CRITERION TWO

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

GOVERNANCE

The Medical College of Ohio is a freestanding, state-supported academic health science center established in December 1964 by legislation enacted by the Ohio General Assembly. This legislation stipulates that MCO be governed by a nine-member Board of Trustees appointed by the governor for a nine-year term.

The Ohio Board of Regents

As an Ohio public institution, MCO is directly responsible to the Ohio Board of Regents, and through this body to the Ohio legislative and executive branches of government. As a public institution, MCO must conduct its business in compliance with Ohio laws and regulations governing public entities. MCO interacts with Ohio governmental agencies that provide support of MCO programs through grants and contracts.

The Board of Trustees

The functions and responsibilities of the Board of Trustees of MCO are clearly defined in the Bylaws of the Board of Trustees. In summary, the Board is responsible for hiring the President of the institution and for appointing, employing, dismissing, disciplining, promoting, demoting, and determining the compensation for employees and faculty members of MCO. The Board also oversees the operation of the college; in particular its financial well being and its physical plant and grounds. The Academic Committee of the Board is assigned the task of reviewing academic policies and procedures at the
college. This includes making recommendations to the full board for approval of new academic programs, for the granting of tenure and emeritus status to faculty members and approving students for graduation.

At MCO, members of the Board also represent the college to the city of Toledo and to northwest Ohio. This involves both business and social association with such entities as city and county governments, the University of Toledo, Bowling Green State University, and various charitable foundations.

The Board meets eight times during the calendar year and other times as necessary. The Board committee meetings are held on the same day and usually take place on the MCO campus. In accordance with Ohio Sunshine Laws, all board meetings and board committee meetings are announced and open to the public. In addition, board members communicate with and advise the President and vice presidents regularly during the year concerning matters of the institution.

The college has been fortunate to have a group of talented, concerned, dedicated, hard-working trustees appointed to the Board over the last 30 years. They have been tireless in their efforts to facilitate the development of an excellent scholarly institution that educates students at various levels, advances the frontiers of health and medical knowledge through research, and provides for the care of patients.

The President and the President's Cabinet
On January 27, 1997, Frank S. McCullough, M.D. was appointed the fifth President of MCO. The President, within the policies and procedures established by the Board, is responsible for institutional planning and administration of MCO.
Positions reporting directly to the President include the Provost/Executive Vice President, Amira Gohara, M.D.; Vice President for Administration, Richard Sipp; Vice President for Institutional Advancement, Lawrence Burns; Vice President for Finance, John Minnick; and the Treasurer, Controller, and Director of Academic Budget, Diane Wray. The vice presidents, along with the Treasurer/Controller and the Executive Director of MCO Hospitals, Margay Britton, comprise the President's Cabinet that meets on a weekly basis. The responsibilities of the President's Cabinet include assisting the President in implementing institutional policies approved by the Board, informing the President concerning current and proposed activities of MCO, and aiding the President in formulating institutional plans and determining priorities.

There is a formal process by which the vice presidents, on an annual basis, are evaluated by the President. The President also is evaluated by the Chairman of the Board and his merit raise is determined accordingly by the Chairman of the Board in consultation with all the Board members. Following the initial stages of this Self-Study, the Board decided to formalize the process by putting the President's evaluation in writing.

**Deans**

The dean of each school is appointed by the Board upon the recommendation of the Provost with the concurrence of the President. According to the bylaws of MCO, the deans report to the Provost who oversees the academic affairs of the four constituent schools. The deans serve as the administrative heads of their schools. The current deans of the School of Medicine, Graduate School, School of Allied Health and School of Nursing are Amira Gohara, M.D., who also is the Provost/Executive Vice President, Keith Schleider, Ph.D., Christopher Bork, Ph.D., and Jeri Milstead, Ph.D., R.N., respectively. The major responsibility of the dean of each school is to provide active leadership in the promotion, direction and support of educational and research activities, as well as the general administrative responsibilities for the programs of the
school, subject to the approval of the Provost, the President and the Board. Organizational charts are attached as Appendix A.

**Chairpersons**

Each department, as traditionally established by the Board, is an area of specialized study composed of faculty with interests of a common purpose. The department serves as the basic administrative, teaching and research unit and is administered by the department chairperson. The chairperson reports to the appropriate dean. The department chairperson is typically responsible for the general administration of the affairs of the department, including educational programs and research activities. These activities include preparation of the annual report of the performance of the department, preparation of annual budgetary requests, new faculty hire recommendations, annual performance review and evaluation of department faculty, procurement of training and research grants for the department, and other duties as assigned by the dean of each school.

**Faculty Committee on Governance**

The members of the Faculty Committee on Governance are appointed by the Provost and are responsible for the continuous review of MCO policies and the faculty rules and regulations. The committee also submits proposals for amendments to the bylaws of MCO to the Provost. The committee meets on a monthly basis. The President or President-elect of the Faculty Senate serves on the Governance Committee.

**Faculty Senate**

The Faculty Senate of MCO is an elected, representative body of the faculty. The defined scope of the Senate is "to promote the mission, function and interests of MCO and its faculty." Senators are elected every two years from each department and on an "at large" basis from each school. Officers, including the president, president-elect, past-president, representative to the
Ohio Faculty Council and secretary, also are elected. There are numerous standing committees. The chairs of these committees are appointed by the President of the Senate with the exception of the Steering Committee that is chaired by the president, the Bylaws and Governance Committee that is chaired by the president-elect, and the Nominations Committee that is chaired by the secretary.

The Senate has several responsibilities as defined in its bylaws. A key responsibility is to serve as an advisory body to the Provost on all issues of importance to the faculty. In addition, the Senate may act as an advisory body to the administration of the college and to the Board of Trustees. The Senate also reviews the academic policies, procedures and programs of the college. Related to this, the Senate is charged with "protecting faculty rights and privileges, and academic freedom, and promoting an exemplary standard of ethical conduct at the academic, professional and administrative levels." In addition, the Senate reviews and responds to procedural and programmatic changes, which concern the faculty and/or the academic mission of the institution. Finally, the Senate relates to the Ohio Board of Regents through its representation on the Ohio Faculty Council that reports to the Chancellor of the Ohio Board of Regents. Recently, the President of the Senate was asked to provide a monthly report to the Academic Committee of the Board of Trustees. A complete list of responsibilities is listed in section II of the bylaws. The Senate accomplishes its work through monthly meetings of the Senate as a whole, and through monthly meetings of its steering committee and other standing committees.

The primary administrative representative at the Senate meetings is the Provost along with the deans of the various schools. The Provost provides a report to the Faculty Senate at their regular monthly meetings. In addition, the President of the college is invited to present to the Senate twice per academic year, and other members of the administration are invited or requested to
present on an as needed basis. The Senate also organizes the elections of faculty members for the Post-Tenure Review Committee and the Faculty Grievance Committee.

During the Self-Study process, the subcommittee on governance canvassed the faculty who felt, by and large, adequately represented by the Faculty Senate. Some faculty members, citing low attendance at Senate meetings, questioned its effectiveness. Others, however, attribute the low attendance to the fact that faculty members are content with the general state of affairs of the institution. Evidence in support of this opinion is that, historically, Senate attendance has only been high when major controversial issues were taking place on campus or when senior administrators were addressing the Senate.

Educational Administration
The dean and faculty members of each of the four schools are responsible for establishing written procedures and submitting them to the Provost for approval. Each school has an executive committee, which is composed of department chairpersons or program directors, who advise the dean on academic matters. The executive committees are presided over by their respective deans. Decisions or policies that affect more than one department or program are discussed and voted upon in the appropriate executive committee.

School of Medicine
The School of Medicine is the largest school in the college. Administratively, the School of Medicine is organized into departments based on clinical practice and/or basic science discipline. The chairpersons of all of the departments and the President of the Senate form the Executive Committee, which advises the Dean of the School of Medicine. This committee meets monthly. In addition, the chairpersons of the clinical departments and the
basic science departments meet separately with the dean on a monthly basis. At present, all eighteen departments have permanent chairs.

Within the departments, the reporting structure varies from the smaller departments (e.g., Radiation Oncology) where all faculty report directly to the chair, to larger departments (e.g., Medicine) where they are subdivided into divisions, each of which has appointed chiefs.

In addition to the departmental structure above, there are a number of standing and ad hoc committees that permit additional faculty input into academic decisions. The Dean of the School of Medicine appoints the committees after nominations are received from faculty, department chairpersons, and dean's staff. Also, input from the Faculty Senate is obtained before final appointments are made. A list of the current standing committees and their memberships is attached as Appendix B.

Faculty members in the School of Medicine can address departmental policies and procedures or any other issue through the Faculty Senate and its subcommittees, through the standing committees, and through the Faculty Committee on Governance. Also “Breakfast with the Dean,” a forum conducted every two months, is another venue for faculty members in the School of Medicine to raise and discuss issues. In spite of all of these available venues for communication, a few faculty members, during the Self-Study, still expressed a desire to see created an assembly just for the School of Medicine. Other faculty members thought that the creation of a faculty assembly specific to the School of Medicine was undesirable in that it is difficult enough to find School of Medicine faculty able to regularly attend the existing Faculty Senate.

A third administrative group in the School of Medicine is the Dean's Staff, which is chaired by the Dean and composed of all of the associate and
assistant deans in the School of Medicine as detailed in the organization chart in Appendix A. The Dean's Staff meets weekly to discuss all major matters of importance in each of the constituent areas. The Dean's Staff meetings provide a forum for information sharing and decision making.

**School of Nursing**

In the School of Nursing, the faculty assembly bylaws stipulate the formation of eight standing committees. The bylaws stipulate the composition of the committee membership and whether members are elected or appointed. The Faculty Affairs Committee is responsible for the annual assignment of faculty to committees and for filling vacancies when they occur. Students are elected or appointed to serve on most of the standing committees. In all instances, students are voting members and are encouraged to be active participants. There are two committees that do not include students - the Appointment, Reappointment, Promotion and Tenure Committee and the Faculty Affairs Committee.

Faculty members in the School of Nursing with graduate faculty appointments meet quarterly or on an "on call" basis to hear reports, review curriculum and admission issues and to discuss needs for new areas of concentration within the graduate program. All School of Nursing faculty members who have regular or associate memberships in the Graduate School are eligible to attend these meetings.

A master calendar consisting of the schedule for all standing committee meetings in the School of Nursing is established each year to enable faculty and students to meet their committee responsibilities. Committees bring policy or curriculum recommendations to the Faculty Assembly, which meets monthly. The Faculty Assembly must approve recommendations prior to adoption. Ad hoc committees are appointed by the dean as needed. For example, during the planning and construction of the Collier Building, which
houses the School of Nursing, an ad hoc building committee was appointed. This committee reviewed architectural renderings and made suggestions for space and equipment utilization and participated in the selection of carpeting and furnishings.

The faculty of the School of Nursing is organized into two departments – the Department of Primary Care Nursing and the Department of Acute and Long Term Care Nursing. A chairperson administers each department. Monthly departmental meetings enable faculty to discuss issues, express concerns and share ideas for programmatic and personal/professional development. An executive committee, which functions in an advisory role to the dean, consists of the two department chairs and the two associate deans with the Dean of the School of Nursing serving as Chair. In addition to the faculty committee structure, this committee enables the administrative team to respond to faculty issues and concerns and assures that faculty have an on-going role in decision-making. An organization chart and a list of standing committees are included in Appendix A and B.

School of Allied Health
The School of Allied Health is characterized by a governance structure that invites faculty, staff and student input into decision-making. There are five standing committees: Faculty and Academic Affairs, Executive Committee, Student Affairs, Staff Affairs, and Appointment, Promotion and Tenure. The role of each committee is described in the School of Allied Health Faculty Handbook. In addition, ad hoc committees and task forces are formed as needed.

Standing committees, ad hoc committees, and task forces share discussions of issues and recommendations via e-mail of minutes and by presentation at faculty meetings. This encourages discussion of policy and procedures and builds consensus before recommendations are made to the dean. It is not
unusual for a committee to bring forth an idea for a policy and then go to the faculty for discussion and feedback. The feedback then is used to refine the recommendations to represent faculty consensus. When policy issues affecting faculty or students arise from discussions within the Executive Committee, the issue is referred to the appropriate standing committee for discussion and recommendation.

Standing committee meetings take place monthly, and the schedule can be found on the academic calendar in the faculty handbook. In addition to faculty meetings, town hall meetings that involve all faculty members, staff members and students are held several times during the academic year. The purpose of these meetings is to share information and concerns within the School of Allied Health. In addition to the School of Allied Health faculty meetings and standing committees, each department has faculty meetings and committees that support governance at the departmental level. An organization chart and a list of standing committees are included in Appendix A and B.

**Graduate School**

The Dean of the Graduate School is responsible for the governance and administration of the Graduate School and for all degrees except the M.D. degree. Four associate deans report to him, each of whom represent a degree area within the Graduate School. The associate dean for each degree area (Ph.D., MSBS, MSN, and graduate programs in the School of Allied Health) chairs, or selects a chair, for her/his degree program committee, which reviews admissions, academic standing, and curriculum for their program. Their recommendations are made to the Graduate Executive Committee or the Dean of the Graduate School through the Steering Committee. The Steering Committee consists of the Dean of the Graduate School, the associate deans, and the chairperson of the Faculty Membership Committee. The Steering Committee ensures that the policies of the individual programs do not conflict and are properly and uniformly implemented. The Steering Committee makes
reports to the Graduate Executive Committee and assists the dean in determining the meeting agenda.

The Graduate Executive Committee consists of the Dean of the Graduate School, a representative of each area of concentration in the Ph.D. and MSBS degree programs, an associate dean or program director responsible for each of the other graduate degree programs, the President of the Council of Graduate Students, and a secretary. The Graduate Executive Committee members assist the Dean of the Graduate School in formulation of school-wide policies on graduate education and in proposing guidelines for new graduate degrees. This is helpful because the committee members act as liaisons between the Graduate School and the departments/schools/student council.

The degree program committees formulate policies for the individual degree programs, including guidelines and requirements for the degree, admissions of students, curriculum, academic standing, and other matters pertinent to the degree program and makes recommendations to the Dean of the Graduate School through the Steering Committee. Program directors review graduate faculty applications for appropriateness for their degree programs and send their recommendation to the Graduate Faculty Membership Committee through the Dean. The Graduate Faculty Membership Committee evaluates all applications for graduate faculty membership and makes recommendations to the Dean of the Graduate School and the Graduate Executive Committee. An organization chart and a list of standing committees are included in Appendix A and B.

**Student Governance**

MCO students participate in governance through membership on committees and through the Medical Student Council and the Council of Graduate Students. Recommendations from the student councils are submitted to the
appropriate associate dean or dean in their respective school. The student councils serve as sources of communication through which programs are initiated, changes are recommended and activities are coordinated. In addition to the student councils, students serve as voting members on academic and institutional committees. Committees on which students serve include the graduation, honorary degree, student health advisory, student life advisory, library, the president's committee, remote access, and the graduate executive committees. In the School of Medicine, students also serve on the admissions committee, the curriculum committee and the curriculum subcommittees for either years one and two, or for years three and four. Students are surveyed periodically to assess their satisfaction with campus services as well as those provided by their respective schools. Student concerns often result in campus changes. For example, several years ago students in the School of Allied Health expressed a need for access to more computers across the campus. Their need resulted in the Academic Intranet project, which placed 95 computers across campus for use by students in all four schools.

HUMAN RESOURCES

FACULTY

One of the greatest resources of MCO is its faculty. The individuals comprising the faculty are most responsible for the successes of the college in educating and mentoring students, conducting biomedical research and providing innovative and technically sophisticated clinical services. To expand existing and build new programs and services, MCO has steadily increased the size of its faculty in the last decade. Today there are 349 full-time and 60 part-time faculty members in the four schools. Table 2.1 shows the number of faculty members by rank in the schools of Allied Health, Medicine and Nursing. Regular and associate graduate school faculty must be MCO faculty with primary appointments in the Schools of Medicine, Nursing, or Allied Health.
Table 2.1  Faculty by School and Rank for Fall 2000

<table>
<thead>
<tr>
<th>School</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
<th>Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td>6</td>
<td>4</td>
<td>16</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Medicine Basic Sciences</td>
<td>31</td>
<td>16</td>
<td>16</td>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>Medicine Clinical Sciences</td>
<td>62</td>
<td>66</td>
<td>126</td>
<td>7</td>
<td>261</td>
</tr>
<tr>
<td>Nursing</td>
<td>4</td>
<td>8</td>
<td>25</td>
<td>18</td>
<td>55</td>
</tr>
<tr>
<td>TOTAL</td>
<td>103</td>
<td>94</td>
<td>183</td>
<td>29</td>
<td>409</td>
</tr>
</tbody>
</table>

MCO also has more than 1,200 physicians, biomedical scientists and health care professionals on the volunteer faculty who provide students enriching clinical experiences and make significant contributions to our education programs.

The college has been successful in attracting and retaining faculty members in each school. The college has hired more than 100 full-time faculty during the last three years, 20 of them since July 1, 2000. During the same period, 90 full-time faculty positions have been terminated. Much of the latter (43 retirements) was due to an early retirement incentive program in fiscal year 1997. With the exception of fiscal year 1997, turnover of faculty members is comparable to that of other academic medical centers. Our highest rate of turnover is within the clinical departments of the School of Medicine. The continuing trend of decreases in physician payments from federal, state and private payers has resulted in clinical faculty pursuing opportunities in private practice. MCO, like other academic medical centers, is vulnerable to reductions in payments for medical services since the faculty practice plan
contributes a substantial portion of the salaries of the clinical faculty. Despite this challenge, the college has been successful in recruiting new clinical faculty. As example, more than 30 full-time clinical faculty, including subspecialists in neurosurgery, transplant surgery, pediatric cardiology and gerontology, have been hired since July 1, 1999.

As a result of demographic changes, it is fundamentally important that our students understand the manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, disease and treatments. The college, therefore, is committed to recruiting and retaining a faculty that reflects the diversity of populations our students shall serve. Special efforts are made during the recruiting process to attract qualified underrepresented minority candidates.

There are currently 19 full-time underrepresented minority faculty and 3 part-time, 13 African Americans and 9 Hispanics, representing 5.4 percent of the total full-time faculty (Table 2.2). There are also 36 full-time Asian-Americans on the faculty. Although significant progress has been made, the college shall determinedly continue its efforts towards creating a more ethnically diverse faculty.

<table>
<thead>
<tr>
<th>Table 2.2</th>
<th>Faculty Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td>Allied Health</td>
<td>24</td>
</tr>
<tr>
<td>Medicine (Basic Science)</td>
<td>53</td>
</tr>
<tr>
<td>Medicine (Clinical Science)</td>
<td>215</td>
</tr>
<tr>
<td>Nursing</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>346</td>
</tr>
</tbody>
</table>

The college is committed to gender equity in access to faculty and leadership positions. Currently, 35 percent of all faculty members are women. Not
surprisingly, a number of women faculty members are in the Schools of Allied Health and Nursing; nonetheless, in the School of Medicine 27 percent of the basic science faculty and 21 percent of the clinical faculty are women. The most dramatic change since the 1991 site visit is the number of women holding high positions of academic and administrative leadership. These include the positions of Provost/Executive Vice President and Dean of the School of Medicine, Dean of the School of Nursing, Hospital Chief of Staff, Hospital Executive Director, President Elect of the Faculty Senate, several department chairs, and numerous associate and assistant deans, and program directors in all schools. Women in these key positions of leadership serve as role models for younger female faculty and give MCO an advantage in recruiting outstanding women faculty, especially in highly competitive fields where there are limited qualified women applicants.

Faculty members possess the educational credentials and experience to effectively teach our students in the medical sciences and develop students who shall be leaders in their professional disciplines. 85 percent of our full-time faculty members possess doctoral degrees. The majority of our full-time faculty who do not possess a doctoral degree are clinical instructors in the Schools of Nursing and Allied Health, and many of these instructors are currently pursuing doctoral degrees.

The accomplishments of our faculty attest to its strength and quality. MCO faculty members have received national awards for research for innovations in teaching. They successfully compete for peer-reviewed extramural support for biomedical research, publish in leading scientific and professional journals, and provide technically advanced therapies to patients with complex, high-risk conditions. The accomplishments of the faculty, together with their intense commitment to teaching and mentoring, contribute to the success of our students on national licensing examinations, state and national board
examinations, placement in postdoctoral positions, and in the National Residency Matching Program.

**FACULTY APPOINTMENT, PROMOTION AND TENURE**

The faculty rules and regulations describe the process and procedures for making faculty appointments, promotion of faculty members, granting tenure, and post-tenure review. The general appointment, promotion and tenure procedures described in each school's faculty handbook are implemented in more specific ways by the individual schools. The general appointment, promotion, tenure procedures in the faculty rules and regulations have been revised to specify that educational and licensing credentials must be verified and documented for all faculty members.

MCO and its four schools have specific procedures for the appointment of new faculty members. These procedures include formal verification of credentials, including training and licensure for faculty of all four schools. Separate review procedures are in place within the Medical and Graduate School to ensure that faculty members are qualified to provide clinical and/or research supervision. At the time of the Self-Study, the primary weakness in the Appointment, Promotion, and Tenure system was the lack of formal verification of educational credentials for basic scientists in the School of Medicine. Revisions to the faculty rules and regulations extended the credential verification procedures to all new faculty members, including basic scientists in the School of Medicine.

**School of Medicine**

The School of Medicine has a defined set of procedures for appointing new faculty members as well as promoting current faculty members at MCO. Likewise, guidelines for granting tenure are well delineated. Appointments at the rank of assistant professor may be initiated by a department chair, with the
approval of the Dean of the School of Medicine. Review by the Appointments, Promotion and Tenure Committee is not required.

Appointments at the rank of associate professor or professor in full-time and volunteer faculty tracks, or requests for promotion to these ranks are reviewed by the Appointment, Promotion and Tenure Committee, using a defined set of procedures and criteria. Requests for the granting of tenure also are reviewed systematically. The Appointment, Promotion and Tenure Committee is composed of 13 tenured professors who are appointed by the Dean of the School of Medicine. The criteria used to evaluate a request for an appointment above the level of assistant professor, promotion or tenure, require three areas of activity: a) scholarship, including research and publications, b) education, including classroom teaching and course design, and c) service, including clinical service, service to the institution, service to the profession, and service to the community.

Documentation of each of these three areas of activity is required. For example, documentation of educational activities may include student evaluations of teaching, and documentation of scholarship includes reprints of publications. In addition, the candidate must provide general supporting documents including a current curriculum vita, a self-assessment, an evaluation from the departmental Appointment, Promotion and Tenure Committee and letters of recommendation from internal and external referees.

All Appointment, Promotion and Tenure Committee members are provided with a complete set of supporting documents. In addition, a summary of the documentation and an evaluation of the extent to which the criteria for appointment, promotion and tenure are satisfied is prepared by two Appointment, Promotion and Tenure Committee members. This summary includes a recommendation concerning whether to approve the request for appointment, promotion, or tenure. Recommendations for approval or
disapproval of requests for appointments, promotion or tenure are transmitted to the Dean of the School of Medicine for further action. A positive recommendation from the dean is sent to the executive committee for their approval and then to the Board. In the case of a negative recommendation from the Appointment, Promotion and Tenure Committee, the candidate or the candidate's chair may appeal the recommendation of the committee to the dean.

**School of Allied Health**

The School of Allied Health has appointment, promotion, and tenure criteria that are published in the School of Allied Health faculty handbook. As part of the NCA Self-Study process, the faculty handbook with regard to faculty credentials was reviewed. The requirements for documentation of faculty credentials at the time of initial appointment were clearly delineated. However, the requirements, procedures, and time line for ongoing documentation of faculty credentials were less clearly delineated. The appropriate section of the faculty handbook has been revised to require ongoing documentation of faculty credentials (i.e., newly awarded degrees, specialty certificates, and renewed licenses). This change in the faculty handbook went through the normal review and approval process and was implemented in the 1999-2000 academic year.

**School of Nursing**

The School of Nursing also has a defined set of procedures for appointing new faculty members, as well as promoting and granting tenure to faculty members. These procedures include verification of credentials and documentation of transcripts and licensures.

Candidates for faculty appointments are reviewed by the Dean of the School of Nursing. Based on the review, the candidate may be interviewed by the dean, selected faculty members, administrators, and a member of the School
of Nursing Appointment, Reappointment, Promotion, and Tenure Committee. Appointment of the candidate is contingent upon receipt of official college transcripts (no copies) showing a minimum of a Master's degree in nursing, evidence of a current, unencumbered license as a registered nurse in the state of Ohio, and verification of licensure with the Ohio State Board of Nursing.

Graduate School
There are four levels of Graduate School faculty membership: regular, associate, adjunct and temporary. Regular and associate graduate school faculty must be MCO faculty with primary appointments in the Schools of Medicine, Nursing, or Allied Health. Thus, the primary credentials are evaluated prior to the initial appointment of the faculty member in these schools. Additionally, the Graduate School has another set of criteria and credential review procedures, which are reviewed by the Graduate Faculty Membership Committee prior to appointment to the graduate school faculty.

Medical Staff Appointment Procedures
Appointment to the medical staff of the Medical College of Ohio Hospitals is required for physicians, dentists, psychologists, podiatrists and other classes of clinicians who provide clinical care, supervision, and other forms of clinical teaching in the School of Medicine. Medical staff appointments require formal verification of credentials, including education and licensure, which document the faculty members' qualifications to provide clinical services and training to residents and students. Medical staff appointments are recommended by the Hospital Chief of Staff and approved by the Board of Trustees.

Role of the Office of Faculty Affairs
The Office of Faculty Affairs provides services to the faculty, administration, and academic departments in support of the academic mission of the college. The office serves as a resource for general faculty matters including
appointment, promotion and tenure. In addition, the office studies issues regarding the ability of the college to recruit and retain the highest quality faculty members.

**Students**

MCO enrolls highly qualified and motivated students who are seeking to enter careers in the health professions and biomedical research. The full-time equivalent and head count enrollments for fall of 2000 by college are displayed in Table 2.3. Women comprise 47 percent of the total enrollment.

<table>
<thead>
<tr>
<th>School</th>
<th>Head Count</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>182</td>
<td>129</td>
</tr>
<tr>
<td>School of Allied Health</td>
<td>109</td>
<td>61</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>586</td>
<td>584</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>80</td>
<td>38</td>
</tr>
<tr>
<td>Totals</td>
<td>957</td>
<td>812</td>
</tr>
</tbody>
</table>

The Graduate School, School of Allied Health, and Graduate Nursing Programs are composed of over 63 percent women, which is not unexpected as some of these programs have continued to attract low numbers of men nationwide. Over the past several years, the School of Medicine has maintained a fairly stable male-to-female ratio of approximately 62 percent to 38 percent, which tends to reflect the applicant pool. To date, however, an approximately equal number of men and women have been accepted into the entering class of 2001.
<table>
<thead>
<tr>
<th>School/Program</th>
<th>M</th>
<th>F</th>
<th>Caucasian</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School (n = 182)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHD</td>
<td>45</td>
<td>33</td>
<td>42</td>
<td>36</td>
</tr>
<tr>
<td>MSBS</td>
<td>29</td>
<td>44</td>
<td>64</td>
<td>9</td>
</tr>
<tr>
<td>Non Degree</td>
<td>13</td>
<td>18</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td>Sub total</td>
<td>87</td>
<td>95</td>
<td>135</td>
<td>47</td>
</tr>
<tr>
<td>School of Allied Health (n = 109)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOT</td>
<td>6</td>
<td>33</td>
<td>37</td>
<td>2</td>
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<tr>
<td>MPH</td>
<td>30</td>
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<td>41</td>
<td>13</td>
</tr>
<tr>
<td>MSOH</td>
<td>11</td>
<td>5</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Sub total</td>
<td>47</td>
<td>62</td>
<td>93</td>
<td>16</td>
</tr>
<tr>
<td>School of Medicine (n = 586)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD First year</td>
<td>93</td>
<td>51</td>
<td>110</td>
<td>34</td>
</tr>
<tr>
<td>MD Second year</td>
<td>85</td>
<td>54</td>
<td>92</td>
<td>47</td>
</tr>
<tr>
<td>MD Third year</td>
<td>87</td>
<td>45</td>
<td>99</td>
<td>33</td>
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<td>MD Fourth year</td>
<td>91</td>
<td>53</td>
<td>103</td>
<td>41</td>
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<tr>
<td>Dual MD degrees</td>
<td>20</td>
<td>7</td>
<td>20</td>
<td>7</td>
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<tr>
<td>Sub-total</td>
<td>376</td>
<td>210</td>
<td>424</td>
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<td>School of Nursing (n = 80)</td>
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<tr>
<td>MSN</td>
<td>2</td>
<td>69</td>
<td>68</td>
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<td>NEC</td>
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<tr>
<td>PMSN</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Sub total</td>
<td>2</td>
<td>78</td>
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<td>All Schools (n = 957)</td>
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<tr>
<td>Sub total</td>
<td>510</td>
<td>447</td>
<td>729</td>
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</tbody>
</table>
Table 2.4 represents fall 2000 head count enrollment by school, program, gender and ethnicity.

MCO has a strong commitment to educate and graduate students representative of the society in which they will serve. This is manifested in the racial, cultural, gender and geographic origins of our student body as shown in Table 2.5. For example, the 2000-2001 student body of the School of Medicine consisted of 424 Caucasians, 98 Asians, 40 African Americans, 22 Hispanics and 2 Native American; women constitute 38 percent of this student body.

<table>
<thead>
<tr>
<th>School</th>
<th>African American</th>
<th>Indian Alaskan</th>
<th>Asian Pacific Island</th>
<th>Hispanic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>2</td>
<td>3 (other)</td>
<td>38</td>
<td>4</td>
<td>47</td>
</tr>
<tr>
<td>School of Allied Health</td>
<td>6</td>
<td></td>
<td>10</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>40</td>
<td>2</td>
<td>98</td>
<td>22</td>
<td>162</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>5</td>
<td>149</td>
<td>26</td>
<td>228</td>
</tr>
</tbody>
</table>
STUDENT RECRUITMENT AND CREDENTIALS

School of Medicine
Each fall, the Medical School matriculates 135 first-year students plus an additional five students in the five-year curriculum program. The five-year curriculum program facilitates access to medical education for individuals from disadvantaged backgrounds. After successful completion of Year 1 of the five-year program, students enter the regular four-year program.

For the class entering in 2000, the School of Medicine received 2,657 applications. This represents a decline of approximately 17 percent from the previous year's total applicants of 3,698 and tends to mirror the drop in applications to medical schools nationwide. As noted in Table 2.6, there has been a consistent drop in the number of applicants since 1994, when it reached a peak number of 5,193 applicants. Thirty seven percent of the 2,657 applicants for the class of 2000 are Ohio residents, keeping with the school's charge to serve qualified citizens of Ohio.

With regard to the overall quality of our matriculants for 2000, the mean grade point average was 3.61, which can be compared to the national overall grade point average of 3.60. The Medical College Admission Test scores for this entering class had a mean value of 10.01 in biological sciences, 9.63 in physical sciences and 9.50 in verbal reasoning. The national means for these scores were 10.2, 10.0, and 9.5, respectively. The MCO statistics in Table 2.6 reveal that over the past 10 years, the mean grade point average and Medical College Admission Test scores have steadily improved. Scores remained fairly stable and consistent over the past four years despite the continuous decrease in the applicant pool. This is attributed to the proactive recruiting efforts of MCO.


Table 2.6  
School of Medicine Admission Statistics

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Total Number of Applications</td>
<td>1,899</td>
<td>2,147</td>
<td>2,501</td>
<td>3,899</td>
<td>5,193</td>
<td>4,818</td>
<td>4,946</td>
<td>4,183</td>
<td>3,698</td>
<td>3,111</td>
<td>2,657</td>
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<tr>
<td>Ohio</td>
<td>795</td>
<td>852</td>
<td>1,038</td>
<td>1,326</td>
<td>1,400</td>
<td>1,349</td>
<td>1,390</td>
<td>1,274</td>
<td>1,226</td>
<td>1,108</td>
<td>990</td>
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<tr>
<td>Non-Ohio</td>
<td>1,104</td>
<td>1,295</td>
<td>1,463</td>
<td>2,573</td>
<td>3,793</td>
<td>3,469</td>
<td>3,556</td>
<td>2,909</td>
<td>2,472</td>
<td>2,003</td>
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<tr>
<td>Male</td>
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<td>1,356</td>
<td>1,550</td>
<td>2,410</td>
<td>3,240</td>
<td>3,469</td>
<td>2,917</td>
<td>2,482</td>
<td>2,220</td>
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<td>Female</td>
<td>740</td>
<td>791</td>
<td>951</td>
<td>1,489</td>
<td>1,953</td>
<td>1,883</td>
<td>2,030</td>
<td>1,701</td>
<td>1,478</td>
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<td>Black</td>
<td>134</td>
<td>156</td>
<td>182</td>
<td>224</td>
<td>305</td>
<td>242</td>
<td>284</td>
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<td>Other Minority</td>
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<td>108</td>
<td>115</td>
<td>158</td>
<td>176</td>
<td>101</td>
<td>135</td>
<td>99</td>
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<td>54</td>
<td>57</td>
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<tr>
<td>Ohio Rural</td>
<td>36</td>
<td>29</td>
<td>41</td>
<td>51</td>
<td>66</td>
<td>48</td>
<td>62</td>
<td>58</td>
<td>57</td>
<td>67</td>
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<td>117</td>
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<td>116</td>
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<td>10</td>
<td>11</td>
<td>12</td>
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<td>12</td>
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<tr>
<td>Minority</td>
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<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
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<td>8</td>
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<td>Biology</td>
<td>7.95</td>
<td>8.35</td>
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<tr>
<td>Chemistry</td>
<td>8.16</td>
<td>8.54</td>
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<td>Physical Science</td>
<td>7.95</td>
<td>8.40</td>
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<td>Science Problems</td>
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<td>8.20</td>
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<td>Reading</td>
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</tr>
</tbody>
</table>

*The reporting format of MCAT Scores was changed in 1992.

The 135 total class size does not include the five students in the five-year program.
The statistics in Table 2.6 show that MCO has an adequate number of highly qualified Ohio residents and non-Ohio resident applicants to maintain our current class size and entering credentials.

Over the past five years, the medical school admissions office has implemented and maintained an admissions strategic plan to enhance the recruitment of highly qualified applicants. MCO participates in the Early Decision Program for Ohio residents only, and has developed a guaranteed Early Admissions Program with the University of Toledo and Bowling Green State University which admits highly qualified students into the Medical School after their third undergraduate year. These students earn their Bachelor's degree in absentia and are able to complete their B.S. and M.D. degrees in seven years.

MCO also has established a joint cooperative Bioengineering Pre-medical Program with the University of Toledo. The program attracts highly talented bioengineering students into the medical school at MCO. MCO recently implemented the MEDStart Program with four different undergraduate institutions. MEDStart is an early-admission undergraduate medical school program, which accepts students at the end of their junior year for matriculation after completion of their undergraduate work. They participate in a four-week summer program consisting of four case modules discussing topics such as coronary artery disease, breast cancer, diabetes, and strokes. The program takes place between the junior and senior years of the student's baccalaureate program.

As part of MCO recruiting efforts, a total of 11 presidential scholarships have been awarded since 1998 with four additional ones in the year 2000. The mean scores for this group of students were science grade point average, 3.86; total grade point average, 3.82; and Medical College Admission Test,
34.1. Students have to keep high standards of academic performance to maintain the scholarship through their academic years.

The Admissions Office also sponsors the Summer Medical Research Program, which is specifically geared toward undergraduates who are interested in medical school. There are 10 positions available each summer for a 10-week period of research or clinical preceptorship activities.

MCO also offers a combined M.D./Ph.D. program for students interested in careers as clinician scientists. A major recruitment tool for this program, which takes a minimum of seven years to complete, is to provide a full medical school tuition scholarship for up to two students per year. The Medical School tuition scholarship awards are reserved for the most highly qualified candidates. In addition, all M.D./Ph.D. students receive a doctoral fellowship award and tuition scholarships during the Ph.D. portion of their program.

Other recruitment strategies include the following:

- Meet with pre-medical advisors at "feeder" schools
- Meet with pre-medical clubs at "feeder" schools
- Bring pre-medical advisors to MCO campus for visits with overnight stays
- Hold regional receptions with MCO alumni and pre-medical students at selected Ohio sites
- Sponsor a summer program for pre-medical students at MCO (research and/or clinical volunteers)
- Enhance re-visitation program with accepted students
- Adjust the out-of-state interview requirements to equal the in state requirements

Once candidates for the School of Medicine are accepted, the MCO recruitment committee sponsors a re-visitation program that brings the
candidates back to campus to receive more detailed information from faculty and administrators. The Alumni Office also hosts receptions for the successful student applicants and their pre-medical advisors at selected Ohio sites. Through these efforts, MCO attracts applicants who are highly motivated toward medicine, have shown high academic achievement and capability, and have demonstrated qualities important to their future growth as physicians.

**School of Allied Health**

Enrollment in the School of Allied Health programs has remained relatively stable. Specifically, for the period 1991-2001, enrollment in the Department of Physical Therapy has been stable at 42 students per class. In fall 2000, enrollment was reduced from prior years reflecting in part the curriculum's transition to an entry-level Master’s curriculum (11 students matriculated in fall 2000 as part of the Physical Therapy class of 2002.) The Physician Assistant Studies program, which admitted its first class in 1996, has increased its number of students from 12 in 1996/1997 and 20 in 1998 to its current class size (fall 2000) of 26 students.

The Department of Physical Therapy and the Department of Occupational Therapy experienced significant decreases in applications in recent years. This is parallel to national trends that are influenced by a declining job market, increased length of education required for entry into the profession, and increased academic standards for entry into the programs. Applications to other programs have been steady or increasing, with pools sufficiently large to ensure that available spaces are filled with qualified students.

Specific recruitment and admission processes vary from program to program. All departments participate in job fairs and career days at local and regional high schools as well as the University of Toledo, Ohio Northern University, and Bowling Green State University. Other venues include departmental web sites as well as links to programs from the web sites of national organizations.
Each of the departments has an admissions committee that is responsible for establishing admission criteria, reviewing application materials, and making decisions about those who will be admitted. Specific criteria vary from department to department. Common to all are the grade point average criteria and letters of reference. Graduate Record Examination scores are required in all programs with the exception of Physical Therapy as students enter the professional program after three years of undergraduate studies. Some programs also require personal interviews, writing samples, and evidence of experience in the chosen field of study.

**School of Nursing**
The School of Nursing at MCO consists of both graduate level (Master of Science in Nursing) and undergraduate (Bachelor of Science in Nursing) programs for nursing students. The undergraduate program is a consortium program between MCO, Bowling Green State University, and the University of Toledo. Undergraduate students complete their junior and senior years of nursing courses at MCO and graduate from their respective universities. The missions of these universities were reviewed by the School of Nursing faculty in 1999 and are congruent and complementary to the mission of MCO. In addition to the main MCO campus, outreach campuses are located at Firelands College (branch of Bowling Green State University in Huron, Ohio) to the east; Lima, Ohio, to the south; and Archbold, Ohio, to the west. Presently, there are 309 undergraduate students enrolled in the Bachelor of Science program (basic and RN to BSN).

The admissions representative in the School of Nursing coordinates the recruitment efforts for both the undergraduate and graduate nursing programs. The admissions representative works closely with the faculty and college administrators to develop and implement recruitment activities. Faculty and administrators are encouraged to participate at all levels of the recruitment process including networking with prospective students at informational
meetings and being available to answer questions specific to an advanced practice or specialty area.

Strategies for the recruitment of graduate nursing students are always evolving. Most recently, the School of Nursing has committed time and resources to enhancing its web page. Prospective students can easily access information about the graduate curriculum, application process, and nursing faculty. The admissions representative works closely with the Office of Multicultural Affairs to develop strategies to increase student diversity. The graduate nursing program has experienced a slight increase in the number of culturally and ethnically diverse students; however, the overall number of enrolled students has declined. Efforts are underway to further refine and develop recruitment activities at the graduate level.

A strength of the nursing programs at MCO is the commitment of faculty to fostering student success. Faculty members are available for individual counseling and for assisting students in achieving their maximum potential at the graduate level. Faculty post regular office hours and all faculty and students share e-mail addresses.

A faculty member serves as the graduate advisor for all currently enrolled graduate nursing students. The advisor assists students with plans of study and provides guidance to students for achieving the MSN degree. The graduate advisor also meets with prospective students to assist in exploration of the graduate nursing programs. Both the undergraduate and graduate nursing programs were granted a 10-year national accreditation in 1999 through the Commission on Collegiate Nursing Education of the American Association of Colleges of Nursing.
Graduate School

In December of 1999, a committee was formed with the purpose of developing an enhanced recruiting program for MCO's three Ph.D. programs. Fifty-two colleges and universities in Ohio, southeast Michigan and eastern Indiana were targeted for recruiting visits by MCO Ph.D. faculty. Sixteen members of the Graduate School faculty participated in these efforts. The faculty made contact by phone or e-mail with the appropriate undergraduate science advisors at each institution and requested the opportunity to visit the school to present a seminar and recruiting materials about MCO and its Ph.D. programs. In the inaugural year of this program, sixteen schools had open dates to schedule a recruitment visitation from January through April 2000. With each visit, the MCO faculty member gave a half-hour slide presentation about the Ph.D. degree. Topics covered include what Ph.D. graduates do, where and what jobs are available, what the typical pay scale is for Ph.D. graduates, and specifics about MCO's three programs. In addition, the faculty member briefly discusses his/her research interests and provides pamphlets, booklets, and other "hard-copy" materials about Toledo, MCO, and the Ph.D. programs.

Generally, these presentations were very well received by the undergraduate students and their faculty advisors. Many expressed a new awareness of MCO and its Ph.D. programs. MCO received several applications from these schools to the Ph.D. programs for the year 2000 entering class, indicating that MCO's first concerted effort at recruiting for the Ph.D. programs was successful. Although the faculty recruitment effort was considered successful, it consumed a great deal of faculty time and would be difficult to maintain at a high level and with continuity. In December 2000, the Provost/Executive Vice President approved hiring a professional recruiter to recruit students for the Ph.D. and master degree programs. The recruiter will work in conjunction with the faculty of each of the programs. It is anticipated that the recruiter will be able to establish working relationships with undergraduate faculty advisors at
regional and other selected institutions. After arrangements are made by the recruiter, faculty will continue to participate by visiting campuses and giving presentations to prospective students.

The admission of all graduate students to the Graduate School of MCO is determined by the degree program committees of the Graduate School, taking under advisement the recommendation of the program specified by each applicant. An applicant can be accepted under one of the three classifications of graduate students; regular, conditional or provisional. Regular status students are those students who are approved for work toward graduate degrees in the Graduate School. Conditional status students are those who are admitted under certain conditions indicated below. All graduate hours accumulated while in this conditional status will count toward the degree. All admission requirements must be satisfied before the student can be changed to regular status. A student cannot become a candidate for a degree while in conditional status.

Students are admitted in conditional status for the following reasons:
• Student holds a bachelor's degree from a non-accredited institution.
• An applicant is in the process of receiving a bachelor's degree. An official transcript with the degree posted must be received prior to matriculation in classes.
• Student must complete prerequisite work and/or admission requirements.
• Student has less than 3.0 grade point average from the baccalaureate granting institution.
• The Degree Program Committee has reservations about the probability of the student's academic success.

Provisional status students are those who at the time of admission do not have all of the documentation necessary for admission (official transcripts from each institution of higher education attended, official transcript stating completion of
Bachelor's degree, original copies of TOEFL or Graduate Record Examination scores). Admission requirements must be completed during the first semester of attendance or the provisional student will not be allowed to enroll in classes the next semester.

Recruitment of Minority Students

MCO has implemented a recruitment plan to increase the number of minority students in its classes. The most intense focus has been on the recruitment and retention of African American and Hispanic students. Student recruitment has been subdivided into short- and long-term strategies. The short-term strategy consists of identifying and forming relationships with academic programs which have demonstrated the capacity to prepare minority students for medical schools. MCO regularly sends representatives to these programs to meet with prospective students and their faculty and staff.

The long-term strategy involves the pipeline concept. The basic goal is to establish programs that are available to targeted students at an early stage in their education. MCO has formed a consortium called the Bridge Group with Owens Community College, the University of Toledo, and Bowling Green State University. The Bridge Group has in turn developed partnerships with entities such as the Toledo and Lucas County Academy of Medicine and the Toledo, Findlay, Fostoria, and Lima Public School systems to develop these pipeline programs. Grant proposals have been submitted to the Health Profession Partnership Initiative sponsored by the Robert Wood Johnson Foundation and W. K. Kellogg Foundation. A second proposal was submitted to the GTE Focus Program for the recruitment and retention of minorities in science and mathematics.

MCO competes with both in-state and out-of-state institutions for the highly qualified minority students. The five-year curriculum program for disadvantaged students in the School of Medicine includes under-represented
minority students. The admissions office works closely with the Assistant Vice President for Multicultural Affairs, whose effort also is directed toward recruitment of minority students. Currently, the greatest challenge is the limited pool of qualified minority applicants for all MCO programs.

The Academic CD-ROM
An interactive academic CD-ROM has been developed to recruit students for all schools. The CD-ROM features an overview of academic programs, admissions requirements, and application forms from each school.

STUDENT SUPPORT SERVICES
MCO provides a full range of administrative services to its students. Many of these services have been greatly expanded since MCO's 1991 NCA Self-Study report.

Career Counseling
*School of Medicine* - The Office of Student Affairs is responsible for the oversight of career counseling for all medical students. Career counseling services begin at orientation the first year and are offered at appropriate times throughout a student's professional development in medical school as summarized in Table 2.7. The formal program for career counseling is marketed under the umbrella of the national MedCAREERS Program, which is sponsored by the Association of American Medical Colleges.

The MedCAREERS Program include a variety of workshops presented in each academic year, supplemented by regular small group discussions with an assigned MedCAREERS advisor, as well as one-on-one counseling sessions. Students can do the entire MedCAREERS Program on their own via the web. In addition, all members of the dean's staff serve as MedCAREERS advisors. The Associate Dean for Student Affairs has been appointed by the Association
<table>
<thead>
<tr>
<th>Overview</th>
<th>After the introduction of MedCAREERS by the AAMC, MCO adopted MedCAREERS as the formal career-advising program throughout the four years of medical school. MCO's MedCAREERS Program utilizes a combination of the MedCAREERS exercises and the Pathway Evaluation Program exercises, along with a series of our existing workshops.</th>
</tr>
</thead>
</table>
| 1<sup>st</sup> Year | • Orientation: Introduction to MedCAREERS Session, Financial Situation Session (2), Assignment to Dean's Staff Support Groups (MedCAREERS Advisors), White Coat Ceremony  
• Student Organization Fair (Specialty Clubs)  
• Non-Credit electives  
• Initial Phase 1: Self Assessment Session (Personal Career Assessment, Values (4a and b), Critical Factors (6))  
• Introduction to Primary Care Office Visits  
• MedCAREERS Summer Session (9) with MCO Summer Educational Opportunities Catalog  
• Volunteer experiences  
• Presentations at Specialty Club Meetings  
• Student Involvement Awards Ceremony |
| 2<sup>nd</sup> Years | • Phase 2: Summer Reflection Session on own, prompted by email (1)  
• Phase 2: Career Exploration Session (Specialty Profiles and Exercise, PreSearch, i.e., FRIEDA (2))  
• USMLE Step 1 Preparation Program  
• Tablos of USMLE Step 1 and 2 Scores by Specialty  
• Introduction to Clerkships |
| 3<sup>rd</sup> Years | • Student Clinician Ceremony  
• Initial Phase 3: Decision Making on own (Pre-and Post-Clerkship Evals  
• Personal Contacts  
• Second Opinions  
• Intro to 4th Year Clerkships & Phase 1 revisited (Skills, Interests, Environmental Factors & Practice Needs)  
• Residency Application Process Workshop  
• Begin Personal Statements and CV (ERAS application form) |
| 4<sup>th</sup> Years | • Phase 3: Decision-Making and Goal Setting  
• Phase Four: Implementation  
• NRMP and Step 2 Registration  
• Personal Statement Session with MedCAREERS Advisor(s)  
• ERAS Workshop and Application  
• Dean's Letter with MedCAREERS Advisor(s)  
• MedCAREERS Residency Interviewing & Preparation  
• Mock Interviews  
• Rank Order List Workshop |
of American Medical Colleges to a 3-year term on the national MedCAREERS Advisory Committee. She and the Residency Application Coordinator in the Office of Student Affairs serve as MCO's MedCAREERS liaisons to Association of American Medical Colleges, and provide training to the MedCAREERS advisors on the various MedCAREERS exercises.

One outcome measure of success in the career counseling services is the success of the MCO medical students in National Residency Matching Program. Several graphs summarizing the performance of MCO students in the National Residency Matching Program and other residency matches from 1995-2000 are attached as Appendix C. More than 70 percent of the graduating students in each of these years were successful in matching at one of their top three choices of programs.

**Graduate School** - Most career counseling is provided on a one-to-one basis between an advisor or other faculty and the student. In an effort to help the students expand their network of professional contacts, the different programs in the Graduate School sponsor seminars with invited speakers from different backgrounds (academia, industry, government) and arrange for them to meet with students during their visits. In addition, all graduate students are provided with travel funds to present their research and take advantage of placement services at national meetings. The Graduate School subscribes to Next Wave which is a web site by and for young scientists. It provides information on scientific training, career development, and the science job market. The Graduate School does not have a formal career-counseling center.

**School of Nursing** - The School of Nursing has a 40 percent position assigned to one full-time faculty member who provides academic advising for all graduate nursing students. This faculty member is available to students to guide them in forming a plan of study, assist in revisions of the plan of study, assist in the selection of a major advisor and academic advisory committee for
the student’s thesis or scholarly project, and advise on various academic concerns.

Final responsibility for evaluation of student perceptions of academic advising and career counseling rests with the Associate Dean of the Graduate Nursing Program. The graduate program in nursing completes several evaluative processes related to these student perceptions. An advisory board for the Family Nurse Practitioner Program meets regularly to offer input to the program. Upon completion of the graduate nursing program, the students are invited to participate in focus groups to discuss their education program.

School of Allied Health - Career counseling within the School of Allied Health is largely individualized between student and faculty at the present time. Each department maintains an active file of position postings. In addition, students are informed of, and encouraged to attend area, state, regional, and national professional meetings where career opportunities may be explored. Due to the decline in hiring associated with changes in clinical service reimbursement, job fairs are not held. This is most prominently seen in the occupational therapy and physical therapy profession. A School of Allied Health-wide event may be considered in the future as the employment climate improves in the local area and the region.

Academic Enrichment Center
The Academic Enrichment Center was established in the fall of 1997 as a support service available to students in all schools at MCO. The purpose of the Academic Enrichment Center is to help students at all levels of academic ability to reach and exceed their academic goals. The Academic Enrichment Center’s director provides most of the services and programs offered by the center. In some cases, the director oversees a service or program that is provided in conjunction with student tutors (peer-tutoring and supplemental
instruction) or with faculty members (USMLE Step 1 Preparation Program). The program/services provided in the Academic Enrichment Center include:

- Individual consultation (with students, as well as faculty and administrators with concerns about student performance)
- Peer-tutoring
- Supplemental Instruction
- USMLE Step 1 Preparation Course
- Study Management (formal course, seminars, and individual consultation)
- Time Management (seminars and individual consultation)
- Preparation for licensure and other standardized exams
- Scientific writing (individual consultation and group sessions)
- Academic support for students with disabilities
- Resource center with review books, practice exams, and other books on study management, stress management, etc.
- Job acquisition skills (resume writing, interviewing)

**Student Health Services**

Prior to the 1996-97 academic year, Student Health Services consisted of a part-time physician assistant and one office staff. Currently, Student Health Services is staffed by a part-time physician who serves as the medical director, a part-time physician who serves as Director of Women's Health, a full-time certified nurse practitioner, two part-time registered nurses, a part-time psychiatrist, a part-time counselor, and a full-time secretary. Student Health Services provides basic health care for all MCO students including urgent care, acute illness care, allergy injections, routine immunizations, physicals, well-woman care, and occupational exposure follow-up care. The services are offered without charging students or insurance companies.

Other health care benefits enjoyed by MCO students include a prescription benefit, reduced charges for dental services, reduced charges for vision care,
and the availability of a student health insurance plan that provides coverage for 100 percent of eligible services within a national preferred provider network. A student health advisory committee composed of faculty, students, and staff meets monthly to discuss policies and issues pertaining to the health care needs of MCO students.

**Student Counseling Services**

Professional counseling services are offered without charge to assist individual students with educational, social, and personal concerns that may interfere with academic performance and/or personal well being. To maximum confidentiality and objectivity, the student counseling service is provided by an outside independent counseling service. The counseling service is available on a part-time basis within the Student Health Services or students may choose to meet with the counselors at several off campus locations. Off campus appointments are available during regular working hours as well as selected evenings and crisis assistance is available 24 hours a day. The Associate Provost for Student Services serves as the primary MCO contact with the counseling service, and only basic utilization statistics are provided to MCO.

**Student Disability Services**

MCO has a Task Force to ensure compliance with the Americans with Disabilities Act. There are five coordinators, one of them is a student who oversees requests and compliance. In addition to considering requests, the student coordinator works with faculty and course directors, the Academic Enrichment Center, the Academic Test Center, and outside agencies to facilitate the provision of accommodations that are granted.
International Services

The Office of International Services, located in the Graduate School, is the institution's primary resource for its international population. The mission of the office is to provide the highest quality services to international students, scholars, their families, administrative staff, and faculty at MCO. The office is committed to providing counseling, advising, and programming in the areas of immigration and international admissions. The office assists international students and scholars and their families with immigration procedures as well as legal, social, and cultural adjustments.

Student Life

The Office of Student Life was established in 1996 to provide administrative support and oversight for the institution's student organizations and their activities. The office strives to foster the development of leadership skills and professionalism by empowering students from all four schools to enhance their academic experience through involvement in the various career specialty, community service, multicultural, and avocational organizations.

The Office of Student Life oversees the Student Life Advisory Committee which serves as an advisory group to the Director of Student Life and meets regularly to discuss issues related to student life and student organizations. It is responsible for the Student Organization Handbook, establishing and maintaining student organization policies, a leadership-training seminar for all students and advisors, and a yearly Student Recognition Ceremony honoring all the outstanding student leaders and organizations. The Committee includes a staff/faculty member and student representative from each of the four schools.

In addition the office serves in an advisory capacity to recognized student organizations form all four schools including assisting with activities/programs, expenditures, and budget preparation. The office maintains records for each
student organization, including constitutions, by-laws, rosters, and minutes as well as maintaining the MCO Academic Calendar listing all student organization events. The office sponsors or co-sponsors special campus-wide student-organized events such as the Student Organization Fair, Into the Streets Community Project, residency fairs, an annual talent show, National Primary Care Week, Breast Cancer Awareness Week, and the Students for Medical Missions Annual Symposium.

The Office of Student Life conducted an extensive survey in the Spring of 2000. The evaluation revealed the following survey results:

- 85% of the students surveyed felt that the staff in the Office of Student Life are friendly, helpful and available to students;
- 79% of the student body attended the Student Organization Fair and more than half of them registered to become members of an organization;
- 65% of students indicated that the welcome luncheon were a determining factor in their becoming a member of an organization.
- According to the survey 65% of the students did not know about the Student Life Advisory Committee and its purpose, and
- 55% of students surveyed felt a need for a visible location on campus to display awards and plaques presented to organizations.

As a result of the survey, the Office of Student Life has secured a permanent place to display the plaques. In addition, all organizations have been asked to review their mission statements and determine the purpose of their organizations. The Student Life Advisory Committee has taken an initiative to promote responsible leadership by developing a complete student handbook, incorporating MCO policies and responsibilities of officers, etc. They are also in the process of redefining the purpose of the Student Life Advisory Committee as well as a mission statement. As a result of the survey, the Office of Student Life is working with administration and the student body to
improve the attendance at organizational events and to promote more academic/educational events that will be attended by the entire student body.

Financial Aid
MCO and the MCO Foundation provide scholarship and fellowship support to recruit and retain highly qualified students in all of the schools. For the 1998-99 year, medical students received $762,974 in non-loan funds that increased for the 1999-2000 year to $1,030,301, of which $231,307 was awarded as full tuition and fees presidential scholarships to 15 medical students. Numerous tuition scholarships are available for Master's students, and all Ph.D. students are supported by stipends and tuition scholarships.

In addition to scholarships, students at MCO receive financial support through loan, grant, scholarship, and work-study programs funded by the federal government, the state of Ohio, outside sources, and the institution. Emergency loans are available for all degree seeking MCO students to provide funds for short-term needs. Information about the financial aid programs and process is sent to all students who have been accepted into a degree program at MCO so that they can begin the financial aid process before they matriculate.

The Student Financial Aid Office provides a number of services to the student body, including financial aid application processing, loan counseling, entrance and exit interviews for loan borrowers, administration of federal work-study program, and debt management.

Graduate Student Stipend/Fellowships and Tuition Scholarships
Student research is supported by many financial resources and by the excellent guidance and person-to person interaction between students and
their faculty advisors. Student research is supported directly through stipends, fellowships and scholarships, and indirectly through the availability of equipment and supply funds in the laboratories where research is being conducted. As outlined in the Bulletin and Handbook of the Graduate School, Ph.D. students receive a full tuition scholarship in addition to $16,500 per year stipend. In the first year of graduate studies, the Graduate School pays the full stipend amount. In the subsequent second, third and fourth years, the Graduate School pays 55.56 percent and the department pays 44.44 percent per biweekly pay. The department’s portion is largely covered from the grant funds of the individual faculty members with whom the student is conducting his/her research thesis.

For students in the Master of Science in Biomedical Sciences Research Track, a number of tuition scholarships are available for students entering with a grade point average of 3.0 and higher and with a total graduate Record Examination score of 1600 or higher. A stipend of $9,000 may be offered to second-year Master of Science in Biomedical Sciences students. This support is shared between the Graduate School and individual faculty advisors on a 50/50 basis. Students entering the Master of Science in Biomedical Sciences graduate program with a grade point average of 3.5 or higher receive a tuition scholarship and a stipend of $9,000 per year from the beginning of their graduate studies at MCO. The Graduate School financial support to Ph.D. and MSBS students amounted to $1,126,713 in tuition scholarship and $773,483 in stipend support for the 1999-2000 academic year.

The Graduate School will provide $172,000 support for tuition scholarship and assistantships for Master’s students in the Schools of Allied Health and Nursing for the 2000-2001 academic year. These scholarships are awarded on a competitive basis. The Graduate School also will provide $6,000 for student research support to students in these two schools.
Registrar's Office

The Registrar's Office maintains official student records, coordinates the registration process, collects and maintains student grades, conducts degree audits, coordinates room scheduling, and certifies enrollment for all students enrolled at MCO.

The Office of the Registrar prepares transcripts based on course completion validated by faculty. Students may not graduate until all course requirements are completed and documented by the Registrar. MCO diplomas are kept secured in the Registrar’s Office. The Registrar is a member of the American Association of College Registrars and Admissions Officers. As a result of his active involvement in the organization, he noted that Independent Study courses are listed on MCO transcripts without any specific course title. Using the American Association of College Registrars and Admissions Officers' Guidelines for Transcripts, the Registrar is initiating a new policy in the fall 2001 that provides for a course title for independent study on the official transcript. This change may require a subsequent change in reporting forms, but will add clarity to the student record. For example, a student may take three Independent study courses that concentrate on advanced genetics research, genetics in bioengineering, and a specific research project in this content area that will be documented on the transcript and demonstrate a focused study. This documentation may be helpful to an employer or to a doctoral or post-doctoral program admissions committee.

Recreational Services

The Henry L. Morse Physical Health Research Center at MCO provides faculty, staff, and students with contemporary fitness facilities and comprehensive health promotion programs. The Morse Center offers many amenities, including an indoor track, basketball and racquetball courts, weight lifting equipment, exercise bikes, and the use of the swimming pool and the tennis courts at the Hilton Hotel.
Food Services

The Mulford Garden Café is the cafeteria that is most frequently used by students and faculty. It is open Monday through Friday for the lunch hours and for special events. During the off hours, the dining room area is used for many various student activities. It has a seating capacity of 225 people. The café also has a private conference room that seats 16 people and is booked through the catering office. Another eating facility on campus is the hospital cafeteria. The hospital cafeteria has been recently updated. Modestly priced hot meals are served in both facilities.

Lounes

Lounes exist on campus to provide students with both leisure and study space. The lounes and their amenities are:
- Bryan Lounge in Mulford Annex: television, couches, computers;
- Mulford Library Lounge: two ping-pong tables, pool table, chairs, television, and two computer work stations;
- Serenity Room located on the first floor of the Health Education building;
- Health Education Student Lounge: microwave, refrigerator, couches;
- Health Education Computer Lounge: eight computer work stations;
- Health Education Student Resource Room: 4 computer workstations, copier, stamp machine, public telephone;
- On-Call rooms;
- Collier Basement lounge: tables, chairs, microwaves, refrigerator, vending machine;
- Collier 2nd, 3rd, and 4th floor lounes; and,
- Collier 2nd and 3rd floor computer work stations
- Block Health Science Building 2nd floor: Graduate Student/Staff Lunch Room
- Block Health Science Building 4th floor: Graduate Student Lounge
Security

MCO has a Safety and Health Committee that meets monthly to identify, assess, and resolve safety issues, problems and concerns from across the campus. The committee deals with safety issues including concerns and problems in buildings and parking lots that students, faculty, and staff utilize every day. The actions and action plans of the committee are one component of the institutional safety program that provides students with a safe and healthy environment. The latest Consortium for Higher Education Campus Crime Research report stated that MCO is one of the safest campuses in the United States. Table 2.8 shows the number of incidents of each crime category that took place on the campus of MCO.

MCO's Police Department is located on the ground floor of the Mulford Library building. It is open 24 hours a day and is staffed with sworn police officers, security officers and dispatchers. The Police Department assists students with motorist problems such as unlocks, jump starts, out of gas or escort services. It also conducts crime prevention classes throughout the year. Notices are posted to give students ample time to attend these classes.

Table 2.8  MCO Crime Statistics

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<tr>
<td>Aggravated Assault</td>
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<td>4</td>
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<td>80</td>
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<td>52</td>
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<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Rape</td>
<td>0</td>
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<tr>
<td>Robbery</td>
<td>0</td>
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<td>Drug Abuse Violation</td>
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<td>Weapons Violation</td>
<td>0</td>
<td>0</td>
<td>0</td>
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98
Also, the department teaches rape aggression defense, a program that is open to females 16 years of age and older. This comprehensive, 12-hour self-defense course teaches women how to defend themselves against an aggressive attacker.

During orientation week, students receive a short safety orientation. A safe and healthy environment is maintained through the safety orientation process for employees working in areas, departments and buildings where students attend classes, eat their meals, and study. The safety orientation process for employees makes the environment safer for all persons, including students.

**Orientation**

Both the Graduate School and the School of Medicine hold an annual mandatory orientation for incoming students in August of each year. Graduate School orientation is held on the Friday before classes start. The Graduate School orientation provides the students with basic information on registration and student services and presents students with the Bulletin and Handbook of the Graduate Student. There is a welcoming picnic at noon, and the students complete their registration in the afternoon.

All graduate students in the School of Allied Health are required to participate in the Graduate School orientation. In addition, each department holds an individual orientation program, either in July or August, tailored to address issues specific to their departments. The Dean and/or Associate Dean of the School of Allied Health are available and participate in these programs.

The graduate program of the School of Nursing holds an orientation forum to aid incoming students in registering for the upcoming semester and in formulation of a plan of study. Both the academic advisors and Associate Dean of the School of Nursing graduate program are present during the orientation to assist students and deal with other issues related to beginning
their program of graduate nursing studies. A welcome back picnic supper is held during the first week of classes for all undergraduate students, graduate students, and faculty of the School of Nursing. This event facilitates student and faculty interaction on an informal basis.

The School of Medicine orientation spans three days during the week prior to the start of the fall semester. Additional orientation sessions are held at critical transitions in the Medical School curriculum. Prior to beginning the third year clinical curriculum, second year medical students attend a two-hour long mandatory introduction session to clerkships. During this session, students get acquainted with the third year curriculum, the goals and objectives of each required clerkship, the policies that are particularly relevant to the clerkship years, and the process of registering for clerkships. On their first day of required clerkships, starting in July of their third year, all students attend one day long orientation to clerkships, which covers a variety of topics including universal precautions, expectations and responsibilities of medical students in clinical settings, medical-legal issues in healthcare, etc. Also, each clerkship holds a one to three day long orientation and didactics prior to the students starting their clinical duties. Medical students also are provided an introduction to fourth year clerkships in February of their third year. During this mandatory three-hour session, students are informed about the requirements for the fourth year and graduation, and are acquainted with the vast selection of electives available in their fourth year.

PHYSICAL RESOURCES AND PLANT

Physical Evolution
At MCO, campus planning and architectural design are recognized as integral components of the overall building planning process which is driven by the academic mission and priorities of the institution. Since its establishment in 1964, a number of key decisions have determined the nature of the MCO campus. These decisions have been reflected in a series of campus master
plans, the first of which was prepared in the late 1960s and most recently updated in 1995. Many individuals who are part of the MCO family as patients, visitors, students, faculty, and staff, participate daily in the mission and activities that represent MCO. Consequently, the physical setting created by the MCO campus and its facilities must accommodate people with different purposes. For patients, the campus and facilities must be convenient and welcoming. For students, the campus and facilities must be inspiring, functional, and collegial. For researchers and other faculty and staff, the campus and facilities must be functional, flexible, collegial, and supportive of work tasks. MCO is mandated by its Board of Trustees to maintain innovative teaching classrooms, flexible and up-to-date research space, attractive and functional space, as well as carefully crafted indoor and outdoor space that meets the social and intellectual needs of the MCO community.

The Campus
Development of the MCO campus has historically been guided by key organizing principles in the relationship of buildings, streets, parking, and outdoor spaces. The physical configuration of buildings on the MCO campus provides for individual but linked buildings at the core, and stand-alone buildings at the periphery of the core. The webbed nature of building space at the core provides for convenient movement of personnel and material within the core, general flexibility regarding space use and assignment, and shared open space at the heart of the core. Each building within the core, although sharing pedestrian linkages and support activities, has a dominant function or identity.

The MCO campus was originally designed by the late internationally renowned architect, Minoru Yamasaki. The 400-acre main campus is located in a residential area of south Toledo. There are 10 buildings on the main campus and 7 other buildings owned by MCO and located in the surrounding community. MCO operates three hospitals on its campus: MCO Hospital, the
Lenore W. and Marvin S. Kobaeker Center (a child and adolescent psychiatric hospital), and the MCO/Mercy Rehabilitation Hospital at the Coghlin Pavilion.

**Physical Resources**

The Director of the Facilities Maintenance Department and the facilities management staff prepare annually, a comprehensive facilities condition analysis report. This report provides a detailed audit of the condition of all MCO buildings. The report then is presented to the President and to the Board of Trustees for approval.

The physical resources of MCO are summarized as follows:

- **Medical College of Ohio Hospital**
  A 339,663 square foot, seven story building constructed in 1979. The MCO Hospital is an acute care teaching hospital with clinical settings providing both inpatient and outpatient services.

- **Paul Block, Jr. Health Science Building**
  A 138,200 square foot, four-story facility that was constructed in 1970, this facility is used primarily for research and teaching laboratories, general office space, and seminar rooms. The ground floor mechanical space houses two absorption cooling systems and one centrifugal chiller that provides chilled water to five buildings on campus.

- **Health Education Building**
  A 199,300 square foot, two-story building constructed in 1973, the Health Education building is used primarily for laboratory research and classroom teaching in the field of medicine. Animal medicine and electron microscope laboratories, facilities maintenance, pathology, and microbiology are all primary tenants. Additionally, this building houses two large lecture halls each seating 190, two seminar rooms each seating 80, eight laboratory discussion
rooms each seating 15, faculty offices for numerous departments and the animal research facility.

- Ida Marie Dowling Hall
  This building is in the center of campus and is a 229,231 square foot facility that was built in 1978. The three-story facility provides support services for hospital out-patient services, data services, computer room and offices. The first floor houses the MCO/Mercy Rehabilitation Hospital at the Coghlin Pavilion. The second floor is clinical faculty offices. The third floor houses the Morse Center, a complete exercise facility for students and employees.

- Richard D. Ruppert Health Center
  A 103,423 square foot facility that was constructed in 1988, the building houses outpatient clinics and department office space. The building houses psychiatry, neurology, obstetrics-gynecology, medicine clinics and offices, the MCO Fertility Center, the MCO Cancer Institute, and the Clinical Skills Center.

- Eleanor N. Dana Conference Center
  This is a modern facility used for meetings, academic functions and community events. The Dana Conference Center opened in June 1983. It is connected to the main campus by an underground tunnel and outside walkways and also is connected through a corridor to the Hilton Hotel. The Dana Conference Center is wired for a wide variety of audiovisual equipment and services. This includes a 400-seat auditorium with a 10’ x 20’ screen and projection booth with high intensity slide projectors and LCD video projection. The MCO Academic Test Center is located on the first floor, with additional space on the second floor. The second floor also has a cluster of smaller conference rooms.
• Raymon H. Mulford Library Building
This building, opened and dedicated in 1973, is a six-story 136,869 square foot facility that houses the library, executive offices, student services, and student cafeteria. The cantilever design has won many architectural and structural awards. Among the occupants on the ground floor are the 225 seat Mulford Garden Café, a student activity center, and campus police. On the first floor are a student lounge, School of Medicine admissions office, office of student life, student financial aid, the registrar's office, the academic enrichment center, and Graduate School offices. The second and third floors are occupied by college administration. The library is located on the fourth, fifth and sixth floors. The portable unit located just outside the building, houses the office of student affairs and student services.

• Lenore W. and Marvin S. Kobacker Center
The Kobacker Center was opened in 1983 and is a 43,878 square foot psychiatric facility that provides child and adolescent psychiatric care. It includes a child and adolescent psychiatric hospital, school and activity areas, academic offices and outpatient treatment facilities.

• Howard L. Collier Nursing & Allied Health Building
The Howard L. Collier building was opened in the fall of 1996. The ground floor of the four-story, 89,543 square foot building houses clinical classroom laboratories and support space. The second floor is divided into various sized lecture halls and seminar rooms. The third floor houses small to medium lecture and seminar rooms. The third and fourth floors also house offices and support space for the schools of Nursing and Allied Health. All classrooms in the Collier building include technology to support instruction.
• Facilities Support Building
The Facilities Support Building, is an 18,120 square foot freestanding facility, and is used for facilities fleet repair, storage of the buildings and grounds exterior equipment, and for providing safe storage for hazardous materials.

Recent and Current Campus Renovations
MCO Hospital recently completed a renovation to the surgical suites and recovery room. The project consisted of constructing two new operating rooms and expanding the recovery room space. The adjoining clinic space was renovated and a new surgical intensive care unit and surgical waiting rooms were constructed.

The second floor of the Dowling Hall building was renovated to accommodate clinical faculty offices. The space was designed to bring all the surgical activities together along with other hospital departments to share common space, lecture and conference rooms. Academic lecture rooms and staff offices are also conveniently designed into this area.

The existing MCO Hospital Emergency Department will be expanded from 5,300 square feet to 12,900 square feet. The project, which is underway, is programmed to be an 8,000 square foot one story plus basement addition, with interior renovation of the existing space. The new ground floor will have a dedicated entrance for ambulances and stretcher-borne patients. A separate, dedicated entrance for walking emergency patients and visitors to the Emergency Department will remain in its existing location. The Emergency Department will consist of two trauma rooms, ten emergency treatment rooms, three fast-track rooms, and four resident work-up rooms. The Emergency Department Program includes academic facilities, including a conference/classroom.
ACADEMIC RESOURCES

Raymon H. Mulford Library

The Mulford Library continues its evolution as an electronic learning resource center and active participant in the education process. These initiatives were conceived in 1992 and were articulated in the Library's 1995 strategic plan. Plans call for additional computerization, a transition to digitized research and learning resources, collaboration by librarians in curriculum development and teaching, and establishment of a presence in the community of health professionals in northwest Ohio. The library is located on the fourth, fifth, and the sixth (mezzanine) floors of the Mulford Library Building. It is open 110 hours per week during the academic year, compared to a national average of 98.5 hours. Extended open hours are offered during exam times. The Academic Resources/2000 Survey showed that 88 percent of the faculty and 84 percent of the students rated the library hours excellent or good. Library services include reference assistance, instruction and orientation programs, interlibrary loaning, and library support for students in distance education programs.

The Mulford Library is a founding member of OhioLINK, Ohio's online library system for higher education. The MCO library director is a permanent member of its library advisory committee, on which he represents Ohio's seven medical schools. Through OhioLINK, the Mulford Library has access to over seven million books in 76 state-supported and private university and college libraries. Items may be requested directly by MCO users via computer from campus or home. A statewide transport system delivers items to the library in 24-36 hours from anywhere in Ohio. Faculty and students have walk-in circulation privileges at 113 OhioLINK locations. Through OhioLINK, the library provides access to over 50 knowledge and bibliographic databases in biomedical and non-biomedical areas, including MEDLINE, CINAHL, BioethicsLine, and HealthStar, Biological Abstracts, PsycINFO, Science Citation Index and others. Faculty members and students have access from
home or remote locations. The library enriches its local resources by subscriptions to licensed knowledge bases containing full-text medical books, selected journals, and reference materials that are oriented toward students and residents.

The library collection is comprised of 36,486 monographs, 252 audiovisuals, and 108,408 bound journal volumes. Of the 1,435 journal subscriptions, 759 (55 percent) are available in electronic format (37 percent being unique.) Faculty and students may access 539 of them from home or other remote locations. Although the total number of unique journals is high, the titles available are not representative of the broad spectrum of MCO's programs. Survey responses showed that 8.2 percent of students consider the journal collection as unsatisfactory. Among faculty members, the rate of unsatisfactory responses was 18.3 percent.

However, in June of 2000, the Mulford Library expanded its online catalog to include the holdings of St. Vincent Mercy Medical Center's library and the Mercy College library. Their inclusion is the result of an effort by the Mulford Library to create a local health library consortium. This provides MCO with access to clinically oriented medical, nursing and allied health resources that are not available on campus. A local courier system delivers materials to and from consortium libraries.

In addition to local resource sharing, the consortium supports outreach services to health professionals and public health departments in northwest Ohio under the leadership of the Mulford Library. The project, "Health Information Network for NW Ohio," is funded by the National Library of Medicine.
The online textbooks and other materials these products provide have proven very useful for medical students, especially those in the "problem-based learning" phase of integrative pathophysiology.

In September 2000, the library added the electronic version of Scientific American Medicine to its collection. It is updated monthly and is accessible via the web. It is a comprehensive resource covering all fifteen subspecialties of internal medicine with references to primary literature.

The library is active in community outreach, and has obtained over $250,000 in grants to establish three programs serving health professionals in 20 counties.

The Library Committee composition represents all MCO schools, and includes students. It meets regularly throughout the year and reports to the Provost.

Classrooms
MCO maintains a large number of lecture halls, intermediate-size classrooms, and small conference rooms dedicated to medical and graduate education. Recently, MCO's four largest lecture halls, located in the Health Education Building, were extensively renovated to facilitate teaching with technology. Larger screens were added, new audio systems installed, and new, easier to use control systems were added. Most of the smaller classrooms and conference rooms also are well equipped for video and computer presentations. Electrical plugs were added for students to bring lab top computers.

MCO's strong commitment to teaching with technology is most apparent in the new Collier Building, where all classrooms were designed expressly for technology-mediated teaching.
Major conference facilities are located on campus in the Dana Continuing Education Center and at the Toledo Hilton Hotel. These are available for convocation and commencement activities, sponsored scientific meetings and conferences, and departmental social functions.

**Teaching Laboratories**

Teaching laboratories are found mainly in the Block Health Science Building, the Health Education Building, and the Collier Building.

The gross anatomy laboratory in the basement of the Block Health Science Building occupies a space of approximately 4,000 square feet. Users include students from the four MCO schools. The lab typically houses 55-60 cadaver tables that are used by as many as 200 students at any given time. Space and lighting are adequate, though they can be improved. Additional space can be used to accommodate the installation of computers that will be used in conjunction with the traditional gross anatomical dissection.

The CD-ROM, Anatomy Revealed, is a series of educational programs that enables users to learn and review human anatomy. Through a unique process, transparent images of anatomical structures are layered behind each other, creating a three-dimensional picture that allows individuals to view the relationships among structures. Six anatomical regions – the head, neck, thorax, abdomen, pelvis and extremities – are featured.

The Learning Resource Center Laboratory has an eight-bed skill laboratory, two examining rooms, a computer, audio-visual, and nurse-practitioner/physician assistant laboratories. These laboratories are designed to simulate a clinical setting and facilitate training in clinical assessment skills. The Learning Resource Center has an extensive inventory of equipment used for instructional purposes.
The Department of Occupational Therapy has three rooms in the Collier Building that are a combination of classrooms and teaching labs. One room contains a mock kitchen and a Murphy bed and is used for teaching students how to modify the environment for individuals with disabilities as well as how to use assisting devices for daily tasks.

The Movement Analysis Laboratory occupies 1,631 square feet in the basement of the Collier Building. There are eight individual laboratory areas that are available for large projects or that can be used as one large laboratory. The space currently houses the isokinetic dynamometer, a treadmill, a bicycle ergometer, four 3-D and the 2-D motional analysis cameras, the Noraxon EMG system and the computers to run these systems.

The Academic Resources/2000 Survey showed high ratings (above 80 percent) among both students and faculty for availability and adequacy of educational laboratories.

**The Center for Creative Instruction**

Supporting MCO's vision "to become a recognized leader in health care education," the Center for Creative Instruction is dedicated to developing innovative applications to support teaching and learning. The Center for Creative Instruction programmers and medical illustrators are using the most current technology to enhance their art and expand existing knowledge. Formed in early 1993, the Center for Creative Instruction has assisted the faculty, staff and students to develop and use state-of-the-art technology to foster learning. The Center for Creative Instruction also develops and maintains MCO's web site. The Center creates projects using a team approach where faculty experts along with software engineers and multimedia designers collaborate to create applications for learning. The technology being developed is used to supplement and enrich classroom activities,
allowing faculty and students greater opportunity to apply what students are learning to real-life health care situations.

The Center for Creative Instruction's projects include one to understand muscle physiology from exercise to the biochemistry of contraction (Muscle Alive); experience what it is like to be a senior citizen with vision and hearing loss (SHARE); fly down a coronary artery: learn how to detect a gait problem (Observational Gait Analysis); and, learn anatomy in an exciting new manner (Anatomy Revealed.) The Anatomy Revealed project has won the Curriculum Innovation Award from the Association of American Medical Colleges as well as the New Media Invision Awards.

The Academic Intranet

The Center for Creative Instruction also developed the software for and continues to support the MCO Academic Intranet. The Academic Intranet allows MCO students and faculty access to learning.

In 1998, MCO successfully initiated and implemented an Academic Intranet with funding from an $728,146 Ohio Board of Regents technology grant. The MCO Academic Intranet provides learners web access to course materials, handouts, calendars, newsgroups, and online presentations. On-line learning and asynchronous learning have been very well received by MCO faculty and students. MCO faculty members have created and published more than 1,200 presentations on the Academic Intranet to supplement traditional teaching methods. In this new era of education, with many of our adult students having families and jobs, the Intranet provides asynchronous education at the click of a mouse.

In order to support learning anytime, anywhere, 40 student computers were purchased and set up in the Mulford Library, another 40 computers were distributed across the campus in student areas and 15 very high-end
computers with large monitors were installed in the Computer Learning Resource Center to support applications and learning activities requiring high resolution. To enable faculty members to produce presentations for the Academic Intranet, computers were distributed to 137 participating faculty members. In addition, five "high end" computers for faculty were placed in the Instructional Resources Center, which also provides other equipment such as scanners, cameras, printers, software and technical assistance. MCO also has a bank of 144 modems available for dial-in access to the Internet for students, staff, and faculty.

Instruction for faculty members who wish to learn how to create and publish content to the Academic Intranet is available at the Instructional Support Center. In addition, the Office of Faculty Development offers brown bag seminars for faculty members who desire more information about technology for teaching and learning.

All students at MCO are introduced to the Academic Intranet during orientation and are issued a password by information systems to allow them access. They also are given a CD-ROM for their home computers to gain free access to the web (Remote Access).

An academic resources survey was conducted in the year 2000. The survey results indicated that the majority of students and faculty members were satisfied with the MCO computer technology to support learning. When asked to rate the availability of computer stations outside the library, 67 percent of the students and 76 percent of the faculty reported excellent or good. When asked to rate the adequacy of computer applications to assist instruction, 81 percent of the students and 74 percent of the faculty reported excellent or good. When asked to rate the availability of computer applications to assist instruction 81 percent of the students and 75 percent of the faculty reported excellent or good.
At the time of the survey, there was a problem with the dial-in access (Remote Access), which was mirrored in the survey results in which a number of students and faculty found dial-in access and Information Systems Computer Help Desk unsatisfactory. Information Systems, however, acknowledged the problems with the remote access and the Help Desk. The issues with remote access are complex. In order to identify remote access issues, a multi-disciplinary task force has been formed. The Remote Access Task Force will review and identify issues; and make a recommendation to the Information Technology Strategic Advisory Committee. During the initial meetings with the task force and other campus groups, it became apparent that a primary issue is the lack of knowledge regarding remote access configuration. Information Systems will be providing regularly scheduled educational forums for network connectivity including remote access and electronic mail. The information share forums started the summer of 2000 and will continue throughout academic Year 2000-2001.

Members from the Information Systems Department met with various campus groups and reviewed the Academic Resources/2000 survey comments. One of the major concerns regarding the Computer Help Desk was the limited hours of its availability. Previously, the Help Desk was open Monday through Friday from 8:30 a.m. until 5:00 p.m. As a result of this review, the Help Desk is now open 24 hours a day, 7 days a week. The new Help Desk hours will be monitored and an assessment will be made as to the usefulness of these extended hours.

Educational Technology Services
According to the 1999 National Survey of Information Technology in Higher Education, "assisting faculty efforts to integrate technology into instruction remains the single most important information technology challenge confronting American colleges and universities." Providing adequate user
support for faculty and students also remains the second most important issue.

To directly address these challenges at MCO, the Raymon H. Mulford Library created an Educational Technology Services Division during the summer of 1998. The division brought together several previously independent instructional support areas: student computing, photography, graphics, and media/classroom support services. Although student computing was already located in the Computer Learning Resource Center within the Mulford Library, a new facility, the Instructional Support Center, was established in the basement of the Mulford Library building to centralize the remaining instructional and classroom related support areas.

**Computer Learning Resource Center**

The Computer Learning Resource Center was created 14 years ago when MCO was among a handful of pioneering medical colleges to have a dedicated student computer center and to offer training in medical informatics. The primary focus of the Computer Learning Resource Center was, and continues to be, providing information technology resources and the assistance that students need to increase the effectiveness of their research and learning.

Over the past 14 years, the Computer Learning Resource Center has nearly tripled in size and currently consists of a 1600 square foot lab housing 35 networked computer workstations. This growth is a direct reflection of the increasingly important role that information technology plays in teaching and learning in the health care sciences. Additional equipment consists of laser printers, graphic scanners, and slide making equipment. Software available in the Computer Learning Resource Center includes standard office productivity software, scientific analysis and graphing software, graphic illustration and photo-manipulation software, as well as a number of in-house and
commercially developed computerized healthcare learning packages. Providing students with access to campus e-mail, the Internet, and MCO's campus Academic Intranet also are essential functions served by the Computer Learning Resource Center.

The Computer Learning Resource Center also houses a 525 square-foot, 10-workstation, training facility equipped with a high-resolution video projection system. The library and the Computer Learning Resource Center staff, as well as other campus groups, use this facility to provide hands-on training classes for MCO's students, faculty, and staff. According to the Academic Resources/2000 survey, over 70 percent rated the adequacy of the Computer Learning Resource Center's hours as either good or excellent while only 5.3 percent rated it as poor. The small number of students and faculty (5.3 percent) who rated the Computer Learning Resource Center hours as poor, want the office to extend its open hours to match those of the Library. The Computer Learning Resource Center is currently open 98.5 hours per week (14.5 hours on weekdays and 13 hours on weekends.) The adequacy of the center's computer workstations was rated highly (over 75 percent good or excellent) and may be derived in part from having the majority of computers replaced in the summer of 1998. An additional ten computers were replaced during the 1999-2000 fiscal year in an ongoing effort to maintain state-of-the-art equipment and implement a three to four year replacement cycle.

Instructional Support Center

Services and resources offered in the Instruction Support Center include:

**Photographic Services** - Includes custom photography for teaching, research, and clinical purposes, using either traditional film-based equipment or new high-resolution digital imaging and printing equipment. Additional services include black and white custom printing, slide duplication, portraiture, electronic image manipulation, and 35mm slide imaging and processing. The
Instructional Support Center houses a complete photographic studio and two darkrooms.

**Graphic Design Services** - Includes graphic design and medical illustration for both instructional and professional presentations. Production assistance is available for all media presentation including slides, overheads, handouts, posters, and electronic presentations. The newest addition to the Instructional Support Center's electronic imaging equipment is a large format ink-jet printer capable of producing posters up to six feet in width by virtually any length. Other equipment includes a photo realistic dye sublimation printer, high-resolution graphic scanners and 35mm slide imaging equipment.

**Video Production Services** - Includes complete video production services using state-of-the-art digital recording and non-linear video editing equipment. A video/audio-recording studio also is available and is located adjacent to the Instructional Support Center.

**Classroom/Media Services** - Includes audiovisual support for all classrooms and meeting rooms, conference presentation support, classroom video and audio system specification and installation, consultation on departmental equipment purchases, distance learning support, video and audio equipment repair, and video satellite conferencing.

**Instructional Graphics Work Area for the Faculty** - This area is equipped with high-end graphic workstations and scanning equipment. Assistance is available for those faculty members wishing to learn more about working with digital imaging. Access to a variety of digital imaging manipulation software and tools also are offered.
As faculty members begin to more fully utilize the projection systems within the classroom to display a variety of medically related images, there will be a need to increase the number of XGA resolution projectors.

**Bookstore**

The MCO bookstore provides required and supplemental textbooks, licensure review books and faculty-authored books. Assorted ancillary items such as clothing, gift items, greeting cards, newspapers (both local and out of town), candy, snacks, and drinks, also are available at the bookstore. In addition, the bookstore processes orders for internal departments, faculty and staff and outside customers and has access to over 70,000 titles from more than 3,500 publishers. Special orders are welcome and shipping also is offered to customers. The bookstore maintains a web site from which there is an online bookstore link; books may be ordered and shipped via this site. The web site is also a source of store-related information and products.

Scholarships in the form of gift certificates to the MCO bookstore are given out annually to students from all schools within the college.

Academic regalia, rental and custom styles, are obtained annually by the bookstore. The store director serves on the college's graduation committee. The bookstore has been a member of the National Association of College Stores for over 20 years.

**Academic Test Center**

The Academic Test Center was developed in 1999 with its first examinations administered in May of that year. The Center currently provides medical students and residents with the facility and the competent staff to administer the United States Medical Licensure Examination for Step 1, 2, and 3. MCO’s test center is the only test center for medical school board exams in northwest Ohio. MCO is the only medical school in the state of Ohio that has this
available on its premises and is among only seven other such medical schools nation-wide.

**Clinical Skills Center**

In early May 2000, a dedicated space was identified for the development of a Clinical Skills Center, which will be used by the students in the Schools of Medicine, Allied Health and Nursing. This space includes a facility for 15 to 17 examination rooms, a small conference room and a large conference room as well as an office, storeroom, and reception area. It is anticipated that the space will house the Standardized Patient Program as well as a new program called Standardized Patient Instructors. This space will broaden the availability for clinical skills training and assessment for all of the clinical students on campus. It is anticipated that all students will have an opportunity to use this space, both during scheduled times and also at times when the student independently schedules their own practice of clinical skills. The Standardized Patient Program and Standardized Patient Instructors Program will provide a level of support for the faculty in educating students about fundamental and advanced clinical skills. It is hoped in the future that this site will be utilized by the National Board of Medical Examiners as a pilot site for the new Step 2B examination and also for the Step 2B examination as it phases in as a part of the licensing process for physicians in the United States.

**MCO-Mercy Creative Education Center**

The MCO Board of Trustees approved in May 2000 the construction of a 36,000 square foot Creative Education Center. The three-story building will be at the east end of the campus and connected to the Block Health Sciences Building. Construction is scheduled to start in spring 2001, with completion slated for 2002. The building will house the Center for Creative Instruction. The Clinical Skills Center also will move into this new space, where it will continue to provide training and testing for medical students. Finally, current
plans call for inclusion and expansion of the Academic Test Center, which will offer board certifications and other national standardized tests. The new center will be built with funds from the Ohio capital budget and a $3 million grant from the Mercy Health System. It is anticipated that this facility will place MCO at the forefront of medical education at the national level.

FINANCIAL RESOURCES
At MCO, there is an array of resources contributing to the financial support of the institution. The array of financial resources acts in the same manner as a diversified portfolio, serving to minimize the impact on the institution by any individual resource. For example, a reduction in funding through investment earnings could be offset in the short run by a contribution from the MCO Foundation.

State-Wide Fiscal Oversight
The financial health of the institution is monitored by the Ohio Board of Regents through the Senate Bill 6. Senate Bill 6, enacted into law in 1997, requires the Ohio Board of Regents to apply a standard set of measures to assess the financial health of each state institution. Audited financial reports are used to calculate three ratios, which in turn generate a composite score. The composite score is the primary indicator of fiscal health. Institutions with composite scores equal to or less than 1.75, on a scale of 0 to 5, for two consecutive years, are placed on fiscal watch. A total of 38 Ohio universities and community colleges are subject to Senate Bill 6. MCO has achieved the following composite scores:
<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Composite Score</th>
<th>State Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>4.0</td>
<td>8\textsuperscript{th} overall</td>
</tr>
<tr>
<td>1998</td>
<td>4.5</td>
<td>3\textsuperscript{rd} overall (1\textsuperscript{st} among 4\ year and graduate/professional institutions)</td>
</tr>
<tr>
<td>1999</td>
<td>4.0</td>
<td>Ranked 4\textsuperscript{th} (3-way tie)</td>
</tr>
<tr>
<td>2000</td>
<td>3.8</td>
<td>An estimate</td>
</tr>
</tbody>
</table>

These composite scores, in accordance with Senate Bill 6 requirements, clearly indicate and confirm MCO's financial strength.

**Revenues**

The total institutional revenues, operating margins and changes in reserve levels for fiscal years 1995 through 2000 are displayed in Table 2.9. The total revenues for education and general operating budgets have increased from approximately $41 million in fiscal year 1991 to $63.1 million in fiscal year 2000. Table 2.9 clearly demonstrates that MCO has maintained a positive operating margin throughout the years. MCO instituted a Board-approved initiative to increase institutional reserves titled "Competitive Repositioning" during fiscal years 1996 and 1997. This initiative was designed to reposition MCO to face the constant changes facing academic health care institutions by reducing costs and enhancing revenues over a three-year period. The plan allowed MCO to reinvest these reserve savings into MCO plant and assets, including year 2000 technology enhancements, which occurred in fiscal year 2000. Total institutional reserves were approximately $36.8 million as of the end of fiscal year 2000.
### MEDICAL COLLEGE OF OHIO

**Rollforward of Fund Balance Reserves**
**Fiscal Years 1995 Through 2000**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance Reserves</td>
<td>$32,739,367</td>
<td>$38,579,932</td>
<td>$46,221,758</td>
<td>$51,484,946</td>
<td>$58,660,512</td>
<td>$40,581,462</td>
</tr>
<tr>
<td>Expenses</td>
<td>$218,298,982</td>
<td>$221,593,044</td>
<td>$218,721,303</td>
<td>$210,327,893</td>
<td>$227,535,925</td>
<td>$230,801,286</td>
</tr>
<tr>
<td><strong>Operating Margin</strong></td>
<td><strong>$22,431,707</strong></td>
<td><strong>$20,840,295</strong></td>
<td><strong>$16,491,546</strong></td>
<td><strong>$22,178,578</strong></td>
<td><strong>$13,162,736</strong></td>
<td><strong>$10,558,031</strong></td>
</tr>
<tr>
<td>Capital Additions</td>
<td>($16,207,833)</td>
<td>($13,013,873)</td>
<td>($15,074,202)</td>
<td>($14,693,178)</td>
<td>($29,036,879)</td>
<td>($12,731,008)</td>
</tr>
<tr>
<td>Retirement Incentive</td>
<td>($435,945)</td>
<td>($204,997)</td>
<td>$3,902,772</td>
<td>($1,325,536)</td>
<td>($1,064,456)</td>
<td>($1,064,457)</td>
</tr>
<tr>
<td>Other</td>
<td>$52,636</td>
<td>$20,401</td>
<td>($56,928)</td>
<td>$1,015,702</td>
<td>($1,140,451)</td>
<td>($535,311)</td>
</tr>
<tr>
<td><strong>Change in Reserves</strong></td>
<td><strong>$6,185,051</strong></td>
<td><strong>$7,641,826</strong></td>
<td><strong>$5,263,188</strong></td>
<td><strong>$7,046,942</strong></td>
<td><strong>($18,079,050)</strong></td>
<td><strong>($3,772,745)</strong></td>
</tr>
</tbody>
</table>

| Ending Fund Balance Reserves | $38,579,932 | $46,221,758 | $51,484,946 | $58,660,512 | $40,581,462 | $36,808,717 |

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Revenue Resources

- **State Instructional Student Subsidy**
  Health sciences education is funded by the state of Ohio through the use of a student capitation formula that applies a specified amount to every student enrolled at MCO. The basis for this formula is the annual in-depth resource analysis conducted by the financial staff of the Ohio Board of Regents. This formula has been used by higher education for over three decades and is reviewed biennially by representatives from all state universities. The School of Medicine formula is based on modified head count of capitated rate of approximately 630 full-time student equivalents. At MCO, funding levels for the Graduate School, School of Nursing, and School of Allied Health are based on current full-time enrollment equivalents. Revenue from the state subsidy is approximately 40 percent of MCO’s general education budget.

- **State Clinical Subsidy**
  MCO also receives funds from the state of Ohio under the category of Clinical Teaching Subsidy. Due to the high cost of clinical education, the clinical teaching subsidy was introduced in 1983 to reimburse schools of medicine. Presently, MCO receives approximately $11.5 million through this mechanism of funding. Traditionally, the clinical subsidy has increased minimally at the rate of one to two percent over the last fifteen years. However, the subsidy line item was increased by three percent from fiscal year 1999 to fiscal year 2000 and is projected to also increase by three percent for the year 2001. The State Clinical Subsidy represents approximately 19 percent of MCO's general education budget.

- **Tuition**
  Student tuition and fee rates are established by the MCO Board of Trustees on an annual basis. Student tuition and fee rates at MCO are competitive with other schools nationally and in the state of Ohio. On average, tuition rates
have been increasing at a rate of four to six percent per year over the last ten years. At the present time, revenue from tuition is approximately 17 percent of MCO's general education budget.

- **Facilities and Administrative Costs Revenue (Indirect Research Revenue)**

Facilities and administrative cost revenue is based on the amount of restricted grant activity conducted by the MCO researchers. The majority of the grant activity at MCO is funded by the National Institutes of Health. Table 2.10 displays the growth in restricted grant revenues and indirect cost revenue activity at MCO since fiscal year 1991. For example, grant funding activity in fiscal year 1991 was $10.5 million compared to $19.7 million in fiscal year 2000. Indirect cost revenue was $2.2 million in fiscal year 1991 as compared to $2.9 million in fiscal year 2000. MCO's indirect cost rate for fiscal year 2000 was 44 percent. For a period of four years beginning with fiscal year 2001, MCO has successfully negotiated with the Department of Health and Human Services an increased indirect cost rate of 47 percent. This revenue represents four percent of MCO's general education budget.

- **Other Income and Allocated Revenue**

The balance of MCO's education and general operating budget consists of income derived from various sources such as plant operation and maintenance support from the state of Ohio, investment earnings, salary reimbursement from other institutions, and graduate medical education reimbursement. These combined sources represent approximately 20 percent of MCO's general education budget.
### Table 2.10

**Summary of Restricted Grant Activity**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Restricted Revenues</th>
<th>% of Change From Previous Year</th>
<th>Facilities and Administrative Cost Revenue</th>
<th>% of Change From Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal 1991</td>
<td>$10,506,057</td>
<td></td>
<td>$2,222,335</td>
<td></td>
</tr>
<tr>
<td>Fiscal 1992</td>
<td>$12,978,310</td>
<td>+24%</td>
<td>$2,658,946</td>
<td>+20%</td>
</tr>
<tr>
<td>Fiscal 1993</td>
<td>$12,859,577</td>
<td>-1%</td>
<td>$2,589,087</td>
<td>-3%</td>
</tr>
<tr>
<td>Fiscal 1994</td>
<td>$12,337,484</td>
<td>-4%</td>
<td>$2,723,470</td>
<td>+5%</td>
</tr>
<tr>
<td>Fiscal 1995</td>
<td>$12,672,748</td>
<td>+3%</td>
<td>$2,619,354</td>
<td>-4%</td>
</tr>
<tr>
<td>Fiscal 1996</td>
<td>$13,472,210</td>
<td>+6%</td>
<td>$2,806,662</td>
<td>+7%</td>
</tr>
<tr>
<td>Fiscal 1997</td>
<td>$13,951,263</td>
<td>+4%</td>
<td>$2,979,850</td>
<td>+6%</td>
</tr>
<tr>
<td>Fiscal 1998</td>
<td>$12,374,878</td>
<td>-11%</td>
<td>$2,528,962</td>
<td>-15%</td>
</tr>
<tr>
<td>Fiscal 1999</td>
<td>$15,897,708</td>
<td>+28%</td>
<td>$2,818,789</td>
<td>+11%</td>
</tr>
<tr>
<td>Fiscal 2000</td>
<td>$19,702,214</td>
<td>+24%</td>
<td>$2,943,056</td>
<td>+4%</td>
</tr>
</tbody>
</table>

- **Restricted and Special Purpose Grant Funds**

The college receives restricted federal, state, and private funding to assist with institutional research and education program advancement. These funds are primarily received as grants.
- **MCO Foundation**

The MCO Foundation is a non-profit, tax exempt corporation that operates for the benefit of MCO. The Foundation provides student financial support in the form of scholarships and also strives to provide funding to enhance the education and research environment at the college. Table 2.11 provides information on the steady increasing support that the Foundation provides. MCO Foundation has been engaged in a five-year fund raising campaign, which has the theme, *On a Mission, The Campaign for MCO*. The overall campaign goal is to raise $25 to $35 million by 2003. Over $12 million has already been pledged. Funds received by the campaign will be used for enhancing education using the latest technology, providing for more endowed student scholarships, and creating innovative, interdisciplinary clinical and research centers of excellence.

Along with the Foundation, the MCO Board of Trustees has been playing an active role in fund-raising. Past and present Board members have been supporting the institution through the creation of endowments and the provision of some cash and matching gifts.

- **Support from Associated Physicians of MCO (APMCO) and the MCO Hospitals (MCH)**

APMCO supports the college and its mission through the payments of clinical physicians' salaries, research activities, and faculty development and training. The support has been stable over the last three years with $4.2 million in fiscal year 1999 and $3.6 million in fiscal year 2000. The Medical College of Ohio Hospitals have been a major funding source to the college, supporting the academic programs and faculty salaries.
Table 2.11  Medical College of Ohio at Toledo Foundation
Summary of Support & Contributions - FY93 to Present
From Audited Financial Statements

<table>
<thead>
<tr>
<th>Year Ended</th>
<th>Support of MCO</th>
<th>Contributions &amp; Other Revenue</th>
<th>Net Assets at June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/1993</td>
<td>1,492,785</td>
<td>3,083,421</td>
<td>13,711,504</td>
</tr>
<tr>
<td>06/30/1994</td>
<td>1,046,465</td>
<td>1,799,503</td>
<td>13,998,789</td>
</tr>
<tr>
<td>06/30/1995</td>
<td>1,898,028</td>
<td>2,410,910</td>
<td>16,611,966</td>
</tr>
<tr>
<td>06/30/1996</td>
<td>1,084,750</td>
<td>1,722,253</td>
<td>18,333,189</td>
</tr>
<tr>
<td>06/30/1997</td>
<td>1,801,103</td>
<td>2,833,252</td>
<td>22,497,599</td>
</tr>
<tr>
<td>06/30/1998</td>
<td>2,091,398</td>
<td>2,681,703</td>
<td>24,686,436</td>
</tr>
<tr>
<td>06/30/1999</td>
<td>2,840,300</td>
<td>12,004,201</td>
<td>33,755,316</td>
</tr>
<tr>
<td>06/30/2000</td>
<td>2,985,021</td>
<td>2,506,432</td>
<td>33,998,579</td>
</tr>
<tr>
<td>Total</td>
<td>15,239,850</td>
<td>29,041,675</td>
<td></td>
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Capital Funds
In addition to funding capital projects from the institutional operating budgets and reserves, funding for capital projects also is provided directly from the state of Ohio through state appropriations. Annual capital spending is usually $15 to $18 million. Fiscal year 1999 was an exception to the normal capital spending patterns at MCO. MCO spent $29 million that year, which included a large investment in computer systems and technology to comply with the Y2K requirements. As mentioned above, major year 2000 compliance and system replacements and upgrades occurred in this year as well as other capital improvements.

THE BUDGET PROCESS
The annual budget development process is initiated in January, six months prior to the start of the new fiscal year. Some processes, such as fringe benefit review, state student subsidy analysis, and on-going review of the five
year forecast are conducted throughout the year to continually update the annual plan and academic budget on an on-going basis. Specific development of the academic annual budget is initiated by developing the academic revenue forecast based upon state subsidy, tuition rates, number of students, and revenue from outside services such as grants. Student counts are received from each school, subsidy rates are estimated, and revenue updates for the next five years are calculated.

A preliminary academic expenditure forecast is developed based upon currently employed personnel, operating expense assumptions, and fringe benefit/contract changes. The document then is reviewed by the budget department with the Provost. This document, along with the academic revenue forecast, provides the Provost with an understanding of the initial budget capabilities and also serves as the preliminary academic annual budget.

The deans, department chairpersons and directors are actively involved in the development of their department budgets. Budget preparation materials such as personnel listings, vacancy information, promotion timelines, and grant activity status are provided to each department. Formal meetings are scheduled and conducted with the deans. The deans then meet with the Provost to identify department priorities, revenue enhancement opportunities, personnel changes, promotions, and operating expense requirements. Results from these discussions serve as the basis for modifying the preliminary academic expenditure and academic revenue forecasts.

Once the Provost has completed discussions with the deans, the schools' priorities are reviewed. In turn, the dean of each school reviews the priorities of each of his/her departments. Revenue enhancement opportunities are evaluated to justify implementation, and the academic annual budget is modified to reflect priorities that are to be implemented. This version of the
academic budget then is consolidated with the remaining institutional budgets for patient care and other enterprises to determine if adequate margins will be generated to meet reserve and capital requirements.

In order to adequately meet institutional targets for margins, capital, and reserves, further refinements may need to be made to the academic annual budget. These refinements and the priority approvals are communicated to the deans, chairpersons and directors in follow up meetings. This serves as the basis for finalizing the annual budgets. Once these sessions are completed, the institutional budget, including the academic annual budget, is initially reviewed by the Board of Trustees Finance Committee. Subsequently, the entire Board of Trustees acts and approves the annual institutional operating and capital budgets.

AUDIT
Because MCO is a political subdivision of the state of Ohio, MCO must undergo a financial statement and compliance audit each year. This audit is coordinated through the office of the Auditor of the State of Ohio. The Auditor of State reserves the right to contract with an independent public accountant when timing and resources are limited. For fiscal years 1993 through 2004, the Auditor of State has contracted with Ernst & Young, LLP to conduct the financial statements and compliance audits of MCO. As evidenced in the financial reports audited by Ernest & Young, LLP, MCO has consistently received an unqualified or clean opinion as to the preparation of financial records and the extent of internal controls.
Strengths

- The College has been fortunate to have a group of talented and dedicated trustees appointed to the Board over the last 30 years.
- MCO has an effective and well-organized structure. The administration, faculty, academic staff, and students are in close communication, meeting regularly and sharing information.
- MCO has outstanding faculty members who are committed to developing capable and competent students.
- MCO continues to develop new programs to recruit highly qualified students.
- MCO has state-of-the-art academic resources.
- MCO has numerous outstanding student support services.
- MCO has outstanding physical facilities.

Challenges

- The constant changes in the health care industry and its effect on the reimbursement for health care services delivered by MCO Hospitals.
- Continue to recruit highly qualified students from a nationally declining student applicant pool.
- Continue to enhance the library’s journal and book acquisition to represent the broad spectrum of MCO’s programs in clinical medicine, nursing, allied health, and biomedical sciences.
- Continue with our efforts to enhance the diversity of the student body and the faculty at MCO.

The above challenges were forwarded to the Strategic Planning Committee.