Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction

The mission statement of The University of Toledo is guiding a purposeful, dramatic transformation of the institution that is putting it on a trajectory to becoming one of the outstanding, nationally recognized, public metropolitan research universities in the country.

Developed with extensive input from internal constituents and some external constituents, the mission statement accurately and clearly reflects the historic metropolitan, urban character of the institution, its distinctive and broad portfolio of undergraduate, graduate and professional degree programs, and its enduring commitment to research and public service. It significantly influences the University’s evolving post-merger institutional culture.

The mission statement is fully consistent with the vision and values statements of the University.

As this chapter documents, the institution on a daily basis lives and supports the mission through planning for the future; allocation of resources for educational, research and engagement programs; a commitment to diversity; programs that discover new knowledge and promote lifelong learning, and its participation in local, national and global outreach and engagement.

While the mission statement is succinct, it is also appropriately broad in scope, which allows the University to be flexible, to pursue new options and opportunities, and to accommodate the divergent interests of many stakeholders.

The mission statement is guiding the University’s effort to distinguish itself among Ohio’s state-supported universities by its pursuit of excellence, especially in select areas of science, technology, engineering, mathematics, and medicine (STEMM) and associated educational endeavors. New opportunities are emerging for creativity and intellectual pursuit across the disciplines — emerging changes that are, as the Directions 2011 strategic plan notes, so thoroughgoing and fast paced as to be revolutionary, not evolutionary. [http://www.utoledo.edu/strategicplan/](http://www.utoledo.edu/strategicplan/)

The mission statement leads the University’s strategies to address diversity and recognizes that diversity of the student body and faculty is one of the University’s most important assets, one that enhances the educational experiences for all students and helps them build skills for a global economy. Relevant to issues facing internal and external constituents in the university, the city and the region, the mission statement provides the
ethical and philosophical scaffold so that the University conducts its affairs with honesty and integrity.

The mission statement enjoys broad and general understanding, commitment and support from trustees, administrators, faculty, staff and students. The phrase “improving the human condition” has achieved considerable general currency on the University’s campuses and is often heard in conversations among faculty, staff and students. The president, the Main Campus provost, the chancellor and executive vice president for biosciences and health affairs, vice presidents, and other senior leaders regularly refer to the University’s mission in public addresses and in other public communications.

Every change demands a constant marking the continuation of what is changing. At any university this must come down to two things: the institution’s directional core as expressed in its mission and its integrity in pursuing that mission — both its integrity in pursuing its basic commitments and goals as well as its integrity as expressed in the ethical character of its conduct.

It is clear that UT’s mission statement provides the anchor of constancy needed in its revolutionary change. UT's clarity of mission and its integrity suffuse the institution and those at work there. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**Core component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.**

The current mission statement of The University of Toledo reflects components of the mission statements of the two institutions that merged to create the new University.

The Medical University of Ohio’s mission statement prior to the merger read: “The mission of the Medical University of Ohio at Toledo is to improve the human condition through the creation, dissemination and application of knowledge using wisdom and compassion as our guides.”

The mission statement of the University of Toledo prior to the merger stated: “The University of Toledo, a student-centered public metropolitan research university, integrates learning, discovery and engagement, enabling students to achieve their highest potential in an environment that embraces and celebrates human diversity, respect for individuals and freedom of expression. The University strives for excellence in its service to all constituents, and commits itself to the intellectual, cultural and economic development of our community, state, nation and the world.”

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
The current mission statement of the merged institution states: “The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.”

The statement reflected significant input from constituent groups in the University community.

The creation of the new mission statement, a crucial part of the 2006 merger in terms of starting the strategic planning processes, was led by the merger’s Executive Steering Group, co-chaired by Dr. Thomas Gutteridge, dean of the College of Business Administration (the college’s name was changed to College of Business and Innovation in 2011), and Dr. Jeffrey Gold, then provost and executive vice president for health affairs and dean of the College of Medicine. (The college’s name changed to College of Medicine and Life Sciences in 2011) The steering group’s challenge was formidable — to create a forward-looking set of statements that captured the history, aspirations and values of the mission statements of the two institutions and that would provide strategic direction and support future decision-making.

The Executive Steering Group developed several versions that were extensively, respectfully, passionately and constructively discussed and vetted. Much discussion focused on the meanings of the terms “improve the human condition,” a phrase that was part of MUO’s mission statement, and “public, metropolitan research university,” which was part of UT’s mission statement.

As might be expected, UT faculty and staff members initially narrowly interpreted “improving the human condition” to mean clinical care of sick patients and promotion of health and wellness, while MUO faculty and staff had little or no concept of what the words “public” and “metropolitan” meant in the context of the newly merged institution.

In the end, the committee purposefully included core elements from both of the previous statements in defining the new mission, including “improving the human condition,” “learning, discovery and engagement,” and “student-centered public metropolitan research university.”

Faculty and staff members were given the opportunity to provide input and feedback that the working group carefully and thoughtful considered. During its development, which took approximately three months, an email address was established, and some 100 emails with suggestions arrived at the Provost’s office on Main Campus.


The new mission statement builds upon the best of the past while looking for a new future. In addition to the mission statement, other documents critical to defining the merged institution were developed by the executive committee and vetted by the campus community, including the vision statement and the core values statement.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
The vision and values statements are as follows:

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

Core values:

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

II. Discovery, Learning and Communication: Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;

III. Diversity, Integrity and Teamwork: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;

IV. Engagement, Outreach and Service: Provide services that meet students’ and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;

V. Excellence, Focus and Innovation: Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and

VI. Wellness, Healing and Safety: Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.”

Also helping to define the mission of the institution was the merged university’s strategic plan titled Directions: The University of Toledo, 2007, which in fall 2010 was recalibrated. The new version was unanimously accepted by the board of trustees as Directions 2011. [http://www.utoledo.edu/strategicplan/pdfs/Directions_2007.pdf](http://www.utoledo.edu/strategicplan/pdfs/Directions_2007.pdf)

While the strategic plan has been updated, the mission, vision and values statements have not changed and remain the University’s guiding principles and anchor of constancy.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
I. Clarity and broadness of mission documents

The mission statement clearly articulates for the University a broad mission. The vision, values and strategic planning documents provide more detail. The merged University now includes a health-care delivery component that previously existed only at MUO.

The vision statement emphasizes STEMM and the work of professional schools with phrases such as “exceptional strength in science and technology,” “community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges...”. In order to achieve these goals, the strategic planning documents call for funding that supports the further development of graduate programs in STEMM and professional schools.

The strategic plan recalibration, Directions 2011, iterates a call for integrating STEMM and non-STEMM studies. Exciting new programs complete with implementation plans and accomplishment metrics indicate ways this is possible and undergraduate frameworks in which this integration can be achieved. At the same time, important professional college and graduate programs already include or are moving toward integrating into the core of their programs reflections generated in non-STEMM areas.

For example, work in civil engineering and environmental studies/environmental science quite appropriately includes topics from environmental philosophy, environmental ethics and environmental law. Medical ethics is a necessary portion of the course of studies in a variety of health-care fields. An exploration of the Web pages of the Department of English reveals how distinguished lectures organized in that department provide the larger community with timely, accessible, insightful, and exciting food for thought. The same is true of the programs presented across the humanities and arts. A number of fields in STEMM and in professional schools have found ways and means to engage the larger community of constituents of UT through such programming.

The State of Ohio has produced three reports on the readiness of institutions of higher learning to fulfill the promise of the Ohio Board of Regents and chancellor of higher education’s 10-year strategic plan. The last of these reports released in 2010 is concerned with the need for Ohio’s colleges and universities to be student-centered. Part of what the University is committed to in speaking of being a student-centered institution must include what the state calls for, even as it continues its deep commitment to engagement with the extra-mural community.

The state also recognizes UT as a “comprehensive metropolitan research university.” And part of the rationale of the state is that there is no inherent contradiction between student-centeredness and a research emphasis. In fact, these can be complementary in many ways. Faculty members who are vigorously engaged in in research influence the learning process in very significant ways. They create special learning opportunities for students through their up-to-date knowledge, excellent mentoring skills, and strong connections to industry. These learning opportunities are especially important for undergraduate and graduate students who undertake research or write senior theses. Students’ attitudes about
the importance of intellectual inquiry and endeavor and about their teachers change in significant ways when they see their professors are authors of textbooks, studies and articles in the literature and are contributing significantly to finding new knowledge.

Unfortunately, some might see a clash between being student-centered and research oriented, or between a research orientation and committed to community engagement. It is desirable that all our constituencies be informed of just how these are different but related purposes and some of the ways that they can complement each other. This clarification would serve to make clear our mission even further.

The mission statements of the colleges and administrative units are clearly aligned with the University mission statement. For example, the College of Law’s mission statement reads: “The mission of the College of Law is to prepare students to engage in the practice of law, to further academic and scholarly excellence, to foster a spirit of community, professional and individual values, and to encourage participation in the life of the University, region, state, nation, and world.” A list of the mission statements of colleges and administrative units is found in the self-study resource room.

To assess baseline perceptions and understanding and support of the mission statement among faculty members, faculty administrators and staff members, a survey of faculty, staff and students, the UT Mission and Integrity Survey for Faculty and Staff, was conducted in fall 2010.¹

The survey was aimed at gathering data on the understanding of faculty and staff members about the mission and vision statements as well as their perception about how others in the campus community understand the statements.

Faculty and staff were sent an emailed invitation to participate in the online survey. During the survey fieldwork phase, two reminder emails were sent to further encourage participation and remind them to complete the survey before the deadline.

Respondents were asked to gauge their own understanding and support of the mission and vision statements by indicating their level of agreement with a series of statements: (1) I feel I understand UT’s mission statement (2) I support UT’s mission; and (3) My routine activities as a faculty/staff member are congruent with UT’s mission.

To probe further their comprehension of the mission and vision statements, respondents were asked to indicate their level of understanding of five key terms from the documents: (1) “strong liberal arts core” (vision); (2) “metropolitan research university” (mission); (3) “improve the human condition” (mission); (4) “student centered” (mission and vision); and (5) “transformative force for the world” (vision).

A vast majority of respondents — 82.6 percent — agreed or strongly agreed with the statement, “I feel I understand UT’s mission statement.” Adding the percentage of neutral responses to positive-response percentage increases the rate to 90.6 percent for understanding the mission statement.
Some 77 percent of the respondents said they felt that they had a good understanding (agree/strongly agree) of the concept of “student-centered”; 74.4 percent for the term “improving the human condition”; some 73.5 percent for the term “metropolitan research university”; some 68.2 percent for “strong liberal arts core,” and 54.9 percent for the term “transformative force for the world.”

II. Definition of internal and external constituents

The constituencies defined in the mission documents are as broad as humanity worldwide and as narrow as the institution’s current undergraduate, graduate and professional student population. Other internal constituent groups defined by the mission documents include faculty, staff, and the athletic community. Important external constituents include the medical, cultural, and business communities; scholars and researchers outside the University; and diverse, underrepresented populations. The Directions strategic planning documents support these definitions of constituencies and expand upon them by attaching goals to each. Additional constituencies included in the strategic plan include adult learners, neighborhoods surrounding the institution, current and prospective medical center patients, and PK-12 students and schools. The diversity and recognition of varied constituencies forms a prominent subject of discussion in core component 1b.

III. Commitment to high academic standards and advancement of excellence in higher learning

The University’s mission statement defines the University’s commitments to high academic standards and advancing excellence in higher learning by stating the university’s desire to advance knowledge through excellence in learning, discovery, and engagement. The vision statement calls for transforming the world through nationally ranked professional colleges. The core values also speak to expanding existing knowledge and promoting life-long learning. The Directions 2007 and Directions 2011 strategic planning documents devote several sections to developing exceptional undergraduate and graduate programs through initiatives such as increasing admissions standards balanced with enhancement of reputation and desirability.

IV. Articulation of student learning goals

The mission statement affirms the University’s commitment to excellence in learning, and the core value statements and core competencies make clear that the institution will develop knowledge, skills, and competencies of students. There are specific references to competencies such as teamwork, professionalism and critical thinking. The strategic plan calls for strengthening the general education curriculum to emphasize University-level skills and a shared core experience. It also calls for developing opportunities for students to conduct research with faculty, engage the adult learner in the undergraduate program, and integrate STEMM courses with the liberal arts and the broader humanistic tradition. Directions 2011 contains specific metrics for measuring future success in these areas. For
further development of these themes see later portions of the Criterion I report especially the report for core component 1e.

V. Evaluation and revision of mission documents
A major review and recalibration of the Directions 2007 strategic plan gained board of trustees approval in winter 2010-2011. Recalibrating the strategic plan after only three years is evidence of a vibrant, evolving institution able to react to a changing environment. The metrics provided to measure progress in implementing strategic plans will generate useful data in a predictable fashion. The 2011 strategic plan is different in details from the 2007 plan and includes several innovative initiatives and structures for the academic enterprise. No doubt opportunities are in store, but the present planning results from careful research and design fitting with UT's assets and situation, in the best judgment of those faculty, staff, administrators and extra-mural community strategic planners involved.

VI. Mission document availability
All of the mission documents are found by clicking on the “About UT” tab on the home page of the university’s Web site. All information related to Directions 2011 strategic plan is on the strategic planning Web site, which can be accessed on the University’s main home.

The mission statement is printed on employee identification tags and the verso of UT business cards. It is incorporated into many widely distributed documents, including the university catalog, college constitutions, program of study descriptions and public talks as well as the news coverage of these talks. New employees learn about the mission statement at orientation programs.

The organization’s mission documents are clear and widely published. For instance, large framed posters showing the mission statement printed over the University’s iconic tower can be found in many buildings across campus.

VII. Summary
The University has strong, clear and concise mission, vision and values statements that accurately reflect the character of the institution and effectively tie together its threefold mission of teaching, research, and engagement and outreach. Developed with extensive input from internal constituents during the 2006 merger, the ideas expressed in the mission statements provide faculty, staff and students with an overarching purpose and a shared set of values that guide their work. The mission, vision and values statements enjoy broad understanding and support from faculty, staff and students. The mission statements are included in admission and developmental material and faculty handbooks and are posted on the University’s Web site. Prism — a University strategic planning tool — aligned the University mission with all of the strategic directions of the colleges and business and auxiliary units and provided a convenient instrument for ongoing strategic implementation and assessment.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
Core component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

I. Documents

Mission statement

The University’s commitment to its role in a multicultural society and its support of the diversity of its learners is clearly articulated in its current mission statement, affirmed in its core values and reiterated in its vision statement. The last phrase of the mission statement underscores the University’s commitment to a diverse student population, specifically stating that the University “serves as a diverse, student centered public metropolitan research university.”

Core values

The University’s third core value reads:

Diversity, Integrity and Teamwork: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy that adheres to the highest ethical standard.

Definition of diversity

The University’s definition of diversity, which was developed by the University’s Commission on Diversity, includes not only its learners but also other constituencies such as its faculty, staff, administration, the metropolitan community and beyond. It reads:

“Human diversity is variety in group presence and interactions. It includes, but is not limited to, age, color, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. In promoting diversity, the University pledges to respect and value personal uniqueness and differences; to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity and inclusion. The University understands the value that a diverse student body, faculty, staff, and administration bring to its educational environment, the metropolitan community and beyond. The University takes seriously its commitment to diversity as expressed in the Mission Statement and the Strategic Directions Plan.”

(http://www.utoledo.edu/diversity/diversitydefinition.html)

Societal trends and globalization provide opportunities for institutions of higher education to embrace diversity and support a welcoming environment abundant with opportunities for all people while being respectful of their beliefs, backgrounds, needs and viewpoints. The University recognizes and encourages diversity among its students, staff and faculty.
**Directions 2011 strategic plan**

The *Directions 2011* strategic plan explicitly mentions the diversity of not only the learners but also of faculty and staff. Sub-goal 2 of Goal IV of the *Directions 2011* strategic plan stresses that the University “build on the strength and distinction to be derived from diversity.”

The plan specifically calls for the university to recruit and retain students, faculty, and staff from diverse backgrounds and contains specific metrics and milestones that call on the University to:

- Achieve a five percent increase in minority applicants in pools for open faculty/staff lines;
- Achieve a 20 percent increase in the number of students who are recruited and increase the number retained by 20 percent via the Blue and Gold Scholars Program;
- Obtain signed agreements with 40 school districts for the Scholarly Saving Account Program by fall 2011; (The goal was achieved as the University obtained by fall 2011 signed agreements with 97 school districts, 72 of which are Ohio districts and 25 are Michigan districts. There are more than 22,000 students enrolled in the program.)
- Hold annual educational forums in the spring concerning the tenure process for junior faculty of color that are attended by 50 percent of eligible faculty; (In spring 2011, the University held a workshop to support the advancement of minority women professors in the sciences.) [http://utnews.utoledo.edu/index.php/08_11_2011/ut-hosting-workshop-to-support-minority-women-professors](http://utnews.utoledo.edu/index.php/08_11_2011/ut-hosting-workshop-to-support-minority-women-professors)
- Conduct an internal climate survey each spring and develop an action plan based upon the results;
- Gain identification for UT as a “great place to work” by Chronicle of Higher Education, Hispanic Network Magazine, and The Professional Women’s Magazine, the Black Employment and Entrepreneur Journal; and
- Create a Veterans and Military Student Center. (The center was established accomplished in 2011.

**College diversity plans**

The University’s commitment to a diverse student population is reflected in the work of the President’s Council on Diversity and in college diversity plans. In spring 2010, the

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
council reviewed college diversity plans and found that all expressed a commitment to maintaining a diverse student population. Many provided strategies for recruiting and retaining minority students. A few colleges have integrated diversity into their curriculum. [http://www.utoledo.edu/diversity/resources/college_div_plans.html](http://www.utoledo.edu/diversity/resources/college_div_plans.html)

The June 2010 report of the President’s Council on Diversity identified several colleges that are actively engaged in developing proactive strategies and using best practices aimed at recruiting and retaining a diverse community of students, faculty and staff.

- For example, the College of Engineering identified the need to “make available resources and a system of rewards for programming that targets the recruitment and retention of underrepresented minorities and female students,” while the College of Pharmacy and Pharmaceutical Sciences has invested specific resources into developing a diverse pipeline of students entering the pharmacy program. One of the most notable programs is its pharmacy camp, which recruits students from Toledo Public Schools elementary schools. Camp experiences focus on both pharmacy practice and the pharmaceutical sciences.

- The College of Medicine and Life Sciences has a plan which incorporates diversity and cultural competency into its curriculum and establishes several pipeline programs to encourage students to consider careers in health care. The college in 2006 developed a standardized survey, the Survey of Cultural Issues in a Medical Education Environment (SCIMEE), for assessing cultural sensitivity and cultural competency among faculty, resident physicians and students that is administered annually. Data from the surveys are used to make decisions about the learning environment, faculty development and recruitment programming.

- The College of Business and Innovation is one of the few plans that specifically addresses international students. The eighth goal in its plan is to “improve the satisfaction of international students.” In addition, the college has made building diversity into its curriculum a priority.

- The College of Health Science and Human Service, before its merger in 2010 with the Judith Herb College of Education, had a strong, exemplary value statement related to diversity that demonstrates a clear understanding of the importance of diversity in their disciplines and in student recruitment. An excerpt from that statement reads: “Given the following societal influences, the ability and willingness to provide culturally competent community and health services will be expected of every graduate of the variety of educational programs in the College of Health Science and Human Service.”
University diversity policy

Evidence of the university’s enduring commitment to diversity is reflected in numerous policies that mandate tolerance and respect of others. Those policies can be found in the Student Code of Conduct and on the University’s Policy Web site under unlawful harassment policy. These policies strictly prohibit all forms of harassment on the basis of race, religion, nationality, gender and sexual orientation. The university student code of conduct and the university harassment policies can be found online at the following links:

http://www.utoledo.edu/offices/oid/pdf/3364_50_01.pdf

http://www.utoledo.edu/studentaffairs/dos/oldsite/pdfs/StudentCodeofConduct08-26-08.pdf

II. The Office of Equity and Diversity and the Diversity Commission

Office of Equity and Diversity

Before the merger, the University had an Office of Affirmative Action and Medical University of Ohio had an Office of Diversity. After the merger, the two offices were combined.

In 2009, the president, in order to ensure that the University’s commitment to and focus on diversity remained among its highest priorities, created two new offices, the Office of Institutional Diversity (OID) and the Office of Equity and Diversity, directed by a vice president. The OID, which assumed the diversity functions of the Office of Affirmative Action and MUO’s Office of Diversity, directs and monitors the University’s progress in diversifying the faculty, staff and students. The Office of Equity and Diversity works with the University diversity commission and directs and monitors the University’s progress in creating a climate that is welcoming to all individuals regardless of race, sex, gender, sexual orientation, religion, nationality or disability.

President’s Council on Diversity and Vice President of Equity and Diversity

In 2002, the University of Toledo established the President’s Commission on Diversity. Chaired by the dean of the College of Pharmacy and a vice provost, the commission continued to operate after the merger as the President’s Council on Diversity. The president of the University appointed the director of the Women’s Center the chair of this commission. In fall 2010, the director went on leave. The assistant vice president of equity and diversity became the acting chair. Some achievements of the Diversity Commission, the Council on Diversity, and the vice president of equity diversity include creation of a strong definition of diversity, initiation of a climate survey, the establishment of the Minority Business Development Center, the Cultural Ambassador Program, and others.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
III. Student diversity

Student diversity and university organizations


Although these offices have various different functions, they are all committed to promoting and maintaining a diverse student population. Some are involved in student recruitment and retention, others provide supportive services and others are committed to promoting inclusion, civility, mutual respect and multiculturalism through cultural programs, lecture series, panel discussions, conferences and theater, music, dance and art exhibits that enhance the educational and cultural experiences of students.

The African American Student Enrichment Initiatives Office, which is housed in the Office of Multicultural Student Services, was established for the special purpose of increasing the retention of African American students. The office provides lectures, weekly discussion sessions, survival-skill workshops, mentorships and other services.

As a result of the establishment of the office, African American retention rates have increased. A study conducted by the Office of Multicultural Student Services found that 80 percent of first-year African American students who participated in the AAEP programs were retained from fall 2009 to spring 2010 semester, while 71 percent of non-participants were retained during the same period, a difference of nine percent. Furthermore, 92 percent of first-year Latino students who participated in the Latino programs were retained from fall 2009 to spring 2010 semester while 79 percent of non-participants were retained, a difference of 13 percent.

Several programs target specific groups. For example, the Office of Latino Initiatives, established in 2003 and best known for the Latino Summit, engages parents and high school students in early college preparation activities, advocates for Latino students and focuses on retention. The Catharine S. Eberly Center for Women advocates for women,
provides lecture series on issues impacting women, offers both academic programs and supportive services and connects with and engages both the university and the larger Northwest Ohio community. The Office of Lesbian, Gay, Bisexual, Transgender Initiatives advocates and addresses issues for LGBT students.

In 2011, the Eberly Center was administratively transferred from the Provost’s Office on Main Campus to the Office of Equity and Diversity in the Division of External Affairs. The move was made to leverage the resources of the Division of External Affairs and the overall responsibility for community outreach to bring together community partners and resources to further the center’s mission.

To get a sense of the overall climate at UT and to determine ways to improve the culture and integrity of the UT community, the Office of Equity and Diversity initiated a climate survey that addressed topics such as acceptance, diversity-related services, attitudes and feelings toward others, and discrimination and harassment. Awareness campaigns have already been formed to improve upon the low points gathered in the survey. The survey will be administered every two years.

To uphold integrity and increase cultural awareness throughout UT and Toledo community, the Office of Equity and Diversity also created the Culture Ambassador Program. http://www.utoledo.edu/diversity/ambassadors/. Its mission is to create a welcoming environment across colleges, divisions and campuses and promote awareness, acceptance and support for all individuals and respect for their beliefs, backgrounds, needs and viewpoints. As part of the program, a so-called “tone” committee was formed to illustrate how individuals can interact with integrity to one another through e-mail and phone communication.

To further improve the understanding of diversity among the campus community, the Office of Equity and Diversity established in 2011 the Culture Building Institute, which offers free training workshops for faculty and staff that covers such topics as major forms and dimensions of diversity, benefits of being exposed to diversity, overcoming barriers to experience diversity, supplier diversity and communicating diversity. The institute has teamed with other UT departments, divisions, groups and colleges to offer training workshops that are specifically tailored to meet the needs of specific offices and departments and that cover such topics such as sexual harassment, disability awareness and bullying. http://www.utoledo.edu/diversity/training/index.html To further support a consistent message concerning diversity and to inform and educate, the University president signed the University’s first diversity training policy in May 2011.

**Diversity in recruitment and retention**

The University’s commitment to diversity is also seen in its recruitment and retention programs. Although the University has broad recruitment and retention strategies, it has devoted a considerable amount of energy and resources to the recruitment and retention of a diverse student population at the undergraduate level. Recruiters target major cities in Ohio, particularly Toledo and Cleveland, as well as Cincinnati, Dayton, Akron, and Criterion One

Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
Youngstown and cities in southeast Michigan. A university retention task force has worked hard to develop and implement strategies for retaining African American and Hispanic students. These efforts also have involved the Office of Multicultural Student Services that includes the Office of African American Enrichment Initiatives, the Office of Latino Initiatives and the Office of LGBT Initiatives.

The University’s professional colleges use a variety of methods to interest qualified diverse applicants, including visits to area colleges and to historically black colleges and universities, representation at recruitment programs throughout the country that are attended by potential applicants from diverse groups, use of community resources, and summer enrichment and pipeline programs.3

**Impact of commitment to diverse student population**

The University’s student body is made up of men and women of many ages, nationalities, religions, races, social and economic backgrounds, geographic origins, and personal characteristics, experiences, and lifestyles. The University of Toledo is an urban university. About 86 percent of its undergraduates and 71 percent of its graduate students are from the state of Ohio. The University’s expressed commitment to diversity in both word and deed is demonstrated in Table 1.1

In fall 2009, there was a total student population of 23,064. Of this total, 49 percent were male, 51 percent female. In terms of race and ethnicity, 14 percent were African American, three percent Hispanic, and nearly three percent Asian. About five percent were non-resident aliens. About three percent of the undergraduate students and 14.5 percent of the graduate students were non-resident aliens. In terms of age, about 15 percent of the student population was 30 or older. About 22 percent were 25 or older.
Table 1.1: Ethnicity of University student body

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Undergrad</th>
<th>Graduate</th>
<th>Total</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan</td>
<td>49</td>
<td>6</td>
<td>54</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian, Pacific islander</td>
<td>377</td>
<td>224</td>
<td>601</td>
<td>2.6</td>
</tr>
<tr>
<td>African American</td>
<td>2,898</td>
<td>326</td>
<td>3,224</td>
<td>14.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>619</td>
<td>75</td>
<td>694</td>
<td>3.0</td>
</tr>
<tr>
<td>White</td>
<td>12,640</td>
<td>3,139</td>
<td>15,779</td>
<td>68.3</td>
</tr>
<tr>
<td>Non-residential alien</td>
<td>544</td>
<td>682</td>
<td>1,226</td>
<td>5.3</td>
</tr>
<tr>
<td>Others</td>
<td>1,013</td>
<td>472</td>
<td>1,485</td>
<td>6.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Age</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad</td>
<td>17 &amp; under</td>
<td>346</td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td>5,515</td>
</tr>
<tr>
<td></td>
<td>20-21</td>
<td>5,466</td>
</tr>
<tr>
<td></td>
<td>22-24</td>
<td>3,675</td>
</tr>
<tr>
<td></td>
<td>25-29</td>
<td>1,360</td>
</tr>
<tr>
<td></td>
<td>30-39</td>
<td>1,045</td>
</tr>
<tr>
<td></td>
<td>40-64</td>
<td>255</td>
</tr>
<tr>
<td></td>
<td>65+</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Age</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>17 &amp; under</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>20-21</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>22-24</td>
<td>1,653</td>
</tr>
<tr>
<td></td>
<td>25-29</td>
<td>1,646</td>
</tr>
<tr>
<td></td>
<td>30-39</td>
<td>917</td>
</tr>
<tr>
<td></td>
<td>40-64</td>
<td>658</td>
</tr>
<tr>
<td></td>
<td>65+</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
**Diversity of other constituencies**

Core component 1b refers to “the diversity of its learners, other constituencies, and the greater society it serves.” Beyond ‘learners’, the following constituencies have been identified: faculty and staff, administrators, Faculty Senate, the University’s chapter of the American Association of University Professors, Communication Workers of America, American Federation of State, County and Municipal Employees, University of Toledo Police Patrolmen’s Association, donors, alumni, residents of Toledo and northwest Ohio and the global community.

**Diversity of faculty and staff**

The University has a relatively diverse faculty and staff population as reported in the 2010 Institutional Research “Facts at a Glance” report. Table 1.2 documents the gender and ethnicity of the University faculty.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Ethnic minority</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td>57%</td>
<td>43%</td>
<td>81%</td>
<td>18%</td>
<td>2%</td>
<td>1731</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td>30%</td>
<td>70%</td>
<td>78%</td>
<td>21%</td>
<td>1%</td>
<td>3928</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6567</td>
</tr>
</tbody>
</table>

Statistical comparisons between UT and other Ohio public universities with respect to gender differences in faculty and staff make up and level of administrative appointment appear in Table 1.3 for the year 2009. The data indicate that UT compares favorably to other state-supported universities and colleges.
Table 1.3: 2009 comparisons between UT, other Ohio public universities

<table>
<thead>
<tr>
<th>University</th>
<th>Faculty % of women</th>
<th>Faculty % of minority</th>
<th>Full-time Staff % of women</th>
<th>Full-time Staff % of minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Toledo</td>
<td>40%</td>
<td>20%</td>
<td>57%</td>
<td>23%</td>
</tr>
<tr>
<td>Bowling Green State University</td>
<td>45%</td>
<td>17%</td>
<td>63%</td>
<td>11%</td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>40%</td>
<td>22%</td>
<td>58%</td>
<td>31%</td>
</tr>
<tr>
<td>Kent State University</td>
<td>49%</td>
<td>17%</td>
<td>59%</td>
<td>16%</td>
</tr>
<tr>
<td>Miami University</td>
<td>41%</td>
<td>17%</td>
<td>59%</td>
<td>7%</td>
</tr>
<tr>
<td>Ohio University</td>
<td>37%</td>
<td>19%</td>
<td>54%</td>
<td>11%</td>
</tr>
<tr>
<td>Shawnee State University</td>
<td>41%</td>
<td>8%</td>
<td>58%</td>
<td>3%</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>32%</td>
<td>20%</td>
<td>65%</td>
<td>28%</td>
</tr>
<tr>
<td>University of Akron</td>
<td>48%</td>
<td>11%</td>
<td>54%</td>
<td>21%</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>42%</td>
<td>16%</td>
<td>57%</td>
<td>28%</td>
</tr>
<tr>
<td>Wright State University</td>
<td>44%</td>
<td>19%</td>
<td>56%</td>
<td>16%</td>
</tr>
<tr>
<td>Youngstown State University</td>
<td>40%</td>
<td>15%</td>
<td>58%</td>
<td>25%</td>
</tr>
</tbody>
</table>

In addition, Health, Health Science Campus of the University has its own Office of Faculty and Student Diversity. “The University of Toledo College of Medicine recognizes the importance of a diverse student body, faculty, and staff and has numerous diversity initiatives to support these efforts.” (http://www.utoledo.edu/diversity/hsc/index.html)

The University is an important leadership participant in a National Science Foundation grant, “Institutions Developing Excellence in Academic Leadership” (IDEAL). The three-year, nearly $1 million grant is aimed at institutional transformation of environments that enhance gender equity and inclusion through recruiting, advancing and retaining women and underrepresented minority faculty in science and engineering at a consortium of six Ohio public research universities — Case Western Reserve University, Bowling Green State University, Cleveland State University, University of Akron, Kent State University and the University of Toledo. The first- and second-year projects included a campus-wide climate survey of faculty, the data of which would inform the selection of year two and three projects, and the development of a mentoring program for women faculty who are working towards tenure and promotion to full professor. The College of Medicine and Life Sciences basic science faculty will lead the third-year project.

To better support minority women faculty in the sciences by creating a more supportive campuswide climate for success, a two-day workshop sponsored by the University was

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
held in August 2011. The workshop, funded by a $10,000 grant from the National Science Foundation through George Washington University’s NSF FORWARD grant, was aimed at improving personal, managerial, and negotiation skills, increasing networking and support systems and building a sense of community. Talks by the director of the Office of Research on Women’s Health at the National Institutes of Health and the associate dean of faculty development and special initiatives in the College of Engineering at North Carolina State University were conference highlights.

**Diversity in administration**

While the University is committed to diversity at all levels, evidence of diversity at upper administrative levels is mixed. Among the University’s 13 senior administrators, there are two African Americans, one of whom is a woman. Out of 14 college deans, one is African American, one is East Asian and five are women. The Office of Institutional Diversity is responsible for ensuring that the administrative decisions are consistent with the University’s affirmative action plans. The University has and continues to identify and promote qualified women and underrepresented minorities in administrative or leadership capacities.

**IV. Summary on student diversity**

The University has administered many policies and engaged in many programs designed to maintain a diverse student population. The University community takes pride in its success in maintaining a diverse student population. The commitment to diversity and the commitment to raise standards and reduce academic support services create a tension that the University is ready and able to address.

The University has long prided itself in its commitment to making world-class educational opportunities available to a highly diverse population of students, a pledge that has long been part of the university’s metropolitan mission. The University has long enjoyed success in fulfilling this commitment, particularly in educating students from diverse racial, ethnic, economic, religious, and educational backgrounds. This success has required varied academic support resources and produced retention challenges.

However, the University’s commitment to its metropolitan mission of providing a world-class education to a highly diverse urban student population has the potential to compete with other university priorities such as raising the university’s profile and national reputation. The University debate of these priorities during recalibration of its strategic plan addressed how to balance its commitment to diversity while raising admission standards in an environment of state reductions in subsidy and in the funding of remedial education.

The movement toward higher college admissions standards was fueled by a proposal in 2005 by Ohio Gov. Bob Taft that high school graduation requirements in Ohio for
college-bound students be increased substantially. His “Ohio Core” program increased mathematics and science requirements, making algebra II, chemistry and biology mandatory. The governor contended that college-bound Ohio students needed to be prepared better for higher education and careers.

At the end of 2006, President Jacobs, in testimony before the Ohio Senate Education Committee, expressed support for the state’s “core program,” saying that enrolling better-prepared students aligned with the University’s mission. [http://www.utoledo.edu/business/ecgc/pdfs/DEC11p4.pdf](http://www.utoledo.edu/business/ecgc/pdfs/DEC11p4.pdf)

The legislation passed in late 2006 and also included a provision that did away with state subsidy to fund remedial course work on most main campuses of state universities, including the University after 2015. Historically, the University has provided remedial and other supportive services to all students who require them and allowed the students to graduate at their own pace. Most state universities have branch campuses where remedial courses are offered and are subsided by the state.

In May 2007, the University’s board of trustees approved increasing admissions requirements for incoming freshman.⁴ Incoming direct-from-high-school freshman were required to have a grade point average of 2.0 or better or an ACT score of at least 19 to be admitted unconditionally.

The University’s Directions 2007 strategic plan called for establishment of college-specific admissions standards as well as a “portal of entry” and “an education process for students not meeting the admissions standards.” Table 1.4 shows the college admission standards for each of the University’s former and current degree-granting colleges and programs.
### Table 1.4: Program admissions standards for first-time freshmen

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.25 or ACT 20</td>
<td>GPA 2.25 or ACT 20</td>
<td>GPA 2.25 or ACT 20</td>
<td>GPA 2.25 or ACT 20</td>
</tr>
<tr>
<td>Business Administration*</td>
<td>GPA 2.25 or ACT 25</td>
<td>GPA 2.25 or ACT 25</td>
<td>GPA 2.4 and ACT 18</td>
<td>GPA 2.4 and ACT 18</td>
<td>GPA 2.8 or ACT 25</td>
<td>GPA 2.8 or ACT 28</td>
<td>GPA 2.8 or ACT 28</td>
</tr>
<tr>
<td>Judith Herb College of Education</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.7 or ACT 21</td>
</tr>
<tr>
<td>Engineering - Science Major</td>
<td>GPA 3.0 and ACT 22</td>
<td>GPA 3.0 and ACT 22</td>
<td>GPA 3.0 and ACT 22</td>
<td>GPA 3.0 and ACT 22</td>
<td>GPA 3.0 and ACT 22</td>
<td>GPA 3.0 and ACT 22</td>
<td>GPA 3.0 and ACT 22</td>
</tr>
<tr>
<td>Engineering - Tech Program</td>
<td>not listed separately in 06-07</td>
<td>GPA 2.0 or ACT 21</td>
<td>GPA 2.0 or ACT 21</td>
<td>GPA 2.0 or ACT 21</td>
<td>GPA 2.25 or ACT 20</td>
<td>GPA 2.4 and ACT 21</td>
<td>GPA 2.5 and ACT 21</td>
</tr>
<tr>
<td>Engineering - Info Tech</td>
<td>not listed separately in 06-07</td>
<td>GPA 2.25 and ACT 21</td>
<td>GPA 2.25 and ACT 21</td>
<td>GPA 2.25 and ACT 21</td>
<td>GPA 2.25 and ACT 21</td>
<td>GPA 2.4 and ACT 21</td>
<td>GPA 2.5 and ACT 21</td>
</tr>
<tr>
<td>Engineering - Bioengineering, B.S./M.D.</td>
<td>not listed separately in 06-07</td>
<td>not listed separately in 07-08</td>
<td>GPA 3.8 and ACT 29</td>
<td>GPA 3.8 and ACT 29</td>
<td>GPA 3.8 and ACT 29</td>
<td>GPA 3.8 and ACT 29</td>
<td>GPA 3.8 and ACT 29</td>
</tr>
<tr>
<td>Health Science &amp; Human Services</td>
<td>GPA 2.0 or ACT 24</td>
<td>GPA 2.0 or ACT 24</td>
<td>GPA 2.0 or ACT 24</td>
<td>GPA 2.0 or ACT 24</td>
<td>GPA 2.25 or ACT 20</td>
<td>GPA 2.25 or ACT 20</td>
<td>GPA 2.5 or ACT 21</td>
</tr>
<tr>
<td>Nursing</td>
<td>A program under HSHS in 06-07</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 3.0 and ACT 19</td>
<td>GPA 3.0 and ACT 19</td>
<td>GPA 3.0 and ACT 19</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.5 or ACT 20</td>
</tr>
<tr>
<td>Pharmacy, Bioengineering, B.S./M.D.</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.5 or ACT 20</td>
</tr>
<tr>
<td>Pharmacy, Health Science &amp; Human Services</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.5 or ACT 20</td>
</tr>
<tr>
<td>University College/UTLC Gateway</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
</tr>
<tr>
<td>Adult and Lifelong Learning</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
</tr>
<tr>
<td>Honors</td>
<td>GPA 3.5 and ACT 25</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
</tr>
<tr>
<td>Language, Literature, and Social Sciences</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
<td>GPA 2.5</td>
</tr>
</tbody>
</table>

---

Criterion One  
Mission and integrity  
Third draft of full HLC self-study report  
Aug. 22, 2011
The idea of a portal of entry was the recommendation of one of several work groups that developed the strategic plan. The group, which issued its final report on Aug. 1, 2007, urged that the portal be a unit within University College, “which will be charged with serving all students otherwise admissible to UT, but inadmissible to their desired college or program.”

The report recommended, among other things, that “admission to the University be as accessible as possible” and that “this is not only a mandate of the state legislature but a community expectation.”

Noting that higher admissions standards would result in more students admitted through the portal, the report added, “There was concern that increased admission standards could have a disparate impact in underrepresented groups.”

In a Dec. 11, 2009, memo to deans, associate and assistant deans, Dr. Rosemary Haggett, then provost and executive vice president for academic affairs, and Dr. Jeffrey P. Gold, provost and executive vice president for health affairs, confirmed undergraduate admissions requirements, explaining that two types of students entering the University would be recognized — first-time freshman and transfer students.

Traditional first-time freshmen at UT, according to the memo, were expected to complete a college preparatory curriculum with four years/units of English, three years/units of natural science, three years/units of social science, and three years/units of math, including algebra I and II.

First-time freshman students with a cumulative high school grade point average below 2.0 and an ACT less than 19 would be admitted to the University’s new portal of entry — the Learning Collaborative Gateway Programs that would allow them to satisfy academic deficiencies. They also would take tests so they were placed in developmental, remedial courses in English, writing and mathematics, which do not carry credit. The Gateway Programs are not degree-granting programs.

The concerns first voiced in 2007 about the disparate impact of higher college admission standards on underrepresented groups remain. The concern is that higher college admission standards will block students after their first year on campus, particularly those enrolled in Gateway advising and remediation courses with no course credits and, in some cases, educational loans to repay, a tremendous hardship. Admission to the University does not automatically guarantee admission to a major program of study. Major programs of study have specific entrance requirements that must be met. Many college degree programs have become very competitive, particularly in health-care fields like nursing, physical and occupational therapy, and pharmacy.

The Directions 2011 strategic plan calls for the University “to maintain balanced enrollment strategies.” To achieve that goal, the institution is striving to enroll 20,000
undergraduates while continuing to elevate admission standards for colleges and programs.

The increased academic rigor for admission into the colleges provides new challenges for the University in terms of improving first-to-second-year retention rates and four-year graduation rates, but the criterion team recognizes the new standards have created a tension with the University’s historic, cherished mission of providing educational access.

The University’s board of trustees, administrators and faculty have debated the best way to achieve the University’s goals of academic excellence and the provision of equal access and opportunity. The University does not believe that the goals are mutually incompatible and require tradeoffs. Improvements in academic quality do not have to come at the expense of access. The new standards will likely result in stronger, yet smaller entering freshman classes for the colleges.

The University believes that if students who enroll are better prepared, they will have a better chance of academic success and will earn their degrees. Improving the academic readiness of first-year and transfer students leads to improved classroom performance and increased retention and graduation rates.

Ohio’s performance-based funding model, which links funding to outcomes, has been discussed by Ohio legislators and by the Ohio Board of Regents since 2008. Recently, the model has gained traction in legislation. Both the fiscal year 2010-2011 and fiscal year 2012-2013 biennial budget bills have moved class subsidy funding from the “fifteen-day” funding model into semester reporting of students in class to post-semester counting of students who have successfully completed the class.

Five percent of the funding in fiscal year 2010 and 10 percent of the funding in fiscal year 2011 will be distributed according to the outcome-based model. Currently, there are plans to increase the proportion of funding allocated from the model to 20 percent in fiscal year 2013.

While the model will not be fully operational for some time — no date has been determined yet for complete implementation because it depends partly on adoption by all universities of a coordinated semester system that has not yet happened — it will provide serious challenges to an open-access institution such as The University of Toledo.

The University will be at risk of providing extensive resources to students who have a below-average chance of success because the state will not provide subsidy to support remedial services. Understandably, the state will support success but only after the fact, which will have a chilling effect on the University to admit many students with low grade point averages and ACT scores. In addition, students who may have succeeded at poorer urban high schools may find difficulties in the more competitive university atmosphere. Since many of these students are minorities, it may unfairly penalize them if the University does not accept them or may unfairly penalize the University if it does accept them but they initially do poorly transitioning to higher education.
The performance-based funding formula for higher education has the very real possibility of limiting student opportunity and unfairly penalizing efforts by such institutions as The University of Toledo in providing appropriate open-access opportunities for all students to achieve a university education.

V. Summary on diversity of other constituencies.

As indicated in its mission documents the University is committed to diversity of its ‘other constituencies’. Gender and ethnicity data from 2010 show that there is diversity among faculty and staff at the University. The Directions 2011 strategic plan includes measurable goals to increase diversity by five percent.

This goal and using national searches to recruit for administrative and leadership positions should help improve the diversity of other constituencies of the University. To ensure searches are conducted in a way that maximizes the potential to recruit diverse faculty and staff, University search committees undergo training to write job descriptions, advertise searches, and select a diverse pool. The University also has organizations and programs that support the diversity of its ‘other constituencies’. These organizations and programs are likely useful for promoting diversity across campus.

Recommendations for the future

The challenge facing the University is to find innovative ways to balance its higher college admission standards and its historic open-enrollment status. The University should:

• Begin discussions for partnering with Owens Community College, Northwest State Community College and other Ohio community colleges to dually admit underprepared students so they obtain remedial, developmental course work at the community-college level before transferring to UT.

• Continue remediation programs in reading, writing and mathematics without state subsidy to prepare direct-from-high-school students who have been ill-served by their prior educational experiences or adults who have been out of school for many years and need time to get back up to speed;

• Continue to admit to students who meet increasingly high academic expectations and come from geographically and culturally diverse backgrounds.

Core component 1c: Understanding and support for the mission pervade the organization.

Introduction

The mission statement is widely published, displayed and accessible to faculty, staff and students throughout the organization. It appears in the corridors of buildings on Main, Scott Park and Health Science campuses. All of the mission documents, including the strategic plan, are available on the University’s Web site.
In determining whether an understanding and support for the mission pervade the University, several pieces of evidence are presented below that evaluated whether the board, administration, faculty, staff and students understand and support the mission; the goals of the various units are congruent with the organization’s mission; strategic decisions are mission-driven; and the organization’s internal constituencies articulate the mission in a consistent manner.

I. Understanding and support of mission statement

The board of trustees, administration, faculty, staff, and students support the University’s mission.

The self-study survey of faculty and staff revealed that 82.8 percent agreed or strongly agreed with the statement, “I support UT’s mission.” Adding the percentage of neutral responses to positive-response percentage increases the rate to 94 percent for supporting the mission statement.

Support for the University’s mission is evident at different levels of the institution. The Code of Ethics of the board of trustees includes statements such as “The board of trustees shall consider the interests of all its constituents in its decision making, including the students, administration, faculty, staff, as well as external constituent groups,” and “The board of trustees shall conduct its affairs in a manner exemplifying the values of The University of Toledo.”

The bylaws of units, colleges, schools, administrative groups, and student groups also simultaneously demonstrate an understanding and broad support of the mission.

Clear statements of the University mission appear in the mission statements of the colleges of Medicine and Life Sciences, Nursing, Graduate Studies, Judith Herb College of Education, Health Science and Human Service, and the new colleges created from the former College of Arts and Sciences.

In addition, the Division of Student Affairs integrates the mission statement of the Office of Recreation with the University mission statement and core values. The professionalism policy of the College of Medicine and Life Sciences faculty incorporates the core values of the University mission into their mission statements.

There is a link to the University mission statement on the President’s Council on Diversity Web site. Moreover, core values of the mission such as learning, communication, diversity, integrity and teamwork are evidenced by the University’s Learning Collaborative that bridges academic affairs with the Student Affairs division.

Efforts to understand and support the mission that involve the University’s constituencies are evident by various orientation programs that are conducted and multiple handbooks that are distributed.

For example, the graduate student handbook for Health Science Campus and the College of Nursing student handbook contain the University mission statement. Other distributed
materials emphasize the core values of the mission statement. Published materials in UT News (March and April 2010) seek an understanding of the University mission statement. The University Strategic Plan "Question of The Week" was a strategy to have all members of the university community respond to and acquire a fuller understanding of the mission statement and the strategic plan development. Participation in these reflections took place through the Facebook page linked via the discussion tab of the University strategic plan. A discussion group was established on Epsilen to allow for additional avenues of discussion and feedback. http://www.epsilen.com/grp/103609
Comments and questions were also sent in and posted on the strategic plan website.

Further information is found in the frequent University of Toledo Topics reports on the work of the Strategic Plan Committee to the academic community. Moreover, open Town Hall meetings with the president have occurred on the average of nine times per year since 2006.

The president also maintains on the University’s myUT portal page a filmed monthly blog called “The President’s Perspective,” where he speaks about issues, plans, and progress at the University and often cites the mission statement. Three public forum discussions that covered various dimensions of the self-study took place in fall 2010, with the first partly focused on matters of mission and integrity. http://www.google.com/search?q=presidential+perspective+toledo&hl=en&sa=X&prmd=ivns&source=univ&tbm=vid&tbo=u&ei=kHqbTYKYAoOW0QHL2qjjAg&ved=0CCgQqwQ

II. Mission-driven strategic decisions

Evidence that the organization’s decisions and goals are congruent and guided by the mission is apparent in the Directions 2011 strategic plan. The language of the mission statement is presented and operationalized in the document. Specific strategic plans, goals of the academic units and how they relate to the mission are detailed in the plan and provide evidence for how the mission is integrated into the fundamental activities and processes of the University.

Multiple strategies are presented to achieve the goal of a “learner-centered institution with intensified focus on teaching and learning” in the undergraduate programs. In parallel, there are strategies in place for achieving nationally distinguished and highly ranked graduate and professional academic programs that are accessible to a diverse student population.

One specific goal of Directions 2011 is to enhance the University’s standing as a major metropolitan research university with internationally recognized areas of research, scholarship, and creative activity by advancing a culture of engagement across the range of disciplines at the University.

Additional evidence that the mission is integrated into the fundamental activities and processes of the University is apparent in the stated objectives listed for the College of Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
Medicine and Life Sciences graduates in alignment with the recommendations for the Association of American Medical Colleges. Broad classes are highlighted in the mission statement and include characteristics such as a development of humanistic beliefs and behaviors; knowledgeable, skilled, dutiful, demonstrating commitment to serve; and an awareness of physicians’ roles in affecting appropriate changes in the health-care system.

Every effort is made that positions created and eliminated in the College of Medicine and Life Sciences be mission driven. Recruitment requests are evaluated by the dean and other members of the executive administrative team to ensure alignment with the strategic direction of the University. College of Medicine and Life Sciences budgetary decisions are brought ever closer to matching up fully with mission and vision statements through the direction of the strategic plans. As a result of the guidance provided in the Directions 2007 and Directions 2011 strategic plans, new faculty positions have emerged to strengthen work in STEMM areas and in the professional schools on Main Campus.

The reorganization of the University that led to establishment of three new colleges from the former College of Arts and Sciences almost immediately enabled planning of new interdisciplinary or cross-disciplinary ventures. Some of these ventures will link faculty members in STEMM areas and in the arts and humanities. Releasing the energies of interdisciplinary studies within or across traditionally separated groups of disciplines fits well with the goals of Directions 2011 and furthers the mission and vision of the institution.

III. Understanding and support of mission

Strategic decisions supporting the mission are evidenced by the evaluation and performance reviews of faculty, programs, units, centers and institutes. Decisions on promotion and tenure are made at several different levels, including the Department Personnel or Tenure and Promotion Committee, by college deans, by University committees, by the provost or chancellor and by the University president.

The departmental bylaws are consistent with the 2000 report, “Good Practice in Tenure Evaluation,” which is a joint project of the American Council on Education, the AAUP and the United Educators Insurance Risk Retention Group. Decisions are based on demonstrated accomplishment in teaching, scholarly productivity, and service, as well as a strong indication of continued future productivity in these areas. Faculty members must present a dossier showing success in the areas of teaching, research and service, having achieved a level of competence.

In general, quality rather than quantity with respect to teaching and scholarship will be considered, but with the recognition that the quantity of peer-valued productivity certainly plays a role in establishing a body of professional activity. In keeping with the mission of the University, scholarly activity includes various forms of knowledge-based public engagement or involvement related to one’s field of expertise, including developing community-oriented projects, workshops, and presentations, and the securing Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
of grants for, or contracts or consultancies with community organizations, institutions, or agencies. In general, the criteria are rigorous and help to ensure a high level of excellence is present to teach students (“excellence in learning”), to perform research (“discovery”), and to serve the University and its external constituents (“engagement,” “outreach”).

IV. Summary

While the mission statement is publicly displayed and is accessible, the recent reorganization efforts have resulted in widespread deliberation on the issue of student centeredness articulated in the mission statement. This issue has been discussed in the recent Faculty Senate and Arts and Sciences Council meetings. Student centeredness is addressed in specific terms in the University’s strategic plan. Also it is the focus of the 2011 Readiness Report of institutions of higher learning in Ohio published by the chancellor of higher education and the Board of Regents office.

Core component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

I. Governing authority

The University of Toledo is part of the University System of Ohio (USO) and is one of 14 state-supported public universities in Ohio. The USO is governed by the Ohio Board of Regents, which serves as the chief administrative and policy-making body for public institutions of higher education in Ohio, and the chancellor of the Board of Regents.

According to the strategic plan of the University System of Ohio, Ohio’s public institutions focus on accomplishing a single set of statewide goals. Each institution contributes in different ways to the achievement of these goals, and all have a stake in the collective success of higher education in Ohio.

http://www.uso.edu/strategicplan/index.php

Chapter 3364 of the Ohio Revised Code is the enabling statute of The University of Toledo and establishes the board of trustees as governing authority of the University. Trustees are appointed by the governor and serve nine-year terms. The statutory language in the chapter also authorized the merger of The University of Toledo and Medical University of Ohio. At that time, the two boards of trustees were merged to form an 18-member board, reducing that number to nine by 2014 through normal attrition.

The role and authority of the University board of trustees is further set forth in Ohio Revised Code sections 3364.01(c) through 3364.04. Furthermore, bylaws approved by the board of trustees become regulations under the Ohio Administrative Code, and Ohio Administrative Code Section 3364-1-01 further states: “The estate, property, and funds and the government, conducts and control of the University of Toledo are, by the laws of Ohio, vested in and exercised by a board of trustees. They are appointed by the Governor of Ohio and serve without compensation.”

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
As the University’s governing body, the UT board of trustees, among other things, appoints the president of the University; approves tuition and fees; approves strategic plans and substantive curricular matters; approves the final budget and audited financial statements; confers undergraduate, graduate and professional degrees, confers tenure on faculty members, approves appointments to the medical staff of the UT Medical Center, and approves the appointments of new faculty members, administrators, and employees.

The president is the chief executive officer and responsible for administration of the University subject to board oversight. The duties and responsibilities of the president are found in Ohio Administrative Code section 3364-1-07 titled “Administration of the University,” which explicitly vests authority in the president to “carry out effectively and efficiently the mission and the operation of the University.”

http://www.utoledo.edu/offices/trustees/board_bylaws.html

The Ohio Administrative code section promulgated by the board of trustees clearly delegates to the president a number of responsibilities, and through the president, to campus administrators for the day-to-day operation of the university. As chief executive officer, the president oversees the University’s academic and administrative functions.

The president is responsible for the administrative oversight of other university administrators, fundraising and development, preparation of the budget for presentation to the board, the University’s relationships with other universities and government agencies, and academic programs. The president is designated as the appointing authority of the University and is authorized to “establish, manage, and administer necessary and reasonable routine administrative policies and procedures of the University.”

http://www.utoledo.edu/offices/trustees/board_bylaws.html

As chief executive officer, the president, as required by the National Collegiate Athletic Association (NCAA), also is responsible for and exercises appropriate administrative and fiscal control over the University’s intercollegiate athletics program.

The president is required at the beginning of each academic year to make a report and review the administration’s goals and objectives of the prior year, propose goals and objectives for the upcoming year, and “discuss the University’s well-being and challenges.” The goals and objectives include quantifiable objectives for enrollment, finance, hospital operating margin, graduation rates, research, institutional advancement and other goals and objectives the administration and the board may agree upon.

The president communicates regularly with the University community through emails, Town Hall meetings, where he discusses issues facing the University and answers questions, and through a regular video program he hosts, “A Presidential Perspective” that is aired on the University portal, “MyUT.” Vice presidents, college deans, administrators, and students often join him on the program. The town halls meetings are streamed live and archived. The president gives his annual state-of -the university address in the spring to the University community and community leaders, outlining the condition of the University and his agenda for the year.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
The board has been supportive of the president and in May 2011 voted to extend to his contract until 2016.

The board has provided active oversight of the University. The minutes of its meetings are available to the public on its Web page, which also contains information about its members, the board-issued Ohio Administrative Code Section, including a conflict of interest/Ohio Ethics code bylaw, meeting schedules and other information.

http://www.utoledo.edu/offices/trustees/index.html
(http://www.utoledo.edu/offices/trustees/code_conduct.html)
http://www.utoledo.edu/offices/trustees/committee_agendas.html

The UT board of trustees typically meets eight or nine times during the calendar year. The meetings are governed by Ohio’s open meeting laws, and all votes are conducted in public.

An important characteristic of the board of trustees is its reliance on a committee system. The board has five standing committees and has the authority to create ad hoc committees as necessary. http://www.utoledo.edu/offices/trustees/board_committees.html

For example, an ad hoc committee of the board was established in 2009 and charged to communicate with and guide faculty, staff and other stakeholders assigned to develop a strategic planning document to be entitled “Directions 2010.”

The board of trustees plays a fundamental role in overseeing implementation of the University’s mission. For example, trustees solidly supported UT’s pursuit of state centers for excellence and were [reference to letter of BOT to Dr. Jacobs approved by BOT 6/22/09] steadfast in their support of the president's efforts to reorganize the structure of colleges, schools and other collaborations undertaken across disciplines for teaching, research or engagement purposes. The president has described these efforts as key to the university realizing its mission. Thus the board “policies and practices document that the board’s focus is on the organization’s mission.”

II. Administrative structure

The University’s administrative leadership structure includes the president; provost and executive vice president for academic affairs; chancellor and executive vice president for biosciences and health affairs; and a number of qualified, capable, experienced vice presidents. They all serve as members of the president’s senior leadership team that meets regularly to address and discuss matters of importance to the University and to oversee daily business. Senior administrative officers are appointed by the board of trustees and can only be removed in accordance with University policy.

The provost and executive vice president for academic affairs is responsible for the academic budgets, recruitment and retention of deans, academic staff and faculty, and other day-to-day academic administrative matters of 11 colleges, while the chancellor and executive vice president for biosciences and health affairs has administrative oversight of
educational programs of the three health-related colleges, patient-care and research programs of the University, the University’s medical center and outpatient health-care system; the physician faculty practice plan; and the research enterprise.

A number of these administrators have additional titles and responsibilities. The vice presidents are responsible for specific areas of the University and for ensuring their areas further the University’s mission, operation and strategic goals. They meet regularly with department and division directors who report directly to them.

The vice presidents are:

Senior vice president and executive director of University of Toledo Medical Center;
Chief financial officer and vice president for finance;
Vice president and general counsel;
Vice president for government relations;
Vice president for information technology;
Vice president for institutional advancement;
Vice president for external affairs and interim vice president for equity and diversity;
Vice president for the student experience;
Vice president for research;
Vice president for administration; and
Vice president and director of athletics.

The organizational chart for the senior leadership team is located at
http://www.utoledo.edu/depts/hr/forms/organizationalcharts/Office_of_the_President--SLT.pdf; Academic Affairs, Main Campus at
http://www.utoledo.edu/depts/hr/forms/organizationalcharts/Academic_Affairs_(Office_of_th.pdf
and Health Affairs at
http://www.utoledo.edu/depts/hr/forms/organizationalcharts/Health_Affairs_(Office_of_the_.pdf

The president evaluates the vice presidents and other direct reports annually. Vice presidents similarly evaluate people who report to them.

The primary academic units at the University are colleges, schools and departments. Each of the 14 colleges has a dean who is responsible for programs, budgets and personnel in that college or unit.

Deans (http://www.utoledo.edu/policies/board_bylaws/pdfs/3364_1_07.pdf) are the chief academic officers for their colleges and chairs (http://www.utoledo.edu/policies/academic/faculty_staff/pdfs/ii_3.pdf) are the chief academic officers of departments. Deans on Main and Health Science campuses, as well as other campus leaders, meet with their respective provost or chancellor on a regular basis to address academic and other issues. However, the College of Adult and Lifelong

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
Learning (CALL) is part of the College of Innovative Learning (COIL), and the CALL dean administratively reports to the COIL dean.

CALL and COIL are aligned by their shared commitments to alternative modes of higher education with a focus on learning, commitments that are articulated by the College of Innovative Learning’s “commitments.” These “COIL commitments” inform the strategic plans of both units and influence college budgeting and resource allocation for both deans. The two units remain conceptually distinct, however, because CALL maintains and cultivates a presence in the regional community through outreach to adult and non-traditional learners and the organizations that help them connect with higher education, while COIL’s mission touches on curriculum, learning, teaching, technology, and the integration of disciplines necessary for student choice and student success in a 21st century economy. In addition, COIL has special responsibilities for first-year learning. So while each college has a distinct orientation and strategic plan, they are focused on the specific needs of the University’s incoming and non-traditional students, or “students in transition,” and are motivated by the recognition that higher education must adapt and change in foundational ways if it to fulfill the University’s mission of becoming a transformative force in the world through innovation, especially in how the institution achieves and measures learning outcomes.

The dean of CALL reports to the vice provost for academic innovation and dean of the College of Innovative Learning for purposes of curriculum development, major personnel decisions and performance review, and in order to consolidate relationships with other colleges at UT. With distance learning organized through the College of Innovative Learning and with much of CALL’s curriculum being offered online, the University gains efficiency as it also strives to create a distinctive approach to distance learning at the University. And student-centered degree options for both non-traditional students and for all students preparing for a non-traditional job market are common to both colleges, with COIL involved in program development through multiple modes of delivery.

In addition, the deans have opportunities to meet with the president. Academic departments have chairs who report to the dean of the college. Each academic college has a governing council comprised of department heads and other leaders to address college-specific issues.

According to board bylaws, deans make recommendations to the president through the provost or chancellor regarding faculty appointments, promotion and tenure and non-renewals of faculty and staff and include the report from the faculty or any other committee that advises the dean.

College deans are supported by associate deans who have responsibilities for student services, departments and other programs within the colleges.

The University’s organizational structure includes several senior leadership positions that have dual administrative responsibilities. (e.g., chancellor, executive vice president for health affairs/dean of the college of medicine, vice-provost for graduate affairs/dean of Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
the college of graduate studies, and vice-president for external affairs/interim vice president for equity and diversity. While these pairings exist at other institutions and many advantages exist to such arrangements such as synergies and cost savings, the question has been raised about the potential for conflict of interest when resource decisions are made. Whether this pairing of roles should continue may need to be a topic of discussion.

The UT Medical Assurance Company, SPC is a University self-funded company that covers the University’s costs for professional liability defense arising from allegations of negligence in the rendering of health-care services. Coverage applies to University health-care students, residents and physicians in academically approved clinical experiences or rotations.

III. Shared governance at the university level

Numerous opportunities exist for faculty, staff and students to participate in governance of the University through membership on important committees and the board of trustees. The governor appoints non-voting student members to the board using a procedure specific to student members.

Faculty members serve as members of board committees, but do not serve on the full board. Faculty and administrators share leadership on university-wide governance bodies such as the Research Council and Graduate Council as well as regulatory committees such as the Institutional Review Board and the Institutional Animal Care and Use Committee. As well, faculty participate in business decisions through committees that recommend which of a number of possible investments to make in, for example, facilities, internal grants and awards and intellectual property.

The University community is proud of the successful mergers of separate governance bodies, including the board of trustees, Faculty Senate and Graduate Council, especially in light of the very different cultural traditions that existed between The University of Toledo and Medical University of Ohio. Importantly, a unified College of Graduate Studies now serves 5,000 students on both campuses. In each case, the merger of these bodies was reached through debate, discussion and compromise, demonstrating the commitment of individuals to the broader vision of a comprehensive research university. Growth towards a common understanding of shared governance continues and will not be without challenges.

**Academic governance, faculty-administrative relationship**

In general terms, the 64-member Faculty Senate ([http://www.utoledo.edu/facsenate/](http://www.utoledo.edu/facsenate/)) is responsible for oversight of undergraduate academic programs and policies, and the Graduate Council ([http://www.utoledo.edu/graduate/facultystaff/gradcouncil/index.html](http://www.utoledo.edu/graduate/facultystaff/gradcouncil/index.html)) for oversight of graduate programs. The responsibility of the Faculty Senate for undergraduate academic affairs is clearly set forth and published in the Faculty Senate Constitution. The Faculty Senate is guided by an executive committee consisting of the

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
The Faculty Senate posts minutes of its meetings on its Web site.  
(http://www.utoledo.edu/graduate/files/Graduate_Faculty_Constitution_.pdf)

Both the Faculty Senate and the Graduate Council are elected bodies with membership proportional to the size of the colleges represented. The provost and chancellor are ex-officio members of Faculty Senate and the vice provost for graduate affairs and dean of the College of Graduate Studies, as well as other senior administrators, are members of Graduate Council. These bodies recommend programs, curricula and other matters of interest to their constituencies. The work of these bodies and the college councils thus realizes various forms of “sharing of responsibilities for the coherence of the curriculum and the integrity of academic processes.” (cite)

Four bargaining units represent a portion of the faculty, all police officers and a portion of the staff at the University.

A number of full-time, tenure-track University faculty members are governed by a collective bargaining agreement between the University and the University’s chapter of the American Association of University Professors (UT-AAUP).  
(http://www.utaaup.com/test/) The bargaining group addresses issues such as grievance procedures, promotion and tenure, and salaries and benefits of members of its bargaining unit. Most bargaining group members are on Main Campus. A separate collective bargaining agreement exists for lecturers.

The College of Law faculty is not covered by a collective bargaining agreement, but grievance procedures and policies are located in the online policy manual.

In addition, the AAUP does not represent faculty members who were part of MUO. Faculty members who are not part of the bargaining unit are governed by a document, “Faculty Rules and Regulations for Faculty in the Colleges of Health Science and Human Service, Medicine and Nursing not bound by a Collective Bargaining Agreement,” that was approved by the board of trustees on Jan. 25, 2010.  
(http://www.utoledo.edu/depts/facaffairs/pdf/rules_regulations.pdf)

With the merger and relocation of colleges as a result of the 2006 merger and the 2011 reorganization, some academic departments have faculty members who are part of the bargaining unit and some who are not. Those who are not represented by the bargaining unit are represented by policies drafted by an elected committee, the Committee for Rules and Regulations.

Classified employees also play an important role in University governance through negotiated collective bargaining agreements that outline issues such as working conditions, salaries and benefits, management rights, non-discrimination, leaves, grievance procedures and employee conduct.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
The Communications Workers of America, according to the current contract, represents “all regular full-time and regular part-time classified civil service nonprofessional employees, excluding managerial and confidential employees, guards, supervisors, University Police, seasonal, casual employees, temporary, intermittent call-ins, student employees and faculty members” on Main Campus. (http://www.utoledo.edu/depts/hr/employment/pdf/CWA_Contract_Jan_1_2009-Dec_312.pdf)

The University of Toledo Police Patrolman’s Association, according to the current contract, represents “all regular full-time and regular part-time classified civil service employees in The University of Toledo Division of Police, including police officers and criminal investigators, who are classified as guards defined in O.R.C. 4117.06 (D) (2).

The American Federation of State, County and Municipal Employees represents classified and unclassified employees, except supervisory, managerial, grant-funded, student and a number of other employee classes on Health Science Campus. http://www.afscmecouncil8.org/

The department of human resources and talent development is responsible for administering the collective bargaining agreements.

The Professional Staff Association (PSA), according to its Web site, http://www.utoledo.edu/org/psa/ represents all classified exempt, classified salaried, and unclassified administrative and professional employees who do not belong to a bargaining unit and do not have faculty rank.

Non-faculty administrative personnel and professional staff are employed on annual at-will contracts. The PSA was formed in 1992 as a vehicle for communication between staff members and senior administrators. The organization provides feedback about issues affecting the University, particularly those that impact its non-unionized, non-academic, salaried management employees. It works closely with the Department of Human Resources and the Office of the President. The association’s leadership is provided by the Professional Staff Council comprised of a chair, vice chair, secretary and 12 additional professional staff representatives. The organization annually honors outstanding members for exemplary service to the organization and the University.

The president, Main Campus provost and Health Science chancellor meet regularly with the Faculty Senate Executive Committee and Professional Staff Council officers.

As required by the Faculty Senate Constitution, colleges have governing councils, either of the whole or elected, constitutions and bylaws. The councils serve as a voice of the faculty and provide oversight of programs, curricula and other college-specific issues.

For example, the College of Pharmacy and Pharmaceutical Sciences college meeting functions as a body of the whole and involves staff and faculty. The monthly meetings offer a forum for debate and discussion of issues of concern. The body reviews and recommends curricular changes brought forward by the Curriculum Committee, selects Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
representatives to university-wide committees and reviews and recommends revisions to strategic plans.

Agendas are routinely distributed to all staff and faculty in advance of meetings of key bodies such as the Pharmacy Advisory Council, Dean’s Cabinet, and Dean’s Commission on Pharmacy Education, an advisory group composed of alumni, parents, employers and alumni. The advisory council meets monthly and includes students, faculty through key committee chairs, University of Toledo Medical Center Department of Pharmaceutical Services, deans, chairs and the college’s business manager and communications manager.

While the University’s current administrative and governance structures allow significant participation by faculty, staff and students, the principle of shared governance has been a topic of considerable discussion in recent years. Like many universities and colleges, the University has struggled at times with the inherent tension between the desire on the part of the faculty for extensive deliberation and study and full participation in important decisions involving the University and the ever-increasing need for the University’s administration and board of trustees to act in a timely manner. Some constituencies perceive uneven application of shared governance and cite as an example the rapid reorganization of the university colleges that occurred in 2011. Such debate is healthy, an indication of the passionate views held by members of the University community and a reflection of the value that the University places on open, constructive and respectful dialogue and expression of different viewpoints.

The survey conducted in fall 2010 as part of the self-study to better understand and more precisely measure the attitudes and concerns of faculty, faculty-administrators, administrators and staff regarding shared governance revealed strong support for the concept. Respondents were asked to indicate their level of agreement to two declarative statements which contained five areas where shared governance is viewed as necessary.

The first statement read: **Shared governance is important** (1) curriculum decisions (2) budget/resource allocation (3) Hiring/personnel (4) organizational structure (5) strategic planning.

The second statement read: **Effective shared governance occurs** (1) curriculum decisions (2) budget/resource allocation (3) Hiring/personnel (4) organizational structure (5) strategic planning.

Some 86.9 percent of all respondents strongly agreed or agreed that shared governance is important in strategic planning; 83.1 percent in curriculum decisions; 82.5 percent in budgeting/resources; 82.1 percent in organizational structure and 79.3 percent in hiring/personnel matters.

However, the percentage of respondents who think that shared governance occurs in the five areas decreases. Only 43.9 percent agreed that shared governance occurs in curriculum matters; 20.4 percent in budget/resources; 30.8 percent in hiring/personnel, 21.2 percent in organizational structure; and 29.8 percent in strategic planning.

**Criterion One**
**Mission and integrity**
Third draft of full HLC self-study report
Aug. 22, 2011
When the declarative statements are analyzed by employment groups, the survey reveals a wide continuum of attitudes on the topic. Strong feelings about a lack of shared governance exist in some areas of the University and not in others.

As Table 1.5 indicates, the non-negative responses for administrators and staff were greater than their negative responses in all five areas of the occurrence of shared governance, while the non-negative responses for faculty administrators were greater than their negative responses in the five areas regarding the occurrence of shared governance except for budgeting/resource allocation and organizational structure. The faculty felt that shared governance was operational in the spheres of curriculum and hiring/personnel, but not strategic planning, budgeting/resource allocation and organizational structure.

Table 1.5

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Faculty Admin</th>
<th>Faculty</th>
<th>Administrators</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Neg</td>
<td>Neg</td>
<td>Non-Neg</td>
<td>Neg</td>
<td>Non-Neg</td>
</tr>
<tr>
<td>Curriculum decisions</td>
<td>69.5</td>
<td>30.5</td>
<td>73.1</td>
<td>26.9</td>
<td>86.7</td>
</tr>
<tr>
<td>Hiring/personnel</td>
<td>51.4</td>
<td>48.6</td>
<td>60.8</td>
<td>39.2</td>
<td>83.3</td>
</tr>
<tr>
<td>Strategic planning</td>
<td>43.8</td>
<td>56.2</td>
<td>63.5</td>
<td>36.5</td>
<td>76.7</td>
</tr>
<tr>
<td>Budget/resource allocation</td>
<td>29.7</td>
<td>70.3</td>
<td>28.9</td>
<td>71.1</td>
<td>56.7</td>
</tr>
<tr>
<td>Organizational structure</td>
<td>30.2</td>
<td>69.8</td>
<td>30.8</td>
<td>69.2</td>
<td>66.7</td>
</tr>
</tbody>
</table>

The survey captures a number of definitions of shared governance provided by the respondents that provide a context for understanding their responses to its importance and occurrence. Despite consistent themes that emerged from the definitions, centered on concepts of joint participation in decision-making and shared responsibility in meeting the mission and interests of the institution, there was wide variation in descriptions of the scope and practices of shared governance. The University has a diverse faculty that has diverse opinions of many matters, including shared governance. This variation may have influenced the responses to the importance and occurrence of shared governance at UT.

For example, some respondents indicated that shared governance should occur in all university decision-making, including budget and resource allocation. Other expressed a...
more limited notion, focusing primarily on curricular decisions and hiring/personnel. Some thought that the administration should seek the involvement and input of all stakeholders, but that final decisions should be made by the president and board of trustees. Some mentioned the difficulty of engaging university constituents in these activities, despite subsequent complaints that effective shared governance does not occur at UT. Others expressed complaints about faculty and many responses from those who self-identified as faculty omitted staff from their definitions and comments about shared governance.

While the principle of shared governance may mean different things to different respondents, several themes emerged from the definitions that could serve as topics of future discussions. Those themes include shared, cooperative decision making; shared voice; shared goals; shared responsibility and accountability; stakeholder teamwork; trust, respect and collegiality; defined roles in decision making; effective consultation/consent of faculty.

The survey data and findings provide useful information to inform reflection, planning, and discussions within and among relevant University constituencies that could lead to greater cultural integration and a common definition of shared governance. The emergent themes could serve as a starting point for discussion, perhaps in the Faculty Senate and college and student governance bodies and then extending more broadly to all campus stakeholders. Campuswide forums about the mission and vision statements and their relationship to the activities and commitment of UT might also prove fruitful, at the very least, these forums would offer opportunities for dialogue.

IV. Student government

Undergraduate and graduate students play a significant role in university governance. Students serve both as representatives on decision-making bodies and through their leadership and responsibilities in areas of college life such as student organizations and activities. Student Government works closely with the faculty and administrators on issues raised by students.

Student Government (SG.UToledo.Edu) and Graduate Student Association (GSA) http://sites.google.com/site/graduatestudentassociation/ represent the voices for the needs and concerns of undergraduate and graduate students, respectively, working with administrators to address issues that involve education and student welfare. Student Government also promotes community service and engagement through its annual “Big Event” program, which attracts hundreds of students for one day of service in the Toledo community. All UT students are welcomed and encouraged to participate in student government.

Each organization has elected officers who represent and provide input and feedback on student issues and concerns on various university committees.
For example, the GSA president participates in the meetings of the Graduate Council and provides a report at each of its bimonthly meetings. Like other governing bodies, the Graduate Student Association is an amalgam of separate pre-merger groups and now includes all graduate students. The GSA works closely with College of Graduate Studies administrators on areas of mutual interest; sponsors a graduate student research forum; provides travel funds for professional development; and plans social events for graduate students.

Student Government supports various student organizations and social events while the GSA offers awards for professional travel and supports its members professionally, academically and socially. For example, the association sponsors a research symposium each spring. The GSA’s Web site includes information about meetings, minutes, committees and events. ([http://sites.google.com/site/graduatestudentassociation/](http://sites.google.com/site/graduatestudentassociation/))

At the undergraduate level, students are represented by an elected student government that consists of a president, vice president, student senate and a student judiciary. Working through the dean of students, student government works with University leaders to create a supportive collaboration. ([http://wordpress.utoledo.edu/sg/](http://wordpress.utoledo.edu/sg/))

According to the dean of students, on major issues that confront the student body and sometimes the entire University, students play a role both within and outside the Student Senate. These issues may include University policies regarding smoking on campus, building renovations, and the impact of administration policies on the arts and humanities.

In addition to the elected student leaders, two non-voting students serve on the board of trustees for two-year terms. The student members are appointed by the governor, with the advice and consent of the Ohio Senate, from a group of six candidates selected pursuant to a procedure adopted by the university’s student governments and approved by the board of trustees. They provide a student voice to board deliberations, but are not part of student government.

Students often participate on standing college committees and on search committees, reviewing applications, interviewing applicants and making recommendations. For example, students served on search committees for the new dean of the College of Law, the new provost and executive vice president for academic affairs, and the dean of the School of Solar and Advanced Renewable Energy. ([http://utnews.utoledo.edu/index.php/06_29_2010/membership-finalized-for-three-search-committees](http://utnews.utoledo.edu/index.php/06_29_2010/membership-finalized-for-three-search-committees))

A number of the colleges and departments have student councils that address student concerns and are linked to national and international organizations that provide additional opportunities for student leadership and recognition. For example, students in the College of Engineering have a plethora of societies, including honor societies and professional
organizations, in which to participate. ([http://www.eng.utoledo.edu/coe/student_organizations/index.htm](http://www.eng.utoledo.edu/coe/student_organizations/index.htm))

The Student Bar Association at the College of Law represents law students, and in the College of Medicine and Life Sciences, Medical Student Council, the Council of Biomedical Graduate Students, the Public Health Student Organization, and the J.D. Michaels Physician Assistant Student Society represent medical, graduate biomedical, MPH, and physician assistant students, respectively.

College of Medicine and Life Sciences students serve on national committees of the American Medical Association, Student National Medical Association and the Association of American Medical Colleges.

V. Summary and conclusions

Since the merger, the president has assembled a highly qualified team focused on advancing the mission of the new University. Opportunities for leadership roles continue to develop.

Since the merger there have been studies for and development of two strategic plans, the second a recalibration of the first, providing implementation goals, rubrics and metrics for assessing progress. The University has a new vision as spelled out in the Directions 2011 strategic plan and The Relevant University. These documents help greatly in communicating applications of the University’s vision.

But at times, such as in the midst of what has been called revolutionary change, effective communication is challenged in its public, explicit modes, even though it is present and at work in its implicit modes. Congruence of activities and coherence of vision are joint products of UT’s leadership and the faculty, staff and students all of whom seem to share in a coalescing vision of the emerging university and, for a variety of reasons, remain highly loyal to the mission. Change sometimes conceals the sources of the constancy it requires.

**Challenges**

While the institution has a strong tradition of faculty participation in decision making and well defined governance structures in place, the principle of shared governance continues to evolve and remains a central challenge. Tension exists between the idea of full and careful debate of important institutional initiatives and the need for expeditious action on the part of administration.

In addition, the University faces the challenge of succession planning and developing and grooming candidates to fill key leadership positions in the future.

**Recommendations for the future**

The findings from the survey should be used to reinvigorate conversations that result in development of an action plan for implementing a common understanding of and process
for shared governance. Such an understanding would help alleviate unnecessary tensions and establish expectations among university governing bodies and committees about inclusion in decision making.

Core component 1e: The organization upholds and protects its integrity.

Integrity is a protean ideal; it has many dimensions and varied forms. This self-study focuses on two sets of ideals and two dimensions of integrity. The first is the functional side of integrity and addresses whether the University functions effectively and efficiently to accomplish its intended purposes. This ideal addresses the “congruence between what [UT’s] mission document says [it] is about and what it actually does.

The second ideal addresses the ethical dimension and whether the University’s organization and operations embody and show values of honesty, fairness and compliance and whether the University complies with applicable laws and regulations.

This self-study report comes at a time when higher education in Ohio has changed dramatically, with the Ohio Board of Regents, the state’s chief policy-making body for higher education, focusing its expectations on the role of higher education in creating economic and creative prosperity for people living and working in Ohio. As Ohioans increasingly look to the state university system for the innovation, education and guidance that will improve their lives and prospects, just how the University of Toledo meets these expectations casts a new light upon its mission and integrity.

The University upholds and protects its integrity through programs and activities that:

- Are congruent with its mission, vision and values statements;
- Ensure its fiscal honesty;
- Demonstrate its adherence to all applicable federal, state and local laws;
- Establish clear, fair polices regarding the rights of and responsibilities of internal constituents;
- Ensure the integrity of its co-curricular activities;
- Allow it to deal fairly with its external constituents;
- Present the institution accurately and honestly to the public, and
- Document the institution’s response to student grievance and complaints.

I. Congruence with mission

The University strives to protect its integrity though programs and activities that are congruent with the mission and consistent with the purpose of the University.

Alignment with the Ohio Board of Regents strategic plan

“What can Ohio do to ensure a better quality of life for its citizens and greater economic prosperity in the future? Ohio must produce and retain more college graduates, attract more college graduates from other states and countries and increase workforce
development, research and technology transfer activities in a context of ever-growing
global economic competition. The bottom line is that more Ohioans than ever before in
our history must obtain college degrees that prepare them to operate on the outer edge of
knowledge and to innovate.” http://uso.edu/downloads/reports/CR_SummaryPiece.pdf

So begins the 2008 Ohio Board of Regents’ Report on the Condition of Higher Education
in Ohio: Meeting the State’s Future Needs, The First Report on Our Readiness to Meet
the Demands of Ohio’s 10-Year Strategic Plan, 2008-2017

When the regents released in 2008 its report on the condition of higher education, the
agency called for the state universities, including The University of Toledo, to educate
230,000 more students annually by 2017, be more efficient and flexible, offer higher
quality programs and make higher education more affordable.

That report also called for Ohio’s state-supported colleges and universities to be more
accessible, to create distinct missions based on their unique strengths, to stop competing
with one another, to start working together more and to focus on being “student
centered.”

Today, the integrity of the University is expressed in the congruence between the plans of
the regents and the University’s actions. The University’s focus on the nationally critical
fields of science, technology, engineering, mathematics, and medicine (STEMM) is
essential as northwest Ohio transitions from a manufacturing to an information, high-
technology manufacturing and services economy that requires a highly skilled work
force. The Regents’ strategic plan ideally positions the University as an engaged,
comprehensive research university. It reads:

“The University of Toledo, as a consequence of its merger with the Medical University of
Ohio, now ranks third among the state universities in total research, and is showing a
dedication to becoming a model metropolitan university. The university is well-
positioned to lead a resurgent, globally competitive, regional economy and to contribute
to the state’s economic growth through its increasingly well-respected research and
economic development portfolio, as well as its full complement of undergraduate and
graduate programs. The University of Toledo has also demonstrated leadership in helping
raise the educational attainment level of the  region through its effective collaborations
with other public and private institutions.” (Both of these interests--economic growth and
the rise of educational attainment are featured prominently in the State's education
strategic plan.

As a student-centered university, UT is committed to facilitating degrees for direct-from-
high-school students by keeping down costs, reducing the number of years to graduation
and providing needed support for students who are the first in their family to reach for a
four-year degree.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
One measure of UT’s success is that Toledo was recently noted for being a locale in which 60 percent of eligible students are engaged with higher education.  
http://www.toledoblade.com/Editorials/2011/03/03/Metro-makeover.html

But in addition UT, as a comprehensive metropolitan research university, must:

- Find ways to increase the number of degrees awarded in the science, math, engineering, technology and medical fields to adults, under served (sic) racial/ethnic groups and women;
- Make strong contributions to Ohio’s workforce and economy and to its future economic strength;
- Participate in Ohio’s Third Frontier project; and
- Follow the lead of the state […] in continuing to pursue its distinctive mission while remaining" relatively stable during this difficult […] economic period”n

**Innovation and creativity**

Evidence that the University’s mission and activities are aligned is expressed by its innovation and creativity to provide Ohioans with the education and skills to be better employed and to live better lives. A number of initiatives demonstrate UT’s mission-driven innovation:

- As a result of solar power research begun at UT two decades ago, Toledo is building a new regional economy based on renewable and alternative energy and establishing itself as a leader in solar power innovation.
  http://www.cnbc.com/id/31385869/Toledo_Tries_to_Overcome_Rust_Belt_Image_Become_Green_Jobs_Metropolis

- The University is a leader in innovation in bioengineering and medical techniques and care; distance learning and use of learning technology; development and use of GPS technology; biological research, including crop research; science and mathematics education; and economic development initiatives such as development of business and research incubators that help new business ventures take root and flourish.

- UT’s mission-driven creativity lifts the spirits of the region through arts and entertainment events, programs and exhibits on campus and at such community venues as the UT Center for Performing Arts; Toledo Museum of Art, and the Peristyle, performance home to the Toledo Symphony Orchestra; the Valentine Theater and its studio space, home to the GlasCity Theater.
  http://www.toledomuseum.org/
  http://www.utoledo.edu/as/theatrefilm/centerforperformingarts.html

Criterion One  
Mission and integrity  
Third draft of full HLC self-study report  
Aug. 22, 2011
• Special programs include Music Fest in the fall and Art on the Mall in the summer. [http://www.utoledo.edu/musicfest/](http://www.utoledo.edu/musicfest/)

**Extraordinary, relevant undergraduate, graduate and professional educational opportunities.**

The depth and breadth of undergraduate, graduate, and professional school educational offerings are hallmarks and strengths of the University that have been guided by the mission. The University is committed to:

• A strong liberal arts core contextualized by a new STEMM/professional school emphasis;
• A student-centered accountability; [http://www.utoledo.edu/strategicplan/pdfs/Relevant_University.pdf](http://www.utoledo.edu/strategicplan/pdfs/Relevant_University.pdf)
• A portfolio of interdisciplinary and cross-disciplinary course offerings;
• The well-being of those in the community;
• Greater cross-disciplinarity in teaching and research, new opportunities for creativity, and room for new or developing programs to claim a space in which to grow and thrive. [http://utnews.utoledo.edu/index.php/10_11_2010/trustees-approve-university-reorganization](http://utnews.utoledo.edu/index.php/10_11_2010/trustees-approve-university-reorganization)

Having achieved a major enrollment goal, the University is now positioned to make study at the University as student centered as possible. This means additional attention to retention and graduation rates and a reduction of the number of years of study to the degree. It also makes the time right for innovation in the undergraduate program of study:

• Students will take a set of core university courses as before, assuring their possession of centrally important academic skills and a broad knowledge base.
• Students will have more concentration of study as well as experience working as a volunteer or as pre-professional in the community.
• Students will take studies that integrate STEMM and the arts, humanities and areas in their major, on a cluster of problems facing society today and on professional responsibilities served by the studies they are taking. Students will come to fully appreciate the multidimensional and richly contextualized trends, systems and relationships against which today’s problems are appreciated and managed.
• For its students and the University’s other constituents, UT’s mission illuminates one of its chief strengths, namely a strong commitment to the depth and breadth of undergraduate, graduate and professional colleges and schools recognized for excellence.

Criterion One  
Mission and integrity  
Third draft of full HLC self-study report  
Aug. 22, 2011
Integrative, interdisciplinary graduate and professional programs

The congruence between the University’s mission and its activities is also demonstrated by integrative, interdisciplinary innovations in curricular design and teaching methods throughout the University’s graduate and professional schools. Evidence of this is found in:

- A new emphasis on integrative learning;
- Development of interdisciplinary graduate, professional programs in emerging areas and incorporation of interdisciplinary education; and
- Development of policies to support graduate-level programs in STEMM areas, professional schools and related academic disciplines.

Specific examples of the efforts to develop graduate and professional integrative educational programs in line with the Directions 2011 strategic plan include:

- A graduate enrollment of 5,000 students.
- Eleven cross-disciplinary collaborations were funded in fiscal year 2010, clear evidence of new synergies as a result of the merger.

Research

UT’s research programs are congruent with its mission, vision and values and show integrity in a wide range of activities.

- UT is a state-designated center of excellence in the areas of advanced renewable energy and the environment, transportation and logistics, and biomarker research and individualized medicine. These efforts have attracted excellent new faculty members and graduate students. [www.uso.edu/opportunities/centers-of-excellence/advanced-energy/advanced-energy/advanced-renewable-energy-environment.php](http://www.uso.edu/opportunities/centers-of-excellence/advanced-energy/advanced-energy/advanced-renewable-energy-environment.php)
- The University’s research positions it as a leader in innovation and entrepreneurial spirit.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
• Integrative research includes developing interdisciplinary areas of undergraduate education such as the program in law and social thought and collaborations to develop an undergraduate degree in sustainability involving individuals from departments of environmental sciences, philosophy, English, women’s and gender studies and civil engineering. http://www.utoledo.edu/as/lst/

• Research engaged in the community may be found in the endowed chair and visiting scholar lectures in the area of religious studies, Islamic and Jewish studies and Catholic thought and the annual Gandhi Lecture. http://www.utoledo.edu/as/philosophy/religious/imamKhattab.html; http://www.utoledo.edu/as/philosophy/religious/murrayBacik.html; http://www.utoledo.edu/as/philosophy/religious/philipMarkowicz.html; http://www.utoledo.edu/as/philosophy/religious/gandhi.html.

• An award-winning disability history archive project involving the Canaday Center for Special Collections and Disabilities Studies holds promise of the University gaining designation as a national archive for related materials. http://www.utoledo.edu/as/disability/historyarchive/index.html

The University’s Center for Excellence for Autism (not a state center of excellence), promises to become a powerful teaching and research integrative unit. http://utnews.utoledo.edu/index.php/06_07_2011/ut-center-for-excellence-in-autism-to-open-new-facility

• University’s electronic learning strategies expand access to information in and out of the classroom. Directions 2011 strategic plan calls for 60 programs of study to be fully online by 2012.

Community engagement

With its urban mission and focus, the University plays an active role of special importance in the community and region, providing educational and cultural opportunities for personal growth and development and for a better quality of life. Precisely in line with the vision of its role in the eyes of the state of Ohio as well as in line with its own mission, vision, values and strategic planning documents, the University addresses community needs and problems and offers solutions. The University’s community engagement is more than a drive to prosperity. It leads to sustainable, life-fulfilling experiences that enrich the soul.

Evidence that UT takes this commitment very seriously and proceeds in ways that uphold and protect its integrity, includes the following.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
The University serves as a source of education, applied research, data, and guidance for community development.

The University is represented on numerous area and community boards.

Community engagement allows the University to assess community needs and obtain feedback. University’s Program “60” allows residents who are 60 or older to audit classes subject to availability of openings. [http://www.utoledo.edu/utlc/college/prgoram_60.html](http://www.utoledo.edu/utlc/college/prgoram_60.html).

Four University-owned and operated business incubators serve as a point of communication between new discoveries and fledging startup companies.

Academic health colleges and the teaching hospital on Health Science Campus serve the needs of the region by educating students to enter health professions, by providing access to compassionate, high-quality health services and by discovering new knowledge through research that can enhance patient care.

Through innovative programs of study, selective funding of certain graduate areas of study, innovative teaching methods that employ the latest technologies, a robust and growing research program, several thriving, state-identified centers of excellence, a multitude of other interdisciplinary and cross-disciplinary forms of study and research collaborations, an operant set of institutional values, and a vision that takes the university beyond the campus into the larger areas of need and opportunity, functionally the university does uphold and protect its integrity. The activities of the institution are “congruent with its mission.”

II. Fiscal integrity

The board of trustees has the primary responsibility for the fiscal integrity of the University. The board’s Trusteeship, Governance and Audit Committee insures the integrity of board governance and the avoidance of conflict of interest. It fosters a culture of excellence, service, and high ethical standards among University trustees. The committee also develops and conducts board assessment, and oversees board development, including orientation of new members. It coordinates the board’s annual assessment of the president and has oversight responsibilities for the financial reporting process, internal controls, and monitoring compliance with laws and regulations. The committee insures that the highest ethical and legal standards are met. The committee oversees all business operations within the legal bounds of The University of Toledo, including the academic and clinical enterprises and UT Innovation Enterprises, Inc. The committee is responsible for the overall audit function of the University.

Independent, outside auditors review the University’s financial statements, and the University’s financial-aid program is reviewed by the federal government and the Ohio Board of Regents.

The internal audit department has the responsibility of investigating allegations of improprieties and annually conducts internal audits of the financial operations of a

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
number of departments. The department also routinely evaluates university contracts with certain vendors and construction projects to ensure that key terms are being complied with and that the University is not overpaid vendor bills. The department reports to multiple organizational units, including the finance department, the Office of the President, and the trusteeship/governance/audit committee of the board of trustees. The annual audit plans are developed in the spring to identify areas at risk and approved by the board in June. Internal audits can also be conducted at any time for situations that require immediate attention. [http://www.utoledo.edu/offices/internalaudit/index.html](http://www.utoledo.edu/offices/internalaudit/index.html)

In 2010, audits were completed of purchase cards, the revenue-sharing agreement involving the University’s air ambulance partnership with a local health-care system, research grants, payroll processing, information security, NCAA football attendance, an elevator service and maintenance contract, UT pharmacy, inpatient charge capture, patient revenue cycle, student financial aid, conflict of interest and information system general controls.

An internal audit quality assurance review that was conducted in 2010 by Charles Chaffin, chief audit executive of the University of Texas System, and Dr. Rodney Mabry, president of the University of Texas at Tyler, concluded that the University has sound auditing policies and processes in place.

The review stated: “Based on the scope of our review, we believe that the internal audit function is aligned with the Internal Audit Department Strategic Plan and has already enjoyed several successes, including fostering a hands-on Audit Committee, hiring of a high-quality internal audit director and staff, developing a risk-based audit plan, establishing sound internal audit processes, completing value-added audits, and cultivating working relationships with audit clients.”

[http://www.utoledo.edu/offices/internalaudit/pdfs/UT_Audit_Committee_Presentation2.pdf](http://www.utoledo.edu/offices/internalaudit/pdfs/UT_Audit_Committee_Presentation2.pdf)

Most internal audit functions strive to conform the policies and procedures promulgated the profession's governing body, the Institute of Internal Auditors (IIA) and summarized in a document titled International Standards for the Professional Practice of Internal Auditing. The standards require that a quality assurance review of all internal audit functions be conducted by an external firm or a group of qualified independent peers every five years. The IIA provides guidance to all parties conducting quality assurance reviews. The timing of the review in 2010 was particularly beneficial to the University’s chief audit executive who had been on the job for a year at the time of the review. The review gave him valuable independent, valuable insight on the strengths of his organization and a road map to further continuous improvement.

---

**Criterion One**  
Mission and integrity  
Third draft of full HLC self-study report  
Aug. 22, 2011
III. Local, state and federal laws

The University is committed to following all appropriate federal or state laws, rules and regulations. The institution is an equal employment opportunity/affirmative action employer in accordance with state and federal laws and regulations. The affirmative action statement is included in university publications, and the University’s policy emphatically states it is committed to provide equal opportunity in employment and educational opportunities.

http://www.utoledo.edu/policies/administration/diversity/pdfs/3364_50_02.pdf

The Affirmative Action Office is the administrative unit of the institution charged with responsibility for promoting, encouraging, facilitating and ensuring compliance with federal and state regulations pertaining to equal opportunity and affirmative action in both employment and access to institutionally sponsored programs and activities.

Office responsibilities include:

- Advising all members of the University community regarding their obligations pursuant to the indicated regulations;
- Reviewing internal policies and procedures to ensure compliance with extant regulations;
- Reviewing personnel actions to avoid adverse impact regarding any covered group;
- Actively working with all institutional units in order to help develop effective and efficient outreach and access procedures catering to members of protected classes;
- Receiving, investigating, and resolving internal complaints regarding allegations of unlawful discrimination;
- Preparing and submitting required reports to designated agencies regarding equal opportunity and affirmative action compliance; and
- Serving as a resource and point of reference for all institutional constituencies;

http://www.utoledo.edu/offices/legal/affirmative/functions.html

The University makes every effort to comply with both the letter and spirit of laws, such as the Americans With Disabilities Act as well as the Rehabilitation Act of 1973, Sections 504. The Office of Accessibility supports compliance and leads efforts to provide reasonable accommodations for students, faculty and staff with disabilities.

http://www.utoledo.edu/utlc/accessibility/

The University also abides by the Health Information Portability and Accountability Act (HIPAA) http://www.utoledo.edu/policies/administration/compliance/pdfs/3364-15-10.pdf to protect medical privacy, the federal Family Educational Rights and Privacy Act (FERPA) which provides students specific legal protections regarding the release of their personal information.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
educational records,
http://www.utoledo.edu/policies/main_campus/student_life/pdfs/3360_30_02.pdf the federal Computer Fraud and Abuse Act that prohibits unauthorized access to computer data, and the Electronic Communications Privacy Act sets out the provisions for access, use, disclosure, interception and privacy protections of electronic communications. In accordance with HIPAA, the University has a designated privacy officer and appropriate personnel have been trained on the privacy rules.
http://www.utoledo.edu/it/NS/Security/Awareness/Other_Laws.html

The Safety and Health Department works to ensure that the University complies with laws, rules and regulations with the Environmental Protection Agency and Occupational Safety and Health Administration as well as with state and local fire codes and any local, state and federal laws governing environmental issues.
http://www.utoledo.edu/depts/safety/index.html

The Department of Human Resources and Talent Development also strives to administer all federal and state laws regarding employment, benefits and other issues with fairness and integrity. http://www.utoledo.edu/depts/hr/

The Office of Finance and Administration uses generally accepted accounting principles and proper internal controls to provide fiscal transparency and accountability and safeguard university assets.

Other departments also have policies and procedures in place so that they adhere to local, state and federal law, including but not limited to grants and research administration, campus security, facilities and construction, intercollegiate athletics, and institutional advancement.

The University’s ability to comply with all federal, state and local laws is enhanced by the Office of Legal Affairs, which has seven full-time attorneys who provide legal advice. The office also employs a legal nurse specialist and contact compliance specialist and includes a risk management/workers’compensation division. Expert administrative insight also assures a grasp of and compliance with local, state and federal laws.
http://www.utoledo.edu/offices/legal/staff.html

IV. Administration of clear, fair policies

The University consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituents that foster an atmosphere of integrity. After the merger, the University formed a committee to review and merge hundreds of policies between Main and Health Science campuses. The group’s task is largely complete as only 10 policies remain under review.
http://utnews.utoledo.edu/publish/News_2/work_under_way_to_update_UT_policies.sml

Policies that were out of date were rescinded while others were merged, updated or reaffirmed. A permanent policy process was developed to ensure the following for each policy: consistent structure, a responsible agent, appropriate formal approval, and

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
systematic review. The policy process includes a comment period that encourages discussion and transparency from the University community regarding the policies. The committee communicates at least once an academic year with the University community to publicize the comprehensive policy Web site, noting that it is the responsibility of the UT community, including faculty, staff, and students, to comply with the University policies that affect them. The committee does not decide the appropriateness or validity of policies. All of the University’s policies have been placed at a single location on the University’s Web site so they are easily accessed by faculty, staff and students and the general public. An employee in the Office of Legal Affairs works to ensure that university policies are current, appropriately vetted with the University community, formally approved, and maintained in a paper and electronic archive. (http://www.utoledo.edu/policies/)

The policies are augmented by a code of conduct that is published and maintained by UT's Compliance Office that calls on University personnel to:

- Become familiar with and comply with relevant University Policies;
- Obey laws and regulations;
- Be honest, fair, and trustworthy in our activities;
- Foster an atmosphere in which equal opportunity is extended to every member of our diverse community;
- Create a safe University community;
- Avoid conflicts of interest between our work and personal affairs; and
- Sustain a culture in which ethical conduct is recognized, respected and promoted

http://www.utoledo.edu/offices/compliance/codeconduct.html

The University’s compliance program encourages employees to report concerns involving adherence to university policies and regulations so any problems can be corrected. A variety of reporting channels are available, including a compliance hotline and a link on the UT Web portal that allow concerns to be registered anonymously.

The University’s Code of Ethics also helps University personnel and faculty, staff and students adhere to high standards of conduct.
http://www.utoledo.edu/offices/compliance/ethics.html

It reads: “The University of Toledo is a community dedicated to excellence in teaching and in the pursuit, generation, dissemination, and application of knowledge. At the same time, the University is committed to maintaining an environment marked by honesty, integrity and truth. As such, all members of the University community are expected to adhere to standards of ethical conduct, as prescribed by State and Federal laws.”

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
In addition, as state employees, University faculty, staff and students are subject to the State of Ohio Code of Ethics. 

Faculty rights and responsibilities are set out as well in the contract between the University and the UT chapter of the American Association of University Professors and departmental amplifications of the document. This agreement, which covers, for the largest part, faculty members on Main Campus, addresses matters such as merit pay, the process of review for tenure and promotion, professional review and other topics.

Faculty Rules and Regulations govern faculty not covered by a collective bargaining agreement and covers topics such as ethical standards; academic freedom; and faculty rights, and duties and responsibilities. Faculty rights and responsibilities are further spelled out in their letters of appointment or contracts.

Staff rights and responsibilities are specified in contracts between the University and the American Federation of State, County and Municipal Employees, Communication Workers of America, and the UT Police Patrolmen’s Association.

V. Student academic integrity

A full discussion of the University’s programs that promote academic integrity among students is found in core component 4d.

VI. Research integrity

The University’s policies and processes for ensuring research integrity are found in core component 4d.

VII. Co-Curricular and auxiliary program integrity

Co-curricular programs at the University complement students’ curricular/academic programs. They are a valuable part of the students’ academic experience and therefore must be conducted with integrity.

The Office of Student Involvement (OSI), an administrative unit of the Division of Student Affairs, publishes a handbook for undergraduate student organizations that contains an extensive list of the policies that student organizations must follow to ensure that student-sponsored events are carried out in a manner that adheres to the university’s mission and values. 

Student organizations are subject to all applicable federal, state and local laws/ordinances, as well as all University rules, policies and procedures. Student organizations must register with the OSI and must adhere to the same standards of behavior of individual students. Violations of the University code of conduct may result in sanctions.
Strong evidence that co-curricular programs operate in an environment of integrity also can be seen in the Athletics Department.

The president, the athletics director, the faculty athletic representative to the National Collegiate Athletic Association (NCAA), University Athletic Committee, and the Athletic Compliance Council work to ensure institutional control and compliance with NCAA, state, and federal rules and regulations and university policies. The faculty athletic representative is appointed by the president after consultation with the Faculty Senate and the athletic director and provides faculty input on compliance matters.

Two important groups with oversight responsibilities involving compliance are the Athletics Advisory Committee and the Athletic Compliance Council, which both meet monthly. Students serve on both committees. The Athletics Advisory Committee meets to discuss matters of policy and offer assistance to the athletics director. Members are advised and updated by department personnel regarding finance and budget, academic and student-athlete welfare issues, equity, facilities, student government and Student-Athlete Advisory Council (SAAC).

A strong compliance mission statement, a compliance manual that outlines procedures that coaches and players must follow, an extensive set of policies, and a student-athletic handbook all ensure that the athletics department operates at the highest level of integrity.

www.utoledo.edu/policies/athletics/index.html

All contracts and job descriptions for coaches and staff include language highlighting compliance-related responsibilities and expectations. In addition, compliance-related language is contains in job descriptions for non-athletic staff individuals who have compliance responsibility for NCAA rules.

The Student-Athlete Advisory Committee (SAAC) provides feedback to the Athletic Department to address problems and grievances. The committee also conducts interviews of student-athletes to obtain feedback on ways programming for student-athletes can be improved.


Processes and programs ensure that academics are always the top priority for student-athletes. Athletes are subject to exactly the same academic policies and requirements as other students. The academic progress of student-athletes is continually monitored and assessed by members of the Rocket Academic Center who provide a variety of services to assist student-athletes in achieving their academic and personal goals. Student-athletes are admitted to the University following the same procedures used in admission for all students, and student-athletes and are held to the same academic, educational and

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
behavioral standards and policies and are evaluated by the same campus agencies as all students. 

Following allegations in 2007 of a point-shaving scheme involving members of the Rockets’ football and men's basketball teams from 2004 to 2006 — allegations that received extensive national media coverage — and of financial improprieties in the department, the University president, guided by the institution’s set of values, acted swiftly and decisively, conducting an internal investigation and concluding that the incidents were isolated and did not reflect an overall lack of ethics in the department. In his frequent public communications during the investigation, the president openly and repeatedly stressed the fundamental importance of the University acting with integrity, transparency and honesty, and that intercollegiate athletics must reflect the values of the University.

A number of proactive measures aimed at strengthening compliance activities were instituted. The reporting structures for the assistant athletic director for compliance and the head football and basketball coaches were changed. The assistant athletic director for compliance now reports directly to the university compliance office to give that administrative unit better oversight over athletics and to ensure the University adheres to compliance regulations of the Mid-American Conference and the NCAA. 
http://www.utoledo.edu/offices/compliance/Staff.html

The head football and basketball coaches who previously reported to a senior athletic director now report directly to the athletic director, who is a member of the president’s leadership team.

In addition, accounting functions were moved from the department to the University finance department, some new policies were written, and an education program for student-athletes on gambling, alcohol, and drug use and how to deal with agents was enhanced in the Athletic Department.

In 2008, UT’s intercollegiate athletics program received full certification without conditions by the NCAA Division I Athletics Certification Program, the highest possible certification level. The certification meant that the program met standards set by the NCAA in three areas — governance and commitment to rules compliance, academic integrity, equity and student-athlete welfare. The purpose of athletics certification is to ensure integrity in the institution’s athletics program and to assist institutions in improving their athletics departments. 

The point-shaving scandal provided the Athletic Department with the opportunity to reflect on its role within the University, to put athletic goals in proper relation to the University’s academic mission, and to redouble its commitment and priority to academic excellence. As an example, the head football coach requires his players to sit in the first row of the stands during games.
two rows in their classes. He also requires players to make personal contact with each of their instructors outside of the classroom at least once at the beginning of each semester. The coach also began a program of community service in which players are required to take part in community activities on Fridays during the off-season.

His efforts have paid dividends in the classroom. In his first semester overseeing the program, the team’s combined semester GPA rose from 2.370 to 2.922, an average increase of more than half a grade per player. UT’s team GPA has remained in the 2.9 range ever since. Also, the team’s four-year Academic Progress Rate has risen to a school-record 943 — well above the NCAA’s “cut point” of 925 — and includes a very impressive 981 score for the 2009-10 academic year.

In June 2011, the NCAA released its annual Academic Progress Rate (APR) figures for the four-year period from 2006-07 to 2009-10, and the University received impressive scores, with 14 of 15 UT sports programs finishing above the NCAA’s established “cut point” of 925. Of those 14 sports, 10 improved their APR scores from 2010, including football, which received a 943 score, the program’s highest APR score ever and the second consecutive year the program has been above the NCAA’s established “cut point” of 925. In addition, football’s one-year APR score for 2009-10 was 981, the highest in school history. Football now has moved its cumulative APR from 892 to 943 in the three years since the current coach took over the program, a leap of 51 points.

VIII. Commitment to external constituents

The University often makes important decisions with the input from college advisory councils and from members of the community, which helps the University maintain its integrity. For example, because the board of trustees values regular communication with the community, four permanent board committees include community representatives as committee members who attend meetings and provide comment. Members of the community also serve on the University’s important Biomedical Institutional Review Board.

http://www.utoledo.edu/offices/trustees/board_committees.html
http://www.utoledo.edu/research/RC/HumanSubs/irbscheds.html

IX. Public communication

The University strives to communicate openly, accurately and honestly with its internal and external constituents by supporting a wide spectrum of communication initiatives that facilitate its mission and governance processes and activities. Most of these initiatives fall under the jurisdiction of the Division of External Affairs. Its 2010 annual report outlines many of its activities.

http://www.utoledo.edu/offices/communications/pdfs/annualreportEA.pdf

In addition to enrollment services and equity and diversity, the division include four other administrative units — University communications, University marketing, health-care marketing, and the Center for Creative Instruction — that are responsible for the

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
University’s external and internal communications as well as the creative and technical support for the University’s Web page.

The division:

- Produces a variety of publications for internal and external audiences that support the University’s strategic initiatives. Efforts are made to ensure their design and content is accurate and honest, and adheres to the University’s graphic and style standards. [http://www.utoledo.edu/offices/marketing/index.html](http://www.utoledo.edu/offices/marketing/index.html)

- Coordinates advertising on behalf of the University.

- Oversees media relations. It issues news releases about important events and developments at the University and responds to requests from news organizations for information and interviews. Faculty members are often interviewed about issues and new developments in medical/health sciences, physical and environmental sciences, law, politics, the arts, the global economy, and higher education. [http://www.utoledo.edu/offices/communications/](http://www.utoledo.edu/offices/communications/)

- Publishes UTNews, the newspaper for the University community that is published weekly during the academic year and every two weeks in the summer. [http://utnews.utoledo.edu/](http://utnews.utoledo.edu/)

- Sends out a daily email called _UT Update_ that alerts faculty and staff to upcoming events.

- Authorizes campus-wide flyers and announcements that are posted on campus.

- Coordinates the President’s Town Hall meetings, as well as meetings held by the Health Science Campus chancellor and executive vice president for bioscience and health affairs, and the Main Campus provost and executive vice president for academic affairs that are aimed at creating open communications within the University community. [http://www.utoledo.edu/offices/president/townhall/index.html](http://www.utoledo.edu/offices/president/townhall/index.html)

- Manages social media strategies. The University has adopted the use of social media tools — Facebook, Twitter and YouTube and Foursquare — to communicate with internal and external constituencies. Blogging and social networking have gained increasing popularity. A Facebook page was established to publicize development of the _Directions 2011_ strategic plan, and followers of Rocket athletics can follow the thoughts of the head football coach who uses Twitter. [http://www.facebook.com/pages/UT-Strategic-Plan/199117253379?ref=ts](http://www.facebook.com/pages/UT-Strategic-Plan/199117253379?ref=ts) [http://twitter.com/coachbeckman](http://twitter.com/coachbeckman)

- Develops and implement institutional communication strategies and institutional brand identity.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
• Provides strategy development, creative marketing and technical support of the University Web site, [http://utoledo.edu](http://utoledo.edu), the University of Toledo Medical Center Web site [http://utmc.utoledo.edu](http://utmc.utoledo.edu), and the home page of myUT, the University’s intranet presence. [http://myut.utoledo.edu](http://myut.utoledo.edu)

These collaborative, strategic initiatives that involve news, information, photography, video, audio and blogs are aimed at having a far reach to meet the needs of the University’s internal and external constituents. Major communication initiatives often include a combination of print, electronic, Web and video opportunities that repackaging the same information in ways that meet constituents’ varying communication needs.

For example, President Jacobs’ monthly live Town Hall meetings are advertised well in advance online at the president’s Web site, announced in the daily email Update, and promoted on Facebook and Twitter. President Jacobs’ monthly Town Hall meetings are video streamed so employees can watch on their computers and an email address allows them to send in questions. All Town Hall meetings are archived. [http://www.utoledo.edu/offices/president/townhall/index.html](http://www.utoledo.edu/offices/president/townhall/index.html)

The University provided a live streaming video of the three all-campus forums that were held to elicit views and comments for the HLC self-study.

The University’s intranet site, “myUT” provides faculty, staff and students easy access to campus news, emergency information and links to other important initiatives. [http://myut.utoledo.edu/](http://myut.utoledo.edu/)

The University’s Web site reaches a larger audience — more than 11 million utoledo.edu visitors in 2010 — providing information to prospective and current students, faculty and staff, researchers, the community and alumni.

The home page provides prospective students with links to undergraduate, graduate and professional degree programs and colleges and direct links to apply to the University. Links take visitors to University news, university journals, information about UT Medical Center, social media, special initiatives and specially designed pages for prospective students, [www.utoledo.edu](http://www.utoledo.edu)

The University Web site has more than 35,000 pages of content. A content management system provides more than 400 content owners the ability to update and manage their own office, department, college or center Web sites. Much of the content is directed at prospective and current students and includes course catalogs, academic calendars, academic policies, admission standards, college resources, programs of study, student organizations, student services, faculty and staff directory, maps and directions.

During 2009-2010, the division designed and printed 1,100 projects, served 402 clients 76 percent of whom said they were very satisfied with the experience; posted 720 stories on my UT, the university Web Site portal page, and Toledo. Eddo published 40 issues of UT News, the faculty and staff newspaper; published 251 photos on the portal page; posted 50 videos on my UT and 512 on YouTube, produced 17 Town Hall meetings for

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
the university president, managed and upgraded 19 television monitors, and distributed 166 news releases from July 1, 2009 to June 30, 2010. 
http://www.utoledo.edu/offices/communications/pdfs/annualreportEA.pdf

UT’s athletics program maintains a separate, comprehensive Web site. The Athletic Department’s sports information office produces press releases, media guides and recruiting brochures that describe UT’s varsity sports and athletes and provide background information on the University. Most of the information in these publications is also available on the Athletic Department’s Web site. http://www.utrockets.com/

X. Complaints and grievances

The University handles faculty and student complaints with integrity and fairness. Procedures to settle grievances involving faculty members and employees who are covered by the collective bargaining agreements are outlined in the agreements, while grievance procedures for faculty members who are not part of the AAUP are covered by the Faculty Rules and Regulations document.

The grievance procedures for classified staff employees who are not covered by a collective bargaining agreement are administered by the labor relations division in the Human Resources Department. Although departments initially handle most grievance processes, the Labor Relations section assists departments in investigating and responding to grievances.

Grievances can be appealed through several steps, including a meeting held by the director of labor and employee relations and, if not resolved at that level, arbitration. The Labor Relations section is responsible for assisting supervisors and managers in investigations and resolutions of all non-faculty grievances.

The Labor Relations section assists supervisors in dealing with non-faculty employee discipline issues. The director of labor and employee relations provides individual consultation, assistance and guidance to supervisors who feel they may need to initiate disciplinary action. The associate vice president of human resources (Appointing Authority) must approve any discipline action that results in an employee being suspended or terminated.

The University of Toledo takes student complaints very seriously. In cases of student complaints about grades, the student handbook http://www.utoledo.edu/studentaffairs/pdfs/handbook.pdf provides detailed information about how students should file grievances.

Procedures to investigate and resolve complaints of violation of or noncompliance with a university regulation by students are contained in the Student Code of Conduct and include timelines for their resolution. The code is published in the student handbook, which also includes university policies on alcohol, drugs, hazing, sexual assault and computer usage. The code also covers procedures related to academic dishonesty.

Criterion One
Mission and integrity
Third draft of full HLC self-study report
Aug. 22, 2011
Through the work of the Office of Student Conduct, UT students are ensured the proper and timely documentation of judicial processes. Between 2002 and 2011, the Student Grievance Council adjudicated 23 cases, the overwhelming majority involving disagreements over grades. Of those cases, five were ruled in favor of students.

The Office of Student Customer Service, part of the Learning Collaborative, is an impartial, confidential information and referral source that educates students regarding options to resolve problems, thus ensuring prompt attention to concerns and fostering equity in application of institutional policies and procedures. The office helps alleviate unnecessary pressures students face in achieving their academic goals and clarifies institutional policies and procedures for students regarding their options.

Student complaints that come to the attention of the Office of the President, the chancellor and executive vice president for biosciences and health affairs, the Main Campus provost, or the vice president for student affairs are noted and directed to the appropriate person for investigation and resolution.

The University is strongly committed to establishing an environment that is free of sexual and other forms of harassment. A strong policy is in place concerning the prohibition of discrimination and harassment as well as procedures that are used to handle such complaints. The University annually recognizes National Sexual Assault Awareness Month with a series of events designed to shed light on the issue of sexual violence and sexual harassment and let people know there are ways to make a difference. http://www.utoledo.edu/offices/oid/pdf/3364_50_01.pdf

The documents cited above clearly show the efforts of the university's board of trustees to "exercise its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty." This is clear from the board’s Code of Ethics, the human resources policy on standards of conduct, the operations of various compliance checks and balances including, in addition to those mentioned already, the Internal Audit Department, and the from the Student Handbook as well as The Student Conduct and Discipline System, if from nothing else.

It is clear the administration and board of trustees are proceeding deliberately so as to achieve or sustain an environment of legal and ethical conduct on the University's campuses.
XI. Summary and evaluation

The University is a major cultural resource for the region and beyond. But it is also an engine of technological and medical innovation, development and application. The university is not only a place of choice for a growing number of undergraduate students, having been listed in a recent story in the Chronicle of Higher Education story as one of a small number of very good institutions that has a real advantage of affordability and thus as a destination of choice.

UT’s programs are academically strong, and the University is recognized for outstanding programs in engineering and business. Graduate work in STEMM areas is targeted for strong support and serves as a distinctive emphasis for the University. This befits a comprehensive metropolitan research university as the state of Ohio defined that phrase and it engages UT with area and other communities in order to be one transformative source of change that ameliorates the human condition.

These mission-document-based commitments are carried forward and offer up a variety of relations among UT faculty, students, and health care providers.

Near-term projected financial conditions will have the potential to challenge just how the mix of these various dimensions are realized. UT’s future will present a fascinating ebb and flow of tensions that have the potential to create new endeavors, new arrangements, new opportunities and new challenges.

For example:

- A research-focused educational mission with a strong commitment to engagement that aims to better conditions in the community.
- A wide use of the technologically latest pedagogical forms with a goal of this use to soon involve 70 percent of the faculty and thereby to bring a significant increase in the use of assessment measures of student class participation and work that enables timely interventions in the learning and advising processes, even as the classroom experience remains a respected venue for pedagogical meetings; and appears in a growing use of so-called hybrid courses to complement distance learning, Web-assisted and traditional offerings.
- A deepened and now centralized emphasis on research, teaching and engagement in the areas of science, technology, engineering, medicine and mathematics (STEMM) along with a standing commitment to the value of “a strong liberal arts core.”
- A university that seeks continuation of the best of established forms of organization even as it adopts and opens new ones to enhance creativity, to enable new voices across the campus, and to foster interdisciplinary collaborations.
Chapter footnotes
1 UT’s Mission and Integrity Survey for Faculty and Staff
2 Survey of Cultural Issues in a Medical Environment
3 University diversity educational pipeline programs
4 Board of Trustees resolution 07-05-03, “The University of Toledo admissions standards for higher university admissions
5 Board of Trustees resolution 08-05-12, “Administrative officials as the appointing authority.”
6 Board of Trustees resolution 11-02-03, “Approving authority for administrative polices.”
7 Board of Trustees minutes, Oct. 11, 2010.
8 UT’s Mission and Integrity Survey for Faculty and Staff