



# Directions *2011*

The Strategic Plan of The University of Toledo



## 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.

## CORE VALUES

- I. 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;
- II. 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;
- III. 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;
- IV. 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;
- V. 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
- VI. 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.

## VISION STATEMENT

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.



## PREAMBLE

*“It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; it was the epoch of belief, it was the epoch of incredulity . . . ”*

(Charles Dickens)

In August 2006, just after the merger of The University of Toledo and the Medical University of Ohio, the new institution embarked on a strategic planning process led by an executive committee of faculty, administrators, students, trustees, and community members. Grounded in our institutional mission, vision, and values, the resulting strategic plan, *Directions 2007*, provided post-merger goals and strategies to guide the new University of Toledo into the future. Its six broadly conceived goals focus on undergraduate education, graduate and professional education, research and intellectual property transfer, student centeredness and campus community, health care access and delivery, and outreach and engagement, each goal emphasizing strengths and envisioning excellence. *Directions 2007* has served The University of Toledo well, continuously informing and shaping institutional planning and decisions and urging us toward distinction.

In the intervening years, the world around us has changed. From unanticipated and catastrophic economic conditions to new political leadership at local, state, and federal levels, external conditions have drastically shifted. The instability of the economy has been compounded by other grave global crises such as the environment and health care. Universities have an ethical and intellectual responsibility to address these “grand challenges” and actively participate with various communities to discover sustainable solutions. Such a sense of engagement and stewardship must also be instilled in our undergraduate and graduate students, along with the traditional power of broad-based knowledge and critical analysis, enhanced by integrative and interdisciplinary learning modes and 21st-century technologies that have externalized and transformed the production and dissemination of knowledge. In this dynamic context, we can no longer pursue excellence in an evolutionary manner, as *Directions 2007* states in its Epilogue; instead, our pursuit must be revolutionary.

To address the University’s response to these contextual circumstances and to ensure our continuing relevancy, engagement, and sustainability, more than sixty members of the University and Toledo communities gathered in November 2009 to begin a process of recalibrating *Directions 2007*. The group agreed to preserve, but revise, the six broad strategic goals, respond to external megatrends, and fill gaps in *Directions 2007*, adding implementation strategies, measurable milestones, and outcome metrics. Throughout the fully transparent, iterative strategic planning process, *Directions 2011* was conceived, written, and revised by hundreds of faculty, staff, administrators, students, trustees, and community members. Hundreds more provided feedback through numerous meetings held in venues across the University campuses and through social networking sites maintained by the Strategic Planning Committee. *Directions 2011* is therefore a University-wide and community-wide strategic planning document in the truest and broadest sense.

Aligned with the University System of Ohio Strategic Plan, *The Relevant University*, and the Higher Learning Commission Accreditation Self-Study, *Directions 2011* provides a measurable path to distinction, a guide through a downside economy, a visionary land-use plan, and a more flexible and responsive organizational structure. Its six primary goals are linked by strategic themes: **Sustainability; Relevance; Distinctiveness; Stewardship; and Interdisciplinarity**. Connecting threads are also woven throughout *Directions 2011*, including diversity, accessibility, affordability, accountability, flexibility, visibility, engagement, leadership, economic rejuvenation, life-long learning, and quality — quality of place, educational experience, and health care delivery. The linking themes and the binding threads create a coherent, shared vision and a viable, dynamic, revolutionary strategic plan.



# Directions *2011*

## **OVERARCHING STRATEGIC GOALS**

1. To continue to strive for stature at regional, national, and global levels
2. To enhance student-centered and patient-driven focus
3. To celebrate quality of faculty and recruit new faculty
4. To strengthen the stewardship of our land, community, and environs
5. To build financial stability and sustainability for UT, the city, and the region

## **SIX STRATEGIC AREAS OF FOCUS**

- I. Undergraduate Academic Programs
- II. Graduate and Professional Academic Programs
- III. Research and Technology Transfer
- IV. Learning Environment
- V. Health Care Access and Delivery
- VI. Outreach and Global Engagement



## GOAL 1

# UNDERGRADUATE ACADEMIC PROGRAMS

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

1. We will become a learner-centered institution with intensified focus on teaching and learning.

**Metric/Milestone: We will attain an 80% first-to-second year retention rate.  
We will attain a 65% four-year graduation rate.**

2. We will integrate STEMM (Science, Technology, Engineering, Mathematics, Medicine) and the Liberal Arts.

**Metric/Milestone: We will develop and implement two schools with a specific focus on STEMM and Liberal Arts integration by 2012.**

3. We will build life experience into the general education curriculum and ensure a curriculum that is responsive to stakeholder feedback and relevant to student needs and regional and global relationships.

**Metric/Milestone: Every UT student will have the opportunity for Study Abroad/Study Away programs by 2012.**

4. We will continue to focus on affordability and enhance accessibility.

**Metric/Milestone: The total out-of-pocket cost of education at UT will not exceed the mean for the University System of Ohio.**

5. We will continue to maintain balanced enrollment strategies.

**Metric/Milestone: We will continue to strive for 20,000 undergraduates while continuing to elevate admission standards for colleges and programs.**



## GOAL 2

# GRADUATE AND PROFESSIONAL ACADEMIC PROGRAMS

Our graduate and professional academic programs will be regionally relevant, nationally distinguished and highly ranked. These programs at UT will be known for high quality while maintaining accessibility, affordability and engagement. STEMM (Science, Technology, Engineering, Mathematics, Medicine) and professional programs will have high visibility.

1. We will enhance the quality and stature of all of our programs.

**Metric/Milestone: We will track and benchmark job placement, degrees awarded at market demand, and adjust and align resources with outcomes by 2014.**

2. We will work to assure affordability of our graduate and professional programs.

**Metric/Milestone: We will offer competitive tuition and fees as benchmarked to the University System of Ohio.**

3. We will work to ensure accessibility to a diverse student population.

**Metric/Milestone: Representation from underrepresented groups will reach 10% by 2015.**

4. We will establish a recognized role in economic leadership and stimulation of the regional economy.

**Metric/Milestone: Every graduate program will offer the opportunity to work in a business, professional, or clinical setting by 2015.**



## GOAL 3

# RESEARCH, TECHNOLOGY TRANSFER AND INCUBATION



We will enhance UT's standing as a major metropolitan research university with internationally recognized areas of research, scholarship and creative activity.

1. We will advance a culture of research, scholarship and creative activities.

**Metric/Milestone: We will continuously refine our criteria for faculty workload credit given for research, scholarship, and creative activity.**

2. We will bring UT to the top 150 in the NSF rankings of research expenditures.

**Metric/Milestone: External research funding will exceed \$100 million annually by 2013.**

3. We will build collaborations with federal research and development (R&D) agencies.

**Metric/Milestone: We will visit or host visits from two federal agencies annually.**

4. We will build and develop research connections and collaborations with leading universities and centers and private corporations.

**Metric/Milestone: We will develop at least one new research collaboration annually.**

5. We will provide high-quality research centers and institutes.

**Metric/Milestone: Every institute and most centers will be externally funded by 2013.**

6. We will provide nationally recognized technology transfer and technology and incubation programs that assist in local business development.

**Metric/Milestone: We will continue to be ranked among the top ten University Technology Transfer systems. We will see an 8% annual increase in number of invention disclosures.**

7. We will provide quality infrastructure and support for faculty research and scholarship.

**Metric/Milestone: We will benchmark against peer universities regarding number and square footage of laboratories.**



## GOAL 4

# LEARNING ENVIRONMENT



We will be distinguished for our learner-centered environment and for our relevant programs in a vibrant, safe and healthy environment that enhance the engagement of our UT community with our stakeholders.

1. We will ensure high quality programs and multi-dimensional experiences.

**Metric/Milestone:** We will experience a 15% annual increase in number of online degrees awarded, a 10% annual increase in number of courses offering online tutoring, and a 5% annual increase in number of adults taking blended or hybrid courses.

2. We will build on the strength and distinction to be derived from diversity.

**Metric/Milestone:** First-to-second-year retention of first-time, full-time underrepresented minority students will reach 55% by 2013.

3. We will integrate academic and residential life.

**Metric/Milestone:** Every College will be involved in a Cluster Floor or Living Learning Community by Fall 2012.

4. We will provide quality classrooms, laboratories, and learning spaces.

**Metric/Milestone:** We will achieve 85% satisfaction scores with campus technology by respondents to the Student Centeredness Survey by 2013.

5. We will provide a full spectrum of innovative services to promote recruitment, retention, graduation, and career success.

**Metric/Milestone:** 90% of UT students will be using a course management system in their courses by 2014.

6. We will create a quality learning environment on and surrounding our campuses.

**Metric/Milestone:** We will continue to work with the UT Foundation to achieve the “Gateway Project” at the Dorr/Secor/Byrne intersection.



## GOAL 5

# HEALTH CARE ACCESS AND DELIVERY



We will be a top-tier academic health care delivery system.

1. We will expand our vision of university-quality, personalized health care.

**Metric/Milestone:** The number of employees and families enrolled in our Consumer Driven Health Plan (CDHP) programs will double from its 2010 rate by 2013.

2. We will increase academic and clinical affiliations.

**Metric/Milestone:** 15% of UT College of Medicine students will stay in northwest Ohio/southeast Michigan for Resident training by 2013 and 17% by 2015.

3. We will expand our emphasis on wellness, disease prevention, and early diagnosis.

**Metric/Milestone:** The overall health status index of Lucas County will increase by 10% by 2015.

4. We will continue to utilize state-of-the-art information technology.

**Metric/Milestone:** We will comply with Federal “Meaningful Use Guidelines” by 2013. We will achieve a paperless inpatient and outpatient care delivery system by 2015.

5. We will expand our in-patient and ambulatory clinical base.

**Metric/Milestone:** UT Medical Center will achieve a market share of 15% by 2014.

6. We will align critical academic health system components with changes brought by Health Care Reform.

**Metric/Milestone:** We will be continuously compliant with all laws and regulations as they develop.



## GOAL 5

# HEALTH CARE ACCESS AND DELIVERY

7. We will enhance ease of access and quality of health care.

**Metric/Milestone:** Out migration of health care from northwest Ohio will decrease by 10% by 2014.

8. We will increase graduate health care education breadth, quality, and numbers.

**Metric/Milestone:** The total number of allopathic residency positions in northwest Ohio will increase by 20% by 2014.

9. We will enhance and expand our clinical and simulation center educational programs.

**Metric/Milestone:** 50% of students in the College of Medicine and Life Sciences and the College of Nursing will have outcome assessment of a formal simulation center experience by 2013.

## GOAL 6

# OUTREACH AND GLOBAL ENGAGEMENT

We will be distinguished for our community outreach and global engagement. We will be a key driver in the revitalization of the region's economy and quality of life.

1. We will create a culture that promotes and rewards community outreach and global engagement as a form of scholarship.

**Metric/Milestone: Every UT student will experience a service learning activity by 2014, and faculty performance evaluation requirements will be revised to recognize the scholarship of engagement.**

2. We will provide a portal for all University outreach and engagement activities.

**Metric/Milestone: The services of the Office of Outreach and Engagement will become available to every UT student by 2013.**

3. We will provide opportunities for professional development and continuing education.

**Metric/Milestone: The number of students enrolled in Continuing Education/ Lifelong Learning programs will increase by 200% by 2015.**

4. We will partner with public and private entities to identify formal and informal educational opportunities.

**Metric/Milestone: We will double the number of internships offered at northwest Ohio public and private entities by 2013.**

5. We will be an economic catalyst for the region.

**Metric/Milestone: We will create or support two new spinoff businesses annually.**

6. We will improve the region's quality of place and increase community access to UT.

**Metric/Milestone: Toledo's unemployment rate will be continuously below 10%, and its population decline will stabilize.**



## GOAL 6

# OUTREACH AND GLOBAL ENGAGEMENT

7. We will achieve recognition for attention to urban education and urban communities.

**Metric/Milestone:** We will assist the Toledo Public Schools (TPS) in achieving a sustainable business model.

8. We will encourage global engagement.

**Metric/Milestone:** Our number of exchange student programs will double from the 2010 level by 2014. Faculty exchanges will triple by 2014.

9. We will align University research, workforce development, and engagement efforts with the community.

**Metric/Milestone:** We will strategically apply resources to our designated Centers of Excellence: Solar and Renewable Energy; Transportation and Logistics and Supply Chain Management; and Genetically Driven Personalized Medicine.



## EPILOGUE

An institution without a plan has little likelihood of success; indeed, it may not be able to know what constitutes success. Still, there is a state more harmful than being without a plan. To be slavishly, inflexibly, and formulaically bound to a plan may be worse than having no plan at all. An inchoate but oriented state of readiness may in some instances be the best plan, the best strategy. Most surely an inability to adjust, a failure to recognize secular changes in business conditions is an even more certain recipe for institutional failure. It is necessary, therefore, to see this strategic plan not as fixed, even for a short three-year cycle, but to see it as a document and vision constantly under review. This is especially true as we embark into the second decade of the 21st century. Health care is changing rapidly, major changes in higher education are likely, and the current economic status of our city, region, state, and nation is fragile to say the least. Constant surveillance of the environment and continual recalibration of this plan will be necessary.

Not rendered explicit in the foregoing documents are certain planning principles. It seems wise to make them explicit now that the recalibration of our plan reaches this point. First, we seek distinction, as an institution and for the components within The University of Toledo. We will not attain distinction without focusing; narrower and deeper focus is the only reasonable strategy for an institution of our size and resources. Secondly, we must build on our strengths as they have historically evolved, assuming those strengths are congruent with our other planning principles and values. We will, therefore, concentrate our resources behind our state approved centers of excellence and consider application for additional centers of excellence. We cannot be all things to all people. Institutions like The University of Toledo frequently founder by spreading their resources too evenly and thinly. We must not make that mistake.

Other planning principles come close to constituting statements of values. We are an institution with an altruistic base. We are mission and value driven. We must therefore focus on customer need whether those customers are students, patients, or community individuals or institutions. We take market demand to be a measure and legitimate surrogate for such customer need. We must survive and thrive in the marketplace of the second decade of the 21st century. In general, we have used a “core business” strategy for several years. Subject to markets and secular trends, we must continue to focus on our core business and resist the temptation to splinter our focus into other arenas.

An institution’s culture is not an inert thing, though admittedly difficult to change. It belongs to the people of the institution; an institution’s culture is constituted of the sum total of the utterances and writings of the people who comprise the institution. We are responsible for it. We create it with our utterances. We change it with our physiognomy, demeanor, and speech. This strategic planning document is about institutional culture, not about a list of specifics. It enumerates commitments to a culture of altruism, a culture of excellence, and a culture of service. Corollaries include a commitment to building a meritocracy at The University of Toledo. The document speaks to a culture of pragmatism and utilitarianism, signified most clearly by a commitment to measurement. Ultimately, the culture we seek at The University of Toledo embodies our values and urges their daily practice.

Finally, a planning effort has a nearly mystical efficacy about it. It creates a future. What cannot be envisioned cannot be attained; a good strategic plan leads an institution to goals which would otherwise have remained invisible.

This principle applies also to individual lives where the mind functions as a stage manager so that much of what seems to be given is in fact the work product of the individual himself or herself. Thus the famous dictum: “there are no accidents.” We create our external world much more than we commonly realize. This conceptualization is even more powerful in the life of an institution. A strategic plan creates opportunity. In itself, it has the power to lead us to a new state, a new future. The University of Toledo subscribes to altruism, service, distinction, and world impact. The purpose of this plan is to create that future state for this great institution.



## GLOSSARY

**Admission Standards:** College-specific GPA and ACT or SAT minimum thresholds for admission to major program.

**Allopathy:** System of conventional medical practices using remedies that produce effects different from the disease.

**CDHP:** Consumer Driven Health Plan concentrating on individualized health care and focusing on wellness, disease prevention, access, early detection, and successful aging.

**Centers of Excellence:** UT-designated Centers of Excellence include Solar and Renewable Energy, Transportation and Logistics and Supply Chain Management, and Genetically Driven Personalized Medicine.

**Continuing Education/Lifelong Learning:** The College of Adult and Lifelong Learning (CALL) provides access, career and life coaching, degree completion and academic support to new, continuing and reentering adult learners.

**Course Management Systems:** Used for delivery of virtual learning environments such as distance learning and blended learning. These systems (e.g., Blackboard, WebCT, Epsilon) provide instructors with a set of tools and a framework that allows creation of online course content and the teaching and management of the courses.

**Federal R&D Agencies:** Research and Development Agencies, for example, Department of Defense (DOD), Department of Energy (DOE), Environmental Protection Agency (EPA), National Aeronautics and Space Administration (NASA), National Space Biomedical Research Institute (NSBRI), National Institutes of Health (NIH), National Science Foundation (NSF), Small Business Administration (SBA) Technology Resource Network, Transportation Research Board (TRB), U.S. Department of Agriculture (USDA).

**Learner Centered:** Focus on student learning environment and assessment of learning outcomes.

**Living Learning Communities/Cluster Floors:** Living Learning Communities are comprised of communities of students who share similar academic or special interests and who live together in residence halls. Living Learning Communities extend learning outside of the classroom and promote intellectual, social, and personal growth. Examples of current UT Living Learning Communities include Arts Living Learning Community, College of Engineering Living Learning Community, Entrepreneurship Through Innovation Living Learning Community, Environmental Sustainability Living Learning Community, Health Professions Living Learning Community, Honors Living Learning Community, and the Leadership Through Service Living Learning Community. Living learning cluster floors in UT on-campus housing units include the College of Business and Innovation; Politics, Law and Society; and Alcohol and Substance Free Floors.

**Multidimensional Experiences:** Blending academic and complementary co-curricular experiences, such as athletics, recreation, service learning, study abroad, study away, health and wellness programs, community engagement, and student governance.

**NSF:** National Science Foundation.

**Out Migration:** Departure of health care professionals from northwest Ohio.



**Scholarship of Engagement:** Scholarly activity engaging faculty in academically relevant work that meets community needs, as well as the campus mission and goals. As a scholarly agenda, it incorporates “reciprocal practices of civic engagement in the production of knowledge” and may be integrated across teaching, research, and service.

**Simulation Center:** Multidisciplinary and multifunctional teaching and learning laboratories that simulate clinical environments where medical and nursing students practice procedures, utilize educational technology, and develop skills.

**Student Centered:** Focus on student experience.

**Student Centeredness Survey:** Annually collects student feedback on areas that may directly impact student learning and campus life. The survey covers satisfaction with facilities and services, staff helpfulness, educational experience, co-curricular (outside classroom) experience and sense of community.

**Study Abroad:** The UT Office of Academic Engagement collaborates with departments and colleges to create and administer study-abroad opportunities for undergraduate and graduate students. Activities range from short-term summer or faculty-led inter-term study programs to semester- or year-long (exchange) programs in a host of countries. UT is a member institution in the University Studies Abroad Consortium (USAC), which allows student placement in more than 20 study-abroad programs around the world.

**Study Away:** Student experiential learning outside the classroom and off campus, for example, study abroad, exchange programs, field trips, field work, internships, co-ops, The Washington Center, community awareness and engagement, volunteer activities, service learning, service in cross-cultural settings, leadership experience, disaster relief efforts, and faculty-led specialized independent studies.

*Directions 2011 represents the vision of hundreds of University stakeholders, including staff, faculty, students, administrators, trustees, and community members. Grounded in our University mission, vision and values, it will create the future for The University of Toledo and our regional, national, and global communities.*

