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The Higher Learning Commission of the North Central Association of Colleges and Schools

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INTRODUCTION

This is the team report of a comprehensive evaluation of the University of Toledo for continued accreditation. The evaluation was conducted by a member team on behalf of the Higher Learning Commission of the North Central Association of Colleges and Schools on April 15-17, 2002.

Prior to the visit, the Team read the extensive Self Study document. During the visit, the Team reviewed various documents, including professional accreditation reports, financial and budgetary documents, policy manuals, handbooks, minutes of the meetings of various groups, student records, and student complaint logs.

At the beginning of the visit, the Team was given a bus tour of three of the campuses—Bancroft, Scott Park, and the Center for Visual Arts—which provided a perspective of the geographical layout of these parts of the University. For the remainder of the visit, the Team visited many of the academic, support, and administrative facilities on the Bancroft Campus; when appropriate, faculty and staff from other campuses traveled to the Bancroft Campus for meetings with members of the Team.

During the visit, members of the Team met with faculty, staff, students, and administrators in many different settings. Separate meetings, members of the Team met with the following persons or groups: (1) the President, (2) the Provost for Finance and Administration, (4) the Director of Enrollment Services, (5) the Vice-President for the Student Affairs leadership team, (6) the director of Affirmative Action, (7) the Self Study steering committee, (8) the Board of Trustees, (9) leadership of the different colleges, (10) the Facilities Planning Council, (11) the Vice-President for General Counsel, (12) the Faculty Senate Executive Committee, (13) the Interim Vice-President for Educational and Technology and the EIT leadership team, (14) chairs and faculty of the College of Arts and Sciences, (15) the Executive...
Management Council, (16) the Interim Vice-President for Institutional Advancement, (17) faculty of the sci-
departments, (18) faculty leadership of the Honors Program, (19) Government Relations, (20) leadership of the Gr
(21) faculty of the College of Business Administration, (22) the Fiscal Advisory Committee, (23) the Assessment C
faculty of the department of Social Work, (25) the Office of Research, (26) representatives of the AAUP, (27) acad
(28) faculty of the Nursing Programs, (29) faculty of the university libraries, (30) plant operations, (31) faculty of the
Engineering, (32) faculty of the College of Education, (33) faculty of the University College, (34) leadership of inter
athletics, (35) faculty of the College of Law, (36) faculty of the College of Pharmacy, (37) faculty of the College of I
Human Services, (38) the Strategic Planning Committee, (39) university distinguished professors, (40) the Interim
the internal auditor, (42) representatives of different student groups, (43) the Research Council, (44) the committe
distance education, and (45) the faculty coordinating the core curriculum and general education. In addition, mem-
took advantage of unstructured times over lunches and on Tuesday afternoon to meet informally with faculty, stud
Members of the Team met with members of the University community in seven separate open forums scheduled to
maximize the opportunities for the participation of the various stakeholders: two student forums, two faculty forum
forums, and a forum for the community and alumni.

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Accreditation history of the University of Toledo (from the 2002 Self Study)

The university was founded in 1872 as a private institution called the Toledo University of Arts and Trades
was forced to close in 1878, then reopened in 1884 as a municipal institution. The university became a state univ
The University of Toledo first received accreditation by the North Central Association of Colleges and Schools in 1
maintained continuous accreditation since then. Beginning with the first proposal submitted in 1959 and continuin
1960's, preliminary accreditation for doctoral programs in several disciplines was granted. Full accreditation of the
degrees in Education was granted after the 1972 comprehensive HLC (NCA) evaluation. In 1976, the university n
continued accreditation at the doctoral level for eight other programs; this was formalized after the 1982 compre

The last comprehensive HLC (NCA) evaluation occurred in 1992. As a result of that visit, a progress repo
on the "adequacy of human, financial, and physical resources" available to the university to assure continuing corr
criteria for accreditation. The report was submitted in the 1996-97 academic year and was accepted by the HLC.

In addition to affiliation with the HLC, four of the university's seven professional degree-granting colleges are
national specialized accrediting bodies. These include the American Bar Association, the National Council for the
Teacher Education, the American Council on Pharmaceutical Education, and the Association to Advance Collegia
Business. All undergraduate engineering degree programs are accredited by the Accreditation Board for Engineer
Technology. Individual programs within different colleges are accredited by specialized professional organizations;
programs include those related to Health Education, Counseling, Kinesiotherapy, Nursing, Law, Physical Therapy,
Speech-Language-Hearing, Music, Chemistry, and Athletics.

Evaluation of the self study process and report

The 2002 Self Study is comprehensive and well-written. The Self Study proved to be a useful summary of
and provided a clear foundation for the Team's evaluative visit. In particular, the Team appreciates the candor wit
Study summarizes the recent difficulties at the university. This candid summary was very helpful in putting into co
present challenges facing the university.

There have been some significant changes in the University since the 1992 HLC (NCA) evaluation. Durin
decade, four different chief executive officers have led the university. A fiscal shortfall in the early 1990's resulted
salaries and the establishment of an early retirement incentive plan. In a 1991 vote, the faculty elected to become
bargaining unit (AAUP). There has been a reduction in the size of the faculty, and the university has incurred sign
costs to implement the early retirement incentive plan. Several important processes were interrupted, including A
Review, Strategic Planning, and the committees charged with fiscal and facilities planning. Many of these activitie
been reinstated. During the past decade, there has been a turnover of much of the university leadership including
deans and the creation of several new vice-presidencies.

Institution’s response to previous NCA concerns

The 1992 comprehensive evaluation identified four concerns. The 2002 Team carefully analyzed the university’s areas of these four areas and finds that there has been progress in each area.

1. **There is a lack of women and minorities on the faculty and in the administration, coupled with the absence of a strategy to remedy the situation.** The 2002 Self Study reports the progress made in increasing the number of women and minorities in faculty and administrative positions. An increased proportion of women and minorities are found in faculty and administrative positions. The President and Provost both indicated that further increasing diversity was one of the most important issues including the future direction of the university. Most institutions would identify lack of effective communication among the central administration, truste... issues. Far fewer present so stark an example of the strained relationships that result from poor leadership as the University of Toledo has done in the recent past. Undeniably, those strained relationships had a negative impact primarily took the form of an interruption of work on important tasks (such as student assessment, data collection, and program reviews) but did not have the effect of permanently poisoning the academic atmosphere at the university. Present and future potential. Credit is given to the new president for focusing attention on the institution’s future and establishing and improving communications strained or disrupted altogether in years past. Faculty, staff, and the institution, its leaders, its employees, and, perhaps to a lesser extent, its students and its external constituents.

However, insofar as the purposes of this accreditation review are concerned, the HLC Team concludes that while additional progress remains desirable, it appears that this concern is being addressed.

2. **There are strained relationships and a lack of effective communication among the central administration, truste... important issue. Far fewer present so stark an example of the strained relationships that result from poor leadership as the University of Toledo has done in the recent past. Undeniably, those strained relationships had a negative impact primarily took the form of an interruption of work on important tasks (such as student assessment, data collection, and program reviews) but did not have the effect of permanently poisoning the academic atmosphere at the university. Present and future potential. Credit is given to the new president for focusing attention on the institution’s future and establishing and improving communications strained or disrupted altogether in years past. Faculty, staff, and the institution, its leaders, its employees, and, perhaps to a lesser extent, its students and its external constituents.

However, insofar as the purposes of this accreditation review are concerned, the HLC Team concludes that while additional progress remains desirable, it appears that this concern is being addressed.

3. **There is a lack of congruence between the aspiration of the university and the means likely to be available to it to accomplish these aspirations.** The aspirations of the University of Toledo at the time of the 1992 review were to achieve and maintain status as a Carnegie II Institution. Since that time, the Carnegie classification system has been revised to include only two categories. The proper categorization of the University of Toledo as a Carnegie Doctoral/Research Extensive University is no longer an issue.

Recent interests among those leading and participating in the strategic planning process have directed the aspirations toward developing a reputation as a **Metropolitan University** or a **Metropolitan Research University.**

All incorporations of this aspiration in the Mission Statement have yet to occur, there appears to be broad support for the designation as a primary descriptor of the university. This designation would allow the University of Toledo to use group of universities that are more similar in mission and availability of resources and to become more selective in programs pursued. This action will create a better congruence between the aspirations of the institution and resources available to it.

4. **There is a lack of congruence between the goals of "open access" to higher education and "selective admissions" stated in the Mission Statement of the university.** By state mandate, the University of Toledo has an "open access" policy; that is, a high school graduate from Ohio is entitled to admission in the university without examination. However, the University of Toledo is also allowed to institute "selective" admissions in certain colleges and programs. The 1992 comprehensive evaluation identified several concerns. The university is using several approaches to address these admissions policies. The university clearly communicates its admissions requirements in its publications, including the catalog and the also instituted support services for under-prepared students to become successful through skill enhancement programs. The university also provides alternate entrance routes into the selective programs to mitigate possible between "open" and "selective" admissions requirements.

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Evaluation for continued accreditation

The Team unanimously recommends that the University of Toledo satisfies the requirements for continued accreditation by the Higher Learning Commission. The Team finds that the University satisfies the 24 General Institutional Requireme
Criteria for Accreditation. However, the Team also identifies two concerns—in the areas of assessment of student strategic planning, which derive from Criteria Three and Four—that require additional attention. Thus, the Team’s focused visit to evaluate the university’s progress in assessment and strategic planning.

In addition, the University is offering online degree programs without Commission authorization. The Team six online programs and recommends that the institution seek authorization and that authorization be granted.

CRITERION ONE

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of education.

On July 17, 1991, the Board of Trustees of the University of Toledo approved the mission statement which has served the institution in the years since. The mission statement is broadly worded and, standing alone, would not necessarily distinguish the institution from many others, but this characteristic is not at all unique. The statement appropriately reflects the University as an open-admissions institution, its missions in teaching, research, and service to the local community, as well as its commitment to high ethical standards. It is clearly appropriate to an institution of higher education and is consistent with the governance and operation of the University of Toledo and its various components as observed by the Team during the visit.

There will be a need for the institution to evaluate and likely to revise the mission statement during the continuing strategic planning processes to which the university is committed. In particular, it would appear to be important for the Institution to consider whether revisions are appropriate in light of the current vision of the University of Toledo as a "metropolitan university."

The Team confirmed that the mission statement is prominently included on the university’s website and in printed materials, such as the university catalogue and the Board of Trustees policy manual. In a number of public appearances and presentations, the mission statement is accompanied by an institutional history which places the statement in historical context. Faculty members interviewed showed a reasonable awareness of and general agreement with the principles of the statement. It seemed to recognize that a review of its continued appropriateness should be an inherent part of the strategic planning process.

Criterion One summary: The Team concludes that the University of Toledo meets the requirements of Criterion One.

CRITERION TWO.

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

Human resources

1. Board of Trustees

The university has a nine member Board of Trustees. Each member has a nine-year term, with one new member appointed each year. All but two of the current Board members are from the Toledo area. Members of the Board met were very supportive of the university, the president, and the president’s vision for the institution. All members of the Board acknowledged that they had been directly involved in the management of the university during the past two to three years, they expressed the understanding that their role should be one of policy development rather than direct management. The Policy Manual of the Board should be reviewed and updated, particularly with reference to policy matters. Board members expressed an intention to themselves from management and focus on policy. The Team strongly endorses this role for the Board.

2. Administration

The University of Toledo is an institution that has been disrupted by administrative instability and turmoil. In 1998, a president whose interactions with faculty governance bodies were frequently perceived as non-consultativ
confrontational served the university. To his credit, he improved the physical plant, facilitated increasing research, development funds, and managed budget problems with salary freezes and an early retirement plan. Because of with his administration, the faculty voted to use AAUP as its collective bargaining agent. The next president, who January 1999 to June 2000, proved equally divisive. As a result, many positions were filled with interim administr his resignation, including most recently an interim president and provost. The current president assumed office in the current provost assumed his position January, 2002. Four of the ten individuals who directly report to the pres appointees, and four of eight academic deans are interim appointees. Women and minorities are not well repre level non-interim positions.

Because of the recent turmoil, it appears that some administrative functions have floundered. The current cabinet are in the process of resuming strategic planning and restoring some administrative functions discontinued administrations. Searches are currently underway for one dean with plans for three additional searches next year accrued through reallocation by the previous presidents are now being distributed. Current leaders show evidenc faculty governance and exhibit an open and inclusive style toward faculty, staff and students. During the period of faculty and staff members of the colleges and their leadership worked together to continue to meet programmatic further their programs. Many units made progress despite the upper-level administrative problems.

3. Faculty

The University of Toledo has sufficient faculty members to achieve its goals. Student to faculty ratios have relatively constant at approximately 18:1 since 1989 (range 17.1 – 18.9). However, the nature of that faculty has consid considerably with a significant shift to the use of temporary faculty in several of the colleges.

One significant challenge is the use of visiting faculty in lieu of tenure-track faculty. Data provided on-site doubling in the percentage of visiting faculty between fall 1995 and fall 2000. The heavy use of visiting faculty occ academic units, and was most apparent in the colleges of Education (as high as 36% in 2000) and Business (21% decrease in permanent faculty was attributed to a retirement incentive plan coupled with the conditions of the AAL bargaining agreement. Vacant positions were filled with “visiting” faculty. To avoid having these faculty members collective bargaining agreement, the campus restricts their term of employment to three years. This results in a gr instability for those units that were impacted by the retirement program. Recently there has been a move to fill som positions with tenure-track faculty. With the new administration, there has been a significant drop in visiting faculty a high of 16.1% in 2000, to 13.6% in 2001.

A second challenge is the proportion of part-time faculty compared to full-time, permanent faculty. Again, the institution, again affecting units impacted by the retirement program to a greater extent. Overall, however, the percentage of part-time faculty has not changed significantly over the past five years: 175.65 FTE (18.2%) in 1999 174.89 (20.0%) in 2001.

While the Self Study reports some success in achieving a more diverse faculty over the ten years between visits, some faculty report that the progress has been uneven. The senate leadership claimed that a recent push t institution as a research institution caused the institution to lose the gains made in minority faculty and staff emplo former administration. The current president and provost indicated their support for diversity. Two department he a pool of funds to departments to hire minority faculty members was available in the past, and that this was helpfu indication whether this practice has been continued, given the current financial state of higher education in Ohio.

Team members met with faculty at two general faculty forums and with the executive committee of the faculty. Faculty generally were optimistic about the future of the institution with the new administration. They indicated sup president and saw his articulation of the metropolitan university mission as a return to the roots of the University of faculty senate leadership stated that they hold monthly meetings with the president to enhance communication. T involved with the strategic planning initiative underway on campus.

4. Students and student services

Those students with whom the Team met were enthusiastic and spoke with pride about their positive experience a renewed sense of spirit and appreciation of the interest by the new leadership of the institution to student issues
matters of importance to the student experience. They valued the support of the faculty and spoke highly of the program. The Team was generally impressed with the commitment and dedication of the students to building a broad institution.

**Student services.** The institution has in place a broad array of student services that support the academic mission. Programs and activities are grounded in a student development model and are responsive to the growing and changing needs of the student body. The well-qualified staff is committed and dedicated to serving the needs of its residential and commuter campus. Student services programs are guided by program reviews for long-term planning, and well-qualified staffs are committed and dedicated to serving the needs of its residential and commuter campus.

**Enrollment services.** A one-stop center located in Rocket Hall houses the range of enrollment services. While the periphery of the campus, it is close to parking and not an unreasonable walk from the center of campus. The office division appears to be well organized with excellent leadership. The unit has well-articulated and thought-out recruitment materials, and energetic and enthusiastic leaders. Within this unit are a number of programs geared towards minority student recruitment and retention. It appears there is articulation between units and the enrollment services personnel, particularly as it pertains to recruitment of students.

There is an active search for a new registrar, with the expectation that an individual will be hired this fiscal year. The registrar’s office underwent a peer review mandated by the Ohio Board of Regents last year and received very few recommendations for correction. FERPA training is provided to a variety of on-campus constituents. The class scheduled for the fall semester is attractive and coordinated recruitment materials, and energetic and enthusiastic leaders. Within this unit are a number of programs geared towards minority student recruitment and retention. It appears there is articulation between units and the enrollment services personnel, particularly as it pertains to recruitment of students.

Degree audits for most students are computer-generated by the Degree Audit Reporting System (DARS). Degree audits are conducted by faculty or professional advisers. Transcripting follows standard practices for transfer courses and courses taken during study-abroad experiences.

Imaging equipment used by the registrar’s office is nearing the end of its useful life. Concern was expressed about the availability of resources to purchase new equipment needed to replace the existing system which is outmoded and irrelevant to current needs.

**Top Infrastructure**

1. **Physical plant**

The university has an attractive campus with well-maintained buildings and lawns. The campus is a source of pride for both the university and the community. Construction of several new buildings and renovation of existing buildings have taken place during the last ten years. This includes new buildings for engineering, pharmacy/chemistry/biology, and student housing, and renovation of a building for student services and enrollment services. Additions to and renovations of other acquired spaces have also taken place. Nitschke Hall provides the College of Engineering with needed laboratory space. Similarly, Wolfe Hall houses the laboratory and research spaces for the College of Pharmacy and the department of Chemistry and Biological Sciences. Student housing has been augmented by the construction of Horton International, the soon-to-be-completed Residential Living Learning Center. Rocket Hall provides a one-stop service center for students. Overall, the physical facilities are adequate for the current needs of the different programs of the institution.

2. **Library**

http://web00.utoledo.edu/publicinfo/acadaff/Accreditation/report.html  

12/5/2002
Evidence collected in this visit confirms that library services at the University of Toledo are good and getti
positive report on library services in the HLC (NCA) 1992 site visit is reconfirmed by this site visit. Several strengt
including: (i) the new library dean enjoys the confidence and respect of his staff; (ii) library systems are up-to-date
supported by OhioLINK and other data bases, and well-managed; (iii) senior library faculty and staff positions are
qualified people who speak explicitly about collaborative efforts in providing services to students and faculty; (iv) li
appear to be adequate, with the Carlson Library open 101.5 hours/week and the Scott Park Campus site open 63
the Learning Resource Center (LRC) at Scott Park Campus includes a 48-station open computer lab while Carlson
41-station open facility; (vi) the library faculty has a role and voice in the faculty senate which appears attentive to
(vii) there is an active Library Advisory Board; (viii) internships for students of color in library science are actively s
library; (ix) several developmental plans are in the early stages including fund-raising, foundation support, and FriE
Library; and (x) library user-satisfaction surveys are regularly conducted and utilized to improve user services.

Some challenges were also noted: (i) closing of the Community and Technical College programs has made
the Scott Park LRC unclear; (ii) library staffing levels have dropped between 1999 and 2002 (faculty from 22.7 to 1
43.3 to 28 FTE); (iii) staff losses have made it difficult for University Archives to carry out its functions, including its
records management function; and (iv) evolution in electronic data creates challenges for all libraries in the training
faculty in current data access procedures.

3. Information technology

The Division of Educational and Information Technology (EIT) oversees technology support for both the ad
administrative programs. It does so through a variety of information technology, hardware, and software. The Dis
Office provides separate technology support for distance education. EIT currently has on-line services for student
(Web for Students) and on-line services for faculty are being implemented. Overall, the current systems and the ir
underway are adequate for supporting the immediate academic and administrative needs. However, the universi
support for institution-wide on-line and web-based teaching and learning technology to meet its future needs. The
in funding and planning for updating, maintaining and upgrading of information technology and hardware appropri
university’s mission.

Financial resources

The University of Toledo is a public university, subject to the Ohio Board of Regents and State budgeting 1
university clearly understands these procedures and is effectively working to operate within externally imposed co
many public universities, the University of Toledo is experiencing reduced state support. In the current fiscal year
experienced a 6% decline in state funding. This has resulted in reallocations and increases in tuition and student-
Currently tuition and fees constitute 50% of the general fund support. Tuition together with grants and contracts o
largest components of university funding. The university is projecting continued increases in tuition and student cl
of declining enrollment over the past decade this could be a concern. However, over the past two years enrollmer
increased and the university’s tuition rates are competitive with other Ohio public universities. The university’s fin
be dependent upon meeting its enrollment objectives.

In the current state budget climate, the university anticipates only modest growth of state support in the fu
presents a challenge to maintain an effective resource base for the future. The university understands these finan
and is developing proposals for tuition increases, increased auxiliary funding, growth in private fund raising and in
state and federal research programs. These initiatives need to continue to provide a sound financial base for the

The university is also subject to the regulatory oversight of the Ohio Board of Regents. State support is di
legislated subsidy allowances. Historically there have also been state-imposed limits on tuition increases. Howev
these caps were removed and the institution is able to set its own tuition rates. There continue to be political limiti
increases with current projections indicating an increase for 2002-03 of between 9 and 10 percent. These increas
be competitive with other Ohio public universities. Challenges facing the campus include continuing to operate
constraints of state funding, providing adequate student aid, and, in light of increasing tuition, developing faculty st
maintaining competitive salaries for both faculty and staff and developing senior leadership to undertake external i
initiatives.

An independent certified accountant audits the University of Toledo annually. The most recently complete fiscal year ending June 30, 2001. These reports indicate the university is in compliance with generally accepted accounting principles with no exceptions. Additionally the university is in compliance with appropriate federal financial requirements. Its certified financial reports indicate a consistent pattern of allocations and are publicly disseminated. The university is operating in a fiscally sound fashion, with appropriate policies, procedures and controls. The university is appropriate budgeting, accounting, cash flow, and debt reserves. Within the financial constraints of the State it is in compliance with the fiscal rules and regulations of the State of Ohio. It meets the financial constraints established by the Ohio Board of Regents. The university makes its financial information available to all parties by publishing annual financial reports and other publications that are widely available to the public.

Criterion Two summary: The Team identified some challenges, including the need to stabilize the administration and the need to find the resources to support the infrastructure of the university. Some of these challenges are detailed in the report. The institution clearly recognizes these challenges, and the Team concludes that the University of Toledo meets the requirements of Criterion Two.

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CRITERION THREE

The institution is accomplishing its educational and other purposes.

General education programs

The University of Toledo has a broad-based set of general education requirements. These requirements vary from year to year, and some recommendations for change offered to the faculty senate. There are explicit criteria for approval as general education courses, and a process by which courses are initially reviewed and approved. An aspect of the curriculum is not well developed. There has been considerable discussion of how to assess general education effectiveness. An institutionalized way of doing so is needed at this point.

1. College of Arts and Sciences

The College of Arts and Sciences has a considerable service mission to the other colleges of the university and their students with general education courses. Because of this important role, it is recommended that the College proceed with the development and implementation of a comprehensive assessment system for the general education core curriculum.

Since 1997, the College has been involved in several structural and curricular changes. For example, a new arts and sciences department has been added. The College offers many innovative and effective programs that support metropolitan and research missions. Examples of these are the Ritter Planetarium, the Center for the Visual Arts, the Toledo Museum, the Toledo's Attic Virtual Museum, and specialized summer camps. The College has focused on strengthening its metropolitan and research missions. Examples of these are the Ritter Planetarium, the Center for the Visual Arts, the Toledo Museum, and specialized summer camps. The College has focused on strengthening its metropolitan and research missions. Examples of these are the Ritter Planetarium, the Center for the Visual Arts, the Toledo Museum, and specialized summer camps. The College has focused on strengthening its metropolitan and research missions. 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Before Fall 1999, the total tenure-track faculty percentage in the College ranged from 51.8 to 62.8; since then it has ranged from 56.1 to 57.3. The percentage of full-time to visiting faculty within departments of the College appears to have varied. It was reported to the HLC Team that some departments have a majority of continuing full-time lecturers. It was also expressed about the diversity of the faculty. The present composition of the faculty within departments appears to have some significant challenges for the College as it seeks to provide the general core and add the university in its diversity. The Team recommends that there be a college-wide review of the impact of the use of part-time and visiting faculty and the terms of the impact on program quality, integrity and diversity.

2. University College

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University College absorbed functions previously associated with the university's two-year institution. It inc
of other derivation as well. It also is relatively unique in that its programs and functions are divided among the Sc
c Bancroft campuses and other locations. Various activities of the college focus upon part-time students, non-credit
students who are less well prepared for collegiate work, and adult learners. The faculty and staff in the college ap
dedication and enthusiasm what they see as a relatively unique niche in the university operations, but noted that tl
feel that their work is not understood or appreciated by others on the campus.

It is arguable that there is some duplication in the functions of the college and other units and programs or
This is an area that may be appropriate for evaluation as strategic planning proceeds. Possibilities for the unit's rc
president's vision for a metropolitan research university also merit attention.

3. Honors Program

The Honors Program is an impressive intellectual community similar to a small liberal arts college. Accor
Study, the size of the Program is 0.5 to 1 percent of the total student body. Approximately one-quarter to one-thir
number of hours required for graduation must be honors hours. There are special Honors courses, and students i
regular courses into Honor courses by doing an individual research project with an instructor. An on-campus living
as well as service learning opportunities are also provided. Student exit questionnaires reveal a high degree of sa
Honors Programs.

In the past several years, due to a decrease in the number of full-time faculty at the university, it has been
find faculty to be involved in teaching Honors courses. This is occurring at the same time that student interest in p
Honors Program is increasing. The administration should examine this dilemma as it has the potential to limit the
to appropriately serve students with high intellectual capability.

4. The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) is the successor to a Center for Teaching Excellence that wa
and disbanded in 1999. The CTL was initially funded with $200,000 from the University of Toledo Foundation, and
recurring resources from University general funds. Newly renovated space for the CTL has been created on the fi
Carlson Library; it shares this space with the Writing Center. This location is more prominent and accessible than
previous Center.

The program includes a small grants program for teaching enhancement and summer teaching fellowship
Director of the CTL had been the Director of the Center for Teaching Excellence, so is experienced in faculty deve
provides individualized consultation to faculty members and organizes luncheons and workshops addressing topic
teaching. He has a particular interest in improving the quality of large freshman-level courses.

Graduate program

The graduate academic programs are administered through the Graduate School headed by the Vice Pro
Education. Graduate program policies are initiated and overseen by the Graduate Council composed of faculty re
from the various programs, along with a representative from the Graduate Student Association. There are 15 doc
masters-level programs at the university. Graduate student enrollment is about 3,600, a growth of about 10% ove
decade. The Graduate School funds about 700 graduate teaching assistants who receive stipends and tuition sc
provides an additional 500 tuition scholarships. A major challenge for the school is to improve the size of graduat
bring these up to regionally/nationally competitive levels. Other challenges facing the Graduate School include de
recruitment policies and initiatives for increasing enrollment to support a growing research emphasis, improving th
entering students, and bridging relationships with surrounding communities in fulfillment of the university's emergir
metropolitan research university.

Research

The Office of Research provides support for sponsored research in the university. Total sponsored resea

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from $11.3 millions in 1993 to $19.0 millions in 2001. The Office of Research has recently been reorganiz
hiring of senior leadership. It has developed several initiatives to encourage increased research funding. Initiative
identification of targeted research areas, internal grants to develop faculty research programs, and steps to develop
properties for commercialization. As the office continues in its path to better organize itself and to provide support
research activity, it will be worthwhile to put in place initiatives to further encourage and facilitate faculty success in
external funds. Such initiatives may include grant writing support, the return of a portion of the overhead directly to
investigators, and developing resources for matching support for new instrumentation.

Specialized fields

The Team had the opportunity to visit some of the professional colleges. Several of these colleges contain nation
programs. A comparison of the colleges reveals an unevenness in program maturity, including variability in the pe
administrative leadership of the colleges. Faculty development is a challenge in many of the programs.

1. College of Business

The College of Business offers AACSB accredited programs to 1,890 FTE students with a tenure track fac
College offers 14 undergraduate majors, four masters programs, and a Doctor of Manufacturing Management deg
number of degrees is enabled by creative curriculum design. The College employs the latest in teaching technolo
developed an innovative wireless laptop checkout program. Student opportunities include career placement and i
honors classes and seminars, and international study. The faculty is engaged in research with many linkages to p
community and region. Corporate and alumni stakeholders are involved in advising and supporting the College ar
student opportunities. The faculty and staff seem engaged in the activities of the College and are proud of the pro
been made by working together under interim leadership.

The College is concerned about the lack of resources to serve the growing student demand and provide qu
experiences. In the last ten years, the enrollments have grown; but the number of tenure-track faculty has fallen to
members from 75 in 1992 and total faculty has decreased to 71 from 99 over the same period. The students per t
faculty ratio is 37.6, the highest of any college at the university. Although the College has been allowed to recruit i
and expects to fill positions next year as well, contraction of faculty size and budget limitations in the face of a larg
remain a challenge. The faculty expressed support for the tentative plan to decentralize some budgetary decision
better planning and provision of services. Salary compression is particularly difficult as the College is forced to pa
salaries for new faculty hires.

The College has been continuously accredited by AACSB since 1955, a fact about which there is consid
College is beginning planning for the upcoming 2004 accreditation visit. The College leaders are concerned that t
of student numbers and resources will be problematic. A negative review could adversely affect the attractiveness
to prospective students, student employers, and corporate partners.

2. College of Education

The current College of Education has degree programs, multiple services and outreach programs that are
University's metropolitan and research missions. During the past two years, the college has "experienced dramati
Study, 3-12). Nearly 40 percent of the faculty was moved into the new College of Health and Human Services (C1
addition, nearly 50 percent of the remaining faculty resigned or retired. A hiring freeze prohibited replacement of f
Thus, 24 visiting faculty were appointed for the 1999-2000 academic year" (Self Study, 3-12).

A review of faculty/student data indicates that the current College of Education, when compared to other p
schools, has the lowest percentage of tenure-track faculty. Previous to Fall 1999, the percentage ranged from a h
low of 66.2. Since Fall 1999, it has ranged from a high of 50.8 percent to a low of 38.1 percent.

The university has recognized the need to rebuild a tenure-track faculty. Last year there were searches for f
faculty; this year, 11, and an intention to search for 14 next year. It is imperative that there is less reliance on visit
that the percentage of tenure-track faculty be increased. NCATE, the education professional accreditation agency

The hiring of a large number of tenure-track faculty, while necessary and commendable, has related stress placed on the senior faculty and the current interim administrators. New faculty need mentoring, time to learn Ohio's educational requirements, and time to develop teaching/facilitation skills, integrate technology into their teaching, and research agenda. The university will need to provide the College with extra support to ease the stress of these tasks.

Next year, the College will have an NCATE accreditation review. NCATE has developed revised standards for ongoing intensive and documented student assessment. An increasing number of NCATE schools are hiring assessment coordinators to assist the faculty in designing and implementing a continuous assessment system. Given the current stress being placed on the limited number of tenure track faculty, the university should give serious consideration to such positions.

All department chairs are interim appointments and the College is in its third year of a Dean search. Stability is needed. Department chairs expressed hope that this situation will soon be resolved. The senior faculty who have been with the College have shown themselves to be dedicated and resilient. They form an effective core on which to rebuild the College while they will need extra support from the university while doing so.

3. College of Engineering

The College of Engineering, through its six departments, offers bachelor, associate, master, and doctoral degrees. The bachelor-level engineering programs are accredited by ABET (Accreditation Board for Engineering and Technology). The college has over three thousand students and ninety faculty members. Noteworthy recent college initiatives include a year professional development course, student computer support, design clinic in the Mechanical, Industrial and Nuclear Engineering department, a practice-based master of engineering program, off-campus program at Lorain County Community College, and required co-op experiences for the undergraduate students. The College has a new building, including an auditorium, and renovation is expected to take place soon in another engineering building. Many College faculty are active in funded research. The facilities and faculty are adequate for current needs. The College of Engineering is filling its open positions to better meet its educational and research goals. There is also inadequacy in funding and replacement, maintenance and upgrade of computer and laboratory equipment that support teaching.

4. College of Health and Human Services

CHHS was launched in July, 1999, and represents a coalescing into one college the rich variety of complex and human services teaching and research efforts at the university. These programs previously were scattered across various colleges. Programs of study result in associate, bachelor, master, and doctoral degree offerings. The college enrolls approximately 2,500 students who are served by 67 tenure-track faculty.

Several strengths were identified, including: (i) energetic college leadership by an enthusiastic and visionary dean and program directors committed to collaboration in teaching, research, and service; (ii) successful professional accreditation of appropriate academic programs; (iii) a well-constructed organizational plan, soon to be buttressed by an $18.4 million renovation which will enhance the functioning of students, faculty, and staff; (iv) an impressive commitment to student success by an assistant dean, six advisers, and other support resources; (v) increasing success in the procurement of external research and program development support; (vi) immersion in a host of impressive, academically-anchored community contributions; and (vii) three new B.S. programs (paralegal studies, mental health, health information management) and Masters programs (criminal justice, social work) are very far along in development and approval procedures.

Several challenges were also identified, including: (i) difficulty in blending the cultures of several programs into a single, complementary college structure; (ii) developing further the capacity of faculty to generate fundable NIH proposals order during the next two years while building renovations disperse courses and students to temporary locations on campus sites; (iv) continuing to foster cultural, racial, and ethnic diversity in all aspects of CHHS operations; and (v) shepherding a planned, purposeful balance of full-time and part-time faculty in all programs.

5. College of Law

The College of Law at the University of Toledo is the only public law school in Northwest Ohio. It boasts graduates who have distinguished themselves in Ohio, especially metropolitan Toledo. Members of the College’s attended some of the nation’s finest law schools. In recent years, there has been some concern about the pass rate of College’s graduates on the Ohio bar examination, but the dean states that changes have been adopted that show improving the bar examination pass rate.

The law school is accredited by the American Bar Association and fairly recently hosted a visit by representatives. The only remaining issues from that accreditation visit appear to be questions with regard to staffing of the president of the university and the dean of the College are scheduled to respond to those concerns later this spring.

6. College of Pharmacy

The College of Pharmacy is housed in Wolfe Hall, a newly constructed building that co-locates the pharmacy sciences faculty, and provides updated and collaborative laboratory facilities. This enhances collaborative research programs and faculty were frequently cited as one of the centers of excellence on campus. Enrollment in pharmacy graduates is in demand, and faculty members appear to be productive researchers. The strong research programs have been a reason for increased allocations of space and other resources. As this argument is developed, it will be important to share with precision the relevant data (e.g., numbers of funded projects; comparison to benchmark institutions).

The university’s generous patent policy (50% to inventor, 50% to the university) encourages investigators, provide incentives to the department. The college has developed an agreement with Cleveland State University to enrollments and also provide additional opportunities for clinical sites and clerkships in the Cleveland area. The college also has a proposal for differential tuition for the PharmD and the BS in Pharmaceutical Sciences programs, and for programs leading to PharmD program. These additional resources will assist the college in supporting the additional instructional needs.

The original request for reaccreditation did not include a request for authorization to include the delivery of distance education. During the visit, the Team was made aware of the need to extend the university’s accreditation to include Distance Education. Thus, the Team requested documentation about the Distance Learning programs and met with the Division of Distance Learning.

The University of Toledo offers six online degree programs: Associate Degrees in (i) Business Management and (ii) Marketing and Sales Technology; BA degree in (iii) Adult Liberal Studies; BS degree in (iv) Computer Science Engineering Technology; and Master’s degrees in (v) Liberal Studies and (vi) Engineering. During Spring 2002, the college offered with 3,299 students enrolled. 7,991 students enrolled in online courses last year, a growth of more than 50%. Faculty stated that 95% of the courses offered by distance delivery were web-based. The Division of Distance Education has a 36-page catalog describing general information for online learners, courses, requirements, enrollment, and a checklist for students and contact information.

Distance education: Curriculum and Instruction

The University of Toledo uses WebCT® course management system for online learning. Many courses are scheduled as on-campus courses assuring that the students keep current with coursework. Many courses in assignments, tests, and discussions as regular expectations with due dates. Courses are developed and taught by members associated with the university. There was no evidence of unrelated instructors being used only ‘for hire’ instruction. Courses mirror face-to-face courses and are part of department curriculum, which assures the availability of procedures to keep currency.

All courses have a companion course taught on the University of Toledo campus and follow the semester session schedule for registration and completion. Students taking online courses operate under the same rules as students with respect to missed exams, participation, assignment due dates, and incompletes. Some courses have campus visit(s) for labs or other activities. Residential students are allowed to take online courses concurrent with courses. Residential students interviewed indicated good experiences with online coursework.

The Division of Distance Learning provides a 35-page Faculty Handbook, which is updated annually, to departments. The handbook states that courses are equivalent in course content to their classroom counterparts transferable to other institutions. The handbook describes course confirmation procedures, faculty ownership policies, copyright responsibilities, testing policies, and assessment. Courses are only scheduled with the endorsement of the department and college administrator.

The Division of Distance Learning provides a program coordinator and four instructional designers to support course development. Faculty are provided software and materials as needed. Workshops and training are also offered for developing courses.

**Distance education: Evaluation and assessment**

Four procedures are provided for testing student learning, including proctored tests. The Handbook requires that courses be assessed in compliance with University of Toledo policies. A distance learning course evaluation instrument is required. Students must enroll in the university to take courses. Prerequisites are enforced.

In a discussion with a group of honors students, it was noted by the students that web-based courses were as good as in-classroom courses. Almost all of the students attending the meeting had taken at least one web-based course. Course information, registration, and payment are all available on the web. There is a website for students to negotiate.

**Distance education: Library and learning Resources**

The University of Toledo is a member of the OhioLINK library network. Distance learning students have access to the campus library. The WebCTO courseware allows instructors to monitor the students' activity and engage in class experience.

**Distance education: Student services**

The university Distance Learning Course Catalog and website provide information about enrolling, advising, buying books. Contact information is provided (both phone and email) for resolving complaints. Students have access to the catalog and the website for information. Both contain a statement of the minimum computer requirements. Technical assistance is available through the Division.

**Distance education: Facilities and finances**

The Division of Distance Learning supports its own web server and employs four network and technology services. As online programs have grown, there has been an increasing awareness of the need to integrate more closely to the campus budget and planning procedures. The new strategic planning process should include issues related to distance education.

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**Distance education: Intellectual property**

When asked about intellectual property policies as they relate to distance education/web based course delivery, it was indicated that the provost was setting up a committee to develop policies regarding this and other issues of importance.
education such as whether courses are part of load or extra instruction (currently, there is little consistency about it) and mechanisms there are for faculty payment. Faculty did not appear too concerned about the lack of such policies.

**Distance education: Team Recommendation**

The Division of Distance Learning appeared to be a well-organized complement to the University of Toledo mission. The division has addressed the important issues related to student services, faculty involvement, and the quality learning experiences. Based on the observations made and the information evaluated as part of the site visit, the team recommends that the University of Toledo seek immediate authorization from the HLC to offer distance-delivered programs. The team also recommends that this change be included in the Statement of Institutional Scope and Activities.

**Assessment of student learning**

The university does not have an institution-wide HLC approved plan for the assessment of student learning. Professional schools and some departments have adopted a culture of assessment, the university as a whole is progressing toward implementing the HLC "Assessment of Student Academic Achievement: Levels of Implementation" (updated March 1, 2001). The university recognized this deficit during the self-study process, and Interim Provost Free appointed an Assessment Committee that has been meeting every two weeks in the two months prior to the 2002 HLC visit. The team recommends that the University of Toledo seek immediate authorization from the HLC to offer distance-delivered programs by distance education. The Statement of Institutional Scope and Activities should be amended to include a section on online programs.

The university has also recognized the need for linking a comprehensive assessment effort, including program outcomes, with the assessment of the general core curriculum, to the evolving strategic planning effort. The university has created a new position for Vice Provost for Academic Assessment and Strategic Planning, and is planning to fill this position soon. Several current Assessment Committee members are also members of the search committee. The current Assessment Committee includes the Provost as an advisory council to this new position. A review of the Assessment Committee's 2002 Meeting Logbook reveals the team has given thoughtful consideration to the complexity of implementing university-wide assessment. Issues such as the need for office to have sufficient funding and strong administrative support, while being a mediator and facilitator with faculty, are discussed.

Assessment of the General Education core has been limited. There is a well-defined and implemented process for proposing undergraduate core requirements. Recently, the faculty senate has called for the establishment of a university-wide curriculum committee. This recommendation has been accepted but not yet implemented. It is critical that such a committee be established.

Program Review has been the most prominent institution-wide assessment instrument used at the university in the past decade. Eighty programs have been reviewed. Most individuals queried by the HLC Team expressed strong support for the program. The Program Review Process was suspended in 1999. However, the guidelines have been revived and it was stated that reviews are expected to resume in 2002 after the strategic planning process is completed. Resumption is important to the institution's overall assessment of institutional effectiveness.

**Criterion Three summary:** The Team recommends that the institution seek authorization from the HLC to offer distance-delivered programs by distance education. The Statement of Institutional Scope and Activities should be amended to include a section on online programs.

The Team identified a major concern in assessment of student learning. The Team recommends that a focused visit is scheduled that will include an analysis of the progress made in assessment. This concern and recommendation are included at the end of this Report. With the recommendation for a focused visit, the Team concludes that the University of Toledo meets the requirements of Criterion Three.

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CRITERION FOUR

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Organization of resources

Resources: Budget process

The university has developed an effective campus budgeting process. As a result of some of the financial outlined in the Criterion Two section of this report, the university adopts an annual operating budget based upon ir students, and administrators. There is a Fiscal Advisory Committee chaired by the Provost composed of a cross leaders that is effectively making recommendations to the President prior to submitting to the Board of Trustees. I number of new administrators in senior positions, this process will be strengthened as part of the strategic planning meeting with various constituent groups, there is a genuine feeling of participation. The campus has developed a the overall fiscal health of various units and is developing procedures to provide seed capital for new initiatives an funding. Discussion is occurring regarding incentives to encourage units to seek additional and alternative funding gain sharing when additional resources are obtained.

The Vice President for Finance and Administration, who served as the interim President up July 1, 2001, working to improve planning, management, and campus-wide understanding of the university’s overall financial cir The faculty and staff with whom the Team met seem to have an understanding of the financial constraints and the and generate alternative resources. The campus has developed an inclusive planning process and is committed t planning.

Members of the administration and the campus constituent groups expressed an understanding of the fine imposed upon the university. The administration is developing strategies to improve and diversify funding sources generating activities will play an increasingly important role in the future. The university is in the process of hiring President for Institutional Advancement to increase private fund raising. The president and deans appear to be cc process. The university needs to strengthen the relationship with the Foundation to be sure that it is maximizing it private fund raising and to take advantage of a new president who is committed to engagement with the communit

Resources: Capital planning

The university has developed an effective capital planning process that involves detailed review for planni and approving capital projects. Capital projects are initiated by units with appropriate administrative and communi development of a programmatic plan, physical and cost planning. The current campus master plan was develop input from faculty, staff, students, and the community. The 1992 plan addresses land use, space requirements an classroom and laboratory facilities, housing, and auxiliary services. The campus is in the process of developing a as part of the strategic planning process. Based upon Ohio Board of Regents standards, the campus can expect approximately $23 million each biennium. The planning process now utilizes the Facilities Planning Council, which university participation. In addition to the development of the six-year Ohio Board of Regents capital plan this gro recommendations on the use of space. This appears to be an effective process.

The campus received state support for several recent facility initiatives totaling more than $75.4 million ov years. A number of major projects are underway, including the renovation of the Health and Human Services built Computer Center, and Memorial Fieldhouse. There has also been a major chilled water plant project to support al many Bancroft Campus buildings. This will reduce utility costs and contribute to energy conservation efforts.

The university is developing a new residential living learning center, a 600-bed residence hall. This is des facility and should significantly enhance the university’s student recruitment and retention efforts. The university hi excellent job collecting data to support the need for the facility. It is being debt financed and has received an A bo

As part of strategic planning, the utilization of the Scott Park Campus should be reviewed. Program chan significantly reduced the activity on this campus. However, over the next two years, its space will be critical to me:

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classroom needs while renovations occur on the Bancroft Campus.

The campus currently has a back-log of deferred maintenance. It currently is completing an engineering study and intends to address deferred maintenance in the next capital plan. For a campus of this age, size, and number of students, deferred maintenance is typical. The staff that oversees the capital planning process is knowledgeable and cognizant of the various units on the campus.

Resources: Future challenges

The University of Toledo is fiscally sound despite state budgetary shortfalls, a 9-year period of lowered state aid, the early retirement of over 100 faculty, and the recent and rapid changes in administrative leadership. The university meets the state’s fiscal health and accountability criteria as established by the Ohio Board of Regents. These include a viable endowment reserve ratio, and net income ratio. Its composite standing has improved over the past two years and it is well above the Ohio average required to be considered in similar missions. Its unrestricted fund balances have improved over the past two years. The university has seen its endowment grow significantly over the past four years. The context of the major administrative changes occurring during the past three years, the university’s resource base is sound. Faculty and staff generally have a positive attitude and look towards the future with great expectation.

The university is facing a number of future challenges. State income and budget constraints are likely to continue to place financial strain on the university. Although enrollments appear to have stabilized, the recent and sustained period of declining enrollments resulted in loss of tuition and fee income. The university is strengthening student recruitment and retention efforts which appear to be having a positive impact. However, the presence of community colleges and other universities continue to present competitive pressures. The new president’s vision to more effectively engage the community and interact with the local community appears to be a sound strategy.

Strategic planning

Strategic planning: Recent background

The University of Toledo engaged in strategic planning in the early 1990’s, with the effort leading to a Strategic Plan that was approved by the Board of Trustees in 1991 in time for the 1992 accreditation visit of HLC (NCA). That plan culminated in an institution-wide plan called “UT 2000” which contained both 3-year and 7-year goals to lead the university into the new millennium. An Academic Program Review process was included as a key element of the 1991 plan. A number of task forces were established to ensure the implementation of the 1991 plan, including task forces on (i) Academic Enhancements, (ii) Facilities, Enrollment, Teaching and Learning, (iii) Diversity, (iv) Research and Scholarship, and (v) Compensation for each of the 1991 plan’s goals. Accomplishments can be linked to the work of these groups.

However, the planning process was not revisited in detail once the plan had been set in motion in 1991. Study notes that adaptations were not made to address changes in state funding, enrollment declines, shifting enrollment demographics, learning and community colleges, scholarship policy, and the effect of the early retirement program (Self...). With the change of administration in 2000, the interim president restarted the planning process. The new president is now leading a new planning committee composed of members from the established committee and new members on the campus. The expectation of a new mission statement and plan by early fall 2002. More than half of the planning committee members are new faculty members.

The planning committees established by the interim president, whose membership may be found in the Strategic Plan, were charged to conduct fact-finding needed to support strategic planning. Some but not all of the subcommittee responses were reviewed.

Strategic planning: Responding to challenges

The disruption in the planning process and the administrative disarray has left the university poorly positioned for new challenges. Much of the institutional data needed for decision-making appears missing or inaccessible. The data provided for the HLC Team revealed gaps in documentation beginning in 1999. Some expected and typical university planning processes were not revisited in detail once the plan had been set in motion in 1991. Study notes that adaptations were not made to address changes in state funding, enrollment declines, shifting enrollment demographics, learning and community colleges, scholarship policy, and the effect of the early retirement program (Self...). With the change of administration in 2000, the interim president restarted the planning process. The new president is now leading a new planning committee composed of members from the established committee and new members on the campus. The expectation of a new mission statement and plan by early fall 2002. More than half of the planning committee members are new faculty members.

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was unavailable or difficult to locate (see Self Study 4-19). Since trend reporting is not in place, decision makers be able to detect or respond as effectively to challenges. In addition, staff in Institutional Research indicated that information systems need updating to provide timely information to decision making.

The discontinuance of program reviews has also created a situation in which administrators may be unaware of programmatic problems or opportunities. Programmatic assessment with feedback to allow program improvement is essential for the competitiveness of most universities. Several members of the university community commented in open sessions that there is excessive planning with no results. A counter example exists in the new Student Success Center, which was developed for retention issues that came out of enrollment and retention studies.

The university should carefully assess the number of degrees being offered, and consider consolidation as a means to focus resources. The university should carefully assess its doctoral programs since the current state functions do not provide adequate support. It would be appropriate to focus on fields that are relevant to the regional market because of the competitive nature of higher education.

The university is in the process of developing a new administrative team. This provides the university the opportunity to selectively replace and allocate personnel in critical areas. The proposed organizational structure including broad participation on relevant committees appears sound. There is a need to establish procedures to collect appropriate data to support strategic planning and to measure progress. This will be critical for the wise allocation of resources. Current databases make it difficult to develop trends and monitor progress.

**Strategic planning: Recommendations**

Plans and procedures for continued viability need to assure that the current strategic planning process will be continued with provisions for updating the plan with respect to new environmental information, opportunities, and challenges. The plan should consider developing a set of outcome measures to monitor over time. The development of a set of performance measures would be helpful as benchmarks for progress. Program reviews should be based on data on program strengths and should become input to resource allocation decisions. The planning process needs to revisit the plan periodically to reconsider the mission and goals and to set new targets for achievement. The use of the planning process, institutional assessment as a mechanism for continual improvement of the university was not evident.

**Criterion Four summary:** The Team identified a major concern in the area of strategic planning. The Team recommended a focused visit be scheduled that will include an analysis of the progress made in strategic planning. This concern and the recommendation are stated at the end of this Report. With the recommendation for a focused visit, the Team concludes that the University of Toledo meets the requirements of Criterion Four.

**Top**

**CRITERION FIVE**

*The institution demonstrates integrity in its practices and relationships.*

**Good practices**

1. Compliance with federal and state laws.

A review of the Ohio Ethics Law & the University of Toledo Staff Handbook (July 1993, pg. 3 & Appendix A) confirms that the requirements for ethical functioning are articulated. No evidence was found of non-compliance with these mandates.

2. Conflicts of interest.

Review was made of the University of Toledo Staff Handbook & Policy Manual. Vol. I, Section I, Number 1 speaks to this requirement.

conflicts of interest. No evidence was found for violations of these mandates.

3. Ethical values in policies, procedures, and practices.

The University of Toledo General Catalog, the Manual of Student Conduct, Staff Handbook & Policy Manual were each references specifically policies, procedures and practices regarding ethical values for students, staff and faculty. Complaint procedures and complaint logs are in place and were reviewed, providing evidence of complaints which steps taken in response to such complaints. No pattern of violations was detected.

Diversity and Affirmative Action

Limited diversity among faculty and administrators was a concern at the time of the 1992 NCA review. As 2002 Self Study, the University of Toledo has made progress, although the progress is uneven. The proportion of occupied by females, for example, has increased far more for staff (96%) and faculty (78%) than for executive or administrative/managerial roles (38%).

Among the ten senior administrators reporting directly to the president, there are three women, one of whom is appointed. An African American male has been appointed the Vice President for Student Services as of July 1, eight deans of colleges, there are two women, both of whom have interim appointments. One college dean is an African American male.

Among the faculty, 13.3% of the professors are female and 15.6% are members of minority groups. At the associate professor, 35.7% are female and 14.8% are minority group members. Of the assistant professors, 43.1% are female and 18.3% are minorities. Funding is available from the provost's office to support the salaries of minority faculty members. The funding is limited and has been discontinuous in the recent past. No program for spousal assistance for faculty members appears to exist.

Reports of the role of the Office of Affirmative Action in searches were varied, suggesting some confusion or lack of clarity. The Office should be consulted. Not consulting the Office at the start of a search may mean that the search plan is not complete and may result in soliciting the applications of protected class members. Reports suggested that not all units consult with the Office at the outset of a search.

The reporting line for the Director of Affirmative Action was changed from directly reporting to the President of the Vice President for Legal Affairs and General Counsel. The Affirmative Action office consists of a professional who has been with the University for eight years and a secretary. In addition to developing the University's affirmative action policy, the office investigates complaints of discrimination and sexual harassment. The affirmative action office establishes goals for hiring underrepresented minorities and women.

There were positive reports from an academic unit of the training that the Affirmative Action office provides. The Office's approval must be obtained before an offer can be extended. One academic unit reported that control number would not be assigned without the Office's approval.

Among students, the percentage of black, non-Hispanic students has increased from 8.0% in 1991 to 12.3% in 1999. Pharmacy experienced a proportional increase in black enrollment in that time. Pharmacy's enrollment increased to 6.8% in 1999 but was 5.1% in 1991 and in 2001. In the College of Arts and Sciences, while the percentage of minority students decreased from 210 to 363. This suggests that there was an increase in the number of non-black students enrolled in this College. Among Hispanic students, the proportion of minority students decreased from 1.7% in 1991 to 2.1% in 2001. However, the numerical increases associated with these increases were not large (414 to 426).

The core curriculum requires six hours of multi-cultural courses, one focused on diversity in the U.S. and the other on non-Western culture. There were positive reports about a Hispanic Initiatives Program that is focused on students and provides support for Hispanic faculty members. It is important that the curriculum support the diversity desired by

The president and provost both expressed support for greater diversity among the faculty, staff and students at the University of Toledo. The president spoke of diversity as a value, not just a strategy. As a metropolitan research university, the University of Toledo can demonstrate that value as a means of fulfilling its mission. If diversity emerges as a priority in the strategic planning process that is underway, it will be important for the university to develop implementation strategies that provide the resources needed to achieve still greater diversity.

Interactions with external constituencies

External relationships are important to the University of Toledo. One of the four priorities the trustees assigned to the president was to reestablish the university in the community and region through partnerships. The president has held town meetings and has integrated collaborative relationships with the other institutions of higher education in the region. Participants at the open faculty and staff forums reiterated the importance of the relationship with the community and the need to once more offer courses at worksites and other community locations. Staff indicated that the university is again trying to be responsive to the market place. One staff member indicated that he appreciated being encouraged to volunteer within the community as a part of his university position.

Publications developed by the university present a consistent view regarding recruitment and retention. The institution is classified at the Division I level of the National Collegiate Athletic Association and is a member of the Mid-American Conference with 10 women's and 9 men's sports programs. The institution needs to pay particular attention to the health of the intercollegiate athletic program as well as its graduation rate and its compliance with Title IX. The new administration recognizes the challenges and is in the process of developing long-term plans for the program that continue its contributions to the community.

Criterion Five summary: The Team identified ongoing challenges in the area of diversifying the faculty, administration, and the student body. This challenge is discussed in the list of Advice at the end of this Report. The institution recognizes the challenges and the Team concludes that the University of Toledo meets the requirements of Criterion Five.

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SUMMARY OF THE TEAM REPORT

Strengths, Challenges, and Advice

Strengths

The HLC Team identified a number of institutional strengths, including the following:

S1. The faculty and staff are resilient and dedicated. Their commitment has sustained the university.

S2. The new president, in a relatively short time, has earned the respect and confidence of constituents through his leadership.

communication and leadership style.

S3. There is a promising beginning in the assembly of an effective leadership team.

S4. The students with whom the Team met value the University of Toledo experience with a sense of pride.

S5. There is a positive and expanding partnership with the community.

S6. The university has an attractive campus with impressive new facilities that is a source of pride for both the uni
community.

S7. The university has identified and developed many well-selected resources for students, including: the Studer C
Center, the residence halls, the Health Center, Student Union, Recreation Center, Honors Program, and one-stop

S8. There has been an impressive growth in extramural funding.

S9. The quality of many professional programs, certified by specialized accrediting agencies, strengthens the mis
reputation of the university.

S10. Accounting and financial procedures are sound and there is rational capital planning.

Challenges

The Team identifies two major challenges. In the context of the HLC review, these concerns are serious items an
ongoing process, the university will need to constructively respond to these challenges.

C1. The university does not have an institution-wide HLC approved plan for the assessment of student academic
While professional schools and some departments have adopted a culture of assessment, the university as a who
level I on the HLC “Assessment of Student Academic Achievement: Levels of Implementation” (updated March 1,

C2. The University has not yet developed a comprehensive institutional planning process that clearly articulates a
evolving mission, resource allocation, and measures of institutional effectiveness. An effective planning process v
close connections among the university’s mission, a current strategic plan, sufficient and clear data, and structure
processes.

These challenges are the foundation for the rationale for the recommendation that a focused visit on assessment o
learning and strategic planning occur in three years.

Advice

The Team also offers the following consultative advice. Although the institution is not compelled to heed this advi
confident that the University of Toledo will consider carefully these comments as it moves forward.

A1. The university is encouraged to develop a cohesive and comprehensive enrollment plan that includes both ur
and graduate students as well as those at the professional level.

A2. The policy manual for the Board of Trustees should be updated, refined, and published in a manner facilitatin
updating and distribution. Policy and procedures manuals for all divisions of the university should be developed a
referred to relevant Board policies.

A3. The General Counsel should work with the president and the Board of Trustees to assure that the by-laws of
current and comprehensive. Policies should (i) acknowledge and deal with potential conflicts of interest for Board
limit the Board to policy consideration and adoption when legally in session and delegating administrative function

President.

A4. The continued growth in the constructive communication with the university employees is important. This includes strengthening of the human resources function in business services, the ready access of the policies and procedures, performance reviews and evaluation processes.

A5. The university is encouraged to continue to pursue collaborative learning and research opportunities with neighboring institutions.

A6. The university is encouraged to review the policies and practices for the use of part-time and visiting faculty, as these practices impact academic program quality and integrity.

A7. The university is encouraged to evaluate the deployment of staff and other personnel in mission-critical areas appropriate staffing levels to deliver needed services.

A8. Planning should address the need to replace, maintain, and upgrade technology resources.

A9. As a metropolitan research institution, the University of Toledo is well-situated to demonstrate the value of diversity of students, staff, faculty, and administrators. The president and provost articulate the importance of diversity as a university mandate. This view should be further articulated and adopted across the campus. The role of the Office of Affirmative Action should be clarified so that all units can benefit from its help in recruiting candidates. Additional funding to support minority faculty members may assist the university in achieving greater diversity. Provisions for spousal accommodation in the recruitment and retention of a diverse faculty and staff. If greater diversity emerges from the strategic planning process as a priority for the institution, then it will be important for the university to develop implementation strategies.

The Team's recommendations

The Team recommends to the Higher Learning Commission that the University of Toledo receive continued accreditation status and that the next comprehensive review occur in ten years, in the academic year 2011-2012.

The Team reviewed the current on-line offerings, and recommends that the University of Toledo seek immediate authorization from the Commission to offer degrees at a distance. Consistent with this recommendation, the Team recommended that the Statement of Institutional Scope and Activities be amended to include degrees delivered by distance education.

In order for the University of Toledo to demonstrate its progress with respect to the two concerns, the Team recommends that a focused visit be conducted to evaluate the University's progress in (i) assessing student academic achievement and strategic planning. This focused visit shall occur no later than 2004-05. The university clearly understands that assessment and planning should be intimately intertwined, as demonstrated in the current search for a Vice Provost for Assessment and Strategic Planning. The intention of this stipulation is to encourage the University along this path.

With regard to student academic assessment, it is expected that at the time of the focused visit:
- the university has an HLC approved institution-wide Student Academic Assessment Plan that is adequately funded and implemented,
- there is continuous assessment of student learning in all degree programs and the general education core curriculum,
- assessment data are being used by faculty to inform curricular and program decisions,
- assessment data are being used by the administration in planning and resource allocation decisions.

With regard to strategic planning, it is expected that at the time of the focused visit:
- the university has a strategic planning process aimed at achieving the university's mission and that ensures provisions for updating the plan in order to respond to new conditions, opportunities, and challenges,
- there is ongoing and comprehensive program review which is a basis for resource allocation decisions,
- there is an effective mechanism for the ongoing collection and analysis of relevant institutional data.

- the measurement of progress is analyzed with respect to a group of appropriate benchmark institutions.