditation and Program Review expanded the institution's annual assessment reporting process. Programs that are offered at multiple sites or using multiple modalities are required to differentiate between sites/modalities and to provide data as evidence of [equivalence in students' experiences and achievement](#) on an annual basis. The University Assessment Committee is working to refine the reporting process

and these reports will be submitted annually via the online system used for the submission of all annual program assessment reports. These reports and the comparison of outcomes across sites/modalities are also included and reviewed during the cyclical program review process.

**3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.**

1. The general education program is appropriate to the mission, educational offerings, and the degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The UT Core Curriculum consists of two components:

1. General education courses, which are of broad interest and are distributed across categories including composition, fine arts, humanities, mathematics, natural sciences and social sciences
2. Diversity courses, which foster an understanding of and respect for different cultures and peoples, both within and outside the United States.

Responsibility for the institution's core curriculum has been delegated by UT's Board of Trustees to its Faculty Senate with oversight given to the Senate [Committee on the Core Curriculum](#). This committee ([Membership 2014 – 15](#)) acts as the reviewing and recommending body for formulating and articulating guidelines for implementation of the University-wide core. Proposals for the inclusion of courses as part of the general education curriculum must be approved through the Senate Core Curriculum Committee and Faculty Senate as a whole. In addition, this committee oversees the implementation of UT's Transfer Module and approves

courses that are proposed for inclusion in the document. ([Appendix to the Faculty Senate Constitution, Article IV.9.i](#))

The purpose of the required core curriculum is described as “... *a foundation for undergraduate education. It exposes the student to a range of disciplines that gives breadth to the learning experience, prepares students for their degree programs, and, develops students as lifelong learners who will thrive in and contribute significantly to a constantly changing global community.*” ([University Core Curriculum](#))

The goals of the university-wide curriculum are:

- To broaden the range of experiences open to students;
- To help students develop the disciplined, analytical and critical skills necessary for intellectual development throughout life;
- To prepare students to make better-informed and humane decisions and to be able to communicate those decisions to others; and
- To cultivate students’ potential for creative expression, are well aligned with the institutional mission and core value of discovery, learning and communication.

Consistent with the State of Ohio requirements, these goals are met by requiring courses that fall within two sets of curricular components: skill areas (English composition and mathematics) and subject areas (humanities and fine arts, social sciences, natural sciences and diversity). The University’s general education coursework meets the minimum requirements mandated by the State and is aligned with the Ohio Transfer Module (OTM) and with Ohio’s Articulation and Transfer Policy. ([Guidelines and Procedures for Academic Program Review](#))

[The Ohio Articulation and Transfer Policy](#) (approved in 1990) is meant to assure efficient and appropriate transfer from one post-secondary institution to another during the course of students’ undergraduate education.

In April 2011, Faculty Senate approved a competency-based student learning outcomes general education. Part of the motivation for this approach to general education was to help facilitate

assessment of general education courses. In the process of implementing this approach, UT found that many of the newly approved courses would not be approved as OTM courses because OTM courses are not mapped to competencies. Instead they are mapped to foundational skills and abilities. After much deliberation, in March 2014 Faculty Senate voted to return to the previous general education curriculum until the OTM approval issue could be resolved. However, UT is using the competency-based learning outcomes for assessment of the general education curriculum.

The competency-based learning outcomes are:

- Communication: demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.
- Personal, Social, and Global Responsibility: demonstrate understanding of and critical engagement in ethical, cultural, and political discourse and capacity to work productively as a community member committed to the value of diversity, difference, and the imperatives of justice.
- Critical Thinking and Integrative Learning: integrate reasoning, questioning, and analysis across traditional boundaries of viewpoint, practice, and discipline.
- Scientific and Quantitative Reasoning and Literacy: demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.
- Information Literacy: demonstrate the ability to find, organize, critically assess, and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative, and ethical use of information.

Faculty Senate, in collaboration with the Office of Assessment, Accreditation and Program Review, design and implement the structure of the [general education assessment](#) reporting process. The General Education Assessment Planning Committee is made up of faculty members from the Faculty Senate Executive Committee and the Senate Core Curriculum Committee, and the University Assessment Director.



3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

The foundation of every undergraduate degree program includes the required embedded [Core/General Education Curriculum](#). As part of this required coursework, students must demonstrate the ability to communicate, understand personal, social, and global responsibility, integrate and apply critical thinking and scientific and quantitative reasoning, and use information literacy in their fields of study. Students demonstrate proficiency in these outcomes through undergraduate program specific course assessments.

Appropriate content for degree programs is ensured by the required engagement of faculty and curriculum committees in developing the program content and requirements. A peer review process is used when creating or substantially revising any degree program. The process is internal for undergraduate and as shown on the [Undergraduate Program Proposal Form](#), involves review and approval at various levels including the department, college, faculty senate and the Office of the Provost. For graduate programs the process involves the same levels of review with the addition of the Graduate Council, Dean of the College of Graduate Studies and the ODHE. [New Graduate Program Proposal; Ohio Board of Regents – Regents Advisory Committee on Graduate Study Guidelines and Procedures for Review and Approval of Graduate Degree Programs.](#)

Examples of [degree program SLOs](#) are provided to illustrate the range and inclusion of learning outcomes that engage students with information, inquiry and creative work across colleges.

Once a program is in place, institutional procedures related to program review provide ongoing monitoring of program content and students' expectations. At the time of review, each academic program provides information regarding the basis upon which the curriculum was developed and lists students' engagement in research and creative work. [Academic Program Review Template](#) External peer reviewers participate in the review and are asked to assess the overall curriculum

content as well as the quality and level of students' scholarly and creative activities as reported and documented by the program. [Program review guide for external reviewers](#)

Students' feedback regarding their perceptions of their courses and the level engagement/expectation is included on the National Survey of Students Engagement (NSSE). The survey was administered in 2015 and completed by a total of over 1,200 students, approximately 660 first year students and 620 senior students.

Responses to a number of the survey items provide evidence of students' experiences in their courses. For example, for the NSSE item "Analyzing an idea, experience, or line of reasoning in depth by examining its parts" over 70% of the students responded that their coursework emphasized this "very much" or "quite a lot". Over 90% responded that they "Connected ...learning to societal problems or issues" sometimes, often, or very often during the current school year. Over 80% also responded that they "Used numerical information to examine a real-world problem or issues" during the current school year sometimes, often, or very often. ([NSSE results – Engagement Activities by Class Level](#)).

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The education offered recognizes diversity and is evidenced by the fact that the [Core/General Educational Program](#) for all students, regardless of college or focus of study, requires the completion of course work aimed at fostering an understanding of and respect for different cultures and peoples, both within and outside the United States, through the study of their beliefs, customs, histories, values and interrelationships. Students select one course from Diversity of U.S. Culture and one course from non-U.S. Culture for a total of six hours.

This core required multicultural educational experience is complemented by co-curricular offerings across the institution. Programs and opportunities supported include those provided by:

- The Office of Equity, Diversity and Community Engagement
- Catharine S. Eberly Center for Women

- The Office of Student Diversity/College of Medicine and Life Sciences
- Center for International Studies and Programs

Co-curricular opportunities for students include special events, special interest organizations, speaker series, community service and engagement, and international opportunities. All serve to increase awareness of human and cultural diversity. As an example of the contribution of these offices, the Catharine S. Eberly Center for Women served over 600 students in 2014 – 15 and sponsored 67 programs – a total of over 300 hours of programming for the year.

Results from the 2015 [National Survey of Student Engagement](#) indicated that over 80% of the students responding (Approximately 1,200 students) felt that the institution emphasized contact among students from different backgrounds (social, racial/ethnic, religious etc) some, quite a bit or very much. In addition, 88% reported that their experiences at the institution contributed to “Understanding people of other backgrounds (economic, racial/ethnic, political, religious, etc)” some, quite a bit, or very much.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Faculty and students, both undergraduates and graduates, participate in research and artistic endeavors that contribute to scholarship, creative work, and the discovery of knowledge as it relates to their chosen fields of study.

All undergraduate students have the opportunity to take part in research sponsored by various departments within UT. The [Office of Undergraduate Research \(OUR-UT\)](#) report provides evidence of the significant amount of student research undergoing at UT; the office exists as a central resource for undergraduate research at UT. Primary objectives of OUR-UT include:

- be a focal point for research opportunities.
- be an advocate for increased funding of undergraduate research.
- showcase undergraduate research accomplishments

- be a resource for faculty members to increase undergraduate involvement in their research.
- be a resource for the community and local industries to increase their involvement in undergraduate research.
- aid in the integration of a research component to existing courses and/or development of new research-intensive courses.
- coordinate undergraduate research involvement with the other offices at UT including: the Office of Research, the Honors Program, the Office of Service Learning, the various colleges, and the various departments and/or academic programs.

OUR-UT sponsors a [summer research symposium \(Agendas for past three years\)](#) which includes approximately 25 oral presentations and 25 posters each year to showcase undergraduate research. The office also provides resources to assist students in their research efforts, including a student research handbook and a compilation of research opportunities.

All graduate students at UT have to show evidence of contributions to scholarship either through their thesis, dissertation, or some form of culminating project. Requirements vary by program and are outlined in general in the [Graduate Catalog](#). All electronic theses and dissertations submitted as degree requirements are published on OhioLINK. Information includes the unique accession number, student name, title, degree, and self-selected program/department/college. A total of 522 theses and dissertations were [submitted from Spring 2013 to Fall 2014](#) and a summary of these is provided as a sample of the institution's graduate students' scholarly work.

Faculty research and scholarly work is an expectation and at the start of the academic year, faculty are required to submit to their Chair a signed report, the Annual Report of Professional Activity (ARPA), which enumerates their professional activity in the previous year. For tenure-track faculty, the ARPA includes separate sections for teaching, professional activity (research) and service. In conjunction with the completion of this assurance argument, evidence of the quantity and range of faculty research and creative activity was requested from each department for the past three academic years, 2012 through 2014, and summarized. ([Summary of Scholarly Activity – based on departments input](#)). In addition, a sampling and review of approximately 160

faculty CVs in spring 2015, indicated that 82% of the sample reviewed included evidence of publication or other scholarly work over the past five years.

Participation in artistic endeavors and performances of creative work are supported and routinely scheduled for university and community viewing by the College of Communication and the Arts. A full [schedule of events](#) that included faculty and students is provided to illustrate the range of performances. Over 125 performances that included music, art, and theatre and film were scheduled during the 2014-15 academic year. In addition, a printed newsletter, [Accent CoCA](#), highlights the colleges' creative endeavors and learning opportunities for students, faculty and the local artistic community.

As further evidence of the institution's support for students' engagement in research and scholarly work, a [search of the undergraduate course catalog](#) for the academic year 2014 – 2015 resulted in a list of 65 courses that contain research/research skills in the title or catalog description across colleges. These courses were offered by numerous colleges and included various approaches such as directed or independent study research, research methods, information literacy and applied research. Enrollment in these courses totaled 2,453 undergraduate students throughout the year.

**Criterion 3C. The institution has the faculty and staff needed for effective, high-quality programs and student services.**

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

[UT faculty](#) is composed of instructors, lecturers, associate lecturers, senior lecturers, assistant professors, associate professors and professors. About 25% have been with UT for 20 years or longer and ~45% were hired in the last 10 years. The ratio of students: faculty is 20:1. About three-quarters of faculty hold fulltime positions; lecturers help minimize use of part-time faculty.

UT is committed to recruiting and maintaining an excellent faculty, who are well qualified, creative, hardworking, dedicated to student success and active in scholarly and outreach activities. Faculty are hired and retained based on demonstrated expertise in their disciplines and therefore qualified to determine curricular content and oversight, and expectations for student performance and assessment. Department chairs work with Deans and the Provost on the faculty hiring process and faculty [Annual Workload Agreement](#) to ensure sufficient faculty for classroom and non-classroom roles.

A special survey for the purposes of developing this assurance argument was distributed to department chairs in spring 2015 (response rate 78%). To assess the question of sufficient number of faculty, this survey included an item asking chairs to report whether or not changes in academic program requirements were made as a result of the number of available faculty. Survey results indicate that the majority of departments have adequate faculty to offer their academic programs as defined. [Survey results](#) indicated that a few departments have reduced the number of electives or the frequency of offering specific electives due to availability of faculty. One department reported changing the graduation requirements for its graduate programs due to insufficient number of faculty available to complete field exams and 3 departments reported eliminating or suspending enrollment in programs due a lack of faculty expertise in these program areas. In addition, two of the departments completing the survey noted that they did not have adequate numbers of faculty to provide the Honors course requirements in their major.

The [Faculty Hiring Plan](#) developed in 2014 – 15 and approved by the President is designed to provide college deans with decision making authority, allowing them to move funds and salary lines across departments and to strategically develop a hiring plan, taking into consideration program demands, accreditation requirements and the potential job market for graduates. [As of June 30, 2015](#), 118 positions were reviewed as part of the FY15 hiring plan process and seventy-five positions were approved to search.

The [survey to department chairs](#) also asked them to describe the role of their faculty in the oversight of the curriculum. While the ways that faculty are involved differed, for example members of departmental curriculum committee or participation in curriculum discussions at

faculty meetings, all departments responding to the survey confirmed that faculty play an active role in oversight.

UT has sufficient faculty for non-classroom roles. Each college/service unit has an assessment coordinator who sits on the University Assessment Committee. Faculty also serve on essential committees including: curriculum, governance (Faculty Senate; Graduate Council), faculty credentials for the Graduate College, assessment, admissions, promotion and tenure and student adjudication panels.

2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

UT faculty possess the credentials required by the [Ohio Board of Regents Guidelines and Procedures](#) for instructors of higher education. Ninety-eight percent of faculty hold a master's or doctoral degree, part-time faculty have the same credentials as fulltime faculty, and faculty in terminal degree programs hold the same level of degree. Faculty members with bachelor degrees either teach in associate degree programs or have equivalent experience that is evaluated at the department level ([UT Faculty Database](#)). Information needed from new faculty hires include official transcripts. Confirming qualifications is an integral part of the recruitment and on-boarding processes.

When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process is used in the appointment process ([New policy](#))

As part of the institution's preparation for presenting this assurance document, a random sample of course syllabi and instructors' CVs was collected and reviewed. Review of 146 courses and instructors' CVs provided evidence that instructors are appropriately credentialed.

### **UT dual credit programs**

Dual credit programs (College Credit Plus or CC+) are for high school (hs) students who take college level courses on UT campus or at their hs (modalities can be online, face-to-face, blended). Credit earned is on both the student's UT transcript (college credit) and hs transcript (hs graduation credit). High school instructors are certified: they submit a letter of request; are required to hold an Ohio teaching certification and a master's degree in the content area or hold a master's degree in another area and have at least 18 credit hours of course work in the content area; and submit a vita and a letter of recommendation from the hs principal. Certification to teach is reviewed by the UT department and faculty for the Office of Enrollment who administers the CC+ program. Certified hs teachers are primary instructors on hs campuses and are assigned a UT faculty as collaborator on course assignments and activities, depending on modality of delivery. On UT campuses, university faculty are primary instructors.

### **UT consortial programs**

The institution has four consortial programs and faculty qualifications are ensured.

- BSN Consortium with BGSU in Nursing
- RN to BSN Consortium with BGSU in Nursing

For the two consortial programs with BGSU, UT nursing faculty/professional staff teach all upper division nursing major courses for the BS degrees in nursing, as required by the Ohio Board of Nursing. The BGSU faculty hold a masters or doctoral degree ([BGSU collective bargaining agreement](#)) and teaches their own BG students in the pre-nursing major on the BG or BG Firelands campuses, i.e. general education core courses/pre-requisite courses for admission to upper division major.

- Doctor of Nursing Practice Consortium with Wright State University (WSU): WSU tenured/tenure eligible faculty teaching in the [DNP Consortium](#) hold a masters or doctoral degree and are graduate faculty members; non-tenure eligible faculty hold at least a master's degree in nursing.
- [Northwest Ohio Consortium of Public Health with BGSU- MPH](#): BGSU faculty hold masters or doctoral degrees in the field of public health and are members of the graduate faculty.

The institution has no contractual programs.



3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Department chairs are responsible for the annual performance review and evaluation of departmental faculty [Policy 3364-72-05 Departments and Departmental Chairs for the University Colleges](#). The details regarding the review process are outlined in the Collective Bargaining Agreements (CBA) for [Tenured/Tenure Track Faculty](#) and [Lecturers](#).

At the start of the academic year, faculty are required to submit to their Chair a signed report, the [Annual Report of Professional Activity](#) (ARPA), which enumerates their professional activity in the previous year. For tenure-track faculty, the ARPA includes separate sections for teaching, professional activity (research) and service. For lecturers, the focus is on teaching and teaching related activities, but other objectives identified by the department may be included. The faculty member's chair reviews and evaluates the ARPA relative to the [Annual Workload Agreement](#) negotiated between the faculty and the department for the year under review and submits an evaluation to the appropriate Dean's office.

Evaluation materials to support contribution to teaching may include but are not limited to assessment of the learning by students, self-evaluation, classroom visitations, peer review, student evaluations of teaching, review of syllabi, examinations and other curricular materials, and assessment of academic advising of students. The [CBA for Lecturers 9.2](#) also requires observation of teaching is done by the department chair.

Tenure-track faculty are evaluated annually over the pre-tenure probationary period to determine if progress towards tenure is satisfactory. Tenured faculty are evaluated every 5 years to further their professional growth. The process for both is to submit a dossier of evidence to support performances in teaching, professional activity and service, all teaching evaluations, annual ARPA, evaluations and merit scores for the previous five years. In the first two years of service, the Chair and Dean consider pre-tenure evaluations. After that, the Department Personnel Committee, Department Chair, College Committee on Academic Personnel, College Dean,

University Committee on Academic Personnel, the Provost and the President participate in the review process.

Lecturers are evaluated annually with the highest priority given to teaching and teaching related duties, field work and field supervision. An evaluative narrative of quality and satisfactory performance is submitted to the chair prior to the end of the fall semester each academic year. [Lecturers' CBA 9.3](#) Following a review of the evaluative materials, the department Chair writes an evaluation of overall effectiveness in teaching and other core responsibilities, as well as comments regarding non-core duties. [Lecturers' CBA 9.4](#)

The timeline for submission of materials, review and evaluation for each faculty level is on the [Academic Personnel Calendar](#). Copies of evaluations are stored in the Provost's office. [Sample documents](#) are provided as evidence of the overall process.

College of Law faculty not bound by the collective bargaining agreement still follow the CBA rules and processes. College of Medicine and Life Sciences faculty not bound by a collective bargaining agreement are evaluated annually, and for post-tenure reviews, by their chair using workload and effort reports per the [Faculty Rules and Regulations](#). An Annual Report of Professional Activity was developed specifically to reflect the clinical and mentoring workload for faculty in the College of Medicine and Life Sciences ([ARPA for COM](#)). The annual faculty workload form allows faculty and chairs to plan faculty teaching for the upcoming academic year. These are part of annual departmental faculty review processes and are submitted to the Dean and then to the Provost. They are used as a means to project and monitor faculty effort dedicated to teaching, research, and clinical activities when applicable.

Department chairs reported that the evaluation of quality of teaching for part-time instructors is completed using the same evaluation forms and process used for other teaching faculty. [Summary of Departmental Survey Responses Item 6](#)

4. The institution has processes and resources for assuring instructors are current in their disciplines and adept in their teaching roles; its supports their professional development.

Faculty members are recruited and hired based on demonstrated expertise in their disciplines. All new faculty hires must complete and submit an [Employment/Education Data Form](#) and provide the institution with an [official transcript](#) to verify the highest degree awarded. The institution adheres to the [Ohio Board of Regents Guidelines and Procedures for Academic Program Review](#), which outlines expectations for faculty credentials for all full- and part-time instructors including graduate teaching assistants and high school teachers who serve as adjunct faculty for dual enrollment courses.

Following appointment to the UT faculty, credentials and effectiveness in teaching are monitored in several ways. As a part of program review, both internal and that provided by external accreditors, faculty qualifications are reviewed to ensure that program faculty are current in the discipline. Individual faculty members are reviewed in terms of the quality of their teaching as part of the Annual Report of Professional Activity by their department chair. See 3.C.3 for additional detail on this process. Promotion in academic rank requires evidence of a record of successful teaching for all ranks. [CBA for Tenure/Tenure Track Faculty Article 8.3](#)

Multiple resources are provided to support faculty for professional research development:

- The institution provides up to 8 credit hours per semester for undergraduate and graduate courses without the payment of fees. [Tenure/Tenure Track Faculty and Instructors CBAs; Policy 3364-25-35, Education Assistance and Tuition Waiver](#)
- New faculty participate in [New Faculty Orientation](#), a two-day program providing general orientation to the institution, sessions focused on promotion and tenure, support for research and for teaching and assessment. Over 40 new faculty participated in 2014 and over 60 in 2015.
- [Sabbatical leaves](#) support faculty professional development, scholarly work or allow time to enhance courses they teach or to work on advanced degrees. Thirty-three [Sabbatical leaves were granted for 2015 – 2016](#).
- The Provost's Office provides financial support for faculty for travel to present their scholarly work or to defray the cost of publication. All faculty members may apply

for [Faculty Professional Development Funds \(summary\)](#). ~\$40,000 was awarded to faculty during 2014-2015 from this fund.

- The Provost's Office sponsors new chairs' attendance at workshops focused on helping these individuals adapt to their new role and responsibilities. An ongoing series of presentations/discussions, [Professional Development for Academic Administrators](#), is also provided for interested administrators. Total attendance for 5 sessions during spring 2015 was 81.
- UT's Research Enterprise provides support to faculty in the form of assistance with proposal development/writing, mentoring, training opportunities, [workshops](#) and seeking sources of funding. The Research Council sponsors opportunities for [internal research funding](#) including: Summer Fellowship Program, deArce-Koch Memorial Endowment Fund in Support of Medical Research/Development, Biomedical Research Innovation Awards, Interdisciplinary Research Initiation Awards, Phase 0 SBIR/STTR program, Visiting Faculty Research Awards, Archaeological Research Endowment Fund and Publications Subvention Program. A list of [Research award recipients](#) for 2014 – 15 is provided. [Funding for University Research Opportunities for 2015 – 2016](#) academic year exceeds \$389,000 in internal funds. All programs are open to full-time tenure track faculty; however, some are focused on specific groups such as those on nine-month contracts or junior faculty.
- On the Health Science Campus, the [Jacobson Center for Clinical and Translational Research](#) regularly provides faculty with information about seminars and grand rounds taking place to help foster inter-college and inter-departmental communication and collaboration.
- The [Dean's Research Advisory Council](#) (RAC) makes recommendations regarding the strategic growth of College of Medicine research program. The RAC also supports faculty in a variety of ways including a template for faculty performance assessment, policies for bridge funding and selection of recipients of the Medical Research Society Awards, and a Junior Faculty Mentoring Program.

The special survey developed for the purposes of developing this assurance argument and distributed to department chairs in spring 2015 (response rate 78%) asked [individual departments](#)

to describe the various departmental mechanisms that support faculty professional development. These vary by department and include activities such as financial support for travel, membership in professional organizations, publication cost assistance, departmental mentoring programs, equipment, and department sponsored workshops and invited speakers.

Professional development – teaching:

Learning Ventures and the University Teaching Center (UTC) provide professional development and support for faculty in their roles as teachers.

[UT Learning Ventures](#) (UTLV) oversees and coordinates distance education efforts, assists faculty in the development and delivery of online and blended courses, trains faculty in online course design and development and provides technology assistance via workshops, road shows, roundtables, online certificate courses, and individual assistance from instructional designers and educational technologists. Special emphasis includes training in the Quality Matters program for ensuring high quality online instruction. During 2013 – 14, 208 faculty participated in the scheduled professional development opportunities and 80 participated in training sessions focused on technologies. [UTLV 2014-15 Annual Report](#)

The [UTC](#) is supported by the Provost's Office (\$60,000 operating and programming budget) and provides faculty with professional development in the areas of teaching technologies, syllabus development, teaching skills, assessment and curriculum development. Faculty professional development includes invited speakers, hands-on classroom technology workshops, discussions, techniques to promote active learning and strategies to develop assessment tools. Weekly webinars are provided for online viewing by all faculty, [Monday Morning Mentor](#), and faculty may take advantage of a [Student Observer Program](#) which provides opportunities to request feedback on teaching from trained student observers. During 2014-15, attendance at the various UTC offerings exceeded 1,000.

Both UTLV and UTC provide course development/transformation award opportunities to faculty. Faculty selected for these awards utilize the institution's resources to develop or revise student-centered courses that embody principles of best practice in teaching with a goal of

promoting students' learning. During the academic year 2014-15, faculty were supported by UTLV in the development of 37 new online courses, all designed to meet Quality Matters standards for online education; 32 additional faculty were supported by UTC to revise existing courses. [UTLV New Online Course RFP](#); [Innovations in Teaching Awards](#); [UTC Course Design Institute](#)

#### 5. Instructors are accessible for student inquiry.

Tenured and tenure-track faculty members are required to schedule, hold and post a minimum of 5 office hours/week each semester they are teaching. [Tenure/Tenure-track CBA 10.3.2.4](#) The [standard offer letter template](#) for lecturers, visiting and part-time faculty addresses this requirement and includes “maintaining a minimum of five office hours per week, as well as other office hours to accommodate students who cannot utilize regularly posted office hours” as an expectation.

Faculty list office hours on course syllabi and posts them on office doors; students contact instructors via email or voice mail. Chairs ensure faculty maintain this requirement and discuss with faculty any need for additional hours. The non-unionized faculty, many in graduate programs, may not have written requirements but each meets with students when mutually agreeable and as requested.

Results of a [Student Centeredness Survey](#), voluntarily completed by students, shows an increase in 2014 (N=1,966) results compared to 2010 (N=1,751) for two items related to accessibility of faculty. Students felt satisfied or very satisfied with faculty willingness to discuss ideas and concepts outside of class, 77% in 2014 compared to 70% in 2010, and opportunities to work with faculty on activities aside from course work, 61% in 2014 compared to 52% in 2010. Responses on the 2015 National Survey of Students Engagement (NSSE) indicated that 70% of those who responded (Approximately 1,200 students) “Discussed course topics, ideas, or concepts with a faculty member outside of class.” Approximately 40% reported discussing career plans with a faculty member often or very often and over 50% reported that they worked with a faculty member on activities other than course work during the current school year.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained and supported in their professional development.

Staff members are appropriately qualified for their positions as defined in the relevant job descriptions ([Position descriptions](#)). The search and hiring process overseen by Human Resources and Talent Development Office ensures only candidates having these qualifications are interviewed and hired. Confirming qualifications (degrees, areas of training/experience) by review of official transcripts is an integral part of UT's recruitment process and onboarding.

Professional development: Staff is provided up to 8 credit hours of tuition waiver per semester to further their higher education/professional development ([Policy 3364-25-35](#)). Recognition of professional excellence is another important means of supporting staff development. Awards include:

- University Outstanding Advisor Award
- University Outstanding Staff Award
- Staff Shining Star Award for Staff
- Diane Hymore Exemplar of Excellence Award: The inaugural Diane Hymore Exemplar of Excellence Award was presented April 22, 2013 to Diane Hymore, whose daily habits of support, encouragement and service continue to represent the highest of UT's aspirations.

#### TUTORING:

The Academic Enrichment Center is directed by Ms. Joan Trempe (MEd in Higher Education), who previously served 15 years as Director of Curriculum Integration of Technology at St John's Jesuit High School and 2 years with UT's Health Profession Living Learning Community ([Position description](#)).

The executive director of the Learning Enhancement Center and the Writing Center holds a doctoral degree in higher education and fifteen years of experience in the field of higher education ([job description](#)). In addition to the executive director, there are three professional staff (Academic Services Coordinator, Supplemental Instruction (SI) Coordinator, and Professional Writing Tutor), two faculty members, 51 undergraduate tutors and 3 graduate tutors. A list of [all staff members](#) is provided. The Professional Writing Tutor, who hires and trains all writing tutors, holds a bachelor of arts and a master of arts in English and has 3 years of experience in higher education; a faculty member from the Judith Herb College of Education serves as a professional writing tutor on an intermittent basis. Professional development opportunities are available for professional staff such as attending national and regional conferences that include, but are not restricted to, Association for Tutoring Professionals, International Writing Centers Association, National College Learning Center Association, and the National Tutoring Association.

Tutors and SI leaders are required to have a 3.5 cumulative grade point average and have an A letter grade in the subject areas they are tutoring. All tutors are required to attend an initial four-hour training session that introduces communication skills, learning styles, as well as tutoring techniques. The training for SI leaders uses the University of Missouri, Kansas City training module for SI instruction. Perspective supervisors at least three times per semester observe tutors and SI leaders. Professional development workshops and further training are available throughout the semester in a variety of topics based on said observations, tutor feedback, and best practices in the field.

#### FINANCIAL AID:

There are 22 administrative and staff members in the Office of Financial Aid providing services on MC and HSC. Assistant Vice President for Financial Aid and Enrollment Services, Mr. Stephen Schissler, has a B.S. in accounting (Wright State University) and masters in interdisciplinary education (University of Dayton), over 20 years' experience with financial aid, student accounts, and student business services ([Position description](#); [resume](#)).

#### ACADEMIC ADVISING:



### Success coaches

There are currently 19 success coaches on staff (1 UTO Portal; 4 JSHC Portal; 12 YC Portal; and 2 CALL Portal). These are Professional Staff positions (full-time). All individuals go through training and must meet minimum qualifications of the position in order to be hired. Nearly every coach holds a master's degree and some are working on doctorates. All success coaches have a dotted reporting line to the Director of Success Coaching, who reports to the Vice-Provost for Retention. Coaches receive approximately 150 hours of training.

### College advisors

Academic Advising in undergraduate programs is decentralized and professional staff or both professional staff and faculty are selected based on criteria in programs that use them ([Position descriptions](#)). Professional staff typically must have one of the following qualifications: (1) a bachelor's degree plus some specified amount of advising or related experience and stated skills (e.g. communication, technology); or (2) a master's degree in a field of study in the college or program and certain stated skills. There is no centralized training for academic advisors. Units train their own new staff advisors with professional materials, shadowing, one-on-one instruction (e.g. on requirements and records systems) and observation with feedback. Training of faculty advisors varies. Professional development is offered monthly at meetings of Toledo Academic Advising Association (TACADA), affiliated with the National Academic Advising Association) and through periodic advising-related webinars funded by the Provost.

### Co-Curricular activities:

Qualifications applicable to all professional positions in Student Affairs include a master's degree from an accredited four year college or university, major in Higher Education, Counseling, Business Administration, or a related field, and a minimum of 1 year of experience in higher education setting. Additional years of experience, or experience with increasing levels of responsibilities in supervising staff, program development and implementation, advising student organizations, facilities management, and/or budget management are needed for middle and higher level positions as well as a broad knowledge of student development theories and ability to apply theories of student development and leadership to professional practice and programming.

Professional development opportunities include University training and professional development programs; participation in conferences, trainings, workshops/webinars from local, state, and national meetings/professional associations, such as National Association of Student Personnel Administrators (NASPA), American College Personnel Association (ACPA), National Conference on Race & Ethnicity in American Higher Education and National Intramural-Recreational Sports Association (NIRSA). During the 2014 – 15 academic year, three individuals associated with Office of Student Affairs consistently attended professional development initiatives sponsored by NIRSA and nine others, along with the residence hall directors, were active participants in ACPA and NASPA offerings, with one individual engaged as a member of the national committee for ACPA. All staff can participate in continuing education opportunities by enrolling in an advanced degree program offered by the institution.

### **3.D. The institution provides support for student learning and effective teaching.**

1. The institution provides student support services suited to the needs of its student populations.

UT provides a variety of student support services that enhances the learning of our diverse student population. The demographic of students ([2014 Facts at a Glance](#)) served includes undergraduate and graduate students; new, transfer, and online students; first-generation, underprepared, adult learners, military, and other populations that vary in race, ethnicity, socio-economic status, and geographic background. These aspects shape the support programs and services designed to meet the learning needs of our students.

Upon admittance to the University, all students are required to participate in an orientation program, either in-person or online that provides information about campus support services; and students interact individually with academic advisors to register for courses. New [student orientation programs](#) are customized based on category of student, new student, transfer student or re-admitted student. Students receive instant access to the [myUT Portal](#) connecting them to additional resources to prepare for orientation and affords them the opportunity to familiarize themselves with university support services available under the tabs specifically designed for

students, which consolidate links to important resources and offices [UT Portal Student/Student Resources tabs](#).

Throughout the academic semesters, students are afforded support services that include academic advising, [career and experiential learning opportunities](#), [disability services](#), [tutoring and academic enrichment services](#), and co-curricular engagement. These services are strategically designed to assist students in exceeding their educational goals, while holistically attributing to the growth and development of students.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

UT uses selective admission standards for colleges and/or programs requiring higher levels of preparation for success in first-year courses and provides preparatory instruction and learning support to address students' academic needs. [YouCollege](#) guides undecided students in exploring majors and careers, and directs major-ineligible students into appropriate preparation for reaching their goals.

In 2015-2016, UT instituted the [Multicultural Emerging Scholars Program](#), incorporating both a residential summer bridge program and a continuing living learning community for the participants' first year. Twenty-five students participated and completed the summer term. Enrolled in 8 credits, the cohort earned an average summer GPA of 3.15. Twenty-four students returned to begin the fall term and the remaining student will return in spring. Fall grades and retention for spring will be monitored in determining how the program may be expanded. Success Coaches assigned to first-year students assist them in developing individualized plans for academic and personal success. Using the [Starfish Case Management Tool](#) and an early alert system, Success Coaches track student's progress in the classroom and communicate with professors to address specific academic concerns. Results of a one-semester pilot project that involved several 1000 level mathematics and composition courses showed positive results associated with the use of the early alert system in terms of decreased DFW rates by 2

percentage points overall for the participating courses when compared to rates for the prior year (decreased DFW rates of ~16 percentage points in MATH1200, 7 percentage points in MATH1320 and 5 percentage points in ENGL1110). Use of the early alert system was expanded for 2015 – 16 and its impact will continue to be monitored.

Each student is also assigned an Academic Advisor who helps the student stay on track to complete requirements for graduation and take advantage of opportunities both inside and outside the classroom. Both Success Coaches and Academic Advisors provide students with points of contact to address questions, concerns, or problems related to their university experience.

Entering students are placed appropriately in Mathematics, Chemistry, and general education courses based on placement models developed internally through data collection and analysis. Students who not qualify by ACT/SAT Math score for the Math courses prescribed for their programs are directed to a web-based assessment and learning system, Assessment and LEarning in Knowledge Spaces (ALEKS) product for testing and up to six months of online adaptive instruction before final testing and placement. Students are also placed into General Chemistry with a similar online ALEKS product incorporating testing and adaptive learning. The Testing Center offers alternative on-site placement testing in College Algebra, Trigonometry, General Chemistry, and Chemistry for the Health Sciences. Testing in a foreign language allows students to begin study at an appropriate level and/or test out of one or more courses. Students may test for placement in French, German, Japanese, Latin, and Spanish in the Testing Center; for Arabic in the Foreign Language Department; and for Chinese through the Confucius Institute. Non-native speakers are placed into English Composition in one of two levels through ESL testing. Prerequisites for some first-semester courses provide preparation for those who require it. [College of Adult and Lifelong Learning](#) (CALL), serving over 730 students in spring 2015, provides access, career and life coaching, degree completion, and academic support to new, continuing, and reentering adult learners. CALL helps students to transition to college life and establish a foundation for educational attainments, career success, and lifelong learning.

The Military Service Center served over 500 students in 2014. Based on students' input and identified needs, services continue to expand to make the center more successful. Recent initiatives include a student association, a lounge, and parking for veterans.

The [Learning Enhancement](#) and [Academic Enrichment Centers](#) provide free resources and services that support the learning needs of all students by facilitating student engagement and collaboration, within both the face-to-face and online setting. Services provided to students include walk-in tutoring for mathematics, science, accounting and foreign language with 18,211 visits in 2013-14; supplemental instruction provided for 8 courses with over 8,000 visits for 2013 – 14; academic workshops, and study resources and strategies. Using these resources, students are able to foster self-directed learning that contributes to their academic success. [Data collected by the Learning Enhancement Center](#) compared the fall-to-fall retention rates of first-time, full-time students, 2013 to 2014. The retention rate for students who attended at least one tutoring session was 91% compared to 84% for students who attended none. As a result of these overall positive outcomes, the supplemental program was expanded to include organic chemistry in 2014 and introduction to psychology in 2015.

[TRIO Student Support Services](#) provide a range of support services for special populations of students. In 2013 – 14, TRIO SSS students achieved an overall GPS of 2.61, 33% of this cohort achieved a GPA of 3.0 or higher. In addition, 100% of the students rated their SSS “advisor’s support of me” 4 or higher out of 5. The TRIO program has grown over the last few years and services were utilized by 175 students, an increase of approximately 10% since 2010.

[Student Athletic Academic Services](#) are available to all student-athletes and recognize their unique needs. Over 300 student-athletes utilized the services provided by this office in 2014-15. Programming and services, including advising, tutoring academic coaching and study tables, are adjusted as needed to fit the needs of the students. UT won the 2014-15 Mid-American Conference Institutional Academic Achievement Award when its 399 student-athletes posted an overall athletic GPA of 3.213. This is the third time in the last four years that UT has won this award.

3. The institution provides academic advising suited to its programs and the needs of its students.

Academic advising services, including orientation, academic and career planning, course selection, and graduation progress evaluation are delivered to students by professional staff advisers, success coaches, and career specialists in college-based centers and by faculty in academic departments and programs. Models vary based on individual colleges' academic missions. Success coaches assigned to populations across colleges (adults and transfers, direct-from-high school, Honors) contact students based on predictive tools like Starfish and evidence of transactional problems; assist them in developing goals and study strategies; and make appropriate referrals to opportunities and services. Advisers and coaches work to help the institution achieve the 2014-2016 retention and graduation goals in the [University Completion Plan](#).

Varied modes of delivery serve advising needs: appointment, walk-in, phone, email, Skype, online, in groups, classes, and remote locations. Walk-in Wednesdays and appointments for prospective students are available in all colleges. Critical tools for all advisers and coaches include the [MyUT Portal ToolKits for Faculty/Advisers](#), u.achieve Degree Audit Reports, Transferology, Transfer Evaluation Services (TES). [Advising is assessed](#) through satisfaction surveys, appointment evaluations, focus groups, data analytics, and utilization reports.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

UT provides appropriate infrastructure and state-of-the-art technology to support effective teaching and learning environments.

### **Information Technology**

Information technology supports multiple enterprise applications ([IT Fact Sheet](#)) and oversees software and hardware for both faculty and students.

Banner, a highly integrated administrative system with a common database, is shared by all personnel including faculty, students and advisors and provides information related to financial aid, course and registration information.

UT's Authentication Domain (UTAD) account provides authenticated access to most of the University's computing services using a single username and password combination. Systems and services for faculty and students that use UTAD account authentication include:

- UT Network Access
  - Including pass-through authentication for many internal applications
- UT Private Wireless Network Access
- Help Desk – tech.utoledo.edu
- Web Portal – myut.utoledo.edu
- Email – mail.utoledo.edu
- File Directories – files.utoledo.edu
- Remote Access via VPN
- Blackboard – curriculum management system
- Virtual Computer Labs

UT has increased the capacity of the student e-mail system to 50 gb, double the previous amount and has maintained wireless coverage on its campuses to nearly 100 percent. It completed a project to replace all access points with new technology (802.11ac) that covers virtually all indoor space on all campuses. Results of the [2014 Student Centeredness Survey](#) indicate that 74% of those responding were satisfied/very satisfied with the availability of internet access

UT provides some 100 open and instructional computer labs. Central IT provides five open labs, two of which are available 24/7, 365 days a year. All open labs have a basic software configuration that includes Microsoft Office suite, SPSS, Maple, various media players, browsers, PDF readers, and other multimedia packages. Some colleges also provide labs and most have core mediation, printing, and discipline specific software configurations depending on the program's needs. Several colleges, as well as Central IT offer laptop loaner programs for students.

The [UT Virtual Lab](#) environment can be accessed from anywhere in the world, and requires no configuration for use. Users simply sign and start using the applications. The academic environment consists of student labs for general use and virtual computers for specific classes. Virtual labs are available 24 hours a day, 365 days a year.

Self-paced software training for beginner, intermediate, and advanced skill sets in Windows 7 and all of the individual Office 2010 applications are available to all faculty, staff, and students.

A mature system of strategic planning allows the IT department to monitor continually the resources provided in light of anticipated needs, emerging trends and strategic goals defined by the institution. ([Information Technologies Strategic Goals and Initiatives](#))

### **Classroom Support**

Some 125 general purpose classrooms have basic media configurations, ranging from one-instructor workstations, internet, projectors and screens and over 100 classrooms have more elaborate, advanced configuration. These advance technology-enhanced classrooms have document cameras, LCD screen, electronic screens, Crestron touch-panel control systems for lights and sound, high-tech audio systems, wireless microphones, lecture capture and audience response systems to allow for student interaction and input during class. The number of [technology enhanced classrooms](#) that are centrally scheduled and permanently equipped has increased over time.

Classroom Services continues to [upgrade technology and instructional media](#) to keep pace with faculty needs and emerging trends.

### **Online Learning Support**

UT Online, formerly known as UT Learning Ventures (UTLV), oversees and coordinates distance education efforts of the University. It assists departments and colleges in the administration and delivery of online programs, online courses and blended courses. UT Online advances the capacity for online and blended courses and assists faculty in the creation of



effective online environments by means of an instructional design and development department, educational technologists and academic technology personnel ([UT Online annual report](#)).

UTOnline also maintains the infrastructure necessary for effective management of curricula both online and face-to-face. These widely used resources include:

- Blackboard Learn – the University’s primary learning management system
- Respondus Software - provides the ability to create new or convert text-based assessments for import into the Blackboard
- Echo360 – streaming software that synchronizes video and audio
- Help desk support - available for students and faculty.

### **Information Resources, Electronic Databases and Libraries**

UT Libraries enrich the student learning experience, facilitate research at all levels, and engage the community ([Mission and Vision Statements](#)). The libraries consist of four service locations: William S. Carlson Library (which includes the Ward M. Canaday Center for Special Collections), McMaster Engineering Library, and Mulford Health Science Library.

The libraries serve undergraduate, graduate, and professional students; faculty; and researchers worldwide, and UT supports teaching, learning, research, and engagement through its collections and services. ([University Libraries vital statistics 2014](#)). [Collections](#) include electronic resources; printed titles; media; government documents; and special collections, including archives, manuscripts, and rare books. The scope of the collections are expanded through our [cooperative partnerships](#), including OhioLINK, the Northwest Ohio Regional Depository, the Toledo-Lucas County Public Library, the Toledo Museum of Art Reference Library, and interlibrary loan. [Reference and research services](#) are provided through a variety of methods. Library faculty provides [information literacy instruction](#) for learners at all levels, from introductory to advanced. Library faculty have taught for-credit information literacy courses in a number of colleges, and they work with department faculty to develop and offer course-integrated information literacy instruction (For 2013-2014: 425 instructional sessions and 3,606 participants).

University Libraries engage the community through special programs, through original and award-winning exhibitions, and through the collection of manuscript materials ([Exhibits and outreach activities](#)). During the past two years, the University Libraries have embarked on an improvement program that involved faculty and student constituencies. In 2014, the interim provost appointed task forces to review facilities and collections, and in 2015, a program review ([Self-study report](#) and [Final report](#)) team has evaluated the libraries. Based upon this input, University Libraries has commenced an effort to develop a facilities master plan and shared vision that will guide future strategic planning and the search for a new leader ([Working group reports: collection management, communications, instruction, leadership, and reference](#)).

The LaValley Law Library provides a variety of services to support the teaching, scholarship, research and service programs of the law school. The library is open seven days a week (108.5 hours/week) and reference services available every day, a total of 75 – 80 hours/week, when classes are in session. All librarians who staff the reference desk have graduate library degrees and three have law degrees from ABA accredited law schools. Extensive interlibrary loan services are available through OhioLink and many of the library's databases are available remotely to students and faculty. The library also provides services and resources, such as a computer laboratory and individual and group study rooms. [LaValley Law Library ABA Report](#).

### **Teaching and Learning Spaces**

The overall space allocated for classrooms, classroom labs and research labs increased slightly since 2012. ([Facilities summary](#)) The number of classroom labs and assignable square footage has increased from 161 to 168 and 218,867 square feet to 222,394 respectively. Assignable square footage for research labs has increased from 351,092 to 351,782. Since the time of the last HLC visit, [capital funds have been used to upgrade and renovate](#) a number of learning spaces. On the main campus, over \$2 million was provided to renovate science and computer labs as well as the communications department. On the Health Science Campus, over \$34M was provided to support the Interprofessional Immersive Simulation Center and renovations to the anatomy lab. An additional \$151,000 was invested to move and renovate the ceramics studio in the Center for Sculptural Art at the Toledo Museum of Art.

UT provides an exceptional variety of innovative learning environments on and off campus

([Building Inventory: CoCA teaching and learning spaces](#)) including:

- The Lake Erie Center is an interdisciplinary research and education center for aquatic conservation, bioremediation and restoration, coastal zone processes, environmental chemistry and hydrology, ecology and ecosystem management, fishery genetics, geography and land use planning, bioeconomics, limnology, remote sensing, and environmental monitoring.
- The University's Stranahan Arboretum, a 47-acre off-campus site that consists of cultivated ornamental trees, rolling lawns, natural woods, ponds, wetlands, and prairie, serves as one of the Department of Environmental Sciences' field sites for environmental education and research. Both graduate and undergraduate courses in ecology and geology use the Arboretum as an outdoor laboratory.
- The Plant Science Research Center (PSRC) faculty performs basic and applied research in plant biology. The PSRC instructs students from undergraduate through post-doctoral levels; develops, in collaboration with academic, government, and industrial partners, technologies for transfer to the public and private sectors; and serves as a regional resource for research and training in the plant sciences.
- UT's Plastination Laboratory provides plastinated specimens to facilitate education of health-care students and students of the Toledo schools and surrounding vicinity. The laboratory has been instrumental in creating a permanent collection of normal and pathological specimens that are used for study and review.
- The Jacobs Interprofessional Immersive Simulation Center (UT-IISCTM) advances interprofessional collaboration and clinical care through the ability to practice professional and clinical skills and teamwork using simulation models in simulated clinical environments.
- The Ruth M. Hillebrand Clinical Skills Center is a facility for training and assessing clinical skills of health-care professionals and students.
- Center for Performing Arts (CPA) houses the Department of Music and the Department of Theatre and Film, and received a major renovation during the summer of 2011. Music performances take place in the newly renovated Recital Hall, and expanded band and choral rooms serve the needs of small and large classes and ensemble rehearsals. Theatre

productions take place primarily in the Center Theatre several times a year, and fully equipped scenic and costume shops serve as teaching and production spaces for students and staff. The Lab Theatre has been renovated into a dedicated Film/Video studio space, and all three areas utilize specialized computer labs for hands-on student learning and application.

- Center for Visual Arts classrooms house almost all courses in art history and art education. The building's sky-lit studios and extensive darkrooms are home to the photography, painting, drawing, new media, foundation, and printmaking classes. The Center for Sculptural Studies, which is a Frank Gehry building, houses the metals foundry and has studio space for sculpture, installation and design classes. Students taking ceramics courses spend time in studios housed in the Toledo Museum of Art's Glass Craft's Building. Digital Studio and the Haigh Auditorium offer state of the art spaces for visual arts instruction. The CVA Gallery is the home of student, faculty and visiting artist art exhibitions throughout the year.
- Toledo Museum of Art's Reference Library is an art research library that reflects the museum's collections and exhibitions. The Library also serves as the library for UT's Department of Art and maintains a circulating collection for students, faculty and Museum members. In addition to books, periodicals, and DVDs, resources include access to art auction databases, an artists' index to exhibitions held at the Museum since 1901, documentary information on the Museum's collections, vertical files on more than 20,000 artists, and research assistance. The public is invited to use the Library, free of charge, during public hours.
- In the Advanced Digital Studio Space with the ShopBot CNC router, users input information such as coordinates and speeds into the computer controlling the machine. Artists can push the limits of the CNC machines beyond making scale models and mock-ups of products, cutting out characters for signage, and making gears and other parts for tools and machines.
- Students and faculty can take advantage of the large format Epson 9900 printers in the Center for the Visual Arts. The printers will print up to 44" in width, allowing students to create exhibition quality prints. Color matching software has also been installed for color accuracy.

- The new Epilog Mini Laser Etcher in the Sculpture Building extends the artist or designer the ability to produce exceptionally repeatable textures, logos and graphics. Artists can discover new, previously unachievable design possibilities, go beyond engraving cut wood, explore etchings on acrylic, plastic, marble, and much more. Operating somewhat like a printer, the system will cut designs created in most graphic software programs.

Academic programs requiring clinical practice sites (in the colleges including education, health and human services, medicine, nursing, and pharmacy) work to ensure adequacy of the available sites. This is evidenced by the continued and full accreditation of these programs by their discipline specific accreditation reviews. A recently signed Memorandum of Understanding between the institution and the ProMedica health care system will result in the expansion of the sites available for students in health care related programs. ([Agreement](#); [Toledo Blade article](#)). There is a commitment to meet substantially all of our health science clinical placement needs.

5. The institution provides to students guidance in the effective use of research and information resources.

That the institution's faculty value the importance of information literacy is evidenced by the fact that the [Core/General Educational Program](#) for all students, regardless of college or focus of study, requires the completion of course work that addresses the knowledge and skill needed to demonstrate the ability to find, organize, critically assess, and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative, and ethical use of information.

UT is committed to providing and enhancing the learning experience of all students through staff support, training, coursework, and programming that helps to advance student knowledge in identifying, evaluating, and using information resources. For example, the library system offers [coursework on information literacy](#), thesis and dissertation information and APA formatting. LibGuides and trained library staff are available to provide information on how to

use various information portals and research databases that are available to students. ([University of Toledo Libraries Overview of Reference and Research Services](#))

Individual colleges provide students with guidance through faculty supervision and program appropriate training that deals with specific type of research being conducted. For example, two courses offered, *On Being a Scientist* and *Issues in Research and Scholarship*, provide students with information on responsible conduct during research. The [Office of Undergraduate Research](#) provides additional coursework and programming on undergraduate issues in research, scholarship, and ethics in research (see also Criterion 3.B.5).

### **3.E. The institution fulfills the claims it makes for an enriched educational environment.**

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

UT provides an enriched educational environment as evidenced by the number and range of opportunities for students to engage in co-curricular activities that are complementary to their program of studies, help them develop aspects of their personality, and strengthen classroom learning.

[Co-curricular opportunities](#) are well aligned with the institution's mission statement and reflect a commitment to "advance knowledge...through engagement" as well as with the core value of Engagement, Outreach and Service – a focus on services that meet students' needs and being a center of excellence for cultural, athletic and other events.

The [Office of Student Involvement](#) seeks to build community and is committed to providing students with opportunities for involvement that will enhance and complement their UT

experience. This is achieved through social, educational, and developmental programs and support to help students get connected to campus, discover involvement and leadership opportunities and learn more about campus life. The office provides oversight for over several hundred [student organizations](#) focused on [Greek life](#), honorary societies, as well as special interests such as academics, political, religion, service, cultural/social, sport clubs and the [Levis Leadership UT program](#).

The [University Recreation Center](#) provides engaging, student-centered recreational and health promotion programs and development opportunities for student success. The center is one of the largest employers of students on campus, and students are given the opportunity to develop many skills whatever their major. Programming includes a wellness center, sports clubs, summer camps opportunities and many special events focused on health and wellness.

The [Center for International Studies and Programs \(CISP\)](#) fosters cross-cultural understanding by linking students, faculty and staff, visiting scholars and community. CISP plays a leading role in global outreach, coordinating international experiences for enrolled students and providing support services for the international student population. Programming includes an international speaker program, travel grants and opportunities, study abroad, student exchange and global health opportunities. Approximately 2,000 international students, 150 international faculty, and 416 students and faculty going abroad utilize the Center's resources.

[The Office of International Student & Scholar Services \(OISSS\)](#) is committed to providing The University of Toledo and Greater NW Ohio area with quality international education programming and community engagement with people of diverse cultures. OISSS helps international students transition to life in the United States and at the institution.

[The Center for Experiential Learning and Career Services \(CELCS\)](#) works to connect students to meaningful learning experiences and assist students with determining a major and career exploration. Co-curricular activities available through CELCS include service learning, Ohio Means Jobs and a Washington Center Internship program.

The Office of Residence Life promotes co-curricular engagement by means of [Living Learning and Special Interest Communities](#). These are on-campus housing based communities of students living together in the same residence hall who share similar academic or special interests. These communities extend learning outside of the classroom and promote intellectual, social and personal growth.

Summative evidence of the level of community engagement attained by the institution, faculty, staff and students was the recent receipt of the Carnegie Foundation for the Advancement of Teaching's 2015 [Community Engagement Classification](#). The award recognized "excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement." To the extent that students participate in many of these community activities, these activities contribute to the overall co-curricular experiences available.

UT's impact on the economic development in the region is evidenced by the translation of UT research into commercial success. During 2014, sixty invention disclosure forms were received by the Technology Transfer Office and 50 inventors contributed to patents issued in fiscal year 2014 by the United States Patent and Trademark Office. Three start-ups were established to commercialize technology developed by faculty members in 2013 and 4 more in 2014. [University of Toledo Annual Report on Technology Transfer 2014](#)