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REQUEST FOR CONTINUED ACCREDITATION .................. 362
The University of Toledo is pleased to present its 2012 self-study report, “The HLC Self-Study: Shaping UT’s Tomorrow,” to the Higher Learning Commission of the North Central Association of Colleges and Schools.

The self-study report confirms the University’s pursuit of excellence in education, research and community service and verifies that it is an outstanding community of teachers and learners. It highlights areas of quality, excellence and strength as well as opportunities for improvement where the University needs to build additional depth, agility, and resiliency. The report also addresses how the University has coped with the country’s worst economic decline since the Great Depression.

The self-study comes at an auspicious time in the University’s history as it continues to evolve and change to meet the new set of privileges, obligations and responsibilities it has six years after the merger with Medical University of Ohio.

Institutional accreditation self-studies are incredibly valuable. They provide opportunities to receive observations and recommendations from outside educators. The process very much serves the public interest by promoting accountability, stewardship, transparency, credibility, and quality continuous improvement.

The self-study process required hard work, but it provided the University community with an invaluable opportunity to critically review its accomplishments and challenges in light of its mission, vision and values and ways to address those challenges.

The self-study report is the product of hundreds of hours of inquiry, reflection and analysis by more than 80 faculty members and administrators who began this critically important process more than two years ago. It was a revealing process for many individuals who gained new insights and knowledge about the operations of the University. The process was open, transparent and enjoyed broad campus participation.

The self-study process spawned wonderful ideas and recommendations for the future. Huge opportunities await the University, particularly in generating new interdisciplinary connections among the institution’s colleges, schools, centers and institutes and other academic units.

This self-study report was developed at approximately the same time the University recalibrated its strategic plan in 2010. Both documents provide a strong foundation that will guide the University into the future.

The University thanks all the faculty members, administrators, staff members and students who participated in the self-study process for their hard work, collaboration, and commitment to the self-study process.

The University of Toledo looks forward to the visit from the HLC evaluation team and feedback it will provide to further strengthen the institution.

Sincerely,

Lloyd A. Jacobs, M.D.
President
North Central Association of Colleges and Schools  
“The Higher Learning Commission Self-Study: Shaping UT’s Tomorrow”  
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Introduction
INTRODUCTION

Almost six years after one of the most significant events in higher education in Ohio, The University of Toledo finds itself at an important — and exciting — period in its history.

The 2006 merger between The University of Toledo and Medical University of Ohio dramatically changed the University and expanded the educational capabilities of both institutions. Two institutions that helped shape Toledo and northwest Ohio for years came together, with the union having profound implications for the city’s and the region’s future.

The merger was a bold and exciting initiative, one for which the University is immensely proud and one that heralds the next stage in its continuing journey.

Today, few universities in the country match the breadth of undergraduate, graduate, and professional programs offered by the University — programs that encompass the arts and sciences, humanities, medicine, law, pharmacy, engineering, business, nursing, allied health, and education. By merging with a freestanding health sciences university, the University has dramatically expanded its ability to serve and to support the community and the region, a central focus of its mission.

The past six years have been a period of unprecedented change. Universities are complex, dynamic, continually evolving institutions, and The University of Toledo has undergone purposeful, dramatic, almost breathtaking, transformative change. Mergers between two large institutions can be risky, bumpy, and messy, and the UT-MUO merger has produced some “growing pains.”

The financial, political, and cultural environments of higher education and health care in Ohio have significantly changed in recent years, and the University, in many ways, reflects the tensions, aspirations, stresses, and new expectations and responsibilities of the country’s institutions of higher learning. The University is continuing to strive to find an acceptable balance between its historic traditions of strong faculty involvement in important decision-making and the increasing need for timely centralized decision-making in response to the rapid changes occurring in higher education, health care, technology, and the surrounding society.

In many ways, the title of the self-study, “The HLC Self-Study: Shaping UT’s Tomorrow,” captures what the merger has meant to the University and sets the context in which the University will shape its future. For some, feelings elicited by the merger have resulted in use of the simple phrase, “The new UT.”

The University, as the president has noted, is “rambunctious,” and progress has come in fits and starts. Faculty, staff, and students often vigorously express strong, animated, and divergent opinions. The roles, demands, and interactions of many faculty and staff members have undergone their own transformations as a result of the merger. Many individuals have assumed new and different responsibilities, requiring them to move out of what the University president calls “their comfort zones.” Employees on the different campuses interact at different levels, and work crosses different classes of employees, ranks and levels. Five different bargaining groups represent faculty and staff members at the University.

The merger still has a long way to go, but as this self-study report documents, solid progress has been made. The University has advanced on many fronts in its drive to be one of the leading public metropolitan research universities in the country.

This self-study report demonstrates that the University meets the criteria for continued accreditation outlined by the Higher Learning Commission of the North Central Association of Colleges and Schools. It highlights the new strengths and many challenges the University faces as a result of the merger.

The Higher Learning Commission of the North Central Association of Colleges and Schools rarely gets to study and review an institution of higher learning that has successfully completed a merger. The visiting consultant-evaluators will find a wide array of opinions about the state of the University today, the merger, and its impact on
the institution and the region. The University looks forward to their observations and recommendations, which will have an important role to play in helping the University grapple with present and future challenges.

A goal of paramount importance for the self-study report was to provide a comprehensive, accurate document.

The self-study report consists of eight chapters and appendices.

This introductory chapter includes an institutional profile as well as a description of the self-study process.

Chapter 2 provides the University’s response to the concerns and observations of the teams that conducted the 2001 site visit to the Medical College of Ohio, the 2002 visit to The University of Toledo, and the 2005 focused visit to the University.

The next five chapters describe how the University addresses the Higher Learning Commission’s standards for accreditation as outlined in its Handbook of Accreditation.

Chapter 3 provides information on the University’s mission and vision, lasting commitment to diversity, governance structure, and programs and policies that are in place to promote integrity and ethical and honest behavior among trustees, faculty, staff, and students.

Important aspects of how the University plans for the future and strategic planning are highlighted in Chapter 4.

The University’s teaching and learning programs as well as programs that anchor the institution’s evolving culture of assessment and evaluation are the focus of Chapter 5.

Chapter 6 describes the University’s research, scholarship, and creative activity programs and other initiatives that promote lifelong learning.

The University’s extensive outreach activities and involvement in the region, as well as how outreach helps the University identify and address problems in the community and the region are documented in Chapter 7.

Chapter 8 is devoted to areas of special emphasis and priority for the University and the opportunities that remain in each of those areas—merging the cultures of the Main and Health Sciences campuses, increasing and strengthening teaching and learning synergies as a result of the merger, and how the University balances its responsibilities to the University System of Ohio with its own mission and vision.

Chapter 9 is a request for continued accreditation.
Chapter 1
INSTITUTIONAL PROFILE

In 1872, Jesup W. Scott, a Toledo real estate broker and newspaper publisher, donated 160 acres of land near what was to be a railroad terminal as an endowment for a university to train the city’s young people. Scott believed such an institution was necessary if the city was ever to achieve his vision of Toledo as the “Future Great City of the World.” In 1884, the assets of that institution, known then as the Toledo University of Arts and Trades, were given to the city of Toledo, and the University became a municipal university supported by the taxpayers of the city. It remained a municipal university until 1967, when it became a part of Ohio’s higher education system.

In the 1960s, a critical shortage of doctors developed in the United States, due to the limited number of medical schools that existed to train them. The Toledo mayor and other civic leaders began a campaign to have one of Ohio’s proposed new medical colleges built in the city as part of Toledo University. However, when the Toledo State College of Medicine — later renamed Medical College of Ohio and then Medical University of Ohio — was founded in 1964, it was created as a freestanding, state-supported institution that later blossomed into an academic health sciences center.

On July 1, 2006, after more than 40 years as separate universities, the two institutions merged, an event that clearly marked a dramatic new chapter in the history of The University of Toledo. Today, The University of Toledo is a nationally recognized, state-supported, comprehensive metropolitan university, an institution of tremendous breadth and depth that offers more than 144 undergraduate degrees/programs; 125 master’s programs and 39 doctoral and first-professional programs.

Education is the primary responsibility and purpose of the University, its central mission and a never-ending source of vitality, renewal, and excitement. Everything that is done at the University ultimately is for education. The institution, first and foremost, is a dynamic, scholarly community of teachers, researchers and learners, with undergraduate and graduate teaching and learning the University’s highest priority.

Evidence that the University is fulfilling its academic mission can be seen in students who have earned prestigious national fellowships, including the Fulbright, the Woodrow Wilson, the National Science Foundation Graduate Fellowship, the National Consortium for the Physical Sciences, the Whitaker Foundation, the Goldwater, the Madison Foundation Fellowship, and the Phi Kappa Phi National Fellowship. Also indicative are the high success rates of UT graduates on state and national licensing examinations.

Through a rich, wide range of liberal arts, science, engineering, business, graduate, and professional courses and programs, the approximately 22,600 students enrolled at the University are being equipped with the knowledge, skills, and values that will last a lifetime and that will result in successful careers and lives of personal fulfillment, continual learning, public service, and global citizenship. Students are offered an extraordinary range of opportunities to learn, grow, and mature.

That teaching, which is carried out by accomplished, committed teachers and researchers, occurs in a variety of settings — classrooms, laboratories, studios, athletic facilities and playing fields, residence halls, libraries, hospitals and community health clinics, legal clinics, outdoor gardens and plazas, and other venues.
As Chapter Five documents, the University has made a very substantial investment of academic support resources available to help entering students be successful academically. The University’s Directions 2011 strategic plan stresses the University’s commitment to increase current student retention and graduation rates.

The University is a leader in professional education, offering professional degrees in medicine, education, law, nursing, pharmacy, business, and engineering. The University’s total annual budget, including revenues from its clinical-care operations, for the 2010-2011 academic year was $812 million and $800.5 in the 2011-2012 budget.

A board of trustees oversees operations at the University. The governor of Ohio appoints trustees to nine-year terms. The board appoints the president of the University and is responsible for oversight of academics, personnel appointments, budgets, the clinical enterprise that includes the teaching hospital and outpatient care system, and many other areas.

The University of Toledo is part of the University System of Ohio (USO) and is one of 14 state-supported 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 by the chancellor of the Board of Regents. The University cooperates with the other state-supported universities to advance the USO’s mission, vision, and goals.

The University System of Ohio’s strategic plan calls for mission differentiation among Ohio’s state-supported universities.

The University of Toledo is grouped with the University of Cincinnati, University of Akron, Youngstown State University, Cleveland State University, Wright State University, Ohio State University, Shawnee State, and Northeast Ohio Medical University as “urban research universities.”

According to the University System of Ohio webpage, “Ohio’s urban research universities constitute a significant foundation for economic development in the next century. They embody the opportunity, culture, excitement, vibrancy and vitality of Ohio’s cities, providing dynamic settings for experiential learning, service learning, undergraduate research, collaboration with industry, and ready access to major medical centers. These universities have evolved with their cities. Founded as municipal colleges and universities, they thrive today as engaged partners within our major metropolitan areas.”

The Board of Regents has created what it calls “centers of excellence” to provide a specific focus of excellence for the state’s universities. The University of Toledo now is home to centers of excellence in advanced and renewable energy, transportation and logistics, and biomarker research and individualized medicine.

The University is a Carnegie Foundation Doctoral Research Extensive University. In fiscal year 2009-2010, the University received more than $75 million in sponsored research, a record high for the institution and recognition of the University’s commitment to the role that research plays in meeting the University’s basic mission and its commitment “to improve the human condition.”

The University in 2010 reorganized its academic structure, creating three new units — the College of Languages, Literature and Social Sciences; the College of Natural Science and Mathematics; and the College of Visual and Performing Arts — from the College of Arts and Sciences. The reorganization was aimed at creating an environment for greater cross-disciplinary and interdisciplinary educational and research collaboration, including the establishment of interdisciplinary schools.

The new College of Innovative Learning, which includes Learning Ventures, University Libraries, the College of Adult and Lifelong Learning, and First-Year Experience, was also created as a result of the reorganization, and the highly respected Honors Program was elevated to college status, a designation that symbolizes the University’s commitment to continuous improvement and academic excellence.
The University's colleges are:

- College of Adult and Lifelong Learning;
- College of Business and Innovation;
- College of Engineering;
- College of Graduate Studies;
- College of Innovative Learning;
- College of Languages, Literature and Social Sciences;
- College of Law;
- College of Medicine and Life Sciences;
- College of Natural Science and Mathematics;
- College of Nursing;
- College of Pharmacy and Pharmaceutical Sciences;
- College of Visual and Performing Arts;
- Honors College; and
- Judith Herb College of Education, Health Science and Human Service.

The colleges include numerous academic departments, divisions, and degree-granting programs, as well as two schools, interdisciplinary centers, laboratories, and programs whose work cuts across traditional departmental boundaries.

The University’s two new schools focus on green chemistry and engineering and on solar and advanced renewable energy; discussions are under way to establish additional ones. The University defines a school as a merged, multidisciplinary group of departments, programs, and/or faculty in a common area of interest. It may or may not be academic in whole or in part. It may be research only. For example, the School of Solar and Advanced Renewable Energy merges faculty, research scientists, and engineers from the colleges of Natural Sciences and Mathematics, Engineering, and Business and Innovation, and focuses on the sciences and technologies of renewable energy.

A number of exciting, new interdisciplinary programs at the undergraduate, graduate, and professional levels have been launched or are under consideration as a result of the merger. More information and discussion about the programs can be found in Chapter 8, the special emphasis report.

The University carries out its mission on three campuses and three other major teaching centers. The attractive, well-maintained campuses are considered one of the University’s major assets.

Main Campus, home to most of the University’s colleges and located in West Toledo, is a leafy, well-manicured, picturesque campus, a mix of historic, collegiate gothic structures, most notably University Hall, as well as a number of newer buildings. Several buildings on Main Campus — Memorial Field House, Gillham Hall, Savage Arena, and Snyder Memorial — have been restored and renovated in the last five years, adding to the beauty of the campus. The Ottawa River, a major 40-mile waterway in northwest Ohio that flows through the middle of Main Campus, serves as a living laboratory for students and enhances the beauty of the campus and natural
open space among the buildings. Centennial Mall, in the heart of Main Campus, won a national award in 1999 as one of the 362 most beautifully landscaped locations in the country, of which 22 were colleges and universities. It is among the most scenic locations on any metropolitan campus in the country and certainly in northwest Ohio.

Health Science Campus, located three miles south of Main Campus, the campus of the former Medical University of Ohio, was constructed starting in the early 1970s under a master plan developed by the late Troy, Mich., architect Minor Yamasaki, architect of the World Trade Center in New York City and one of the best known architects of the 20th century, on state land where a state mental hospital had been located. A wide range of health-education programs are taught on Health Science Campus through the professional colleges of Medicine and Life Sciences, Nursing, and Pharmacy and Pharmaceutical Sciences as a new culture of interprofessional health-care education, research, and practice evolves.

Also on the campus is the 223-bed University of Toledo Medical Center (UTMC), a major patient-care referral and teaching facility owned and operated by the University. The medical center’s outpatient care system and the physicians’ private practice plan, University of Toledo Physicians, LLC, are also located there. The medical center is at the forefront of health care, providing patients with the most progressive, state-of-the-art treatments, and medical technology available.

A Level I trauma center designated by the American College of Surgeons since 1992, the medical center’s featured clinical service lines include cardiology, cancer, orthopedic surgery, transplantation medicine, neurology, and trauma services. It operates an air ambulance and critical-care ground transport system with two other health-care organizations. The medical center performed the region’s first kidney transplant in 1972, the first heart transplant in 1988, and the first pancreas and liver transplants in 2000. In the mid-1990s, the medical center was ranked twice in U.S. News and World Report as one of the nation’s best hospitals for orthopedic surgery and once for endocrinology and for urology care.

Public service and community outreach are enduring legacies of the hospital, which has served as a medical “safety net,” providing health care to hundreds of thousands of low-income Toledans with little or no health insurance. Clinical trials of new medications and procedures conducted at the medical center aim to improve the quality of life for people with a wide range of diseases.

In July 2011, U.S. News & World Report listed UTMC as the best hospital in the Toledo metro area for 2011-12. The medical center received the ranking based on seven high-performing specialties, including geriatrics, kidney disorders, and orthopedics.

As a teaching facility, the medical center provides an optimal environment for educating and training future health-care professionals, for conducting research to improve health care and delivery, and for meeting the needs of the community in a comprehensive health-care setting. The medical center plays an indispensable role in advancing the academic, research, and service roles of the colleges and provides a unique opportunity for undergraduate, graduate, and professional students to experience the impact of the University in improving the health status of northwest Ohioans.

The campus also features a hotel that hosts many university events, regional events and conferences, and visiting athletic teams.

In addition, the University rededicated in 2010 the Scott Park Campus as the Scott Park Campus for Energy and Innovation, a hands-on alternative energy laboratory used for teaching, research, and project
demonstrations. Solar panels, a wind turbine, and other alternative energy infrastructure are in place to generate energy and reduce the University’s carbon footprint. The campus reinforces the University’s commitment to provide education and training for students interested in careers in alternative energy sources and sustainable green technology.

The University also administers Lake Erie Center, an interdisciplinary research and education center that works to solve environmental and conservation problems at lake watersheds and at bay-lake exchanges in the Great Lakes, the world’s largest freshwater ecosystem. The center, which is the recipient of the 2011 Ohio Lake Erie Award from the Ohio Lake Erie Commission, ties undergraduate and graduate education with cutting-edge research in the environmental sciences, using the western basin of Lake Erie and the Maumee River basin as a living laboratory. The center brings together students and University researchers with particular interests and expertise in aquatic conservation, bioremediation and restoration, coastal zone processes, environmental chemistry and hydrology, ecology and ecosystem management, fishery genetics, geography and land use planning, limnology, remote sensing, and environmental and health monitoring. It is one of the University’s great assets for learning beyond the classroom.

The University’s Stranahan Arboretum is a 47-acre site about a 10-minute drive from Main Campus that consists of cultivated ornamental trees, rolling lawns, natural woods, ponds, wetlands, and prairie. The arboretum serves as one of the Department of Environmental Sciences’ field sites for environmental education and research. Both graduate and undergraduate courses in ecology and geology use the arboretum as an outdoor laboratory.

The University’s Center for the Visual Arts, located next to the internationally renowned Toledo Museum of Art, houses the office of the dean of the College of Visual and Performing Arts as well as the department of art. The department’s location on the grounds of the art museum, which is the artistic soul and cultural hub of the community, creates outstanding educational resources, interactions, and synergies for faculty members and students and reflects the University’s deep commitment to the arts.

Once primarily a commuter school, the University now houses more than 4,200 students on Main Campus in nine residence halls, giving the campus a much more residential feel than it had two or three decades ago. Some 79 percent of entering freshmen live in residence halls.

The University’s status as an open-access, metropolitan university has resulted in the enrollment of a diverse student body of rural, suburban, urban, and international students that gives the University vitality, excitement, and strength. Some 22 percent of undergraduate students identify themselves as belonging to an ethnic minority. As is documented throughout this self-study report, the University has worked hard to create a climate of respect and inclusion on all the campuses. In addition, it provides academic and co-curricular support for the institution’s less well-prepared and less privileged students.

Historically, many University of Toledo graduates were the first in their families to attend college and often came from backgrounds where limited financial resources precluded a private school education. Time after time, many University graduates express appreciation for what the University’s education did in shaping their lives, broadening their minds, and sharpening their skills. The University’s roots in Toledo and northwest Ohio run deep. The institution has been the vehicle for fulfillment of educational aspirations and achievements for thousands of residents in northwest Ohio. That continues to be the case today and is a source of tremendous pride for the institution.

More than 6,500 faculty and staff members carry out the mission of the University. At the start of the fall 2011 semester, the University had more than 800 full-time tenured and tenure-track faculty members. UT boasts a strong, committed, and reputable faculty that has received national and international recognition. Many have been honored by national, state, and local groups, and many hold leadership position in such organizations.

Intercollegiate athletics plays an important role in the life of the University. A member of the Mid-American Conference, the University fields six men’s and nine women’s National Collegiate Athletic Association (NCAA)
Division I teams and takes its sports competition very seriously. The University’s athletic facilities in the last five years have undergone dramatic improvements, including a $30 million facelift of the basketball facility, Savage Arena, and the opening of a new $9 million indoor practice facility. In 2008, the NCAA recertified the department for 10 years, and in 2009 the University hosted the 2009 NCAA Men’s Golf Championship that was played at the historic Inverness Country Club in Toledo.

Two recent athletic accomplishments are of note. The men’s football team completed a successful season in 2011 and was invited to play in the Military Bowl in Washington D.C. The football team has appeared in 12 bowl games dating back to 1969, compiling an 8-3 record. The women’s basketball team won the 2011 Women’s National Invitational Tournament, defeating the University of Southern California, 76-68, before a sellout crowd of more than 7,000 fans in Savage Arena. It was the first national championship in any sport in the University’s history. It also led to the current women’s basketball coach being voted The Columbus Dispatch Women’s Ohio College Basketball Coach of the Year by her peers.

The performance of the University’s student-athletes in the classroom is equally impressive. For example, male student-athletes were named the winners of the 2010-11 Mid-American Conference Faculty Athletics Representative Academic Achievement Awards for the second consecutive year. The awards recognize the conference institution with the overall highest grade-point average rank by gender.

The University of Toledo Foundation is the University’s official philanthropic organization. Its mission is “to receive and administer private gifts for the benefit of The University of Toledo; to provide effective investment management and fund stewardship; and to nurture increased credibility and donor support through active advocacy to help the University achieve its goals.” A fund-raising campaign with the theme “The Time is Now” was recently completed and raised more than $106 million. It was the most successful campaign in the history of the University. A new, even more ambitious national campaign, “A University Rising,” is under way with a goal of raising $200 million. It has three overarching goals — academic impact, learning environments, and multidisciplinary projects.

The University of Toledo Alumni Association works to keep the University and its 130,000 living alumni connected and engaged. Its services and programs link alumni back to the University, the University with alumni, and alumni with each other.

Community outreach and engagement is an historic strength of the University.

The University is engaged locally and regionally, reaching out to the metropolitan area and to smaller communities and rural areas of northwest Ohio through partnerships with other colleges, universities and educational institutions; hospitals and health-care systems; nursing homes; state and local government agencies; economic development agencies; non-profit organizations; community groups; and private businesses and industries. These collaborations allow the University to fulfill its teaching, research, and service missions. Many community leaders increasingly see the University as a valuable resource in building a better community.

Faculty members are passionate about community outreach. They provide their expertise on urban issues and contemporary problems, work to improve local school systems, provide free health care, and work to make Toledo a more inclusive, tolerant city. Dozens of student organizations donate thousands of volunteer hours every year to a wide variety of programs offered by non-profit organizations, hospitals, nursing homes, and governmental agencies. Thousands of high school students have been encouraged to consider careers in health fields thanks to university pipeline programs. Law students donate thousands of hours of volunteer service to those who can’t afford legal services and medical, nursing, pharmacy, and allied health students provide a tremendous amount of community service as they complete faculty-supervised educational experiences in large tertiary and small hospitals, nursing homes, rehabilitation centers, public health agencies, mental health centers, and other health-related facilities.
As documented throughout the self-study report, the University is committed to continuous improvement. The Directions 2011 strategic plan requires the University to be better tomorrow than it is today with goals, metrics, and measurements that endorse intentional continuous reflection, examination, and improvement at all levels. The plan encourages the University to be innovative, open to change, and properly responsive to its constituents. The ever-changing fiscal environment in which the University operates creates continuous opportunities for improvements.

The University’s commitment to continuous improvement is evident in the spectacular improvements to the physical plant, in its efforts to promote environmental sustainability, and in its efforts to create new teaching and learning environments and curricular enhancements.

The commitment also is unmistakable in the continuous development of a campus climate that supports diversity and in the leadership role the University is playing to improve the delivery of health-care services in northwest Ohio through changes in accessibility, effectiveness, and quality of care. It is even evident in the grade-point averages of members of its 15 Division I athletic teams. The University came in second in the league for the Mid-American Conference Institutional Academic Achievement Award for the highest overall grade-point average, finishing just 1/100 of a point behind the University of Akron.

The University has embraced its role as an economic catalyst for the region, joining private economic development agencies, industry, and other institutions to promote economic growth and job creation. Pivotal to those economic development efforts are the University’s research activities that are having a significant economic impact on the regional and state economy. The University is infusing the state’s work force with more college graduates, bolstering the state’s economy by creating and attracting high-wage jobs, and providing access to education for students from all income levels. University of Toledo faculty members are playing a crucial role in the development of the emerging solar power and alternative energy industry in northwest Ohio.

One example of that commitment is Innovation Enterprises, Inc. (UTIE), formerly known as the Science and Technology Corridor, a private nonprofit organization that works with business and industry to transform university research into real products benefiting society at large. UTIE builds relationships between university researchers and business leaders to spur technological discoveries and commercialization. It assists the University in coordinating economic development related activities for the economic growth of the region, in diversifying northwest Ohio’s economy, and in building an entrepreneurial spirit in the region. The University has committed $10 million to invest in university technologies that have commercial promise.

Another concrete example of the University’s commitment to economic development and community enhancement is the revitalization of an area adjacent to Main Campus — the transformational $12 million Dorr Street Gateway Project. It is located along two streets that border the southwest corner of Main Campus and is creating a college-town atmosphere with restaurants, coffee shops, bookstores, student living spaces, and other student-focused attractions.  

An increasing number of international and non-traditional students attend the University, which has established numerous programs to assist these important groups.

For two consecutive years, G.I. Jobs magazine has honored the University as a military friendly school. Some 600 armed services veterans currently are enrolled at the University, many using GI Bill benefits. The University has an office, the Veterans and Military student Center, to meet the needs of the special group.

The University is proud of its distinguished history as an open-enrollment institution offering educational opportunities for all. But the University is not resting on past practices and traditions. It has critically examined its role as a public, metropolitan research university to ensure it remains relevant and responsive and has worked hard to gain more prominence nationally.
As the largest employer in Toledo and one of the largest in northwest Ohio, the institution has accepted an increasingly critical leadership role in preparing Toledo and northwest Ohio residents for a better life through education, research, public service, and economic development.

Toledo’s and northwest Ohio’s economy continues to reinvent itself amidst the worst national economy in decades. The University is filling a leadership void left by Toledo’s shifting business and corporate landscape and the major downsizing of several Fortune 500 companies that have headquarters in Toledo.

Four colleges with health-related professional programs, a growing, well-established biomedical research program, and a major teaching hospital and outpatient care system, uniquely position the University to enhance the physical and mental health needs of the residents of the region and state, giving it an even greater position of regional leadership.

Despite the many challenges facing the University, it continues to be strong in many areas. Enrollment remains at projected levels, finances are stable, sponsored research funding is strong, and the University’s role in helping Toledo earn a reputation as a leader in development of solar and alternative energy has generated tremendous national and international interest. There is also increased recognition of the important link between assessment and planning. The strategic planning process has allowed the University to develop a set of strategic priorities and metrics that will allow it to remain true to its mission of academic, research and service excellence and at the same time become a more efficient, effective organization. (See Criterion 2 for further discussion.)

**Major changes since 2002 University of Toledo comprehensive visit**

Since the 2002 continued accreditation site visit, the University has advanced under the leadership of two presidents: Dr. Daniel Johnson, who served from 2001 to 2006 and who returned to the University in May 2011 to serve as director of the Office of Global Initiatives, and Dr. Lloyd A. Jacobs, who has served from 2006 to the present. The board of trustees in May 2011 extended President Jacobs’ contract to June 30, 2016. Both presidents have worked with members of the board of trustees, vice presidents, provosts, college deans, department chairs, and others to advance the University through strategic planning, and through building infrastructure, human resources, fiscal strength, partnerships, and academic programs.

The University used the merger as an opportunity to revisit the strategic plans of both institutions. That process yielded a document titled *Directions 2007* that served as the first campuswide strategic plan of the merged institution. In 2011, the plan underwent a recalibration and was approved by the board of trustees.

Since the merger, the University has seen more than $200 million in new construction and renovation projects aimed at providing exceptional teaching, learning, discovery, and patient-care environments.

A campus master plan and land-use plan establish priorities for building projects and serve as a blueprint for campus redevelopment during the next 20 years, and a roadmap for making the campus more livable and sustainable.

Funding for research projects also has expanded during the past decade, up from 35 percent of the total budget in 1999 to 39 percent in 2007. Total extramural research awards have increased from $32.1 million in 1997-98 to more than $75 million in 2009–10.

Landmark scientific achievements in solar and alternative energy research in the last two decades by faculty members in the Department of Physics and Astronomy have helped place the University and the city of Toledo in the national and international spotlight as an emerging national and international center for solar and alternative energy research. The University, in collaboration with Ohio State University and Bowling Green State University, received an $18.6 million grant in 2007 to establish the Wright Center for Photovoltaic Innovation and Commercialization, a research unit that acts as a world-class technology platform in the state of Ohio employing second- and third-generation photovoltaic materials tailored primarily for use in clean-electricity generation.
Articles in such publications as *USA Today*, the *Economist*, the *Wall Street Journal* and *Business Week* and stories on CNN, BBC, and CNBC have highlighted Toledo’s and northwest Ohio's growing solar industry. The governor of Ohio in 2010 designated northwest Ohio as the state’s “Solar Energy Hub,” part of the state’s Ohio Hub of Innovation and Opportunity to strengthen and create job opportunities in Ohio’s solar industry. The hub works to promote entrepreneurship, economic development, and commercialization in the solar industry by bringing together top solar researchers, entrepreneurs, manufacturers, education institutions, trade associations, and training providers. Additionally, the University has established a new School of Solar and Alternative Energy and launched a new graduate degree program in photovoltaics.

Interdisciplinary clinical and translational research in the biomedical sciences is advanced by the Joan and Julius H. Jacobson II Center for Clinical and Translational Research, which was established in 2008 on Health Science Campus.

Since the merger, the University has worked hard to further strengthen students’ educational experiences. The UT Learning Collaborative links classroom-based academic experiences of students with student life and co-curricular experiences to create a richer and more fulfilling academic experience. The University has regrouped existing services and programs in order to help guide students to be purposeful in planning their academic career.

**Accreditation history**

The University of Toledo first earned accreditation from the Higher Learning Commission of the North Central Association in 1922. Since that time, the University has maintained a strong history of accreditation and engagement with the Higher Learning Commission. Accreditation was continued in 1977, 1983, 1992, and 2002. The Medical College of Ohio first gained accreditation in 1972, eight years after its founding as the Toledo State College of Medicine in 1964, with accreditation continued in 1986, 1991, and 2001.

**Self-study process**

The self-study process was initiated in fall 2008 under the direction of Provost Rosemary Haggett (who left the University in April 2010 to accept a top administrative position at the University of North Texas System in Dallas) and Dr. Jeffrey P. Gold, chancellor, executive president for health sciences and biosciences, and College of Medicine and Life Sciences dean.

They named Dr. Dorothea Sawicki, professor of medical microbiology and immunology in the College of Medicine and Life Sciences, and Dr. Thomas Sharkey, associate professor of marketing and international business in the College of Business and Innovation, as co-chairs of the self-study, and Dr. Penny Poplin Gosetti, vice provost for assessment and strategic planning, as self-study administrative coordinator.

The provost and chancellor also named the chairs of the five criterion teams and the special emphasis team.

The Steering Committee initially consisted of the co-chairs, the vice provost for assessment and strategic planning, the assistant vice provost, the director of the Office of Institutional Research, and the chairs of the criterion teams.

The specific purposes of the self-study identified by the Steering Committee were to:

- Confirm that UT’s practices and actions are consistent with its mission statement and strategic direction;
- Provide evidence of UT’s strengths, identify areas for improvement, and recommend plans for improvement;
- Foster the sense of community through communication, collaboration, and connectedness between and among all UT constituencies;
- Position UT’s future as a leading academic institution in the region, the state, and the nation; and
- Achieve continued accreditation from the Higher Learning Commission.
As a first step, the co-chairs, the vice provost for academic innovation, and the five criterion team chairs met regularly during fall 2008 to conduct an analysis of the University’s strengths, weaknesses, opportunities, and threats.

In summer 2009, the Steering Committee selected approximately 80 faculty and staff members to serve on five committees that were responsible for compiling data for and writing criterion sections of the self-study report. Members of the subcommittees were chosen on the basis of their expertise, their knowledge of the University, and experience. Close attention also was paid to ensure the committees reflected the University’s diversity in terms of gender and ethnicity.

To inform faculty, staff, and students about the self-study process and invite their participation, the Steering Committee hosted on October 14 and October 15, 2009, a visit and talk by The University of Toledo’s NCA/HLC staff liaison, Dr. John Taylor. Dr. Taylor’s talk also was broadcast to the University community via the Internet, and members of the University community had the opportunity to ask questions about the accreditation process.

In response to feedback received during the visit from Dr. Taylor, the University submitted a proposal for a special emphasis focused on the merger, which was approved by HLC in April 2010. At that time, the Steering Committee expanded to include the team leader for the special emphasis, and special emphasis team members were selected. The self-study report writer was selected shortly thereafter, and also joined the Steering Committee.

To underscore the University’s commitment to an open reaccreditation process, two-hour forums, moderated by the self-study administrative coordinator and televised to the campus community, were held October 22, 2010; October 29, 2010, and November 5, 2010. The forums allowed members of the University community to share their views and provide feedback on three topics that are crucial to the future of the University — merging the cultures of the campuses, student learning and effective teaching, and economic viability. Participants were asked to be candid and they were. Those topics also intersected each of the five criteria of the self-study. The forums were well-publicized. Flyers and posters were distributed throughout the campuses announcing the time, locations, and topics of the forums. In addition, individual letters were sent to various campus constituencies inviting them to attend one of the sessions.

A universitywide survey was conducted in November 2010 to gauge the understanding of faculty, staff, and students related to the University’s mission documents and their views of shared governance at the University.

During much of 2010 and part of 2011, the teams met regularly and collected information and evidence for their criterion reports. Each of the six teams worked independently, and some committees broke into smaller groups of two or three members to write about a core component. The core component reports were then assembled to create a criterion report. The committees reviewed and studied university documents and publications, collected data, conducted surveys and interviews, analyzed websites, and held wide-ranging discussions. They received information and perspectives from all constituencies of the University, including board of trustees members, senior and mid-level administrators, faculty, staff, and students.

A three-hour forum for university vice presidents, college deans, and Faculty Senate leadership was held May 18, 2011, to elicit their thoughts and observations about the strengths and weaknesses of the University, observations that helped in preparing the report. Before the sessions, participants were asked to read the self-study draft.

During the spring, summer, and fall of 2011, the self-study writer and members of the criterion teams edited drafts to add new narrative, to create one voice, to update tables and figures when new data became available, and to highlight particular themes.

During July 2011, more than 200 administrators, faculty, and staff members reviewed sections of a revised draft of the entire report for accuracy of facts and provided additional feedback.
An all-day leadership meeting was held September 15, 2011, where deans, Faculty Senate Executive Committee leadership, university vice presidents, and members of the criterion teams provided input and suggestions to the document.

Communication was paramount during the self-study process. Information about the self-study was reported regularly in University publications, and a blog was established. Regular updates on the progress of the self-study were given at monthly board of trustees meetings, at meetings of the University Faculty Senate, and at the president’s Town Hall meetings.

Co-chairs met with the Graduate Student Association twice during the process and with the Student Government. Members of the Steering Committee met regularly with the University president to keep him apprised of the self-study’s progress.

A website was created and three one-month review periods were held during the 2011 calendar year to provide ample opportunities for members of the University community to comment on the drafts that were posted on the website. During February 2011, the unedited drafts of the criterion reports were posted online for comment by the campus community. The second review period for University community input was from April 1 to April 28, 2011; and the third from August 22 to September, 22, 2011.

The University has worked to make the process open, inclusive, and widely participatory with as much involvement as possible from all University constituencies, including important governance groups such as the Faculty Senate, Graduate Council, and the Graduate Student Association. Feedback from all constituencies has been thoughtfully considered and incorporated appropriately.

The self-study report is largely organized around the HLC accreditation criteria and core components; a table of contents lays out the chapters and appendices.

The following report documents perhaps the most remarkable era in the history of The University of Toledo.

ENDNOTES

1. utoledo.edu/policies/utmc/Administrative_Plans/pdfs/Community_Plan_2011.pdf
2. health.usnews.com/best-hospitals/university-of-toledo-medical-center-6412130
3. youtube.com/watch?v=do6V7KYDJIs
4. journals.utoledo.edu/selfstudy
5. utoledo.edu/accreditation/index.html
RESPONSES TO PREVIOUS CONCERNS

This chapter outlines the ways in which the Medical College of Ohio and the University of Toledo addressed suggestions and concerns raised by HLC site visit teams during the 2001 site visit to MCO, the 2002 site visit of The University of Toledo, and the 2005 focused visit to The University of Toledo.

The University of Toledo first received accreditation from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 1922. Since that time, the University has maintained continuous accreditation.

Its latest comprehensive visit by HLC-NCA in 2002 resulted in a focused visit, the purpose of which was to “evaluate the University’s progress in (i) assessing student academic achievement, and (ii) comprehensive strategic planning.”

The 2005 focused visit report stated that “the university has effectively addressed all the issues and concerns raised during the last comprehensive visit with regard to the areas of assessment and strategic planning” and noted that there had been “significant and remarkable progress since the last visit in the area of assessment.”

The Medical College of Ohio first received accreditation in 1972, eight years after its founding as the Toledo State College of Medicine in 1964. At its most recent comprehensive visit by HLC in 2001, accreditation was continued with no additional stipulations and without requirement for progress or contingency reports or other visits.

Commission approval was sought for the merger between the University of Toledo and the Medical University of Ohio. A focused visit occurred in September 2006 that “focused on the request of the University of Toledo (UT) to continue accreditation while merging with the Medical University of Ohio (MUO).” The visit was a “continuation of the review process by the Higher Learning Commission which approved the merger through the Institutional Actions Committee on July 12, 2006.

I. Response to 2001 site visit challenges and suggestions – Medical College of Ohio

Challenges

1. Strategic planning does not appear to drive decision-making or have total campus awareness, nor does it seem to have clear measurable goals linked with the institutional mission and the budgeting process.

The institution underwent a series of rapid changes in leadership following the 2001 HLC site visit that began with the medically related leave of absence of then President Frank McCullough in 2002. When Dr. Lloyd Jacobs became president in November 2003, he led an initiative to develop a tactical strategic plan. This plan included new statements of mission, vision and values, and six strategies:

- Clinical: The plan included a continued commitment to the viability of the Medical College of Ohio Hospital and the development of what were called “featured clinical service lines” that reflected the College’s clinical strengths and that met the needs of northwest Ohio citizens.
- Research: The plan included establishment of the Presidential Research Council and new research centers.
- Education: The plan recognized concerns for educational viability in the availability of clinical training sites for medical and professional students.
- Academic budgeting process: The process utilized key performance indicators and aligned with the new mission.
- Affiliated organizations: The organization recognized MCO was a family of organizations and programs and paid specific attention to the MCO Foundation and the Associated Physicians of MCO, as both were seen as “core financial organizations … (that) exist … to support the mission of the institution.” This strategy focused on significantly reorganizing the management of finances, clinical affairs, and academic affairs.
• Management team of the future: As the college anticipated significant reorganization, the plan called for development of a management team that was well organized and dedicated to the mission, vision, and values of the institution.

The new strategic plan began to address the challenge identified by the HLC site visit and tied planning to budgetary and other decision-making, and identified measurable goals, although with no metrics, that were linked to the new mission.¹ The merger of MCO with The University of Toledo in 2006 led rapidly thereafter to the development a new strategic plan and mission, vision, and values statements, which are discussed in detail in Criterion One and Criterion Two.

2. **Scholarships are available only to students enrolled in the School of Medicine.**

MCO leadership, after meeting with school deans, allocated specific funding for tuition scholarships for students in the schools of Nursing and of Allied Health to complement scholarships available to students in the School of Medicine. In addition, the MCO Foundation worked with the president to create the President’s Committee on African American Recruitment, Retention, and Scholarship Support (PCaRs), described below, to enhance scholarship availability for minority students in all schools.

3. **The campus lacks a cohesive institution-wide student recruitment and retention plan with measurable goals, particularly in light of the declining application pool.**

MCO created a new position, assistant dean for student admissions and recruitment. Working with programs in the schools of Nursing, and of Allied Health and of Medicine, the assistant dean attended recruitment fairs and other regional events, contacted advisers and professors at schools, spoke at student forums, and met with students interested in any of these programs. Coordinating recruitment activities and efforts allowed the three schools to maximize faculty efforts and to assist each other.

Recruitment efforts by the programs have been increasingly successful as shown by increased applications for the biomedical science doctoral program (49 in 2007 to 85 in 2009); recruitment of academically stronger students (mean GRE score for matriculated students was 1139 verbal/quantitative in 2007 and 1225 verbal/quantitative in 2009), and for increased enrollments in the master of public health degree program (123 in 2008 and 165 in 2010). The physician assistant program had approximately 700 applications for its 40 openings each year, and the human donation science masters program has grown from 10 enrollees in 2009 to 20 in 2010.

MCO recognized the importance of diversity concerns for all schools and created the President’s Committee on African American Recruitment, Retention, and Scholarship Support (PCaRs). Many members came from the local community. It was a scholarship-retention driven, high-level commitment for the schools of Nursing and of Allied Health before the merger. PCaRs is now overseen by the associate vice president for equity, diversity, and community engagement in the Division of External Affairs.

Efforts to enhance retention of students also included:
- Creation of outreach programs sponsored by the MCO Foundation and the Department of Institutional Advancement such as developing a cadre of students who led student tours for prospective students.
- Development in 2007 of a decelerated curriculum in the physician assistant program whereby students who are identified by faculty in the second semester as potentially being in academic jeopardy may complete the curriculum in 36 months rather than 27 months. Decelerated students are also provided tutoring, accommodation testing, study skills, and test-taking skills through the Academic Enrichment Center. Results show an increased retention rate of underrepresented minority students from 83 percent to 100 percent.

**Suggestions**

1. **Consider increasing its efforts in research and pursuit of external funding; require an annual research assessment report.**
By way of background, a strategic plan for research was approved by the MCO board of trustees in January 1998 that was seen as a strong and appropriate strategic plan once fully implemented. Prior to the merger, the MCO Research Office prepared annual reports that tracked departmental funding and college funding. The preparation and presentation of annual research funding reports has continued postmerger.

The School of Medicine/College of Medicine provided bridge funding for faculty between grants from 2006 to 2008 through a mechanism of translational research stimulation awards (TRSA). Currently, and with the merger of the two institutions, there is a university research and fellowship program, and a new TSRA program with ProMedica Health System, Inc. to promote collaborative research efforts between the University and ProMedica (additional activities and efforts are in the self study). Grant-funding workshops were developed that were well received and these continue to date.

2. Efforts should be made to develop an institutional research office and a centralized database for analysis of trends and information.

The institutional research and centralized database needs of the Medical University of Ohio were met at the time of the merger when the Office of Institutional Research on Main Campus became the source of institutional information for the entire university. The first combined reporting period was 2008-2009.

3. Ongoing needs of the library considered in overall schema of campus planning and funding.

In 2005, MCO's Raymon H. Mulford library underwent renovations totaling more than $320,000, including more open spaces, new tables, new lights and carpeting, new skylights, sound-control panels in study carrels, a new public-service desk, and a computer lab for OhioLink. The library recently removed some reference materials to create more common space.

Library integration was the focus of a merger work group in 2006. At that time, the libraries of the two campuses came together under one dean who reported directly to the chief academic officers of both the Main and Health Science campuses. At the time of the merger and until restructuring in 2010, library needs were considered predominantly in the framework of its transition from print to digital sources. A library fee has helped the institution sustain key resources, though the library has not been insulated from budget cuts in the last three years. To the extent that the library was able to make the case for a dwindling percentage of the institution's operating budget, the library was considered in overall campus planning and funding.

Restructuring in 2010 set University Libraries on a completely new and more sustainable course. Prior to 2010, the Libraries were an administrative unit with a dean and a faculty, but did not have “college” status. By integrating University Libraries into a college, the faculty and resources of the library are part of the University’s student learning core mission while retaining its identity as a “service” for all colleges. Undergraduate student learning rather than input measures (collection-size-gate count) is now the focus of Main Campus librarian assessment. The College of Innovative Learning is appointing a new clinical librarian to engage in problem-based learning with medical students, which is a direct result of library accommodation to the institutional strategic plan.

University Libraries’ strategic future is a focus in the University’s new capital campaign, securing funds for a proposed facility called the Center for Innovative Design and Technology, a universitywide learning and creative center to help students better meet new technological demands. Additionally, a commitment has been made to ongoing renovation, creating a learning space on the second floor of Carlson Library in 2012-13, and enhancing the Canaday Center for Special Collections in 2013-2014. Renovations will also concentrate student academic services such as tutoring, Writing Center, academic advising, and career counseling.

4. Campus-wide coordination of technology services to increase efficiencies and be more cost effective.

The information technology strategic plan in 2001 included standard technology via purchasing, and customers used these standards when purchasing computer technology. Purchasing in conjunction with
other organizations provided good purchasing power and pricing. In 2004, clinical informatics, also known as Hospital IT, became part of central IT, which provided greater campuswide coordination of technology services. A work group was formed during the merger that successfully brought together the technology services of both campuses into a universitywide Information Technology Department under the leadership of a vice president and chief information officer.

5. **Consistent review of the diversity of the applicant pool by the Director of Equal Opportunity should be an integral part of every full time faculty search process.**

From 2001 to 2005, the Office of Institutional Diversity was actively engaged and committed on behalf of the institution and ensured that all members of university search committees received training in diversity through an extensive in person and online training program funded by the President’s office and applied rigorous multicultural and diversity standards to each search process. The assistant to the president for institutional diversity was appointed a member of each faculty and chair search committee, and the manager for diversity programs assisted individuals, departments and search committees to become knowledgeable in the area of diversity. After the merger, the president and the President’s Council on Diversity focused additional personnel and financial resources toward diversity. In 2009, a new vice president for equity and diversity was appointed and the Office of Equity, Diversity, and Community Engagement was created through a financial commitment of the president.

Currently, the search committee process and faculty recruitment focus still resides in the Office of Institutional Diversity and Human Resources but the Office of Equity, Diversity, and Community Engagement is now responsible for all diversity training for all faculty, staff, and administrators. The associate vice president for equity, diversity, and community engagement is the chair of the President’s Council on Diversity which continues to monitor the recruitment, retention, and success of students and faculty and makes recommendations to the President as needed.

While all colleges have diversity plans, the School of Medicine (and then College of Medicine) formed an Office of Faculty and Student Diversity, under the chairmanship of an associate dean for medical education, professionalism and diversity, and an assistant dean of diversity, student recruitment and retention.

6. **The campus should develop a technology plan that considers replacement needs as well as new developments.**

A campuswide workstation refresh began in 2001 for one-half of the campus in alignment with the IT strategic plan. The other half of the refresh occurred the following year. An experiment with distributed solutions using “thin clients” instead of more expensive desktop machines began in 2008. Individual replacements are now handled on a college-by-college basis.

7. **Endowed chairs for all programs at MCO.**

At the time of the site visit, three endowed chairs and one endowed professorship existed. The endowed chairs were in microbiology and immunology (1990), urology (1990), and internal medicine (1996), and the endowed professorship was in medicine (1997). Since then, the number of endowed positions have doubled. One additional endowed chair has been established in obstetrics and gynecology (2010), while three endowed professorships have been established in urology (2008), cardiothoracic surgery (2008), and transplantation cardiology (2009).

8. **Diversity training efforts given greater financial commitment and prominence.**

See response above under heading, “Consistent review of the diversity of the applicant pool.”
II. Response to 2002 site visit challenges and suggestions – The University of Toledo

Challenges

1. The University does not have an institution-wide HLC approved plan for the assessment of student academic achievement. While professional schools and some departments have adopted a culture of assessment, the university as a whole is positioned at level 1 on the HLC “Assessment of Student Academic Achievement: Levels of Implementation.”

A focused visit was recommended to evaluate the University’s progress in assessing student academic achievement. Required as part of that visit, was an HLC approved institutionwide Student Academic Assessment Plan, which was completed in August 2004. Evidence of progress cited in the focused visit report included:

- Demonstrated importance of student assessment by the board and clear understanding of assessment’s necessity and complexity.
- Authorization of initiatives by the president that emphasize student learning that is clearly linked with assessment.
- Demonstrated commitment to improving assessment through seeking consultation and advice from a respected leader in the field of assessment, and through response to suggestions made for improvement.
- Engagement of departments/units in developing methods for evaluating specific program-related learning outcomes.
- Establishment of evaluation committees by all college and academic units.
- Engagement of faculty in program advisory committees.
- Generation of information by the Office of Institutional Research and Center for Teaching and Learning.

Responses to the 2005 focused visit regarding assessment are included below.

2. The University has not yet developed a comprehensive institutional planning process that clearly articulates and connects its evolving mission, resource allocation, and measures of institutional effectiveness. An effective planning process would include close connections among the university’s mission, a current strategic plan, sufficient and clear data, and structured decision-making processes.

A focused visit was recommended to evaluate the University’s progress in comprehensive strategic planning. Evidence of progress cited in the focused visit report included:

- Provided “convincing impression” of a high level of commitment by the board to ensure significant steps are being taken to develop and implement a strategic plan to guide decision-making.
- Demonstrated clear commitment to developing a strategic plan by gathering and analyzing data, developing a mission statement, and obtaining board support for approval of final the Strategic Directions document.
- Confirmation by campus constituencies of the “validity, relevance, and usefulness of the overall goals, objectives, and activities for moving the university forward.”
- Inclusion in the strategic plan of prioritized objectives linked to implementation committees and a benchmark indicator system.

Responses to the 2005 focused visit regarding strategic planning are included below.

Suggestions

1. The university is encouraged to develop a cohesive and comprehensive enrollment plan that includes both undergraduate and graduate students as well as those at the professional level.
A strategy to increase undergraduate enrollment, which had been declining for several semesters prior to the merger, was a high priority for the merged University.

Following a thorough evaluation and assessment of prior enrollment plans, the Office of Enrollment Services developed and implemented in fall 2006 a long-term, three-phase plan for enrollment management. A detailed description of the plan, its implementation, and outcomes can be found in Criterion 2b.

The success in the enrollment strategy is evidence of the University’s evaluation and assessment of institutional effectiveness and that its performance meets its expectations for effectiveness. The Office of Enrollment Services carefully evaluates enrollment, academic profile, and retention throughout the year to continually improve initiatives targeted at increasing enrollment.

2. The policy manual for the BOT should be updated, refined, and published in a manner facilitating its continued updating and distribution. Policy and procedures manuals for all divisions of the university should be developed and cross-referenced to relevant Board policies.

In response to the HLC suggestion, the board of trustees bylaws were revised and published in 2004. New bylaws were developed for the merged board and approved at its inaugural meeting in July 2006. Where pertinent, the board of trustees’ policies were cross-referenced with university policy. The new bylaws were made available online, greatly increasing the accessibility of what previously had been available only in hard copy.

3. The general counsel should work with the president and the BOT to assure that the by-laws of the Board are current and comprehensive. Policies should (i) acknowledge and deal with potential conflicts of interest for board members, and (ii) limit the board to policy consideration and adoption when legally in session and delegating administrative functions to the President.

A conflict-of-interest policy for the board of trustees was enacted in 2003, and revised again in 2004 and 2005. After the merger, a rewritten set of board bylaws was approved in 2006 as well as the current conflict-of-interest policy. The bylaws (section 3364-1-07) describe in detail the administration of the university, including the delegation of administrative functions to the president.

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

The recent approval by the board of trustees of a leadership restructure plan for the human resource function demonstrates the continuing growth of human resources (as well as the University as a whole) in the areas of continuous improvement and a life-long learning philosophy. Now named the department of human resources and talent development, the human resource function since the last visit has updated processes for performance reviews and evaluations, codifying them in policies available on the University policy website (policy numbers 3364-25-46 and 3364-25-45); provided greater accessibility to information regarding policies, procedures, and resources on its Web site; and developed, in collaboration with the College of Business and Innovation, the Office of Quality and Continuous Improvement to “raise the overall standards of performance, productivity, accountability and customer satisfaction.”

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

The University has initiated and responded to many collaborative opportunities in learning and research with neighboring institutions over the last decade for both learning and research. The resulting collaborations are presented in Criterion Five, core component c. In addition, many teaching and learning synergies have developed as a result of the merger. Examples of these synergies are presented in the Special Emphasis section of the self study.
6. The university is encouraged to review the policies and practices for the use of part-time and visiting faculty, particularly as these practices impact academic program quality and integrity.

The long-term use of visiting faculty is discouraged through a practice that limits the term of a visiting faculty member to three years. A third-year visitor, in some circumstances, can move into a lecturer position, which has a stronger tie to the institution than a visitor or part-time position typically does.

Part-time faculty are used when classes are over capacity or when a department has an unmet need for expertise in a particular area (e.g., surveyor in engineering). While understanding that the University will always need to employ part-time faculty, the current review of teaching workloads is focused on ensuring that programs are maximizing student contact with full-time faculty.

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

The evaluation report from the 2002 site visit commented on the apparent floundering of some administrative functions and the large number of interim leadership appointees that had resulted from “administrative instability and turmoil.” In the period after the site visit, positions were filled, in some cases new positions were created, and increased attention was given to administrative functions that had been discontinued under a previous administration.

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

Improving and expanding learning technology across the University is essential to maintaining and strengthening the learning environment and educational programs; several goals in the strategic plan reflect the commitment to expand current technologies in order to support the learning environment and transform the curriculum. A discussion of those goals can be found under the Criterion Two core component 2b heading titled “ensuring educational quality.”

9. As a metropolitan research institution, UT is well-situated to demonstrate the value of diversity among its students, staff, faculty, and administrators. The president and provost articulate the importance of diversity as a value, not just a mandate. This view should be further articulated and adopted across 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 the hiring of minority faculty members may assist the University in achieving greater diversity. Provisions for spousal accommodation may assist 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 to achieve this goal.

In 2002, the University established the President’s Commission on Diversity, which was charged with writing a diversity plan for the institution. In addition to writing a plan, the committee developed an institutional definition for diversity; recommended the re-establishment of a minority faculty hiring program, which was revived in 2004; and received and reviewed diversity plans from all colleges, many of which included goals for increasing faculty diversity. In 2009, the president created the Office of Institutional Diversity, which assumed the diversity functions of the Office of Affirmative Action and MUO’s Office of Diversity. It directs and monitors the University’s progress in diversifying the faculty, staff and students as well as the implementation and enforcement of the University’s unlawful harassment and EEO policies.

III. 2005 Focused Visit – The University of Toledo

Assessment – Evidence that demonstrates further organization attention is required in the area of focus

1. Assessment of achievement of the university level student learning outcomes such as general education core outcomes and other intellectual competencies in the areas of ethics and values and information
acquisition is limited to only some of the general education competencies. As the assessment plan matures and is broadly implemented the institution needs to extend its assessment focus on competencies in the areas of higher order intellectual learning and problems solving.

The general education core curriculum student learning outcomes, in place since 2006, include many that represent areas of higher order intellectual learning and problem solving such as:

- Recognize and critically appraise arguments and develop arguments of one’s own;
- Demonstrate an understanding of the intricacies, complications, and uncertainties of historical explanation;
- Think critically about cultures of the past and present;
- Make informed, reasoned, and ethical personal and public choices;
- Analyze and interpret scientific evidence;
- Determine when scientific information supports a given conclusion; and
- Demonstrate knowledge of the impact of scientific discovery on human thought and society.

As programs continue to receive feedback about their student learning outcomes and assessment processes, the articulation of higher order intellectual learning and problem solving continues to evolve.

The review of the existing general education/core curriculum over the past 18 months has resulted in the approval of a general education that will include fewer than 100 courses chosen specifically to provide foundational learning and competency-based learning opportunities and assessments. Each course will assess learning in at least two of five core competencies: communication; personal and social responsibility; information literacy; scientific and quantitative reasoning; and critical thinking and integrative learning. These general education courses will be available for incoming students in fall 2012.

2. While the catalog contains a statement describing the assessment program; the statement does not provide information to the students about their role and responsibility in the assessment activity, i.e., what are the expectations of the students.

The self-study revealed that while our hard copy catalogs contained a statement describing the assessment program, the online catalog, initiated in 2008, did not. When the online-only catalog went live, the University had dropped “general information” from the University catalog website, instead providing a link to the general information contained on each of the college’s websites. Discovering this omission, the University is now providing on the University catalog website a link to a student-oriented assessment page that explains, in general terms, the importance of assessment for students and that provides links to each college’s assessment plan, which describes its expectations for student involvement in college assessment.

3. Once the guidelines for the development of general education courses have been approved, the student outcome objectives for each area should be included in public documents such as the catalog.

Guidelines for the development of general education courses and their associated student outcome objectives were approved in April 2006. They were included in the 2006-2008 University Catalog as well as in all subsequent catalogs. The University Catalog is now only available online and the web page includes a link to this information. The guidelines and objectives are also available on the Faculty Senate Web page.

4. Given the few instances of closure on the feedback loop for students, the Template for College Assessment Plans could be revised to include the feedback component. It should be helpful for the college assessment plans to include procedures for providing students with their outcomes assessment information as a way to encourage their self-reflection and responsibility for their learning. Most department assessment programs provide student learning outcome information and feedback to faculty, but rarely to include students in the feedback loop.
The template has undergone annual review and revision to ensure not only continuous improvement in student learning outcomes, but also effective assessment processes that provide the data and reflection that inform those improvements. The template currently asks for reports on student involvement in two places.

- Communication of assessment results – Describe how program assessment results are made known to stakeholders. This should include communication to students, faculty, the department, or prospective students as well as the larger university community.

- Students’ involvement in the assessment process – Describe how students are involved in any aspect of the assessment process for each program. This could involve elicitng feedback on courses or the program in general, or participation on curriculum committees that review data and recommend program changes. Also include any strategies used to encourage students to provide feedback that has the potential to result in changes.

5. To assist departments in writing measurable student outcome statements, experienced faculty and staff on campus could provide assistance, e.g., providing examples, offering a working session, etc. The University has many highly qualified faculty and staff who could assist in this task.

The Training and Development Committee of the University Assessment Committee is charged with developing and implementing all assessment training and professional development for university, college, division, department, and program initiatives. This past year, a number of new initiatives have been undertaken by this committee and Learning Ventures. Faculty resources can be found on the website. In addition to training college liaisons on the assessment portal available in Epsilen, a three-part podcast series was developed that addressed different parts of the assessment process (e.g., writing student objectives, components of effective syllabi, best practices in assessment). This subcommittee offered a series of assessment workshops in spring 2011 to train faculty to create program assessment matrices and rubrics they could use to gather student artifacts and to assess them in time for next year’s assessment report.

6. Although great progress has been made campus-wide in the area of assessment, The University of Toledo will need to continue to refine learning outcomes so that they are approximately measurable. Some of the department assessment programs have not articulated measurable student outcome objectives and many of the current learning outcomes are still in the early draft stages and need to be refined to reflect best practices in the field of assessment.

One of the critical elements of any assessment process is the utilization of feedback from obtained results. The paradigms for the use of evaluation findings for improving evaluation methodology and instruction are still at developmental stages across colleges and programs. Sufficient attention needs to be paid to this aspect of assessment.

The use of evaluation findings for improving methodology and instruction continues to develop at the course, program, college, and university level. At the time of the 2005 focused visit, the assessment plans and reports were evaluated by a structured rubric with 21 criteria that covered the topics of unit missions, learning outcomes, assessment methods, and the reporting and use of results. The evaluation of assessment plans and reports now covers nine topics, including mission, accreditation status, specific student learning outcomes, data collection methods to assess student learning, student and faculty involvement in the process of assessment, assessment findings, program or course changes made based on assessment data, dissemination of assessment results, and actions to improve the assessment process. Assessment reports must provide evidence of effectiveness and progress in each of these areas.

Review of the program/unit assessment information is first completed by the college or service unit liaison who serves as a member of the University Assessment Committee. College liaisons provide feedback to program directors as needed regarding the reports submitted. Members of the University Assessment Committee
conduct the second review of each college or service unit summary. Written feedback is provided to the colleges/college deans regarding the overall adequacy of the assessment activity for programs in the college (or service unit). Strengths are noted and recommendations are made. Copies of the feedback are included with the University Assessment Committee report provided to the Provost and Chancellor each year.

These changes to the assessment report templates have helped the University to fully address the recommendations made during the 2005 focused visits regarding the development and documentation of measurable student outcomes, student involvement in the assessment process, and feedback cycles at the program and college/unit level.

7. **The University of Toledo employs a number of adjunct/part-time faculties.** Many of these faculty members appear to be deeply aware and are engaged not only in delivering classroom instruction but also in their department’s efforts to implement assessment processes. Nonetheless, the University will certainly be required to sustain its assessment efforts in the future. Therefore, it will be critically important for the University to find creative ways to encourage, reward, and motivate both adjuncts as well as tenure-track faculty to sustain their continued involvement in assessment processes.

With the requirement of every degree and program to have an assessment plan and yearly review, the University Assessment Committee is able to take the lead for transforming university practices for assessing student learning outcomes on campus. Although gains have been made in faculty development and in professional development, much more needs to occur. If the University requires that each degree and certificate have assessment plans and reports, and that tenure-track as well as visiting and part-time faculty conduct assessment, then the University has the responsibility to provide the resources and incentives to the faculty to enable them to do this successfully. Assessment should be viewed as a professional responsibility of all faculty members.

**Strategic Planning – Evidence that demonstrates further organization attention is required in the area of focus**

1. As the university begins to implement the plan to accomplish the desired mission and goals on a broader scale, it would also be necessary to take a close look at financial projects which the current version of the plan does not include

   and

   The University’s strategic plan is well conceptualized, is closely linked to the institutional mission, and provides a realistic framework for the utilization of campus resources and administrative support for accomplishing short as well as long-term goals. However, the institution must continue making efforts to sustain the momentum, which has just begun.

The University’s strategic plan has changed twice since the focused visit; once when a new one was developed at the time of the merger, and once more recently, to recalibrate that plan based on rapidly changing external forces.

The most recent plan “provides a measurable path to distinction, a guide through a downside economy, a visionary land-use plan, and a more flexible and responsive organizational structure.”

Financial projects and other finance considerations were integrated in the planning process from its inception. A working group on finance completed preliminary work that informed the strategic planning process from the start; finance representatives were active participants; and metrics were developed for each objective that had been informed by finance and feasibility. While the strategic planning process was not to be limited by finance, proposed goals had to be economically feasible.

The ongoing attention to strategic planning over the past six years has allowed the institution to maintain the momentum that both institutions had begun as the result of their last comprehensive visits. Momentum gained by involvement of many campus constituents in developing the plans has been reinforced by requesting
demonstration of strategic goal alignment in budget requests, program proposals, and applications for sabbatical; by presenting to the board of trustees progress on achievement of strategic goals; and by assigning responsibility for goal completion to a wide range of campus leaders.

Discussions of the strategic planning processes and progress can be found in Criterion Two, Criterion Four and the Special Emphasis sections.

ENDNOTES

1. utoledo.edu/accreditation/pdf/MCO_Strategic_plan_2004.pdf
2. utoledo.edu/diversity
3. utoledo.edu/policies/board_bylaws/pdfs/3364_1_06.pdf
4. utoledo.edu/policies/board_bylaws/pdfs/3364_1_07.pdf
5. utoledo.edu/accreditation/pdf/UTPlanforDiversity.pdf
6. utoledo.edu/dl/faculty/index.html
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 University of Toledo mission statement reads: “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 is guiding a purposeful, dramatic transformation of the institution that is putting it on a trajectory to become 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 learning, 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, on a daily basis the institution lives and supports the mission through planning for the future; allocation of resources for educational, research, and engagement programs; a commitment to diversity; a pledge to continuous improvement; 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.

New opportunities are emerging for creativity and intellectual pursuit across the disciplines — emerging changes that are, as the Directions 2011 strategic plan notes, so extensive and fast paced as to be revolutionary, not evolutionary.¹

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.

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 “improve 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 provost and vice president for academic affairs, 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 to internal and external University constituencies.
Every transformation demands a constant evaluation of the progress of the change. Ultimately, 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 the University’s mission statement provides the anchor of constancy needed in its revolutionary change. The University’s clarity of mission and its integrity suffuse the institution and those at work here. 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.”

The new mission statement reflects 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 Planning Committee (ESPC) that was co-chaired by Dr. Thomas G. Gutteridge, dean of the College of Business Administration (now the College of Business and Innovation), and Dr. Jeffrey P. Gold, then provost and executive vice president for health affairs and dean of the College of Medicine (now the College of Medicine and Life Sciences). 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 ESPC developed several versions of the mission statement 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 “improve 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 “improve 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 board of trustees approved the mission statement on January 8, 2007. 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 ESPC and vetted by the campus community, including the vision statement and the values statement.

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 was recalibrated in fall 2010. The latest version was unanimously approved by the board of trustees as Directions 2011 in January 2011. Additional material about the recalibration process can be found in core component 2a.

Although 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.

I. Clarity and broadness of mission documents

The mission statement clearly articulates a broad mission for the University. 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 STEM and professional schools.

The strategic plan recalibration, *Directions 2011*, iterates a call for integrating STEM and non-STEM 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, professional college and graduate programs already include or are moving toward integrating into the core of their programs reflections generated in non-STEM 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 STEM and in professional schools have found ways and means to engage the larger community of constituents of the University 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 the former chancellor of higher education’s 10-year strategic plan. The last of these reports released in 2010, titled *Third Report on the Condition of Higher Education in Ohio: Meeting the State’s Current and Future Needs through a “Student-Centered University System of Ohio”.* highlights many innovative policies and practices that the University System of Ohio has developed to meet the needs of students. Like the USO's strategic plan, The University of Toledo’s strategic plan also emphasizes a commitment to student success and strives to provide programs and seamless, user-friendly services that enable students to engage actively in their education and achieve their academic goals.

The state also recognizes the University 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 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 projects 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.

Some might perceive a clash between being student centered and research oriented or between a research orientation and commitment to community engagement. It is desirable that all University constituencies be informed of just how these are different but related purposes and how they can complement each other. This clarification would make the mission clearer.

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.

**Mission and integrity surveys**

To assess baseline perceptions and understanding and support of the mission statement among faculty members, faculty administrators, staff members, and students, online mission and integrity surveys were conducted in fall 2010.
The 847 respondents represented 19 percent of faculty, 100 percent of faculty administrators, 11 percent of administrators, and 12 percent of staff.

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.” Additionally 80 percent or more agreed or strongly agreed with the statements, “I support UT’s mission,” and “My routine activities as a faculty/staff member are congruent with UT’s mission.” Their responses to the understanding of key terms from the documents were also strong with more than 70 percent agreeing or strongly agreeing that they had a good understanding of the terms “student centered” and “improve the human condition.”

While extrapolating these findings to the University community, a particular campus, or an employment category as a whole would represent non-respondent bias, these findings demonstrate that those who responded to the survey, in general, understand and support the mission.

II. Definition of internal and external constituents

The constituencies defined in the mission documents are as broad as humanity is worldwide and as narrow as the institution’s current undergraduate, graduate, and professional student population. At the same time, the mission documents define other internal constituent groups, including faculty, staff, and the athletic community. Important external constituents include alumni; 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 addressing how the plan meets their needs. Additional constituencies included in the strategic plan are 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 form 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, strong liberal arts, and science and technology. 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
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 initiated in 2010 gained board of trustees’ approval in January 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 extramural 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 website. All information related to Directions 2011 strategic plan is on the strategic planning website, which can be accessed on the University’s main home page.

The mission statement is printed on employee identification tags and the verso of the University 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 and graduate students 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 Main Campus 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 website.

CORE COMPONENT 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

This section provides evidence of how the mission of The University of Toledo is undergirded by a number of documents, including the Directions 2011 strategic plan, college diversity plans, and the University’s definition of diversity, that address diversity and the University’s commitment to providing an educational setting that offers distinctive advantages. The University offers a rich educational experience through the diversity of its student body, faculty, and staff, and the rich diversity of its curricular and co-curricular programming.

The University’s Directions 2011 strategic plan champions diversity by promoting a healthy learning environment that is inclusive, that respects others’ beliefs and ability, and celebrates the University’s diversity of all constituents regardless of age, race, ethnicity, gender, disability, sexual orientation, or other social or personal characteristics. The commitment is reflected in many college, division, and unit diversity plans.
This section also addresses the financial, organizational, and other kinds of resources the University has committed to creating a university in which students, faculty, and staff have an equal opportunity for success and fulfillment.

Also discussed in this section is the challenge the University faces in balancing its historic mission of providing educational access and opportunity for all northwest Ohioans along with its higher college admissions standards.

I. Documents

Mission statement

The University’s commitment to its role in a multicultural society and its support of the diversity of its learners are 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.”

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 learners but also of faculty and staff. Subgoal 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. Through the Blue and Gold Program, the number of new, high-achieving students of color enrolling at the University increased from 165 in 2008 to 398 in 2009 and 343 in 2010. The one- and two-year retention rates of these students were 60 and 46 percent, respectively. In terms of raw numbers, more than twice as many of these students were enrolled in their second year than before the Blue and Gold 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 107 school districts in Ohio and Michigan. There are more than 27,000 middle and high school 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 summer 2011, the University held a workshop to support the advancement of minority women professors in the sciences.)
- Conduct an internal climate survey each spring and develop an action plan based upon the results.
- Create a Veterans and Military Student Center. (The center was established 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 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.

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. The following are examples of colleges using best practices and some of the challenges they face. 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 that 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 plan specifically addresses international students. The eighth goal in its plan is to “improve the satisfaction of international students.”
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 demonstrated a clear understanding of the importance of diversity in its 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.”

The College of Nursing’s plan specifically provides diversity action items, goals, initiatives, and strategies that promote an atmosphere that overtly recognizes, celebrates, and promotes a multicultural environment that mirrors its community of interest.

**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 website 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:

[utoledo.edu/policies/main_campus/student_life/pdfs/3364_30_04_Student_code_of_conduct.pdf](http://utoledo.edu/policies/main_campus/student_life/pdfs/3364_30_04_Student_code_of_conduct.pdf)

[utoledo.edu/policies/administration/diversity/pdfs/3364_50_01.pdf](http://utoledo.edu/policies/administration/diversity/pdfs/3364_50_01.pdf)

**II. The Office of Equity, Diversity, and Community Engagement and the Diversity Commission**

In 2002, The University of Toledo established the President’s Commission on Diversity. Since then, new leadership and new strategic directions for the University have resulted in noteworthy achievements by the diversity commission and the Office of Equity and Diversity. They include creation of a strong definition of diversity, initiation of a climate survey, the establishment of the Minority Business Development Center, and the Cultural Ambassador Program.

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 (OED), 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 as well as the implementation and enforcement of the University’s unlawful harassment and EEO policies. In late 2011, the name of the OED was changed to the Office of Equity, Diversity, and Community Engagement. The office, part of the Division of External Affairs, works with the President’s Diversity Council and directs and monitors the University’s progress in creating a climate that is welcoming to all individuals regardless of age, ethnicity, color, gender, religion, disabilities, socioeconomic status, sexual orientation, gender identity, and national origin.

**III. Campus diversity**

**Student diversity and university organizations**

The organization of the University and its various offices provide a clear and profound statement of its commitment to a diverse student population. Some offices that promote and support a diverse campus include:

- Office of Multicultural Student Success, ¹²
- Office of International Student Services and Scholar Services, ¹³
The African American Student Enrichment Initiatives Office,\textsuperscript{14} Office of Latino Initiatives,\textsuperscript{15} Office of Lesbian, Gay, Bisexual, Transgender Initiatives,\textsuperscript{16} Office of Accessibility,\textsuperscript{17} Catharine S. Eberly Center for Women,\textsuperscript{18} Office of Institutional Diversity,\textsuperscript{19} and Office of Faculty and Student Diversity for the College of Medicine and Life Sciences.\textsuperscript{20} 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. 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 (AASEIO), which is housed in the Office of Multicultural Student Success, 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.

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 to the Office of Equity, Diversity, and Community Engagement. 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 the University and to determine ways to improve the culture and integrity of the UT community, the OED initiated a climate survey in 2010 that addressed topics such as acceptance, diversity-related services, attitudes and feelings toward others, discrimination, and harassment. Awareness campaigns have already been formed to improve upon the findings gathered in the survey. The survey will be administered every two years.

To uphold integrity and increase cultural awareness throughout the University and Toledo community, the Office of Equity, Diversity, and Community Engagement also created the Culture Ambassador Program.\textsuperscript{21} 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, Diversity, and Community Engagement established in 2011 the Culture Building Institute, which offers free training workshops for faculty and staff that cover 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 University 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 topics such as sexual harassment, disability awareness, and bullying. 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 student 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 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 Success that includes the African American Enrichment Initiatives Office, the Office of Latino Initiatives, and the Office of LGBT Initiatives.

As part of its commitment to attracting a diverse student body, the University and Owens Community College senior administrators held a daylong summit in September 2011 to address current issues, explore new opportunities, and begin to develop new strategies for supporting seamless transfer between the two institutions.

The College of Graduate Studies (COGS) supports the Graduate Opportunity Assistantship Program (GOAP) and the McNair Scholar Initiatives to provide funding to support graduate students from underrepresented groups. Further, COGS has set specific goals to increase diversity of the graduate student population.

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.

The Toledo branch of the National Association for the Advancement of Colored People in 2011 awarded the College of Pharmacy and Pharmaceutical Sciences its Public Institution Award for its commitment to diversity and its efforts to attract minorities into the pharmacy profession.

**Impact of commitment to diverse student population**

The University’s student body is comprised 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 2011, there was a total student population of 22,610. Of this total, 49 percent were male, 51 percent female. In terms of race and ethnicity, 14 percent were African American, nearly four percent Hispanic, and nearly three percent Asian. About six percent were non-resident aliens. Over three percent of the undergraduate students and 14 percent of the graduate students were non-resident aliens.
<table>
<thead>
<tr>
<th>Race/Ethnicity/Gender</th>
<th>Undergraduate</th>
<th>Graduate/Professional</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>36</td>
<td>10</td>
<td>46</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Asian</td>
<td>373</td>
<td>221</td>
<td>594</td>
</tr>
<tr>
<td>Female</td>
<td>172</td>
<td>109</td>
<td>281</td>
</tr>
<tr>
<td>Male</td>
<td>201</td>
<td>112</td>
<td>313</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2958</td>
<td>308</td>
<td>3266</td>
</tr>
<tr>
<td>Female</td>
<td>1706</td>
<td>211</td>
<td>1917</td>
</tr>
<tr>
<td>Male</td>
<td>1251</td>
<td>97</td>
<td>1348</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>746</td>
<td>103</td>
<td>849</td>
</tr>
<tr>
<td>Female</td>
<td>410</td>
<td>64</td>
<td>474</td>
</tr>
<tr>
<td>Male</td>
<td>336</td>
<td>38</td>
<td>374</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>20</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Male</td>
<td>9</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>634</td>
<td>666</td>
<td>1300</td>
</tr>
<tr>
<td>Female</td>
<td>251</td>
<td>262</td>
<td>513</td>
</tr>
<tr>
<td>Male</td>
<td>383</td>
<td>404</td>
<td>787</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>722</td>
<td>398</td>
<td>1120</td>
</tr>
<tr>
<td>Female</td>
<td>318</td>
<td>195</td>
<td>513</td>
</tr>
<tr>
<td>Male</td>
<td>404</td>
<td>199</td>
<td>603</td>
</tr>
<tr>
<td>Two or more races</td>
<td>360</td>
<td>26</td>
<td>386</td>
</tr>
<tr>
<td>Female</td>
<td>222</td>
<td>22</td>
<td>244</td>
</tr>
<tr>
<td>Male</td>
<td>138</td>
<td>4</td>
<td>142</td>
</tr>
<tr>
<td>White</td>
<td>11995</td>
<td>3031</td>
<td>15026</td>
</tr>
<tr>
<td>Female</td>
<td>5771</td>
<td>1765</td>
<td>7536</td>
</tr>
<tr>
<td>Male</td>
<td>6220</td>
<td>1263</td>
<td>7483</td>
</tr>
<tr>
<td>Grand Total</td>
<td>17844</td>
<td>4766</td>
<td>22610</td>
</tr>
<tr>
<td>Female*</td>
<td>8878</td>
<td>2634</td>
<td>11512</td>
</tr>
<tr>
<td>Male*</td>
<td>8961</td>
<td>2124</td>
<td>11085</td>
</tr>
</tbody>
</table>

* Gender not reported for all students. Source: Institutional Research

In terms of age, about 13 percent of the student population was 30 or older. About 25 percent of the student body was 25 or older.
Table 1.2 Age of University student body, Fall 2011

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Undergrad</th>
<th>Total Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 &amp; under</td>
<td>346</td>
<td>0</td>
</tr>
<tr>
<td>18-19</td>
<td>5,515</td>
<td>1</td>
</tr>
<tr>
<td>20-21</td>
<td>5,466</td>
<td>39</td>
</tr>
<tr>
<td>22-24</td>
<td>3,675</td>
<td>1,653</td>
</tr>
<tr>
<td>25-29</td>
<td>1,360</td>
<td>1,646</td>
</tr>
<tr>
<td>30-39</td>
<td>1,045</td>
<td>917</td>
</tr>
<tr>
<td>40-64</td>
<td>255</td>
<td>658</td>
</tr>
<tr>
<td>65+</td>
<td>25</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research

One example of the impact of the University’s commitment to diverse student populations can be seen in the efforts of the African American Student Enrichment Initiatives Office (AASEIO). As a result of the establishment of the office, African American retention rates have increased. A study conducted by the Office of Multicultural Student Success 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. 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.

**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, Graduate Council, the University’s chapter of the American Association of University Professors, Communication Workers of America, American Federation of State, County and Municipal Employees, Professional Staff Association, 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 indicated by Table 1.3.

<table>
<thead>
<tr>
<th>Race/Ethnicity/Gender</th>
<th>Faculty</th>
<th>Staff</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Asian</td>
<td>191</td>
<td>451</td>
<td>642</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>202</td>
<td>251</td>
</tr>
<tr>
<td>Male</td>
<td>142</td>
<td>249</td>
<td>391</td>
</tr>
<tr>
<td>Black or African American</td>
<td>70</td>
<td>507</td>
<td>577</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>378</td>
<td>412</td>
</tr>
<tr>
<td>Male</td>
<td>36</td>
<td>129</td>
<td>165</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>38</td>
<td>127</td>
<td>165</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>93</td>
<td>108</td>
</tr>
<tr>
<td>Male</td>
<td>23</td>
<td>34</td>
<td>57</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>20</td>
<td>183</td>
<td>203</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>68</td>
<td>77</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>115</td>
<td>126</td>
</tr>
<tr>
<td>White</td>
<td>1349</td>
<td>3458</td>
<td>4807</td>
</tr>
<tr>
<td>Female</td>
<td>632</td>
<td>2322</td>
<td>2954</td>
</tr>
<tr>
<td>Male</td>
<td>717</td>
<td>1136</td>
<td>1853</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1674</td>
<td>4748</td>
<td>6422</td>
</tr>
<tr>
<td>Female</td>
<td>741</td>
<td>3081</td>
<td>3822</td>
</tr>
<tr>
<td>Male</td>
<td>933</td>
<td>1667</td>
<td>2600</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research

Statistical comparisons between the University and other Ohio public universities with respect to gender differences in faculty and staff make up and level of administrative appointment appear in Table 1.4 for the year 2009. The data indicate that the University compares favorably to other state-supported universities and colleges.
### Table 1.4 Comparisons of gender and racial make up between UT, other Ohio public universities, 2009

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th></th>
<th>Full-time Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Women</td>
<td>% Minority</td>
<td>% Women</td>
<td>% Minority</td>
</tr>
<tr>
<td>The 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>

*Source: Institutional Research*

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 campuswide climate survey of faculty, the data of which informed 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 are leading 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 held in August 2011. The workshop, funded by a $10,000 grant from the National Science Foundation (NSF) 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.

**Administrative diversity**

While the University is committed to diversity at all levels, evidence of diversity at upper administrative levels is mixed. Among the University’s 14 senior administrators, there is one woman (who is African American) and an African American male. Out of 14 college deans, one is African American, one is Asian and five are women. Of the eight vice provosts and vice chancellors, six are women and none is an underrepresented minority. 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.
**Table 1.5 Administrative diversity, Fall 2011**

<table>
<thead>
<tr>
<th>Academic Position</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>African American/Black</th>
<th>Hispanic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Leadership</td>
<td>14</td>
<td>1</td>
<td>13</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Academic Deans</td>
<td>14</td>
<td>5</td>
<td>9*</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Vice Provosts/Vice Chancellors</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>12 (33%)</td>
<td>24 (67%)</td>
<td>3 (8%)</td>
<td>1 (3%)</td>
<td></td>
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</table>

| Assoc/Asst Deans  | 38    | 25** | 13   | -         | 1        | 4     |
| Department Chairs | 64    | 14    | 52   | 4         | 1        | 11    |
| Total             | 138   | 51 (36%) | 89 (64%) | 7 (5%) | 2 (1%) | 16 (12%) |

* One male dean is also a senior leader ** Two female associate deans are also vice-chancellors

Source: Office of the Provost

**IV. Open enrollment and rising college admission standards**

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.

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 through higher college admission standards. 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 legislative proposal in 2006 by then 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. 24

The legislation passed in late 2006 and included a provision that abolished state subsidy to fund remedial course work on most main campuses of state universities, including the University, after 2014-2015. 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 subsidized by the state.

In May 2007, the University’s Board of Trustees approved increasing admissions requirements for incoming freshman. 25 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. However, the new standards were not fully implemented.
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 1.6 shows the college admission standards for each of the University’s former and current degree-granting colleges and programs.

<table>
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<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 18</td>
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<td>GPA 3.0 and ACT 22</td>
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<td>GPA 2.0 and ACT 21</td>
<td>GPA 2.0 and ACT 21</td>
<td>GPA 2.4 and ACT 21</td>
<td>GPA 2.4 and ACT 21</td>
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<tr>
<td>Engineering – Info Tech</td>
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<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>
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<td>not listed separately</td>
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<td>GPA 2.5</td>
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<td>GPA 3.0 and ACT 19</td>
<td>GPA 3.0 and ACT 19</td>
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<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>
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<td>University College</td>
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<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
<td>GPA 2.0 or ACT 19</td>
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<td>GPA 2.0 or ACT 19</td>
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<td>GPA 2.0 or ACT 19</td>
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<td>GPA 3.5 and ACT 25</td>
<td>GPA 3.5 and ACT 25</td>
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<td>Languages, Literature, and Social Sciences</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
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<tr>
<td>Natural Sciences and Mathematics</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
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<tr>
<td>Visual and Performing Arts</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
<td>GPA 2.5 or ACT 20</td>
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* Became College of Business and Innovation in 2011
* Business — Info Tech has the same standards as Engineering-Info Tech

Source: Office of the Provost
The idea of a portal of entry was the recommendation of one of several strategic plan implementation work groups. 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 December 11, 2009, memo to deans, associate, and assistant deans, the provost and executive vice president for academic affairs, and the provost and executive vice president for health affairs confirmed undergraduate admissions requirements, and explained 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 Gateway Programs — that would allow them to satisfy academic deficiencies. They also would take tests so they were appropriately placed in developmental, remedial courses in mathematics, which carry college credit, but not graduation credit.

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 mathematics remediation courses with no graduation 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 nursing, pharmacy, and engineering.

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 were 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 to provide appropriate open-access opportunities for all students to achieve a university education.

V. Summary on diversity

University documents related to diversity indicate a commitment on the part of the institution to make 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.

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 not fully benefited 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 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.

The mission statement is widely published, displayed, and accessible to faculty, staff, and students throughout the organization. As noted earlier, 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 website.

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 2010 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 the 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 all colleges.

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 its mission statements.

There is a link to the University mission statement on the President’s Council on Diversity website. 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 promote understanding and support of the mission that involve the University’s constituencies are evident by various new staff 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. 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 monthly filmed program called “A Presidential 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.

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 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; being 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 those 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 in 2010 that led to establishment of three new colleges from the former College of Arts and Sciences and the joining of the College of Education with the College of Health Science and Human Services almost immediately enabled planning of new interdisciplinary or cross-disciplinary ventures. Some of these ventures 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 through decision making

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 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 reorganization efforts in 2010 resulted in widespread deliberation on the issue of student centeredness articulated in the mission statement. This issue was discussed in many Faculty Senate and the former 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.

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.

For the University to fulfill its mission “to improve the human condition,” strong, effective governance, administrative structures, and processes must be in place to support effective leadership and collaborative processes.

This segment of the report describes the leadership roles and responsibilities of the University’s board of trustees, University president, members of the senior leadership team, college deans, Faculty Senate, the University’s five collective bargaining units, and student organizations, and how these groups work together to achieve the University’s mission and vision.

Also discussed are valued and necessary communications and collaboration processes among these groups.

The concept of shared governance continues to evolve at the University. Efforts continue to find an appropriate balance among the University’s constituents between the University longstanding tradition of faculty consultation and consensus and the necessity of senior administrative leaders to make decisions more quickly.

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 USO strategic plan, 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.

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 set forth in Ohio Revised Code sections 3364.01C 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 state: “The estate, property, and funds and the government, conduct 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.”

According to Section 3364.03 of the Ohio Revised Code, the board of trustees is responsible for the successful operation of the University and may adopt or amend bylaws, rules and regulations for the conduct of the board of trustees and the government and conduct of the University. Bylaw 3364-1-10 provides that the bylaws are intended to provide a general framework for the board of trustees to function as a governing body and for the organization, administration, and operation of the University. Pursuant to Bylaw 3364-1-10, the board of trustees is authorized to adopt, amend, or rescind rules, policies, regulations, procedures or other documents, such as the Faculty Senate Constitution, or may authorize the president per this bylaw or Bylaw 3364-1-07 to do so.

As the University’s governing body, the board of trustees, among other things, appoints the president of the University; approves tuition and fees; ratifies strategic plans and substantive curricular matters; approves the final budget and audited financial statements; confers undergraduate, graduate, and professional degrees; confers promotion and tenure on faculty members; approves appointments to the medical staff of the UT Medical Center; and authorizes the appointments of new faculty members, administrators, and other 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.”

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, fund raising 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.”

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 to the board 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 online program he hosts, “A Presidential Perspective” that is aired on the University portal, myUT. Vice presidents, college deans, administrators, faculty members, and students often join him on the program. The town hall meetings are streamed live and archived. The president delivers 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 reflections on the past year and vision for the year.

The board has been supportive of the president and in May 2011 voted to extend his contract until 2016.

The board has provided committed, thoughtful, and active oversight of the University, supporting the institution by providing time, energy, attention, and energy to institutional activities. The board is very knowledgeable about the challenges facing the University and recognizes the importance of managing University resources prudently. 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.

The 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.

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 the University’s pursuit of state centers for excellence and were 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’s “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, dedicated, 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, to set improvement strategies, to provide necessary resources for excellence, 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. At the time of the merger, the president decided to retain a mix of leaders from both MUO and UT for his leadership team, and many of those individuals remain with the University today.

The provost and executive vice president for academic affairs is responsible for 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, research, and outreach programs of the three health-related colleges, the
University’s medical center and outpatient health-care system, and the physician faculty practice plan.
A number of 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 charts for the senior leadership team, Academic Affairs, Main Campus and Biosciences and
Health Affairs, Health Science Campus, are located at utoledo.edu/depts/hr/organizationalcharts.html

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 are the chief academic officers for their colleges and chairs 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.

The College of Adult and Lifelong Learning (CALL) is part of the College of Innovative Learning (COIL), and the
CALL dean administratively reports to the COIL dean. CALL and COIL share commitments to alternative modes
of higher education with a focus on learning, responsibilities that are articulated by the College of Innovative
Learning’s “commitments.” These commitments inform strategic plans of both units and influence college
budgeting and resource allocation for both deans. The two units remain conceptually distinct; however, 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, 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 that addresses college-
specific issues. The composition of the councils varies from college to college. For example in the colleges
of Natural Sciences and Mathematics, of Languages, Literature and Social Sciences, and of the Visual and
Performing Arts, the councils are made up of elected or appointed members of the faculty.
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, undergraduate curriculum, research, facilities, and other programs within the colleges.

The University is establishing interdisciplinary schools that draw faculty members from different colleges in order to give students an interdisciplinary perspective and to encourage communication and collaboration between different academic disciplines as well as development of interdisciplinary academic and research programs. An objective of the Directions 2011 strategic plan is to encourage faculty, units/departments, and centers is to actively seek interdisciplinary collaborations.

The University’s organizational structure includes several senior leadership positions that have dual administrative responsibilities. (e.g., chancellor, executive vice president for biosciences and health affairs/dean of the College of Medicine and Life Sciences; vice-provost for graduate affairs/dean of 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. This pairing of roles needs to be a topic of discussion.

The College of Medicine and life sciences has a physician faculty practice plan, UT Physicians LLC, that is comprised of more than 190 physicians who hold academic appointments. They provide primary and specialty care in all areas of medicine, provide consults with physicians locally and statewide on difficult cases, educate the next generation of physicians, and conduct research.

The faculty practice plan is similar to those employed at other universities with medical schools. The patient-care activities of the clinical faculty are essential in the training of medical students and resident physicians and also enhance faculty members’ teaching, research, and clinical skills.

The faculty practice plan is overseen by an executive director, as well as a president, vice president, secretary, and treasurer. The last four leadership posts are held by physicians who are on the faculty of the University. The plan, conducts billing and collection activity for services provided by physicians; provides credentialing services; and develops, negotiates, and administers contracts with managed-care organization and third-party payors.

Revenue generated by the faculty practice plan provides the College of Medicine and Life Sciences with financial resources to meet its mission. The resources are used to recruit faculty, to support the infrastructure for the doctor of medicine degree program and for residency training programs, and to support research.

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**

In its *Handbook on Accreditation*, the Higher Learning Commission explains its expectation on the role of governance procedures. Universities “must have structures through which decisions are made, responsibilities assigned and accountability for end results established.” The HLC adds that “shared governance has been a long-standing attribute of most colleges and universities in the United States.” While it does not precisely define what governance is expected, the HLC says that governance structures “need to enhance the organization’s capacity to fulfill its mission.”
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 universitywide governance bodies such as the Research Council and Graduate Council as well as regulatory committees such as the Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC). In addition, faculty participate in business decisions through committees that recommend possible investments 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 is responsible for oversight of undergraduate academic programs and policies, and the 50-member Graduate Council for oversight of graduate programs. The delegated responsibility of the Faculty Senate for undergraduate academic affairs is published in the Faculty Senate Constitution. The Faculty Senate is guided by an executive committee consisting of the president, president-elect, executive secretary, past president, two at-large representatives from both Main and Health Science campuses, and the elected Faculty Council member of the Ohio Board of Regents.

The Faculty Senate posts minutes of its meetings on its website. Many Main Campus faculty members are generally not on contract in the summer and Faculty Senate meetings are not held.

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 college associate deans responsible for graduate programs, 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.”

The Faculty Senate and the Graduate Council meet biweekly during the academic year.

Five 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 tenured and tenure-track University faculty members are subject to a collective bargaining agreement between the University and the University’s chapter of the American Association of University Professors (UT-AAUP). 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 AAUP 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 college’s online policy manual.

In addition, the UT-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 January 25, 2010. With the merger and relocation of colleges as a result of the 2006 merger and the 2010 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 subject to the faculty rules and regulations or similar Main Campus policies.

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.

The Communications Workers of America (CWA), 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.

The University of Toledo Police Patrolman’s Association (UTPPA), 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 (AFSCME) represents classified and unclassified employees, except supervisory, managerial, grant-funded, student, and a number of other employee classes, on Health Science Campus.

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

The Professional Staff Association (PSA), according to its website, 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 with the department of human resources and talent development 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, provost, and 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 representatives to universitywide committees, selects American Association of College of Pharmacy delegates, and reviews and recommends revisions to strategic plans.
Agendas are routinely distributed to all staff and faculty in advance of meetings of college committees 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; an elected representative; faculty who chair the admissions, assessment, academic performance, human diversity, and curriculum (BS in pharmaceutical sciences and doctor of pharmacy) committees; University of Toledo Medical Center Department of Pharmaceutical Services leaders; deans; chairs; and the college’s business manager and communications manager.

Other colleges have their own distinct governance structures.

Although 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 more and more quickly. The University has been through some challenging economic times during the last three years and has had to make some difficult decisions, some of which have resulted in spirited disagreements. Some constituencies perceive uneven application of shared governance and cite as an example the rapid reorganization of the University colleges that occurred in 2010. 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 in (1) curriculum decisions, (2) budget/resource allocation, (3) Hiring/personnel, (4) organizational structure, and (5) strategic planning.

The second statement read: Effective shared governance occurs in (1) curriculum decisions, (2) budget/resource allocation, (3) Hiring/personnel, (4) organizational structure, and (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 was smaller. Only 43.9 percent agreed that shared governance occurs in curriculum matters; 20.4 percent in budgeting/resources; 30.8 percent in hiring/personnel; 21.2 percent in organizational structure; and 29.8 percent in strategic planning.

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 1.7 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.
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. 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 the University.

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; and effective consultation/consent of faculty.

The survey data and findings provide useful information to inform reflection, planning, continuous improvement, 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, and at the very least, these forums would offer opportunities for dialogue.

Discussions of shared governance arise in a variety of ways. For example, as a result of the lively and at times contentious discussion about shared governance, the widely divergent views about the concept held by various University constituencies, and the need to examine communication, information sharing, and the process of consultation between the board and all University constituencies, the board of trustees is currently reviewing the Faculty Senate Constitution and the structure of the Faculty Senate in order to improve and strengthen its effectiveness.
Such a review falls to the board of trustees. It is the university body that is granted the ultimate authority to assess the impact and to review the effectiveness of the activities and performance of all bodies involved in governance activities and university administrative decision-making. This group of governing bodies includes the Faculty Senate, the Research Council, the Graduate Council, Professional Staff Association, and individual colleges. But while the review is the responsibility of the board, it affords an opportunity for significant discussion among several constituencies focused on shared governance.

An additional discussion involving shared governance appears in the merging cultures section of the special emphasis report.

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 and the Graduate Student Association (GSA) 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 biweekly meetings. Like other governing bodies, GSA 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 an annual graduate student research forum; provides travel funds for professional development; and plans social events for graduate students. The GSA’s website includes information about meetings, minutes, committees, and events.

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.

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 government 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 and the new provost and executive vice president for academic affairs.

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.19

The Student Bar Association at the College of Law represents law students, and in the College of Medicine and Life Sciences, the 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, Master of Public Health, 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 processes 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: Making Community and Economic Engagement Matter. 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 may be present and at work in its more private and implicit modes. Sometimes things happen very rapidly – they must or an important opportunity will be lost, and there is time only for fully informative communication among those immediately involved or proximal parties. All besides those immediate stakeholders are removed from or distal to the action, and thus may be less likely to understand and then endorse the undertaking, at least in its initial stages. However, despite diverse currents and interests, in a larger sense the leadership and faculty, staff, and students share in a coalescing vision of the emerging university and, for a variety of reasons, remain highly loyal to the mission.

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.

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 policies 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 through programs and activities that are congruent with the mission and consistent with its purpose.

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.”


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. 52

Over the years, the University has been a strong supporter of higher education goals of various state administrations. At the same time, it has kept its own metropolitan mission, vision, and values strong and consistent, providing leadership on local, regional, and state policy issues as well.

External and internal opportunities and challenges have required the University to proactively participate and engage in higher education planning in Ohio and to maintain regular dialogue with the governor, Ohio Board of Regents (OBR), Inter-University Council of Ohio, and other higher-education planning agencies. The president and other top administrators regularly engage the governor and other state higher-education policymakers and actively share the University’s strategic thinking and ideas about the challenges facing higher education.

There is anecdotal evidence that the University’s vision and leadership have influenced higher education strategic planning at the state level. The University’s 2007 strategic plan predated the USO plan and was widely acclaimed in Columbus, and there is considerable congruence between the two plans. In addition, the state emulated the University’s decision to freeze tuition for the 2007-2008 school year and imposed a tuition freeze for all state-assisted universities for two years after that.

As a student-centered university, the institution 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.

One measure of the University’s success is that Toledo was recently noted for being a locale in which 60 percent of eligible students are engaged with higher education. 53

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

- Find ways to increase the number of degrees awarded in the science, math, engineering, technology and medical fields to adults, under served racial/ethnic groups, and women;
- Make strong contributions to Ohio’s work force 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.” 54

**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 the University’s mission-driven innovation:

- As a result of solar power research begun at the University 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. 55
- The University is a leader in innovation in bioengineering and health care; distance learning and use of learning technology; development and use of GPS technology; biological research, including crop research;
biomedical research; K-12 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.  

- Special programs include Music Fest in the fall and Art on the Mall in the summer.

**Extraordinary, relevant undergraduate educational opportunities**

The depth and breadth of undergraduate 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;
- 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.

Having achieved its 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, the University’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.

**Integrative, interdisciplinary graduate and professional programs**

The congruence between the University’s mission and its activities also is 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 and 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:

- National recognition in the Princeton Review for the University’s MBA program. 59
- A wide-ranging partnership between the University and ProMedica Health System, Inc., the largest healthcare system in northwest Ohio, to expand medical education and research. 60
- A diverse graduate enrollment of 5,000 students.
- Eleven cross-disciplinary collaborations funded in fiscal year 2010, clear evidence of new synergies as a result of the merger.

**Research**

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

- Approximately $75 million in external research funding was obtained in fiscal year 2010. 61
- The University 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. 52, 63
- The University’s research positions it as a leader in innovation and entrepreneurial spirit.
- 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 faculty members from departments of environmental sciences, philosophy, English, women’s and gender studies, and civil engineering. 64
- Research engaged in the community may be found in the endowed chair and visiting scholar lectures in the area of religious studies, Islamic studies, Jewish studies, and Catholic thought and the annual Gandhi Lecture. 65, 66, 67, 68
- An award-winning disability history archive project involving the Canaday Center for Special Collections and Disabilities Studies holds promise of the University’s gaining designation as a national archive for related materials. 69
- The University’s Center for Excellence for Autism (not a state center of excellence), promises to become a powerful teaching and research integrative unit. 70
- University’s electronic learning strategies expand access to information in and out of the classroom. The 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 by 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 the University takes this commitment very seriously and proceeds in ways that uphold and protect its integrity includes the following.

- 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.

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

Academic health colleges and the teaching hospital and outpatient care system 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 enhances 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, 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 ensures 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 Office of Internal Audit has the responsibility of investigating allegations of improprieties and annually conducts internal audits of the financial operations of a number of departments. The office also routinely evaluates university contracts with certain vendors and construction projects to ensure that key terms are being complied with and that the University has not overpaid vendor bills. The office 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.

In 2010, audits were completed of purchase cards, the revenue-sharing agreement involving the University’s air ambulance partnership with two area medical centers, health-care systems, 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. Such audits also foster a culture of continuous improvement.

An internal audit quality assurance review that was conducted in 2010 by Charles Chatfin, 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, which supported continuous improvement across the campuses, 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.”

Most internal audit functions strive to conform to the policies and procedures promulgated by 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 insight on the strengths of his organization and a road map for further continuous improvement.

During the last three years, the award of periodically structured, contractually obligated payments to a number of senior University administrators and a number of faculty members has been a topic of vigorous discussions involving the University community.

Strongly held, legitimate differences of opinion exist on the topic.

Some members of the University community believe that the issue of the obligated payments is evidence of a lack of institutional integrity, that budgetary issues are not transparent at the University, and that awarding such payments during tough economic times when layoffs have occurred at the University is inappropriate and indefensible.

Others suggest they are evidence of the University’s market-driven compensation philosophy (money and benefits) that is aimed at providing compensation to those individuals who deliver outstanding results and reflect the strategic decision of the board of trustees to offer additional incentives to keep the University’s senior administration in place. This view holds that a competitive, market-based compensation philosophy is essential in order to recruit and retain the very best faculty members and administrators who are in demand by other institutions.

The University is committed to compensating faculty and staff on a basis that reflects the labor market. The institution has adopted a policy that calls on total salaries to be within plus or minus twenty percent (20%) of the average market salary for a given position.

**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.

The Office of Institutional Diversity 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;
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, Section 504. The Office of Accessibility supports compliance and leads efforts to provide reasonable accommodations for students, faculty, and staff with disabilities.

The University also abides by the Health Information Portability and Accountability Act (HIPAA) to protect medical privacy, the federal Family Educational Rights and Privacy Act (FERPA) to provide students specific legal protections regarding the release of their educational records, the federal Computer Fraud and Abuse Act that prohibits unauthorized access to computer data, and the Electronic Communications Privacy Act that 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.

The department of safety and health 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.

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. More about the department can be found in core component 4d.

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, police, 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 public records officer, a legal nurse specialist, and contract 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.

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 fewer than 10 policies remain under review.

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 systematic review. The policy process includes a comment period that
The University of Toledo 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 website, noting that it is the responsibility of the university 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 current university policies have been placed at a single location on the University’s website 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.

The University’s policy process and website have drawn favorable comment for its convenience, accessibility, and organization from a number of universities that have contacted the University’s policy coordinator, including Cleveland State University, Shawnee State University, and the City Colleges of Chicago. The questions have ranged from how to update policies starting from step one to how the comment process works. In one university’s study, the university policy process and website was ranked as one of the top four in the country.

The policies are augmented by a code of conduct that is published and maintained by the University’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 their activities;
- Foster an atmosphere in which equal opportunity is extended to every member of the diverse community;
- Create a safe university community;
- Avoid conflicts of interest between work and personal affairs; and
- Sustain a culture in which ethical conduct is recognized, respected, and promoted.

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.

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.”

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 elaborations 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.

The faculty rules and regulations document, as well as policies applicable to Main Campus non-bargaining unit faculty, governs faculty not covered by a collective bargaining agreement and covers topics such as ethical standards, academic freedom, and faculty rights, 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; and also in state civil services laws where applicable for classified employees not subject to collective bargaining.

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. Undergraduate and graduate 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 as individual students. Violations of the University student 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, Mid-American Conference, 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.

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

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 Committee (SAAC).

The Student-Athlete Advisory Committee provides feedback to the athletics 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 are held to the same academic, educational, and 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 and at continuous improvement 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.

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; 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 athletics 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 athletics 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.

In 2007, the department started its scholar-ball program to recognize student-athletes who have a cumulative 3.0 grade point average. Embroidered patches or helmet stickers are presented to scholar-ballers for their achievements.

As another example, the head football coach requires players to sit in the first two rows in their classes and 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. The team’s 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. 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.
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 university 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.

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.96, 97

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.98

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 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 are accurate and honest and adhere to the University’s graphic and style standards.99

• 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.100

• Publishes UTNews, the newspaper for the University community that is published weekly during the academic year and every two weeks in the summer.101

• Sends out a daily email called UT Update that alerts faculty and staff to upcoming events.

• Authorizes campuswide flyers and announcements that are posted on the campuses.

• Coordinates the President’s Town Hall meetings, as well as meetings held by the Health Science Campus chancellor and executive vice president for biosciences 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.102

• Manages social media strategies. The University has adopted the use of social media tools — Facebook, Twitter, 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.103

• Develops and implements institutional communication strategies and institutional brand identity.
• Provides strategy development, creative marketing, and technical support of the University website, University of Toledo Medical Center website, and the home page of myUT, the University’s intranet presence.

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 repackage 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 on the president’s website, announced in the daily email Update, and promoted on Facebook and Twitter. President Jacobs’ monthly Town Hall meetings are video streamed live so employees can watch on their computers and an email address allows them to send in questions. All Town Hall meetings are archived.

The University provided 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.

The University’s website 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. Other links take visitors to university news, university journals, information about UT Medical Center, social media, special initiatives, and specially designed pages for prospective students.

The University website 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 websites. 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 myUT, the university’s portal page; and published 40 issues of UTNews, the faculty and staff newspaper; published 251 photos on the portal page; posted 50 videos on myUT and 512 on YouTube; produced 17 Town Hall meetings for the university president; managed and upgraded 19 television monitors; and distributed 166 news releases from July 1, 2009 to June 30, 2010.

UT’s athletics program maintains a separate, comprehensive website. The athletic department’s sports information office produces press releases, media guides, and recruiting brochures that describe the University’s varsity sports and athletes and provide background information on the University. Most of the information in these publications is also available on the athletics department’s website.

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.

Staff grievances

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 department of human resources and talent.
development. 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 disciplinary action that results in an employee’s being suspended or terminated.

**Student grievances**

The University of Toledo takes student complaints very seriously. In cases of student complaints about grades, the Undergraduate Student Handbook 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. 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 Graduate School Handbook on the COGS website addresses the procedures for graduate students to deal with academic grievances and dishonesty issues.

The Office of Student Customer Service, part of the Division of Student Affairs, 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 president, chancellor and executive vice president for biosciences and health affairs, provost and vice president for academic affairs, or the vice president for student affairs are noted and directed to the appropriate person for investigation and resolution.

As a result of a grievance from a student with a disability who alleged that the University’s Office of Accessibility had failed to properly accommodate her by providing note-taking services, the University and the Office of Civil Rights of the U.S. Department of Education signed a resolution agreement in August 2011 that calls on the University to implement a strategy to ensure all note-taking services are delivered in a manner that ensures all students have equal access to communication that occurs in the classroom.

To that end, the agreement stipulates that all note-takers, volunteer or paid, are selected based on the same criteria such as grade point average and receive the same training. In addition, the University will need to ensure note-taking services for all students eligible and requesting services are in place within two weeks of the student’s request to the greatest extent possible.

Lastly, the University must provide training on the grievance policy outlined in the Nondiscrimination on the Basis of Disability-Americans with Disability Act compliance policy.

The need and type of note-taking services are determined on a case-by-case basis. To become eligible for services, students submit disability documentation which is used as a guide for the iterative process that takes place with each student before academic accommodations/services are implemented.
In September 2011, the University rededicated itself to the goal of providing a high-quality student experience with a new three-year strategic plan that commits significant financial, human, and physical resources to provide students with appropriate, high quality, and user-friendly support services to help them prepare for, enter, progress through, and graduate from the University.115

Aimed at creating “a distinctive, nationally recognized student experience by realigning the university culture and climate,” the plan involves collaborative efforts between several university divisions and supports the University’s educational mission through efficient and effective academic-support and student-support services, a new focus on the quality of customer service the University provides, and implementation of best practices in customer service.

The initiative stresses the significance of keeping students at the center of the University’s work, of developing approaches that allow the University to monitor critical academic support and student support services, and of removing institutional barriers and providing incentives for success.

An important plan component is development of a proactive complaints/ issues resolution process that calls on university academic colleges, departments, or divisions to acknowledge and resolve student complaints quickly and fairly. University units are required to acknowledge receipt of student complaints within 24 hours and resolve issues within three days of receipt of the complaint.

The plan also calls for improved early identification of and intervention for students who demonstrate characteristics of those who do not persist and for efforts to be made to expand the interaction of freshmen with faculty, administrators, and advisors beyond the classroom.

To improve student-support services, the plan urges developing and putting to use technology to increase communication with student and parents; deploying highly influential student experience action teams that are leader led and staff driven; and improving the efficiency of key services.

To improve the learning environment, the plan promotes world-class residence halls; a vibrant, sustainable dining environment; and a continued focus on relieving parking congestion, and on promoting transportation alternatives.

As part of the new graduate student orientation, modules on academic integrity, diversity, and harassment must be completed.

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.116 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 to let people know there are ways to make a difference.

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 Office of Internal Audit, and the student handbook as well as the Student Conduct and Discipline System.

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 now a place of choice for a growing number of undergraduate students, having been listed in a recent Chronicle of Higher Education story as one of a small number of very good institutions with a real advantage of affordability and thus is a destination of choice.
UT’s programs are academically strong, and the University is recognized for outstanding programs in medicine, law, 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 defined by the state of Ohio and it engages the University with the area and with other communities as one transformative source of change that ameliorates the human condition.

These mission-document-based commitments are carried forward and provide a variety of relations among university 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 is realized. The University’s future will present a fascinating ebb and flow of challenges 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 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. This will enable 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, mathematics, and medicine (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.
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Chapter 4
CRITERION TWO: PREPARING FOR THE FUTURE

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction

The University of Toledo prepares for future challenges and opportunities by engaging in thoughtful, transparent, data-informed, and forward-looking strategic planning and evaluation that allow it to fulfill its mission as an outstanding, comprehensive, metropolitan university positioned to meet the challenges of the 21st century.

This chapter details how the institution plans for the future and demonstrates its capacity to fulfill its mission through processes that effectively align strategic planning and budgeting across all levels of the University; closely monitor the environment for multiple societal, political, cultural, and economic trends; strategically allocate financial, technological, human, and physical resources; and commit the institution to continuous improvement.

This chapter chronicles the remarkable changes, the significant amount of planning at all levels of the organization, and the major challenges the institution has addressed while effectively meeting its core missions of education, research, and service: the 2006 merger between the University and the former Medical University of Ohio, development and implementation of two strategic plans, reorganization of the University’s colleges, and the impact of Ohio’s and the country’s most severe economic crisis since the Great Depression.

Changes in the U.S. economy during the last few years have resulted in substantial reductions in state support and sharply higher tuition at many higher education institutions, particularly in the Midwest. At the same time, enrollment demand has continued to grow. In Ohio, undergraduate enrollment has increased more than 20 percent in the last 10 years, partly in response to the state’s declining manufacturing economy and an increase in those considering new career options. Student demographics and expectations are also requiring universities to rapidly evolve and adapt. According to data from the National Center for Education Statistics, about 30 percent of undergraduate students are over the age of 24 and almost 40 percent are enrolled part-time. An increasing number of adult learners are pursuing education for occupational retraining and not necessarily a degree.

The University has engaged a broad range of internal and external constituencies and stakeholders in its planning processes. It has demonstrated the ability to ask tough questions, to make tough choices in difficult economic times, and to be resourceful and successful in adapting to a changing fiscal environment. It has become a more strategic, resilient, adaptable, and nimble institution more willing to experiment, to try new things and to create its own future rather than wait for others to do so. The merger has contributed to these adaptations, and there has been a push to accomplish things more rapidly.

The University’s Directions 2011 strategic plan serves as a blueprint for the future. The plan includes measurable goals that allow the University to evaluate progress; to look for opportunities to improve through innovation, efficiencies, and process modifications; and to change course when necessary.

The University has achieved balanced operating budgets principally through reorganization of certain activities to increase efficiency, paying close attention to controlling costs, and implementing reductions in personnel during the last three fiscal years. Budget cuts have been targeted at administrative support services rather than across the board with the aim of protecting academic programs that are mission critical.

The University has demonstrated a strong commitment to continuous improvement of the physical plant. An unprecedented amount of construction and renovation of physical facilities and infrastructure to support teaching, research, and service has resulted from strategic planning. These enhancements not only provide...
an important financial return on investment, but also result in improved learning environments for all. The funding to support the projects has come from state capital appropriations, proceeds from bond issues, and philanthropic support. Through careful planning, classrooms, research labs, residence halls, performance spaces and studios, common gathering spaces, athletic facilities, and other physical resources are being continually renewed. Creative adaptation of existing buildings — most notably the renovation of Memorial Field House — characterizes some of the facility projects that have been undertaken. Planning efforts have advanced the University on other fronts as well, including finances and student enrollment.

The University is proud of its remarkable history and its journey from an arts and trade school to one of the country’s rising metropolitan research universities. It has taken steps to memorialize that journey through attentive planning and also to honor the accomplishments of the former Medical University of Ohio.

Although Ohio’s economic climate has been a cause for much concern and apprehension — and will be for the foreseeable future — the University is optimistic about its long-term future and its own economic viability. Student enrollment is at projected levels, providing needed tuition and fees. Philanthropic support has been strong. The University’s excellent bond rating provides access to capital markets to finance future construction projects at low interest rates.

The University, following the merger, is well positioned to fulfill its mission, improve the quality of its educational programming, and respond to future challenges and opportunities through the combining of academic programs and resources and interdisciplinary opportunities.

**CORE COMPONENT 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.**

This segment of the report summarizes how the University carries out its mission through thoughtful strategic planning and allocation of its financial, human, and technological resources that reflect its institutional priorities. The University is strongly committed to an ongoing and broad-based strategic planning process.

Strategic planning is embraced at the institutional, college, and program level. The University’s institutional priorities have been shaped as a result of a comprehensive planning effort in 2006 and 2007 that produced a document called *Directions 2007*. That strategic plan was recalibrated in 2010, and the principles and recommendations contained in the new plan, *Directions 2011*, guide the University’s decision making and future course.

Numerous university constituents and stakeholders were involved in the development of the *Directions 2007* and *Directions 2011* strategic plans.

The University engages in environmental scanning at the institutional, division, college, and unit levels to identify and to respond to demographic shifts, changes in technology, globalization, social and economic trends, and other factors that may affect the University’s future operations.

Strategic planning also informs how the University’s environment is supportive of change and how the institution honors and preserves its history and heritage through appropriate allocation of physical, human, technology, and financial resources.

1. **Strategic planning**

Following the formal merger of The University of Toledo and Medical University of Ohio in 2006, President Jacobs initiated a strategic-planning process led by an executive committee of faculty, administrators, students, trustees, and community members that resulted in a new mission statement, core values, vision, and strategic directions for the newly merged institution. The board of trustees approved the new strategic plan, called *Directions 2007*, in March 2007. It included six broad objectives:
The undergraduate academic programs at the University will be regionally distinguished and highly ranked nationally.

The undergraduate experience will provide exceptional student-centeredness and a consumer-driven focus, which combine to ensure a personally satisfying and professionally relevant education.

The graduate and professional academic programs at the University will be widely distinguished and highly ranked nationally. These programs will gain prominence for being exceptionally student-centered, consumer-driven, and career-focused with particular recognition for science, technology, and professional studies.

We will be highly distinguished and ranked internationally as a leader in research and intellectual property transfer focusing on seven (7) strategically selected thematic areas across multiple academic units.

We will be distinguished for our student-centeredness and for our vibrant programs and environment that enhance the sense of community on our campuses and in the surrounding areas.

We will be recognized for our high-quality clinical enterprise and as a transformational force in the ongoing evolution of regional and national health-care delivery systems. The clinical enterprise will remain an integral part of our academic mission and our fiscal well-being.

We will provide leadership in the rejuvenation of the economy of northwest Ohio, and will expand our community outreach and global engagement.

Continual evaluation, planning, and improvement

In November 2009, with the University having made strong progress toward many of the goals and objectives of Directions 2007, President Jacobs formed a broad and diverse group of faculty, staff, students, and community stakeholders to assess progress and recalibrate the strategic plan based on societal and economic trends. In January 2010, more than 10 focused work groups with more than 100 stakeholders began meeting regularly to re-examine the goals and objectives and develop new strategies necessary to differentiate the University and strengthen its programs. The groups were challenged to recognize and anticipate emerging trends that will impact the University, the community, region, nation, and world. The evaluation of progress towards the Directions 2007 goals and objectives and the continued economic instability threatening state funding required the strategic planning committee to understand the institution’s resource capacity and to critically prioritize objectives.

The new strategic plan, Directions 2011, supports and aligns with the Ohio Board of Regents’ Strategic Plan for Higher Education 2008-2017. The University System of Ohio’s plan calls for raising the state’s educational attainment rates and has five overarching themes: access, affordability, quality, economic development, and accountability. While the six broad goals of Directions 2007 have remained unchanged, Directions 2011 identifies subgoals, implementation strategies, and metrics and measurements to enable the University and its stakeholders to effectively monitor progress. The preamble for Directions 2011 highlights five strategic themes that link the primary goals — sustainability, relevance, distinctiveness, stewardship, and interdisciplinarity. Following broad internal and external stakeholder review, the new strategic plan was unanimously approved by the board of trustees on January 24, 2011.¹

As part of the strategic plan’s recalibration, a special work group was charged with examining societal megatrends and considering the impact of these trends on higher education. The work group categorized the trends in seven areas, including technology, economic growth of Third-World countries, population changes, terrorism, natural resources, financial trends, and health care. In each area, the work group identified challenges and opportunities for the University.²

In technology, for example, the opportunities cited include:

- Expansion and development of e-learning/distance learning to emerging markets.
- Customized use of educational technology to better serve learners.
• Improved positioning to become a leader in multidisciplinary learning.

• Use of technology to maintain and strengthen relationships with alumni.

• Improved connections with local industry to develop lifetime education programs.

Another team complemented this evaluation by highlighting opportunities for the University to use technology to change from a teaching-centered paradigm to a learning-centered paradigm. The work of these teams and others supported and provided a foundation for the development of Directions 2011.

The recalibrated strategic plan was also influenced and informed by an engagement between the University and Eva Klein & Associates, Ltd., a higher education consulting practice focused on strategies for the global knowledge economy. Klein and the University’s academic leadership engaged almost every sector of the University, plus key regional economic development and business leaders, over a period of 18 months in a continuously evolving and iterative design and implementation of an engagement and economic development strategy.

The engagement originally was intended to arrive at and document strategic decisions for the University in the forms of land use, technology, and regional economic development. The engagement, which included local, regional, and global environmental scanning, led to publication of The Relevant University: Making Community and Economic Engagement Matter, authored by Ms. Klein and President Jacobs. It highlights the economic challenges facing the University and emphasizes the need to change in order to remain relevant and vibrant in the new knowledge economy.

Strategic academic reorganization

In January 2010, the board of trustees approved a resolution charging the president to “work, as appropriate, with administrators, faculty and staff to accelerate fundamental, transformational and sustainable change to elevate the stature of undergraduate and non-professional graduate programs during fiscal years 2010-11 to create a vibrant institution thriving into the 21st century.” In response, a team of university administrators and faculty members traveled in March 2010 to other universities to study new and innovative academic models, beginning with Arizona State University. President Jacobs, in May 2010, convened a committee, the Committee on Strategic Reorganization (CSO), with the charge of “proposing an organizational structure appropriate for the 21st century and beyond that will enable UT to realize its strategic plan.” The committee developed 16 guiding principles to propose a structure that, for example, adapts and responds quickly and decisively to external changes and pressures; adapts and supports sustainable outcomes; enhances the University’s strengths and distinctions while creating opportunities for new areas of distinction; values and supports highly effective ongoing professional development; builds on mutually beneficial partnerships; enables the University to achieve a higher level of status as an urban, metropolitan, research university; and provides for external validation — accreditation — of its excellence.

Following a review of different structures adopted at other universities, including a visit to Ohio State University, the CSO presented its proposal for a new organizational structure in June 2010 to the University’s senior leadership and to the Faculty Senate Executive Committee. The recommendations were opposed by parts of the University, in particular the former College of Arts and Sciences. Both the Arts and Sciences Council and the Faculty Senate passed resolutions opposing organizational restructuring without further analysis. Other viewpoints about the college reorganization are discussed in the special emphasis report.

After carefully considering the CSO and other proposals for reorganization, the president recommended and the board of trustees unanimously approved an alternative plan in October 2010, changing the academic organizational structure to achieve the aforementioned principles as well as to facilitate implementation of the goals and objectives of the new strategic plan. The new structure created several new colleges and schools to enhance collaboration, share faculty, and sponsor cross-disciplinary, student-centered programs. The new colleges include the College of Visual and Performing Arts; College of Languages, Literature, and Social
Sciences; College of Natural Sciences and Mathematics; and the College of Innovative Learning. The College of Health Science and Human Service and the Judith Herb College of Education were merged to create the Judith Herb College of Education, Health Science and Human Service. The Honors Program also was elevated to college status.³

The development of Directions 2011 and the parallel assessment and recommendations stemming from the Committee on Strategic Organization are examples of the University’s planning process and the leadership’s support of innovation and change. The performance metrics in Directions 2011 are challenging, demonstrate continuous improvement, measure results, and hold the University accountable.

In his annual address to the University community in April 2010, the president emphasized the importance of continually changing and improving to maintain the University’s relevance in the community — locally, regionally, and globally, stressing that “if outside change is more rapid than change inside, we are becoming less relevant. If change within keeps pace with secular trends, we remain relevant. Currently, it is my belief that the rate of change within The University of Toledo must accelerate.”⁴

In an e-mail message to University stakeholders in November 2010, Dr. Jacobs said, "In the 21st century, a new role is being asked of universities, not only to educate, but to innovate, to set the bar for health-care quality, and to make the place where we find ourselves a place in which it is pleasant to live. The University of Toledo is and will be a leader in this societal transformation. It will be among the world’s high impact institutions.”

II. Planning for emerging factors such as globalization, technology, demographics, and sustainability

Globalization

The trend of globalization permeates the University’s values and strategic directions and has taken on increased importance in the last five years. Students today live and work in an increasingly global environment, a trend clearly recognized in the University’s planning. For instance, the core values include phrases such as “global resource” and “around the world,” while the vision statement pictures the University as a “transformative force for the world.” These concepts are translated in the strategic plan, where initiatives focus on providing a “relevant education,” “strengthening relationships with global institutions,” “real world experiences,” and “global engagement.”

There are a number of ways that this focus translates to the curriculum, engagement, and research at the University — exchanges with foreign universities, overseas opportunities for undergraduates, partnerships with foreign companies and businesses, and collaboration with professors and scientists worldwide. The creation of the Office of Academic Engagement brought together several existing initiatives designed to increase student access to and participation in global education opportunities. One initiative where a great deal of emphasis has been placed, and excellence is being achieved, is the Study Abroad Program. According to its website:

“The Office of Study Abroad (OSA) serves as a primary resource to The University of Toledo in regard to international activities. The Office of Academic Engagement collaborates with the many departments and colleges at the University in creating and administering study-abroad opportunities for undergraduate and graduate students. Activities range from short-term summer or faculty-led, inter-term study programs to semester- or year-long (exchange) programs in a host of countries.”⁵

Over the past 10 years, more than 100 students have participated each year. The recent reorganization has led to increased emphasis and additional funding to support Study Abroad, with a goal to increase the number of students by 200 percent in the next two years, as well as increase the number of faculty and staff going abroad by 200 percent in a similar time frame. Faculty members with international exposure bring enhanced globalization to their classrooms here.

Other initiatives gathered under the Office of Academic Engagement umbrella include:

• Study Away, which while not global per se, includes studies in Guam, Hawaii, Canada, and other countries;
• Camp Adventure Child and Youth Services Program, which offers service learning opportunities throughout the world, and other related activities such as community service;

• The Washington Center Internship Program, which provides opportunities for students to work in the nation’s capital;

• Service learning and community outreach programs; and

• Global Health Clerkship Program.

Global educational collaboration

While Study Abroad is illustrative of the current practice and focus on the trend toward globalization at the University, there are a host of other initiatives that demonstrate the University’s commitment to prepare students for a global society. The University has relationships with numerous groups that expand opportunities for students to study abroad throughout the world. From an international sales class that role plays via videoconferencing with students in Europe and an education class that travels “virtually” through Canada engaging in educational programming, to medical missions in the College of Medicine and Life Sciences, and various sister-city programs, the University is committed to international education. The College of Business and Innovation has partnered with Sadat Academy for Management Sciences in Cairo, Egypt, to provide a master in business administration program. A strong international student office serves 1,200-1,400 undergraduate students annually and 80 graduate students in a joint program with PSG Institute of Management in Coimbatore, India.

The Department of Foreign Languages has sponsored for 15 years its Español in Toledo (esTo) study abroad program in Toledo, Spain, organized in conjunction with the Sister City program. Since 1996, a faculty member in the Department of Foreign Languages has taken a total of 225 students to Japan for three weeks during the summer. Five years ago, he developed an exchange program with Aichi University in Toyohashi, enabling 10 UT students to study in Japan and six Japanese students to study here.

Further underscoring the University’s commitment to internationalization, former UT President Daniel Johnson, who spent three years as provost, chief operating officer, and chief academic officer at Zayed University in the United Arab Emirates, was named in June 2011 as director of the Office of Global Initiatives, which works to develop international academic programs at the University. He will play an important role in the University’s international strategy, using his expertise and extensive network of international relationships and contacts to help the institution strengthen its portfolio of international programs and initiatives; to increase international student enrollment; and to develop strategies and incentives to increase participation of faculty and students in study abroad.

The University formed in September 2011 a new administrative group, the President’s Commission on Global Initiatives, to achieve a higher level of communication, coordination, and strategic focus of the institution’s international initiatives and global goals. The commission is the overarching entity responsible for advancing the goals in the University’s new strategic plan for global initiatives and for ensuring effective coordination of international activities and global initiatives.

The University is clearly preparing for an increasingly interconnected world and implementing its global initiatives through the institution’s vision, values, and strategic directions down to the individual classroom and program. This preparation also is strongly aligned with the strategic plan of the University System of Ohio to increase the number of Ohio students with global experiences.

Given the global nature of the world today, students who receive an international experience are valuable assets in today’s work force. Having a global experience helps promote relevance and real-world experience while responding to the megatrend of globalization, resulting in a more global student body, as well as a more global organization.
Technological Change

To ensure that the University has a technological infrastructure that is up to date and meets the University’s educational, research and service missions, visions, and goals, the Information Technology Department strategically plans for all aspects of instructional, research, and administrative computing. The University’s technology enhancement efforts are supported by a strategic plan that lists five overarching goals.

- Enhance the IT network infrastructure to promote improved reliability, availability, cost-effectiveness, and security while improving the collaboration and communications service offerings.
- Continue to develop Banner Enterprise System to enhance productivity.
- Continue the implementation of Digital Campus, the initiative at the University of Toledo Medical Center to develop an electronic medical record.
- Continue to develop Academic Computing.
- Develop outstanding IT client services for academic and hospital areas.

Strategic planning guides the department as it continuously upgrades the University’s technology infrastructure, including application of technology to the classroom, curriculum, online delivery of courses, administrative operations, medical center operations, laboratories, and the library. Strategic planning helps the department meet the expectations of faculty, staff, and students, many of whom have grown up surrounded by technology.

The University’s Directions 2011 strategic plan promotes continued utilization and improvement of state-of-the-art technology with numerous goals, subgoals, and measurements. The plan, for example, includes phrases that call on the University to “focus on innovation in lower division courses,” “use technology to reduce costs,” and “increase use of technology for innovative and efficient interaction and improved engagement.”

Goal Four, subgoal 4, addresses learning technologies to facilitate learning environments and includes seven implementation strategies, including installation of instructional laboratories that are in high-quality condition, provision of up-to-date enterprise and application software that supports current academic technologies, and adherence to an upgrade and replacement plan for faculty and staff computer hardware and software.

Additional information about how technology is effectively integrated into the scholarly activities of faculty, staff, and students is found in core component 3d.

Establishment of the Interprofessional Immersive Simulation Center exemplifies how strategic planning helps the University keep pace with new educational technology. Simulation programs provide students and faculty with state-of-the-art skills training with modern technological tools.

Goal 5, subgoal 9, of the Directions 2011 strategic plan states that the University will “enhance and expand our clinical and simulation center education programs.”

The implementation strategies are:

- Mature and expand clinical simulation center programs and reputation;
- Employ technology, curriculum, pedagogy, and assessment in clinical simulation center programs;
- Enhance patient safety and patient centeredness using interprofessional education and collaborative care in simulated and virtual learning patient-care environments; and
- Expand continuing education for health-care providers and the public employing state-of-the-art blended learning technology.

Additional information about the Interprofessional Immersive Simulation Center is found in core component 3c.
Through strategic planning, the College of Innovative Learning promotes and supports technology-enhanced learning.

After the 2006 merger of The University of Toledo and Medical University of Ohio, the mission, vision, and strategic directions were outlined in the Directions 2007 strategic plan. Regarding research, the Directions 2007 strategic plan stressed, “We will be highly distinguished and ranked internationally as a leader in research and intellectual property transfer focusing on seven strategically selected thematic areas across multiple academic units. The seven identified priority areas included:

- Environmental impacts on health;
- Energy sustainability and conservation;
- Translational interfaces of health sciences, engineering, and clinical care;
- Science and technology education;
- Health care delivery systems;
- Search for origins; and
- Public engagement, regional economic revitalization, and global competitiveness.

Of the seven priority areas, perhaps the best example of how the University has prepared for the future is through its commitment to advanced renewable energy and sustainability. Recognizing the global need for energy technologies that are carbon neutral and minimize the use of water, the University has invested heavily in faculty and research infrastructure in the area of alternative energy, created the School of Solar and Advanced Renewable Energy (SSARE), and rededicated the Scott Park Campus as the Scott Park Campus of Energy and Innovation.

In addition to the educational purposes, Scott Park Campus fosters regional economic development through commercialization and business-incubation efforts. The campus is the home of grid-tied solar and wind installations for renewable energy, which achieved its goal of generating one megawatt of energy by the end of 2010. Other proposed projects include work in biomass, geothermal, energy storage, electric transportation, and transformational grid analytics and modeling. In fall 2010, the inaugural issue of UT Discovers, a publication that highlights faculty research, scholarship, and creative activity, was devoted to the environmental research under way at the University. 8

In recognition of its leadership position in the field, the University was named by the state of Ohio as a Center of Excellence in Advanced Renewable Energy and the Environment. In partnership with other area educational institutions, The University of Toledo’s Scott Park Campus of Energy and Innovation was designated by the state of Ohio as the site for the Northwest Ohio Solar Energy Hub. The designation strengthens and creates job opportunities in Ohio’s solar industry through entrepreneurship, economic development, and commercialization by bringing together top solar researchers, entrepreneurs, manufacturers, educational institutions, trade associations, and training providers. In fact, two of the top three solar-cell producers in the U.S. are in the thin-film area and both are in the Greater Toledo region. A number of university centers support the center of excellence, including the Wright Center for Photovoltaics Innovation and Commercialization, the Lake Erie Center, and the Clean and Alternative Energy Incubator. 10, 11, 12, 13

The University has also partnered with Northwest State Community College in Archbold, Ohio, which offers an associate degree in alternative energy technology. The partnership educates the work force for tomorrow’s alternative energy economy, with program tracks in systems design and science. The solar and wind installations on Scott Park Campus for Energy and Innovation serve as a hands-on lab for students. The program is structured with articulation agreements to allow students to continue their education and obtain a bachelor’s degree in mechanical engineering technology or electrical engineering technology from the University. 14
**Demographic shifts**

The University is preparing for major, long-range demographic shifts that will impact its operations.

The traditional pool of direct-from-high-school students is declining, while the number of immigrants, military veterans, and minority students going to universities and colleges grows. Workers are returning to the classroom to gain new skills for new jobs.

The University’s second set of values, “Discovery, Learning and Communication,” recognizes this trend and emphasizes that the institution will promote a culture of lifelong learning. Goal IV of the Directions 2011 strategic plan states: “We will be distinguished for our learner-centered environment and for our relevant programs in a vibrant, safe and healthy environment that enhance the engagement of our UT community with our stakeholders.”

The strategic plan emphasizes a focus on non-traditional student populations and endorses “high quality programs and multidimensional experiences.” The University, according to the plan, will “experience a 15 percent annual increase in the number of online degrees awarded, a 10 percent annual increase in the number of courses offering online tutoring, and a five percent annual increase in the number of adults taking blended or hybrid courses.” Implementation strategies call for the University to increase the number of online degrees and “increase online opportunities for strengthening and remediating academic skills.”

Goal II, subgoal 3, of the plan also underscores the importance of university diversity initiatives to increase the number of students of color and to make greater access for students from underrepresented groups a strategic university imperative. The plan urges the University’s graduate and professional programs to continue to implement and enhance recruitment initiatives to diversify the student body and develop a specific marketing campaign to identify a high-quality, diverse pool of applicants. Development of “more diverse learning opportunities and alternative degree programs” is also stressed.

University planning to address demographic shifts also led to establishment in 2011 of the College of adult and lifelong learning, which provides a supportive academic climate for adult learners. The college offers a wide variety of continuing adult education courses and programs to prepare individuals for career advancement, career change, or personal growth. The college’s programs successfully support new, continuing, returning, and exploring prospective students who are financially self supporting, delayed initial college enrollment out of high school for a period of one year or more, are veterans or active in the military, or are age 25 years or older. The college has specialized services for adult and non-traditional students such as prior learning assessment for credit, life coaches, and financial planning.

The college’s establishment is in line with Goal VI, subgoal 3, of the Directions 2011 strategic plan that promotes opportunities for professional development and continuing education. In order for the University to maintain enrollment growth and the University System of Ohio to attain its goal of increasing enrollment to 230,000 by 2017, the University and the state system must facilitate access to higher education by non-traditional students.

Enhancement of the Military Service Center with a new lounge in 2011 provides further evidence of the University’s commitment to meeting the special needs of active-duty military personnel and veterans who attend classes. The center offers services and resources in one location to ensure that military service members have success in achieving their academic goals.

Scheduling of evening and weekend classes in many degree programs provides another example of the University’s attention to the population demographics of northwest Ohio.

The department of public health and preventive medicine in the College of Medicine and Life Sciences offers on weekends and evenings a graduate certificate program in public health and emergency response that addresses a societal need for professionals in these two critical areas.

With more students transferring between Ohio’s two- and four-year institutions, the University has focused on developing strong relationships with northwest Ohio community colleges. For example, an agreement with a northwest Ohio community college allows its students to transfer directly into the Honors College.
Sustainability

The University is committed to the concept of a sustainable campus and the responsible use of resources and incorporates the concept into its planning processes.\textsuperscript{18}

The University is committed to sustainability through several components of the Directions 2011 strategic plan. Goal IV, subgoal 3, of the implementation strategies calls on the University to focus on creating “a sustainable global community” and promoting “awareness about our carbon footprint and how to conserve natural resources.”

One of the implementation strategies endorses the University’s participation in the RecycleMania competition, a national contest to determine how many pounds of recyclables students can collect. In the 2011 competition, UT collected 254,000 pounds of recyclable materials. Student Government sponsors internal competition and provides recycling containers for departments on nearly every floor in each building throughout the University’s campuses.\textsuperscript{19}

Another strategic plan metric promotes a sustainability contest every year during which residence halls unplug appliances and switch off unused lights for one month. In 2009, the University residence halls reduced energy consumption by 14 percent.

One living learning community focuses on environmental sustainability, and several student organizations focus on the environment, including the Society for Environmental Education, which hosts an annual EarthFest event to commemorate Earth Day, and the Environmental Law Society. The University sponsors the Green Student Union, an initiative to enhance recycling efforts.

A formal policy committed the University “to environmentally responsible use of resources and sustainability in all areas of its environment,”\textsuperscript{20} and the University’s strategic land-use plan promotes a coherent land-use strategy, based on sustainable principles, to accommodate the growth and development around the University. The plan aims to improve the quality of life, to promote self-reliance and cooperation to create safe and healthy places that guide new investment, and development in energy and environmental efficiency.\textsuperscript{21}

Goal 6 of the publication, The Relevant University: Making Community and Economic Engagement Matter, promotes sustainability, urging achievement of carbon-neutral campuses, and encouraging and supporting energy conservation, green practices, and all forms of sustainability in the surrounding communities, city, and region.

In his annual address to the University on April 14, 2010, President Jacobs called on the University to plan for sustainability. “This theme should envelop the entire University of Toledo,” the president said. “We must plan for a world of sustainable energy, a sustainable environment, and a sustainable and therefore fiscally strong University of Toledo.”\textsuperscript{22}

The establishment of the Scott Park Campus of Energy and Innovation is representative of the University’s dedication to advancing green technologies and to becoming an internationally recognized leader in alternative energy technology.

The University has established a policy that all new building projects are required to meet LEED Silver standards. The Memorial Field House and Savage Arena have earned LEED Gold certification from the U.S. Green Building Council; seven other buildings meet LEED Silver standards; and five buildings meet LEED-EB standards.
With its motto, "Where Blue and Gold Make Green," Rocket Recycling, the University’s recycling initiative, enjoys much success. The campus recycling rate increased 18 percent in fiscal year 2010-2011.

University departments regularly recycle and have other steps to reduce environmental impacts. Programs and initiatives were implemented to raise awareness of recycling on campus among students, staff, faculty, and visitors of University facilities and events. Recycling containers were installed across campus. Containers can now be found inside residence halls, classroom and administrative buildings, and other facilities. The University recycles a wide array of materials, including white and colored paper, newspapers, bottles and cans, shredded paper, cardboard, construction debris, and a variety of industrial wastes such as motor oil, antifreeze, batteries, and tires.

Reflecting steady progress in its commitment to sustainability, the University received a B- from the Sustainable Endowments Institute in its 2010-2011 College Sustainability Report Card, an assessment of sustainability in campus operations and endowment practices launched in 2007. The University has made dramatic progress in just three years, rising from a grade of D+ in the 2008 report card. The University’s two-year improvement was the best in the state.

The College Sustainability Report Card is based on an assessment of each institution in nine categories, ranging from climate change and energy to green building and investment priorities. Research is based on publicly available information and surveys filled out by appropriate school officials and student groups.

The University plans for sustainability through the curriculum. In partnership with the city of Toledo and Lucas County, graduate students in a sustainability engineering class conducted the first greenhouse gas inventory for city and county facilities in fall 2010. Students worked with local officials in collecting and interpreting the data. Students worked as teams to estimate the emissions resulting from gas consumption, electricity and water use, and transportation associated with the buildings. Waste produced from the buildings was considered. The student research gave Lucas County and the City of Toledo a baseline on its facilities’ inefficiencies and a better understanding of the energy usage in our city.

For several years, the University sponsored on Detroit radio station WJR a monthly program, “Environmentally Sound,” that was hosted by the University’s vice president of external affairs. The program examined important environmental issues and highlighted the diversity of sustainable energy resources and their impact on daily living with experts from around the region. The radio program has expanded to address topics in higher education and today is called “The Relevant University.”

**Lake Erie Center**

The University’s Lake Erie Center (LEC) is playing a leadership role in helping protect the Great Lakes and is contributing to their long-term health and sustainability through education, research and outreach, and engagement. The center is located on the shore of Maumee Bay, just 25 minutes from Main Campus.

The Great Lakes are an invaluable resource — providing a source of water for countless households, generating economic activity for the region, and providing jobs through commerce, fishing, and tourism. Protecting the Great Lakes has become increasingly important because water is becoming more coveted globally as the Earth’s climate continues to warm. The challenges are formidable, but the University believes that it has an obligation and responsibility to help in their restoration, protection, and sustainable use, and to preserve the natural treasure for the enjoyment of future generations.

At the center, which opened in 1998, undergraduate and graduate students explore the complexities of environmental and aquatic sustainability of the lakes. The center’s Aquatic Ecology, Environmental Remediation and Restoration, GIS & Remote Sensing, Great Lakes Genetics, Invasive Species Modeling, and Western Lake Erie Limnology laboratories draw faculty and students from departments in the colleges of Natural Sciences and Mathematics; Engineering; Judith Herb College of Education, Health Science and Human Service; Law; and Languages, Literature, and Social Sciences. The center also includes classrooms, teaching labs, conference rooms, and facilities for educational outreach and engagement programs.
A highlight of the LEC is a $2.5 million National Science Foundation-sponsored program that puts eight multidisciplinary University graduate fellows into local high school classrooms to sample their local schoolyard streams, learn about watershed ecology, and sponsor student science fair projects.

Studies at the center are helping inform national and state policy-makers who are addressing concerns about invasive species and increasing the supply of fish; water use and water management; coastal health; toxic pollutants; pollutants that originate from diffuse sources such as fields and parking lots; buildup of contaminated sediments; rebuilding habitat and wetlands for species native to the region; and loss and degradation of terrestrial and aquatic ecosystems due to human development and activity.

For example, University researchers for almost a decade have been studying the problem of excessive summertime algae blooms in the western basin of Lake Erie. The research is important because algae drives up the cost of water treatment, hurts property values, makes boating unpleasant, and drives away tourists.

A University researcher is overseeing construction of a man-made wetland that will cost at least $1.35 million and is aimed at solving the bacteria problem that has lingered at Maumee Bay State Park for years. The project is designed to filter out pollutants that flow into two creeks near the center. Bacteria problems plague many Great Lakes beaches, but Maumee Bay State Park is one of the few in which a man-made wetland as been identified as a possible remedy. This project is projected to be a model for others nationwide.

Another group of researchers is studying the possible impact of a power plant in Oregon, Ohio, just east of Toledo, on ecosystem function of western Lake Erie’s Maumee Bay, to determine whether and to what degree fish entrapment affects important species such as walleye and yellow perch and whether heated water from the plant promotes the growth and persistence of nuisance algae such as Lyngbya wolfei.

Lake Erie Center scientists are developing ways to reduce the impact of sewage sludge on surface water in the Great Lakes. Various University departments have been studying for years the impact biosolids have on Lake Erie. The research analyzes the extent to which biosolids applied to farm fields have an impact on the lake, and helps to develop solutions.

During fall 2011, the center installed a new sensor network on the Toledo water intake and the NOAA buoy in western Lake Erie to monitor greenhouse gas fluxes. This network was funded by an equipment grant from the National Science Foundation to the center, through its Field Stations and Marine Lab program. The sensor network is the first such monitoring equipment on the Great Lakes.

The center also sponsors educational outreach programs and weekly tours that educate external communities and constituents about the value and importance of sustainability for the Great Lakes. Monthly public lecture series are highlighted at utoledo.edu/nsmilec.

In May 2009, the center hosted the 52nd annual Conference on Great Lakes Research, gathering members of the International Association of Great Lakes Research (IAGLR), a scientific organization comprised of researchers who study the Laurentian Great Lakes and other large lakes of the world. University of Toledo students and faculty have been very active in the society, with University students winning more scholarship awards and giving more research presentations than any other Great Lakes university in recent years.

**Stranahan Arboretum**

Stranahan Arboretum promotes sustainability and an appreciation and conservation of native plant life through its educational, research, and outreach programming.

The arboretum is a 47-acre site about a ten-minute drive from Main Campus that consists of cultivated ornamental trees, rolling lawns, natural woods, ponds, wetlands, and prairie. It was given to the University of Toledo in 1964 for development of an arboretum in memory of a Toledo industrialist and civic leader.
Its mission statement reads: “The central mission of the Stranahan Arboretum is to support research, formal education and public education concerning the nature of cultivated and native plant life in Northwest Ohio.”

It functions as a site for student learning and for research, offers numerous community outreach programs, and serves as a place for individuals and community groups to enjoy nature. A unique natural resource for the University, the arboretum includes the Environmental Remediation and Restoration Experimental Park, where studies are being conducted on ways to use plants and create wetlands to remove pollution from the environment and finding solutions to environmental problems caused by older landfills. The arboretum has completed a tree inventory to identify the nature of the asset and to provide a database for managing the trees and for research purposes.

The Department of Environmental Sciences has expanded its research and educational programs at the arboretum and faculty members and undergraduate and graduate students utilize the facility extensively.

Many research projects have received external funding from the National Science Foundation, the U.S. Department of Agriculture, Ohio Department of Natural Resources, and the Lake Erie Protection Fund. They are focusing on a variety of important topics, including:

- The importance of urban green spaces for protecting biodiversity in Toledo;
- The impact that forests have on global warming;
- Use of geographic information systems to analyze the distribution of the emerald ash borer;
- The transport of antibiotic resistant pathogens following biosolids application to agricultural fields;
- Analyzing heavy metal contents in soils from contaminated sites;
- Evaluating pharmaceutical drug and personal-care product contamination in agricultural soils;
- Understanding plant/soil interactions and the microbial controls on decomposition and nutrient cycling in soils;
- Stresses that plants experience during heat waves and whether plants — which are the world’s main source of food, fuel, and medicines — will be able to provide these services and function to the same extent in the face of hotter weather, altered rainfall patterns, and elevated carbon dioxide levels;
- Underground water found in limestone crevices, sand, and other geologic formations that provides half the drinking water in the nation and a far higher share in rural areas. Data gathered from groundwater monitoring wells at the arboretum are invaluable in answering questions such as how often a particular body of water is renewed by Earth’s water cycle that centers on evaporation, rain, runoff, and seepage; where it flows; and whether different bodies are physically linked through the underground flows; and
- Insect community ecology and understanding the role of biodiversity and habitat complexity in trophic interactions and ecosystem services, and investigating linkages between agroecology and conservation.

Numerous other examples of the University’s commitment to sustainability principles are evident as well.

### III. Planning for university function in a multicultural society

The University’s commitment to its role in a multicultural society and its support of a culturally inclusive learning environment are evidenced in its strategic planning documents.

One of the six core values of the University, “Diversity, Integrity and Teamwork,” calls on the institution to “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 standards.”
Also critical is the University’s strategic plan, which has diversity goals woven throughout to address the University’s function in a multicultural society.

For example, Goal IV, subgoal 2, contains numerous implementation strategies and steps to advance multiculturalism, such as creating “an environment that embraces a diverse population,” recruiting and retaining “students, faculty and staff from diverse backgrounds,” and partnering “with the surrounding community to support diversity initiatives.”

Goal VI, subgoal 8, addresses global outreach and contains a number of important initiatives. It calls for:

- Establishment of a central university office to coordinate and facilitate global engagement functions;
- Programs that involve international students in the local community;
- Funding to support international faculty, students and programs; and
- Increased marketing of the University to global community to attract students, faculty, and businesses.

In promoting diversity, the University pledges in its strategic planning to:

- Respect and value personal uniqueness and differences;
- Attract and retain diverse faculty, staff, and students;
- Challenge stereotypes; and
- Promote sensitivity and inclusion.

Evidence of these pledges can be found on a specifically created website that provides information and promotes diversity-specific offices and services. The website offers links to offices, programs, initiatives, or centers that are supported with financial and human resources. The University also understands that societal trends and globalization make it increasingly necessary for institutions of higher education to embrace diversity and support welcoming environments abundant with opportunities for all people while being respectful of their beliefs, backgrounds, needs, and viewpoints. For example, the Office of Global Initiatives promotes, supports, and facilitates the development of international academic programs for students and faculty; the International Student Services Office assists students with immigration information, guidance on living in the local area, and overall student group and support organizations.

Evidence of the University’s commitment to diversity includes:

- New recruitment, retention, and community outreach programs;
- Appointment of a senior leader to serve as vice president for equity and diversity and the development of a staff member to oversee all diversity efforts across campuses;
- Programming and services offered by the Office of Multicultural Student Success intended to benefit the entire University community by fostering understanding, acceptance, and cross cultural communication.

Emphasis is placed on creating a campus environment that is conducive to learning by addressing the specific needs of students of various cultures and diverse backgrounds and celebrating differences. The Office of Equity, Diversity and Community Engagement (OEDCE) coordinates the development annually of college-specific diversity plans that contain goals and assessments for advancing diversity.

- The plan contains an executive summary, the college’s mission statement on diversity, diversity action items, goals, initiatives and strategies, data analysis and trends, and any other additional support research that the college deems pertinent.
- Examples of listed action items include initiatives to retain minority students and faculty. These plans are then sent to the OEDCE by November 1.
• Full plan revisions are done every two years, and action item updates are requested every year.
• The plans are reviewed and assessed by OEDCE, the President’s Council on Diversity, and summaries, including best practices and recommendations, are then provided to the president.
• After discussions, the president requests OEDCE to relay the assessment to the provost and the deans. College diversity teams are then notified and can request to meet with OED to ask for any clarification or further details.

These diversity plans not only prepare the University for the future but also demonstrate, through action items listed within each plan, the University’s attention to the needs of a multicultural society.  

The University of Toledo Minority Business Development Center (MBDC) fosters economic development and further supports outreach to the surrounding minority community. In conjunction with the College of Business and Innovation and the Center for Family and Privately-Held Businesses, the MBDC also provides mentoring, workshops, and an opportunity for UT students to gain valuable hands-on experience by working directly with companies to assist with various areas, including sales, marketing, social networking, and overall business needs. The MBDC helps to enrich the academic experience of students and entrepreneurs, turning their ideas into viable businesses, promoting innovation and economic development in the area.

Another example of how the University prepares for a future shaped by multiple societal and economic trends is through the College of Business and Innovation’s Executive Center for Global Competitiveness (ECGC). The ECGC creates partnerships that draw upon the expertise of the faculty in the College of Business and Innovation, as well as national subject matter experts, to provide executive education, strategy consulting, feasibility studies, and competitive intelligence. The center works with businesses and organizations in northwest Ohio — Owens Illinois, Whirlpool, Cooper Tire, The Andersons, and Campbell’s Soup — to improve their global strategic success. It has worked with a local solar-panel manufacturing firm to provide German language lessons after the firm decided to start manufacturing operations in Germany and with the same firm to provide cross-cultural training when it started manufacturing operations in Malaysia. It has also held a forum where community organizations shared information about expanding their businesses in the Asia market. The University also teamed with North Star Blue Scope Steel, a local steel company, to develop and provide a customized MBA program for its employees at its offices in Delta, Ohio, which concluded in December 2008 with 22 MBA employee graduates.

Development of programs in Islamic and Hindu Studies, in Disabilities Studies, and in Catholic Thought has been a key factor in the University’s multicultural efforts as have programs of the Center for Religious Understanding, which offers creative religious education. The center:
• Promotes a deeper understanding of religion on the University’s campuses, in the greater Toledo region, in the nation, and in the world. The center’s annual lecture series brings intellectually stimulating lectures by University scholars and national experts on Jewish, Catholic, Muslim, and Eastern religious thought.
• Sponsors “Faith Matters,” a half-hour television program that features interviews with nationally renowned experts about contemporary issues in religion, such as religion and capital punishment, religion and violence, women in contemporary Islam, and religion and consumerism.
• Sponsors small-group interfaith forums for students from different traditions to share first-hand accounts of religious life and perspectives on a regular basis.
• Holds interfaith services, the University’s response to President Obama’s challenge to college campuses nationwide to bring students of different faiths together to meet a community need.

**IV. Environmental scanning**

With the environment for higher education and health care changing rapidly, environmental scanning is critical to identify external challenges and opportunities that are integrated into the University’s vision, goals, planning
processes, and continuous improvement initiatives. The institution has several key processes in place to identify external trends, issues, and events and inform the University’s strategic planning.

- The Office of Institutional Research provides data and information for strategic decision-making and planning as well as for continuous improvement. This administrative unit analyzes enrollment data and trends, conducts survey research, and prepares reports and presentations for internal and external constituents. It also maintains historical data on many aspects of the University’s academic and administrative operations.  

- The Office of Government Relations provides strategic direction and leadership by keeping the University abreast of local, state, and national political trends that affect higher education and in maintaining good relations with local, state, and federal governments, which are critical to the future of the University. The office serves as the liaison with local, state, and national government; monitors local, state, and national legislation that affects higher education; and handles inquiries from members of Congress, state legislators, and government officials. It also works with legislators on appropriations and other issues involving the University.

- A representative from the Faculty Senate regularly attends meetings of the Ohio Board of Regents (OBR) Faculty Advisory Committee and several administrators regularly attend meetings of various administrative units of the OB. The dean of the College of Graduate Studies attends monthly meetings of the Regents Advisory Council on Graduate Study; the Main Campus provost and the president attend meetings of the Inter-University Council of Ohio; and the vice president for research attends meetings of the Research Officers Council of the Ohio Board of Regents. Attendance at these meetings helps inform senior university leadership and faculty members about issues in higher education.

- To help the trustees, president, vice presidents, deans, and faculty members understand the signs of change and events on the horizon, the University established in 2006 a scholar-president-in-residence program that brings former University presidents to campus for two or three weeks to interact with faculty members and administrators and to discuss critical issues affecting higher education. Since 2006, the University has hosted:
  - Dr. David Adamany, chancellor and president emeritus of Temple University and former president of Wayne State University;
  - Dr. Carol Cartwright, at the time retired president of Kent State University;
  - Dr. Iognaid G. O’Muircheartaigh, retired president of the National University of Ireland in Galway, and
  - Dr. Bruce Douglas, president of Sterling College in Sterling, Kan.
  - Most recently, President Jacobs hosted Dr. Mark Taylor, professor at Columbia University and author of a book titled *Crisis on Campus: A Bold Plan for Reforming our Colleges and Universities*. Dr. Taylor met with key members of the academic community, including members of Faculty Senate and select college deans.

These visits help to inform university leadership and ensure it remains abreast of trends in higher education.

V. University environment is supportive of innovation and change

Economic development and engagement initiatives

The University has always been active in Toledo and northwest Ohio and has long recognized its responsibility to the region. Northwestern Ohio and southeastern Michigan have been among the regions affected most by the declining national economy with some of the nation’s highest unemployment and poverty rates. The University is committed to supporting economic development and engagement in order to improve the region’s economy. One of the six strategic objectives identified in *Directions 2007* was: “We will provide leadership in the rejuvenation of the economy of northwest Ohio, and will expand our community outreach and global engagement.”
The Directions 2011 strategic plan expands that goal as follows: “We will enhance our outreach and global engagement locally, regionally and globally. We will be a key driver in the revitalization of the region’s economic, educational, health, cultural, environmental and civic quality of life. We will foster the University outreach while maintaining a keen awareness of the regional impact, national relevance, and global scope of our efforts.”

In 2007, the University embarked on a comprehensive economic engagement strategy called The Relevant University to engage all facets of the University in economic engagement with the region. The plan was a partnership between the University and the community designed to strengthen the institution’s ability to fulfill its mission by partnering directly with local communities, economic development organizations, government, and industry.

The objective was not only to identify local economic development needs and strategies, but also to acculturate the University to a whole new level of university engagement with the community and region. Through community forums and interviews, four domains for economic development in the region emerged: human capital, innovation systems, health care and wellness, and quality of place. The University was able to create strategies to engage its 14 colleges, 1,600 faculty, 5,000 staff personnel, and $773 million budget towards the development of these four domains. Some of the 175 economic engagement strategies included topics in:

- Learner success, skills, and attitudes for successful lifelong learning and adaptability;
- Scaled-up impact on pre-K-to-12 education outcomes;
- Distinction in technology management and incubation/business development;
- Universitywide engagement in innovation and entrepreneurship;
- New academic structures for solutions-focused research;
- Strengthened integration with the regional innovation system;
- Regional health care delivery structures and costs;
- Sustainability projects; and
- Mixed-use campus development/strategic land use planning.

The impact of the publication of The Relevant University: Making Community and Economic Engagement Matter can be seen in increased student and faculty involvement in the community, increased permanent funding to the University, and the alignment of local economic development strategies.

One illustrative example of the University’s commitment and investment in community economic development is the creation of Innovation Enterprises, a non-profit subsidiary that identifies, facilitates, stimulates, and supports commercial activity that is aligned with the University’s vision and the community’s interest. The goals of Innovation Enterprises are to:

- Identify the needs of business and industry;
- Promote alignment of the needs with the University;
- Promote commercial activity with ties to the University or recognized industry clusters that are associated with university research;
- Enhance technology transfer and incubation and promote research for the purpose of improving our existing industrial base;
- Create a culture of entrepreneurship and innovation among students, graduates, and faculty; and
- Increase collaboration with regional and economic initiatives and organizations.
Office of Accessibility’s Assistive/Adaptive Virtual Lab Project

Another example of how the University’s environment is supportive of continuous improvement, innovation and change is the Office of Accessibility’s Assistive/Adaptive Virtual Lab Project that is aimed at providing students with disabilities access to assistive and adaptive technology from anywhere with an Internet connection.

The project started in 2010 after the University began implementing virtual lab technology on campus. Members of the accessibility office agreed that students with disabilities could also benefit from the convenience of virtual technology.

In addition, assistive software is expensive to purchase for personal computers and is constantly updated. Students with hearing, sight, and learning disabilities are often limited to using computers in specific labs with restricted hours on campus to complete class assignments.

With a $470,000 grant from the state, seven commonly used software programs for individuals who are blind, have low vision, or have learning difficulties such as dyslexia and attention deficit disorder were tested in a pilot project and all but one functioned properly within the virtual environment. Three methods of access were also established to ensure that students with various disabilities would be able to access the virtual lab.

The project also included students from Ohio University and disability services office professionals to determine the feasibility of creating a statewide virtual lab with assistive software for students with disabilities.

If additional state funding becomes available, studies will begin to determine the feasibility of implementation on a statewide level. Virtual labs with assistive technology also could be made available to K-12 school systems and state governmental agencies.

In August 2011, the project received an Innovator award for student systems and services from Campus Technology magazine, a leading monthly publication that provides news, updates, and real-world experiences on the use of technology to advance the way colleges and universities operate and educate.

The project was one of ten selected out of nearly 400 nominees nationwide. While presenting at the Campus Technology 2011 Conference in July in Boston, where they received their awards, project developers of the virtual lab were approached by representatives from Stanford Research Institute (SRI) about the project and possible partnership opportunities. A partnership would provide the University’s Virtual Lab Project additional funding and resources to continue working on the scalability of the vLab. Currently, the director and the student service coordinator from the Office of Accessibility are in discussions with SRI.

Emergency planning and preparedness

The University has implemented several initiatives and updated its emergency operations plan subsequent to the tragic events at campuses nationwide. The plan, designed to ensure the protection of students, employees, and the public from the effects of critical incidents and emergencies, comprehensively describes steps for education and preparedness, prevention and mitigation, response, and recovery. The University has enhanced its emergency alert system to include voice, text, and email alerts to the campus community in the event of an emergency.

The Student Behavioral Review Committee was formed in August 2007 to address specific student problems where there may be the potential for harm to the individual or to others. The committee brings University resources together to provide intervention and a plan of action to prevent problems from escalating out of control. The committee is chaired by the vice president for the student experience and is comprised of senior leaders from safety and health, Office of Residence Life, Office of Student Conduct, University Counseling Center, UT Police Department, the Provost’s Office, Office of the Dean of Students, and Office of the Vice President for the Student Experience. Meeting every other week, or as needed, the committee has successfully intervened to address eating disorders, mental-health issues, medical issues, and social conflict. The Division of Student Affairs has developed an information guide to aid faculty and staff as they assist students experiencing distress or address students who may be disruptive.34
VI. Incorporating history, heritage into planning processes

The University recognizes the importance of preserving and honoring its distinguished past and that of the former Medical University of Ohio by allocating financial and other kinds of resources during its planning processes. Although buildings at the University vary greatly in type, size and architectural style as a result of the merger, the University works to maintain its Collegiate Gothic architectural heritage on Main Campus and is committed to designing, constructing and renovating new buildings that maintain and strengthen that architectural style for future generations. The best examples are the 2007 renovation of Memorial Field House that restored the venerable sports arena to its once central location in the life of the University, and the 2009 construction of the new Savage and Associates addition to Stranahan Hall. Another good example is Snyder Hall, which was renovated in 2010 using Lannon stone taken from another campus building that was demolished in 2008. Lannon stone is quarried in Wisconsin and serves as the building material of many other buildings on Main Campus. The renovation of Snyder Hall is an example of a creative recycling initiative that gave new life to a building many were ready to replace.

Other examples of history and heritage preservation follow.

- The University honored its military veterans as well as all veterans living in northwest Ohio by building in 2009 the $250,000 Veterans’ Memorial Plaza, which was paid for through donations and in-kind gifts to The University of Toledo Foundation. It is a place where the deeds of service men and women are celebrated and remembered. Area veterans and veteran service organizations partnered with the University to raise funds to build the plaza. The plaza serves as a reminder of the price some have paid for the freedoms past, current, and future students enjoy. The Veterans’ Plaza is located near the east entrance of the University’s state-of-the-art classroom building, Memorial Field House, in the center of Main Campus. The plaza serves as a walkway to and around the classroom facility and has an access way for individuals with disabilities. Donor plaques memorialize groups of veterans, loved ones, or all of those who served. The plaza, which may also be used by veterans’ groups for ceremonies, is marked by the American flag, State of Ohio flag, the University flag, and POW/MIA flag.

- The Ward M. Canaday Center for Special Collections in Carlson Library now holds the archives of Medical College of Ohio/Medical University of Ohio, including minutes of board of trustees meetings, commencement programs, photo collections, University publications, important administrative files, college catalogues, and department annual reports. Many important MUO historical photos have been digitized. More about the work of the Canaday Center can be read in core component 3d.

- The University of Toledo Press recently published several books. Among them are From Institution to Independence, a book about the history of people with disabilities in northwest Ohio; A Community of Scholars: Reflections of the Early Years of Medical College of Ohio, a book about the formative years of MCO; and What A Time It Was, Interviews with Northwest Ohio Veterans of World War II. The latter book is based on some of the Veterans’ History Project interviews that are archived in the Ward M. Canaday Center.

- Two University committees — the President’s Commission on the River, which was established in 2005, and the Campus Enviroms and Beautification Committee — continuously plan with an eye to the past to develop projects that enhance the aesthetic beauty and appearance of the University campuses and that build a sense of pride among the University community. For example, extensive planning led to construction of a river view plaza encompassing the area directly south of Carlson Library, the area east of Carlson Library to the west side of the Student Union, and extending to the southwestern edge of the Student Union. The plaza was built in 2009 to provide comfortable seating and landscaping features that created an inviting setting for the University community to use as a gathering area. The beautification committee also sponsors and coordinates sculpture exhibits and selects sculptures to display on Main and Health Science campuses.

- The contributions and personal accomplishments of members of the boards of trustees, presidents, deans, faculty members, students, student-athletes, and alumni are recognized through professorships and
lectureships, academic awards, building and room names, and public displays of portraits, photographs, and plaques.

- The University’s current logo, which was developed with extensive feedback and participation by the University community following the 2006 merger, features the school’s historic athletic colors — blue and gold. The three leaves below the crest stand for discovery, education, and service, which were features of the MCO logo. The logo also includes the date of the University’s founding. 39

- The University regularly observes important academic and athletic milestones and anniversaries that are highlighted in University publications and sometimes marked by public events.

- UT and MCO/MUO graduates who have forged outstanding professional careers were profiled in a handsome University publication, “Alumni Who Changed the World,” produced in 2005 and 2006.

- The College of Medicine and Life Sciences has established a legacy lecture series that brings back distinguished Medical College of Ohio graduates and retired faculty members to discuss historical and topical issues in medicine and health care. Among those who have participated was Dr. Jerri Nielsen Fitzgerald, a 1977 graduate of MCO who was the only physician at an isolated South Pole research station when she diagnosed and treated her own breast cancer before being evacuated in a daring 1999 rescue. She spoke in October 2008 before her death in 2009. 40, 41

- The College of Nursing is currently developing a history of the college that involves oral interviews with retired faculty members, and the Division of Student Affairs is developing a video history of the office. 42

- The College of Pharmacy and Pharmaceutical Sciences maintains attractive displays in the Frederic and Mary Wolfe Center that trace the history of pharmacy.

VII. Decision-making authority

The authority for decision making about University goals is clearly identified in the bylaws of the board of trustees of the University. University Bylaw 3363-1-01, which addresses appointment, powers and authority, stipulates, “The estate, property and funds, and the government, conduct and control of The University of Toledo are, by the laws of Ohio, vested in and exercised by a board of trustees.”

Section 3364-1-07 of the bylaws designates the responsibility and authority for the administration of the University to the president. This section further requires, “At the first board of trustees meeting of the academic year, the president will review the administration’s goals and objectives of the prior year, propose goals and objectives for the ensuing year, and discuss the University’s well-being and challenges. The goals and objectives will include quantifiable objectives for enrollment, finance, hospital operating margin, graduate rates, research, institutional advancement, and other such goals and objectives as the administration and the board of trustees may agree upon.”

While the decision-making authority for university goals is clearly conferred to the president, the strategic planning processes have actively engaged faculty, staff, and students and sought input from various internal and external constituents. For example, academic planning for undergraduate curricular planning has been delegated to the Faculty Senate. A description of that process can be found in core component 3b.

VIII. Summary

The University has completed two comprehensive strategic planning processes since the merger in 2006 and is implementing plans to prepare for the continuing changes in technology, student demographics, globalization, and sustainability affecting institutions of higher learning. These planning processes have been informed through the active engagement at multiple levels of a large number of internal and external constituents, and have highlighted the importance of maintaining relevance through innovation and change. The plans have provided a means to determine how well the University is pursuing its mission.
The University has been actively engaged in economic development initiatives in the community and region in an effort to strengthen the economy and promote entrepreneurship.

**Challenges**

Economic trends, particularly in Ohio and the Midwest, will challenge the University’s ability to rapidly invest in emerging educational modalities and technologies, continue to maintain the varied programs supporting globalization, and maintain and preserve the physical plant.

**Recommendations for the future**

- The University will need to continuously scan the environment to comprehensively assess and anticipate the impact of changes on the University’s educational programs and learning environment. This assessment will require the University to prioritize resource allocation to the educational programs and student services that are most viable and strategically aligned.
- The University will need to assess the return on investment in community economic development initiatives to ensure resources are being allocated optimally.

**CORE COMPONENT 2B: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future**

To fulfill its educational, research, and service missions, the University must have sufficient capacity — the resources — to do so. The University’s resources include its people, financial resources, mission and strategic directions, facilities, and technology.

This segment of the self-study report describes how strategic planning sets university priorities that are then aligned with University’s financial, physical, technological, and human resources through the budgeting processes.

Effective planning processes have expanded and enhanced the University’s instructional capacity, resulting in construction of new buildings and renovation of many others — classrooms, laboratories, studios, athletic facilities — that enhance the University’s ability to carry out its educational mission, vision, and values. The following section provides some impressive examples that symbolize the University’s commitment to provide students with modern, state-of-the-art teaching and learning spaces.

Effective planning also has resulted in the University having sufficient technological capacity, a critical component for faculty members and students to teach and to learn effectively.

Also addressed in this segment are the ways the University has dealt with the financial challenges caused by the worst economic downturn in the state of Ohio since the Great Depression, including adjustments the institution has made to its work force. Because of the current economic conditions, many offices have increased their productivity with no additional resources. The new fiscal reality facing the University has shaped decision making in the last three years and will continue to play a major part in institutional planning in the future.

The role of the University of Toledo Foundation in securing charitable gifts from donors to support the University’s objectives also is explained.

Several illustrations show how strategic investments have ensured educational opportunities and supported educational programs.

The University continues to invest in state-of-the-art information services to achieve excellence in the delivery of educational programs and in research.

The University, consistent with its mission and its strategic goals, has targeted improvement in retention of its undergraduate students as a top priority.
I. Resource allocation

Institutional capacity

In fall 2007, following the completion of Directions 2007, a committee on student capacity was created to assess the impact of enrollment growth and develop recommendations and plans for improving student and academic support services. One of the committee’s recommendations was to renovate MacKinnon Hall, the oldest residence hall which had been unused in recent years, in order to accommodate an increase of students wishing to live on campus. The residence hall was renovated and now houses 140 students. Other recommendations resulting from the committee on student capacity that have been implemented include adding parking spaces, increasing food-service options, and adding more transportation routes around and between campuses.

Financial resources

The University of Toledo, like most state-supported universities in Ohio, has faced difficult budgetary challenges during the last two years. The University has responded to reductions in state funding by reducing expenses, imposing financial controls, and maintaining strict fiscal discipline. The University is particularly dependent on appropriations from the state of Ohio, tuition and fees, and extramural grant and contract funding.

Since the global economic crisis began in the fall of 2008, the University president has worked to keep the campus community informed about the likelihood and impact of state budget cuts on the University. He has communicated openly and frequently about budgetary issues; the importance of careful, conservative, and realistic fiscal planning; and the necessity of making difficult funding choices in order to preserve the institution’s core mission of academic excellence and access to a University education to the greatest degree possible.

He also has thanked employees for their strong commitment to the University’s continued success during these challenging economic times and expressed confidence that if the University adheres to its mission, vision, and set of core values, it will be successful in adapting to the new circumstances and in sustaining its capacity for and commitment to excellence in education and research.

The University’s annual state subsidy was reduced nearly 14 percent — some $20.5 million — effective July 1, 2011.

Figure 2.1 shows the University’s total revenue by source for fiscal years 2005 and 2011. Tuition and fee revenue as a percent of the total revenue is unchanged at 36 percent, while the state subsidy as a percent of the total revenue has decreased from 26 percent to 22 percent.

Figure 2.1 Sources of university total revenue: Fiscal years 2005 and 2011

Source: UT audited financial statements
Total state subsidy and tuition and fee revenue

In fiscal year 2011, the University’s total revenue, excluding revenue associated with patient-care services at the University of Toledo Medical Center, was $573 million, an increase of $20 million from fiscal year 2010. State appropriations, including state American Recovery and Reinvestment Act (ARRA) funding, accounted for 22 percent of total revenue; tuition and fees accounted for 36 percent; federal, state, and local grants and contracts represented 20 percent; and auxiliary services and other revenue provided 22 percent of total revenue.

The University’s total state subsidy increased from $112 million in fiscal year 2005 to $125 million in fiscal year 2011. In fiscal year 2011, 9.9 percent ($17.6 million) of the University’s state subsidy was ARRA stimulus funds. Figure 2.2 shows the total state subsidy and tuition and fee revenue for fiscal years 2005 through 2010. Tuition revenue has increased by 19 percent since fiscal year 2007 due to a nine percent increase in enrollment. The University decided to freeze undergraduate student tuition for the 2007-2008 academic year, and the state, impressed by the University’s commitment to making higher education affordable and accessible, followed the University’s lead and imposed a tuition freeze on all state-supported universities during the 2008-2009 and 2009-2010 fiscal years.

Figure 2.2 Comparison of university revenue from state subsidy and tuition & fees

Source: UT audited financial statements

Changes introduced during the last few years to the higher education funding model in Ohio may further impact the University’s annual subsidy allocation and strategies, and program plans will need to be evaluated to ensure alignment. The new funding model consists of three performance-based components: (1) course completion, (2) student success/degree attainment, and (3) institution specific goals and metrics. The prior funding model adjusted for program costs and included incentives for STEMM programs — science, technology, engineering, mathematics, and medicine — but allocated resources based on enrollment and credit hour generation. The University had benefited from the prior subsidy model as increasing enrollment resulted in additional subsidy, or a smaller reduction in subsidy. While the new model attempts to adjust for the number of “at risk” students (financially and academically) enrolled at each institution, the University will need to monitor how its strategic plan and enrollment plan are affected by the new funding model.

In response to the difficult economic challenges, the institution has:

• Reduced its work force. Personnel expenses, including salaries and benefits, are the single largest operating expense for the University. To help balance the fiscal year 2010, 2011, and 2012 budgets, the University was compelled to eliminate more than 250 filled and unfilled staff positions. Many of those reductions have impacted student/academic support and come in administrative support areas, including information technology, libraries, finance and administration, facilities maintenance, and human resources.
The University also reduced funding in 2011-12 for visiting and part-time faculty, requiring tenure-track faculty to increase their workloads. Due to loss of staff support, remaining faculty and staff are being asked to assume additional work. People at the University are truly being asked to “do more with less.” The University supported individuals who were laid off by providing them with opportunities to seek placement in another university position and/or to pursue retraining.

- Required academic and administrative units to maintain strict fiscal discipline and accountability. The University’s colleges and administrative units are responsible for monitoring and reconciling expenditures monthly to ensure compliance with the approved annual budgets and are prohibited from exceeding their total approved budgets. During the fiscal year, monthly financial statements are closely reviewed by the budget office to determine how closely colleges and administrative units operate relative to their budgets. Colleges and divisions are notified by the campus budget office if problems develop and work with the central administration to resolve issues. Requests for mid-year budget increases are closely scrutinized and require approval by the unit’s vice president or dean, the provost, the chancellor, the University’s senior vice president for finance and administration, and the University’s president. The fiscal controls have been beneficial. For example in the 2009 fiscal year, 15 academic units overspent their budgets. In fiscal year 2011, only two units overspent their budgets.

- Undergraduate tuition in the 2010-2011 and 2011-2012 academic years increased by 3.5 percent. Graduate, medical school, and pharmacy tuition increased 6.5 percent, while law school tuition increased five percent for the 2012 fiscal year. The University froze tuition for undergraduate students for the 2007-2008, 2008-2009 and 2009-2010 academic years.

- Strictly managed faculty and non-faculty hiring. Depending on the campus, all requests for hiring new faculty must be approved by either the provost or the chancellor. All requests are ultimately submitted for approval by the president. A position justification committee was established two years ago to review and approve requests for filling staff vacancies. In most cases, the unit making the request has to document the importance and essential nature of the position it is seeking authorization to fill and must receive the approval of the appropriate dean.

Anticipating a budget shortfall potentially in excess of $30 million for fiscal year 2012, the administration established in spring 2011 a fiscal budget and re-engineering task force that received suggestions from the University community on ways the institution could reduce spending, increase revenue, and re-engineer University operations with an eye toward continuous improvement. Ideas ranged from increasing faculty workload among tenured and tenure-track professors and merging colleges to outsourcing, print quotas, parking fee changes, and limiting or eliminating travel expense reimbursement.

In the end, the University closed a $32.4 million budget gap, two thirds of which was caused by the state funding reduction. Increases in collective bargaining unit salary commitments and additional plant and equipment depreciation also contributed to the fiscal challenges.

A new faculty workload policy approved by the board of trustees in May 2011 raises the standard undergraduate teaching load to 27 credit hours per nine-month academic year, which will be effective August 2013, and also authorizes the president to raise the standards for granting research and service assignments to offset those hours.

While the University is currently well positioned financially to sustain and strengthen the quality of its education programs, the institution will continue to face a very difficult financial climate as further reductions are likely for the fiscal year 2013 budget. The University will have to adjust to these new fiscal realities.

**Strategically aligned budget**

Recognizing the critical importance of annual investments and reinvestments in the mission, the University has utilized a strategic budgeting model during each of the last three fiscal years.
In prior years, budgets were developed on a pattern of incremental behavior that was based on history rather than strategy. During each of fiscal years 2009, 2010, and 2011, the operating and capital budgets were developed with an objective of reallocating resources in direct support of the strategic plan, transformative new initiatives, and mission-critical programs and activities.

The president continuously emphasizes that the budget process is an important communication tool about the strategic plan and a monitor for acquisition and deployment of institutional resources. The deans and the leaders of all academic and business units were required to prepare budget plans for 2010-2011 with scenarios of a five percent increase and a five percent reduction in funding.

Each dean and unit leader presented his/her plans in budget hearings to the provost and chancellor and senior vice president for finance and administration detailing how resources were being prioritized and aligned with the University’s strategic goals and initiatives. Faculty and staff members in the colleges and academic and business units participated in developing the college and business-unit scenarios.

The budget hearings provided the formal opportunity for the deans and business unit leaders to update the senior leadership on efforts to align college and business unit resources around the goals of the strategic plan. The plans put forth by the deans included elimination of programs — the associate degree in nursing, for example — consolidation of departments and programs, and reallocation of resources to new programs or for the purpose of strengthening strategically aligned programs and initiatives.

The Finance and Strategy Committee, with faculty, student, and staff representatives, meets throughout the year to plan the budget strategy and provides input to the senior vice president for finance and administration and the president prior to presenting the final budget plan to the board of trustees. In preparation for developing the fiscal year 2011 budget, the following were identified as key success factors:

- Focus more on students and less on ourselves.
- Focus on “moments of truth” with our students.
- Focus on how to make the University more distinctive at both the university level and college level and make the necessary investments/changes.
- Focus on both competitive strategy and integrated execution.
- Focus on how to make our core teaching and research missions more profitable.
- Stop doing things that do not fit the 21st century.
- Reduce the size of programs that lose money.
- Stop building new buildings; renovate existing space.
- Create paradigms with fewer full-time employees.
- Invest in cost-reduction technology.
- Become a more cost-effective university.

In each of these three years, the University increased the percent of the budget allocated to instruction and academic and student support, reallocating funds from institutional support and plant operations and maintenance. This was achieved by restructuring and re-engineering in most of the departments associated with institutional support, including facilities maintenance, finance and accounting, information systems, human resources, materials management and procurement, and others. Ohio House Bill 119 also required the University and all University System of Ohio schools to demonstrate efficiency savings of one percent in fiscal year 2008 and three percent in fiscal years 2009 and 2010, as well as reallocating savings resulting from productivity gains in ways that promote undergraduate access and success.
Recognizing the economic hardship on students and their families and with the priority of providing access to higher education, the University has maintained undergraduate tuition and fees slightly below the average for main campus public institutions in Ohio. For fall 2011, the University’s annualized tuition and fees for undergraduate in-state students was $8,926, compared to the state average of $9,076. For in-state graduate students, the University’s annualized tuition and fees was $13,647, compared with the state average of $10,729. Figure 2.3 shows the annualized fall 2011 tuition and fees for the 13 public main campus universities in Ohio. The University has also increased its amount of undergraduate and graduate scholarships and grants from $32 million in 2006-2007 to nearly $47 million in 2009-2010.

**Figure 2.3 Annualized full-time undergraduate tuition and fees for fall 2011: Ohio Universities**

![Annual Undergraduate Instructional Fees Chart](chart1)

Source: Ohio Board of Regents

**Figure 2.4 Annualized full-time graduate tuition and fees for fall 2011: Ohio universities**

![Annual Graduate Instructional Fees Chart](chart2)

Source: Ohio Board of Regents
In early 2008, the University began assessing the feasibility of implementing some form of responsibility-based budgeting (RBB). The strengths and weaknesses of RBB models were discussed with deans and department heads, and Jon Strauss, one of the authors of the monograph, *Responsibility Center Management: Lessons From 25 Years of Decentralized Management*, was invited to the University to share his experiences at other institutions. Dr. Scott Scarborough, then senior vice president for finance and administration, had an article published in the April 2009 issue of *Business Officer Magazine* describing the University’s process for changing budget models. Following extensive discussions with the deans and other senior leaders, the University chose to adopt some elements common in RBB models as well as to improve internal financial reporting and financial transparency.

One measure used by the University to assess its financial strength is KPMG’s financial ratios and composite financial index. KPMG, one of the country’s four largest accounting and professional services firms, focuses on four core ratios to assess a university’s overall financial health: primary reserve ratio, net operating revenues ratio, return on net assets ratio, and viability ratio. KPMG integrates these four ratios into an analytic model consisting of a graphical financial profile and a composite financial index. For purposes of plotting the graphical financial profile, the four ratios are converted to strength factors along a common scale. A strength factor of 3 for each ratio indicates a university with a modest level of financial health – a university that can fund modest program improvements and address a modest financial challenge. As shown in Figure 2.5, the fiscal year 2010 graphical financial profile of the University has scores of 3.0 or higher on three of the ratios. The University’s profile indicates a thinly capitalized university with reasonable returns generated in the 2011 fiscal year, modest reserves relative to total expenses, an above average return on net assets, and modest financial resources relative to its total debt.

**Figure 2.5 KPMG graphical financial profile**

![Figure 2.5 KPMG graphical financial profile](source: UT audited financial statements)

The return-on-net-assets ratio is a key measure of whether the University’s rate of growth in net assets is sufficient to support its educational programs and whether the institution is improving its financial ability to achieve its strategic objectives. Table 2.1 shows the University’s change in net assets, total net assets, and return-on-net-assets ratio since fiscal year 2005. With the exception of fiscal years 2008 and 2009 with the significant decline in the equity market, the University’s return-on-net-assets ratio has been strong and provides evidence of the University’s future financial flexibility.
Table 2.1 The University of Toledo’s net assets fiscal years 2005-2011

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<td>Change in net assets</td>
<td>$36,065</td>
<td>$30,827</td>
<td>$60,403</td>
<td>$13,925</td>
<td>($66,716)</td>
<td>$56,698</td>
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<td>Total net assets</td>
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<td>$728,257</td>
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<tr>
<td>Return on net assets ratio</td>
<td>6.0%</td>
<td>4.8%</td>
<td>9.0%</td>
<td>1.9%</td>
<td>-9.0%</td>
<td>9.4%</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

Source: UT audited financial statements

The University of Toledo’s composite financial index as of June 30, 2011, is 3.6, up 0.4 from June 30, 2010. According to KPMG’s interpretive guidelines, The University of Toledo has a modest level of financial health as of June 30, 2011, but it needs to carefully “direct resources to allow transformation” of the University and its economic model and financial condition. Figure 2.6 plots and interprets the University’s composite financial index over the past nine years:

**Figure 2.6 KPMG composite financial index – Consolidated**

Source: UT audited financial statements

Financial ratio analysis assists the University in measuring success against institution-specific objectives and supports the institution with the tools to improve its financial profile to carry out its mission. As of the beginning of the 2011-2012 academic year, the ratios provide evidence that the University’s resource base is sufficient to successfully support its educational programs. The accumulation of financial resources supports the University’s ability to fund program initiatives, provide student aid and permit greater long-term funding stability.

**Investments in physical resources**

The Directions 2011 strategic plan recognizes that new classrooms and laboratories are essential if the University is to provide a quality educational experience for undergraduate, graduate, and professional students. The University plans, designs, and constructs its facilities to support and strengthen its mission-driven educational, research, and service programs. The University’s growth as a residential university has also required significant investments in physical resources.

The University also maintains an impressive collection of athletic facilities and competition space for its football, basketball, baseball, softball, swimming and diving, tennis, track and field, cross-country, golf, soccer, and volleyball teams.

Before the merger, The University of Toledo had developed a long-range facilities master plan that was designed to chart the course for the University as it looked to its future building and space needs over the next ten
years. A permanent standing committee, the Facilities Planning Council (FPC), provided significant input on
the development of the plan. Comprised of administrators, faculty, staff, and students, the council reviewed,
considered, and made recommendations on campus facilities projects.

A new advisory body, the Facilities and Construction Planning Forum, replaced the FPC after the merger and today
provides input from the campus community on new capital building projects. The forum includes representatives
from academics, research, student life, Student Government, Faculty Senate, UT Medical Center, finance, athletics,
satellite campuses and teaching sites, and the Campus Environments and Beautification Committee.

The 2005 master plan, which was two years in the making and involved open houses and forums where
University students, faculty and staff provided feedback concerning the future of University facilities, was
unanimously approved by the University’s board of trustees at a special meeting on March 9, 2005. It called
for almost $300 million to be invested in the physical campus over the next decade to construct and renovate
classrooms, laboratories, student housing, parking spaces, and various other facilities. University facility options
10-plus years out were summarized.

A number of important planning principles articulated the values and needs of the campus community and
were part of the plan. They included student-centeredness, creating a safe and secure environment, promoting
interaction and community building on campus, strengthening new central plant and steam/chilled water lines
systems and utility infrastructure, establishing corridors of connections, preserving historic and symbolic building
and exterior spaces, maintaining architectural and environmental quality, further integrating the Ottawa River
into the campus, enhancing the pedestrian nature of the center of Main Campus, and creating campus edges
that were welcoming. These principles were aimed at achieving and preserving the best possible physical
environment, one that was visually attractive and distinctive.

The University has remained remarkably true to the plan. Most of the priority projects have been completed.

Renovations to the North Engineering Building, which were part of the plan, allowed the Engineering Technology
Department in the College of Engineering to move from Scott Park Campus to Main Campus in 2009.
Renovations totaled nearly $5 million for new laboratories, office space, computer labs, and student gathering
spaces. The building had formerly been an Owens-Illinois plant facility.

The plan also promoted development of commercial/mix-used space at the southwest corner of Main Campus.
That dream is now being realized through the Dorr Street Gateway Project.

New construction and renovation projects start as proposals from the units involved and are vetted within the
University’s academic administrative structure. The staff of the Facilities and Construction Division is asked to
propose space/design solutions and to develop initial cost estimates. Final approval for major projects involves a
decision by the University’s senior leadership to fund the project. As the University considers capital projects, it
asks questions such as “Are we using our existing facilities to their maximum?” and “Are we taking advantage of
opportunities for synergy between/among programs?”

Examples of projects that were designed to maximize utilization of existing building resources include the
renovation of the vacant Memorial Field House into a classroom and academic office building on Main Campus
and construction of the new College of Pharmacy and Pharmaceutical Sciences facility in an open plaza on
top of an existing basement on Health Science Campus. The latter project took advantage of unused structural
capacity in the existing foundations and is also an example of designing a facility to take advantage of potential
academic synergies. The college was relocated to Health Science Campus, affording pharmacy students first-
hand experience in a health-care setting and interaction with an array of health-care professionals and students
from the colleges of Medicine and Life Sciences and of Nursing, with which pharmacy now shares facilities.

The physical transformation of the University has been rapid, impressive, and well planned. The University
has invested more than $212 million in non-clinical capital improvements since the merger on July 1, 2006,
to enhance a mission-driven, student-centered learning environment that provides quality classroom, library,
Some of these major projects, which demonstrate a strong commitment to continuous improvement, include:

- **Gillham Hall**, home to the Judith Herb College of Education, Health Science and Human Service, was renovated in 2006-2007. The $11 million project created 15 mediated classrooms and laboratories as well as a 75-seat tiered multipurpose auditorium with the most current instructional technology.

- **The 156,000-square-foot Memorial Field House** was renovated in 2007-2008. The $27 million project converted a deteriorating and unused space into a LEED Gold certified building with 54 state-of-the-art classrooms, 70 faculty offices, a 250-seat auditorium, and an area where College of Innovative Learning faculty members meet to discuss team teaching, course transformation, and other innovative teaching methods.

- A new, two-story, 56,000-square-foot facility on Health Science Campus, the Frederic and Mary Wolfe Center, was opened in fall 2010 and dedicated in June 2011 to house the College of Pharmacy and Pharmaceutical Sciences. The $18.4 million facility includes laboratories, lecture halls, and offices, and offers students hands-on experience in an integrated medical community as it is connected to the University of Toledo Medical Center. A new, 500-seat auditorium and several additional classrooms were also constructed simultaneously in the adjoining Collier Building. This $5.2 million project accommodates large lecture classes for the colleges of Pharmacy and Pharmaceutical Sciences, Nursing, and Medicine and Life Sciences.

- **The College of Business and Innovation Savage & Associates Complex for Business Learning & Engagement** opened in spring 2010 as an addition to Stranahan Hall. The 54,000-square-foot complex includes 10 state-of-the-art classrooms with video-conferencing capabilities, five action learning labs where students sharpen their business skills through recordable training sessions, and a 40-seat board room. The $15.4 million complex serves as an enhanced portal to the regional business community while integrating the College of Business and Innovation’s expertise and learning focus with the business and economic needs of targeted industries and business sectors. The LEED Silver building incorporates a live, green roof. The vegetation on the roof lowers the overall building temperature in the summer and eliminates excessive rain water runoff.

- **The Information Commons** opened in 2006 in renovated space on the first floor of Carlson Library. This was a collaborative project between the University Libraries and Information Technology to bring together in a relaxing environment a variety of services for student success. The $3.6 million project provided more than 100 computer workstations, 10 laser printers, two media labs, three information literacy classrooms, three group study rooms, and a laptop check-out service.

- **The John F. Savage Arena**, home to men’s and women’s basketball, as well as women’s volleyball, was renovated and expanded in 2007-2008. The $30 million project included a new bowl-style seating configuration, suites, loges, video scoreboard, and new locker rooms and team rooms. The expansion included the Sullivan Complex, a 36,000-square-foot adjoining building that includes a 10,000-square-foot strength-and-training center for student-athletes. The Savage Arena also hosts concerts, convocations, and graduation exercises. The adjacent $11 million Fetterman Training Center, a 93,000-square-foot facility providing indoor practice opportunities for multiple sports, was completed in 2010. The Savage Arena project took advantage of its proximity to the Ottawa River that flows through Main Campus by creating and improving river views and gathering spaces through selective thinning of trees and removal of invasive plant material.

- **Construction of an addition to the Center for Performing Arts** was completed in fall 2011. The $2.3 million addition and renovations expanded orchestra/band and chorus practice rooms and modernized the recital hall, digital video lab, studio theater, design classroom, music practice rooms, and departmental offices.

- **The newest on-campus residence halls**, Ottawa House East and West, were completed in 2005 at a cost of $44 million. They contain 271,000 square feet and house 626 students in four-person and five-person suites.
All contain living rooms and private bathrooms; some contain single bedrooms. Ottawa House is home to the arts living and learning community for first-year students, which contains an art studio, piano practice room, library, and computer lab.

- The National Science Foundation in 2010 awarded the University $3.6 million to construct state-of-the-art research laboratories that will house the Center for Biosphere Restoration Research. This is part of a nearly $8 million capital improvement project to renovate more than 30,000 square feet of space in Bowman-Oddy and Wolfe Hall for environmental and biological sciences research and instruction.

These capital improvements have increased the number of classrooms from 193 in fall 2006 to 250 in fall 2010, an increase of 23 percent. The number of mediated classrooms has increased from 42 in 2002 to 133 today. Mediated classrooms are equipped with at least instructor computer workstations, video projectors, document cameras, and sound systems. Some also have microphones, teleconferencing equipment, and Echo 360 lecture capture software. The number of instructional laboratories increased from 128 in fall 2006 to 183 in fall 2010, increasing seats by 43 percent. These additional classroom and instructional laboratory facilities translate directly into increased opportunities for quality educational programs.

Several renovations included the addition of interior lounges where students and faculty meet informally to exchange ideas and communicate on a different level than in the classroom. These types of spaces enhance the educational experience and promote a sense of community among students and faculty.

The improvements and other renovations have decreased the amount of deferred maintenance from $305 million in 2005 to $272 million in 2010. More significant is the reduction in the facility condition index, which is the total amount of deferred maintenance as a percentage of the current replacement value of all campus facilities. The index dropped from 20.6 percent in 2005 to 15.9 percent in 2010. The reduction in the index is the combined result of two things: renovating older facilities to bring them up to current standards (reducing the deferred maintenance) and constructing new, state-of-the-art facilities (increasing the current replacement value). Both the renovations and new construction contribute to a better environment for learning, which is consistent with the University’s mission.

The Facilities and Construction Division helps the University carry out its teaching and research missions by providing safe, clean learning environments for faculty, staff, and students. The division maintains the University’s physical resources, including custodial operations, as well as building, grounds, vehicle and utilities maintenance. The division pays particular attention to the appearance of the campuses and the cleanliness and quality of maintenance of campus buildings, classrooms, laboratories, and other learning spaces. Colorful flower beds, well-manicured lawns and campus gardens, benches, majestic and leafy trees, spacious plazas, outdoor sculptures, and other artwork, walkways, and open spaces create an uplifting environment for faculty, staff, students, and visitors. The campuses offer many places that are conducive to informal, unstructured social interaction that promotes learning. The division interacts with the President’s Commission on the River, the Campus Environ and Beautification Committee, and the Facilities and Construction Planning Forum on many projects. The division employs more than 400 full-time and 80 part-time employees — engineers, designers, electricians, painters, mechanics, carpenters, groundskeepers, vehicle mechanics, plumbers, locksmiths, boiler mechanics, biomedical technicians, and custodial workers — as well as more than 60 part-time student workers, particularly in the summer. The division also oversees planning and design of campus construction and renovation projects; space planning; interior design; energy and utility management; campus recycling programs; University bus fleet operations; repair of patient-care equipment such as ventilators, heart monitors, pumps, and EKG machines; and environmental services. The division’s work center receives and processes maintenance requests for all campuses.

The University is in a continuous state of enhancing the physical plant. During summer 2011, the University spent about $2 million repairing and repaving roads and parking lots, and updating residence halls and campus buildings on Main, Scott Park, and Health Science campuses, the most aggressive campus makeover in five years.
Future initiatives

Looking to the future, one major building construction project and a number of significant renovation projects are planned as the University strives to meet important goals outlined in the Directions 2011 strategic plan.

Instructional laboratory space for undergraduate science courses on Main Campus remains a challenge. The need for a new science building was documented in the University’s 2005 facilities master plan, and a new 176,000 gross-square-foot science/lab building was the first priority for fiscal year 2007-2008 state-funded projects in the University’s six-year capital plan.

The decision to relocate the College of Pharmacy and Pharmaceutical Sciences to Health Science Campus and the new facility, the Frederic and Mary Wolfe Center, freed up the equivalent of 52,500 gross square feet in existing Main Campus science buildings, a portion of which is being renovated as part of the University’s State of Ohio Construction Reform Demonstration Project, which is partially funded by the National Science Foundation.

The University’s current six-year capital plan requests $30 million for a new science building, an interdisciplinary center that will enhance the University’s leadership in environmental research. The center is founded on the principle that the development of sustainable science technologies should occur concurrently with environmental research to predict environmental impacts. The interdisciplinary center will include faculty from the Department of Chemistry engaged in new materials research and faculty from the Department of Environmental Sciences conducting environmental research. The center will leverage the university’s current research infrastructure and promote collaboration. The proposed 71,000 gross-square-foot center will provide 25,900 net assignable square feet of laboratory space, 8,400 net assignable square feet of laboratory support space, and 12,000 net assignable square feet of research support space using a flexible laboratory module layout adaptable for focused scientific research. The building will be designed with sustainable features for a minimum rating of LEED Silver.

To better integrate student academic and residential life, an important strategic plan goal, renovations are planned of residential facilities to create cluster floors or living learning communities. Upgrades of classrooms, laboratories, and learning spaces, particularly new classroom furniture and finishes, are scheduled for several buildings, and renovations in Carlson Library — currently funded at $2.8 million over a two-year period and the focus of a planned capital campaign request — are planned to create a new facility called the Center for Innovative Design & Technology, to expand the Canaday Center, and improve the study space on the fifth floor, as well as to create collaborative instructional “studio” spaces on the lower three floors.

Plans are under way to convert the Eleanor N. Dana Conference Center into a cancer diagnostic and treatment center. To ensure continued conference-hosting capabilities, the University is planning construction of new conference room space adjacent to the connector between the Hilton Hotel and the Dana Conference Center. The conference space would be flexible and be able to host groups of many sizes.

The Main Campus is being dramatically enhanced with development of the mixed-use Gateway Project at the southwest corner of Main Campus. Construction started on the project in summer 2011 and is scheduled for completion in summer 2012. The University of Toledo Foundation is leading the project.

Directions 2011 contains a transformative, forward-thinking land-use plan that emphasizes development of the University’s campuses as “mixed-use knowledge communities” to meet the institution’s needs. Under the plan, private-sector, governmental, non-profit, and community partner organizations will have a presence within the campuses. The plan, which will involve working closely with city, regional, and state agencies on zoning, traffic, and streetscape issues, aims to create a new kind of urban academic environment — a culturally vibrant, diverse “university town” — that will be woven into the fabric of the neighborhoods and areas surrounding the campuses.

Investments in human resources

The human resources at The University of Toledo — its administration, faculty and staff, and students — perform the vital activities and duties that allow the institution to accomplish its educational, research, and service purposes. The University benefits from contributions of thousands of faculty, staff, and students.
Recruiting and retaining a world-class faculty is a key strategy for strengthening the University’s educational, research and public service programs.

Goal III, subgoal 1, of the Directions 2011 strategic plan calls on the University to “advance a culture of research, scholarship and creative activities.” Among the strategies to reach the subgoal include increasing the number of faculty members recruited with “robust program(s) of research, scholarship and creativity activity.”

As shown in Figure 2.7, the total number of faculty by head count has remained relatively flat, increasing two percent between 2004-2005 and 2010-2011.

The number of tenured and tenure-track faculty has decreased 21 percent over the same period. In 2010-2011, about 49 percent of the University’s faculty held full-time, tenured, and tenure-track appointments. Full-time non-tenure track faculty, a category that includes lecturers and visiting faculty, comprised about 19 percent of total full-time instructional faculty at the University, while 32 percent of the faculty were part-time.

Part of the reason for the decline is the retirement of older faculty and the recent financial challenges that the University has faced as a result of state budget problems, which has made hiring tenured and tenure-track teachers a challenge.

For several years, the University has used more part-time faculty and full-time contract faculty who are not eligible for tenure to meet a significant portion of its instructional demand. There has been a dramatic increase in the number of full-time non-tenured track faculty — 111 percent — from fiscal year 2004-2005 to fiscal year 2010-2011 and an 18 percent increase in the number of part-time faculty during the period. The Directions 2011 strategic plan calls on the University to reduce its reliance on part-time faculty members. To achieve that goal, the University has increased the teaching load of full-time tenured and tenure-track faculty members who are not research active.

The “graying” of the University’s faculty and staff, pending changes in the Ohio public employee state retirement systems, and existent national and state fiscal challenges, are resulting in faculty and staff retirements. These retirements are providing opportunities for the University to make strategic decisions about program development, allocation of faculty lines, and the qualifications of new faculty that will enable the institution to fulfill its educational, research, and service missions.

Faculty hiring is directly tied to the University’s metropolitan mission and the Directions 2011 strategic plan, which contains aggressive measurements and metrics to ensure that quality faculty members are attracted to the University.

For example, the plan advocates adding “new faculty lines based on research centers of excellence and academic unit performance.” The document speaks of attracting and retaining “top performing faculty members,” and promotes an increase “in the number of faculty members recruited with robust programs of research, scholarship and creative activity,” including an increase in the “number of faculty recruited from higher NSF-ranked universities.” It also calls for the University to continue to be aggressive in hiring more women and underrepresented minorities.

In the University’s 2011-2012 fiscal year budget, approximately $3 million is targeted for a faculty hiring plan. College deans submitted recommendations, and faculty hiring is being conducted at a national level. The University is committed to strategically replenishing the ranks of tenure and tenure-track faculty members.

At the same time, the University realizes that it will face a very competitive environment for new faculty members. Recent state budget cuts have challenged the University’s flexibility in conducting national searches and offering generous start-up packages for professors to develop their research. The University must ensure it has the financial and other resources to enable the University to successfully attract and recruit new faculty members.
The student-to-faculty ratio as reported on the common data set for fall 2009 was 19 to 1, as compared to a ratio of 17 to 1 in fall 2007. The average age of the faculty has also remained stable with an average faculty age of 50 in fall 2008 compared to an average age of 51 in fall 2004. There is concern with the declining number of faculty within some colleges and departments resulting from retirement. As an example, the number of full-time equivalent faculty in the College of Business and Innovation has declined by six percent since fall 2007.

Figure 2.8 shows that the total number of non-academic staff has dropped from 5,275 in 2004-2005 to 4,865 in 2010, a decline of eight percent. There has been a significant decrease in the number of clerical, technical, and paraprofessional staff from 2004-2005 to 2010-2011. This reflects aggressive steps to control personnel costs, which make up roughly half of the University’s spending. The impact of these cuts is noted earlier in this section. Because of budget constraints and the University’s commitment to fund several strategic educational and research initiatives, the University undertook a series of reductions to balance the budget for fiscal years 2010, 2011, and 2012. Given the current economic climate, the University will continue to make aggressive efforts to reduce its expense base and create more effective and efficient ways of operating, while at the same time preserving and enhancing the University’s quality and its ability to carry out its strategic initiatives.
To address the problem of salary equity and competitiveness, the University in October 2011 announced it would establish a universitywide pay-for-performance recognition and retention program that rewards participation and advancement of the University’s mission, vision, and goals by the professional staff.

In announcing the program in an email to the University community on October 21, 2011, the University president said the program’s purpose was to develop a process of bringing out the best efforts of people and directing those efforts toward meeting goals the employees themselves help set.

“In these trying economic times it becomes even more important for the University to recognize members of the UT community who make this institution great. Unfortunately, economic realities make it difficult to reward employees in traditional ways. Our decision to build a program is our attempt to recognize and retain employees who have continued to provide great service to the institution but have not had access to traditional increases.”

By building a “pay for performance” culture, the University hopes to drive higher staff performance across the organization, remain successful and competitive and be better positioned to attract and retain talent, and award pay increases more directly tied to the employee’s level of demonstrated performance.

The performance culture involves having employees set goals with their supervisors and then being rewarded with a bonus if they meet those goals.

The performance evaluation is linked to the strategic plan by assessing the employee’s demonstration of core responsibility, customer service excellence, nimbleness and responsiveness, professionalism and respect, and communication and effectiveness.

Training for the program was conducted by department of human resource and talent development in October 2011. Supervisors are responsible for communicating the University’s plan to non-unionized professional staff members. Communications include written performance standards, performance expectations, and performance plans.

A performance salary disbursement budget was established and funds were distributed to employees based on recommendations from supervisors identifying exceptional performance.

II. Ensuring educational quality

The depth of the University’s commitment to ensure educational opportunities and support educational programs can be seen in many areas, which are outlined below.

Investments in information and learning technology

Improving and expanding learning technology across the University is essential to maintaining and strengthening the learning environment and educational programs. A component of the strategic plan that focused on creating a distinguished learning environment calls for expansion of current learning technologies to facilitate the learning environment and promotion of technology to transform the curriculum. A few of the goals include:

- Completing high-speed Internet access in all residence halls by fall 2012;
- Increasing to 90 percent the number of students using course management systems in their courses;
- Increasing to 85 percent the number of student respondents of the student centeredness survey who are satisfied with campus technology; and
- Implementing a plan to ensure over 70 percent of classrooms on both campuses support current academic technology.

Many colleges have implemented technology fees over the last several years to fund college-specific instructional hardware and software. In fiscal year 2010, the former College of Arts and Sciences, as an example, spent nearly $500,000 to refresh computer labs, purchase discipline specific software, mediate new classrooms and instructional labs, and pay student wages to support the college’s instructional equipment. Several colleges,
as well as the libraries, also offer laptop loaner programs for students. The College of Innovative Learning will implement a laptop and iPad loan system in 2011 and has implemented Blackboard LMS for every course at the university for 100 percent availability of a sophisticated LMS with integrated synchronous communication tools for contact among students, faculty, advisers, and support staff.

**Investments in information resources and electronic databases**

The University of Toledo’s investment and participation in OhioLINK is another example of how the University’s resource base supports its educational programs. Criterion Three contains a fuller description of the OhioLINK program.

The University recognizes the importance of access to high-quality information resources and databases to student learning, research, creative activity, and patient care. The University Libraries provide access to a variety of print and electronic resources across many disciplines of study — books, journals, bibliographic databases, and data-rich resources such as statistical datasets, financial information, and point-of-health-care tools. In addition to the variety of resources that the University purchases and licenses on its own, the University increases its purchase power by partnering with other institutions in Ohio for joint licensing, primarily through OhioLINK.

**Philanthropic support**

Philanthropic support from donors — alumni, community, corporations, foundations, and grateful patients — is an important source for maintaining and strengthening the University’s educational programs. In 2011, the fund-raising operations of the University were reorganized as The University of Toledo Foundation was given responsibility for fund raising in addition to processing gifts and managing endowments.

The transfer of the Office of Institutional Advancement (OIA) to the Foundation will occur during the next few years and will save the University more than $3 million annually when fully implemented. New hires will be employees of the Foundation, and not the University. The transfer of OIA also will expand the fund-raising team and therefore increase philanthropic revenues.

The Office of Institutional Advancement, through the offices of Development, Alumni Relations and Special Events, has supported the University by fostering a spirit of loyalty among its friends and by securing philanthropic resources to enhance learning, discovery, and engagement opportunities for the University and the community it serves.

The University completed its most recent capital campaign, “The Time Is Now,” in December 2008. The case for support was developed with input from many internal and external stakeholders. Campaign priorities included endowed scholarships, endowed chairs and professorships, facilities, and engagement initiatives. The campaign raised $106.3 million, exceeding its goal of $100 million. During the campaign, the University received the two largest gifts ever to the institution — $15 million for the naming of the Judith Herb College of Education, which today is known as the Judith Herb College of Education, Health Science and Human Service, and $6 million for the construction of the Sullivan Athletic Complex.

Hoping to build on the transformative enthusiasm of the last campaign, the University has begun planning a new comprehensive capital campaign that will focus on support of projects and initiatives that are collaborative and interdisciplinary in scope.

The campaign, titled “A University Rising,” is aligned with institutional priorities and hopes to raise $200 million. It has three overarching goals — academic impact, learning environments, and multidisciplinary projects. The campaign case for support is approved and a schedule for cultivation of prospective donors throughout the country has been implemented.

The University of Toledo Foundation is the official gift-receiving and fund management organization of the University. In addition to its new fund-raising responsibilities, its mission is to:
• Receive and administer private gifts for the benefit of The University of Toledo;
• Provide effective investment management and fund stewardship; and
• Nurture increased credibility and donor support through active advocacy to help the University achieve its goals.

The University and the foundation’s board of trustees have established an investment policy for the endowment and board-designated funds with the objectives of protecting principal and maximizing total investment return without assuming extraordinary risks. It is the goal of the University to provide spendable income levels that are reasonably stable and sufficient to meet budgetary requirements and to maintain a spending rate (established at 4.0 percent for fiscal year 2011) of the three-year market average, which ensures a proper balance between the preservation of corpus and enhancement of the purchasing power of investment earnings.

The University of Toledo Foundation’s assets have increased from $109.1 million in fiscal 2003 to $204.7 million in fiscal 2011. Since fiscal year 2005, the Foundation has provided $90 million to support the University’s mission.

Academic health center partnership

One of the major goals in the Directions 2011 strategic plan is for the University to be “a top-tier academic health care delivery system.” One strategy to achieve that goal calls on the University to increase academic and clinical affiliations so that 15 percent of College of Medicine and Life Sciences medical students will stay in northwest Ohio and southeast Michigan for residency training by 2013 and 17 percent by 2015.

The University and ProMedica Health System, Inc., the largest health-care system in northwest Ohio, entered into a groundbreaking partnership on July 1, 2010. The goals of the partnership are to:

• Dramatically expand and enhance the quality and quantity of educational opportunities for students in medicine, pharmacy, nursing, and the allied health professions;
• Enhance the medical, nursing, pharmacy, and allied health education programs;
• Create new and dynamic academic, research, and educational programs in Toledo and the region; and
• Increase enrollment in and funding for investigator-initiated and corporately sponsored clinical trials.

The goals of the unique partnership, which features a large, highly integrated clinical delivery system, are recruiting and retaining the best and brightest University of Toledo students to stay in northwest Ohio and form the future generation of health-care providers while reducing the need for patients and families to seek health care outside of the area.

As part of the partnership, the chancellor and executive vice president of biosciences and health affairs and College of Medicine and Life Sciences dean was appointed as president of the Academic Health Center Corporation, which is responsible for managing and overseeing the medical education and research programs operated by ProMedica Health System.

Learning Collaborative

During his State-of-the-University Address in April 2008, President Jacobs announced creation of a “new entity” within the University to organizationally house many of the functions essential to enhance student centeredness. The Learning Collaborative was officially formed in August 2008 to lead the design and delivery of innovative, effective programs and support services for student access, retention, and success. As a gateway and catalyst for lifelong learning, the Learning Collaborative promotes students’ self discovery and the achievement of their academic goals. Some programs and services provided by the Learning Collaborative include:

• Learning Enhancement Center. Drop-in tutoring, supplemental instruction, peer-led study sessions for targeted courses, study strategy workshops, and The Olympiad, a weeklong interactive learning workshop offered to all University of Toledo students in fall semester, are services offered by the center. The center’s
range of programs and the availability of services have been expanded to meet the needs of more students and students who are less prepared for the academic rigors of college.

• Gateway Programs. Students who are undecided on a major or preparing to transfer to the University as an undecided major can explore their interests and options while focusing on completing general education/core curriculum requirements and receiving career exploration and specialized advising in the programs.

• Center for International Studies and Programs. International and domestic programs providing diverse initiatives that prepare students to become change agents for the future. The program enhances the traditional academic journey with experiential learning through engagement in real world experiences, complemented by curricular reflection.

The Learning Collaborative is also home to career services, testing services, Student Athletic Academic Services, the Office of Accessibility, Office of New Student Orientation, and other student support service programs.

Faculty development and Learning Ventures

The University is committed to faculty development to enhance student learning. Through the Center for Teaching and Learning, founded in 1994 as the Center for Teaching Excellence, and more recently through Learning Ventures, which was established in 2009, University of Toledo faculty have access to research and expert mentorship promoting adoption of best practices, focus on student learning, use of technology, and development of strategies for continuous improvement in a learning-centered environment. In 2009, the Center for Teaching Excellence and the Division of Distance Learning were combined into a new office called Learning Ventures to enhance the University’s culture of teaching and learning; to focus on active learning, engagement, and the “scholarship of teaching;” and particularly to pursue key web and classroom technologies that are changing the shape of higher education. Learning Ventures:

• Provides leadership, knowledge, and expertise for a learner-centered community of teachers and scholars at the University;

• Promotes and sustains through development of new approaches to “hybrid” modes of instruction that expand boundaries associated with traditional course-based learning to a learning environment that can best prepare students for complex challenges; and

• Cultivates development of active learning strategies, ongoing self-assessment in teaching, new instructional approaches and technologies, and widespread adoption of educational strategies that enhance retention and outcomes.

College of Innovative Learning

In 2010, Learning Ventures became an administrative unit of the College of Innovative Learning (COIL).

The college is comprised of the College of Adult and Lifelong Learning, University Libraries, Learning Ventures, and online learning, and is responsible for development of strategies for first-year learning and students in transition.

COIL identifies strategies for enhanced integration of curriculum, co-curriculum, student life, and academic learning. What was initially referred to as UT Connection has become COIL’s founding principles — the priority of learning communities, challenge-based learning, outcomes-based assessment, student/faculty co-creation of curriculum, hybrid learning, and open access to information. COIL encourages modification of instructional modes to emphasize student learning to the exclusion of institutional habits appropriate to a 19th century university.

COIL works with faculty and departments to develop alternatives to course-based instruction. Learning modules earning credit applicable to courses and programs of study are being developed in a variety of formats — online, face to face, and blended — to create thoroughly student-centered, thoroughly customizable, and entirely transferable courses and degree programs. These modules will eventually be shared openly across campus and with the public.
On the assumption that students learn best when engaged, when presented with problems to solve and resources to solve them, when challenged to set high goals and given the resources to achieve them, and that none of these things are intrinsically or inherently linked to the standard course-based model of instruction, COIL supports programs that are entirely outcomes-based, driven by a focus on student success, and shaped by ongoing assessment. The COIL Writing Studio started in fall 2011 and will expand in spring 2012.

COIL puts learning and assessment first, focusing on outcomes rather than inputs. Implementation of this concept began in fall of 2010, with a pilot project involving creation of a vast online “eco-system” consisting of small learning modules designed for first-year students at the University. Each module is focused on the achievement of a specific set of learning objectives tailored to the needs of students who bring varying levels of ability and preparation to the University.

Some modules emphasize time management and developing familiarity with University facilities and offices while others focus on social problems or issues that are of interest to incoming students with untested levels of ability and unfocused plans for a major.

Incoming students are required to take a selection of modules sufficient to satisfy each of eight learning objectives. Modules on diversity, time management, “Map-Works” and e-portfolio are required of all students while others are optional.

**Online Learning**

Through Learning Ventures, COIL oversees and coordinates distance education efforts of the University. It assists departments and colleges in the administration and delivery of 44 online programs and anticipates an increase in the number of courses and programs by at least 50 percent in the next few years. The increase is motivated by an institutional need to enhance the accessibility and affordability of degree programs while maintaining high standards of quality in individual courses.

The *Directions 2011* strategic plan promotes undergraduate and graduate distance learning, calling for a 15 percent increase in the number of online degrees; a 10 to 20 percent increase in the number of online tutorial courses; and a five percent increase in the number of adult students talking blended or hybrid courses.

Over the past decade, the number of web-assisted and online courses has increased at an impressive rate as Table 2.2 indicates. UT’s distance learning program has grown rapidly from no enrollments in 1997 to more than 28,000 in the 2010-2011 academic year.

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*Source: Learning Ventures*
Learning Ventures is in discussion with programs throughout the University interested in innovative approaches to satisfying the University’s core commitments to relevance, engagement, and the improvement of the human condition. Approaches include new methods for offering key courses in the liberal arts for general education, new approaches to continuing education, international partnerships that leverage new technologies to create transnational learning communities, and online repositories for archival research that is incorporated into learning modules for adoption across the curriculum. These faculty development approaches to online learning are appropriate to a research university and to students who desire a rich undergraduate experience.

The University is continuously improving online learning through a variety of techniques. Emphasis is being placed on course assessment as an integral part of the development and teaching of online courses, developing quality rubrics, assessment tools, and design standards that are well known to enhance student learning in the online environment.

First, Learning Ventures is a member of the “Quality Matters” consortium for on-line learning through a contract with Ohio Online Learning Network. The University is using the network’s rubric for distance-learning courses.

Second, faculty members are compensated to develop distance learning courses and degree programs. To ensure quality, proposals are assessed to ensure they produce clear learning outcomes, show evidence of a student-centered focus through the course syllabus, show evidence that students will be actively engaged, and demonstrate they show respect for diversity, varied talents and different learning styles. Proposals that meet these standards are then funded to support teaching, and assessment with the goal of continuous improvement. Faculty members who have no prior experience teaching with Blackboard are required to participate in training.

Third, the number of distance-learning courses that offer opportunities for students to evaluate course design has dramatically increased from 20 percent to 100 percent. The evaluation tool is part of the Blackboard template.

Fourth, distance learning student services and communication have been improved with new features, including chat windows in every course and Blackboard IM for virtual office hours and web-based communication.

A complete list of programs and degrees are available online can be found at on The University of Toledo website.

**Road shows**

Learning Ventures brings faculty development directly to colleges and departments to meet faculty where they work and collaborate. Four interactive “road show” presentations concerning key problems in teaching and learning, including outcome-based learning assessment, active learning strategies, dealing with academic dishonesty, using lecture-capture to enhance learning, and the development of a course in the Blackboard 9.1 learning management system, are available to colleges, programs, and departments as needed. Topics were selected after consultation with deans and faculty about particular needs, and the road show concept responds to repeated requests for better access.

**Student Observer Program**

- Faculty in all departments can request that a trained student observer visit during office hours, class sessions, and individualized sessions to discuss pedagogical approaches, classroom technique, and midcourse student assessment of teaching effectiveness.
- The program recently added online observations — assessment of web-assisted and online courses from a student perspective — and video observation.
- The program has expanded to include Health Science Campus and the College of Law.

**Scholarship of teaching seminars**

- Learning Ventures will introduce “the scholarship of teaching” for discussion and adaptation to various colleges through a series of seminars, panel discussions, and scholarly presentations. The 2011-2012 schedule contains sessions devoted to each of the six COIL priorities and to issues in technology and teaching.
• Faculty from the University and elsewhere will be invited to discuss teaching and learning from a scholarly, informed, and when possible, data-driven perspective.

• “Scholarship of teaching” implies not merely the existence of a scholarly component in teaching, but “a particular kind of activity in which faculty engage separate from the act of teaching that can be considered scholarship itself.”

• A shift toward the “scholarship of teaching” as institutional policy signals that the University wishes to render the practices, knowledge, and research that inform teaching public, available for critical evaluation, and useable by others in the community.

Learning Ventures will follow up with long-term assessment and will organize research and materials in support of the innovations and approaches introduced in seminars that promote activities and practices consistent with Learning Ventures’ mission.

Course transformation

• Following the National Center for Academic Transformation guidelines for course redesign to achieve learning improvement and cost reduction, Learning Ventures sponsors an annual round of proposals for course transformation with special emphasis on general education and alignment with institutional priorities and values (research in solar and renewable energy integrated with core liberal arts learning, for example).

• A rigorous assessment strategy has been implemented to ensure that the transformation projects have lasting value for future student learning and to ensure that practices and approaches tried and tested in one area are shared with and adopted by other areas where such adoption will produce enhanced outcomes.

Faculty development seminars

Learning Ventures provides hands-on workshops in key instructional technologies. Workshops led by University of Toledo and visiting faculty with experience with instructional technologies, instructional design, and research in teaching and learning cover topics such as lecture-capture, web-based technologies for teaching, social networking as a teaching tool, “Starboard” (smartboard) technology, e-portfolio techniques and tools, response devices (clickers), using mobile technologies in synchronous and asynchronous learning environments, “just in time” teaching, effective management of “group” discussions and projects, syllabus construction and learning outcomes, academic dishonesty and tools to help detect it, best practices in exam construction, using writing as a teaching tool, “Writing Across the Curriculum,” conducting Web seminars, and more.

Simulation Center

The development of and investment in the state-of-the-art Interprofessional Immersive Simulation Center is another example of the University’s commitment to strengthening the quality of student education. Hands-on simulation helps multidisciplinary teams of health-professions students and individuals learn and practice clinical skills under realistic conditions that later translate into improved real-world communication, collaboration, teamwork, and crisis management. The center, located in the Collier Building on Health Science Campus, is used by medical, nursing, pharmacy, and allied health students as well as medical residents and faculty and staff of the University of Toledo Medical Center. More than $2 million in capital funding was allocated as part of the strategic budget process in fiscal years 2010 and 2011 to acquire equipment for the center. More about the center is found in core component 3c.
New degree programs

To maintain the highest-quality programs that prepare students to be successful in the health professions, the University has created new clinical doctorate degree programs in occupational therapy, physical therapy, and nursing practice. These programs provide students an expanded knowledge base and clinical competencies that are required in health care today. The special-emphasis report contains a more in-depth discussion of new degree programs as well as ones that are being considered.

Office of Quality and Continuous Learning

The Office of Quality and Continuous Learning (OQCL) was created to support and facilitate the integration of business systems and processes following the merger. The goals of the OQCL are to:

- Create a collaborative continuous improvement atmosphere at the University, and
- Raise the overall standards of performance, productivity, accountability, and customer satisfaction.

As part of its mission, OQCL provides professional development programs led by instructors from the College of Business and Innovation for University staff in the areas of leadership, management, and organization development. In 2010-2011, OQCL provided certificate tracks for University staff offering more than 21 professional development courses in areas of finance and budgeting, customer service, project management, and leadership. The OQCL faculty has also analyzed redesign of processes in student services, facilities and plant operations, and the University of Toledo Medical Center. The OQCL exemplifies how the University effectively uses its faculty to improve institutional performance.

Centers of excellence

The University System of Ohio identified six key industries that are expected to drive the state’s economy over the next few decades. In 2008, all of the state universities were invited to submit proposals to highlight distinctive strengths within the key industries and how their programs could be developed into nationally recognized centers of excellence in emerging areas of academic study and serve as platforms for world-class research.

The University was designated by the University System of Ohio as a center of excellence in three areas:

- Advanced renewable energy and the environment;
- Biomarker research and individualized medicine; and
- Transportation and logistics.

The recognition of these centers of excellence by the State of Ohio is evidence of the University’s prioritization of program investments and its capacity to support and strengthen the quality of its education programs. Under the previous administration, the state was to provide funds to match University funding to launch the centers. Due to changes in administration, however, matching state dollars were never provided. However, the University has remained committed to the centers. It will be critical during the next several years, as resources continue to be scarce, that the University directs resources to selected programs and themes that enhance its success, rather than spreading insufficient resources over many programs.

The state of Ohio also awarded $13.4 million to the University in 2008-2009 as part of the Ohio Research Scholars Program to support the development of research clusters and the recruitment of top scholars in three areas — photovoltaics, spinal disease and devices, and immunosuppressive therapeutics. The Ohio Research Scholars Program is directed at strengthening and increasing the number of clusters of research excellence led by Ohio’s academic institutions that support regional and economic priorities. The 23 research proposals submitted in response to the program were rigorously reviewed for scientific merit by the National Academy of Sciences (NAS). All three of The University of Toledo’s proposals were ranked by NAS in the top five.
III. Summary

The University of Toledo’s operating budget has increased steadily since the merger in fiscal year 2007 due to stable state funding, increased tuition revenue resulting from higher enrollment, and increased extramural research support. A strategically focused and aligned budget process has supported the investment of resources to strengthen and sustain the highest quality education programs in a student-centered University. Despite challenging national and state economic conditions during the last few years, the University is fiscally well positioned to maintain and strengthen the quality of its educational programs in the future. The University’s current financial position as evidenced by its 2011 financial ratios is strong.

Challenges

- Reductions in staff across the University are making it more difficult to provide student services effectively.
- Reductions in state support will challenge the capacity of the University to maintain the breadth and academic quality of its educational programs, and maintain a tuition structure that continues to provide access to a diverse student body.

Recommendations for the future

- The University must evaluate student services and processes to ensure resources are optimally aligned in support of the learning environment and student success.
- Economic realities require the University to use existing resources in the most efficient manner possible and continue to prioritize academic and support programs. An increased emphasis on and adoption of a performance-based budget and resource allocation model will be necessary to ensure strategic programs are strengthened.

CORE COMPONENT 2C: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

I. Evaluation processes

Colleges, departments, divisions, programs, and services at the University have embraced a commitment to continuous improvement in carrying out their missions and do so through assessment and evaluation of their individual programs. Such evaluations lead to enhancements. This section of the report provides illustrations of such enhancements and outlines examples of approaches colleges and programs use to try to improve and examples of tools that are used to gather evidence used in evaluation of activities and programs.

Institutional research

The University, through the Office of Institutional Research (OIR), utilizes various surveys to evaluate and assess institutional effectiveness. The surveys help the institution better understand faculty, staff, and student perceptions of the University’s performance and provide valuable data for academic decision making. The universitywide surveys that have been administered through the office include the National Survey of Student Engagement (NSSE), the Student-Centeredness Survey, and the Campus Climate Survey. Each universitywide survey is sponsored by a department or division, with OIR assisting with survey design, development, and administration. The office also analyzes and summarizes survey results for sponsors who review results to look for various ways to improve the effectiveness of University initiatives. The OIR, which collects, organizes, analyzes, interprets, reports, and archives data from University and other sources, also coordinates the input for and analysis of data submitted to higher education reporting organizations and consortia such as Integrated Postsecondary Education Data System.
Examples of some survey findings and initiatives are described below.

The student-centeredness survey was designed by the Division of Student Affairs and the Office of Institutional Research in 2007 to collect students’ feedback on areas that directly impact student learning and campus life. The survey questions cover four areas — facilities and student services, helpfulness of University staff, educational experience, and outside classroom experience. Responses from the survey (located in the electronic resource room) that was conducted in March 2010 indicated that:

- Sixty-nine percent of students are satisfied with their overall experience at the University;
- More than 75 percent of students are satisfied with the facilities in the Student Recreation Center and classrooms;
- More than 70 percent of students are satisfied with campus beauty, library facilities, availability of Internet access and the myUT portal; and
- Satisfaction rates of more than 60 percent among students can be seen with campus maintenance, computer facilities, UT bookstores, student union facilities, campus cleanliness, student organizations, and distance-learning opportunities.

The responses also highlighted opportunities for improvement in such areas as Student Government, job opportunities for students on campus, and parking availability. Availability of parking also remains a challenge, with a satisfaction rate of under 20 percent.

Responses from the survey conducted in 2008-2009 highlighted opportunities for improvement in Rocket Solution Central, the administrative unit responsible for integrating services from the registrar, bursar and financial aid offices, parking, and security. As a result of the survey, improvements were made after students expressed dissatisfaction with long wait lines during registration periods.

- Automation of the processes and systems has largely corrected the problem as students now complete everything online.
- A new phone queuing system with automated call-back eliminates the need for students to wait to speak with student services staff members.
- The addition of volunteers and student workers during the busy registration periods to accommodate the increased volume resulted in shorter lines.
- Staff from registration, information technology, bursar, financial aid, and other offices meet regularly to discuss opportunities to continually improve the student experience.

To respond to students’ concerns on safety, the University expanded the number of Code Blue phones throughout campus that connect directly to campus police and increased the number of closed-circuit television cameras monitoring parking lots, buildings, and public areas. The University also installed additional lighting in some areas. Campus police also widely communicated the availability of the Night Watch escort program to provide safety for anyone walking alone on campus at night.

The campus climate survey evaluates the University’s effectiveness in creating a diverse and culturally inclusive environment for students and staff. The Office of Equity, Diversity and Community Engagement, in collaboration with OIR, developed and conducted the universitywide climate survey in spring 2010. The climate survey utilized Likert scales, multiple-choice, and fill-in selections covering areas such as perception of overall climate, acceptance, diversity-related services, courses, programs and/or organizations, attitudes and feelings toward others, discrimination and harassment, and awareness.
The student survey results showed that:

- Ninety percent of the students agreed that overall the University offers a friendly and welcoming environment for people with diverse backgrounds.
- More than 87 percent agreed that faculty and staff demonstrate a commitment to diversity and that the campus was conducive to learning. Students also felt accepted, intellectually stimulated, supported, and valued.

The faculty and staff survey results showed that:

- Eighty-nine percent of those responding agreed that overall the University is a friendly environment for people with diverse backgrounds.
- Eighty-six percent felt welcome at the University.

The results of the survey were widely shared across campus and discussed with senior leadership and key stakeholders. As a result of the survey, recommendations were made to develop an awareness campaign promoting diversity-related offices, resources, and services and enhancing mentoring opportunities for faculty and enhancing diversity training. The results will be used to implement plans to improve diversity and cultural competence in the context of educating all students for participation and leadership in a diverse society and to increase the educational success of disadvantaged and ethnic minority populations.

The University also administers the National Survey on Student Engagement (NSSE) to first-year and senior students to assess the extent to which students engage in a variety of educationally effective activities. The University started using the survey in 2001 and administered it in 2002, 2004, 2006, 2008, 2009, and 2011. Going forward, the survey will be administered every two years. Criterion Three provides more detail.

**College evaluation**

Each college annually evaluates its effectiveness and develops plans and strategies to improve performance. In all cases, appropriate data and feedback loops are available and used throughout the organization to support continuous improvement. Some examples are:

**The College of Business and Innovation**

- Assesses its overall effectiveness via annual comparisons of statistics on per-capita faculty research productivity, student enrollments, retention rates and career placement statistics, accomplishments of its various outreach and engagement centers, and external philanthropic support.
- Assesses as required by its accreditation body — Association to Advance Collegiate Schools of Business International (AACSB) — its curriculum on an annual basis via a comprehensive, closed loop Assurance of Learning (AOL) system whereby the achievement of defined learning goals is measured for each of the college’s six degree granting programs — bachelor of business administration, bachelor of science in information technology, master of business administration, executive MBA, master of science in accounting, and Ph.D. in manufacturing technology management.
- Based on AOL system outcomes, in use since 2004, numerous changes have been made in the college’s curriculum ranging from course modifications, changes in specific core courses and a major revision of both the MBA and EMBA academic programs.

**Judith Herb College of Education, Health Science and Human Service**

- Programs in the Judith Herb College of Education, Health Science and Human Service undergo systematic, continuous assessment, which includes student learning outcomes, evaluations of student performance by internship supervisors, and follow-up studies by supervisors, alumni, and employers.
Advisory committees review curricula, student performance, and changes in various fields and makes recommendations to help insure that programs remain current and prepare successful professionals.

The college participates in state and national surveys of program quality and student learning outcomes and uses that data to identify opportunities for improvement.

PRAXIS scores are used to assess student content knowledge as compared with professional and state averages in education.

The college worked collaboratively with the English department in the former College of Arts and Sciences to strengthen curricular offerings in British and American literature. Improved outcomes are now being observed among recent graduates.

Conducts follow-up studies with initial licensure graduates annually in collaboration with the Teacher Quality Partnership project and with employers to assess the performance of graduates.

A specific curricular change made based on survey results from graduates of the speech-language pathology program exemplifies this assessment process. As more students were employed in health-care settings and saw children with swallowing disorders, the dysphasia course was modified to include a greater emphasis on child swallowing difficulties associated with various sensory and motor impairments.

The College of Nursing

The college conducted a comprehensive review of its programs in 2008-2009 to strengthen its alignment with the University mission and assess progress towards its goals and objectives.

As a result of the assessment, the college eliminated the associate degree in nursing program and reallocated resources to strengthen the baccalaureate in nursing program and develop a bachelor of science in nursing (BSN) to a doctor of nursing practice (DNP) program. The first students in the DNP program graduated in May 2011. More about that program is found in core component 5c.

No new students have been admitted to the associate degree program since spring 2009. Full commitments to the current associate degree students were maintained until their spring 2011 graduation.

The changes made by the college are tightly aligned with recent recommendations from a study by the Robert Wood Johnson Foundation and the Institute of Medicine that recommends, among other things, nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

The College of Visual and Performing Arts

The Department of Art, following a year-long self study and with consultation from the National Association of Schools of Art and Design (NASAD), created a unique new degree track in new media design practices.

The program incorporates new media curricula and features externship and internship components, providing experiential and “practice learning” in combination with the creative and theoretical new media course offerings.

Learning Alliance

Another example of how the University evaluates academic units to improve the institution was the engagement of the Learning Alliance to facilitate and assess the former College of Arts and Sciences. Beginning in fall 2008, Dr. Robert Zemsky and Dr. Joan Girgis of the Learning Alliance for Higher Education, a University of Pennsylvania-based provider of educational research and leadership support services to presidents of accredited, non-profit two- and four-year colleges and universities, facilitated a series of roundtable discussions with more than 30 faculty members, administrators, and other stakeholders to consider the challenges and opportunities facing the former College of Arts and Sciences.
The report from the Learning Alliance called on the University to:

- Reconceive the definitions of scholarship;
- Recast the curriculum, for both the major and general education;
- Rethink and revise teaching modalities;
- Devise new approaches to the use of space; and
- Strengthen graduate education.

Faculty subcommittees were formed and developed detailed action plans to address each of the challenges. The three colleges newly formed from the former College of Arts and Sciences continue to assess the challenges identified through the roundtable discussions and implement initiatives to strengthen the education programs and learning environment.

**Post-Doctoral Bridge to Business Program**

- This program is a good example of how evaluation and assessment are used for continuous improvement. With fewer business school faculty nationally, the college began the post-doctoral bridge program in 2008 to develop academically qualified faculty to teach in AACSB-accredited business schools.
- The University of Toledo College of Business and Innovation is one of only five colleges of business authorized by the AACSB, the premier accrediting body for business schools, to offer the Post-Doctoral Bridge to Business Program.
- By completing a Post-Doctoral Bridge to Business Program, non-business scholars become significantly more competitive when applying for faculty positions at AACSB-accredited business schools.
- The program offers modules on current research in technology management, operations management, and supply chain management along with marketing, sales, CRM, and manufacturing disciplines, helping students to develop the expertise needed to teach and do research in these areas.
- Program applicants must have an earned doctorate with an established ability to conduct research.

**II. Review of academic and administrative subunits contributes to organizational improvement**

The University recognizes that periodic reviews of academic programs and administrative offices contribute to continuous improvement.

**Academic program review**

A cyclical program review process, at both undergraduate and graduate levels, has been renewed in the past two years. This seven-year cycle of program review replaces the program prioritization process which was implemented in 2003. Additional information about the academic program review process can be found in core component 4c.

**Division of Student Affairs**

The Division of Student Affairs has implemented several initiatives in recent years based on student input and institutional student retention data. Retention and first-year intervention initiatives revolve around the centralization of programs in the Office of Multicultural Student Success, Office of Residence Life, Office of Latino Initiatives, and the African American Student Enrichment Initiatives Office. Meeting the needs of at-risk students through peer mentoring, advising, academic support, and intercession of jeopardizing behavior is the foundation of the following programs:
Early alert and intervention

First implemented during fall semester 2009, MAP-Works, which stands for “making achievement possible,” is a retention and intervention tool for academic and socio-emotional transitions in the first year of college. In 2011, the University piloted Sungard Higher Education’s Course Signals as its early intervention system that warns students who are at risk of underperforming in a course. The University will decide which system best serves the University’s needs.

- The program links professionals on campus to at-risk students and provides early intervention, educates students on successful behaviors and student norms at the University, gathers systematic information on students’ characteristics, and facilitates collaboration with academic affairs to help students stay in school.
- Skills such as leadership, reading, writing and speaking, time management, stress indicators, and commitment to education are evaluated.
- A survey administered in the first three weeks is integrated with institutional data to predict at-risk students.
- Data obtained from the survey allow the University to define, describe, and profile students and their difficulties early so support can be provided.
- Information from students in fall 2009 led to changes to the orientation programs the next year.
- In addition, data indicated that commuter students did not feel connected to the institution. Orientation sessions were expanded to include breakout sessions and family tours specifically designed with information geared toward commuter students.
- A commuter resource information sheet with tips on how to get involved and meal plan information have also been added to the orientation information packets. As part of every orientation session, information on MAP-Works is distributed and student participation is emphasized.

Rocket 2 Rocket Peer Mentoring Program

- During fall 2009, the Office of Student Affairs, in collaboration with the Office of Enrollment Services and the Learning Collaborative, launched this mentorship program for first-year undergraduate students to help them make the transition from high school to college.
- The program pairs approximately 400 first-year students with trained peer mentors who are matched according to shared academic and co-curricular interests.
- Mentors acquaint new students with campus life and assist students having difficulties in adapting to University life.
- Mentors frequently invite and accompany students to campus events to develop connectedness to the University.
- The program is aimed at increasing retention rates of first-year students, at positively impacting the persistence of continuing students serving as peer mentors, and at instilling peer mentorship into the culture of academic and student service support at the University.
- Through peer mentoring, first-year students learn how to balance university life and develop transformative skills in areas of responsibility, social connectivity, and leadership.

Living-learning communities

- The Office of Residence Life provides quality living environments and services that directly contribute to the success of students through educational, social, and personal development.
- Living learning communities provide students with unique learning experiences that connect classroom learning with residence life. Residents live among classmates with shared academic goals and interests and have access to many special resources, programs, and activities.
• During fall semester 2011, there are 11 active living learning communities with more than 700 student participants, and one faculty member in residence.

• Living learning communities have been developed for themed areas such as the arts, health professions, honors, environmental sustainability, scholastically enriched environments, education, business administration, politics, law and society, leadership, engineering, and global entrepreneurship.

• Specific residential floors are dedicated for business, education, politics, law and society, and alcohol – and substance-free floors.

• Both the living learning communities and dedicated floors are designed for first-year direct-from-high-school and transfer students.

In fall 2009, the Office of Institutional Research assessed the effects of the living learning communities on first-year students and found that grade-point averages and retention rates were higher among living learning community students than those of nonparticipating students.

**Counseling Center in the Division of Student Affairs**

The center has been enhanced through additional staff in both 2008-2009 and 2009-2010 to provide services to students with significant psychological disorders. Additional funding was also allocated to expand existing alcohol, tobacco, and other drug initiatives.

**The Learning Collaborative**

The Learning Collaborative continuously surveys students and faculty to assess the effectiveness of its programs. As a result, changes have been implemented to improve services. Some changes include:

• New equipment has been purchased to better serve blind and visually impaired students and new student orientation was modified to include a special session geared to non-residential students.

• A special orientation session for adult students addressing specific needs they may have based on feedback from admissions and MAP-Works was developed.

• Notes are now scanned and emailed to students so they don’t have to stop at the office to get them.

**University Libraries**

• University Libraries periodically surveys users to assess opportunities for continuous improvement.

• A survey completed in spring 2010 indicated that students and faculty are overall very satisfied with the resources and services available at the libraries.

• The feedback from the survey will be used to develop action plans to improve some areas in support of the mission of the University.

**III. Innovation and entrepreneurship**

The University’s success in technology transfer is evidence of institutional effectiveness and how the institution is investing in initiatives that will strengthen the University and its educational programs.

• The University has made a significant commitment to improve the human condition and to advance knowledge through discovery and engagement of numerous university and community stakeholders by taking a leadership role in regional economic development.

• The University has increased the capacity of the technology transfer program by adding new staff members to assist in identifying and licensing new technologies and to help develop new spin-off businesses.

• In 2008, Innovation Associates reported that among U.S. universities, the University ranked sixth in executing licenses and seventh in launching start-up businesses, when taking the level of research
expenditures into account — an indication of a very high level of productivity in the translation of research into economic development.

- The ranking was based on a project funded by the National Science Foundation and based on data from the Association of Technology Managers. The University has significantly increased the number of invention disclosures per $10 million of research expenditures to 16 in fiscal 2009 compared to a U.S. average of 4.3.

IV. Research funding

The University’s strategic plan calls for the institution to improve its standing as a metropolitan research university by increasing the amount of external support for research and advancing and supporting research, scholarship, and creative activity across all programs at the institution.

Expanding the external funding for research is important to support research and scholarship in science, engineering, and other technology areas that need support for laboratories, equipment, supplies, and staff. Expanding externally sponsored research also supports regional economic development, as about 33 jobs are needed to support $1 million in external research.

A specific goal is for the University to be ranked in the top 150 in the National Science Foundation rankings of research expenditures for fiscal year 2012 and further strive toward achieving a ranking within the top 100 by fiscal year 2020. The University is currently ranked 160th for fiscal year 2008, the most recent year.

The University made continual progress towards this goal until the last year as exhibited in Figure 2.9. External research funding increased more than 35 percent since 2004-05, exceeding $75 million in 2009-10. In the 2010-2011 fiscal year, external funding declined to $67.8 million. An explanation for the decline is provided in core component 4a.

New collaborative research programs that developed as a consequence of the merger are significantly contributing to extramural funding, with 11 cross-campus collaborations funded in 2009-10. To continue progress in reaching its research goal, the University will strategically invest in developing interdisciplinary research clusters. The Directions 2011 strategic plan calls for extramural research funding to exceed $100 million annually by 2013.

Figure 2.9 History of external research funding

Source: Office of Research and Sponsored Programs
V. Enrollment strategy

A strategy to increase undergraduate enrollment, which had been declining for several semesters prior to the merger, was a high priority for the merged University.

Following a thorough evaluation and assessment of prior enrollment plans, the Office of Enrollment Services developed and implemented in fall 2006 a long-term, three-phase plan for enrollment management.

The first phase placed emphasis on enrollment growth while maintaining the current academic profile. The Directions 2007 strategic plan established a goal to increase the undergraduate student enrollment to 20,000 while also enhancing the ethnic diversity within the undergraduate population. Phase one of the plan has been successfully completed with significant growth in both undergraduate and graduate enrollment. Undergraduate enrollment has increased from 14,261 in fall 2006 to 18,130 in fall 2010, an increase of 27 percent. The percentage of ethnic minorities in the undergraduate student population increased from 18 percent in fall 2006 to 23 percent in fall 2010.

Phase two of the enrollment plan, which began in fall 2010, focuses on “shaping the class,” with an emphasis on reducing the number of underprepared students entering the University, increasing retention rates, improving the academic profile, and ultimately raising graduation rates.

Data currently available show that the University’s first-to-second-year retention and six-year graduation rates are lower than the national average. The University’s current first-year retention rate was 64.5 and the six-year graduation rate for the 2004 cohort of 2,945 students was 45.1 percent, respectively. The national average for first-year retention of students is 75.8, according to the 2010 ACT National Collegiate Retention and Persistence to Degree Rates, with a 55.5 six-year rate, according to the National Center for Higher Education Management Systems.

The Directions 2011 strategic plan calls for the University to strive for 80 percent first-to-second year retention and a 65 percent four-year graduation rate. It is anticipated that the undergraduate enrollment will not experience the significant gains that occurred during phase one, but enrollment will be stable. The final phase, anticipated to begin in fall 2013, will feature enrollment growth through retention gains.

In September 2011, the University reported significant gains in its adult and transfer populations, as well as among international students.

With a headcount of 22,610 at the beginning of the 2011-2012 academic year, enrollment grew 4.7 percent among transfer students and 28 percent among international students, increasing from 124 new students in 2010 to 172 in 2011. Overall enrollment in 2010 was 23,085.

Core component 3c contains a more complete description of the number and variety of academic/student support units explicitly designed to improve student retention and graduation rates.

In addition, a number of professional schools, notably the colleges of Law and of Medicine and Life Sciences, administer their own enrollment management services for students.

In 2010, the University implemented the Scholarly Savings Account Program, a long-term partnership with school districts and families of junior high students to stress academic rigor and college preparation. To be eligible, students must graduate with a minimum grade-point average of 3.0 and meet core curriculum criteria for regular admission to the University. At the same time, their school districts must sign a participation agreement with the University that includes the development of their own requirements and an annual tracking process. Upon graduation from high school, a student may have accumulated a maximum of $10,000 through the program that can be used toward tuition at the University. The scholarship funds then will be disbursed in annual increments of $2,500 for four years of attendance at the University. More information about the program is found in core component 5b.
The success in the enrollment strategy is evidence of the University’s evaluation and assessment of institutional effectiveness and that its performance meets its expectations for effectiveness. The Office of Enrollment Services carefully evaluates enrollment, academic profile, and retention throughout the year to continually improve initiatives targeted at increasing enrollment.

VI. University support for its evaluation and assessment processes

Office of Internal Audit

The office of Internal Audit provides an independent appraisal of the University’s financial, operational, and control activities. The audit staff uses a systematic methodology for analyzing business processes, procedures, and activities with the goal of highlighting weaknesses and recommending improvements. Some of the activities completed for fiscal year 2011 include reviewing student financial-aid procedures to ensure that eligibility requirements are met and aid is disbursed accurately; reviewing information technology and systems controls; and reviewing and assessing student-service operations to focus on preventing identity theft.

University’s financial status

Assessment by both Moody’s and Standard & Poor’s occurs when the University issues debt. In October 2011, the University was assigned a rating of A1 with a stable outlook by Moody’s and a rating of A+/stable by Standard & Poor’s.

According to Moody’s: “UT’s board and senior leadership demonstrate solid fiscal stewardship through multi-year planning, ongoing monitoring of financial results relative to budgeted expectations, and building up institutional reserves. The senior leadership team crafts the annual budget to align with specific performance criteria set by the board. Moody’s believes that the management team budgets conservatively, including budgeting for revenue and expense contingencies to mitigate negative variances between actual financial outcomes and the budget.”

Standard & Poor’s said: “The stable outlook reflects our expectation that during the two-year outlook period, the University will manage effectively through an expected period of constrained state operating appropriations. We expect that the issuance of any additional debt will be modest and parallel growth in revenues and financial resources.”

The Ohio Board of Regents

The Ohio Board of Regents (OBR) annually assesses the financial strength of the University through financial ratios. The OBR uses year-end audited financial statements to calculate three ratios—viability, primary reserve, and net income ratios. The three scores are summarized into a composite score, which serves as the primary indicator of the institution’s fiscal health. The University’s composite score for fiscal year 2009 was 2.6 out of a possible score of 5.0, down from the fiscal year 2008 score of 3.3. The University’s score is lower in fiscal year 2009 due to its net income ratio. However, the University score improved to 3.9 for fiscal year 2010.

VII. Summary

The University utilizes a variety of assessment processes throughout the organization to inform and identify opportunities for continuous improvement. Assessments administered by the Office of Institutional Research are analyzed and relied upon to inform planning and budgeting processes. Colleges also undergo systematic, continuous assessment of student learning outcomes and educational effectiveness. While the student centeredness survey shows overall that students are satisfied with their educational experience, the survey also highlights opportunities for the University to improve student satisfaction. The University is continuing to explore methods to better measure and assess student satisfaction at the unit and institutional level.
Challenges

The ongoing challenge at the University, as at many institutions, is associated with the implementation and execution of plans and strategies to improve effectiveness. While the University generally has excellent processes to collect, analyze and interpret the data, timely implementation of improvement plans has been at times inadequate.

Recommendation for the future

The University will need to continue to explore ways to measure and assess student satisfaction, and invest in programs that improve student academic success, retention, and graduation rates.

CORE COMPONENT 2D: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

As noted in core component 2a, faculty, staff and students and many other stakeholders participated in strategic planning at the University that led to development of the Directions 2011 document.

As a result, each University decision is assessed by how well it is aligned and supports the institution’s mission, vision, and values. Making the mission statement the focal point of planning has provided the framework that allowed the University to make substantial progress since the merger.

However, the University’s planning processes are continuous activities. They are flexible enough to allow the institution to respond to external forces that constantly change the landscape of higher education and to reprioritize in the context of those changing environments and of changing institutional capabilities.

The University’s recalibration of its strategic plan was undertaken in response to the national economic conditions and other factors. The following section delineates how these processes help to ensure that planning at all levels is mission-driven.

I. Planning processes center on mission, vision, and values

As described in core component 2a, strategic planning processes for the newly merged University included development of the mission, vision, and value statements. Once the mission, vision, and value statements were approved, planning categories were established for critical areas, including undergraduate and graduate education, research, student affairs, health care, and outreach/engagement, to assure that the mission was clearly represented in the goals and strategic priorities pursued by the organization. Following formal adoption by the Board of Trustees of the Directions 2007 strategic plan, all departments, colleges, and other units aligned their strategic plans with the University’s new strategic plan.

All colleges also aligned their missions with the University mission statement. For example, the mission of the College of Engineering is “to achieve prominence as a student focused College of Engineering that educates engineers of recognized quality to be leaders in engineering disciplines, technology and society, and that enhances the well-being of our region.”

II. Implementation of organizational planning evident in operations

To facilitate strategic planning, the University’s information technology staff developed a software system to support the colleges and units with strategic alignment. The software, Strategic Planning Prism, provided a simple mechanism to develop, track, and align the strategic directions of the various University operating units to the mission. An example of the fulfillment of a Prism form, taken from the planning of the College of Business and Innovation in 2007, is contained in the appendix.

The Prism form could be used by lower operational units. For instance, following the form, the goals were disseminated to more tactical units within the college and each unit, such as the Edward Schmidt School of Professional Sales and the International Business Institute, completed Prism forms for their operations.
The Prism software has not been completed again by all units, but did serve an important role in organizing the planning processes of the various academic and administrative units by establishing a template for the process. The template continues to be used by a number of operational units in the College of Medicine and Life Sciences as well as providing a process that is followed in some administrative areas. The software system was invaluable in helping administrative units develop diversity plans by following one uniform template that takes goals to the specific action level with assigned timelines and responsibilities.

III. Strategic planning allows reprioritization of goals

In response to the challenging economic situation, new demands on health care, the environment, and other factors, the University undertook the recalibration of its strategic plan in 2010, a process that was mission-driven. The process that was followed is described in the information for core component 2a. The decision was made to retain the mission, vision, and values of the University, but to revisit goals and strategic plans.

The planning and development of the University’s annual budget ensures that resources align with the University’s mission. The process allows short-term goals to be achieved, long-term goals to stay on target, and use of institutional resources to be reviewed and assessed. The budget process is continually reviewed and enhanced to ensure that important stakeholders and constituents are consulted and involved. University leadership provides direct oversight of the budget process, with final approval by the president and board of trustees. Because the University strives to maintain its commitments to important strategies that are based on the mission, strategic planning processes are structured so that adjustments and reprioritization of goals can occur because of changing economic conditions and unforeseen circumstances.

Evidence of how such adjustments and reprioritization meet the University’s strategic plans can be seen in development of the fiscal year 2009-2010 budget. Because of decreases in state funding and an increase in enrollment, colleges and other administrative units were asked to submit seven and fifteen percent reduction scenarios from their base budget fund. The Directions 2007 strategic plan was flexible enough that it allowed reprioritization of funds so the University could begin initial planning for the new School of Solar and Advanced Renewable Energy, meet its overall collective bargaining agreement contractual commitments that included salary increases, and strengthen its financial position for bond ratings. Other outcomes of the annual budget planning process allowed college deans and department leaders to realign internal resources.

Another example of budgeting tied to planning processes is the establishment in 2011 of the new College of Adult and Lifelong Learning. As the University developed the fiscal year 2012 budget, resources were identified for new colleges.

In addition, other challenges loom, including a budget reduction from the state in State Share of Instruction, the end of federal stimulus funding, a potential decline in enrollment of incoming freshmen, and a shift of funds to meet contractual obligations and to ensure strategic goals are adequately funded.

IV. Involvement of internal, external constituents

External constituents were invited to participate in university planning processes. As core component 2a demonstrates, the initial merged strategic planning process involved internal and external constituencies, including faculty, staff, students, administration, community and business leaders and trustees, with diverse representation from these various populations on the strategic planning committee as well as the various work groups to address the six goal categories.

In addition, various units involved these constituencies in their own strategic planning process. In the recalibration, this process was particularly emphasized as there was strong recognition that the recalibration was in response to environmental uncertainties and that broad input was essential. In addition to the representation on planning committees, the strategic planning committees in both processes published questions and drafts and actively solicited input of various populations, assuring representation of viewpoints from all campuses and from various communities.
Multiple communication media — the University website, videotaping of meetings, Facebook, Twitter, Epsilen, and UT News, the employee newspaper, and Independent Collegian, the student newspaper — were used to make the strategic-planning process transparent and to gain additional input from both internal and external constituencies. This demonstrates how one iteration of the recalibration was developed and information disseminated to the campus community for input. This portion of the website was maintained throughout the recalibration process.

V. Earlier planning efforts

The focus on mission-based planning was present prior to the merger of the two universities. In 2005, the University undertook an organizationwide effort to react to environmental conditions and to assure that operational-level efforts aligned with the mission. Individual units were asked to prioritize their academic programs and functional areas using as guides the University mission and the missions of their units. This forced a critical look at the organization, which led various units to change priorities. It also established goals, objectives, and action plans for the colleges. This type of historic mission-driven planning helped to bridge the organization with its mission-based planning approach when the merger occurred.

VI. Summary

There is clear evidence that the University plans for the future and allocates resources based on its mission. While there is room to improve — for example, cementing the connections between budgeting and the strategic planning process and perhaps re-emphasizing the PRISM initiative or its intent — the institution overall has had a continuing history of systematically aligning its planning to its mission. The Directions 2007 and 2011 planning documents provide evidence of the University’s commitment to and prioritization of educational quality and student learning and recognition of the diverse, global, and technological world in which the University exists.

Criterion Two Summary and Evaluation

As documented in this chapter, The University of Toledo effectively plans for the future.

The University has completed two comprehensive strategic planning processes since the merger in 2006. These planning processes have been informed through the active engagement at multiple levels of a large number of internal and external constituents and have highlighted the importance of maintaining relevance through innovation and change. The plans have provided a means to determine how well the University is pursuing its mission.

The Directions 2011 strategic plan is a well-developed, well-crafted blueprint with goals and metrics that will guide the institution through the changing environments of higher education and health care in the future. It drives much, if not all, university planning, budgeting, and decision-making; ensures that institutional resources are directed to strategic education, research, and outreach goals; and provides evidence of a commitment to continuously improve the culture of the institution.

Planning at the University addresses emerging factors such as technology, demographic shifts, globalization, and sustainability and recognizes the importance of educating students to live and to work in a multicultural society. The University also considers during its planning processes appropriate ways to honor and preserve its history and heritage and allocates appropriate financial, technology, and human resources.

Through strategic planning and careful resource allocation, the University’s physical resources have enjoyed tremendous growth and development with new and renovated teaching, research, and athletic facilities. Increased undergraduate enrollments, continued extramural support for research, ongoing assessment and evaluation, and academic restructuring highlight change and growth that has occurred as a result of careful strategic planning.
Despite enormously challenging national and state economic conditions during the last three years, the University’s fiscal operations and financial resources are sound, well managed, and support the institution’s mission to provide quality educational programming.

The University of Toledo’s operating budget has increased steadily since the merger in fiscal year 2007 due to stable state funding, increased tuition revenue resulting from higher enrollment, and increased extramural research support. The University is fiscally well positioned to maintain and strengthen the quality of its educational programs in the future.

The University collects, analyzes, and uses data to evaluate its effectiveness at the institutional, college, and unit level, and for systematic and continuous assessment. Evaluation activities by the colleges and administrative units have led to improvements throughout the institution.

The University has achieved growth in student enrollment during the last five years as a result of effective strategic planning and has plans to improve its student retention rates.

The University’s planning processes are adaptive and responsive. It continuously monitors and evaluates allocation of resources to ensure they are aligned with the mission, and to quickly and effectively reallocate its resources and reprioritize its goals in response to changes in the economy and the changing needs of its constituents.

A variety of assessment processes throughout the organization inform and identify opportunities for continuous improvement. Assessments administered by the Office of Institutional Research are analyzed and relied upon to inform planning and budgeting processes. Colleges also undergo systematic, continuous assessment of student learning outcomes and educational effectiveness. While the student centeredness survey shows overall that students are satisfied with their educational experience, the survey also highlights opportunities for the University to improve student satisfaction. The University is continuing to explore methods to better measure and assess student satisfaction at the unit and institutional level.

Several challenges face the university as it prepares for the future.

First, economic trends, particularly in Ohio and the Midwest, will challenge the University’s ability to rapidly invest in emerging educational modalities and technologies, continue to maintain the varied programs supporting globalization, and maintain and preserve the physical plant.

Second, reductions in staff across the University will continue to stress the ability to provide student services effectively.

Third, reductions in state support will challenge the capacity of the University to maintain the breadth and academic quality of its educational programs and maintain a tuition structure that continues to provide access to a diverse student body.

Fourth, the ongoing challenge at the University, as it is at many institutions, is associated with the implementation and execution of plans and strategies to improve effectiveness. While the University generally has excellent processes to collect, analyze, and interpret the data, timely implementation of improvement plans has been at times inadequate.
CRITERION TWO: END NOTES

1. utoledo.edu/strategicplan/
2. utoledo.edu/strategicplan/pdfs/Megatrends_Minutes.pdf
3. utoledo.edu/strategicplan/strategicorg/pdfs/oct11boardpresentation.pdf
4. utoledo.edu/offices/president/docs/annual_address10.pdf
5. utoledo.edu/utlc/engagement/studyabroad/
6. utoledo.edu/offices/ogi/
7. utoledo.edu/it/
8. utoledo.edu/it/PDFs/IT_2010_Strategic_Plan.pdf
9. utoledo.edu/research/pdfs/UT-Discover2010.pdf
11. utoledo.edu/research/pvic/index.html
12. utoledo.edu/nsm/lec/
13. utoledo.edu/incubator/cleanalternenergy.html
14. utnews.utoledo.edu/index.php/11_16_2010/ut-northwest-state-partner-to-offer-associates-degree-in-
    alternative-energy-technology
15. utoledo.edu/call/military/
17. utoledo.edu/med/pubhealth/pdfs/certpher.pdf
18. utoledo.edu/sustainability/
19. utoledo.edu/facilities/recycling/RecylmaniaResults.html
20. utoledo.edu/policies/administration/general_admin/pdfs/3364_5_06_University_sustainab.pdf
21. utoledo.edu/strategicplan/pdfs/UT_Strategic_Land_Use_Plan.pdf
22. utoledo.edu/offices/president/docs/annual_address10.pdf
23. utoledo.edu/facilities/recycling/Index.html
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    Presentation%20on%20City%20and%20County%20Analysis.pdf
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33. utoledo.edu/offices/government_relations/index.html
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CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

The University of Toledo fulfills its mission “to improve the human condition” through effective undergraduate, graduate, and professional academic programs of the highest quality.

The University offers an extensive and diverse array of learning opportunities, facilities, and support services that promote students’ and faculty members’ intellectual, social, emotional, civic, moral, and physical development and maturation.

The University is demonstrating its commitment to teaching and learning excellence through an evolving culture of planning, assessment, and evaluation across the institution and within colleges.

The Directions 2011 strategic plan promotes the University as “a learner-centered institution with intensified focus on teaching and learning.” The plan calls for undergraduate programs to be “regionally distinguished and highly ranked nationally” and for the undergraduate experience to provide “exceptional student-centeredness and a learner-driven focus which combine for a personally satisfying, professionally relevant and affordable education.” The plan uses words like “regionally relevant,” “nationally distinguished,” “highly ranked,” and “high quality,” as goals for graduate and professional academic programs.

All these objectives can only be reached through dynamic assessment programs.

Reviews of undergraduate, graduate, and professional education programs, enhanced processes to collect and analyze student learning outcomes, and a major revision and strengthening of the general education curriculum all exemplify the University’s steadfast commitment to excellence in teaching and learning. Strong, vigorous assessment programs are in place for many University programs accredited by external agencies.

As a metropolitan, open-enrollment institution — a mission for which the University is immensely proud — the University provides an extraordinary range of academic/student support units to help academically developing students meet the challenges of college study and adjust to the University’s environment. First-year undergraduate advising helps academically-at-risk students start their academic journeys on the right foot.

The University has a strong history of offering highly competitive professional-degree programs that have specialized accrediting bodies and undergo periodic external accreditations. The educational standards of these programs closely adhere to the standards of these accrediting bodies and help ensure that the programs remain academic rigorous, including assessments of learning outcomes. The University is proud of the success of its graduates on professional licensure examinations. A table with the pass rates of University graduates is found in core component 4c, and a complete list of the University’s individually accredited programs appears in the appendix.

The University’s commitment to ongoing data-driven program improvement extends to all programs. Assessment programs under way support positive change and increase institutional effectiveness.

The institution continuously works to improve the learning experience for non-traditional student populations, including members of the military and military spouses, returning adults, working students, and distance learners. People in jobs or careers who need to enhance their credentials or who desire knowledge for its own sake are looking to the University to serve their needs at both the undergraduate and graduate levels.
Students at all levels are provided opportunities for academic success outside of classrooms through research opportunities, living-learning communities, study programs away from campus, Honors College, and specialized teaching and research centers and institutes.

The University’s commitment to student success also is illustrated by significant new investments in teaching and learning environments for faculty and students, including new classrooms, state-of-art instructional and clinical simulation technology, and modern laboratories. Many of the University’s classrooms and laboratories are excellent and make innovative use of new instructional technologies.

The establishment of the College of Innovative Learning in October 2010 has strengthened the University’s commitment to improving undergraduate education.

The University will continue to focus on strategic investments in assessment, faculty development, recruiting and retaining top faculty, classroom and other infrastructure, and new technologies to enhance teaching and learning at the undergraduate, graduate, and professional levels, fulfilling its mission of a comprehensive urban university.

**CORE COMPONENT 3A:** The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

I. **Student learning outcomes and the institutional assessment process**

The processes involved in the effective assessment of student learning continue to evolve and become more refined. Monitoring the assessment of student learning outcomes and the effective implementation of services to support students’ learning is the responsibility of the University Assessment Committee. 1

The University Assessment Committee was established in the spring of 2002 to develop a structure for overseeing assessment planning and reporting. Early tasks included setting up an administrative structure with the help of a vice provost, recommend policies and practices to support university assessment initiatives, and implement a system of requesting five-year assessment plans and yearly assessment reports from each of the colleges and the student services unit. The committee now reports to the Vice Provost for Assessment and Strategic Planning who provides administrative oversight and support to the committee’s efforts. The University Assessment Committee currently conducts its work through a variety of subcommittees and overlapping memberships with other university and college committees. The University Assessment Committee is presently made up of 23 members, including faculty, administrators, and students. Four subcommittees – the Assessment Report Subcommittee, the Training and Development Subcommittee, the Website Subcommittee, and the Leadership Subcommittee – accomplish the work of the University Assessment Committee. Additional information related to the process of assessment and the University Assessment Committee can be reviewed at: utoledo.edu/offices/provost/main/assessment.

Many conversations between the University Assessment Committee and colleges and academic/support units resulted in a shift in focus for 2009-2010 from assessment of learning at the level of the unit or college to assessment at the level of the academic program and service. The University Assessment Committee expanded the reporting requirements for both academic programs and academic/student support units to capture more detail regarding the intended learning or service outcomes, the aligned metrics and methods used to gather data, the process of faculty review, the dissemination of assessment results, as well as documentation of changes made as a result of data analysis and review.

The University Assessment Committee also worked to streamline the institutional review process by developing standardized assessment templates and clarifying the review and reporting parameters at various levels. The standardized template and reporting format have greatly facilitated the review process because all programs/service units now address the same elements and provide information in a similar manner. Copies of the
assessment report templates distributed to all academic programs and the supporting service units for the 2010–2011 year can be accessed via the university assessment of student learning website.²

The revisions in the institutional approach to monitoring the process of assessment increased the focus on student learning outcomes and added additional checkpoints for faculty and administrators to assess progress. Information related to student learning outcomes as well as the process and results of data collection are first reviewed at the level of the program. Program information is summarized and forwarded to each college’s or service unit’s representative on the University Assessment Committee, their assessment liaison. The individual program and unit assessment reports are summarized by the liaison and a composite report is submitted to the University Assessment Committee. The review process at the level of the University Assessment Committee involves evaluation of college and unit reports by the Assessment Report Subcommittee and written feedback to each college and service unit, as well as an all college and service unit summary report for the institution that is forwarded to senior administration.

The overall assessment process is outlined in the following flowchart and demonstrates the multiple levels of review as well as the incorporation of a feedback system. Evidence to support assessment activity for services and units which support teaching and learning is included in section 3c of this self-study report. The narrative following this figure expands on the elements of the required assessment report. Assessment activities at the program level will be addressed first, followed by a description of assessment activities at the course level.

**Figure 3.1 Institutional assessment processes facilitated by the University Assessment Committee**

Source: University Assessment Committee
Student learning outcomes in college programs

The University Assessment Committee requires the articulation of student learning outcomes (SLOs) for each academic program, including undergraduate, graduate, and certificate programs, which makes assessment of student outcomes possible. A list of SLOs is a required component of each program’s annual assessment report.

- A “program” has been defined at the level of the major, and colleges are required to define and submit SLOs for each program as part of the annual college assessment report. Consequently, learning outcomes have been defined for majors in undergraduate, graduate, post-baccalaureate, as well as certificate programs.
- Program objectives across the institution can be found in program assessment reports, which are stored in restricted repositories, but can be reviewed upon request.
- All college liaisons serve as members of the University Assessment Committee. They continue to work with programs that did not submit appropriate student learning outcomes as part of their assessment reports for 2009-2010, with a goal of 100 percent participation for 2010-2011.
- Table 3.1 summarizes the number of programs that provided information about student learning outcomes for 2009-2010.

Table 3.1 Summary of college programs with explicitly defined student learning outcomes in 2009-2010 assessment reports

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate programs</th>
<th>Undergraduate certificates</th>
<th>Graduate and professional programs</th>
<th>Post – Baccalaureate/certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N programs</td>
<td>N (%) with SLOs</td>
<td>N programs</td>
<td>N (%) with SLOs</td>
</tr>
<tr>
<td>2009-2010</td>
<td>97</td>
<td>69 (71%)</td>
<td>4</td>
<td>2 (50%)</td>
</tr>
<tr>
<td></td>
<td>141</td>
<td>117 (83%)</td>
<td>24</td>
<td>17 (71%)</td>
</tr>
</tbody>
</table>

Source: 2009-2010 Assessment Reports

Methods of data collection to verify student learning

In addition to requiring the identification and articulation of program-specific student learning outcomes, the University Assessment Committee assessment report process requires each program to identify the sources of data it uses to determine whether or not students are mastering the program learning outcomes. Each program submits a table of metrics/sources of data used, and these include internal, external, direct, and indirect measures.

As part of the self-study process, a review of the program assessment reports submitted and stored in the Epsiler® Institutional Assessment Matrix was conducted, and the results indicate that program faculty members use a variety of measures and strategies to assess students’ learning. Direct measures include strategies such as written assignments, quizzes, examinations (both internal and external), observations of performance and/or demonstrations of skills acquisition, projects, presentations, review of journals, and portfolios. Indirect measures include strategies such as pre- and post-graduation student surveys, employer surveys, and job placement information.

College liaisons review the methods used by each college program as part of their annual review. Gaps or deficiencies are noted and feedback is provided to the program faculty to ensure that a variety of appropriate and comprehensive measures are employed. The status of programs providing information to the University Assessment Committee regarding the range of measures used in 2009-2010 is reflected in the following table. College liaisons continue to work with programs to achieve 100 percent participation for the next reporting cycle.
Table 3.2 Summary of assessed college programs reporting assessment methods for students’ learning and mastery of program learning outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate programs</th>
<th>Undergraduate certificates</th>
<th>Graduate and professional programs</th>
<th>Post – Baccalaureate/ certificates</th>
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<td></td>
<td>24</td>
<td>17 (71%)</td>
</tr>
</tbody>
</table>

Source: 2009-2010 Assessment Reports

Changes made as a result of faculty review of learning outcomes data

As part of the annual program assessment reports, programs are asked to provide examples of changes made in the program based on data collected related to students’ learning. Each University assessment liaison has noted changes and revisions made in assessment of student learning at this level and included examples in their report to the University. The following are provided as examples of how colleges and programs use data as they continue to work to continuously improve and to enhance the effectiveness of their educational programs. The following text was extracted verbatim from assessment reports submitted by the college liaisons for 2009 – 2010. Additional examples may be accessed via a review of the individual program assessment reports.

- B.S. in health-care administration
  “Over the past year, a new course was created called Introduction to Health Care Administration. This was in response to the level of understanding of the basic tenants of health care administration that was evident in student work from students in senior level courses. This course was successfully pilot tested as a seminar course and will be fully implemented in spring 2011.”

- B.E. in middle childhood education/B.Ed. in middle childhood education (4-9)
  “Through assessment, the program faculty has learned that there is a retention issue at the pre-professional stage of the program. Students indicated that in their first two years of university education, they had little opportunity to “connect” with tenured and tenure-track faculty in the Middle Grades Program. To address this concern, the introductory experience has been repositioned into an Introduction to Education course taught by a tenured associate professor in the Middle Grades Program. In addition, a peer mentoring opportunity has been implemented to connect pre-professional candidates with peers in the professional education sequence. It is early in the process to declare any positive effect, but students are mentioning (through personal contacts and end-of-course questionnaires) that they feel connected and a part of the program at this point in their careers.”

- M.S. in biomedical science (Infection, Immunity and Transplantation)
  “Through the Department of Infection, Immunity and Transplantation (IIT) faculty meetings to discuss curriculum and student performance, it was agreed that students may need more basic microbiology and immunology content. Therefore, the program faculty decided to reorganize their part of the first-year biomedical science’s systems pathophysiology course into two modules, a fundamental microbiology/immunology module and an advanced microbiology/immunology module.”

- M.S.P.S. in administration pharmacy
  “Based on the shift in focus of several Pharmacy Administration Ph.D. programs and on employer feedback and need, the PHCA curriculum was changed this past academic year to include required coursework in outcomes research, pharmacoconomics, and sociobehavioral sciences. Students may now choose one of four curricular tracks based on their interests and career goals.”
• J.D. in Law Program

“The College of Law fully implemented a new upper-level advanced legal writing program that eliminated the prior program that evaluated upper-level writing assignments on pass, fail, or honor basis and created a new program that evaluates student writing with a letter grade. This change was made in response to faculty and student concerns that some students may not have given the upper-level writing requirements the level of attention that it merited. Each faculty member is now required to offer to supervise at least eight upper-level writing projects each semester. The College of Law is further considering whether to use Epsilon or a similar program to create a writing portfolio.”

• Ph.D. in medicinal chemistry

“We have introduced a new course, biotechnology laboratory, into the curriculum to adapt to changing demands for skills in the pharmaceutical industry. We have included chapters in combinatorial chemistry in the Medicinal Chemistry course reflecting new development in the field of drug discovery and development. We have made the training more flexible to tailor it to the student’s interest, strengths, and employment prospects.”

II. Student learning assessment results are made available to appropriate constituencies, including students

An additional element of the revised program assessment report is a description of how each program or service unit communicates the results of assessment. A review of the information provided for 2009-2010 suggests that individual programs, colleges, and units use a variety of means to communicate assessment results. These include faculty meetings, information posted on their websites, and inclusion in program information for applicants. Information related to the assessment of student learning is routinely shared with program faculty but the venues, formats and level of detail provided vary by program. The revised monitoring and evaluation processes implemented under the leadership of the University Assessment Committee make sharing program results with senior administrators and across the institutional feasible. The Provost’s Office historically reports institutional data, including retention and graduation data, to the Faculty Senate and board of trustees.

III. Faculty involvement in defining expected student learning outcomes, creating strategies to determine whether outcomes are achieved

“The University Faculty, or its elected representatives, shall have primary responsibility for graduate/undergraduate education and creative and scholarly, programs, and course offerings." “The Faculty Senate is the organ through which the faculty speak on matters of academic policy and other matters not subject to collective bargaining.” (Policy and Procedure Manual, II-1, University Faculty and Instructional Staff: Sections C. Jurisdiction of the Faculty and D. The Faculty Senate, respectively.)

Members of the University faculty are actively involved in defining expected student learning outcomes and creating strategies to measure success in achieving these outcomes. These learning outcomes are framed and assessed at several levels:

• Individual courses
• Individual departmental major concentrations or programs of study
• College or university undergraduate, graduate, or professional common experiences, and degree requirements

Initiated by an individual for a particular course as this work often is, the result will remain to be coordinated with the learning outcome expectations of the department or program within which a course is offered, with the learning expectations of the area of the core or common experience where the course might fall (a core area such as mathematics), or with other diverse special outcomes such as those of writing intensive courses, capstone courses, or clinical experiences. Ultimately the expected learning outcomes of individual courses will come together into and must cohere as the body of expectations constituting a set of degree requirements.
Learning outcomes and their assessment, then, typically develop in the hands of faculty members or committees operating at several levels in relation to individual courses and across several departments or units. Once initially articulated and approved, these outcomes and their assessment will be subject to the approval of the body(ies) ultimately responsible for review and approval of courses or programs of study, including program committees and the whole of either the Faculty Senate or the Graduate Council. After initial approval, the unit responsible for offering instruction and those assessing that unit will monitor the articulation and assessment of learning outcomes specific to that instruction.

- Program faculties are responsible for the articulation of student learning outcomes at the level of each program as well as for aligning assessment methods to those outcomes and reviewing outcomes. The revised University Assessment Committee template implemented to monitor activities related to the assessment of students’ learning requires information describing the role of program faculty in the process. A review of submissions for 2009-2010 indicates that programs engage faculty in the process of review and analysis of data. Descriptions of the specific faculty responsibilities at the level of the program are a required element of each program’s annual assessment report and recorded in the Epsilen® Institutional Assessment Matrix for 2009-2010.

- Faculty committees also provide an additional level of review for all new and/or revised programs. This review is provided by the Faculty Senate Committee on Academic Programs for all undergraduate programs and by the Graduate Council for graduate programs.

- The Faculty Senate, through its Core Curriculum Committee, is responsible for defining and assessing the student learning outcomes for the general education/core curriculum.

IV. Ongoing review of the effectiveness and uses of the organization’s program to assess student learning.

As indicated at the beginning of this section, the institution’s approach to assessment has a long history and the process continues to evolve. Assessment processes have been developed and revised and oversight refined since the 2002 HLC self-study and campus visit. The merger integrated two assessment cultures and influenced the continuing evolution and rigor of assessment activities now under way. A summary of this ongoing evolution of the institutional assessment process follows.

- The University Assessment Committee was formed approximately 10 years ago, several months before the HLC site visit team came to campus.

- The HLC site visit team arrived in March 2002. Their recommendations resulted in a 2005 focused visit where it was required that the institution demonstrate it was engaged in assessment planning and reporting in the individual colleges, and that it had a systematic plan in place for assessing student learning in the core curriculum.

- A vice provost responsible for strategic planning, assessment, and program review was hired and he began his position in August 2002.

- The vice provost worked with the chair of the University Assessment Committee to develop an administrative structure for assessment and system that required five-year assessment plans and yearly assessment reports for each college and student services unit.

- The dean of each college and the vice president of student affairs appointed liaisons to the University Assessment Committee.

- The University Assessment Committee created and implemented policies and procedures for each college/ division to submit the required reports, beginning in 2003, of assessment data for each of their programs.

- Assessment liaisons developed five-year assessment plans for each college.
• Assessment liaisons analyzed their year-end reports and synthesized information into a single annual college report for the University Assessment Committee.

• Annual reports were posted on the University Assessment Committee website.

• The University Assessment Committee review process for these year-end reports varied from year to year.

• The vice provost responsible for strategic planning, assessment, and program review resigned in 2006.

• In 2007, responsibility for assessment was assigned to a new vice provost who brought a new vision to completing the tasks of the committee.

• The University Assessment Committee was subdivided into three subcommittees — a plan committee, a report committee, and a training and development committee.

• The plan committee created a new template for college/unit assessment plans to be submitted in the fall 2009.

• In 2010 the University Assessment Committee introduced the Assessment Portal tool in Epsilen as an electronic repository for year-end assessment reports for the 2009-2010 academic year.

• For 2010-2011 academic year, the templates for college/unit assessment reports were revised to include additional elements following the first year of data collection at the level of the program.

• The composition of the University Assessment Committee was adjusted to reflect the establishment of several new colleges and to ensure that all colleges and units were represented.

• The Training and Development Committee of the University Assessment Committee developed and implemented assessment training and professional development for university, college, division, department, and program initiatives. New initiatives were undertaken by this committee and by Learning Ventures.

• The University Assessment Committee Website sub-committee redesigned its website to serve as a resource for faculty, programs, and the University Assessment Committee.

This history demonstrates a continued focus on assessment and, more importantly, a commitment to continuous improvement. A more detailed description of the evolution of the current processes related to assessment of student learning can be found in the narrative describing the University Assessment Committee and its evolution is contained in the section of this self-study report that addresses how the University responded to the concerns of the Higher Learning Commission during its last accreditation visit.

The revisions made in the planning and reporting process, as well as the adoption of a standardized reporting format for assessment information and data, facilitate improved institutional monitoring and reporting of assessment activity. An enhanced system of feedback to program faculty and to college liaisons will continue to help refine the process as well as the quality of the information submitted. Faculty development opportunities that are well aligned with revisions in the institution’s approach to monitoring and evaluating assessment of students’ learning continue to be developed. Faculty resources can be found at the following website: utoledo.edu/dl/faculty/index.html.

In addition to changes in the institution’s process for assessment described above, the revised assessment report template completed for each academic program and service unit also requires a description of any changes made in the process of assessment at that level. These changes and revisions may involve changes in the data collected, the development of new assessment methods or instrument, changes in the review process, and so on. These reported modifications in local processes serve as additional evidence that the institution is working to create a culture of assessment in which ongoing analysis of both the results and the methods are important, a culture of ongoing quality improvement. Several examples of changes made in individual programs are provided. Additional examples may be accessed via a review of the individual program assessment reports. The following excerpts are quoted directly from assessment reports submitted by the college liaisons.
• B.S. in respiratory care: “In response to student concerns that clinical quizzes vary in difficulty from site to site, we have begun to use standard quizzes for clinical sites instead of each clinical instructor making up their own quiz.”

• B.S. in computer science and engineering: “Revised guidelines are being provided for the faculty supervising senior design. Faculty teaching critical-path courses are now engaging in assessments as a part of their course planning. The department has set up a student council body that consists of undergraduate and graduate students who collect input from other students on all academic issues and other matters. The department chair meets with the student council at least two times every semester and discusses areas for improvement. These matters are then discussed and implemented at the departmental faculty meeting.”

• Master in biomedical science, physician assistant studies: “In reviewing the patient logs, it was noted that not all students received adequate numbers of pelvic examinations as well as deliveries during their obstetrics/gynecology clinical rotations. To remedy this inadequacy, the program purchased a simulation model that permits the students to practice gynecological examinations as well as deliveries to augment the low numbers during their clinical rotations.”

• M.S.P.S. in pharmacy and health-care administration: “Faculty implemented the use of two student evaluation instruments. The first evaluation is based on the student’s academic performance and progression in the program. The second evaluation is based on the student’s performance as a teaching assistant or as a research assistant. Faculty members meet with each student at the conclusion of the semester to discuss the evaluations. Students are asked to submit a written plan for improvement in areas of noted deficiency.”

• M.D. degree: “The clinical skills exams in the third year of the program were revised in 2010-11 to include more opportunities for students to receive feedback on their ability to integrate patient information and develop differential diagnosis. These skills exams across third year courses now share a similar format and redundancies have been eliminated. Students receive feedback on their performance on each exam.”

V. Integration of data reported for purposes of external accountability into student learning assessment

A critical strategy in the assessment process is universitywide program review, which helps the institution maintain degree-granting programs of the highest quality and fulfill its educational mission.

The reviews provide evaluative data about student learning and how the programs are central to the University’s mission, vision, and institutional strategic direction; demonstrate alignment and responsiveness to changes of the strategic directions of Ohio postsecondary education as well as the institution; offers evidence that the program follows best practices in the discipline it represents; and other factors.

Program are reviewed for mission; distinctiveness, strengths, and competitiveness; enrollment and retention patterns; course size; relevance and currency of the curriculum; institution/community impact; advising programs; teaching and fiscal resources; physical facilities; assessment of student learning outcomes; outreach and engagement, career placement outcomes; and future plans.

Program review took place as part of college and program accreditations in a universitywide prioritization process that occurred from 2003-2006. Multiple colleges continued to include and review multiple sources of data related to their programs — sources that provided evidence of the programs’ effectiveness such as job-placement information, national licensing exam scores, feedback from employers, and post-graduation surveys.

Documentation of assessment activities focused on student learning outcomes is a required component of the program review program.

In 2010, the process of reviving a standardized, cyclical program review process was started. To ensure usefulness, plans call for programs to be reviewed at least once within a seven-year period and for units to conduct reviews of undergraduate and graduate programs at the same time.
More information on the history of program review and its processes since the last site visit can be found in core component 4c.

VI. Assessment of student learning outcomes in the core curriculum (general education)

The Faculty Senate has been delegated significant responsibility for the core curriculum and the general education program. One of the standing committees of the Faculty Senate, the Senate Committee on the Core Curriculum, acts as a reviewing and recommending body for formulating and articulating guidelines for the implementation of the universitywide core curriculum, for reviewing and recommending courses to be included in the core curriculum, for collecting data on core course offerings, and for monitoring syllabi to ensure that course objectives meet core requirements. In addition, the committee will institute and implement ongoing assessment methods for evaluating the efficacy of the University core curriculum.

The Senate Committee on the Core Curriculum has clearly defined the student learning objectives required of all graduates regardless of their undergraduate degree program. These learning outcomes fall into the following categories: English composition, mathematics, humanities, fine arts, social science, natural science, and diversity. Students demonstrate mastery of these outcomes by means of successful completion of coursework in a variety of courses that have course objectives aligned with the SLOs of the university core curriculum. The student learning outcomes for the core curriculum can be reviewed at the following link on the Faculty Senate web page: [utoledo.edu/facsenate/docs/Guidelines_FS_Core_Curriculum_.pdf](http://utoledo.edu/facsenate/docs/Guidelines_FS_Core_Curriculum_.pdf)

The Senate Committee on the Core Curriculum has also devised several ways to assess the impact of the general education program on students’ learning. A complete description of the assessment plan developed by the committee and in place at the time of the self-study can be reviewed via the following link. [utoledo.edu/offices/provost/main/assessment/pdfs/Core_Curriculum_.pdf](http://utoledo.edu/offices/provost/main/assessment/pdfs/Core_Curriculum_.pdf)

Several assessment strategies for core curriculum/general education outcomes have been administered by the Office of Institutional Research. These universitywide surveys administered were national surveys: the National Survey of Student Engagement (NSSE), the Collegiate Assessment of Academic Proficiency (CAAP), and the Collegiate Learning Assessment (CLA). Sample results from these surveys as assessment of students’ learning in the core curriculum follow.

**Collegiate Assessment of Academic Proficiency (CAAP) and the Collegiate Learning Assessment (CLA)**

Between 2002 and 2008, the Collegiate Assessment of Academic Proficiency (CAAP) test from ACT was given twice to seniors to assess their mastery of essential skills and abilities covered by the general education program at the University. The CAAP test was administered in 2004 to 377 students, and in 2007 the test was given to 413 students with the following results.

In 2004, the average reading test score was 63.2, which was 0.6 higher than the national norm. In 2007, the math test score for University of Toledo students was above the national average score, while the reading and the science test scores for University students were below the national average scores.

| Table 3.3: Results on the CAAP test for The University of Toledo |
|-------------------|---------------|-----------------|--------------|
| 2004              | # of students | Mean Institution (Nation) | SD Institution (Nation) |
| Reading           | 377           | 63.2 (62.6)       | 5.7 (5.4)     |
| 2007              | # of students | Mean Institution (Nation) | SD Institution (Nation) |
| Math              | 213           | 61.1 (58.1)       | 3.3 (4.0)     |
| Reading           | 160           | 61.1 (62.6)       | 5.6 (5.3)     |
In 2009, an alternate test of general education skills and abilities was adopted in response to a state recommendation and replaced the CAAP. The Collegiate Learning Assessment (CLA) was given to 100 freshmen taking English 1100 (composition) in the fall semester, and to 57 seniors who had completed the general education program at the University in the spring semester. The results of the CLA test scores for participants for the 2009-2010 academic year are displayed in Table 3.4. The average mean scores and standard deviations for all participating institutions are included in parentheses after the University of Toledo score.

### Table 3.4 Results of the CLA for UT

<table>
<thead>
<tr>
<th>Source: Institutional Research</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Freshman (fall 2009)</th>
<th>#</th>
<th>Mean Institution (Nation)</th>
<th>SD Institution (Nation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CLA score</td>
<td>100</td>
<td>1059 (1092)</td>
<td>141 (93)</td>
</tr>
<tr>
<td>Performance task</td>
<td>52</td>
<td>1023 (1070)</td>
<td>135 (89)</td>
</tr>
<tr>
<td>Analytic writing task</td>
<td>48</td>
<td>1098 (1115)</td>
<td>139 (101)</td>
</tr>
<tr>
<td>Make-an-argument</td>
<td>49</td>
<td>1095 (1118)</td>
<td>181 (108)</td>
</tr>
<tr>
<td>Critique-an-argument</td>
<td>49</td>
<td>1097 (1111)</td>
<td>145 (97)</td>
</tr>
<tr>
<td>Entering academic ability</td>
<td>102</td>
<td>1027 (1054)</td>
<td>125 (115)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seniors (spring 2010)</th>
<th>#</th>
<th>Mean Institution (Nation)</th>
<th>SD Institution (Nation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CLA score</td>
<td>57</td>
<td>1236 (1191)</td>
<td>185 (90)</td>
</tr>
<tr>
<td>Performance task</td>
<td>28</td>
<td>1167 (1156)</td>
<td>178 (89)</td>
</tr>
<tr>
<td>Analytic writing task</td>
<td>29</td>
<td>1302 (1226)</td>
<td>170 (85)</td>
</tr>
<tr>
<td>Make-an-argument</td>
<td>29</td>
<td>1277 (1215)</td>
<td>158 (87)</td>
</tr>
<tr>
<td>Critique-an-argument</td>
<td>29</td>
<td>1327 (1235)</td>
<td>212 (87)</td>
</tr>
<tr>
<td>Entering academic ability</td>
<td>57</td>
<td>1124 (1071)</td>
<td>170 (107)</td>
</tr>
</tbody>
</table>

Source: Institutional Research

The value-added estimates for the 2009-10 administration of the CLA showed that the University of Toledo students performed “near expected” on the total CLA score, the performance task, and the make-an-argument task. Above expected performances occurred on the analytic writing task and the critique-an-argument task.

### Additional strategies related to assessment of the core curriculum

In addition to the standardized tests of student learning conducted by the Office of Institutional Research, the University Core Curriculum Committee defined a review process for the courses included in the core curriculum. The committee established a process that involved:

- A review of the overall coverage of student learning outcomes in the general education curriculum on a rotating four-year schedule. Each general education course instructor identifies the core student learning outcomes in her/his course. An example is shown below for the social sciences general education curriculum courses for the spring of 2010.
If the committee identifies a problem with the coverage of the student learning outcomes, recommendations will be made to Faculty Senate for referral and action by the appropriate subject or skills area department(s).

Beginning in spring 2009 and continuing through fall 2010, the Faculty Senate Core Curriculum Committee completed an inventory of core course syllabi and exhibits demonstrating attainment of student learning outcomes in core courses. Selected results are displayed in Table 3.5 below.

### Table 3.5 Core social science courses mapped to core student learning outcomes (Spring 2009 – Fall 2010)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Think critically about their own societies and larger global community</th>
<th>View issues from a multiple holistic perspective</th>
<th>Demonstrate knowledge of multiple methodologies</th>
<th>Demonstrate knowledge of multiple theoretical approaches</th>
<th>Synthesize and apply social science concepts</th>
<th>Make informed, reasoned, and ethical personal and public choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH1020</td>
<td>Intro to Anthro</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ANTH2020</td>
<td>Intro to Archeology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ANTH2750</td>
<td>World Prehistory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON1010</td>
<td>Intro to Econ Issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ECON1150</td>
<td>Principles of Macroeconomics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ECON1200</td>
<td>Principles of Micro-Hon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ECON1200</td>
<td>Principles of Microeconomics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEPL1010</td>
<td>Human Geography</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEPL1100</td>
<td>Environmental Geography</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEPL2010</td>
<td>Fundamentals of Geography</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEPL4040</td>
<td>Geography Education Strategies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSC1200</td>
<td>American National Government</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSY1010</td>
<td>Principles of Psych</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC1010</td>
<td>Introduction to Soc</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC1750</td>
<td>Social Problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC2750</td>
<td>Sociology of Sport – WAC</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Source: Faculty Senate Core Curriculum Committee

This led to a recommendation to and subsequent approval by Senate Faculty to deactivate 51 courses then
included in the core because of historically low enrollments or infrequency of offerings. The committee found it very difficult to assess 43 different outcomes over 2,000+ sections of the remaining inventory of more than 200 courses. This led the Faculty Senate Core Curriculum Committee and the Office of the Provost to begin rethinking about student learning outcomes for core curriculum and their relevancy for the 21st century. During fall 2010 and spring 2011, extensive discussions took place regarding core curriculum and its assessment. After much discussion and debate, the Faculty Senate passed a general education resolution on April 26, 2011, which reframes the core experience in terms of the following five competencies:

- Communication;
- Scientific and quantitative literacy and reasoning;
- Personal, social, and global responsibility;
- Information literacy; and
- Critical and integrative thinking.

Over the summer of 2011, a group of Faculty Senate volunteers collaborated with a committee from the Office of the Provost to develop details about the core competency language and the implementation and the assessment of student learning within these competencies. Criteria for course inclusion in the core will require a strong assessment component. Rubrics to assess student learning in each of the five competencies have been developed and two of them are being piloted in sections of Composition I (English 1110) and Math 1320 (College Algebra) during fall 2011. Full implementation is anticipated for fall 2012.

Recent efforts to redefine the core curriculum in terms of competencies have the potential to make assessment of students’ learning in the core more efficient and viable. The processes established by the Core Curriculum Committee of the Faculty Senate should be reviewed by the University Assessment Committee when they are available and adjustments made as needed to ensure that assessment of these desired outcomes/competencies is appropriate as well as comprehensive and informs future revisions.

VIII. Challenges and improvement opportunities related to university assessment

The University of Toledo is in the process of creating a culture of evidence, assessment, and continuous improvement. The institution understands that strong, robust assessment programs are essential for it to fulfill its educational mission. Through standing governance committees, ad hoc committees, and faculty activities, the Office of the Provost is leading this important, complex process.

Evolution of the University Assessment Committee and processes to monitor and evaluate assessment of student learning activity

The ongoing evolution of the work of the University Assessment Committee continues to strengthen the institution’s position related to assessment of student learning across the institution. Recent changes in the reporting and review processes have strong potential to provide the institution with a system to manage and monitor assessment data and information at various levels that include course, program, college, and institution. A standardized reporting format ensures that colleges and programs review uniform elements of the assessment of students’ learning on a routine basis.

Process of formal program review

In the focused visit report provided to the institution in 2005, one of the expectations of the HLC stated that assessment data were to be used “by the administration in planning and resource allocation decisions.” Related to this expectation was the need to re-establish a system of ongoing program review that made program data from various sources not only available for review and discussion but also used in planning. Early in the self-study process, the need for a systematic, robust program review process became evident. Since then, processes for program review for both graduate and undergraduate programs have been developed and begun.
More detailed information describing these processes and their status can be found in core component 4c.

**Assessment of core curriculum**

A challenge for the institution since the last HLC self-study and review has been assessment of student learning in the core or general education curriculum. The Faculty Senate has been delegated responsibility for defining the core/general education experience in terms of learning outcomes as well as for assessment of its effectiveness. Assessment of the student outcomes defined for the core had been limited and the processes adopted by the Faculty Senate Committee for the Core Curriculum proved to be cumbersome and unpractical. Review and discussion of these challenges have resulted in approval of a major revision in the institution’s definition of the core curriculum as well as a revised conceptual vision for assessment of students’ achievements of the defined core competencies. In this case, the process of self-study has facilitated the recognition of a gap in assessment and prompted the development of an appropriate plan of action.

**Support for assessment activity**

At the time of the focused site visit and during the preparation for that visit in 2005, considerable time, effort, and resources were directed toward assessment activities across colleges. Following a successful focused visit and coinciding with the time of the merger, changes occurred in the Provost’s Office and the vice provost who had been charged with working to create a “culture of assessment” took a provost’s position at another university. As responsibilities have been reassigned, the existing gaps are being addressed, and findings from the self-study are informing the process.

Dedicated resources in terms of personnel and time at the level of the institution (Provost’s Office), as well as for each college (University Assessment Committee liaisons), must be in place to ensure that comprehensive and effective assessment activity continues across colleges and academic/student service units. Serious consideration should be given to the establishment of a permanent universitywide office of assessment that would include an assessment coordinator position and necessary resources. Sister institutions in Ohio of a similar size and complexity to The University of Toledo have such a staff to support their university assessment initiatives. Participation in assessment workshops and other offerings made available by the HLC would help keep the institution up-to-date and informed regarding the HLC expectations for assessment and resources available to participating institutions.

**Institutional use of assessment data**

The use of assessment data at the course and program level is clearly articulated for many programs and academic/student service units as part of the annual assessment report database. However, it was difficult to identify similar uses at the institutional level. Evidence of changes made at the level of the institution as a result of assessment data was not readily available to the self-study team during the initial phases of the self study. Better documentation of how the University as a whole uses assessment data to inform decisions would strengthen the University’s ability to provide evidence of having a “culture of assessment.”

**CORE COMPONENT 3B: The organization values and supports effective teaching.**

As noted in the mission statement, the University supports and is committed to excellence in teaching. The institution advances “knowledge through excellence in learning, discovery and engagement ...” Excellence in teaching and learning is at the heart of the University. Support for teaching is provided at the institutional, college, and department levels. This section provides evidence of value and support at the institutional and college level.

**I. Qualified faculty determine curricular content and strategies for instruction**

The faculty carries out the University’s core mission of creating and disseminating knowledge. Faculty members are hired and retained based on demonstrated expertise in their disciplines and are therefore qualified to determine curricular content and instructional strategies.
About 70 percent of the faculty holds full-time positions, a greater percentage than a number of other regional state universities in Ohio, according to data from the Ohio Board of Regents in a document titled “Employees by Appointment Status and Work Category at University System of Ohio Institutions,” Fall 2009, Ohio Board of Regents, updated February 2011. 

The University has developed a pool of faculty, termed lecturers, to reduce reliance on part-time faculty. The University is committed to recruiting and maintaining an excellent faculty, the backbone of its educational, research, and outreach missions. University faculty members are well qualified, creative, hard working, dedicated to student success, and active in scholarly and outreach activities.

Teaching at the University is challenging because many students arrive at the institution with different learning styles, diverse educational backgrounds, academic interests and goals, and levels of preparation.

At the start of the 2010-2011 fiscal year, the University had 1,143 tenure, tenure-track, and non-tenure track faculty members. Of that number, 87.5 percent had terminal degrees in their teaching disciplines. Appropriate terminal degrees are set forth in the collective bargaining agreement between the University and the University chapter of the American Association of University Professors (UT-AAUP). Comparable data on the academic qualifications of part-time faculty members are not available. Many part-time faculty members have earned at least master degrees or bring outstanding professional experiences to the classroom.

Faculty expertise drives curricular content and strategies for instruction. Faculty members are encouraged to propose new courses and modify existing courses to assure that student learning occurs at the leading edge of new knowledge. A stable process supports ongoing curricular change.

- Faculty members use emerging research and consultation with outside constituencies to propose new programs, courses, and modifications to their department curricular committees.
- Departmental peers review, critique, and evaluate these proposals.
- Departments forward approved courses and modifications to college curriculum committees.
- Departments and colleges forward approved programs to college curriculum committees.
- College peers review, critique, and evaluate proposals.
- Colleges forward approved undergraduate courses and modifications to the Faculty Senate Undergraduate Curriculum Committee and graduate courses and modifications to the Graduate Council Curriculum Committee for peer review, critique, and evaluation.
- Colleges forward approved undergraduate programs to the Faculty Senate Programs Committee and graduate programs to the College of Graduate Studies that send them to the Graduate Council Curriculum Committee for review.
- The Faculty Senate votes on recommendations from the Undergraduate Curriculum Committee and the academic program committees and forwards approvals to the Provost’s Office for tracking. A new online curriculum tracking system was put in place in November 2011. 
- The Graduate Council votes on recommendations from the Graduate Council Curriculum Committee and forwards their recommendations to the College of Graduate Studies that forwards approvals to the Provost’s Office for tracking and entering into Banner and the catalog.

Only after this rigorous review process are courses created and opened to student enrollment. From 2007 to 2010, Faculty Senate reviewed and approved seven new programs, 106 new courses and modifications of 134 existing courses.

A similar process supports ongoing curricular change and development at the graduate level. The ultimate review body for those courses is the Graduate Council. From 2007 to 2010, the Graduate Council reviewed and approved six new programs, 151 new courses, and modifications of 48 existing courses.
A full description of the relevant Faculty Senate committees for undergraduate education can be found at utoledo.edu/fac senate/docs/Description_FS_Standing_Commit.pdf. A complete description of the Graduate Council, its constitution and bylaws, and the curriculum committee can be found at utoledo.edu/graduate/facultystaff/gradcouncil.

The University supports the faculty teaching mission by paying faculty higher salaries than offered by peer institutions. As Figure 3.2 demonstrates full professors, associate professors, assistant professors, and instructors are all paid more than similar ranks at peer institutions. Lecturers are paid slightly less.

Figure 3.2 Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2009-10

Academic Rank

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>The University of Toledo</th>
<th>Comparison Group Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ranks (N=14)</td>
<td>$51,884</td>
<td>$61,937</td>
</tr>
<tr>
<td>Instructor (N=14)</td>
<td>$46,750</td>
<td>$48,744</td>
</tr>
<tr>
<td>Assistant professor (N=14)</td>
<td>$62,398</td>
<td>$65,086</td>
</tr>
<tr>
<td>Associate professor (N=14)</td>
<td>$74,000</td>
<td>$80,266</td>
</tr>
<tr>
<td>Professor (N=14)</td>
<td>$102,804</td>
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</tr>
<tr>
<td>No academic rank (N=5)</td>
<td>$53,182</td>
<td>$74,144</td>
</tr>
<tr>
<td>Lecturer (N=10)</td>
<td>$44,106</td>
<td>$53,182</td>
</tr>
</tbody>
</table>


Note: Average full-time instructional staff salaries for 11/12-month contracts were equated to nine-month average salaries. Salaries based on less than nine-month contracts and medical school salaries are not included. The peer comparison group (N=14) includes Cleveland State University, Georgia State University, Kent State University, Temple University, University of Akron, University of Central Florida, University of Cincinnati, University of Houston-Downtown, University of Memphis, University of New Mexico, University of New Orleans, University of Wisconsin-Milwaukee, Virginia Commonwealth University, and Wayne State University.

II. University support of professional development for teaching excellence

The University’s commitment to teaching and learning excellence is exemplified by its long history of support of professional development programs designed to facilitate and strengthen effective teaching by faculty members in all colleges and programs in varied learning environments. The University has implemented a number of exciting programs to enhance teaching. In addition, the University has upgraded and built new academic facilities and research laboratories that provide vital and invigorating research and teaching environments. A discussion of professional development opportunities for scholarship, leadership, and teaching appears in core component 4a.

1994-2003

The institution responded to the Boyer Report (1990) by creating the Center for Teaching Excellence (CTE). The unit had a full-time director.
The CTe was reconstituted as the Center for Teaching and Learning (CTL) to emphasize a tighter focus on student learning and to help the University’s professors become effective teachers and improve the quality of teaching. It offered the following professional development programming.

**Techno-Bits**
- One-hour meetings introduced faculty to computer software and hardware through hands-on demonstration and practice.
- Eight sessions offered per semester drew approximately 75 participants per year.

**Student Observer Program**
- Trained student observers provided to faculty at faculty request.
- Student observers met with faculty to learn areas of faculty concern and interest.
- Observers sat in on at least three class sessions, made observations, and sometimes interviewed students.
- Observers prepared reports for the faculty member who could choose to include it in a dossier as evidence of effectiveness, but no record otherwise reported or kept.

**New faculty orientation**
- Multiple days of orientation were offered before the beginning of fall term each academic year.
- Content included course preparation, effective teaching strategies, and resource maps.
- A modified version was offered after winter break for mid-year hires.

**Graduate student orientation**
- Multiple days of orientation were offered at the institutional level before the beginning of fall term.
- Attendance at a special session was required for graduate teaching assistants to assure classroom readiness.
- Most programs/departments also provided specific orientations for their incoming graduate students each year.

**2009-present**
The administration combined the functions of the CTL and the Division of Distance learning, reconstituted them as The University of Toledo Learning Ventures (UTLV) and brought it under the auspices of the College of Innovative Learning (COIL). The new administrative unit, which reports to the Provost’s Office, supports teaching and provides opportunities for professional development. An important focus has been on effective use of instructional technology. Key initiatives of this new faculty development resource include:

Formation of a Faculty Advisory Committee in May 2010. It has been valuable in communicating advice and preferences concerning online learning, educational technology, and faculty development, informing UTLV about direction, development, faculty priorities, and faculty needs.

Initiatives resulting from the Faculty Advisory Committee include:
- Modified faculty training for online learning so that it is more local;
- Offered student training sessions; and
- Started a pilot for various synchronous technologies such as web-based chat, and shared write board. Significant faculty involvement in those projects occurred in 2011.

Student observer enhancements:
• Added student observer assessment of web-assisted and online courses.
• Added live video observation for online classes.
• Extended to the College of Law.

Technology training shifts and enhancements incorporate:

• Workshops designed to foster active learning and deep engagement offered on an ongoing basis.
• Instructional design assistance that puts web and classroom technologies in the hands of faculty who use those tools to extend their teaching. Working sessions include using video and audio tools to record lectures for student playback, e-portfolio tools and management strategies, and Starboard use in the classroom.

New faculty orientation enhancements include:

• Web resources that provide ongoing, on-demand resources.  
• Seminars on the Scholarship of Teaching and Learning, a new initiative, explicitly focused on review and evaluation of scholarship related to educational innovations and approaches. They highlight not only the adoption of innovations in teaching but also the measurement and dissemination of outcomes. The new initiative is part of the Directions 2011 strategic plan that states that the University “will become a learner-centered institution with intensified focus on teaching and learning.”
• Ongoing communication with faculty about teaching events, resources, and opportunities is carried on through an interactive blog.  

Graduate student orientation enhancements include:

• Orientation sessions are also available as electronic lecture capture.
• January and summer orientations are online.

College-specific faculty development involves:

• College-specific orientation for new faculty.
• Each college offers programs specific to its mission.
• Part-time faculty, visiting faculty, and graduate teaching assistants are provided structured experiences to help them fulfill their role as teachers effectively, including faculty handbooks, mentorship assignments, and an introductory session followed by videotaping and critique of performance.

Examples of college-specific faculty development initiatives include:

• The Judith Herb College of Education, Health Science and Human Service hosts presentations by nationally recognized speakers who address important issues in the field.
• The College of Nursing offers continuing nursing education programs throughout each academic year.
• The College of Law offers workshops focused on new technologies to college faculty.
• The College of Medicine and Life Sciences sponsors “Commitment to Excellence in Medical Education” faculty series with presentations focused on issues related to medical education, teaching, and evaluation.

iii. Teaching evaluation and recognition

The University elicits student evaluations of teaching through course evaluation.
• Each college has a system to elicit student feedback on teaching effectiveness.
Most colleges require student evaluations; it is optional in a few locations.

- Systems include Scantron and electronic surveys and written evaluations.
- Student feedback is reported to faculty members and their department chairs.
- Use of the feedback varies by college with some departments developing summary reports.
- Student feedback may be used to initiate discussions of teaching improvement opportunities.
- Student feedback is used to provide evidence of teaching effectiveness required for tenure and promotion and to provide information to peer evaluators during the tenure review process. Student feedback on teaching effectiveness contributes to decisions related to retention and merit salary.

Another way the University evaluates teaching effectiveness is with the requirement that all faculty members submit annual reports of professional activity. The reports include evidence of teaching effectiveness and contain detailed information on activities related to teaching and learning, advising students, developing new courses, and other teaching-related areas.

The collective bargaining agreement (Article 9) between the University and The University of Toledo chapter of the American Association of University Professors also ensures teaching excellence through teaching evaluation and recognition. Tenured and tenure-track faculty members are subject to periodic reviews under the terms of the agreement.

The faculty member’s contributions in the areas of teaching, research and/or creative activities, and service form the basis for the annual or periodic reviews and tenure reviews. The appraisal includes an evaluation by peers based on a portfolio documenting the faculty member’s teaching, research, and service contributions as well as letters of evaluation by colleagues. Department chairs write the evaluations of faculty members after receiving faculty assessments.

Faculty members have five days to review evaluations and prepare written responses. The chair’s evaluation and the written response are then forwarded for review and comment by the individual’s respective dean. Promotion and tenure recommendations are forwarded to the University Committee on Academic Personnel and the provost and vice president for academic affairs who advises the president on the recommendations. The president makes final promotion decisions.

In addition, all post-tenure faculty in the AAUP collective bargaining unit submit a dossier every five years for professional assessment. A multi-year professional development plan with milestones and outcomes may be specified as a result of this assessment should performance issues be identified.

Student observer reports:
- Faculty may use these reports to provide additional evidence of teaching effectiveness.
- Faculty can use these reports to inform changes to their teaching strategies.

The University acknowledges exemplary teaching at both the institutional and college level. Table 3.6 displays some teaching awards earned at the University of Toledo.
### Table 3.6 University teaching awards

<table>
<thead>
<tr>
<th>Institutional awards</th>
<th>Outstanding Advisor Award: Honors faculty and staff who exemplify excellence in academic advising. Includes a cash award of $1,500.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outstanding Teacher Award: Presented by the University in conjunction with the Alumni Association to six faculty each year. Includes a cash award of $1,500.</td>
</tr>
<tr>
<td></td>
<td>Edith Rathbun Outreach and Engagement Excellence Award: Recognizes faculty for exceptional community and engaged scholarship in research, teaching, or professional service. Includes a recognition award of $750 for two annual recipients.</td>
</tr>
<tr>
<td></td>
<td>Distinguished University Professor: One of the highest honors the University can bestow on faculty members is based on exemplary teaching, research, scholarship, and professional service. Includes an annual stipend of $5,000 for five years.</td>
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<tr>
<td></td>
<td><strong>College of Languages, Literature and Social Sciences</strong> (College of Arts and Sciences awards Until 2010)</td>
</tr>
<tr>
<td></td>
<td>Master Teacher Award: Up to five awards given annually for a two-year appointment. Included $500 research stipend. The award, in recognition of the development of the new colleges, is being reconfigured.</td>
</tr>
<tr>
<td></td>
<td><strong>Judith Herb College of Education, Health Science and Human Service</strong></td>
</tr>
<tr>
<td></td>
<td>Award for Teaching Excellence.</td>
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<tr>
<td></td>
<td>Award for Research Excellence.</td>
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<td></td>
<td><strong>College of Natural Sciences and Mathematics</strong></td>
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<tr>
<td></td>
<td>Award for Excellence in Teaching.</td>
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<td></td>
<td><strong>College of Engineering</strong></td>
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<tr>
<td></td>
<td>Outstanding Teaching Award.</td>
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<td></td>
<td><strong>College of Law</strong></td>
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<tr>
<td></td>
<td>Outstanding Teaching Award: Selected by graduating class</td>
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<tr>
<td></td>
<td>Outstanding Faculty Award: Selected by college alumni affiliate.</td>
</tr>
<tr>
<td></td>
<td><strong>College of Medicine and Life Sciences</strong></td>
</tr>
<tr>
<td></td>
<td>Tidrick Golden Apple Awards for Teaching Excellence in the Basic and Clinical Sciences: Six recipients selected annually by graduating medical student class.</td>
</tr>
<tr>
<td></td>
<td>Dean’s Award for Teaching Excellence: Three recipients in the categories of junior, senior, and community-based volunteer faculty selected annually by a committee composed of previous recipients and students.</td>
</tr>
<tr>
<td></td>
<td>Arnold P. Gold Foundation: One faculty member selected each year by graduating medical students in recognition of exemplary role models of teaching excellence, mentoring, and respect and compassion for students and patients.</td>
</tr>
<tr>
<td></td>
<td>Humanism and Excellence in Teaching Awards sponsored by The Arnold P. Gold Foundation: Six residents selected each year by fourth-year medical students.</td>
</tr>
<tr>
<td></td>
<td><strong>College of Nursing</strong></td>
</tr>
<tr>
<td></td>
<td>Excellence in Teaching Award for Undergraduate Teaching.</td>
</tr>
<tr>
<td></td>
<td>Excellence in Teaching Award for Graduate Teaching.</td>
</tr>
</tbody>
</table>

Source: Individual colleges

The University evaluates teaching for promotion and tenure. The importance of teaching is clearly articulated in the contract of The University of Toledo chapter of the American Association of University Professors (UT-AAUP) and a record of effective teaching is a component of the promotion and tenure process. 10

In addition, the importance of teaching is further described in a document titled *Faculty Rules and Regulations for Faculty in the Colleges of Health Science and Human Services, Medicine and Nursing Not Bound By The Collective Bargaining Agreement*. 11
Individual colleges are responsible for their own elaborations on these basic contracts and guidelines. In the College of Medicine and Life Sciences, the Appointment, Promotions and Tenure Committee approved six separate tracks for promotion within the college, including educator tracks for faculty in the basic and clinical sciences. The development of these special tracks further reinforces the importance of teaching and recognizes faculty for strong contributions to education and the scholarship of education.

The University is increasing its commitment to teaching excellence. The Directions 2011 strategic plan, Goal 1, subgoal 1, characterizes the University as a “learner-centered institution” with intensified focus on teaching and learning. The strategic planning document includes strategies and metrics to achieve this goal.

The implementation strategies include:

- Restructuring tenure and promotion to reward innovative, learner-centered teaching; and
- Rewarding engagements in professional development of “scholarship of teaching.”

The metrics include:

- Adjusting workload and merit formulas by 2011; and
- Awarding merit and tenure credit for scholarship of teaching and engagement.

**Interdisciplinary teaching**

An area that continues to be a challenge for the University is finding ways of providing meaningful, sustainable rewards and incentives to faculty to advance team interdisciplinary teaching. Very little of it occurs at the University today with most courses taught by individual instructors. Interdisciplinary teaching is a challenge because it requires extensive coordination and agreement by the instructors in such areas as assignments, grading strategies, class attendance, integration of material, workload credit, and teaching strategies.

A great many opportunities exist at the University for more interdisciplinary interactions. The Directions 2011 strategic plan promotes the importance of innovative, interdisciplinary teaching and learning at the undergraduate and graduate level. Faculty members see the benefits of providing students with more opportunities for multidisciplinary study and have expressed interest in advancing interdisciplinary teaching and courses.

A major initiative focused on advancing interdisciplinary teaching and learning at the undergraduate, graduate, and professional levels can be envisioned. In the next year, the University should consider appointing a working group to study and develop a set of recommendations concerning how interdisciplinary teaching and learning might be advanced and supported at the University.

A particular focus of such a study would be to find incentives to encourage interdisciplinary teaching, including release time from other teaching duties to develop courses and the development of policies that award full teaching credit to each faculty member who fully and actively participate in an interdisciplinary course.

**IV. University services to support improved pedagogies**

The University also provides grants to improve learning environments and specialized funding for pedagogical improvements identified by the faculty.

**2003-2009**

- The CTL awarded summer fellowships consisting of a stipend of $7,500 — increased to $10,000 in 2006 — to support significant efforts toward course development or teaching enhancement. The center funded an average of five summer fellowships a year.
- In addition, a small grants program helped individual faculty purchase teaching materials, including books, demonstration materials, specialized software, or travel to attend teaching-related meetings. Between 20 and 30 projects were funded a year.
The University of Toledo
Self Study Report

2009 to present
The Provost’s Office introduced course transformation awards to promote course redesign, improve learning, and increase efficiency. The awards, which are aimed at courses that include multiple sections, particularly large enrollment core courses, encourage and fund collaborative faculty teams.

University Classroom Services also provides classrooms and materials that support improved pedagogies.

- Classroom Services provides faculty with access and support for the inclusion of technology and instructional media in their classrooms.
- Technicians from Classroom Services assist faculty with the use of media and new technologies as well as with more traditional audio-visual equipment.
- Portable technology carts from Classroom Services accommodate a variety of instructional needs in classrooms across the institution.
- The Carver Resource Center of the Judith Herb College of Education, Health science and Human service provides curriculum materials as well as an educational teaching/learning laboratory setting to serve internal and external clients who are engaged in partnerships with the college.

V. University openness to innovative practices that enhance learning
The University funds the redesign of courses to incorporate blended and hybrid teaching practices demonstrated to improve retention through the UTLV. The goal is to more effectively teach students who are in the region and who might benefit from occasional face-to-face contact and to promote completion of the courses by the students.

- UTLV provides design teams to assist faculty in developing and delivering online and web-assisted course experiences for students, including use of audio, video, three-dimensional modeling, interactive presentations, as well as quiz and exam construction.
- The award-winning Center for Creative Instruction (CCI) works to improve teaching and learning through application of innovative technology in instruction and in development of educational materials. The center’s resources include new media experts, illustrators, and technologists as well as high-end equipment for video, two - and three-dimensional visualization, and software development. New technologies incorporated into projects when appropriate include handheld and mobile applications, streaming video, animations, Quicktime VR, social media, and many more. The CCI has partnered with numerous University faculty and constituents on research grants and other educational initiatives to develop modules for courses as well as to produce and implement training and teaching resources. In 2002 and 2003, CCI collaborated with faculty to develop online coursework and continuing education for health-care professionals in the area of gerontology and public health and continues to develop and enhance numerous online offerings. The center has also completed three versions of the nationally recognized Anatomy & Physiology Revealed virtual dissection product with McGraw-Hill Publishing.

VI. Faculty participation in professional organizations
College deans report that most tenured and tenure-track faculty belong to one or more professional organizations. For example, the College of Engineering reports that 93 percent of the college’s tenure-track faculty — 78 of 84 — belong to at least one professional organization, while 75 percent — 63 of 84 — attended a professional meeting in 2009-2010. The college invested more than $100,000 to support membership and meeting attendance. All colleges fund faculty participation in discipline-specific organizations, including allocations for travel, and some departments pay for memberships and dues.
A number of University faculty and administrators play or have played key roles in their professional organizations. For example:

- Dr. Charlene Czerniak, professor of education, health science and human service, served as president of the National Association for Research in Science Teaching, the largest science education association worldwide, from 2008-2009.

- Dr. Linda Pierce, professor of nursing, is now immediate past president of the Association of Rehabilitation Nurses, the premier rehabilitation nursing group that works to advance the profession nationally. She served as president in 2009-2010.

- Dr. Jian-yu Lu, professor of bioengineering, was elected president-elect of the Ultrasonics, Ferroelectrics and Frequency Control Society of the Institute of Electrical and Electronics Engineers. The institute has more than 400,000 members internationally, making it both the largest engineering society and the largest scientific society in the world. Lu was voted president-elect unanimously by Administrative Committee members of the Ultrasonics, Ferroelectrics and Frequency Control Society. He will serve as president-elect for 2012 and 2013 and president from 2014 to 2015, junior past president from 2016 to 2017, and senior past president from 2018 to 2019.

- Dr. Jeffrey P. Gold, chancellor, executive vice president for biosciences and health affairs, and dean of the College of Medicine and Life Sciences, serves as co-chair of the prestigious Liaison Committee on Medical Education, which is responsible for accrediting all U.S. and Canadian medical schools.

- Dr. Timothy Gaspar, professor and dean of the College of Nursing, is serving a second two-year term on the 11-member board of directors of the American Association of Colleges of Nursing, the national voice for baccalaureate and graduate nursing education. He served on the board from 2008-2010 and was re-elected to a second term.

**VII. Summary**

The University provides significant support for teaching, paying higher salaries than peer institutions, providing grants for course development and transformation, offering ongoing professional development opportunities on campus, and providing funding for participation in national professional societies. Teaching is part of the triad of evaluative categories for tenure and promotion and is evaluated by peers and students for its efficacy. The University has demonstrated its commitment to innovative teaching practices through new initiatives such as the UTlV and through a significant investment of funds in course transformation grants that encourage innovative uses of technology and multi-media to encourage student engagement in learning. The faculty of the University of Toledo is actively engaged in continual revision of the undergraduate and graduate curricula to reflect the latest research and to meet emerging needs, evidenced by the number of new courses, programs, and modifications introduced, approved, and realized each year. Faculty members at the University actively participate in professional organizations.

**Challenges**

Recent financial challenges have constrained hiring new faculty, and some proposed initiatives have stalled. Evaluations of candidates for tenure and promotion continue to reward scholarly production more highly than effective teaching, and this culture is slow to change.

**CORE COMPONENT 3C: The organization creates effective learning environments.**

The University takes seriously its responsibility to create optimal learning environments and experiences for a diverse student body in a wide range of educational programs. Programs and initiatives have been developed that address students’ needs and interests from the beginning of their academic careers through to graduation.
Across colleges and academic programs, students are provided with a variety of advising, academic enhancement, enrichment, and engagement opportunities to facilitate their success and promote a student-centered environment. The UT Learning Collaborative and the Division of Student Affairs provide the majority of these services to undergraduate students.

The College of Graduate Studies develops and coordinates a wide variety of professional development programs and workshops for graduate students and works with the Graduate Student Association to provide co-curricular programs. Recent initiatives have focused on a holistic approach and integration of services to better serve students.

I. Advising systems

The University has established comprehensive advising systems and programs that focus on student learning. These programs, which can be found throughout the organization, start with new student orientation and continue throughout the students’ time at the University.

- At new student orientation, direct-from-high-school and transfer undergraduate students learn about the resources to support their educational and personal goals and are introduced to the traditions and values of the University. Because the university recognizes that the orientation needs of these two groups are different, it has created two different programs — “Rocket Launch” for new direct-from-high school students and “Rocket Transition” for transfer students. Some 50 orientation sessions are held annually, and academic advising is a key component of the programs. These programs aid students’ success and retention by connecting them to resources to support their educational and personal goals.

- Academic advisers in each of the colleges work closely with new students during orientation to make sure that they register for courses appropriate for their interests and level of academic preparation. This advising is provided by professional staff advisers in the student services offices of the various colleges, and by faculty at the department level. Professional and faculty advisers help students understand degree requirements, assess progress toward degree completion, select courses, fulfill course prerequisites, address academic performance, explore careers, examine options for graduate study, address issues surrounding probation, and evaluate transfer credits.

- Each graduate student is assigned to a temporary graduate adviser upon acceptance. At the annual new graduate student fall orientation, a required session on choosing the graduate advisor/research mentor assists the graduate students in making their choice of a formal research adviser.

II. Environment support, respect for all learners, and their diversity

- Because the University attracts a wide range of undergraduate students with diverse backgrounds and diverse advising needs, a number of additional advising programs operate outside of the colleges in which students are majoring. The Gateway Programs are geared to meet the needs of students who are either undecided about their majors or are completing prerequisites to enter the major of their choice. Academic advisers in the Gateway programs utilize a developmental advising model in which they develop close relationships with their advisees through multiple forms of contact, including e-mail and phone, as well as through presentations in the Beginning the Academic Journey course. Through the relationships with their advisees, program advisers assist students with career and major exploration, decision-making, self-assessment, utilization of campus and community resources, course selection, and registration. Students remain in the Gateway Programs for only three semesters; they usually then move into their major of choice.

- Two different advising programs make up the Gateway Programs — the Quest Program and the Transition Program. The Quest Program gives students who are undecided on a college major or career an
opportunity to explore their interests and options. Quest students focus on completing general education requirements and on career exploration with specialized advising. The Transition Program is for students admitted to the University who do not meet the admission requirements of their desired program or college. Students may not have submitted an ACT/SAT score or did not meet the required composite score or may be missing all or a portion of the high school preparatory curriculum. Students receive intense advising, tutoring, and other support services to help them move into their chosen major or program. Students are re-evaluated after their first semester to determine if they meet the requirements to officially declare a major in the college of their choice.

- The College of Adult and Lifelong Learning (CALL) advises adult and non-traditional students. The college offers in-person as well as phone appointments to undergraduate students who cannot come to campus. Until the point that students have submitted the individualized program for faculty review, they are mandated to meet with advisers for as many advising sessions as are necessary to create the final program submission. This office also offers prior learning assessment to students pursuing its degree programs. The assessment offers students the ability to gain college credit for college-level learning acquired outside the classroom — work, military, volunteerism, apprenticeships, and other ways. Credit is obtained by demonstrating college-level learning through credit by exam, portfolio, and standardized testing (CLEP/DSST)

- The College of Graduate Studies (COGS) is committed to assisting graduate students from their initial application/admission process through their academic programs and graduation. The services provided cover a wide spectrum and include support with the application process, orientation for new students and graduate faculty, monitoring students’ progress and compliance with program requirements, graduate student development workshops and research forums, and graduate student financial support, which include the Graduate Opportunities Assistantship Program and the McNair scholarship award program.

- In addition to the phone appointment provided by professional advisers in the colleges and in the Gateway and CALL programs, academic advising is also provided to students in the Student Support Services Program, a federally funded TRIO program. These student-support services are aimed at creating a supportive learning environment for low-income and first-generation students and students with disabilities so they remain in college and earn baccalaureate degrees. Participants receive tutoring, counseling, and remedial instruction. Services include orientation and study-skills courses, multicultural social events, individual academic advising, tutoring, and career and social adjustment counseling, as well as helping students to utilize existing university services. Individualized academic plans are developed with project participants during the first month of fall that identify specific academic/support needs and spell out strategies for addressing these needs. To increase their chances of success in the classroom, participants learn skills to manage their time effectively, study more effectively, take notes, solve problems, and manage conflicts. Students are guided in developing plans for addressing academic weakness and receive recognition for academic successes. Advisers offer support and guidance on careers and employment and write recommendations for graduate education. Because student support service specialists know the individual needs of their students, they can assist them in preparing their class schedules based on these needs. Advisers provide confidential personal support, crisis intervention, and information and referral services. Students are guided to leadership opportunities on campus and are supported in leadership development.

- The Army ROTC unit provides intensive advising and special levels of support to cadets.

- The Athletics Department is committed to the academic success of the University’s approximately 350 student-athletes. Because of the time commitment of student-athletes, a variety of support services are offered, including guidance with course scheduling, targeting (a time management program), study table, individualized and group tutoring, and academic and career counseling. These services are housed in the Rocket Academic Center, located in the Larimer Athletic Complex next to the Glass Bowl football stadium. University athletic teams compete in the National Collegiate Athletic Association (NCAA) Division I. In the classroom, the cumulative grade point average for the athletes is consistently over 3.0. 19
9. Office of International Student Services

The Office of International Student Services provides assistance and services to international students, helping them become acculturated to the university and Toledo, meet International Immigration Service regulations, and understand visa requirements, on-campus and off-campus housing, banking, and health insurance. It achieves its goals through a monthly newsletter, sponsoring programs such as orientation and cosponsoring informal gatherings to help international students gain English-language speaking skills, and by working with administrators, faculty, and staff to make them aware of the special needs of international students.

10. American Language Institute

The American Language Institute offers English language classes to students from all over the world as well as local residents and businesses.

11. Office of Multicultural Student Success

The Office of Multicultural Student Success offers programs and services that are targeted to retain African American and Latino students, including tutoring, mentoring, motivational speakers, and other support services. With both student populations, the University has strived to retain 70 percent of the participants from fall to spring, with much success.

12. Office of Multicultural Student Success

The Office of Multicultural Student Success also strives to increase the cultural awareness of students through diversity programming and cultural heritage months. The office offers programming to add meaning to specially designated months such as Black History, Women's History, Asian Pacific American Heritage, Hispanic Heritage, LGBT History, and Native American months as well as AIDS Awareness Week and World AIDS Day.

13. Office of Multicultural Student Success

The Office of Multicultural Student Success launched an initiative to meet the needs of the University’s lesbian, gay, bisexual, transgender, queer, questioning, and allies (LGBTQa), and other undergraduate or graduate students who self identify as non-heterosexual. In alignment with the University’s core values, this initiative was developed to increase education and awareness regarding LGBTQa issues.

These programs provide an environment that supports learners and respects their diversity.

III. Support of student learning regardless of student location

The Office of Residence Life fosters academic and social success for students living on campus by offering a broad array of services and programs that positively affects the quality of overall student experience by engaging students in learning. Residence hall directors are trained to be available for students and to monitor student conditions. The office helps the University fulfill its mission to be a “student-centered university” by providing residents safe, excellent housing facilities, educational opportunities outside the classroom, a culture of respect and an environment where lifelong relationships are formed. On-campus housing is provided to more than 4,200 undergraduate students in nine residence halls and fourteen sorority and fraternity houses. In addition to building a new residence hall, Ottawa House East and West, numerous improvements have been made in recent years to the residence hall facilities.

The Office of Residence Life serves students in the residence halls and in the Greek Village's fraternities and sororities. The office builds communities where students connect and are involved with the University in an atmosphere that supports their learning and academic success. Partnerships with the Provost’s Office and other student affairs units bring the residential community together to reach the University’s mission of improving the human condition.

Student and faculty interaction outside of the classroom are increased through the Faculty-in-Residence and Counselor-in-Residence programs. The Faculty-in-Residence Program, which started in 2008, currently sponsors one faculty member who resides in a designated faculty apartment in Carter Hall. The program provides regular opportunities for informal interactions, conversations, and advising between the faculty members and students. The Counselor-in-Residence Program provides students with access to counseling services within the residence hall and outside of typical hours offered by the Counseling Center.
Living-learning communities

Living-learning communities enrich the learning experience for students by offering a cohesive peer support system in the residence halls that links on-campus living directly to classroom learning experiences. There are currently 11 themed living-learning communities in the residence hall system. In fall 2010, 687 students participated in living-learning communities. In fall 2011, about 700 students participated. Current living-learning communities include arts; health professions; engineering; environmental sustainability; scholastically enriched environment; business; education; politics, law and society; honors; global entrepreneurship and innovation; and leadership through service.

The University has evaluated the effectiveness of its living-learning communities and found that students who participate in the communities have higher semester grade-point averages and higher retention rates than those who do not participate.

<table>
<thead>
<tr>
<th>Table 3.7 Comparison of retention rates for students in living learning communities and those not participating</th>
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<tbody>
<tr>
<td><strong>Number</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>LLC participants</td>
</tr>
<tr>
<td>LLC non-participants</td>
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</table>

Source: Institutional Research

Because of the positive gains in course success and retention achieved by these communities, the University, through the College of Innovative Learning, is working to expand features of these programs into broader learning communities that do not necessarily include the residential component, but that include the sharing of academic interests and enhanced engagement. All incoming students in fall 2011 will be surveyed about their interests, and new learning communities will be supported through integrated research and social networking sites, as well as developing curricular components.

The notion of the learning community has been expanded as a result of Directions 2011, with the formation of learning communities based around courses with integrated curricula and opportunities for community engagement. Both learning communities are taught by a team of instructors, embedded librarians, instructional designers, and advisers. Students targeted for this initiative are either pre-majors or transition students, identified as such because they do not enter college with the ACT scores or GPAs to gain them entry to the colleges of their choice. The aim is to increase both college-preparedness as measured by achievement of learning objectives, and retention as measured against historical figures for these students in both fall to spring and year to year.

Fall 2011 was the first year that learning communities were offered. The courses are thematically integrated, and include multiple opportunities for community engagement. The sustainability learning community has approximately 160 students engaged in an integrated curriculum that includes Sociology 1010, IDS 2010, and an expanded orientation course this fall, and will include Environmental Sciences 1130 with lab Environmental Sciences 1140, Comp I in the Writing Studio, and Africana Studies in the spring.

The life connections learning community has approximately 120 students engaged in an integrated curriculum that includes Biology 1120 with lab Biology 1220, Philosophy 2400, and an expanded orientation course this fall, and will include a diversity course and Comp I in the Writing Studio in the spring. These classes, too, are thematically integrated and include multiple opportunities for community engagement.

- In addition to the student development programs that are available to all students in the Student Union, several academic support services are offered directly in the residence halls. These services include supplemental instruction, peer-to-peer tutoring, and advising. The residence life staff also serves as partners in the University’s retention efforts, including Mapworks and Blue and Gold Scholars programs.
• Educational programs offered in the residence halls provide a supportive community environment for residents to develop various personal and professional competencies. Students have the opportunity to participate in leadership programs, including Hall Council, Resident Student Association, and National Residence Hall Honorary. They also serve as resident advisers and desk workers. These students are selected and trained to assist other residents.

Supporting student services

In addition to the student development programs and student services available in the residence halls, a wide variety of supporting services are available to all students throughout the University. To enhance academic success, the University provides a multitude of student services, including career services and learning enhancement.

• The Office of Career Services offers students resources and strategies for developing career plans, preparing for a job search and interview, and finding on- and off-campus jobs. The office oversees the human resources function for Health Science Campus and Main Campus student employees. The office maintains a career resource library — a collection of books, magazines, videotapes, DVDs, and publications that are useful to students seeking help in choosing a major, confirming career interests, seeking a job, or searching for a graduate school. SIGI3, a program that integrates self assessment with in-depth and up-to-date career information, provides a realistic view of the best educational and career options available to students with a Rocket email account. Workshops are regularly held to help students develop interviewing skills, prepare résumés, and learn the job search process. Job fairs are held to introduce students to prospective employers.  

• The Learning Enhancement Center provides students with drop-in tutoring services, supplemental instruction, peer-led study sessions for targeted courses, and study strategies workshops. It also sponsors the Olympiad, a four-day, fall-term program that features workshops on taking notes, preparing for tests, understanding college-level textbooks, and dealing with test anxiety. Students also receive free tutoring in science, math, business, and foreign languages. Online tutoring in math and accounting are also available. Students can post questions or log-on for synchronous tutoring.

• The Academic Enrichment Center provides resources and assistance for students to enhance their academic performance and to facilitate access for qualified disabled students. Services include peer tutoring; supplemental instruction; academic coaching; licensure examination preparation for medical, nursing, and physician assistant students; workshops for faculty and students; a book exchange program, and student disability services. In the 2010-2011 academic year, the services of the Academic Enrichment Center were extended to students enrolled in the College of Pharmacy and Pharmaceutical Sciences.

• Community Wellness and Health Promotion provides a diverse array of programs and services to promote a culture of wellness across the University and throughout the northwest Ohio community. Under the umbrella of the recently trademarked Rocket Wellness™ brand, the wellness staff provide programs and initiatives for students and employees at the YMCA Morse Center on Health Science Campus, Main Campus Medical Center, University of Toledo Medical Center (UTMC) hospital and clinics, the UTMC Sports Medicine Program, including outreach to high-school athletic programs throughout the region, and a work-site wellness initiative that provides employee wellness screening and programming for dozens of businesses in the region, to name a few. In addition, they partner with existing programs throughout the University, including the Public Health and Community Health Education programs and the National Youth Sports Program (NYP) in the Judith Herb College of Education, Health Science, and Human Service.

A variety of testing and evaluation services support student learning provided by the University. Some testing and evaluation services include:

• The UT Testing Services provides testing services such as make-up and placement tests, CLEP, ACT, GRE, ETS, Pearson VUE, certification and licensure, Internet-based, skills assessment, and online testing and
proctoring. There are new testing facilities at Memorial Field House featuring 53 new computer-testing stations and a second testing location at Scott Park Campus. Individuals use the testing labs to meet their educational and professional development needs.

- The Academic Test Center is one of only six centers at medical schools across the country approved by the National Board of Medical Examiners as a testing site for administering the computer-based U.S. medical licensing examinations. The Academic Test Center is a self-contained facility that provides the highest degree of examination security in a holistic testing environment. Examinees have a distraction-free environment, a relaxing waiting room, access to a kitchen containing a microwave and refrigerator, restrooms, and an outdoor patio, and do not have to leave the center throughout their eight-to-nine-hour licensure exam. In 2006, the center was expanded from seven to 34 work stations, and administers examinations for students in all of the Health Science Campus colleges, including students given testing accommodations for qualified disabilities. The professional programs in the colleges of Medicine and Life Sciences and of Nursing have most examinations administered in a proctored environment. Thus, in addition to the examinations administered on site in the Academic Test Center, the center hires and trains proctors for both computer-based and paper/pencil examinations administered across the campus.

In addition to the multitude of academic student services provided to the general student body, student development programs enrich students’ academic experiences. Some of these academic enrichment initiatives include Honors College, study-abroad and study away programs, Washington Center Internship Program, Camp Adventure Child and Youth Services Program, and service learning and community outreach programs.

- The Honors College, established in 2010 as the successor to the 47-year-old Honors Program, meets the needs of highly motivated, academically talented students who enjoy a challenging and nurturing environment conducive to intellectual growth and discovery. The college is open to students from all baccalaureate colleges. To be considered for admission, students must have at least a 3.5 grade point average and either an ACT composite of 25 or above or an SAT score of 1150 or above combined reading and mathematics. An essay, resume of activities, and involvement in the community also are required. Approximately 930 students — about five percent of the student body — are enrolled in Honors College, the largest percentage coming from the College of engineering. Honors College enrolls about 220 new students each fall. The entering 2010 class had an average ACT composite score of 28.1 and an average high school grade point average of 3.92. Small classroom size leads to more quality time with professors and other classmates. A wide range of academic advising, career planning, and service learning programs are available. Honors College students often study away or study abroad. Each year, the Honors College plans course trips during the spring break or summer. During the summer of 2010, a group of honors students traveled to Italy, and in 2011 a group of students journeyed to Nicaragua, the second-poorest country in the Western Hemisphere, for an international service project. The students aided children who literally live in the country’s garbage dumps where they forage for food. In 2012 a trip is planned to Greece. The college is currently developing a community stewardship program for students. Students also have opportunities to conduct research and creative activities and present their findings informally to the University community at “Brown Bag” series and at national meetings. Every year, a group of honors students present research and creative work at the National Conference on Undergraduate Research (NCUR). The college requires a thesis or project. Honors College graduates over the years have demonstrated they are prepared for competitive graduate programs in law, medicine, and the humanities at universities across the country. The college is housed in its own building, Sullivan Hall.

- The Center for International Studies and Programs (CISP) provides administrative oversight for a number of programs, including the Office of Student Scholar Services, American Language Institute, and the Office of Academic Engagement. The Office of Academic Engagement has administrative responsibility for the National Student Exchange, Washington Center Internship, Camp Adventure Child and Youth Services, Global Health Student Clerkship Program, and service learning and community outreach programming. The Office of Academic Engagement provides information, resources, and guidance to students planning...
to study abroad. Activities range from short-term summer programs to semester or year-long programs. Additionally, the University faculty has the opportunity to administer faculty-led programs. The Office of Academic Engagement partners with five third-party providers to offer students and faculty placements in more than 50 study-abroad programs around the world. Student participation in study abroad programs has increased from the 2009-2010 academic year, when 123 students participated, to the 2010-2011 academic year, when 250 students participated. Student participation is supported by a travel grant. Additionally, the University holds a governing board member seat on the University Studies Abroad Consortium, a national body.

- The National Student Exchange Program provides students with the opportunity to study at other U.S. colleges or universities while remaining degree-seeking candidates at the University. Students may study away for a summer semester or for a year.
- The Washington Center Internship Program provides selected students with challenging opportunities to work and learn for academic credit in Washington, D.C. A combination of career experience and development places undergraduate and graduate students with internships in an industry of their choosing. The internships generally are for a semester, but one-year internships are also available.
- The Camp Adventure™ Child and Youth Services Program provides opportunities for University students to gain valuable service-learning experience at U.S. military bases worldwide, serving as counselors at child development centers, day camps, and teen centers. Students have a wide array of opportunities to serve children and youth, integrate theory with practice, develop new knowledge, skills and competencies, as well as to be a part of a worthwhile endeavor, making a difference in the lives of others, and help students discover their inner talents and abilities.
- The Service Learning and Community Outreach Program is on-going mutually beneficial experience through which students, faculty, and the Toledo metropolitan community partners foster civic responsibility through active learning and guided reflection.
- The Global Health Student Clerkship Program offers students a broad array of clerkship opportunities across the globe that foster growth of medical knowledge through direct patient-care experiences in another country. Fourth-year medical students have the opportunity to complete a medical rotation in Jordan, China, Zambia, Ethiopia, the Philippines, and India.

IV. New technologies that enhance effective student learning environments
Consistent with its mission, vision, values, and academic needs, the University has embraced and promoted new technologies that enhance effective student learning environments. The University has made significant investments in simulation technology that will enhance its teaching mission, while the Ruth M. Hillebrand Clinical Skills Center is an outstanding educational resource that provides an environment for students to learn and practice clinical skills such as interviewing and physical diagnosis.

- The Interprofessional Immersive Simulation Center — UT IISC™ — is a highly sophisticated pilot simulation center that provides education of students in the areas of interprofessional team training; electronic learning; competency assessment; and outcomes measurement. It offers the University an opportunity to become a national leader in simulation education. Like many other simulation centers, the goal is to positively impact patient safety and improve the quality of care by training health-care professionals using simulation models and simulated clinical settings. In addition, the UT-IISC serves as a hub for innovation and the fostering of partnerships with industry to create and develop new products, processes, and procedures that enhance patient care.

In October 2011, the University and ProMedica Health System, Inc., announced they would commit to the development of a new, $36 million Interprofessional Immersive Simulation Center™ (IISC) that will enable students and clinicians to use cutting-edge technology to enable teams to learn, enhance outcomes, and improve patient safety in a simulated, low-risk environment. Working with the University’s economic
development arm, Innovation Enterprises, the University and ProMedica have signed a memorandum of understanding to establish the IIsc, which will be housed in a new, three-story facility slated to open later this year (in 2012) next to the University's Center for Creative Education on Health Science Campus.

The center will be among the first health science campuses in the nation to incorporate I-Space™ — a four-sided virtual immersive room, and 3-D CAD walls. This cutting-edge technology can create unlimited virtual images that allow learners to travel through the heart of a human body or experience being inside a human blood cell. The IIsc is unique in that it will be comprised of three integrated simulation centers — a progressive anatomy and surgical skills center; an advanced simulation center; and the virtual immersive reality center. Typically, academic health centers only offer one type of simulation center.

Health care will increasingly rely on teams of clinicians from different disciplines working together to achieve the best patient outcomes. The center will enable learners to use the most advanced technology available to practice working in teams at the same time they are advancing their clinical skills. Advanced simulation technologies make it possible to create virtual clinical environments for health professionals to practice individually and in teams using realistic human patient simulation models and immersive virtual three-dimensional environments. The result will be reduced errors, increased safety, improved outcomes, enhanced efficiencies, and an overall reduction of health-care costs. The IIsc will serve as a venue where health-care professionals will establish collaborative relationships to foster innovation in research and develop new and existing products and services that help improve the human condition, prevent diseases, and enhance healing.

- The University provides state-of-the-art technology that supports effective learning environments. Residence halls currently have computer labs, printers, and wireless networking for use by residents. Thin-client technology has been installed in each residence hall computer lab, and the Residence Life website now includes a live-chat feature. Wireless networking has been installed in each residential building. The housing selection process now is initiated online self-selection process for roommates and rooms. The enhancement of new technology available for students in classroom buildings is described in detail in core component 3d of this report.

- To accommodate growth in the demand for services in the Academic Enrichment Center, the online scheduling system, TutorTrac, was implemented. TutorTrac software has streamlined the scheduling process and allows students to make or cancel appointments, receive electronic reminders, and check tutor availability. In addition, the system has a robust reporting function that has facilitated tracking and assessment of the tutoring services.

- The Ruth M. Hillebrand Clinical Skills Center provides a facility to train and assess students and health-care professionals. The center uses interactive encounters with standardized patients that allow students to hone their interpersonal skills and diagnostic techniques. Students learn to complete medical histories and physical exams, properly diagnose specific medical conditions, communicate with patients, and deliver compassionate care. Numerous studies have demonstrated that qualities such as listening carefully, noticing body language, and showing empathy to patients are effective in developing rapport. Beyond the opportunity to interact with and diagnose standardized patients, the center also works in collaboration with the Interprofessional Immersion Simulation Center, providing the human component to the hybrid simulation, the use of standardized patients with non-human simulators. The center began as the Standardized Patient Program in 1991 and was renamed the Clinical Skills Center in 2002. The program moved into the new 42,000-square-foot Center for Creative Education in 2003 and was rededicated as the Ruth M. Hillebrand Clinical Skills Center in 2005. Today the center provides training and assessment of students across a variety of health-care disciplines, including medical, nursing, pharmacy and physician assistant students, nurse practitioner students, and resident physicians.
V. Assessment results inform improvements in curriculum pedagogy, instructional resources, and student services

The institution’s overarching processes in place for assessment of student learning also encompass the goals, collection and analysis of data, and reporting for the academic/student support units. The processes described in section 3a extend to the service units.

A review of the assessment reports submitted to the University Assessment Committee for the 2009-2010 academic year revealed that all service units, divisions, and/or offices are engaged in the process of data collection, data review and have documented how data has informed change. The table below reflects the participation of the service units in the process.

<table>
<thead>
<tr>
<th>Service unit</th>
<th>Number of offices, divisions</th>
<th>Number of assessment reports submitted</th>
<th>Percent participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Learning Collaborative</td>
<td>16</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: University Assessment Committee

Many examples exist to provide evidence of how data collection and review have resulted in changes for improvement. A number of examples follow. For some offices and divisions, efforts are being made to expand the sources of data and methods used to assess program effectiveness. These improvements in the process of assessment will be captured in the 2010-2011 assessment reports.

Office of New Student Orientation

The Rocket Launch program was modified in 2010 to offer “Commuter Mondays” to accommodate non-residential students who indicated on exit surveys and student orientation evaluations feeling disconnected during orientation programs geared primarily to residential residents. In 2010, the Rocket Transition program was also modified based on student orientation program evaluation to incorporate program content geared toward non-traditional students and military students to better meet their needs. In the 2010-2011 academic year, based on faculty and student feedback, a “course transformation” process for the orientation course across campus was initiated.

Honors College

In response to 2007-08 assessment questionnaires of graduating Honors College (formerly the Honors Program) seniors who indicated they wanted earlier, additional guidance about their honors thesis, “Honors Thesis Brown Bag” workshops were established in January 2009 and are annual honors offerings. The sessions, which are led by faculty mentors and advisers, have been well attended, with more than 30 students at each program.

Office of Accessibility

Following review and analysis of 2009-2010 assessment results, a number of changes were made, including changing the note-taking process which now enables students to form a relationship with their note-taker which research shows increases note-taker accountability. The office also secured a campus grant through Ohio Board of Regents and Rehabilitation Services Commission to purchase a number of new adaptive technologies for increased effectiveness and efficiency with service provision.

Office of Excellence

Based on assessment results for 2009-2010, all programs extended tutoring services. TRIO SSS now includes evening hours, TRIO Upward Bound extended number of days tutoring was available, and Toledo EXCEL entered into an agreement with the Learning Enhancement Center to offer expanded tutoring to students.
Residence Life

Students leaving residence halls complete exit surveys throughout the fall and spring semesters. Resident advisers provide hall directors with evaluations at the conclusion of their programming events. Based on this ongoing system of program evaluation, a variety of changes to curriculum, pedagogy, instructional resources, and student services have been made. These include intrusive advising provided to students who are tagged as at high risk of dropping out of the University during their freshman year.

University Libraries

Following the review of 2009 – 2010 data, the Libraries Assessment Committee decided to create more refined and targeted surveys to better assess service to the main user groups – University students, faculty, and staff.

VI. Quality assurance review and enhanced student learning

Numerous, ongoing quality assurance processes, strategies, and activities enhance the learning environment for students at the University. Examples follow.

• 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.

• The success of the computer testing can be found in the National Board of Medical Examiners quarterly test center report cards. Information on the report card is based on end-of-exam surveys that examinees complete on their test day. The report card has consistently rated the Academic Test Center test center in the top 10 percent of all test centers nationally since the survey began in 2001. Students have also remarked that the test center is one of their favorite places on campus. Examinees have traveled from Wisconsin, Michigan, and across the state of Ohio to use the unique, effective facility.

• The Honors College monitors its effectiveness and appropriateness by means of an established assessment plan. Data collected for 2007-08 and 2008-09 showed very low honors program participation by minority students (.02 percent African American and .017 percent Hispanic). The program responded by including information about the program at recruiting sessions sponsored by the Toledo Guarantee Program, by providing information at orientation programs for new students, and by taking names and e-mails of interested minority students for follow-up contacts. The Honors College views diversity as inclusive of socio-economic, age, and life experience differences as well as race and ethnicity. Thus, the college has actively sought partnerships with community colleges, the veterans’ community, and the College of Adult and Lifelong Learning. The program’s close liaison with Owens Community College to allow seamless transfer of OCC honors program graduates into the Honors College has resulted in between three and six students transferring into the program each year.

• The assistant director for staffing and training in the Office of Residence Life collaborates with the Office of Institutional Research to develop statistical analyses comparing living-learning community participants with a control group for grade-point averages, retention, and graduation rates each year. Studies also are conducted comparing on-campus residents and off-campus students.

• The Office of Residence Life also conducts several surveys, including two surveys by Educational Benchmarking, the Resident Assessment and the Student Staff Assessment, which are administered in the fall semester of even-numbered years. Living learning community surveys are administered during the first floor meetings of the communities throughout campus at the beginning of each fall semester. A post-semester survey is distributed to the floor residents in December/January. Studies have shown that students living on campus have higher mean grade-point averages as shown in Table 3.9.
Table 3.9 Comparison of GPA for campus residents and non-residents, Fall 2010 and Spring 2011

<table>
<thead>
<tr>
<th>GPA Data</th>
<th>Number Fall*</th>
<th>Fall 2010 GPA</th>
<th>Number Spring *</th>
<th>Spring 2011 GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus residents</td>
<td>2,285</td>
<td>2.582</td>
<td>1,197</td>
<td>2.531</td>
</tr>
<tr>
<td>Non-residents</td>
<td>1,403</td>
<td>2.430</td>
<td>1,187</td>
<td>2.392</td>
</tr>
</tbody>
</table>

Source: Institutional Research

* Note: Fall and spring census point enrollment includes students that may not have a GPA due to administrative adjustments, etc.

- Students who are on-campus residents reported that they are satisfied with the student staff, programming, and their room/floor environment. Residents also indicated satisfaction with fellow residents and their sense of community within their residence hall. Students reported that living on campus improved their interpersonal interactions, including benefiting from diverse interactions. Living on campus also enhanced their personal growth and their ability to manage their time, study, and solve problems.

- A study conducted by the Office of Multicultural Student Success found that 80 percent of first-year African American students who participated in the African American Initiatives Program were retained from fall 2009 to spring 2010 semester, while 71 percent of non-participants were retained during the same period. Furthermore, 92 percent of first-year Latino students who participated in the Latino programs were retained from fall 2009 to spring 2010 semester compared with 79 percent of non-participants.

VII. Summary

The University has a well-developed system of academic advising that serves academic advising to students from orientation to graduation. The University endeavors to provide an effective learning environment that respects the diversity of students, including international students, students of color, adult-nontraditional students, and UT’s lesbian, gay, bisexual, transgender, queer, questioning, and allies (LGBTQA) students.

The University provides a comprehensive number of academic/student support units, including the Career Services Office, Learning Enhancement Center, and Academic Enrichment Center. The University provides a diverse array of academic enrichment initiatives for students, including the Honors College, Study-Abroad Program, Study-Away Program, Washington Center Internship Program, Camp Adventure Child and Youth Services, and service learning and community engagement programs.

The University has adopted new technology to enhance the learning environment for students by providing computer labs and wireless connections in all of the residence halls, by creating testing centers on the Main and Health Science campuses, and by developing a state-of-the-art simulation center for students on Health Science Campus.

Challenges

The greatest challenge for creating a more effective learning environment is a systematic approach to documenting changes in the academic/student support units. Improvements in the overall assessment processes implemented by the University Assessment Committee in 2009 should help address this challenge.

**CORE COMPONENT 3D: The organization’s learning resources support student learning and effective teaching**

To fulfill its teaching and learning mission, the University has made significant investments in infrastructure and technology to support student learning and effective teaching. The result is an impressive array of libraries,
classrooms, lecture halls, centers and institutes, studios, performance spaces, computer facilities, research laboratories, field sites, and clinical practices to support learning and teaching and to allow students to reach their full potential.

I. Learning, teaching resources

University Libraries

The University of Toledo Libraries are at the heart of the intellectual life of the University, central to the University’s commitment to be a learning-centered institution and to the research conducted by faculty and students.

They support the intellectual and social development and maturation of students and enhance excellence in lifelong learning, discovery and engagement by integrating services, state-of-the-art technology, and unique collections into all aspects of the University.

Serving approximately 30,000 students, faculty, and staff across the University’s 14 colleges, a health-delivery system, and the local community, University Libraries maintains a collection of print materials appropriate to the University’s size and mission, comprehensive digital resources, and a unique center of special collections that is an outstanding University asset. Library services and resources contribute to the University’s teaching and research missions. Strategic decisions over the last eight years have been designed to meet the changing needs of students, faculty, and staff.

The libraries include:

- William S. Carlson Library, which opened in 1973, the main University library that primarily serves undergraduates and houses the Ward M. Canaday Center for Special Collections;
- McMaster Engineering Library, located in Nitschke Hall, that was dedicated in 2006 and consists of 1,228 volumes and volume equivalents.
- Raymon H. Mulford Library on Health Science Campus, which opened in 1975 and provides access to biomedical and scholarly literature for faculty, resident physicians, and students enrolled in the health-sciences education and research programs. It also works to meet the health-information needs of area physicians and other health-care professionals, patients, their families, and members of the public. It has been designated as a resource library and an outreach library by the National Network of Libraries of Medicine.

In addition, the Libraries have collaborative relationships with the:

- LaValley Law Library, which is housed in the College of Law and is separate from University Libraries because of its accreditation status with the American Bar Association. The library, which is available for use by the University community and external constituencies, consists of more than 314,000 volumes and volume equivalents and crucial electronic resources that are a necessary part of contemporary legal research.
- Carver Learning Resource Center, located in Gillham Hall, for education students. University Libraries supports its circulation of equipment and other center resource material through sharing the Libraries catalog and public access capabilities. Libraries faculty have provided consulting and cataloging services in support of Carver’s mission and have been allowed to provide regular reference services in the center for faculty, students and staff in support of the Libraries mission. University Libraries does not own any of the materials in the Carver Center.
- The Toledo Museum of Art Reference Library and Visual Resources Center that is housed in the UT Center for Visual Arts.

The Ward M. Canaday Center for Special Collections in the Carlson Library plays a vital part in documenting the history, culture, and physical environment of the University, city of Toledo, and northwest Ohio and in preserving them for the use of student, faculty, and other scholars. It maintains a strong dedication to preservation and conservation. Its unique collections include papers of influential politicians and historical business and civic
documents. Truly a local treasure, the center has been an official partner in the national Veterans History Project since 2005 and has partnered with local businesses such as Owens Corning, Inc., and Owens-Illinois, Inc. to create public exhibitions, publications, and programming. Projects such as Toledo’s attic virtual museum — a partnership between the University, Toledo-Lucas County Public Library, Lucas County-Maumee Valley Historical Society and WGTE-TV — provide a unique resource for recording local history. The Canaday Center is responsible for providing optimal environmental conditions to ensure the longevity of valuable print resources, works of art, and objects donated to the center.

The Northwest Ohio Book Depository is an off-site, environmentally controlled storage facility for the libraries of Bowling Green State University and The University of Toledo and is used to store important but infrequently used materials. It opened in 1996 and has a capacity of 1.5 million volumes. The library faculty and library staff work cooperatively to provide resources and services needed by students, faculty, and staff, performing services such as collection development and bibliographical research, cataloging, preservation, departmental and faculty liaisons, reference and research support, and course content development.

A number of significant changes and developments affecting the Libraries’ human resources have occurred, including new leadership, budget cutbacks, resignations, and retirements. In 2010, the library faculty and staff of University libraries numbers 26.9 professional FTEs and 35 support FTEs.

The website of University Libraries provides access to millions of bibliographic records. UT Libraries integrate leading technologies for students, faculty, and staff, which is evidenced by the use of online chat services for reference services, and “libguides” that are created and maintained by UT information specialists for discreet populations and purposes. Blogs and other forms of social media promote the use of information resources and services, and e-Resources and modules relating to library resources are available and integrated into courses in Blackboard.

University Libraries continue to add to their print collections, but collection development has dramatically shifted to access to, acquisition of, and creation of electronic resources. This has enhanced accessibility of research and library resources, but the costs of these resources presents a growing challenge. More than 85 percent of University Libraries’ acquisition budget is spent on digital materials.

- Number of book volumes: 1,807,012 (includes items in the depository)
- Number of journal volumes: 184,106 (includes items in the depository)
- Number of print journal titles: 832
- Number of online book titles: 65,170
- Number of online journal titles: 166,954
- Number of media (sound, video, video games, maps) 28,207
- Number of databases: 122

Over the past six years, the number of total library searches and downloads of electronic resources and content have increased as Table 3.10 indicates.

<table>
<thead>
<tr>
<th>Table 3.10 Total library searches and downloads by year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Searches</td>
</tr>
<tr>
<td>Downloads</td>
</tr>
</tbody>
</table>

Source: OhioLINK
OhioLINK

The libraries provide state-of-the-art technology and access to The Ohio Library and Information Network (OhioLINK), the premier consortium in higher education in the U.S. for purchasing electronic resources and loaning print resources. The University of Toledo is a charter member of OhioLINK, the statewide network of 96 public, academic, and research libraries, public libraries, and high school libraries in Ohio that work together to provide students, faculty, and researchers with the information they need for teaching and research. Together, OhioLINK and its member libraries provide unparalleled access to 48 million books and other library materials; millions of electronic articles; 14,000 electronic journals; 150 electronic journals; 62,000 e-books; thousands of images, videos, and sounds; and 26,000 theses and dissertations from Ohio students.

OhioLINK also maintains the Ohio Digital Resource Commons, a robust, statewide platform for saving, discovering, and sharing the instructional, research, historic, and creative materials produced by the University System of Ohio and Ohio’s private colleges.

OhioLINK is thoroughly integrated into the operations of University Libraries and has become an invaluable, indispensable tool in the teaching and research endeavors of faculty members and students. Its continued financial and organizational health is absolutely essential and an important priority for the University. The University will continue to exercise leadership, joining other member institutions in ensuring that OhioLINK remains financially and organizationally sustainable and responsive to concerns of faculty, students, and key constituents throughout the state.

Strategic planning and assessment have been strengths of University Libraries. A strategic plan was developed in 2007 and an outcomes-based assessment plan that focused on key services and information literacy was completed in 2010. Many areas of University Libraries gather data to assess services, usage trends, and patterns. Results are analyzed on an ongoing basis with data and analysis shared among library faculty and staff to improve and increase the effectiveness of services.

Infrastructure and service improvements

In recent years, University Libraries has invested significantly in its facilities to provide attractive, comfortable areas for individual and group study, group meetings, computer workspaces, and quiet thought. The Carlson and Mulford libraries are in high demand by faculty and students, and their physical environments are an important university priority. Both libraries offer extensive services, including assistive technologies for patrons with disabilities.

In 2005, Mulford Library underwent renovations totaling some $320,000. The renovations included more open spaces, new tables, and more comfortable desk chairs. To accommodate students using laptop computers, hundreds of electrical outlets have been added during the last three years in library study areas, and in 2007 an area was specifically designated on the library’s sixth floor with rules to promote quiet, distraction-free study.

The Information Commons, a centralized, student-centered space for digital research, group discussion, and classroom meeting on the first floor of Carlson Library, opened in 2007 after extensive renovations to the first floor of the library that totaled $3.7 million. It has been a successful initiative. The Information Commons receives thousands of visits a year. In the 2010 patron survey and in discussions with student groups, the commons received favorable review.

In summer 2011, Carlson Library underwent major renovations. The Canaday vault was painted and furnished with a new floor surface. Resources were moved from the second to the third floor. The media collection, which includes DVDs, computer games, and CDs, was moved to the first floor circulation area. Also on the first floor, three glass showcases formerly behind the public terminals on the first floor were moved to the front glass wall that now enables viewing from the corridor.

Carlson Library’s second floor is being renovated to create a new space called the Center for Innovative Design and Technology (CIDT), a 21st century learning space where students studying in different disciplines will
explore, create, collaborate, communicate, and use equipment — high-quality computers, printers and web-based press, and other equipment — for multimedia production activities. The CIDT, which will be the focus of fundraising efforts, exemplifies the University’s commitment to design exciting and cutting-edge physical and virtual environments to promote innovative, interdisciplinary, student-centered, and collaborative approaches to teaching, learning, and research.

In 2001 Carlson library began loaning laptop computers to students. The program was so successful that Mulford library followed suit in 2007. In the 2010-2011 academic year, the Carlson and Mulford libraries loaned laptop computers to students 18,190, and 7,826 times, respectively. The Carver Center in the Judith Herb College of Education, Health Science and Human Service recorded 2,380 laptop checkouts. University Libraries do not handle the circulation of laptops in Carver Center.

In 2009, less frequently used collections were moved from the Mulford library general stacks to the Northwest Ohio Book Depository to increase the amount of individual study spaces for students.

In December 2011, University Libraries were administratively placed in the newly formed College of Innovative Learning (CoIL) as part of an ongoing attempt to unify the functions, faculty, and intellectual pursuits that address how to advance the elements of the University’s strategic plans that concern what President Jacobs refers to as the “pedagogy of the external mind.” The dean reports directly to the provost and executive vice president for academic affairs.

Professional librarians, many of whom hold faculty appointments, and department representatives are assigned to particular colleges and departments as liaisons to ensure that collections and services support their teaching, research, and service missions; to help make decisions about acquisition of materials; and also to tailor instruction to the special needs of students or faculty. As an example, the librarian assigned to the College of Medicine and Life Sciences created special guides for medical students and resident physicians. Resources such as Dynamed and MD Consult were selected with improvement of students’ knowledge of evidence-based practices in mind.

University Libraries has developed guides with links to helpful resources in more than 50 specific subject areas. These guides help students and faculty utilize the new digital resources for research and teaching, and will play an important and growing role in communication from and in the library in the next few years.

Feedback mechanisms exist for faculty and students to suggest resources for addition, and trials of electronic resources are made available for the University community to assess and provide feedback. The Libraries plan to increase communication and to engage and develop closer working relationships with colleges, schools, and departments.

The College of Innovative Learning is completing its strategic plan that will help reorient University Libraries in light of several overarching trends that will shape its future directions. Cognizant of the changes affecting university research libraries throughout the country, the University will strive to transform itself to stay ahead of a rapidly changing environment, to emphasize efficiency and student-centeredness, and to leverage new electronic modes of production and distribution to devote itself to enhanced access, especially through the adoption of an open-access mandate.

Financial challenges

Like the rest of the institution, University Libraries faced difficult financial challenges in the 2011 fiscal year, experiencing a $500,000 cut in its acquisitions budget in response to the statewide fiscal environment. That required, among other things, that department liaison librarians, following a comprehensive review of serial subscriptions and consultation with faculty, students, staff, and others in the University community, to cancel more than 15 electronic journal database subscriptions and 820 individual journal subscriptions. The goal
was to identify journals, databases, and other information resources that were so critical to the University’s educational and research mission that they had to be maintained while cancelled those with low usage and with lesser importance.

Books and journal articles now unavailable can generally be provided through OhioLINK and interlibrary loan services. In many cases, articles can be obtained within 24-48 hours.

Looking to the future

University Libraries faces future challenges.

First, the increasing costs of materials, particularly online journal and database subscriptions, are a major concern and challenge. Price increases for books, serials, and electronic formats will likely continue to increase. The University will have to identify sufficient resources to address the increasing costs.

Second, the University’s financial situation, retirements, and attrition have required the libraries to reshape its staff. As a result, people have taken on increased responsibilities and in some cases moved into new roles. Maintaining proper staffing levels will remain a challenge.

Third, University Libraries has finite space for scholarly materials and are continually acquiring new resources. Storage is and will be an ongoing challenge. Consortial arrangements that promote resource storage and sharing will be critical. The Libraries are in the process of developing policies that will govern removal of printed materials to maximize space. The policies are characterized by transparency, sensitivity, and extensive feedback and input from faculty, staff, and students.

Fourth, broadening access to information by stressing collaboration between academic institutions and continuing to seek an appropriate balance in acquisitions between electronic resources and print materials.

Achieving these goals will depend largely on the budgetary resources available. The library resource fee, which was first assessed in 2009, amounts to nearly $1.2 million. The fee currently sustains a very high level of investment in digital resources, investments that would not be possible without the fee.

Writing Center

The Writing Center, located in Carlson Library on Main Campus, is open to all undergraduate and graduate students, faculty, and staff who need coaching and help with writing projects on any topic. Center tutors work collaboratively with students to generate ideas, organize notes and thoughts, and instill transferable skills that will help them not only on one paper, but also on future assignments. Tutors generally are currently enrolled undergraduate students recommended by faculty for their outstanding writing ability, graduate students with teaching experience in writing, and staff members who hold baccalaureate or advanced degrees. The effectiveness of the center as a resource for learning was supported in a recent outcomes study. A pool of 370 full-time new and new adult students who were verified to have used the center at least once was compared with a group who entered at the same time, but did not use the center. Several variables were compared, including one-year retention rates, first-term grade point averages, high school grade-point averages and composite ACT scores. The results showed that students who were verified as attending the center had slightly higher retention rates and earned higher first-term grade point averages than those who were not verified as attending the center, although their high school grade point averages were similar and the composite ACT scores tended to be slightly lower at enrollment. 33

College learning environments

Many colleges also have created teaching and learning environments for students that utilize cutting-edge technology. For example, the new Savage and Associates Business Complex for Business Learning and Engagement features five action learning labs that offer realistic immersive instructional experiences to business students. The action learning labs combine theory with practice. The facility’s John B. and Lillian Neff
Trading Room consists of 30 Bloomberg terminals that allow students to analyze financial data and to make decisions on how to invest an actual $1 million portfolio provided by the UT Foundation to give students real-life experiences. In addition to managing the funds, the students present the results of their investment strategies to the foundation board. Other action labs include an information technology/e-commerce lab, an entrepreneurship lab, a professional sales lab, and a leadership lab.

Northwest Ohio resources

The University has demonstrated creativity in linking faculty and students to resources in northwest Ohio for learning and teaching.

- The Center for Visual Arts (CVA), located adjacent to the Toledo Museum of Art, houses the College of Visual and Performing Arts, Department of Art, and a gallery where student, faculty, and visiting artist exhibitions are held throughout the year. Students and faculty have shown their works at the museum and the visual resources collection located in the museum’s education wing helps professors and their students find, create, and display images of artwork for classroom purposes. The art museum’s reference library is also housed the CVA and is open for public and university use.

- The Center for Materials, Science and Engineering facilitates collaborative materials research between the University, Bowling Green State University, other regional educational institutions, and local industry.

University resources

The University has also invested resources to provide an exceptional variety of innovative learning environments on and off campus. Examples follow.

- The Center for the Performing Arts houses performance, rehearsal, and practice space for music and theatre programs. The University recently completed a $3.2 million renovation of the center.

- The Lake Erie Center is an interdisciplinary research and education center for aquatic conservation, bioremediation and restoration, coastal zone processes, environmental chemistry and hydrology, ecology and ecosystem management, fishery genetics, geography and land use planning, bioeconomics, limnology, remote sensing, and environmental monitoring. A description of research being conducted at the center is located in core component 2a.

- The University’s Stranahan Arboretum, a 47-acre off-campus site that consists of cultivated ornamental trees, rolling lawns, natural woods, ponds, wetlands, and prairie, serves as one of the Department of Environmental Sciences’ field sites for environmental education and research. Both graduate and undergraduate courses in ecology and geology use the Arboretum as an outdoor laboratory. It also hosts a number of educational programs for area school students throughout the year. Information about research under way at the arboretum is located in core component 2a.

- The Plant Science Research Center (PSRC) faculty perform basic and applied research in plant biology. Current projects address plant nutrition, pathology, phytoremediation, and ecology. The PSRC instructs students from undergraduate through post-doctoral levels; develops, in collaboration with academic, government, and industrial partners, technologies for transfer to the public and private sectors; and serves as a regional resource for research and training in the plant sciences.

- The Ritter Planetarium and Brooks Observatory play a key role supporting both the educational and outreach missions of the University. The planetarium is used to teach undergraduate astronomy students about astronomical coordinate systems and sky motions, key components of the introductory astronomy survey course.
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The Planetarium also hosts more than 20,000 visitors a year from local and regional K-12 schools, scout troops, and members of the general public, who are provided with entertaining and educational programs about topics in astronomy and science.

The Brooks Observatory, on the roof of McMaster Hall, houses a high-quality 6-inch refracting telescope that is used to provide live observing opportunities for students in the introductory astronomy courses and for public viewing sessions.

The Ritter Observatory, on the top of the Ritter Planetarium building, houses a 1-meter research-grade reflecting telescope. Several dedicated spectrographs and other instrumentation are regularly used with this telescope. This facility provides the opportunity for undergraduate and graduate students to carry out independent research and to obtain valuable hands-on experience with the observational tools used in astronomy and astrophysics.

Both these venues provide opportunities to connect the research efforts with the educational mission of the University and serve as venues to bring the latest research discoveries to students and the general public. The observatory equipment is also used for specific advanced laboratory experiments, as well as for ongoing research projects carried out by faculty, staff, and students both graduate and undergraduate students.

The Ritter Observatory often provides supporting observations for research efforts being carried out by faculty, staff, and students using other space- and ground-based telescopes around the world, and for collaborative research with astronomers from other institutions world-wide. It is also opened on an occasional basis for educational tours and for public viewing opportunities.

Results from research at the Ritter Observatory are published regularly in the leading journals in the fields of astronomy and astrophysics, thus disseminating these results to the broader scientific community. This also provides synergy with the planetarium, as these research results can be brought to students and the general public through incorporation into planetarium shows.

- The University Plastination Laboratory, founded in 1987 as a multidisciplinary effort by the departments of anatomy, pathology, radiology, and dentistry of the former Medical College of Ohio, provides plastinated specimens to facilitate education of health-care students and students of the Toledo schools and surrounding vicinity. In addition, the laboratory has been instrumental in creating a permanent collection of normal and pathological specimens that are used for study and review. In 2011, the University hosted an international gathering of specialists in the field who exchanged ideas about plastination technology.

- The UT Interprofessional Immersive Simulation Center (UT-IISCTM), previously discussed under core component 3c, serves as a transformative educational environment that advances interprofessional collaboration and clinical care through the ability to practice professional and clinical skills and teamwork using simulation models in simulated clinical environments.

- The Ruth M. Hillebrand Clinical Skills Center, previously discussed under core component 3c, is a facility for training and assessing clinical skills of health-care professionals and students.

II. Assessment of effectiveness of learning resources to support learning, teaching

The major units responsible for providing resources and support for teaching and learning routinely engage in data collection and the assessment process. These units, which include the University Libraries, the University of Toledo Learning Collaborative (UTLC), the University of Toledo Learning Ventures (UTLV), and the College of Graduate Studies (COGS), are required by the University Assessment Committee to articulate their unique
service outcomes, to identify appropriate methods and measures to determine if these outcomes are being met, and to report on changes made in their services based on a review and analysis of data. Examples of changes made based on data gathered for 2009-2010 were presented earlier as part of the response to core component 3c. Efforts continue to identify and develop new measures to help assess the effectiveness of resources.

III. University support of students, staff, faculty in using technology effectively

Many continuous improvement initiatives undertaken in recent years support students, faculty, and staff in integrating technology effectively into their scholarly activities and teaching. New and significant investments in instructional technology and new learning and teaching spaces have allowed faculty members to make the most of technology in their teaching. The investments provide students access to the latest online information, data bases, search engines, and other digital resources. They also provide faculty members with technologies to improve the way education is delivered and to try new teaching approaches. In 2008, the University hired a vice president for information technology. Since then, he has worked to support and enhance effective use of technology in teaching and scholarly activities. Examples of institutional support include technology in classrooms, student computer labs, wireless access to the Internet, computers in faculty offices and faculty support, a help desk, student email accounts, Banner, and Blackboard.

Technology-enhanced classrooms

Some 125 general-purpose and college-owned classrooms with core mediation have configurations ranging from one-instructor workstations, Internet, projectors, and screens to more elaborate, advanced configurations found in more than 100 classrooms. These advanced technology-enhanced classrooms have document cameras, LCD screens, electronic screens, Crestron touch-panel control systems for lights and sound, high-tech audio systems, wireless microphones, lecture capture, and clicker response systems that allow professors to actively interact with and teach students. The number of technology-enhanced classrooms that are centrally scheduled and permanently equipped has risen from approximately 45 in 2005 to 130 in 2010. Instructors can scan documents with departmental copy machines, email them as PDF files to their office computers, log on to computers in classrooms, and project files to the entire class.

The Savage and Associates Complex for Business Learning and Engagement

This new facility, which opened in 2010, has 15 technology-enhanced classrooms with advanced mediation capabilities and Smart Boards. Eight of the 15 classrooms have rack-mounted Mediasite lecture-capturing appliances. Two portable Mediasite lecture-capturing units are available for use in any room. Six classrooms have Lifesize video-conferencing capabilities.

Memorial Field House

Memorial Field House was renovated and reopened in 2008 and houses the departments of English and Foreign Languages. It features 45 technology-enhanced classrooms; three technology-enhanced computer teaching labs; a typography lab featuring letterpress printing, paper making, and hand bookbinding facilities; an English department graduate lab; two open labs; and a Foreign Languages Learning Center that features 54 dual-platform computer systems with Dish Network and SnapStream Media capabilities to view foreign programs, videos, and more.

Computer labs and mobile labs

Computer labs fall into two basic categories, open and instructional. The institution provides some 100 open and instructional computer labs. Central IT provides five open labs, three of which are available 24/7, 365 days a year. All open labs have a basic software configuration that includes Microsoft Office suite, Statistical Package for the Social Sciences, Maple, various media players, browsers, PDF readers, and other multimedia packages. Some colleges also provide open and/or instructional labs suited to the needs of their specific programs. Most have core mediation, printing, and discipline specific software configurations depending on the program’s needs. Across the institution the availability of computer labs has increased. In the former College of Arts and Sciences
for example, the number of computers in labs more than doubled from 450 in 2005 to 960 in 2010. The College of Engineering has seven teaching and four open labs and enjoys a 7-to-1 student-to-computer ratio. Computer labs in the College of Business and Innovation were mentioned in the learning resources support section of criterion 3d.

**Virtual Lab**

Traditionally, student labs have offered students the use of computer hardware and software to which they might not otherwise have access. Now, more students have their own computers at home, in their residence hall rooms, or travel with them from class to class. In 2009, the University launched a computer lab virtualization project that enables students, faculty, and staff to have 24/7 access to programs and information available in University computer labs for use on their home personal computers or on the road.

**Wireless connections**

Over the last five years, the University has increased wireless coverage on its campuses to nearly 100 percent. The University recently completed a project to replace all access points with new technology called “N” that covers virtually all indoor space on Main Campus.

**Help Desk**

For more than a decade, the Information Technology Department Help Desk has been the central point of contact for faculty, staff, and students with technology-related problems and requests. The help desk provides 24/7 service for students, physicians, faculty, academic staff, medical staff, administrative staff and university administrators for questions, issue resolution, service requests and informational inquires for all university supported systems. In 2009, the department reorganized the service to provide faster, more efficient service and improve its operational excellence. A new phone system now allows extended coverage and added features like automatic call back.

**Technology support and training for faculty**

Support for faculty in the use of technologies is provided at the institutional and college level. According to a recent Information Technology Department survey, eight of ten colleges reported that they provide faculty with assistance at the college level for at least one of the following: Web-page development, technology-based course development, technology training, and technology purchases.

**Blackboard**

The online resource, Blackboard, which is available to all course instructors and allows them to post course materials and grades on the Internet and send e-mails to students, has seen a dramatic increase in usage in recent years as Figure 3.3 indicates. Faculty members have increasingly come to depend on Blackboard as a valuable teaching and learning tool. Faculty may register for training sessions by going to [utoledo.edu/dl/faculty/index.html](http://utoledo.edu/dl/faculty/index.html).
Figure 3.3 Blackboard usage by faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Blackboard Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>10%</td>
</tr>
<tr>
<td>2006</td>
<td>20%</td>
</tr>
<tr>
<td>2007</td>
<td>30%</td>
</tr>
<tr>
<td>2008</td>
<td>40%</td>
</tr>
<tr>
<td>2009</td>
<td>50%</td>
</tr>
</tbody>
</table>

Source: Office of Information Technology

Banner

Since 2008, the University has used SunGard Higher Education’s entire Banner administrative suite of student, financial aid, finance, human resources, and advancement systems. Upgraded in 2010, Banner supports institutions of all sizes and types.

Student e-mail

In 2009, The University increased the capacity of the student e-mail system. The increase, which is over 200 times the previous student mailbox size, was made possible through an agreement between the University and Microsoft to use Microsoft Outlook Live@edu. The Microsoft system provides students and alumni with additional mailbox capacity and other features not previously provided by the University e-mail system.

IV. Partnerships, innovations that enhance student learning, strengthen teaching

Over the years, the University has entered into partnerships and adopted innovations that enhance student learning and strengthen teaching effectiveness. These partnerships provide strong evidence that the University understands what resources are needed for effective teaching and is willing to enter into formal agreements with other organizations upon whose learning resources University students depend.

- The Judith Herb College of Education, Health Science and Human Service collaborates extensively with local and distant school districts and other entities to deliver field experiences and clinical practices. Close working relationships with cooperating practitioners — teachers, administrators, and others — deliver high-quality experiences that are aligned with the college’s programs and mission, vision, and conceptual framework. University supervisors work collaboratively with candidates and cooperating practitioners in all placements (field experiences and clinical practice) to ensure and document candidate growth and attainment of the appropriate skills, knowledge and dispositions. Most sites are in the surrounding Lucas, Fulton, and Wood counties, and Monroe County in Michigan. However, candidates may also be placed farther away to ensure appropriate placements in diverse settings. For example, student teachers have completed internships in 16 states as well as in Canada and overseas since 2005.
• The College of Law has extensive relationships with courts, prosecutors’ offices, and other public and non-profit legal organizations in which students serve in clinical placements, externships, and volunteer positions. More about the legal clinics can be found in core component 5b.

• The College of Medicine and Life Sciences uses eight regional hospital systems as training sites for students and approximately 1,000 volunteer community clinical teachers for students enrolled in the doctor of medicine, physician assistant, and public health programs. These are in addition to the Area Health Education Center (AHEC) Program network, a federally funded network of academic and community partnerships that provide care in medically underserved areas and address health-care work force issues by exposing students to health-care careers that they otherwise would not have encountered. The AHEC system encompasses 20 northwest Ohio counties and more than 250 clinical teachers affiliated with approximately 25 different hospital systems in northwest Ohio. During 2009-2010, 337 medical students completed clerkships in primary care and a variety of subspecialties and 54 nursing, allied health, and physician assistant students completed rotations.

• The College of Engineering requires students in each of the engineering programs to participate in a mandatory co-operative education (co-op) program. Approximately 900 semester-long, paid work placements are arranged each year with private and public employers. For example, in December 2010, 165 students earned bachelor degrees in engineering. During their time at the University, these students completed 478 semester-long co-op experiences at 101 different companies in 18 different states and three countries outside the U.S.

V. Summary
The University has an impressive array of classrooms, lecture halls, centers and institutes, studios, performance spaces, computer facilities, research laboratories, libraries, performance spaces, field sites, and clinical practice sites to support learning and teaching.

The University has numerous collaborative agreements and programs in place that extend the resources for teaching and learning beyond the campus. Enhancements in technology across campuses, including technology-rich buildings and classrooms, provide support for teaching and learning at all levels.

Challenges
In the years ahead, the University must find ways to ensure that staffing remains at levels adequate to support the numerous teaching and learning resources that are currently available for faculty and students. These resources are absolutely essential for student scholarship to thrive.

Criterion Three Summary and Evaluation
There is ample evidence that the institution is committed to its mission that includes goals of advancing knowledge through excellence in learning and serving as a diverse student-centered university. A variety of support services and resources for both students and faculty are available and contribute to creating an environment conducive to student learning and effective teaching.

Support services are available for all students — undergraduate, graduate, and professional — and encompass academic support as well as enrichment opportunities. Consistent with its designation as an open-enrollment university, The University of Toledo, through the Learning Collaborative, offers a variety of programs targeted at incoming students and designed to help them succeed. Academic/student support units strive to align resources and programs with the diverse range of students, their interests, and their needs.

The advances in technology available for students and faculty since the last Higher Learning Commission self-study are impressive. Technology-enhanced classrooms, residence halls, computer labs and teaching/simulation labs all contribute to an environment which facilitates innovation and creativity in teaching and provides access to electronic resources for faculty and students.
In addition to resources available on its campuses, the institution extends the teaching and learning environment via multiple relationships in the local community and beyond. This expanded learning environment increases the learning opportunities available to students as well as the options available to faculty — enhancing the educational experience.

While multiple examples of these resources and services were readily available and documented in this report, the self-study work group acknowledges the potential for these services to be impacted by future budgetary decisions. It is recommended that any decisions made related to support and resources for teaching and learning are carefully reviewed and the impact on both teachers and learners considered.

The issues of assessment of student learning and the effectiveness of the supporting services provided were important issues and topics of discussion during the self-study. The processes used by the institution to monitor and evaluate assessment activity continue to evolve and become more focused and standardized across colleges and reporting service units. Challenges remain related to assessment of student learning in the academic programs as well as using data to inform and support change across the institution.

The University Assessment Committee charged with monitoring and evaluating assessment activity across the colleges and supporting units has a history of evolution and adjustment appropriate in response to institutional changes. Changes include the merger of The University of Toledo and Medical University of Ohio, the reorganization of colleges and supporting service units as well as to the need to monitor assessment of student learning at the level of each academic program. Important changes have been made in the University Assessment Committee processes that will likely serve the institution well going forward. Administrative support of, and accountability for, assessment activity and the utilization of results in decision making at all levels are important to the creation of a culture of assessment and must be ongoing.

A future continuous improvement initiative for the University should be to strengthen documentation of how review and analysis of data informed changes made across programs, colleges and the larger institution. During the initial phases of the self-study, while it was possible to document that data were collected, it was somewhat challenging to determine what actions followed the review and analysis of these data. The revised data-collection process adopted by the University Assessment Committee, along with an enhanced reporting, review and dissemination structure, will allow the institution to track future changes made in academic programs and supporting service units.

Formal, campuswide processes for program review for both undergraduate and graduate academic programs have been reinstated following a period of inactivity. This failure of continuity impedes the ability of the institution to make strategic decisions regarding academic programs and allocation of resources based on quality assurance information and data. During this period, the University has confirmed and catalogued the status of all academic programs and confirmed their location in the merged institution. Resumption of this formal review process will improve the ability of the institution to make strategic decisions regarding academic programs and allocation of resources based on quality assurance information and data.

A challenge for the institution since the last HLC self-study and review has been assessment of student learning in the core or general education curriculum. The Faculty Senate is responsible for defining the core/general education experience in terms of learning outcomes as well as for assessment of its effectiveness. Assessment of the student learning outcomes defined for the core had been limited and the processes adopted by the Faculty Senate Committee for the Core Curriculum proved to be cumbersome and unpractical. Review and discussion of these challenges has resulted in the approval of a major revision in the institution’s definition of the core curriculum as well as a revised conceptual vision for assessment of students’ achievement of the defined core competencies. In this case, the process of self-study has facilitated the recognition of a gap in assessment and prompted the development of an appropriate plan of action.

It is recommended that these revised processes related to assessment of learning and the effectiveness of services provided are both supported and monitored by the institution to ensure their successful implementation.
and ongoing maintenance. Specifically, the University should pay attention to the re-establishment of program review, the use of data in making strategic decisions related to teaching and learning, and the full implementation of a revised core/general education curriculum and assessment strategy.

In conclusion, the institution can demonstrate via multiple examples its commitment to effective teaching and students’ learning and success. Resources for teaching, including state-of-the-art technology and expanded, off-campus, learning venues, were described. Resources and support for learning encompass a diverse student body and address both academic support as well as enrichment. Assessment of the effectiveness of educational and service programs continues to evolve and over the course of the self study, significant initiatives were undertaken to ensure comprehensive data collection, review, and reporting.

The self-study has been a useful process and has provided an opportunity to acknowledge a supportive educational environment and the factors that contribute to it. It has also provided an opportunity for the institution to rededicate itself to the challenge of establishing a culture of assessment and to work to strengthen the processes on how data are gathered and used in decision-making.
CRITERION THREE: END NOTES

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Chapter 6
CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction

The University strongly supports a life of learning for its faculty, administration, staff, students, and the broader community. This is reflected in its core documents such as the mission, which calls on the University “to advance knowledge through excellence in learning, discovery, and engagement” and its second core value, “Discovery, Learning, and Communication,” which calls on the institution to “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.”

It is also reflected in the University’s research and creative programs; in the general education curricula aimed at preparing students to be creative, critical, and independent thinkers; in certificate- and degree-specific programs of study; in co- and extra-curricular activities; and in professional development opportunities.

At the University, a life of learning takes a variety of forms, including:

- Discovery of new knowledge through research;
- Interpretation of the world and human experience anew through creative activity;
- Maintenance of professional competency in an environment of ever-increasing complexity;
- Development of new skills for a changing workplace and a changing world;
- Integration across fields of endeavor and study;
- Exposure to new and reinterpreted ideas and experiences to foster reflection and critical thinking; and
- The ability to acquire, discover, and apply knowledge in a responsible manner.

The actions of the board of trustees, administrators, students, faculty, and staff show a strong commitment, in policy and in practice, to fostering a life of learning and freedom of inquiry.

The institution’s undergraduate and graduate programs help students to acquire the knowledge, skills, and experiences to be successful not only in their coursework, but more importantly, in life beyond time at the University, so that they grow as professionals, citizens, and people. Numerous programs, curricula, and other tools provide graduates with the intellectual versatility and breadth that will be valued more than ever in the 21st century and with skills to fill jobs that have yet to be created.

The University is committed to connected, engaged learning through support of research and creative activity at every level in the institution, from matriculation to post-graduation.

Because research and scholarship are essential components of the University’s mission, the institution provides exceptional facilities and infrastructure for research and creative activity. Increasingly, university constituents create new knowledge and carry out creative activity through collaborative, interdisciplinary endeavors.

Faculty members, staff, and students are recognized for their scholarly research and creative activity through competitive peer-reviewed grants, awards, publicity, and other accolades.

The University, as part of its commitment to continuous improvement, provides professional development and other kinds of opportunities that allow faculty and staff members to grow, to stay at the forefront of their respective disciplines, to be more productive, and to move in new directions.
With the explosive growth of new knowledge and access to information, the University teaches students information literacy skills that allow them to locate information, evaluate the usefulness of that information, and synthesize information to answer questions. Strong institutional policies and procedures ensure that people at the University discover and transmit new fundamental and basic science knowledge responsibly and ethically.

The University promotes lifelong learning and is on a quest to discover and develop an updated, engaged institution. Fostering a life of learning has always been a part of the University’s history and culture, to empower the use of knowledge to change things for the better, to partner with others, and to actively create beneficial knowledge.

**CORE COMPONENT 4A:** The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The University of Toledo’s commitment to life of learning can be summarized by the importance of academic freedom at the University, both in policy and in practice; the support provided by the University such as funding, facilities, libraries, and information technology; the support provided by external agencies and organizations; the establishment of focused areas of excellence; and the use of centers and institutes to connect research and creative work to the broader community. The University strives to connect its research and discovery to the community through outreach efforts so that the community continues to learn as well. The institution provides opportunities for professional development for faculty and staff and learning opportunities for the surrounding community. The importance of research and creative activity to the University is underscored by the use of faculty experts to explore and improve the University.

I. **University support for research and creative activities**

Research and creative activities by faculty and students flourish at the University because of its commitment to provide financial support and a sophisticated, cutting-edge infrastructure of research laboratories and instrumentation. Faculty and students also benefit from an excellent array of studios, performance venues, and display locations for the performing and visual arts. This section highlights the University’s financial support to stimulate new research and creative endeavors, to support for the arts and humanities and for undergraduate and graduate research, research infrastructure, centers of excellence recognized by the state, the University’s centers and institutes, information technology, and libraries.

**Financial support**

An important component of the University’s efforts to foster research is the competitive University Research Awards and Fellowship (URAF) grant programs that are administered by the Office of Research & Sponsored Programs. The funds stimulate new research and scholarly endeavors, support new faculty in developing ongoing programs of research and scholarship, assist senior faculty to move in new directions, and help investigators develop preliminary data in order to secure competitive extramural support for research. Examples include the:

- Summer Research Award and Fellowship Program that provides competitive awards of up to $12,000 for faculty members to conduct a summer research project.
- deArce Memorial Endowment Fund in support of medical research and development that provides up to $25,000 for medical research and development projects.
- Interdisciplinary Research Initiation Award Program that provides up to $100,000 to support a group of at least four faculty from at least two academic departments beginning a major new interdisciplinary research project.
• Phase 0 SBIR/STTR Program that provides up to $8,000 for a faculty member to work with an outside business in the preparation of a Small Business Innovation Research (SBIR)/Small Business Technology Transfer (STTR) proposal.

• Proposal Preparation Mini-Grants to Federal Agencies Program that provides up to $5,000 in summer salary for revision and resubmitting proposals to a competitive agency.

• Publications Subvention Program that awards up to $1,000 to support the publication of a scholarly manuscript by an academic press.

• The Archeological Research Fund that awards approximately $2,000 annually to help support archeological research.

• The Visiting Faculty Research Award Program that awards up to $5,000 to invite a visiting faculty member into a University research project for the summer in order to develop inter-institutional collaborations and to help to forge stronger ties among undergraduate institutions.

As Table 4.1 demonstrates, URAF funding has totaled more than $2.8 million since 2004.

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer Research Award</th>
<th>deArce Fund</th>
<th>Interdisc. Research Initiation</th>
<th>Visiting Faculty</th>
<th>Phase 0 SBIR/STTR</th>
<th>Proposal Prep. Mini-Grant</th>
<th>Archaeol. Research Fund</th>
<th>Pub. Subvention Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$225,500</td>
<td>$94,833</td>
<td>$50,000</td>
<td>$15,000</td>
<td>$8,000</td>
<td>$2,000</td>
<td></td>
<td></td>
<td>$395,333</td>
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<tr>
<td>2005</td>
<td>$190,292</td>
<td>$98,217</td>
<td>$5,000</td>
<td>$4,000</td>
<td>$2,000</td>
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<td></td>
<td></td>
<td>$299,509</td>
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<tr>
<td>2006</td>
<td>$207,856</td>
<td>$95,314</td>
<td>$25,000</td>
<td>$14,800</td>
<td>$3,500</td>
<td>$4,000</td>
<td>$2,000</td>
<td></td>
<td>$352,470</td>
</tr>
<tr>
<td>2007</td>
<td>$170,000</td>
<td>$99,921</td>
<td>$14,800</td>
<td>$3,500</td>
<td>$12,500</td>
<td>$2,000</td>
<td></td>
<td></td>
<td>$287,921</td>
</tr>
<tr>
<td>2008</td>
<td>$176,269</td>
<td>$180,000</td>
<td>$239,427</td>
<td>$5,000</td>
<td>$4,500</td>
<td>$5,000</td>
<td>$2,000</td>
<td>$2,500</td>
<td>$534,696</td>
</tr>
<tr>
<td>2009</td>
<td>$124,798</td>
<td>$82,112</td>
<td>$168,750</td>
<td>$5,000</td>
<td>$4,500</td>
<td>$245</td>
<td>$425</td>
<td></td>
<td>$385,585</td>
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<tr>
<td>2010</td>
<td>$183,400</td>
<td>$90,000</td>
<td>$235,872</td>
<td>$22,000</td>
<td>$24,000</td>
<td>$900</td>
<td>$556,172</td>
<td></td>
<td>$2,811,686</td>
</tr>
<tr>
<td>Total</td>
<td>$1,278,115</td>
<td>$660,397</td>
<td>$594,074</td>
<td>$35,500</td>
<td>$38,000</td>
<td>$10,000</td>
<td>$3,825</td>
<td></td>
<td>$2,811,686</td>
</tr>
</tbody>
</table>

Source: UT Research and Sponsored Programs

The College of Medicine and Life Sciences provides two other research awards.

• The Bridge Funding Program is for investigators with a history of research productivity whose competitive renewals do not receive funding initially, but who are likely to compete successfully for renewed research funding in the near future with an amended application.

• As noted in the Criterion Two and Criterion Three reports, the management services agreement between the University and ProMedica Health System, Inc., (PHS) has fostered an array of collaborations in clinical teaching service and research. To stimulate the continued development of translational research within The University of Toledo and ProMedica, a new series of research awards has been established. MCO had a similar program before the merger. The specific aim of these translational research stimulation awards (TRSA) is to bring together productive scientists to focus on common problems that have application to humans. Translational research is broadly defined as research that transforms scientific discoveries arising from laboratory, clinical, or population studies into diagnostic or therapeutic applications to reduce the incidence, morbidity, and mortality of human disease. To be eligible for funding, the proposal must involve a University of Toledo faculty member and PHS clinician. In the spring of 2011, 17 such proposals were submitted and six were awarded for one year at $25,000 each.
The University encourages a life of learning among its faculty, staff, and students through support of creative activities, providing staff, space, and financial support for an annual season of theatre and film events, music concerts, and art exhibits. More about the faculty’s participation in plays, dance, and musical performances, or art exhibits is found in core component 5c.

- The departments of theatre and film, of art, and of music sponsor a wide variety of creative offerings, primarily at the Center for Performing Arts (CPA) and the Center for Visual Arts (CVA), adjacent to the Toledo Museum of Art. A $2.4 million renovation of the CPA, completed in summer 2011, enhanced laboratory, performing, rehearsal and classroom space for the music, theatre, and film/video programs. Major improvements were made to the recital hall, choral practice room, band/orchestra room, film and digital lab, music lab and recording studio, piano lab, and the instrument storage area and lobby space for audience. The renovations added about 20,000 square feet to the original structure.

The department of English:

- Houses the Creative Writing Program, whose faculty members are widely published in fiction, creative nonfiction, and poetry. Students can major in creative writing or minor in English with a writing concentration;
- Sponsors the annual Summers Lecture, which invites renowned writers in literature, literary criticism, and linguistics;
- Sponsors the annual three-day Shapiro writing festival, which includes workshops, readings, and other events. Recent lecturers have included Michael Bérubé, Sharon Olds, David Bevington, Gwendolyn Brooks, Edward Albee, and Robert Pinsky.
- Started a new literary magazine for students, The Mill, which debuted in late spring 2011.

The former Urban Affairs Press moved to the Department of English in 2010 and became the University of Toledo Press, the book-publishing arm of the University. It:

- Supports the university mission by publishing books with relevance to general readers in Toledo and northwest Ohio;
- Focuses on manuscripts that investigate, highlight, and celebrate the unique identity of the region’s communities, institutions, and individuals;
- Is co-edited by two English faculty members with staff in the University Marketing and Communications Office providing graphic design and promotion;
- Receives no financial support from the University beyond a student intern arranged through the Department of English; and a graduate assistant funded by the College of Graduate Studies; and
- Publishes works of significance to the community, including recent books, Arab Americans in Toledo by retired University English professor Samir Abu Absi; From Institutions to Independence by current faculty member Barbara Floyd; and The Calling by clinical faculty member Blair Grubb.

In the department of communication, faculty and students creatively:

- Work in a television studio which contains two production sets, HD studio cameras, a green screen, and monitors, as well as a fully equipped control room. The studio was built through a combination of financial sources including Ohio Board of Regents funding and Arts and Sciences student tech fees.
- Work together with two full-time professionals to produce live sporting events and sports and public affairs programming.
Students also produce news magazine shows which air on the UT campus cable network, including the award winning UT-10 news show. Facilities are also available for electronic field production and radio production.

**Research infrastructure**

The University’s commitment to scientific inquiry and the importance that it attaches to research as a way to fulfill its mission statement to “improve the human condition” is evident in significant capital improvements and renovations to research laboratories on Main and Health Science campuses, including Wolfe Hall, Bowman-Oddy, Block Health Science Building, Health Education Building, McMaster Hall, the Clean and Alternative Energy Incubator, and College of Engineering.

Renovations to Snyder Hall provided space for relocation of the departments of Political Science and of Geography and Planning, which is working on a joint Ph.D. program.

The University expanded its research facilities on Health Science Campus with the opening in 2010 of the new Leadership in Energy and Environmental Design (LEED)-certified Frederick and Mary Wolfe Center, which houses laboratories, lecture halls, and offices for the College of Pharmacy and Pharmaceutical Sciences. The $26.4 million project also included an addition to the adjoining Howard L. Collier Building that created a 500-seat auditorium and several additional classrooms. The pharmacy expansion to Health Science Campus is leading to more research collaborations among students and faculty and enhances current collaborations in the fields of cancer, diabetes, immunology and transplantation, and neurodegenerative disorders.

In 2010, renovations to the Paul Block Jr. Health Science Building expanded the building by 28,000 square feet. A 7,000-square-foot open courtyard was filled in with four stories of new offices and work space. The freed-up areas, which can handle heavy lab equipment because they are supported by the original foundation, will be converted to more lab space in a second phase of the renovation.

The second floor of the Health Education Building that houses the Department of Medical Microbiology and Immunology has also been renovated. The first phase of the $16 million project has been completed, resulting in approximately 12,500 square feet of state-of-the-art renovated laboratory, office, and classroom space.

In addition, core facilities provide a sophisticated and comprehensive research environment. For example:

- **Center for Materials and Sensor Characterization** is used for microstructural, chemical, and thermal characterization in the fields of materials, biological, and environmental sciences. The facility houses state-of-the-art electron microscopes and various other characterization instruments.

- **Instrumentation Center** provides advice, technical assistance, and access to advanced scientific equipment, including crystallography instrumentation.

- **Biosafety Level 3 (BSL3) containment facility** contains more than 1,250 square feet for wet laboratory and animal studies on registered human pathogens.

- **Genomics Core Laboratory** conducts microarray analysis of RNA or DNA samples using either manufactured or custom arrays.

- **Advanced Microscopy & Imaging Laboratory** conducts various microscopic analyses, including two-photon technologies.

- **Electron Microscopy Laboratory** is a state-of-the-art facility that specializes in ultrastructural diagnosis of human disease and also provides research support as a university core laboratory.

- **Flow Cytometry Core Facility** provides experimental equipment for flow cytometric analysis or sorting and can generate publication-quality graphics.

The John B. and Lillian Neff Trading Floor in the College of Business and Innovation provides students with real-world experience in the real world of global finance. The facility is equipped with monitors, finance software...
and stock tickers. Students use the technology to build investment portfolios and to analyze real-time data like professional financial analysts would.

**Proposed centers of research excellence recognized by state of Ohio**

After the 2006 merger, the mission, vision, and strategic direction for the new university was outlined in the *Directions 2007* strategic plan that called on the University to be “highly distinguished and ranked internationally as a leader in research and intellectual property transfer focusing on several strategically selected thematic areas across multiple academic units.” The seven identified priority areas included:

- Environmental impacts on health;
- Energy sustainability and conservation;
- Translational interfaces of health sciences, engineering, and clinical care;
- Science and technology education;
- Health-care delivery systems;
- Search for origins; and
- Public engagement, regional economic development, and global competitiveness.

Since 2001, the University has strategically invested in several research areas, most notably those in the area of renewable energy and the environment. The University has nearly tripled the level of its energy-related research. With a strong academic team as well as a strong record in commercializing thin-film photovoltaic technology, the Ohio Department of Development (ODoD) in 2008 awarded the University $18.6 million in support along with matching contributions of $30 million from federal agencies, universities, and industrial partners to establish the Wright Center for Photovoltaic Innovation and Commercialization (PVIC). PVIC, which has its hub at the University, includes partners Ohio State University and Bowling Green State University, and consists of a world-class technology platform that uses second- and third-generation photovoltaic materials to generate clean electricity. Besides reducing solar energy costs and improving technologies, PVIC’s future successes will be in transferring these new techniques from the laboratory to the production line. The University also won an Ohio Research Scholars project from the ODoD to provide funds for supporting new faculty hires in solar energy.

In 2010, Ohio Governor Ted Strickland announced establishment of the Northwest Ohio Solar Energy Hub of Innovation and Opportunity. The University, in partnership with Bowling Green State University, is working with regional partners to plan, develop, and implement a “Northwest Ohio Solar Energy Innovation System” that includes a hub, with a concentration of assets that supports development and commercialization of technologies, including researchers, entrepreneurs, manufacturers, educational institutions, trade associations, government, media, and training providers.

The University’s early emphasis on supporting photovoltaic research resulted in increased funding for the former College of Arts and Sciences, where many of the solar power researchers resided. Extramural support for the researchers came from federal, state, and corporate grants and contracts. Generous support from the Ohio Department of Development (ODoD) and the Department of Defense have enabled the solar scientists to more than double their funding since 2005. The funding has been instrumental in lifting the University’s photovoltaic research community to international prominence. Moreover, spin-off companies such as Xunlight have been created as a result of the research, which is proving to be an economic engine for northwest Ohio.
Recognizing the University’s extensive expertise in photovoltaic research, the University System of Ohio (USO) approved in 2009 a center of excellence in advanced renewable energy and environment. This is a collaborative, interdisciplinary endeavor focusing on advanced renewable energy and environmental and ecosystem sciences, monitoring, and remediation. The center also concentrates on development of biomass energy from non-food sources, wind energy, energy storage management, and fuel cells. The University has obtained more than $54 million in extramural grants and contracts in the past three years in the area of renewable energy and the environment. The University is now recognized as a national leader in photovoltaic research and development thanks to favorable stories in newspapers, magazines, and on television.

In fall 2010, the University established a new master’s degree in photovoltaics that has a strong foundation of core course work in physics and photovoltaics, as well as business courses related to manufacturing management. The goal is to cross-train the students in academic expertise and workplace skills. In the two-year program, students conduct a research project with University faculty and participate in practical training in a local photovoltaic manufacturing company rather than completing a traditional master’s degree thesis. The new master’s degree is modeled after the growing trend of Professional Science Master’s (PSM) programs.

The second USO-sponsored center of excellence is in the area of transportation and logistics. The center is working to improve Toledo’s status as an intermodal hub. Toledo’s central location, its quick and easy access to Detroit, Chicago, Cleveland, Pittsburgh, New York City, and other urban centers, and its excellent transportation infrastructure has made it an important center for logistics and distribution, nationally and globally. The University established the Intermodal Transportation Institute (ITI) in 2001 and the federally funded University Transportation Center (UTC) in 2005 with a theme of transportation and logistics. The UTC, a valuable source of information and expertise about transportation and logistics, is one of only 60 federal university transportation centers nationwide. Because safe, secure, and efficient transportation systems are essential to economic viability, quality of life, and national security, the UTC theme is “Transportation for Economic Security and Development: Alternate Energy, Infrastructure Utilization and Supply Chains.” The ITI and UTC leveraged the significant academic excellence and extramural research support in the Department of Information Technology & Operations Management in the College of Business and Innovation and the Department of Geography and Planning in the former College of Arts and Sciences to establish the center.

A third USO-designated research center of excellence has been established in the area of translational health and biosciences in biomarker research and individualized medicine, an important, large and growing sector of the U.S., Ohio, and regional economy. The University’s concentrated bioscience research is an existing, strong, unique focus with more than $44 million in extramural grants and contracts awarded in the past three years. Emphasizing biomarker research in the area of personalized medicine holds the potential to stimulate further funding and collaborations.

In March 2010, the University created the Institute for Sustainable Engineering Materials, a unit that targets application-driven design, synthesis, and processing of sustainable engineering technologies. The institute, which involves engineering faculty and faculty in other colleges, has a research focus in sustainability, biomass conversion, materials, types and process scales.

**University centers and institutes**

Support for research at the University is also provided by numerous multidisciplinary centers and institutes that are aligned with the University’s mission and perform at a high standard. They focus on important health, environmental, and societal issues and provide stimulating teaching and learning venues where students come together, interact, and collaborate on complex, interdisciplinary problems with highly motivated faculty members.
The University encourages the establishment of research-related centers and institutes, which improve the institution’s reputation and also aid in recruiting outstanding new scholars.

The Directions 2011 strategic plan calls for the University to provide “high-quality” centers and institutes and that “every institute and most centers will be externally funded by 2013.” Research centers and institutes are designated through an approved evaluation and review in accordance with university policy.

The University Research Council (URC), a faculty body, evaluates proposals to create new research centers and also conducts periodic reviews to ensure they function properly, have high standards, and support the University’s mission.  

Some URC-approved research centers are listed below.

- The Center for Photovoltaics Innovation and Commercialization (PVIC), advances the study and use of photovoltaics, the process by which the energy in sunlight is converted into electricity. Photovoltaic cells — solar cells — capture photons from sunlight and convert them into electrons to generate electricity.
- Faculty members in the Ritter Astrophysical Research Center have been involved in significant grant-funded activities using cutting-edge NASA facilities such as the Hubble space telescope and Spitzer space telescope, and European Space Agency’s Herschel Space Observatory.
- The Plant Science Research Center undertakes basic research in plant biology with an emphasis on plant molecular biology, nutrition, pathology, bioremediation, and ecology.
- Center for Materials Science and Engineering enhances materials research and education at the University.
- The Lake Erie Center, an interdisciplinary research and education center, works to solve environmental problems at the land-water watershed and bay-lake exchanges in the Great Lakes, the world’s largest freshwater ecosystem.
- The Center for Drug Design and Development, a facility with an established network of expert resources and capabilities, spans the pathway of drug development from fundamental research to regulatory approval.
- The Center for Diabetes and Endocrine Research, a collaboration between the College of Medicine and Life Sciences and the College of Pharmacy and Pharmaceutical Sciences, brings together scientists and students to explore the basic science behind diabetes and to seek better scientific understanding and treatment for the disease.
- The Polymer Institute conducts research and development in polymer and plastics technology with funding from various government and state agencies.

In addition, the Joan and Julius H. Jacobson II Center for Clinical and Translational Research conducts or supports the conduct of sponsored and investigator-initiated clinical trials of new medications and medical devices, promotes internal and external research collaborations, and supports training and development of current and future clinical investigators and clinical research coordinators. The center increases the clinical research capacity at the University. Clinical trials create new knowledge and provide new types of treatments for patients.  

University Libraries

University Libraries advances research and scholarly activity and a life of learning by providing extensive resources and research support to the university community. In terms of research support, for example, librarians search the literature on behalf of faculty and staff and provide training and support for EndNote (bibliographic management software). University Libraries has a partnership with the Toledo Museum of Art Library, which provides support to students in arts programs. A detailed description of the libraries is found in core component 3d.
Information Technology Department
The Information Technology Department provides technology resources for faculty, staff, and students.

- The network infrastructure and both public and private wireless access provide security while improving collaboration and communication for constituents.
- In addition to the infrastructure and wide range of software applications and technology support, virtual computer labs have recently been added to the environment. With a broadband Internet connection and a Web browser, students can access virtual computer laboratories loaded with all of the software they need to be successful from any location; students are accessing the virtual labs at a rate of approximately 3,000 connections on an average week day.
- The University provides students with email accounts for life.
- The IT strategic plan also incorporates support for faculty, including high-performance computing, clustering, virtualization, large storage needs, applications analysis, and assistance.
- Video-conferencing facilities foster interaction between researchers at collaborating institutions.

II. Academic freedom

Academic freedom is a cherished value at the University and vital to a life of learning and inquiry. Academic freedom also embraces not only the right, but the obligation to speak freely as well. No grievances regarding academic freedom have been filed against the University going back to 2000.

The University protects the right and ability of faculty members to pursue inquiry and to express their views, uninhibited by politics or external pressures, in documents that have been approved by the Board of Trustees, including the constitution of the Faculty Senate, the collective bargaining agreement between the University and the University chapter of the American Association of University Professors (AAUP), the document titled “Rules and Regulations for Faculty Not Bound By A Collective Bargaining Agreement,” and in a number of student handbooks. The College of Law faculty is not governed by collective bargaining agreement.

Among the specific powers and responsibilities listed in Article II of the Faculty Senate Constitution are for the body “to protect faculty rights and privileges, equal opportunity, due process, and academic freedom, and to promote an exemplary standard of ethical conduct at the academic, professional and administrative levels.”

Article 5 of the AAUP collective bargaining agreement contractually guarantees faculty freedom in conducting research and publishing results and in discussing controversial subjects in the classroom. Bargaining unit members also have both the right and obligation to speak out. At the same time, however, faculty members, according to the agreement, are expected to be accurate, exercise appropriate restraint, show respect for the opinion of others, and make every effort to indicate that they are not speaking for the University.

Article 5 also embraces the concept of academic freedom for librarians who “shall be free to choose books and other materials and to provide services for the interest, information and enlightenment of all members of the academic community.” Materials cannot be banned from University libraries because of the scientific, economic, social, political, or religious views of their authors.

On Health Science Campus, the Campus Rules and Regulations document promotes freedom of inquiry, noting that the faculty “subscribes to principles of academic freedom and tenure. All members of the Faculty will have freedom to teach and seek the truth, will have security of position after a reasonable period of probation, will have income commensurate with professional attainments and will have assurance of an explicit contract.” In addition, the document urges faculty members to be responsible and accurate in speaking and writing, noting that they “should remember that the public may judge their profession and the institution by their public statements.”
The University’s undergraduate Student Handbook as well as two other documents, the College of Nursing Graduate Student Handbook and the Health Science Campus Graduate Student Handbook, also stress the importance of university students learning and studying in an atmosphere of academic freedom.\textsuperscript{21, 22, 23}

Freedom of expression is closely allied with freedom of inquiry, and the University campus regularly hosts public officials and candidates for public office and speakers of national and international renown.

- Hillary Rodham Clinton, Barack Obama, John Kerry, and Ralph Nader all visited the campus and addressed both campus and community members during the 2008 presidential campaign.
- Candidates for Congress regularly visit campus and engage students, faculty, and the community.

The University also serves as a forum for the free expression of ideas and peaceful protest.

In 2008 students carried signs and voiced concerns about proposed changes in the former College of Arts and Sciences at a presidential “Town Hall” meeting and protested layoffs in the Student Affairs Division in 2009.\textsuperscript{24, 25}

- Students, faculty, and community organizers gathered in front of the student union and publicly protested changes in state laws governing collective bargaining during a 2011 hearing on Ohio Senate Bill 5.
- Demonstrations by primarily students were staged at a February 23, 2005 meeting of the board of trustees as the board considered a resolution on domestic-partner benefits. Demonstrations on the issue of abortion rights also have been held at the University.
- Main Campus was the site of rallies on Sept. 12, 2011 and Nov. 2, 2011, by labor union groups urging defeat of Issue 2, which would have enacted Senate Bill 5 which restricted some public employee union bargaining rights and limited what public employees could bargain for. Speakers spoke from the steps of the Student Union to students and university staffers during the lunch hour. On Nov. 8, 2011, Ohio voters defeated Issue 2.

Academic freedom and the unfettered expression of ideas are also strengthened by the University’s numerous student organizations, which promote a diversity of viewpoints and perspectives.

### III. Professional development opportunities

The University’s professional development opportunities — grants, internships, lectures, training, and other activities — support lifelong learning, continuous improvement, and ongoing enrichment of the professional lives of faculty and staff. The University encourages faculty members to develop skills and knowledge necessary to stay at the forefront of their respective disciplines. Article 5 of the AAUP collective bargaining agreement notes the obligation of faculty members to take the initiative in their own professional development as teachers, scholars, and professionals. The document mandates that “members shall devote their energies to developing and improving their scholarly competence.” Strong, effective faculty and staff development programs are critical for the University to reach its potential and continuously improve. A discussion of University support of professional development for teaching excellence appears in core component 3a. Some examples of professional development opportunities follow.

- The University awards sabbatical leaves for faculty development.\textsuperscript{26} The University views sabbaticals as an investment in the faculty and a way for them to continue to enhance their professional growth consistent with the University’s educational, research, and service missions.

Sabbatical leaves, according the University’s sabbatical leave policy, “enable University Faculty to pursue interests which contribute to the faculty member’s professional development through research, study, writing, or the acceptance of special assignments or fellowships and similar activities which will enhance the performance of the faculty member’s academic duties.”

The collective bargaining agreement between the University and the University chapter of the American Association of University Professors (Section 15.1.6) and the document titled “Faculty Rules and Regulations
Faculty members are eligible for sabbatical after seven years of employment. Sabbaticals may be granted for periods of one, two, or three semesters. University policy requires that faculty applications for sabbatical leave must include detailed statements concerning the activity which faculty members propose to pursue during the sabbatical leaves, the purpose of such activities, lengths of time for which leaves are sought, and dates of proposed leaves. Faculty members are required to submit to the Office of the Provost or the Office of the Chancellor written reports detailing how they fulfilled terms of the sabbatical leave proposal that was submitted.

Sabbatical leaves were granted to 30 University of Toledo faculty members in the 2009-2010 academic year, 28 in the 2010-2011 academic year, and 13 in the 2011-2012 academic year.

- The University Research Awards and Fellowship (URAF) grant program is described earlier in this section.
- The Strategic Enhancement Awards Program, formerly called the Program for Academic Excellence, funds proposals of existing mission-driven university programs or development of new interdisciplinary, collaborative programs. Past examples of funded programs include a $5,000 award to the Graduate Student Association to hold a research symposium for graduate students; a $22,000 grant to fund a “Women in Science Speaker Series” that was tied to the larger issues of women in the STEMM disciplines; and a $24,000 award for the “Safe Schools” anti-bullying project that built upon existing faculty research, teaching excellence, and student interest across several colleges and engaged schools in northwest Ohio.
- The Office of Global Initiatives oversees the Kohler International Travel Fund that supports international research travel for faculty members. The University is also a key member of the University Studies Abroad Consortium that provides faculty with the opportunity to teach abroad and to enhance their teaching skills.
- Workshops such as “Getting to Professor” and “Promotion and Tenure” have been offered by Faculty Senate, Provost’s Office, and the College of Medicine and Life Sciences.
- The Learning Enhancement Center offers a variety of professional development workshops for faculty and staff.
- The Office of Quality and Continuous Learning (OQCL) strives to create a culture of continuous improvement, innovation, and ongoing learning that allows faculty and staff to offer outstanding service to students and patients.
- The College of Graduate Studies has sponsored a series of workshops since 2009-2010. Typically, 14 programs are offered annually.
- Learning Ventures provides ongoing training for faculty members who want to improve their skills in using online teaching resources for classes. Both in-person and online training is provided throughout the year as well as podcasts, blogs, and other offerings to supplement training.
- Staff and faculty development is also supported through a tuition waiver program that allows eligible full-time and part-time faculty, staff, their spouses, domestic partners, and children to take college-credit courses at the University with no or reduced tuition costs. Access to such educational programs improves the skills and knowledge that employees bring to their jobs and improves their chances to advance within the institution. Eligibility and benefits are dependent on campus and classification. The program is administered by the department of human resources and talent development. In fall 2009, for example, 900 faculty and staff or members of their families used the benefit at a value of approximately $2.3 million. Approximately one half of this number uses this benefit each summer.
- The University actively participates in the American Council on Education (ACE) Fellows Program, which prepares promising faculty and senior higher education administrators for senior leadership positions in college and university administration. One University faculty member participated as an ACE fellow in the
From 2007 to 2009, the Provost’s Office sponsored regular professional development workshops for academic administrators. Topics included international hiring, evaluating teaching, state politics and the higher education budget, information and computer security, student safety and security, protecting human subjects’ rights, and student privacy. Support documentation, such as reports and PowerPoint presentations, were made available on a website.

The Office of Research Collaboration, which operated from 2004 to 2009, sponsored many professional development workshops on grant-proposal writing.

Resources provided by the colleges for faculty development vary widely. In some colleges and departments, funds for conferences and travel to conferences are contingent on availability within budgets and are at the discretion of the department chairs or the college dean. Some colleges do not have designated line/accounting budgets, and any funds allocated for faculty development come from college operating budgets. In some departments, newly recruited faculty members are provided start-up funds, which often include professional development dollars. Faculty members applying for extramural grants, particularly in the scientific disciplines, often include in their budgets funding to attend conferences and meetings, while extramural funding opportunities in other disciplines, particularly the arts, are limited and unequal. In September 2011, the Provost’s Office established a $25,000 auxiliary travel fund to enable faculty members in departments with little or no monies to travel and attend conferences and professional meetings to present papers, chair sessions, or serve as discussants or to provide for professional development of faculty.

IV. Recognition of research, creative achievement

To foster and encourage a life of learning, the University publicly recognizes scholarly achievements and accomplishments of undergraduate, graduate and professional students, and faculty in acquiring, discovering and applying knowledge. Some examples follow.

- Student presentations include events such as the College of Engineering’s semiannual Undergraduate Research and Senior Design Engineering Project Exposition, where senior students display the results of their capstone design projects to the public and the University community. Project “clients” from nonprofits, industry, government, academia, and individuals attend to view the prototypes and displays.

- Research accomplishments of faculty and students are recognized by the University. For example, the Jacobson Center annually sponsors a Health Science Campus Research Day, while the Graduate Student Association co-sponsors the Midwest Graduate Research Symposium with the College of Graduate Studies. The Council for Biomedical Graduate Students holds an annual research forum and the College of Nursing also highlights faculty research during a research conference program held in the spring. Such events generally feature research posters presented by students, keynote speakers, and awards for outstanding scientific studies. For example, the 2011 Health Science Campus Research Day featured a talk by Dr. Ferid Murad, the 1998 Nobel Laureate in Medicine who also received an honorary doctor of science degree from the University.

- The University annually recognizes research scientists as part of a faculty awards ceremony held in the spring.

- The University chapter of Sigma Xi annually awards the Dion D. Raftopoulos Award for Outstanding Research.

- Students in the College of Visual and Performing Arts departments regularly participate in theatre productions, student gallery exhibits, film screenings, and music concerts to showcase their creative activity.

- Faculty accomplishments are recognized through endowed chairs and distinguished university professorships, one of the highest honors the University can bestow on faculty members. Successful candidates demonstrate a record of excellent teaching, a national or international reputation for peer-recognized and peer-reviewed scholarship or professional activity appropriate to their disciplines, and
exemplary professional service, particularly in ways that utilize their professional expertise to advance their disciplines or the community. There are currently 16 distinguished university professors.

- Internationally and nationally recognized peer-reviewed journals routinely publish research articles by University faculty members, and scholarly research and creative accomplishments by the faculty are recognized by professional societies and organizations. Many colleges and departments display research posters in hallways and reprints of research articles on bulletin boards and in display cases. Findings from university research laboratories are often presented at national and international academic and scientific meetings and are reported by news organizations. University poets, artists, and musicians have been honored for their creative endeavors in publishing scholarly books and articles, novels, poetry; in displaying painting and sculptures, in performing in concerts and plays; and in other forms of creative work.

Some recent notable faculty awards and recognitions include:

- A Distinguished University Professor of Biochemistry and Cancer Biology earned the 2010 Meienhofer Award for Lifetime Achievement in Peptide Chemistry at the Roche Colorado Corporation Peptide Symposium in Boulder. 35
- A longtime professor of English serves as Lucas County (Ohio) Poet Laureate and is 2010 recipient of the Ohiocan Pegasus Award. 36
- An associate professor and chair of health and recreation professions received the 2010 American School Health Association Distinguished Service Award which recognizes recipients for making service an integral part of their professional careers. 37
- In 2010, the Merck Professor of Clinical Pharmacy at the University was elected vice president for finance for Phi Kappa Phi, the nation’s oldest and largest all-discipline honor society. He also serves on the organization’s board of directors. 38
- An associate professor of communication and the Ability Center of Greater Toledo Endowed Chair in Disability Studies was named in 2011 the Outstanding Scholar in Performance Studies and Theatre by the Central States Communication Association. 39
- An assistant professor of theatre wrote and codirected “Ectospasms,” which was competitively selected for production by the Present Theatre Company and produced at the Robert Moss Theater in New York City as part of the 2009 New York International Fringe Fest.
- Three College of Law faculty members are members of the American Law Institute, the leading independent law reform organization in the country. 40
- A Distinguished University Professor in the Department of Early Childhood, Physical and Special Education in the Judith Herb College of Education at The University of Toledo in 2010 was awarded a Fulbright Senior Scholarship that she used to travel to Mysore, India, and complete a teaching and research fellowship at the All India Institute of Speech and Hearing. 41
- The University’s Distinguished University Professor of Jazz Studies received the French Legion of Honor medal in 2004 and Governor’s Award for the Arts in 2005.

Extensive internal and external publicity is given to faculty, staff, and student scholarly achievements.

- Articles on faculty and student research are regularly published in the UTNews, the University faculty and staff publication, and in the student newspaper, the Independent Collegian 42, 43
- Special publications such as UT Discovers provide topical surveys of current projects. 44
- Biomedical research at the University is highlighted in an annual publication, Rocket Science.
The University of Toledo's daily newspaper, The Blade, and other publications have published articles on University research and creative work. 45, 46

The University Authors and Artists Exhibit, hosted by the Canaday Center in Carlson Library since the 1950s, displays faculty publications and, for faculty in the Department of Art, their recent works. Currently the exhibit is held every other year. The 2010 exhibit, featuring work from 2009 and 2010, included 449 works by faculty authors.

Many college newsletters include news stories highlighting achievements of faculty and students.

V. Scholarship, new knowledge through basic and applied research

The University has long recognized the importance of research to the overall mission of the institution. The University’s mission statement expresses a clear commitment to research. Research that discovers new knowledge, creative activities, and scholarship are fundamental expectations for the university faculty along with teaching and service.

As a metropolitan research university, The University of Toledo strongly encourages and supports undergraduate and graduate students participating in research and creating new knowledge. Undergraduate research is growing strength of the University and provides a stimulating environment and numerous opportunities for student researchers to engage with faculty mentors, peers, and the research community. At the same time, the College of Graduate Studies plays an essential role in the university’s ability to fulfill its mission and vision as a research university. Graduate students are at once learners, scholars, and instructors.

Undergraduate research

The University offers a wide range of opportunities for all undergraduate students to participate in state-of-the-art research. Students gain invaluable insights into what research is and what faculty members do as scientists, are given hands-on experience, and have multiple opportunities to network with laboratory technicians, graduate students, faculty, and staff. 47 Undergraduate research enhances student learning experiences and encourages students to think about whether they want to pursue graduate or professional school. Undergraduate research is an important way the University fulfills its mission as “a diverse, student-centered public metropolitan research university.”

The University made an institutional commitment to encourage undergraduate research in May 2006 with the establishment of the Office of Undergraduate Research. 48 It is the administrative unit that coordinates undergraduate research programs. Undergraduate research programs are open to all undergraduate students. The office is supported by the Honors College.

The office:

- Advocates for and fosters undergraduate research and creative activity;
- Supports faculty and community members who are interested in increasing undergraduate involvement in their research;
- Connects students, faculty, and community partners with similar research interests;
- Assists with and advocates for increased research funding for undergraduate research; and
- Educates students about ethical conduct in research.

During the summers of 2008, 2009, and 2010, the office supported a total of 30 freshmen who studied in 12 departments under the tutelage of 26 faculty members and 78 sophomores, juniors, and seniors who studied in 22 departments under the mentorships of 59 faculty members. The office placed 17 students in city of Toledo administrative departments through the city’s internship program.
A website provides up-to-date and accurate information about various research opportunities available to undergraduate students, and a student research handbook details research opportunities and covers topics such as responsible conduct of research, writing high-quality proposals, and presenting research findings in a professional manner.48

A course, “Issues in Research and Scholarship,” (ARS 2980) addresses safe and ethical conduct of research and is presented by faculty and staff with expertise in safety and ethics issues. All first-year undergraduate students in the First-Year Summer Research Experience Program (FYSRE) and students participating in the Undergraduate Summer Research and Creative Activity Program (USRCAP) are required to attend the weekly presentations.

In addition to the FYSRE and USRCAP programs, other funded programs include:

- Academic Year Research Program that allows undergraduate students to work throughout the school year on faculty research projects and earn academic credit;
- Research-abroad and research travel grants opportunities;
- City of Toledo Internship Program that allows students to work in city administrative departments such as finance, neighborhood development, and transportation;
- Student Achievement in Research and Scholarship Program that funds a number of Pell-grant eligible undergraduates to participate in faculty research; and
- Work-Study Research Program, where students choose a research project for their work-study funds.

These programs go beyond the hard sciences and also advance research and creative activities in the social sciences, humanities, and fine arts, including English, philosophy, sociology/anthropology, speech/language pathology, and women’s studies. Two recent examples in studio art are:

- Hannah Lehmann’s “Sickly Sweet: A Visual Commentary on the History of Sugar and the Implications of Its Use in Contemporary Society,” which was approved for funding in the 2010 USRCAP Program and was presented at the 2011 National Conference on Undergraduate Research at Ithaca College in New York; and
- Emily Fray’s “Germ Warfare and Contemporary Art,” that was selected for presentation at the 2010 National Conference on Undergraduate Research held at the University of Montana. It was chosen from more than 2,600 submissions.

The office sponsors an end-of-the-summer research presentation symposium in which some 40 students annually participate, and undergraduate students have displayed research posters at a program titled “Posters at the Capitol: Undergraduate Research in Northwest Ohio” held at the Ohio Statehouse in Columbus and at the National Conference for Undergraduate Research. The program in Columbus helps legislators understand the important role of research in undergraduate education and the benefits to the state. At the 2011 Posters at the Capitol program, of the 64 student participants, 25 were from the University.50

In addition, students have presented posters at national meetings of professional societies such as the American Astronomical Society, American Physical Society, and American Association for Cancer Research. The last comprehensive undergraduate research survey conducted in summer 2006 identified more than 100 undergraduate students involved in research.

A survey was conducted of 36 students who participated in undergraduate research projects in the First Year Summer Research Experience Program (FYSRE), the Undergraduate Summer Research and Creative Activity Program (USRCAP), the City of Toledo Internship Program and the “Building Ohio’s Sustainable Energy Future Program” funded through the Ohio Board of Regents’ Choose Ohio First Scholarship Program during the summer of 2011.51
For the most part, students had very positive feelings about their research experiences. Most students felt the program had lived up to their expectations in general, helped them educationally, and that the level of research aligned with their educational level. The vast majority rated very favorably their interactions with faculty mentors and supervisors and also felt they had the appropriate amount of freedom in conducting their research.

In addition, most students felt they gained new skills in the tools, techniques, and methods of inquiry in the profession in which they conducted their research.

Importantly, the majority said that they would be interested in participating in another summer research program in the future.

Because of the multitude of undergraduate research opportunities and programs, it is a sizeable challenge to obtain an accurate number of undergraduate students involved in research. In many departments, students are paid directly from grants or volunteer their time for the research experience. A mechanism for identifying the students and their mentors would be beneficial. The list of students, faculty members, and departments that participated in the First-Year Summer Research Experience Program and Undergraduate Summer Research and Creative Activity Program during 2008, 2009 and 2010 can be found at: utoledo.edu/honors/undergradresearch/research/researchprogramspage.html and navigate to the specific program of interest.

Increasing undergraduate research is a significant subgoal for the institution in the Directions 2011 strategic plan. To realize this goal, several steps are being taken.

First, all undergraduate colleges are represented on the Office of Undergraduate Research’s advisory committee, which allows the office to better publicize research opportunities.

Second, the University decided to continue to fund with local monies the Student Achievement in Research and Scholarship (STARS) program after the Ohio Board of Regents eliminated funding for the statewide cooperative venture aimed at increasing the pool of underrepresented students entering Ohio’s graduate schools. The program was designed to identify the best undergraduate students and groom them for graduate school and ultimately for academic careers. The program targets African-American, Hispanic, and Native American students who are underrepresented in their fields of study. Today Pell grant-eligible students at the University can enroll in the program.

Third, the Office of Undergraduate Research spearheaded the adoption of research intensive courses and established the criteria for the courses.

Fourth, endowed funds for undergraduate research are a high funding priority for Honors College. Such endowments will nurture interdisciplinary and disciplinary work by students in the sciences and humanities.

Many colleges and departments support undergraduate research through co-op and internship programs with research components. For example, of the 1,151 College of Engineering students who participated in college’s mandatory co-op programs in the last three years, 43 participated in programs with research orientations. In addition, senior students in the College of Engineering complete senior design projects that by nature are research intensive.

The College of Graduate Studies and the College of Medicine and Life Sciences each summer jointly sponsor approximately 12 undergraduate students interested in medical school studies or graduate studies through the Summer Undergraduate Research Fellowship (SURF) Program.

Departments also support undergraduate research through external and faculty grants and volunteer time from faculty members. For example, the Department of Physics and Astronomy has administered grants from the National Science Foundation for its program, “Research Experiences for Undergraduates,” for the past 20 years, and in the last three summers has supported 42 students from The University of Toledo and other universities across the country. The Department of Chemistry and the Lake Erie Research Center have held or are holding similar National Science Foundation Research Experience for Undergraduate grants.
The Department of Biological Sciences holds an annual undergraduate biological research symposium. Now in its fourteenth year, the symposium provides a forum for undergraduate students to present their work in a formal setting, similar to what they will experience if they choose a career in science. It provides an opportunity to showcase exciting projects that undergraduates are involved and demonstrates to the public the important role undergraduate students play in the department research mission.

**Graduate research**

The University has placed great importance on quality graduate and professional programs. The second goal listed in the University’s *Directions 2011* document states that: “Our graduate and professional academic programs will be regionally relevant, nationally distinguished and highly ranked,” and that “these programs at UT will be known for high quality while maintaining accessibility, affordability and engagement.”

All non-professional graduate students engage in original research as part of their master’s and doctoral degree programs. Approximately 1,000 graduate degrees are awarded annually at the University across the spectrum of programs and colleges.

The College of Graduate Studies requires that all theses and dissertations be submitted electronically to the college using standard formatting; then they are reviewed, approved, and uploaded to OhioLINK, where they are archived and available to all. Research conducted by graduate students is integral not only to their successful completion of their graduate degrees, but also plays an important role in supporting faculty research endeavors at the University.

The most recent doctoral program review revealed that most STEMM programs require a minimum of one publication based on original research as one of the degree requirements. Many units reported that they require multiple publications as partial evidence before degree completion.

Currently, about 30 percent of graduate students at the University receive stipend support from faculty research grants from agencies such as the National Institutes of Health, National Science Foundation, Department of Energy, American Heart Association, American Cancer Society, and other federal, state, and private sources.

In such cases, the College of Graduate Studies provides a match with tuition scholarship support. Graduate students coauthor publications with their faculty mentors and regularly present their research at regional, national, and international meetings. The College of Graduate Studies partners with researchers to provide resources necessary for the developing scholars to have the opportunity to learn how to present their papers at meetings and submit manuscripts for publication. The College of Graduate Studies also provides travel funds to support graduate students attending and presenting their work at meetings; this is jointly administered with the Graduate Student Association.

**Sponsored research programs**

External research funding for various colleges and academic units at the University reached more than $75 million in fiscal year 2010, a record high for the institution, and a measure of the ability of faculty members to successfully compete successfully for extramural funding in difficult economic times and of the excellence and quality of the research at the University.

However, the University attracted $67.8 million in extramural funding — grants, contracts, and cooperative agreements — during fiscal year 2011, a decrease of approximately $9 million from the fiscal year 2010 record high. A drop in external funding was anticipated by university officials, as well as by research officers at other universities, partly because of the ending of the one-time federal stimulus programs under the American Recovery and Reinvestment Act of 2009.

Several additional factors are responsible as well. In previous years, the University won some very large Ohio Third Frontier projects, particularly in solar energy, but did not come out on top on some recent competitions. The Ohio Third Frontier Program is undergoing changes that are likely to make it more focused on short-term commercialization, and this is likely to reduce funding available to universities.
When the University put together the targets for research in the Directions 2011 strategic plan, it was based upon a number of assumptions, but the plan was always to increase the research standing of the University compared to other universities. The first assumption was that the Ohio Third Frontier Program would continue to support university research that would give the University and other Ohio institutions an advantage compared to universities in states without such a program. However, the state program is now being directed toward funding short-term commercialization projects that will likely eliminate funding for projects that do not lead to product introduction into the marketplace within a few years.

The second assumption was that there would be an increase in federal funding to support research, partly through the support of the Ohio congressional delegation. However, Congress now appears to have little appetite to increase federal funding for research, and The University of Toledo, as well as other universities, is working with congressional officials to explain the value of scientific research to the state and nation. The University understands it is in a very competitive environment for research funding, especially at the federal level. Increased competition for research funding has led to lower funding-success rates, and the growth in federal spending for research is likely to slow significantly over the next several years as the political system attempts to bring the budget deficit into balance.

Despite the reality of declining federal and state support for research, the University still maintains its goal of improving its national standing as a research university. In the year 2000, for example, The University of Toledo was ranked 225th in the nation in research funding and the Medical College of Ohio was ranked 220th. The University was sixth in the state in National Science Foundation (NSF) rankings among the state institutions, behind Ohio State University, University of Cincinnati, Wright State University, Ohio University, and the University of Akron. The Main Campus saw a dramatic increase in its overall NSF ranking prior to the merger, and when the new university was formed, the rankings increased further. In the latest NSF rankings, the University is now ranked third among the Ohio public institutions — behind OSU and the University of Cincinnati— and 160th in the nation.

A major theme in the Directions 2011 strategic plan is for the University to enhance its standing “as a major metropolitan research university with internationally recognized areas of research, scholarship and creative activity.” Targeted research efforts outlined in the Directions 2007 strategic plan resulted in robust funding in science, technology, engineering, mathematics, and medicine (STEMM) disciplines, areas where faculty members have achieved national and international recognition. An analysis of sponsored program awards provides some interesting trends.

Among the colleges, the biggest increase in funding came in the College of Medicine and Life Sciences, which reached nearly $27 million in 2010 compared to $22.5 million in 2009 and $18.3 million in fiscal year 2008. The college has a strong faculty who work at the cutting edge of biomedical research. They carry out a wide range of research programs that range from basic science studies into the dietary and genetic risk factors in obesity and diabetes, host-pathogen interaction, virology, molecular genetics, gene function and expression, signal transduction, and the neurotoxicity of amphetamines to clinical trials of new heart medications, neurological therapies, and anti-cancer drugs.

More than $22 million in external funding was recorded in the former College of Arts and Sciences, and the College of Engineering increased more than $1 million to reach $11.6 million in 2010.

Thirteen prestigious National Science Foundation CAREER awards that are given to the very best young faculty members in the country have been granted to University faculty since 2000, an indication of the outstanding faculty and research at the University. Eight have been awarded since the merger, including six to faculty in College of Natural Sciences and Mathematics. All CAREER awards require both a research and an educational or outreach component, so these awards are evidence of excellence in both. 51 In addition, two University faculty members have been awarded Cottrell Scholar awards by the Research Corporation for Science Advancement. The awards recognize outstanding young faculty who are excellent in both research and teaching. 52
Of significance was the fact that 11 cross-campus collaborations were funded in fiscal year 2010, providing clear evidence the merger has created new synergies within the university research community.

Faculty anchor the University’s research enterprise and are involved in advanced research in their fields through engagement of graduate and undergraduate students; cross-disciplinary research; inter-institutional research and development; publications in refereed journals; grants and other mechanisms.

The Office of Research and Sponsored Programs, an administrative unit, provides valuable support services for researchers. The unit identifies funding sources and opportunities and encourages faculty researchers to pursue them; submits proposals; prepares and administers grant budgets; sponsors grant-writing workshops; promotes partnerships between university researchers and government agencies, businesses and other agencies; and ensures compliance with federal, state, and university policies.

The University Research Council helps maintain high academic standards for the University. A detailed policy outlines the council’s purpose, responsibilities, and membership.

A major activity of the council is to review all proposals for research centers and institutes and the periodic evaluation of existing research centers and institutes. New and continuing research centers and institutes are to be of high academic quality, support the mission of the University, and have a robust program of activities that invigorate its academic life and reflect well on the institution. The council also provides oversight to the University Research and Fellowship Program that provides internal funds for faculty research, scholarship, and creative activity as well as providing seed funds for major new interdisciplinary research projects. The council is composed of faculty members who have strong individual programs of research, scholarship, or creative activity and represent every major academic unit.

Notably, the University ranks high in translating research funding into invention disclosures, licenses, and new start-up companies. A strong incubation program brings technology entrepreneurs together with faculty and students to advance their technology while providing the business support services needed to grow companies. The University’s technology transfer office assists faculty, staff, and students with filing invention disclosures and patents and in establishing contacts with individuals and firms interested in commercializing the inventions. A fuller description of the program is contained in core component 5a.

As shown in Table 4.2, the Federal government and the state of Ohio provide the majority of the University’s sponsored support. Work in the STEM areas enabled the colleges of Arts and Sciences, Engineering, and Medicine and Life Sciences to generate approximately 80 percent of the University’s extramural support, as Table 4.3 shows.

<table>
<thead>
<tr>
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<td>Ohio Govt</td>
<td>$7,147,746</td>
<td>$6,244,423</td>
<td>$10,116,225</td>
<td>$6,384,638</td>
<td>$8,027,888</td>
<td>$24,421,033</td>
<td>$8,632,756</td>
<td>$18,301,054</td>
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<td>Other Govt</td>
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<td>$274,994</td>
<td>$96,360</td>
<td>$41,565</td>
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<td>Ed. Inst.</td>
<td>$640,591</td>
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<td>$1,658,400</td>
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<td>$97,071</td>
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<td>Ed. Inst. Funded</td>
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<td>$35,849</td>
<td>$18,000</td>
<td>$55,054</td>
<td>$20,000</td>
<td>$64,000</td>
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<td>Corp.</td>
<td>$2,070,055</td>
<td>$1,989,152</td>
<td>$2,055,328</td>
<td>$2,796,789</td>
<td>$2,387,721</td>
<td>$3,403,208</td>
<td>$3,524,448</td>
<td>$3,668,370</td>
<td>$3,308,862</td>
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<tr>
<td>Non-Profit</td>
<td>$2,335,202</td>
<td>$3,148,151</td>
<td>$3,057,892</td>
<td>$2,409,714</td>
<td>$2,402,311</td>
<td>$1,925,353</td>
<td>$3,611,476</td>
<td>$4,173,496</td>
<td>$1,477,035</td>
<td>$1,593,762</td>
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<td>Total</td>
<td>$43,582,077</td>
<td>$47,441,104</td>
<td>$55,752,206</td>
<td>$55,594,680</td>
<td>$57,439,214</td>
<td>$62,156,292</td>
<td>$56,316,789</td>
<td>$71,589,421</td>
<td>$75,494,123</td>
<td>$67,875,833</td>
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Source: UT Research and Sponsored Programs
Federal agencies continue to be the major source of research funding for the College of Medicine and Life Sciences, with the National Institutes of Health the primary agency of support. It is anticipated that with the development of the Center of Excellence in Biomarker Research and Individualized Medicine, funding to the college will increase.

### Table 4.3 Research funding by college

<table>
<thead>
<tr>
<th>Colleges</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>Adult and Lifelong Learning</td>
<td>$130,269</td>
<td>$86,765</td>
<td>$86,765</td>
<td>$292,059</td>
<td>$89,456</td>
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<td>Arts and Sciences</td>
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<td>$7,987,765</td>
<td>$26,883,737</td>
<td>$13,233,816</td>
<td>$25,988,298</td>
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<td>Business Administration</td>
<td>$439,122</td>
<td>$312,515</td>
<td>$367,255</td>
<td>$317,659</td>
<td>$241,171</td>
<td>$183,200</td>
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<td>Education</td>
<td>$3,651,459</td>
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<td>$3,704,314</td>
<td>$8,008,116</td>
<td>$3,244,672</td>
<td>$4,487,150</td>
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<td>Engineering</td>
<td>$9,393,162</td>
<td>$12,864,077</td>
<td>$7,612,263</td>
<td>$8,763,654</td>
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<td>$11,599,429</td>
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<td>Health Science and Human Services</td>
<td>$2,273,291</td>
<td>$3,179,881</td>
<td>$637,526</td>
<td>$1,235,879</td>
<td>$1,662,394</td>
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<tr>
<td>Law</td>
<td>$41,051</td>
<td>$244,303</td>
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</tr>
<tr>
<td>Medicine</td>
<td>$22,016,334</td>
<td>$21,530,816</td>
<td>$19,176,302</td>
<td>$18,373,027</td>
<td>$22,490,881</td>
<td>$26,880,424</td>
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<tr>
<td>Nursing</td>
<td>$23,396</td>
<td>$241,251</td>
<td>$27,008</td>
<td>$42,429</td>
<td>$65,725</td>
<td>$109,895</td>
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<td>Pharmacy</td>
<td>$2,244,535</td>
<td>$1,438,141</td>
<td>$1,201,429</td>
<td>$1,259,396</td>
<td>$1,663,025</td>
<td>$2,794,592</td>
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<tr>
<td>University Libraries</td>
<td></td>
<td></td>
<td></td>
<td>$1,000</td>
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<td>$241,960</td>
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<tr>
<td>Other</td>
<td>$4,984,417</td>
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<td>$2,295,109</td>
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<td>$5,637,953</td>
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<tr>
<td>Totals</td>
<td>$56,627,287</td>
<td>$57,439,215</td>
<td>$62,149,246</td>
<td>$56,294,118</td>
<td>$71,560,936</td>
<td>$75,160,909</td>
</tr>
</tbody>
</table>

Source: UT Research and Sponsored Programs

**VI. Scholarship and research to stimulate organizational and educational improvements**

UT faculty, staff, and students apply their expertise to continuously improve the institution in a variety of ways. Individual faculty members assist the University in their particular areas of expertise and participate in interdisciplinary efforts that use scholarship and research to stimulate organizational and educational improvements.

- Faculty expertise on the President’s Commission on the River, which develops and implements projects to continuously improve the Ottawa River that flows through Main Campus, has been used to sample and assess fish populations and the overall health of the river’s aquatic ecosystem, to design and install rain gardens for storm water mitigation, to clear vegetated banks and plant native plants, to design an in-stream river restoration project, to work to beautify and improve public access, to develop a community education and outreach initiative, and to construct river overlooks. A $235,000 grant from the Ohio Environmental Protection Agency that the University received in 2011 is financing the commission’s restoration improvements along the entire 3,700 feet of the river as it runs through Main Campus. Test plots of native aquatic and stream bank plant species were planted on the river’s banks; their growth and health over the next year will be observed to determine which species are well-suited to the river ecosystem. The first test plantings were installed in May. Eighty live stakes, which are plantings of freshly hewn cuttings of vegetation such as tree branches, and 40 other plants are being tested. The plantings will provide improved habitat for river bank and aquatic species and help address bank soil erosion. In addition to the plantings, the restoration will be comprised of the strategic positioning of natural materials such as stones and woody debris within the river and along its banks. All of these efforts are designed primarily to improve the aquatic
habitat of the river. The project also involves the Toledo Metropolitan Area Council of Governments and the U.S Army Corps of Engineers. Additional support has been provided by the Toledo-based Stranahan Foundation and the U.S. Fish & Wildlife Service.59

Other examples can be found in the College of Nursing, the Department of Theatre, and the Master’s Program in Higher Education.60

VII. Fostering a life of learning for the broader community

In addition to supporting a life of learning and inquiry for students, faculty, staff, and administrators, the University provides educational opportunities — degree options for non-traditional students, continuing education, and public lectures — for Toledo and northwest Ohio residents who want to learn new information and skills. This commitment to the community is reinforced by the planned increase in learners enrolled in continuing education and lifelong programs as outlined in the outreach and global engagement section of the Directions 2011 strategic plan.

Options for non-traditional learners

For some individuals, a life of learning means returning to college to complete a degree or attending college for the first time. The University takes seriously the support of non-traditional learners.

- The recently established College of Adult and Lifelong Learning61 provides career and life coaching, alternatives for degree completion, and academic support to new, continuing, and reentering adult learners in a respectful and nurturing environment. It helps students transition to college life and establishes a foundation for educational attainment, career success, and lifelong learning. Some of the specialized services available for adult and non-traditional students offered by the college include scholarships, exploration of majors and careers, prior learning assessment, Program 60 for individuals 60 years of age or older, and the Military Service Center to help veterans achieve their academic goals.

- Learning Ventures accommodates adult learners and students who are unable to attend classes on campus, making lifelong learning possible for a large percentage of the population.

- The College of Graduate Studies offers eight online degree programs for working professionals, primarily in education and health-care areas.

Continuing education

All colleges provide continuing education programs, public lectures and degree options for non-traditional students that serve local and regional needs. Below are three examples.

- Programs offered by the Center for Continuing Nursing Education equip nurses with new information and skills for patient care. A complete description of continuing nursing education is found in core component 5d.

- The College of Pharmacy and Pharmaceutical Sciences is accredited by the Accreditation Council for Pharmaceutical Education as a provider of continuing pharmacy education.

- The Center for Continuing Medical Education provides excellent opportunities to extend education and promote lifelong learning for internal and external constituents. Accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians, the center sponsors conferences, workshops, and online courses to help physicians maintain, develop, and increase the knowledge, skills, and professionalism they bring to patient care. Additional information about continuing medical education is located in core component 5d.

Public lectures

University-sponsored lecture series and speaker programs provide opportunities for the University community and Toledo and northwest Ohio residents to learn, to grow, and to engage in thoughtful discussion. The lecture programs establish links between curricular and co-curricular activities on campus. Speakers generally address
topics of current interest to students and the public, and over the years the programs have been well attended. A complete list of campus speakers in recent years is located in the electronic resource room.

- The Edward Shapiro Distinguished Lecture Series has brought to campus thought-provoking speakers such as Wynton Marsalis, Elie Wiesel, Robert F. Kennedy Jr., Toni Morrison, Jon Meacham, and Oliver Sacks.

- College of Law lecture series have featured talks by individuals of national prominence such as John Stossel, and commentator P.J. O’Rourke. Other College of Law lecture series have brought to campus Dennis W. Archer, James Q. Wilson, Louis Freeh, Robert Kennedy, Jr., Former Attorney General Edwin Meese III, Ralph Nader, Supreme Court Justices Sandra Day O’Connor, Ruth Bader Ginsberg, Antonin Scalia (twice), former Solicitor General Kenneth Starr, and many others.

- The College of Natural Sciences and Mathematics offers a series of “Saturday Morning Science” lectures each spring, providing an opportunity for interested community members and families to learn about current science topics.

- The Ritter Planetarium provides astronomy-related programs to more than 20,000 students and members of the general public through its regular program series every Friday night and Saturday afternoon along with its offerings of school programs for field trips.

- The College of Arts and Sciences, as part of its 100th anniversary celebration, brought to campus such notable speakers as Dr. Ben Carson, Jack Lousma, David Schutt, Dr. Tim Berra, Brooks Martner, Luis Echegoyan, Bradley Miller, and Alice Shapley.

VIII. Summary

The University has a long history of providing support for a life of learning. Continued difficult economic conditions will require the University to be efficient and resourceful as it supports research and creative activity of its faculty, staff, and students. Support for faculty development is uneven, with strong faculty development funding existing in some areas and less in others. Because of the varied sources of funding, it has been difficult to generate comparative numbers. To remain competitive with other research institutions, the University should make certain that internal support of faculty development is available across all disciplines.

New construction and renovation of laboratory, teaching, and performance space on Main and Health Science campuses is to be commended. The construction of the new College of Pharmacy and Pharmaceutical Sciences building, the Frederic and Mary Wolfe Center, has resulted in additional lab space on Main Campus, but does not fully address the current shortage of adequate instructional laboratory space for science courses on Main Campus. Construction of the new science building should address the problem. The expansion of the Center for Performing Arts has provided much-needed space for the three departments in the new College of Visual and Performing Arts; however, there is still an additional need for more space to adequately support student learning and faculty creative activity.

It is recommended that the University continue to provide opportunities to make the most of the talented faculty and staff. For example, the importance of interdisciplinary work needs to be emphasized, with the development of policies and procedures to reward faculty interdisciplinary research and increased education for faculty regarding the University’s support for interdisciplinary work. The University should also consider reinstituting a program to develop administrative skills of faculty members who are interested in becoming administrators.

Finally, the University would benefit from a centralized repository to capture in a uniform and comprehensive way reliable and frequently used information about the institution. Although information about research grants is available from the Office of Research and Sponsored Programs, and deans and provosts gather information about faculty activity as part their reviews, there is no administrative division, for example, that cumulatively gathers and stores information about the faculty’s research, scholarly, and creative activities as reflected in presentations and publications. Such a database would facilitate assessment of progress on Goal 3, subgoal 1, in strategic plan Directions 2011 that states that the University “will advance a culture of research, scholarship
and creative activities.” In general, the difficulty of obtaining this kind of data has been a challenge in preparing the self-study report as well as in ongoing assessment and program review efforts and institutional strategic planning and review.

**CORE COMPONENT 4B:** The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

For students to embrace a life of learning, they must build a strong foundation of the knowledge and skills needed for intellectual inquiry. *Directions 2011* has specified the need to “adopt consistent student learning objectives for all undergraduate courses that promote and assess inquiry and analysis, including critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem-solving.” These skills make up the foundation for the life of learning upon which students and graduates build.

Since the last self-study, the University has focused on enhancing the undergraduate experience. The curricular and co-curricular learning opportunities available to students to develop core skills for academic and life success are extensive, including “Beginning the Academic Journey” courses, academic skills enhancement, learning communities, Writing Across the Curriculum, and information literacy instruction. In addition, the University provides many learning experiences outside the classroom.

### I. The core undergraduate experience

Because the University wants every student to graduate and to be successful in their careers and lives, programs are in place to make sure they have a strong start. This is most evident with the direct-from-high-school (DHS) students. Core competencies prepare undergraduate students for full participation as active, contributing members of their academic, social, and professional communities.

Students are introduced to that core in the First-Year-Experience (FYE) Program, designed to facilitate DHS students’ transition to higher education. The program:

- Introduces students to a scholarly community in the foundation of their college journey;
- Builds and sustains a vibrant and diverse college community committed to the success of first-year college students and all students in transition;
- Acquaints students with the academic tools and opportunities for intellectual growth and exploration inside and outside the classroom; and
- Ensures first-year and transition students feel welcomed, celebrated, and supported through the use of peer mentors, orientation classes (Beginning the Academic Journey), service learning, activities, and increased interaction with faculty outside of the classroom.

In her welcome letter to students, the program director sums up the purpose of the FYE: “Upon the completion of your first year, you should have a positive sense of self, with the confidence and tools necessary to achieve both academic and life-long goals.”

Examples of programming from the 2010 fall semester highlight the diversity of experiences for students.

### II. Academic skills enhancement and other academic assistance

To help students overcome difficulties with college-level coursework and to foster student success, the University provides a variety of academic assistance programs. These programs also promote students’ appreciation for lifelong learning. Many of the programs are described in core component 3c.
III. Learning communities

The University currently supports 11 living learning communities that are based around students’ majors or interest. The communities, which share residential space in campus residence halls, provide students with an atmosphere and opportunities to connect with other students who share similar academic or other interests. The University’s living learning communities and its new learning communities are discussed more fully in core component 3c.

IV. Undergraduate general education/core curriculum

The general education guidelines passed in 2005 and revised in 2008 state that the general education curriculum is designed to:

- Broaden the range of experiences open to students;
- Help students to develop the disciplined, analytical, and critical skills necessary for intellectual development throughout life;
- Prepare students to make better-informed and humane decisions and to be able to communicate those decisions to others; and
- Cultivate students’ potential for creative expression.

The curriculum was divided into skills areas — English composition and mathematics — and subject areas — humanities and fine arts, social sciences, natural sciences, and diversity (U.S. culture and non-Western culture). For a complete list of learning objectives for each basic skill and subject area, see utoledo.edu/offices/provost/main/assessment/pdfs/Core_Curriculum.pdf

A list of courses approved to meet core requirements can be found in the Course Catalog. utoledo.edu/catalog/pdf/University_Core_2009_2010.pdf

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General education courses are courses that are in special relationship to the core, a relationship that is recognized by their approach, breadth, focus on learning outcomes, attention to integrating disciplinary skills and knowledge with more general themes, problems, and areas of concern that form the context of relevant education. These courses are distributed over the disciplines as required by the state of Ohio and include only lower division course numbers.

V. Writing across the curriculum

University colleges and programs provide additional opportunities for undergraduate students to continue their academic journeys by learning content in their chosen disciplines as well as increasing competency in core skills. For example, the former College of Arts and Sciences had a Writing Across the Curriculum (WAC) Program established in the late 1980s that was developed in response to a need of students for additional opportunities to practice critical reading and writing skills. Although all students were required to pass six hours of English composition, WAC was established to develop better writers and better critical readers and thinkers. Students were required to take one writing-intensive course early in their studies (in any discipline) and one writing-intensive course within their disciplines. The disciplinary-specific course focused on the critical questions, stances, and formats particular to a major, and prepared students for the more complex critical reading and writing tasks expected in the final year of undergraduate education as well as advanced education.

With the recent reorganization of Arts and Sciences into the colleges of Languages, Literature, and Social Sciences; Natural Sciences and Mathematics; and Visual and Performing Arts, each of the new colleges reaffirmed their commitment to the initiative. Seeing the broad and continuing support for WAC, the committee invited all the colleges to explore opportunities to expand WAC across the University and to discuss whether to make the transition to Communication Across the Curriculum, encompassing oral as well as written
communication. After initial exploration, the committee decided to pursue the expansion of WAC beyond the initial three colleges, and to revise the charter to reflect the reorganization before pursuing communication across the curriculum any further.

That revision was completed in early October 2011, and the three initiating colleges will be reviewing the revisions for approval at their upcoming council meetings. Both the colleges of Nursing and of Pharmacy and Pharmaceutical Sciences have expressed interest in pursuing WAC for their colleges, and individual presentations were held for each college council in November.

VI. Information literacy and the exercise of intellectual inquiry

The University’s educational programs provide broad knowledge and skills for intellectual inquiry, including making sure that students understand how to find, evaluate, and use information appropriately. It has been said that trying to use, find, and evaluate quality information in the 21st century is like drinking from a fire hose. No longer is the problem a dearth of information, but rather a surplus — good, bad, and in between.

University Libraries has an active information literacy education program. Program learning objectives have been developed based upon the information literacy competency standards of the Association of College & Research Libraries and the Ohio Academic Content Standards for Libraries. Undergraduate students learn increasingly complex information literacy skills starting in orientation courses, followed by composition courses and courses in their major and/or professional programs. All colleges at the University have a faculty librarian liaison to provide relevant information literacy skills education.

In the past two years, faculty librarians have expanded the information literacy program in upper-level and graduate courses in all colleges. Most sessions were in the traditional classroom, with additional personalized instruction provided by the Libraries’ reference services. In 2009, the faculty librarians worked with Learning Ventures to revise and expand eLibrary, a resource embedded in Blackboard, which provided online instruction on finding, obtaining, and evaluating resources, as well as information on getting help off-campus and requesting materials not available at the Libraries.

Information literacy learning objectives are updated on a continuous basis to reflect new pedagogies and to ensure compliance with accreditation and program revisions.

Directions 2011 identified information literacy as an area in which consistent learning objectives for all undergraduate courses that promote and assess inquiry and analysis. The newly established College of Innovative Learning, of which the University Libraries is a part, is beginning to explore additional opportunities for students to develop information literacy skills.

VII. Learning beyond the classroom: Undergraduates

The University provides a variety of learning experiences beyond the classroom to give undergraduate students broad knowledge and skills within the context of discipline-specific skills. In addition, students continue to develop skills in intellectual inquiry, often within the context of their chosen field.

Honors College

To better serve its top undergraduate students, the University established the Honors Program in 1963, making it one of the earliest honors programs at a state university. In 2010, as part of the University reorganization, the program gained college status. Upon completion of the Honors requirements, students will have:

- The skills, abilities, and knowledge deemed appropriate and necessary by the baccalaureate college and department of their major;
- The ability to produce a capstone senior research thesis or creative project consistent with the standards of their discipline and approved by their baccalaureate college and major department;
• Knowledge reflecting a broad liberal arts orientation and dedication to individual growth, discovery, and knowledge, as evidenced by their performance in their core Honors College courses (HON 1010 and 1020, HON 2020 or 2030, and HON 4950 or 4960);
• The ability to communicate their thoughts clearly and accurately in speaking, writing, and presenting;
• The ability to read critically and analytically a wide range of texts and materials both within and beyond their proposed academic discipline or profession;
• The ability to gather and evaluate information and present it accurately and persuasively in a variety of different formats appropriate to the intended audience;
• The ability to perform effective critical thinking and to problem solve relevant to their academic discipline or profession as well as their civic lives;
• Ethical, honest, and honorable behavior in all aspects of their academic and professional lives;
• Intellectual humility and openness demonstrating a spirit of fair and scholarly inquiry when examining subjects and a willingness to assess the validity of their own views;
• Behavior consistent with sensitivity to, respect for, and appreciation of the value of diverse peoples, cultures, lifestyles, and ideas different from their own, including diversity in ethnicity and race, gender, gender orientation, socioeconomic class, religion, ability, national origin, and age; and
• Commitment to community responsibility and service.

More extensive information about the Honors College is found in core component 3c. \[70,71\]

**Undergraduate research**

The University is proactive in offering undergraduate research opportunities through the Office of Undergraduate Research. A full description of the program appears in core component 4a.

Research also is integrated into the curriculum through “research intensive” courses. During the 2009-2010 academic year, the Faculty Senate approved criteria for research intensive courses. The courses must meet four criteria.

• Students must make serious attempts to advance and/or make significant contributions to the knowledge or understanding in the field of the investigation.
• Neither the students nor the instructor have a priori knowledge of the final result(s).
• The student investigators must present and/or disseminate their results to a wider audience than to just their class population.
• Summary course reports from instructors of research intensive courses must be submitted to the Office of Undergraduate Research at the end of the semester the course is offered. In addition to the course reports, students enrolled in research intensive courses — after consulting course instructors — are highly encouraged to submit a written final report of their research projects to the Office of Undergraduate Research.

Students who complete research intensive courses benefit by:

• Developing time-management skills that allow them to work diligently on their research projects for extended periods of time;
• Acquiring increased proficiency/knowledge of the tools, techniques, and methods of inquiry in the profession in which the projects are conducted;
• Developing analytic skills to critically examine results and to reach conclusions based on findings; and
• Attaining skills to present research both orally and through written materials to the public and professionals.
Other opportunities for undergraduate students

- In the College of Business Administration and Innovation, the simulation exercise Capsim immerses freshmen in “Introduction to Business” (BUAD 1010) and seniors in “Senior Business Policy” (BUAD 4020) into a novel, experiential learning process. Students work together to make year-to-year strategic and functional decisions to accomplish business goals.

- In the College of Business and Innovation, the “Student Managed Portfolio Practicum” (FINA 4480) students manage a $1 million fund at the UT Foundation. Students generate investment ideas, research investment opportunities, analyze data, and make investment recommendations.

- The Office of Academic Engagement, housed administratively in the Center for International Studies and Programs, promotes student success through unique, enriching learning opportunities offered by several programs — Study Abroad, National Student Exchange, Camp Adventure Child and Youth Services, Washington Center Internship Program, Global Health, and service learning and community outreach. These are described in more detail in core component 5b.

- Voluntary internships also facilitate learning outside the classroom. For example, a kinesiology department student completed an internship at Cincinnati Children’s Hospital Sports Injury Research Lab (biomechanics lab).

- Through a reciprocal exchange agreement with The University of Salford in England, University of Toledo undergraduate science students can spend their junior year taking advanced science modules at Salford. More than 200 students, primarily biology majors, have studied at Salford since the beginning of the exchange program in 1984. In January 2010, more than 100 Salford program alumni, American and British, gathered on campus to participate in a research celebration to mark the 25th anniversary of the program.  

VIII. Learning beyond the classroom: Graduate students

While all graduate programs have intellectual inquiry as their core, the University provides opportunities for students to develop additional career skills through scholarly competition, professional development programs, graduate assistantships, support for scholarly activity, and interprofessional programming.

Scholarly competition

Students at all levels have numerous opportunities to demonstrate their learning and scholarly accomplishments through competition against students from other universities.

The College of Law’s Moot Court Program gives upper-level students opportunities to develop their written and oral advocacy skills as lawyers in training by litigating simulated appellate cases. The competitions involve researching and writing appellate briefs and arguing the cases in a courtroom setting before practicing lawyers or judges. The educational value of competition is that it provides students with opportunities to engage in oral arguments of the kind handled by actual lawyers and to hone their legal writing with written briefs. Student participants travel to competitions throughout the country to test their skills against students from other law schools. The Moot Court Program includes teams that focus on labor, constitutional, intellectual property, business, environmental, and international law. The college also sponsors a Trial Advocacy Team. Students prepare and compete in trial competitions against law schools throughout the country, litigating as either plaintiff or defense counsel and gaining exposure to every facet of a trial — from arguing pretrial motions and evidentiary issues to giving opening and closing arguments and performing direct and cross examinations of numerous witnesses. Each competition is judged by a sitting judge and a panel of jurors consisting of practicing attorneys.

Students who participate in the Moot Court Program or on the Trial Advocacy Team learn and practice advocacy skills that will help them throughout their careers.
College of Law students compete in national writing competitions in subject areas such as business, environmental, Indian law, tax law, civil practice and procedure, and trial advocacy. Many law-student teams historically have enjoyed strong showings, winning awards in local, regional, and national competitions.

College of Engineering students regularly participate in competitive events sponsored by the American Society of Civil Engineering (Geo-Challenge, concrete canoe competition, and Steel Bridge Challenge) and the Society of Automotive Engineers (formula car competitions in California, Michigan, and Toronto).

In 2010, a team of five bioengineering seniors was competitively selected by the National Space and Aeronautics Administration to test their sharps container design in zero gravity on the famous “Vomit Comet” in the Systems Engineering Educational Discovery Program. College of Pharmacy and Pharmaceutical Sciences have won statewide clinical skills competition sponsored by the Ohio Society of Health-System Pharmacists, demonstrating their skills by analyzing actual patient cases, identifying treatment goals, and formulating plans that include pharmaceutical care, while College of Business and Innovation students have garnered top finishes in numerous national collegiate sales contests.

Students in the University of Toledo Counselor Education and School Psychology Doctoral Program in recent years have competed in the American Counseling Association’s national essay competition on professional ethics that is open to teams of master’s and doctoral students and won high honors.

Voice students in the Department of Music regularly participate and have won prizes at the Great Lakes Regional Auditions of the National Association of Teachers of Singing.

In 2010, the Physician Assistant Program won the Medical Challenge Bowl event at the Ohio Association of Physician Assistants Conference in Columbus.

Professional development programs

Workshops co-sponsored by the College of Graduate Studies, with the Graduate Student Association, Office of Career Services, Writing Center, and University Libraries, introduce graduate students to the University and help them to become more successful during their years in graduate school and beyond. Program tracks include the foundation programs as well as career development, graduate writing, and thesis- and dissertation-preparation workshops and programs. Additional information, including a list of workshop titles, can be found in the Appendix.

Graduate assistantships

Student learning is also enhanced through financial support from the College of Graduate Studies. For 2009-2010, as an example, the College of Graduate Studies provided more than $7.7 million in stipends to 942 graduate students in eight colleges in the form of teaching, research, and administrative assistantships, and $18 million in tuition scholarships and fellowships.

Funding trends for the past 10 years are summarized in Tables 4.4 and 4.5. Approximately 30 percent of the graduate students receive a stipend and tuition scholarship. Those students have responsibilities to the University and serve as teaching assistants, research assistants, or administrative assistants. Additional scholarships are allocated to the academic colleges from the graduate college to provide funding for academically qualified students. Further specific funding is set aside to promote diversity in the graduate population; over the past three years approximately $300,000 has been made available to support students through the Graduate Opportunity Assistantship Program (GOAP), formerly designated as the Graduate Minority
Assistantship Program (GMAP). The GOAP cohort now has 20 students (an increase from two in 2008) and, for the first time, four outstanding McNair scholars have been recruited and are also supported through this funding mechanism for 2011-12 and beyond, pending continued excellent academic performance. The McNair scholars are pursuing graduate degrees in nursing, exercise science, public health, and physical therapy.

The College of Graduate Studies provides funding for the prestigious University Fellowships. These fellowships are for doctoral students who display exceptional achievements in their field of study. This highly competitive honor is awarded to only ten students at a time, an increase from six in 2008. The University fellows receive a four-year full stipend as well as funding for tuition and fees. Typically, about $365,000 is available to recruit and support these outstanding doctoral students during their graduate years at UT, and renewal of funding is based on fellows maintaining their high scholarship and making significant progress toward degree completion. The current cohort includes students from the colleges of Engineering (2), Business and Innovation (1), Natural Sciences and Mathematics (2), the Judith Herb College of Education, Health Science and Human Service (2), and Languages, Literature and Social Sciences (3-Clinical Psychology).

| Table 4.4 Stipend allocations from College of Graduate Studies by college from 2002-03 to 2011-12 |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Main Campus                    |                |                |                |                |                |                |                |                |                |                |
| Arts & Sciences*               | $3,886,476     | $3,847,466     | $3,750,610     | $4,010,333     | $3,918,800     | $3,820,156     | $3,697,579     | $3,600,740     | $3,674,495     | $2,983,215     |
| Business                       | $296,327       | $342,909       | $403,422       | $433,787       | $566,523       | $447,101       | $458,280       | $477,253       | $415,250       | $503,250       |
| Education                      | $300,314       | $375,392       | $390,436       | $419,824       | $410,642       | $432,894       | $442,495       | $431,201       | $412,000       | $402,000       |
| Engineering                    | $1,356,747     | $1,356,747     | $1,400,803     | $1,536,481     | $1,419,307     | $1,402,371     | $1,556,105     | $1,530,000     | $1,315,000     | $1,315,000     |
| Health Science & Human Service | $648,000       | $582,500       | $554,787       | $564,267       | $563,481       | $537,333       | $512,906       | $482,957       | $446,000       | $273,000       |
| Health Science Campus          |                |                |                |                |                |                |                |                |                |                |
| Medicine                       | $905,011       | $905,011       | $905,011       | $905,011       | $905,011       | $905,011       | $905,011       | $905,011       | $905,011       | $905,011       |
| Nursing                        | $24,000        | $24,000        | $24,000        | $24,000        | $24,000        | $24,000        | $24,000        | $24,000        | $24,000        | $24,000        |
| Pharmacy                       | $389,689       | $360,189       | $385,607       | $390,438       | $390,372       | $337,681       | $348,572       | $373,053       | $398,500       | $414,500       |
| Total                          | $7,806,564     | $7,804,214     | $7,746,620     | $8,193,557     | $7,386,299     | $6,994,472     | $6,862,203     | $6,921,309     | $6,876,245     | $5,890,965     |

* Includes new College of Languages, Literature, and Social Sciences, College of Natural Science and Mathematics, and College of Visual and Performing Arts for 2011-12

Source: College of Graduate Studies
### Table 4.5 Tuition scholarship allocations from College of Graduate Studies by college from 2002-03 to 2011-12

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<tr>
<td>Medicine</td>
<td>$250,000</td>
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<tr>
<td><strong>Total</strong></td>
<td>$20,595,160</td>
<td>$18,824,279</td>
<td>$18,520,276</td>
<td>$16,444,745</td>
<td>$12,928,756</td>
<td>$12,145,282</td>
<td>$11,344,266</td>
<td>$11,582,323</td>
<td>$10,326,345</td>
<td>$10,024,320</td>
</tr>
<tr>
<td><strong>Tuition Increase %</strong></td>
<td>6.5%</td>
<td>3.5%</td>
<td>6.0%</td>
<td>6.0%</td>
<td>5.0%</td>
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<td>6.0%</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

*Includes new CLLSS, CNSM, and CVPA AY 2011-12

# Tuition Increase on in-state tuition only. Includes additional $1.242M in Tuition Scholarships (Budget Amendment July 2011)

Source: College of Graduate Studies

Finally, the learning environment is enhanced by workshops for students, including workshops devoted to professional development and to academic ethics and responsible conduct of research training.

The University provides assistantships and internships to enhance the graduate student learning experience, facilitate degree completion, and prepare students for professional careers as future university and college faculty members. Graduate students are essential to the university’s programs of research and scholarship. Graduate assistantships in teaching, research, and administration are an important source of financial support to many graduate students and allow them to improve their independent learning skills. Students work directly with faculty or staff as an integral part of their education. 74

Assistantship opportunities include:

- **Teaching assistantships.** Many graduate students at the University teach as part of their education. In some cases, they instruct large introductory courses, provide laboratory instruction, or are assigned to specific teaching support or related activities such as discussion sections, learning educational theory, and
techniques within the context of teaching in their discipline. Teaching experience aids graduate students in obtaining employment in some fields.

- **Research assistantships.** Research assistantships support students engaged in research activities under the supervision of a faculty member. Research assistants become proficient in laboratory techniques, learning research design and data collection, treatment, interpretation and reporting, and other aspects of conducting research. Some research assistantships occur in interdisciplinary settings that enable students to appreciate the importance of interprofessional collaboration in conducting research.

- **Administrative assistantships.** Administrative assistants have opportunities to work on campus in offices relevant to their career paths such as athletics, student affairs, and residence life.

- **Internships.** Several graduate programs provide paid internships with Toledo-area companies that give students opportunities to gain experience, to explore career fields, and to establish relationships with professionals in their field of study.

**Support for scholarly activity**

Travel funds are available for graduate students to attend professional state, regional, and national conferences and present their scholarly activity. Attending and presenting at national and international conferences and meetings provide opportunities for graduate students to enhance their presentation and speaking skills, network with peers from around the country and world, and learn about job opportunities.

- The college also provides financial resources for student travel to regional and national/international meetings to present the results of their studies, graduate student annual research forums, and activities of the Graduate Student Association and Council of Biomedical Graduate Students. Extramural grants awarded to University faculty members often include funds that permit graduate students to travel to scientific or professional meetings to present papers.

- The Graduate Student Association (GSA) sponsors the Midwest Graduate Research Symposium every spring to provide a venue for students to present their work. More than 200 students from 10 universities attended the spring 2011 GSA Symposium. As noted above, the College of Graduate Studies provides partial travel grants to students presenting their original research at conferences and other professional meetings.

- The Biomedical Science Graduate Research Forum, sponsored by the Council of Biomedical Graduate Students, is an annual event that allows graduate students to present their research to their peers and faculty. This poster and paper session involves almost all of the students in the College of Medicine and Life Sciences doctoral programs each spring. And the Department of Physiology and Pharmacology hosted their Second Annual Graduate Student Research Forum in June 2011, and about 100 students participated in paper and poster sessions. The College of Graduate Studies presents several endowed awards each spring as outlined on the COGS website and also provides information about national fellowships available to graduate students.

**Interprofessional activities**

Since health-care professionals rarely practice alone, there has been an increased interest in interprofessional education. Health-care professionals in the future must be prepared to collaborate effectively with professionals in other disciplines. The University provides numerous opportunities for students to work in small groups during the course of their classroom experiences and clinical education. The objective is to ensure that University graduates have the knowledge and skills to collaborate successfully in health-care practice with the ultimate goal of improving patient outcomes.

- Beginning in 2010, first-year occupational therapy students and physical therapy students took neuroscience together. Central to the course is an assignment in which students work together to analyze research literature pertinent to a specific area of practice.
Since 2007, occupational therapy and speech language pathology students have worked with children with autism spectrum diagnoses at Autism Society of Northwest Ohio’s extended school-year program.

Students on Health Science Campus recently established the Interprofessional Organization of Healthcare Students. The group’s goal is to foster a collaborative atmosphere by increasing student understanding of the respective roles of health-care professionals in providing health care. The organization provides health information and screenings during community health fairs.  

The Community Care Clinic, held weekly at clinics for the underserved in Toledo and northwest Ohio, provides student volunteers an opportunity to discover societal issues that impact health status and practice principles of public health such as health promotion in an interprofessional setting.

Other opportunities

Graduate faculty members provide students with additional learning opportunities outside the classroom.

- Through the College of Law’s clinical legal education programs, law students develop legal skills while providing high-quality legal services to individuals and groups in the community. A fuller description of the College of Law’s clinical legal education programs can be found in core component 5b.

- A professor of curriculum and instruction offers students enrolled in an elective course in gifted education the opportunity to screen young children (K-3 grade) at Springfield Schools, a Lucas County, Ohio, school district, for giftedness and talent. Students gain insights into strategies for meeting the educational needs of exceptional children and experience in making decisions about giftedness. In addition, undergraduate, master’s and doctoral students participate in summer programs for gifted children in grades 3 through 8 on Main Campus called GT@UT. Students gain experience in planning, advertising, marketing and implementing unique programs for advanced ability learners, while also engaging the University community and local businesses in providing services for kids.

- An associate professor in foundations of education has arranged internships for students in research and measurement, working with them on one or more of the high-stakes health-care certification boards. The students receive course credit and real-world experience to list on their vita. Of the four students who have participated, two of them are still engaged with these boards.

- The chair of the department of criminal justice and social work and a professor of political science co-facilitate the Inside-Out Prison Exchange Program between the University and the Toledo Correctional Institution. The program introduces prisoners and college students as equals in the classroom to discuss social and political topics for university credit.

- The College of Medicine and Life Sciences M.D. program incorporates clinical decision-making skills in a course titled “Clinical Decision Making I,” where students work in small groups for case-based problem-based learning. Students interact with “a digital case” to make connections between the underlying pathophysiology, symptoms, and laboratory findings. Students identify information to better understand the case and research these learning issues between sessions, then discuss the information.

- Students in health-care programs have required clinical requirements, where they integrate classroom learning with clinical skills in the care of patients or clients in a variety of settings. A description of the new affiliation between the University of Toledo and ProMedica Health System, Inc., that expands the opportunities for clinical health science education for university students appears in core component 2b.

- The Interprofessional Immersive Simulation Center on Health Science Campus allows students from different colleges to practice clinical procedures on adult and pediatric patient simulators and to work together as an interdisciplinary team addressing real-world health problems. A full description of the center is in core component 3c.
At the Ruth M. Hillebrand Clinical Skills Center, students interact with standardized patients.

Graduate students in the Psychology Department see patients under the close supervision of clinical faculty.

**IX. Summary**

The University understands the importance of a breadth of knowledge and skills as well as exercising intellectual inquiry to a life of learning. As a result, it makes this knowledge and these skills integral to its educational programs. This is clearly demonstrated by both rigor and balance in required elements of a common undergraduate curriculum, as well as the wide range of optional learning activities in all levels of education.

Current improvement processes at the undergraduate level include a review and revision of the core curriculum, the proposed redevelopment of the Writing Across the Curriculum to Communication Across the Curriculum, with possible adoption by colleges beyond the former College of Arts and Sciences.

The University provides extensive human, financial, technological, and physical resources for programs and services that provide a fulfilling educational and learning experience for graduate students and that promote a life of learning.

The College of Innovative Learning is fostering the development of additional learning opportunities for students, including an enhanced information literacy curriculum and the establishment of additional learning communities to provide students with opportunities for interdisciplinary, challenge-based learning. In the future, the University will need to consider how best to support faculty who are engaging students in new ways — professional development sessions, changes in workload — so students receive the guidance they need to be successful.

**CORE COMPONENT 4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

The University of Toledo assesses the curriculum to ensure it prepares students to work in a global, diverse, and technological society. Assessment of the effectiveness of the current curriculum is realized by ongoing processes in university colleges and programs. Diversity in the student body affords opportunities to learn about and appreciate one another in and out of the classroom. The University is composed of students from diverse ethnic, religious, and geographic backgrounds and is a citizen of a diverse, urban community.

Assessment activities in the University include self-studies, often conducted in the context of departmental and program accreditation, student course evaluations, student performance on in-class assignments, student performance on national course-related examinations, and survey of curricular offerings. Assessment activities for curricular programs completed by students include exit surveys upon graduation, performance data and pass rates on professional licensure examinations, and job placement data. Global assessment of student programs is obtainable by analysis of alumni and employer surveys, rankings by public sources and evaluations by external peers. These various assessment tools measure items such as student inquiry and analysis, including critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem-solving, and effectiveness on the job.

Students are prepared for work through involvement in organizations and campus events, internships, externships, co-ops, field assignments, undergraduate research opportunities, and various other work experiences, as well as purposeful living-learning communities. Assessment methods include surveys of the number and scope of career-oriented organizations and activities, employer evaluations of work-site experiences, program evaluation, and quantification of student participation in community, regional, and national career-relevant events.
I. Academic program review

The University assesses the curriculum to determine its effectiveness in preparing students for work in a global, diverse, and technological society. Assessment of the effectiveness of current curriculum is realized by ongoing university and college processes.

A task force on program prioritization was formed in spring 2003. The committee’s charge was to develop and implement criteria to be used for establishing academic program and universitywide support service priorities at the University that will be responsive and proactive to university needs as defined in the strategic plan. Forty-five associate degree programs and 10 master’s degree programs were reviewed for possible elimination, and several associate degree programs were eliminated.

During the 2005 Higher Learning Commission focused visit, program review and program prioritization were presented as strategies for addressing assessment, and during the 2005-2006 year, the colleges of Arts and Sciences, Business, Education, Engineering, Law, and University College completed a prioritization self-study. A university prioritization committee coordinated the data from the colleges and prepared its final report in 2006, which included recommendations for re-design, review, or elimination of 13 programs in three colleges — arts and sciences, business, and engineering.

One program was eliminated and a significant change was made to another. The subsequent 2006 merger resulted in structural and personnel changes that created a different framework for program review and prioritization. During fall 2010, the Office of the Provost, Office of the Registrar, and the Office of Institutional Research met with representatives from all colleges to confirm undergraduate, graduate and certificate programs. This was an important first step in reviving a standardized, cyclical program review process and in continuous improvement. This work led to “benchmark” reviews of all undergraduate programs and “snapshot” reviews of graduate and certificate programs.

Undergraduate programs received a template focusing on quality metrics — enrollment, retention, and institutional/community impact of the program — as well as institutional research data to develop a baseline for each program. During summer 2011, an ad hoc faculty committee reviewed the undergraduate programs using a standard rubric to assess both the program benchmark reports and the template they were given. In addition, the committee was tasked with three assignments:

- Give advice and feedback to contribute to the development of a permanent process for program review;
- Provide the University with the ability to add program-level data on financial viability and sustainability to existing quality and effectiveness metrics; and
- Identify a cohort of programs, including programs identified in the 2006 program prioritization report, as potential candidates for the first-year cycle of program review.

The separate “snapshot” program review process for graduate and certificate programs was led by the College of Graduate Studies and Graduate Council.

Graduate Council and its committees ensure the quality and rigor of the graduate courses and graduate programs and the standards for membership in the graduate faculty. Graduate Council is the administrative faculty body for graduate education and is composed of graduate faculty who are elected to serve as representatives of their colleges.

The Graduate Council also establishes and reviews academic standards, grading policies, and student academic grievance and due process procedures and policies, and thus helps to set a high ethical and responsible environment for student learning.

The College of Graduate Studies, working with Graduate Council, is charged with providing a system for periodic program review of its doctoral, master’s, and certificate programs. A program refers to a focused and unique curriculum that leads to a degree. In many cases a degree can consist of several program options sometimes
referred to as tracks, specializations, or concentrations. The program review results inform improvement strategies and long-range planning. Program review helps to ensure the quality of each graduate program and thereby the appropriateness and rigor of the learning environment. Regular cycles of review were halted in 1999; the review process was re-initiated for both undergraduate programs and graduate programs with the completion of the merger and the new Directions 2011 strategic plan.

The College of Graduate Studies developed program review procedures for doctoral program review that began in academic year 2010-2011. The master’s and certificate program review began in summer 2011. All graduate programs will have an initial baseline review that will serve as a comparison for future cyclic in-depth reviews. A cyclic schedule of ongoing graduate program review will coordinate with that of undergraduate program review for purposes of efficiency. The process for graduate program review is designed to ensure transparency, include checks and balances for accuracy, and is congruent with Graduate Faculty Constitution and Graduate Council bylaws. The dean of the College of Graduate Studies coordinates collection of the data from various sources, including the colleges and the Office of Institutional Research.

The Graduate Council Program Review Committee is comprised of graduate faculty representatives of each graduate college. Once charged by the dean of the College of Graduate Studies, the committee develops a matrix to assign evaluation outcomes to the program data. The committee reports its findings to the College of Graduate Studies dean who in turn reviews the findings with the college deans for purposes of clarification.

The College of Graduate Studies dean prepares the final report for presentation to the chancellor and provost with ultimate presentation to the president and board of trustees.

The process for a seven-year program review cycle was developed over the summer of 2011, based on feedback on the benchmark template and rubric. The seven-year cycle of program review includes some parallel processes for both undergraduate and graduate programs, and the first-year cycle is scheduled to launch by fall 2011.

II. Learning goals, outcomes include skills, professional competence essential to global workplace

A growing cosmopolitan, international learning atmosphere and environment exist at the University that helps prepare students to live and to work in a global society. They attend classes with students from many other countries. In 2010, of 23,085 enrolled students, 5.5 percent were international, up 0.7 percent from 2007. Data from 2007 to 2010 is shown in Table 4.6.

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<thead>
<tr>
<th>Table 4.6 International students</th>
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<tr>
<td>% International undergraduate students</td>
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<tr>
<td>Number international undergraduate students</td>
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<tr>
<td>Total number undergraduate students</td>
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<tr>
<td>% International graduate students</td>
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<tr>
<td>Number international graduate students</td>
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<td>Total number graduate students</td>
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<tr>
<td>Total number students</td>
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<tr>
<td>% International students</td>
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</tbody>
</table>

Source: Office of Institutional Research
Students have numerous opportunities to gain the skills and experience that promote global citizenship. International students add an invaluable global, diverse perspective to the learning and teaching that goes on in the University’s classrooms, research labs, and playing fields and promote development of an appreciation of how religious, linguistic, and socioeconomic differences strengthen the University, the region, and the country. A few examples follow.

- Undergraduate students in the College of Languages, Literature and Social Sciences are required to prove proficiency through the fourth semester (intermediate II) in a language other than English. In the College of Natural Sciences and Mathematics, undergraduate students enrolled in bachelor of science degree programs have no language requirement, while students enrolled in bachelor of arts degree programs are required to prove proficiency through the second semester (elementary II) in a language other than English. Programs in the College of Visual and Performing Arts vary in their language requirements. The department of foreign languages offers courses in Arabic, Chinese, French, Latin, German, Japanese, and Spanish. The foreign language department has created programs and courses designed to accommodate students in other colleges. The Foreign Language Learning Center is an important educational resource for these students. A course in Spanish prepares medical students for medical missions and work in domestic Spanish-speaking areas. Courses in French, German, and Spanish are targeted for business students. Multicultural courses in culture and commerce are offered in English for students from Arabic, French, German, and Spanish-speaking cultures.

- Programs address global issues in ways that are appropriate for the discipline. For example, a program objective for the department of chemical and environmental engineering is to provide “the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.” The sociology program “is committed to enabling students (major and non-majors alike) to see beyond their limited view of the world to society as a whole — the values and ideas shared by its members, the groups and institutions that compose it, and force that changes it — understanding the ‘Sociological Imagination.’ ”

- Opportunities exist for students to study abroad in more than 50 countries and expand their understanding of world cultures and of their global responsibilities. The University is one of 33 members in the non-profit University Studies Abroad Consortium (USAC) and holds one of its nine board of director positions. Through USAC, university students have access to 39 programs in 24 countries. The consortium helps make possible an affordable educational experience for students in a variety of locations with programs crafted for academic excellence. The position on the board of directors affords priority for UT students and faculty to participate in the programs. Since the last HLC accreditation visit, the consortium has increased the number of programs and expanded into new countries and new continents. Students and faculty now have opportunities to work and study in Ghana, India, Ireland, and Malta, in addition to countries previously included. Also since the last visit, opportunities for internships through the consortium have increased as has financial support for students to participate.

- The Office of Academic Engagement administers the International Education Financial Aid Fund (IEFAF) which provides partial travel grants for eligible undergraduate and graduate students. The same office also manages National Security Education Program (NSEP) grants.

- The College of Business and Innovation encourages its students to participate in the USAC program and take business, non-business, and language courses in other countries.

- Participation in Study Abroad programs allows students in the College of Business and Innovation to gain hands-on, practical global experience for today’s global marketplace. The University of Toledo has partnered with various consortia to include University Study Abroad Consortium (USAC), International Studies Abroad (ISA), GlobalLinks Learning Abroad – AustraLearn / AsiaLearn / EuroLearn, and Semester at Sea. These partnerships allow students the opportunity to study at top-ranked, international universities throughout the world. A few of the college’s most popular sites include Torino, Italy; Bilbao, Spain; Gold
Coast in Australia; Copenhagen, Denmark; Shanghai, China; Luneburg, Germany; and Puntarenas, Costa Rica. All College of Business and Innovation students, regardless of their intended major(s), are strongly encouraged to study abroad throughout their undergraduate degree program. Study abroad programs assist students in the development of academic, intellectual, personal, professional, and cross-cultural skills. Students may choose to study abroad over a traditional fall or spring semester, over non-traditional, intensive summer sessions, or throughout the full academic year. Students typically enroll in a combination of upper-level business courses and core curricular courses (taught in English). Elementary, intermediate, and upper-level foreign language tracks are also available; multiple courses may be completed in only one semester (particular programs determine language requirements). Foreign language proficiency prepares students for international internship opportunities. Additionally, the college offers 10-day, faculty-led, international intensive immersion trips to Eastern Europe, Western Europe, and Asia throughout the academic year (to include summer semester). Intensive immersion opportunities vary from year to year.

- The University received funding in 2008 from China to create the Confucius Institute that has welcomed a co-director and three instructors per year who work with university students and area schools to promote familiarity with Chinese language and culture.

- In the department of military science and leadership (Army ROTC), students have participated in international cultural exchanges in which they assist foreign military personnel with humanitarian relief and participate in internships at overseas U.S. military bases and in Project GO (which includes language instruction and two to three weeks of international experience).

- In May 2011, the chair of the department of foundations of education taught a course, “Philosophical and Global Issues in Peace Education,” a one-week intensive course in Costa Rica held at the United Nations-mandated University of Peace.

- The University welcomes international students and facilitates their studies here through the Office of International Student Services, an administration unit of the Center for International Studies and Programs.

- College of Nursing faculty members have participated in medical missions with students in recent years, and the college is exploring formal academic affiliations with institutions in China, India, and Taiwan.

- Domestic and international students reside and interact in the International House residence hall.

- Societies for international students are active on campus, including the African People’s Association, Arab Student Union, Chinese Student Union, Filipino American Association, Indian Students Cultural Organization, Japanese Student Association, Nepalese Student Association, Saudi Club, Korean Student Association, International Student Association, Arabesque and Vietnamese Student Association. These groups host events that increase cultural awareness. As an example, the Indian Students Cultural Organization celebrates festivals such as Diwali, Ganesh Chaturthi, Navarathri, Baisakhi, and Holi. The International Student Association hosts an annual festival celebrating the cuisine, music, and culture of countries around the world.

- Colleges have established relationships with foreign learning centers that expand and enrich potential learning opportunities for university students and bring international students to the University. These programs also raise the university’s visibility across the nation and the world. Table 4.7 outlines the university’s high-quality foreign educational agreements.
### Table 4.7 Active International Educational Agreements in 2011

<table>
<thead>
<tr>
<th>College</th>
<th>International Organization</th>
<th>Relationship</th>
</tr>
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<tbody>
<tr>
<td>College of Natural Sciences and Mathematics</td>
<td>University of Salford</td>
<td>Exchange of students.</td>
</tr>
<tr>
<td></td>
<td>Manchester, England</td>
<td></td>
</tr>
<tr>
<td>College of Business and Innovation</td>
<td>Egypt, India, Germany</td>
<td>Exchange of graduate scholars. Degree program at the graduate level.</td>
</tr>
<tr>
<td>College of Law</td>
<td>Szeged University, Szeged, Hungary</td>
<td>Exchange of graduate scholars.</td>
</tr>
<tr>
<td>Judith Herb College of Education, Health</td>
<td>University of Salford</td>
<td>Exchange of students.</td>
</tr>
<tr>
<td>Science and Human Service</td>
<td>Manchester, England</td>
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<tr>
<td></td>
<td>University of Hertfordshire</td>
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<tr>
<td></td>
<td>Hertfordshire, England</td>
<td></td>
</tr>
<tr>
<td>College of Pharmacy and Pharmaceutical</td>
<td>Szeged University, Szeged, Hungary</td>
<td>Exchange of internship opportunities for undergraduate and graduate students in pharmacy. <a href="http://www.utoledo.edu/pharmacy/about/index.html">http://www.utoledo.edu/pharmacy/about/index.html</a></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Program (Judith Herb</td>
<td>Karolinska Institute of</td>
<td>Fieldwork experience.</td>
</tr>
<tr>
<td>College of Education, Health Science and</td>
<td>Stockholm, Sweden</td>
<td></td>
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<tr>
<td>Human Service</td>
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<tr>
<td>Physical Therapy Program (Judith Herb</td>
<td>Szeged University</td>
<td>Exchange of internship opportunities in physical therapy.</td>
</tr>
<tr>
<td>College of Education, Health Science and</td>
<td>Szeged, Hungary</td>
<td></td>
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<tr>
<td>Human Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Medicine and Life Sciences</td>
<td>Six sites, including hospitals in Jordan, China, India, and Zambia</td>
<td>Global health clerkships for MD program.</td>
</tr>
</tbody>
</table>

Source: Individual college reporting

The agreement between the University and Salford has been particularly fruitful and productive, dating back to 1984 and involving the University’s department of biological sciences and Salford’s School of Environment and Life Sciences. More than 200 students have participated. Many honors students participate in the program, which has a 100 percent placement rate in graduate/professional programs. 90

The importance of the University’s global engagement will only grow in the future, particularly as Toledo political, business, and civic leaders look to the University for help in attracting international investment to the city and new sources of economic growth from countries such as China and India. In the last two years, the Toledo mayor and a number of city and county economic development officials have made trips to China aimed at encouraging overseas industry to consider investment opportunities in Toledo. Now the city is seeing the potential in Chinese investment. 91

**Preparation for a diverse society**

The President’s Council on Diversity, 92 the Office of Institutional Diversity (OID), 93 and the Office of Equity, Diversity and Community Engagement 94 provide campus leadership on issues of diversity. This support extends to students through both curricular and co-curricular activities. Understanding of diversity issues is accomplished through general education requirements, and activities of departments, centers, offices, student organizations, and partner organizations in the community.

- As part of the general education requirements, undergraduate students are required to take one Western and one non-Western multicultural course. They are also required to take at least six credit hours each in courses related to humanities and social sciences.
- “Building a Culture of Diversity: UT and You,” is one of the required modules for all sections of Beginning the Academic Journey.
- The department of philosophy includes in its learning outcomes, “Students should demonstrate awareness of and ability to understand and interpret the social and political effects of philosophical thought and ethical
decision-making in an integrated, global setting. Students should demonstrate an awareness of issues surrounding racial, ethnic, cultural, physical, cognitive, linguistic and economic differences. In the Music History Program, “students will demonstrate an understanding of multiple cultural perspectives in music, as well as diversity of musical influences within one style.”

- The Catharine S. Eberly Center for Women, administered by the Office of Equity, Diversity and Community Engagement, sponsors classes and lecture series related to issues impacting women and gender issues in general.
- New graduate students must complete a mandatory online diversity module — Welcoming Diversity — as part of the orientation process to better prepare them to study and work in the diverse community at the University.  
- The Center for Religious Understanding, a project sponsored by the University’s Program of Religious Studies, has featured talks by noted religious leaders and proved to be an excellent vehicle to enhance religious literacy and introduce the idea of interreligious dialogue. The center sponsors many events throughout the year, including the annual Gandhi lecture on Peace and Non-Violence, the Jewish-Christian-Muslim Dialogue, the Markowicz Lecture on Ancient Judaism and Jewish Biblical Studies, the Khattab Lecture on Islamic Studies, the Murray/Bacik Lecture on Catholic Studies, and the annual Lecture on Eastern Thought.
- Faith Matters, produced with Toledo public broadcasting station WGTE TV, is a miniseries that addresses contemporary religious issues.
- The University has an endowed chair in disabilities studies. In addition to curricular offerings, the Disability Studies Program has sponsored co-curricular programs to increase awareness of disability, not as medically defined, but as a sociocultural phenomenon, focused on the contributions, experiences, history, and culture of people with disabilities regionally, nationally, and internationally.

Planning between the University and the Ability Center of Greater Toledo is under way to strengthen disability studies education and research in northwest Ohio by establishing at the University the first disability undergraduate major in the country. The University and the Ability Center of Greater Toledo worked together to create the Disability Studies Program 10 years ago, the first program of its type in Ohio. The Ability Center gave $1.9 million in November 2001 to establish the endowed chair in disability studies. The minor in disability studies was approved the next year, and the concentration in the Law and Social Thought Program was approved in 2003. A strategic framework has been established to move the partnership forward in the next five years. Plans call for additional faculty in the Disability Studies Program in the College of Languages, Literature and Social Sciences; creation of an undergraduate major in disability studies; and possible establishment of a new school, the School of Disability and the Human Condition.

- The University supports diversity awareness programs, primarily under the auspices of the Office of Multicultural Student Success. In addition to educational programming, the office also provides support services to student groups.

**Preparation for technological society**

The University offers numerous opportunities for students to learn about and use current and emerging technologies. The infrastructure of the University supports student use of modern technologies, and degree programs require and provide professional experience with cutting-edge technology. For example:

- The department of art provides digital instruction through the bachelor of fine arts in new media studies and the bachelor of arts in new media design practices. The bachelor in fine arts degree offers technological course work and historical and theoretical discourse for students seeking careers as practicing artists. The bachelor of arts in new media design practices features use of computer and photographic technologies
in a “practice learning” degree structure. Through interaction with emerging technologies and engaging with work from the experimental to the mainstream, students in the bachelor of arts degree in film and video utilize current technologies and investigate the historical and theoretical impact on the mediated arts. Students in the film and video programs integrate knowledge and creative expression through collaborative works with theatre students and faculty.

- The University of Toledo College of Medicine and UT Medical Center and its clinics recently transitioned to electronic medical records. In addition to physician and staff training, a program was developed to train medical students in their third and fourth (final) year of training in use of electronic medical records. Students received hands-on training in summer of 2011 as part of the bridge to clerkship course. After successful completion, the students received certification. Currently, students are currently being carefully supervised in meaningful use of electronic records in outpatient clinical settings.

- The College of Engineering provides cutting-edge technology and training to graduate and undergraduate students. For example, undergraduate students in the department of bioengineering are required to take “Bioprocessing Laboratory” (BIOE 3500) to learn techniques used in biological manufacturing of compounds used in pharmaceuticals, agriculture, or biofuels applications.

- Based upon feedback of students and graduates, the department of geography and planning provides more technically oriented courses, degrees with a concentration in geographic information systems (GIS), and a graduate certificate in GIS. This has been facilitated by the Center for Geographic Information Sciences and Applied Geographics.

**IV. Curricular evaluation involving alumni, employers, external constituents**

Curriculum review and revision have been delegated to the faculty, based upon their disciplines’ requirements. Colleges and departments have developed assessment plans that include not only how student learning is assessed, but how the program itself, including the curriculum, is assessed. Colleges and departments determine their own structure and process for curriculum review. Programs may rely upon recommendations of professional organizations to guide curricular decisions, benchmarks from similar programs, or feedback from stakeholders. Most programs report relying on a combination of practices.

Depending upon the impact of proposed changes, the changes may be implemented within the program or, if the changes will have an impact on programs in multiple colleges, they may be brought to the Faculty Senate Committee on Undergraduate Curriculum for consideration. The Graduate Council has a similar committee.

Many programs are accredited by external agencies and are routinely subjected to program evaluations. Examples of externally accredited departments and programs are art and music in the College of Visual and Performing Arts, chemistry in the College of Natural Sciences and Mathematics, and political science in the College of Languages, Literature and Social Sciences. These accredited programs have received praise for the quality of programs and to the dedication and leadership of faculty and staff. Many programs in the College of Nursing, College of Law, College of Medicine and Life Sciences, Judith Herb College of Education, Health Science and Human Service, College of Pharmacy and Pharmaceutical Sciences, and the College of Engineering are externally accredited and meet stringent guidelines for assessment.

**Recommendations from professional associations**

University programs that are not subject to external accreditation may use curricular recommendations and standards from professional associations to guide curricular decisions. For example, the department of environmental sciences’ curriculum matches that recommended by the Canadian University Environmental Science Network. The department of English language and literature consults standards from the International Council of Teachers of English. The curricula in teacher education programs in the Judith Herb College of Education, Health Science and Human Service are subject to accreditation standards through the National Council for Accreditation of Teacher Education and abide by state of Ohio metrics.
**Analysis of student performance on licensure/certification examinations**

A number of university programs lead to certification or licensure, including, but not limited to, law, medicine, nursing, occupational therapy, pharmacy, physical therapy, physician assistant studies, and respiratory therapy. These programs include professional practice courses that ground students in the professional expectations of their disciplines. One indicator of the high quality of these programs is the high pass rates of graduates on licensure examinations, which is shown in Table 4.8.

<table>
<thead>
<tr>
<th>College/Programs</th>
<th>Licensure Test</th>
<th>Licensure Received</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># of Candidates (% first-time pass)</td>
<td>2005</td>
</tr>
<tr>
<td>Judith Herb College of Education, Health Science and Human Service</td>
<td>Licensed Professional Counselor NBCC Exam</td>
<td>6 (100%)</td>
<td>10 (100%)</td>
</tr>
<tr>
<td>Counselor Education and School Psychology</td>
<td>Praxis for School Counselor</td>
<td>15 (100%)</td>
<td>19 (100%)</td>
</tr>
<tr>
<td>Counselor Education and School Psychology</td>
<td>Praxis for School Psychology</td>
<td>4 (100%)</td>
<td>8 (100%)</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>NBCOT</td>
<td>N/A</td>
<td>14 (100%)</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>FSBPT</td>
<td>PT</td>
<td>10 (78%)</td>
</tr>
<tr>
<td>Speech Language Pathology</td>
<td>Praxis for Speech Language Pathology</td>
<td>21 (100%)</td>
<td>25 (92%)</td>
</tr>
<tr>
<td>College of Law</td>
<td>State Bar Exam</td>
<td>73 (90%)</td>
<td>96 (78%)</td>
</tr>
<tr>
<td>Juris Doctor (JD) – Ohio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juris Doctor (JD) – Michigan</td>
<td>State Bar Exam</td>
<td>19 (89%)</td>
<td>27 (81%)</td>
</tr>
<tr>
<td>College of Medicine and Life Sciences</td>
<td>USMLE</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>Doctor of Medicine (MD) – Step 1 Candidates</td>
<td>USMLE</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>Physician Assistants</td>
<td>PANCE</td>
<td>PA-C</td>
<td>21 (95%)</td>
</tr>
</tbody>
</table>
Table 4.8 Passage Rates on Professional Licensure Examinations (cont.)

<table>
<thead>
<tr>
<th>College/Programs</th>
<th>Licensure Test</th>
<th>Licensure Received</th>
<th>Year</th>
<th># of Candidates (% first-time pass)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>College of Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSN – UT Candidates</td>
<td>NCLEX</td>
<td>RN</td>
<td>42 (93%)</td>
<td>55 (84%)</td>
</tr>
<tr>
<td>BSN – BGSU Candidates</td>
<td>NCLEX</td>
<td>RN</td>
<td>55 (87%)</td>
<td>56 (93%)</td>
</tr>
<tr>
<td></td>
<td>NCLEX BSN</td>
<td></td>
<td>78 (82%)</td>
<td>97 (96%)</td>
</tr>
<tr>
<td>MSN</td>
<td>NCLEX MSN</td>
<td>RN</td>
<td>N/A</td>
<td>23 (96%)</td>
</tr>
</tbody>
</table>

College of Pharmacy and Pharmaceutical Sciences

| Doctor of Pharmacy (PharmD) | NAPLEX | R.Ph. | 39 (95%) | 91 (97%) | 102 (98%) | 93 (99%) | 99 (100%) | 109 (89%) |

Source: Individual college reporting

Analysis of graduate placement

Another measure of the quality of the university’s educational programs is the success of graduates in finding employment or in pursuing further educational goals. Reports of such success are best exemplified by the departments of biological sciences, of geography and planning, and of physics and astronomy as seen in Tables 4.9 through 4.12.

Table 4.9 Placement of Department of Biological Sciences Undergraduate Degree Students (B.A. or B.S.)

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>56</td>
<td>49</td>
<td>55</td>
<td>52</td>
<td>61</td>
<td>63</td>
<td>66</td>
<td>45</td>
</tr>
<tr>
<td>Graduate School</td>
<td>12 (21%)</td>
<td>16 (34%)</td>
<td>11 (20%)</td>
<td>6 (12%)</td>
<td>6 (10%)</td>
<td>10 (16%)</td>
<td>6 (9%)</td>
<td>6 (13%)</td>
</tr>
<tr>
<td>Private Sector</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Military</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Professional School</td>
<td>32 (57%)</td>
<td>25 (51%)</td>
<td>24 (44%)</td>
<td>20 (38%)</td>
<td>20 (33%)</td>
<td>24 (38%)</td>
<td>24 (36%)</td>
<td>13 (29%)</td>
</tr>
<tr>
<td>University Position (non-academic)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>12 (21%)</td>
<td>8 (16%)</td>
<td>20 (36%)</td>
<td>26 (50%)</td>
<td>35 (57%)</td>
<td>29 (46%)</td>
<td>36 (55%)</td>
<td>26 (59%)</td>
</tr>
</tbody>
</table>

Source: Department of Biological Sciences
### Table 4.10 Placement of Department of Geography & Planning
MA or BA Students

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>18 (11%)</td>
<td>19 (11%)</td>
<td>22 (27%)</td>
<td>18 (33%)</td>
<td>20 (35%)</td>
</tr>
<tr>
<td>Graduate School</td>
<td>2 (11%)</td>
<td>2 (11%)</td>
<td>6 (27%)</td>
<td>6 (33%)</td>
<td>7 (35%)</td>
</tr>
<tr>
<td>Private Sector</td>
<td>4 (22%)</td>
<td>5 (26%)</td>
<td>6 (27%)</td>
<td>2 (11%)</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>Public Sector</td>
<td>4 (22%)</td>
<td>5 (26%)</td>
<td>6 (27%)</td>
<td>4 (22%)</td>
<td>2 (10%)</td>
</tr>
<tr>
<td>Other</td>
<td>3 (17%)</td>
<td>1 (5%)</td>
<td>3 (14%)</td>
<td>2 (11%)</td>
<td>4 (20%)</td>
</tr>
<tr>
<td>University Position (non-academic)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>5 (28%)</td>
<td>6 (32%)</td>
<td>1 (5%)</td>
<td>4 (22%)</td>
<td>4 (20%)</td>
</tr>
</tbody>
</table>

Source: Department of Geography & Planning

### Table 4.11 Placement of Department of Physics & Astronomy:
Graduate Degree Students (M.S. or Ph.D.)

<table>
<thead>
<tr>
<th>Year</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>11</td>
<td>11</td>
<td>14</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Postdoctoral Position</td>
<td>1 (9%)</td>
<td>2 (18%)</td>
<td>2 (14%)</td>
<td>6 (40%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Government or University Job (non-academic)</td>
<td>1 (9%)</td>
<td>0 (0%)</td>
<td>1 (7%)</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Private Sector</td>
<td>4 (36%)</td>
<td>1 (9%)</td>
<td>5 (36%)</td>
<td>1 (7%)</td>
<td>1 (14%)</td>
</tr>
<tr>
<td>Professor or Instructor Position (academic)</td>
<td>3 (27%)</td>
<td>1 (9%)</td>
<td>3 (21%)</td>
<td>3 (20%)</td>
<td>2 (29%)</td>
</tr>
<tr>
<td>Pursuing More Education</td>
<td>2 (18%)</td>
<td>7 (64%)</td>
<td>2 (14%)</td>
<td>3 (20%)</td>
<td>2 (29%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (7%)</td>
<td>1 (7%)</td>
<td>2 (29%)</td>
</tr>
</tbody>
</table>

Source: Department of Physics & Astronomy
### Table 4.12 Placement of Department of Physics & Astronomy: Undergraduate Degree Students (B.A. or B.S.)

<table>
<thead>
<tr>
<th>Year</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Graduate School</td>
<td>3 (50%)</td>
<td>6 (75%)</td>
<td>1 (50%)</td>
<td>2 (67%)</td>
<td>3 (38%)</td>
</tr>
<tr>
<td>Private Sector</td>
<td>1 (17%)</td>
<td>1 (13%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Military</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>University Position (non-academic)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (13%)</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (13%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>2 (33%)</td>
<td>0 (0%)</td>
<td>1 (50%)</td>
<td>0 (0%)</td>
<td>3 (38%)</td>
</tr>
</tbody>
</table>

Source: Department of Physics & Astronomy

Student success after graduation is recorded in different ways. The Judith Herb College of Education, Health Science and Human Service reported that recent graduates in the Counselor Education and School Psychology Program were employed at 43 different sites. All students in the school psychology program who sought school psychologist positions in school settings attained one. In the last 10 years, 100 percent of all graduates from the College of Pharmacy and Pharmaceutical Sciences Doctor of Pharmacy program have found employment. In spring 2011, the College of Graduate Studies initiated an exit survey for all graduates; that data is part of the 2011 College of Graduate Studies assessment report.

**Graduate/alumni surveys**

Many programs assess the relevance of their curricula by surveying recent graduates. The surveys address issues such as where graduates are currently working or furthering their education, how well the programs prepared them for their careers or additional education, and parts of the curriculum which were successful and which need improvement. Some programs survey recent graduates; some conduct surveys of all alumni every five years. Programs may also conduct exit interviews/surveys with students right before graduation. In addition to more formal procedures such as surveys and interviews, some colleges and programs, such as the College of Law, use informally gathered feedback from alumni events. In spring 2011, the College of Graduate Studies initiated an exit survey for all graduates; that data is part of the 2011 assessment report.

**Preceptor, fieldwork supervisor, co-op employer, and employer surveys**

Programs also rely on feedback from student supervisors — preceptors, fieldwork supervisors, and co-op employers — as well as current employers, asking them to assess the knowledge and skills of the student or employee. Programs use this information to inform curricular development. For example, the chemical & environmental engineering department analyzes data according to ABET (formerly the Accreditation Board for Engineering and Technology) outcomes, and uses that analysis to guide changes to their curriculum. The new master’s degree in physics with a photovoltaics concentration will also use its advisory board for program feedback and improvement.

**External advisory councils, boards**

Advisory councils and boards, another assessment tool, are made up of practicing professionals who are not from the University and who provide valuable input regarding the knowledge and skills that graduates need to work in a global, diverse, and technological society. These professionals provide feedback and suggestions.
regarding curricula. A number of programs have advisory councils: athletic training, criminal justice, occupational therapy, physician assistant studies, pharmacy practice, and respiratory care. The faculty in the Health Promotion and Human Performance Program utilized their advisory council as they developed the new program.

V. Summary

The University prepares its students to live and work in a global, diverse, and technological society by helping them acquire important outcomes. From the diverse, international aspects of the university community to curricular and co-curricular activities, students learn the skills they need to live and work in today’s society.

With a renewed commitment to developing a culture of assessment, the University has better documented the processes used to assess curricula for relevance to current and future societal changes.

The Directions 2011 strategic plan underscores the importance of curricular and co-curricular opportunities for students to develop the knowledge and skills needed to be successful in a global, diverse, and technological society. The University has a strong base from which to develop these opportunities, and continued development of relationships with current and new partner organizations is needed. During the remainder of this decade, the University will need to further leverage its international and minority diversity; capitalize on the strong, multicultural nature of northwest Ohio; and work to continue expanding the diversity of its student, faculty, staff, and stakeholder populations.

CORE COMPONENT 4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The University takes seriously its responsibility for teaching about and monitoring the responsible acquisition, discovery, and application of knowledge by faculty, students, and staff as evidenced by policies, administrative oversight, education, and appropriate intervention with those who violate academic integrity and research policies. As a result of the merger, the harmonization of policies between the former institutions has strengthened research integrity education and compliance programs on all campuses.

I. Compliance oversight

The University’s Compliance Office, is responsible for coordinating and monitoring the Compliance Plan to ensure compliance with federal, state and local laws and regulations as well as University policies. The office was established to continue the University’s commitment to adhering to the highest standards of ethics, integrity and responsibility.

Compliance with laws and university policies is monitored via individual departments in coordination with the Compliance Office. Employees are encouraged to report non-compliance. For example, the Employee Compliance Manual instructs that it is “every employee’s responsibility to report concerns … if illegal or unethical policy is suspected.” Reports can be made through various channels, including via Ethics Point, an anonymous toll-free hotline. Possible non-compliance issues are investigated by the Compliance Office. If non-compliance is identified, the department and the Compliance Office collaborate to develop and implement a corrective action plan. Discipline for non-compliance can include termination of employment.

The Employee Compliance Manual, applicable to all faculty and staff, includes standards of conduct and a statement of ethical principles.

The Compliance Plan, developed in 2006, sets forth a framework for ensuring legal and ethical compliance by the University and its employees. The plan outlines a program for education and training, monitoring and auditing, reporting and investigating, corrective action, and enforcement and discipline. The Compliance Office provides education and training on laws and University policies both online and in person. Its website includes important compliance information, and its personnel make presentations on compliance issues during new employee orientations and group training sessions. For example, the Compliance Office provides information
and coordinates training regarding the Health Insurance Portability and Accountability Act (HIPAA) through group sessions or online through Healthcare Compliance Solutions. \(^\text{106}\)

**II. Academic integrity of faculty and staff**

Faculty at the University must maintain the highest standards of academic integrity and professional conduct. The University Faculty and Instructional Staff Policy applicable to Main Campus \(^\text{107}\) and the 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 on Health Science Campus set forth acceptable and unacceptable behavior. \(^\text{108}\)

**III. Academic integrity of students**

The University sets high standards of academic integrity for its students and devotes considerable time and resources toward ensuring that students attain and maintain such standards. The basis for students is the University’s policy on academic dishonesty, which was most recently reaffirmed in February 2010. \(^\text{109}\)

Academic integrity is reinforced at the college and department levels. The Main Campus Graduate Student Handbook \(^\text{110}\) and the Health Science Campus Graduate Handbook \(^\text{111}\) include language from this policy. In addition, colleges and programs have developed their own codes of conduct setting forth specific expectations for students in their disciplines, which include definitions and examples of academic dishonesty. These policies and codes of conduct include information about consequences of academic dishonesty, including and up to expulsion from the University. These include the College of Business and Innovation Code of Student Academic Conduct, \(^\text{112}\) College of Nursing Professional Conduct Guidelines, \(^\text{113}\) College of Medicine and Life Sciences Standards of Conduct, \(^\text{114}\) and the College of Law Code of Student Professional Conduct. \(^\text{115}\)

In addition to these statements in official university documents, students also learn about academic dishonesty and how to avoid it in many venues:

- During undergraduate orientation sessions.
- A mandatory orientation module on academic integrity is required for all new graduate students starting in fall 2011.
- In “Beginning the Academic Journey,” \(^\text{116}\) a required first-year course for all direct-from-high-school students. One of its required online modules stresses the importance of academic integrity. The module, “I’m Not a Cheater,” covers such topics as the university’s policy on academic dishonesty, how to properly use source material and avoid plagiarism, and the problems of cheating in and beyond college.
- The Writing Center conducts class presentations that include information about plagiarism and how to avoid it.
- The University Libraries provide instruction and help material on plagiarism and appropriate citation methods.
- The department of English language and literature requires every course syllabus to include a statement about plagiarism and describe strategies for addressing it.
- The University offers several options for training undergraduate and graduate students about the ethical conduct of research. A course titled “On Being a Scientist” (INDI 602/802) is offered in the fall and spring semesters. The course covers the 10 focus areas recommended for ethical research training by the Office of Research Integrity, U.S. Department of Health and Human Services. A summer seminar series entitled “Issues in Research and Scholarship” (ARS 2980) covers the same topics.
- In the College of Visual and Performing Arts, many courses include information about legal and ethical uses of others’ work, including, but not limited to “Perspectives on Theatre” (THR 2200); “Orientation Music Majors” (ARS 1000); “Jazz Arranging and Composition” (MUS 3650); and “Film/Video Workshop” (FILM 4320).
- Instruction about related ethical and professional issues is woven into courses offered throughout the University. Specific courses focusing on ethics include “Professional Development” (BIOE 1010) in the
College of Engineering: “Legal and Ethical Environment of Business” (BUAD 3470) in the College of Business and Innovation; “Legal Ethics and Professional Responsibility” (LAWA 9000) in the College of Law; and “Topics in Medical Ethics” in the College of Medicine and Life Sciences.

Faculty resources to help with detection of plagiarism include:

- SafeAssign, a tool in BlackBoard that detects unoriginal content in student writing assignments;
- Faculty workshops on how to prevent, address, and detect plagiarism had been offered by the Center for Teacher and Learning.
- Some colleges and programs such as the College of Law and the Judith Herb College of Education, Health Science and Human Service also provide plagiarism detection software such as Turnitin to their faculty.
- Teaching assistants receive training on academic dishonesty during their orientation.
- UT Learning Ventures developed modules on plagiarism.

IV. Responsible acquisition and discovery of knowledge

Integrity in research and scholarship is a fundamental value upon which the University is founded. The University has a detailed policy setting standards for the responsible and ethical conduct of research and scholarship by faculty, staff and students. Matters addressed by the “Responsible Conduct of Scholarship and Research Policy,” include scholar responsibility, quality of research, authorship, training in ethics, and specific issues relating to scientific research.

The 2006 merger between the University and MUO brought significant changes and improvements in research compliance for the institution. All areas of research compliance were brought under the authority of a single unit, the Office of Research and Sponsored Programs (RSP), which plays an essential role in ensuring that faculty, students, and staff acquire, discover and apply knowledge responsibly. The RSP office oversees research and scholarly activities that use university resources, services or personnel to assure adherence to federal, state, and local laws as well as university policies. It also manages the following committees/functions: research with human subjects and the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), the Financial Conflict of Interest Committee, Institutional Biosafety Committee (IBC), the Radiation Safety Committee, and research misconduct investigations. All university research policies and procedures can be found in the research section of the university policy Web site.

In 2010, the National Science Foundation (NSF) required that a proposing institution have a plan to provide appropriate training and oversight in the responsible and ethical conduct of research (RCR) to undergraduates, graduate students, and postdoctoral researchers who will be supported by NSF to conduct research. Concurrently, the National Institutes of Health (NIH) requires similar training for students and post doctoral fellows supported by NIH training grants. To address this need, the online RCR training module by Collaborative Institutional Training Initiative (CITI) was licensed by RSP. The training covers several topics.

The University’s local National Science Foundation-Responsible Conduct in Research Committee that selected the CITI for initial short-term use also recommended a longer-term goal of establishing an in-house RCR curriculum comprised of lecture, small-group discussion, case studies, and video vignettes in which faculty will play a significant role.

Conflict of interest

The University’s responsibilities in education, research, and clinical care must not be compromised by conflict of interest or the appearance of conflict because even perceived conflicts can undermine the credibility of academic and clinical functions. All employees of the University of Toledo are held to the provisions of the Ohio Revised Code that limit conflicts of interest.
In addition, to maintain academic and clinical integrity, the College of Medicine and Life Sciences has proposed a policy that will provide a rigorous and comprehensive conflict of interest oversight program. Conflicts of interest in research are a particular concern. A universitywide policy requires disclosure of potential conflicts of interest from all participants in sponsored research annually. Disclosures of financial interests in companies in excess of $10,000 or 5 percent ownership (as defined by federal regulations) are referred to the Financial Conflict of Interest Review Committee.

Financial conflicts of interest must be eliminated or managed before principal investigators are allowed access to sponsored program funding.

A recent example of the committee in action involved a faculty member who was awarded a grant for a clinical trial from the National Institutes of Health. The trial was centered on technology developed by the faculty member and licensed to a start-up company in which he had a significant financial interest. A successful trial would be highly beneficial to the start-up company. To manage this conflict of interest, the committee recommended that the faculty member not be allowed to participate in data analysis or preparation of any manuscripts describing the results of the study. Rather, an authorship committee, comprised of trial participants with no equity in the start-up company, would analyze the data and prepare all manuscripts (according to a memo from James Trempe, Research Integrity Officer and chair of Financial Conflict of Interest Review Committee, 4/9/10). The university individual conflict of interest policy can be found at: utoledo.edu/policies/academic/research/ pdfs/3364_70_01.pdf.

**Human subject research**

The department for human research protections (DHRP) oversees human subject research activities involving University faculty, students, and staff members. This oversight includes the human subject research (HSR) education process, the research application process from the initial submission to the final determination by the Institutional Review Board (IRB), as well as the regulatory compliance issues for the Biomedical IRB and the Social, Behavioral & Educational IRB.

As a result of the merger between the University and MUC, a new DHRP was created. After a thorough review of all processes, policies, and procedures, the two formerly independent IRBs were aligned under one administrative department. The DHRP now provides centralized operational and regulatory oversight for all the campuses. Since the merger, DHRP has made more than 100 presentations for faculty and students on the updated policies and procedures.

To advance the goal of responsible conduct in human research, the DHRP has initiated an institutional education initiative via a Web-based program called CITI training. The new human-subjects program targets topics specific to the individual researcher’s area of study. The program covers historical and ethical considerations in research, the IRB process, and federal regulatory requirements for social, behavioral, educational, and biomedical research. Participation as a study team member cannot occur until education is validated.

The DHRP staff members serve as a valuable resource to the university’s research community and provide administrative support for both IRBs. To meet the expanded oversight and to increase access for researchers and students, the department developed a comprehensive Web site that addresses federal regulations, training requirements, student and researcher guidance, submission documents, and institutional policies.

Research Training page: utoledo.edu/research/RC/HumanSubs/training.html

To insure compliance with University and federal policies, DHRP conducts random human subject research compliance support visits. The visits and associated forms are designed to:

- Assist researchers with their regulatory compliance responsibilities by reviewing study records and providing relevant regulatory guidance if needed;
- Ensure that researchers are following their IRB-approved protocols by reviewing the protocol and comparing it to study records;
- Verify all research team members are IRB-approved (and thus have completed IRB required research and ethics training) by reviewing the study records, consent forms (signature of person obtaining consent), and asking the principal investigator who is involved;
- Examine signed consent forms to ensure only IRB-approved forms are utilized when enrolling subjects;
- Examine consent forms utilized in the study for completeness, and compare the date and time of signature to the date and time study procedures began;
- Review recruitment and advertising materials, if any, and determine whether they are IRB approved;
- Review amendments, progress reports, and any adverse event reports and confirm they have been reviewed and approved or acknowledged by the IRB;
- Improve the quality of research by detecting deviations or omissions from IRB-approved protocols and procedures and providing direction on any necessary corrections; and
- Provide investigators with an opportunity to ask questions and receive information regarding regulatory and institutional requirements for the protection of human subjects.

For-cause audits may be conducted when there is a specific concern of non-compliance with either federal regulations or IRB procedures. Any serious problems found during a compliance support visit or audits are referred to the DHRP’s Compliance Oversight Review and Evaluation (CORE) Committee for further investigation. A CORE report is then presented to the convened IRB which decides whether appropriate corrective action is required. The following are a few examples of actions taken by the IRB committee that illustrate the University’s commitment to compliance:

- The committee identified a situation where a study team member signed as a witness to the consent process when ICH guidelines require an impartial witness. The study team was educated regarding the guidelines.
- Study subjects signed IRB consent forms without IRB approval stamps and validation dates, which is a violation of IRB policy. The use of stamped consent forms helps the study team to ensure that they are only using the most current IRB-approved version of the consent form. Study staff explained they were printing their own forms due to the color logo on the form. The policy and purpose were explained, and study staff agreed to make copies of the IRB-stamped consent form.
- A principal investigator who was not yet approved by the IRB as study staff due to not having completed human research protections training and education consented one subject for enrollment. The IRB identified this during the audit of consent forms. At the request of the IRB, a follow-up audit was conducted after the enrollment of several additional subjects, which showed that all individuals obtaining consent were IRB approved and trained.

The DHRP and IRB strive to ensure that research at the University embodies the principles in the Belmont Report, the Declaration of Helsinki, and the University’s Federal-wide Assurance for Protection of Human Subjects, Terms of Assurance and the “Common Rule” (45 CFR, Subpart A: and 45 CFR Subparts B, C and D). The University’s Protection of Human Subjects in Research policy is found at [utoledo.edu/policies/academic/research/pdfs/3364_70_05.pdf](http://utoledo.edu/policies/academic/research/pdfs/3364_70_05.pdf).

**Animal research**

The Institutional Animal Care and Use Committee (IACUC) works to ensure that all research teaching and training protocols at the University using live animals are designed and carried out in a humane manner that complies with all applicable laws and guidelines. Required IACUC members include a chairperson, a veterinarian
with program responsibility and authority in the animal research program, practicing scientists experienced in research involving animals, a member whose primary concerns are in a non-scientific area, and a member who is not affiliated with the institution in any way other than as a member of the IACUC. In addition, the University’s committee also has members who are not required by regulations: a biostatistician and the associate director of the vivarium. All IACUC members are required to take online training (CITI). Research involving animal subjects cannot be initiated at the University without an approved IACUC protocol, which uses the standard recognized by federal enforcement agencies.  

A recent example of the University’s commitment to responsible research is in the accrediting process for the department of laboratory animal research (DLAR). The DLAR operates a vivarium on Health Science Campus that has been accredited since the 1980s by the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC), a non-profit organization whose accreditation is the “gold standard” for animal care and use programs. Following the merger in 2006 and the creation of a universitywide IACUC, significant efforts were made to upgrade the animal research programs and facilities on all university campuses, with the goal of achieving AAALAC accreditation universitywide. In October 2010, an AAALAC assessment team reviewed all five animal facilities located at the Lake Erie Center and Health Science and Main campuses. During the exit interview, the team members said they would recommend full accreditation for the animal research program universitywide. Full accreditation was officially received in February 2011. Policy and regulation training is part of the required training for all animal research subject users. The animal care and use policy can be found at the following Web site: utoledo.edu/policies/academic/research/pdfs/3364_70_10.pdf.

**Biosafety and radiation safety**

The Institutional Biosafety Committee (IBC) reviews all proposed research involving recombinant DNA, biohazardous materials, and select agents and toxins conducted under the auspices of the University in accordance with federal regulations and guidance.  

The University department of safety and health conducts initial Biosafety Level 1 and 2 training for laboratory personnel in a classroom setting. Personnel are required to attend annual refresher courses that are conducted online. Additional training is provided for personnel and investigators interested in working in the Biosafety Level 3 laboratory facility.  

The University’s Broad Scope license issued by the Ohio Department of Health/Bureau of Radiation Protection puts the responsibility for administration of the Radiation Safety Program on the UT Radiation Safety Committee. Labs are routinely audited for compliance in the proper use of radioactive materials. Any infractions noted during an audit are recorded and sent to the principal investigator (PI) for corrective action. The lab is then reaudited, usually within 30 days, to confirm corrective actions. Depending on the severity of the infraction, the PI’s certificate of use for radioactive materials may be suspended. Training by the Radiation Safety Office and the principal investigator is required for all persons handling radioactive materials, and update training is required annually. Prior to the 2006 merger, the university radiation safety program had been criticized by the Ohio Department of Health. Following the 2006 merger, significant efforts were made to upgrade the radiation safety program, including centralizing supervision under one radiation safety officer and one radiation safety committee, hiring new staff, and improving oversight, training, and record-keeping. The universitywide radiation safety program is now in full compliance.

- Use of biohazardous materials, recombinant DNA, and select agents and toxin research.  

**Laboratory safety and health**

The department of safety and health is actively involved in insuring the safety of faculty, staff, and students in the laboratory environment. The department administers training in, and oversight of, federal state and local health and safety regulations. Most training on lab safety is driven by the Occupational Safety and Health Administration
lab standard (PERPP in Ohio) and Environmental Protection Agency hazardous and infectious waste regulations. Annual training is required for all lab faculty, staff, and students. The department of safety and health trains more than 14,000 persons yearly in person or online. In spring 2011, the University had nearly 550 labs on its campuses. The department inspects all labs on a routine basis and all clinical areas twice yearly.

The Medical University of Ohio functioned in a relatively intense regulatory environment. Following the 2006 merger, a comprehensive risk assessment was conducted of safety and health programs on the Main and Health Science campuses, which resulted in various programmatic changes. Subsequent efforts have strived to attain and maintain complete compliance university wide with all applicable environmental health and safety laws at the federal, state, and local levels. New programs initiated post-merger include Biosafety level 2 lab inspections, laser laboratory inspections, biosafety training, laboratory safety training, laser safety training, fleet safety training, fire safety training and fire drills for residence halls, emergency preparedness drills, and tornado-safety waiting areas (Main Campus); and hazardous waste training and nano-technology training (both campuses).

**Cadaveric tissue research**

Cadaveric tissue may be derived from an embalmed or an unembalmed body donor and is defined as any body, body part, organ, tissue, or prosthetic surgical device or implant that is part of the body at the time of death. The use of cadaveric tissue does not fall under the oversight of the IRB (which has oversight of research involving living individuals). Nevertheless, it was acknowledged about four years ago that oversight of the use of cadavers and cadaveric tissue was needed. Accordingly, a policy for research using cadaveric tissue was put in place, and the University Cadaveric Research Committee was established. The policy provides standards and procedures for all research activities that utilize cadaveric tissue. This policy is designed to insure that cadaveric specimens are treated and maintained in a professional and respectful manner. All research experiments or education training programs that utilize cadaveric tissue must receive prior approval by the Cadaveric Research Committee.

**V. Summary**

The University takes seriously its responsibility for teaching about and monitoring the responsible acquisition, discovery, and application of knowledge to faculty, students, and staff, as evidenced by policies, administrative oversight, education, and appropriate intervention with those who violate academic integrity and research policies.

As a result of the merger, the harmonization of policies between the former institutions has strengthened the research integrity education and compliance programs on all campuses. Future directions include the development of an internally developed training program for responsible conduct of research to replace or supplement the CITI training program that is currently being used.

Recommendations as a result of this self-study include assuring that regulatory units and committees have support commensurate with the increased responsibilities that will come with the expected increase research activity at the University as described in Directions 2011. Not only will this provide the necessary oversight, but it will also encourage the proliferation of research by an increased turn-around time for approvals.

In addition, the University should continue to assure that faculty members and teaching assistants are receiving adequate training and support with regard to promoting student academic integrity and honesty.

**Criterion Four Summary and Evaluation**

The University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility consistent with its mission to improve the human condition.

The actions of the board, administrators, students, faculty, and staff show a strong commitment, in policy and in practice, to fostering the life of learning. This is reflected in the research and creative work of the University faculty, staff, and students, and the methods in which learners are guided to develop core knowledge and skills,
including those which will help them succeed in a diverse and global environment that is ever-more dependent on technology.

A key component of the life of learning is an understanding of the social responsibility that accompanies the acquisition, discovery, and use of knowledge; the University provides both educational opportunities and oversight in this area.

The recent reorganization of the University has sparked a great deal of discussion about the possibilities of new schools, centers, and institutes that break disciplinary boundaries and could well serve to deepen and broaden both new and existing research and creative activity and provide richer learning experiences for students at all levels of education.
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CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituents and serves them in ways both value.

Introduction

Community outreach and engagement are part of the fabric of The University of Toledo, a commitment that is longstanding and permeates the institution at every level. The University’s mission, core values, and vision statements all explicitly describe the institutional commitment to engage with and provide excellent service to its constituents with such phrases as “to improve the human condition” and “a transformative force in the world.” These phrases clearly demonstrate not only a commitment to the university’s students, but also increasingly to the global community.

The University of Toledo has maintained a longstanding commitment to the enhancement of the economic vitality and quality of life of the Toledo metropolitan area and the northwest Ohio region. For nearly 100 years — from 1884 to 1967 — The University of Toledo was a municipal university, funded by the taxpayers of the city of Toledo. That commitment to the city continued after it became a part of Ohio’s system of higher education. As a free-standing health sciences university, the Medical University of Ohio had a similar history of commitment, concentrating primarily on educating physicians, nurses, therapists, and other future health-care professionals for the region and the state, conducting biomedical research and offering primary and specialty patient-care programs at its teaching hospital and outpatient care system that met the region’s health needs.

Both the University and Medical University of Ohio identified this commitment in earlier self-studies and during their previous accreditation visits in 2002 and 2001, respectively.

Adaptive, evolving, dynamic, and responsive to the rapidly changing needs of the University’s internal and external constituents, engagement and outreach activities provide students with a rich, vibrant environment that enhances their learning experiences.

The institution’s outreach and engagement activities make a significant difference in the community and region, serve as catalysts for change, and contribute to an enriching quality of life. Strong, distinctive, collaborative, mutually beneficial relationships with local and regional businesses, government agencies, museums, K-12 school systems, non-profit organizations, other universities and colleges, and health-care systems and organizations reflect the depth and breadth of the University’s community engagement and outreach.

The board of trustees identifies in its code of conduct the institution’s constituents as the students, administration, faculty, staff, as well as external constituent groups.

Throughout the planning that occurred during and following the merger in 2006, engagement and service remained a joint and significant emphasis. This commitment was prominently described in the preamble of the Directions 2007 strategic plan as “…the institution must respond to … the obligation to engage its community in the areas of health, economic vitality, education, culture, and social issues.”

To this end, strategic direction VI: Outreach and Engagement Directions of the Directions 2007 document stated: “(w)e will provide leadership in the rejuvenation of the economy of northwest Ohio, and will expand our community outreach and global engagement,” and included ten specific strategies.

The publication of The Relevant University: Making Community and Economic Engagement Matter by President Lloyd A. Jacobs and Eva Klein in 2010 enunciated a framework for outreach and engagement designed to carry the institution into the future. The document identifies the university’s engagement mission to a diverse set of constituents in four domains: human capital, innovation system, health care and wellness, and quality of place.
As a result, the commitment to engagement and service has been heightened and refined during subsequent discussions leading to a recalibrated strategic plan titled Directions 2011. Goal VI, Outreach and Global Engagement, states: “(w)e will be distinguished for our community outreach and global engagement. We will be a key driver in the revitalization of the region’s economy and quality of life.” The document identifies nine subgoals, with implementation strategies and metrics included for each.

The institution has largely documented and assessed its engagement and service to its constituents in a decentralized way, punctuated by comprehensive assessments at different points in time. The University Council on Outreach and Engagement was formed in 2003 to advance the mission as an engaged metropolitan research institution. The council undertook a thorough cataloguing of the many engagement activities, solicited constituent input, and instituted the Edith Rathbun Outreach and Engagement Excellence Award. While the activities of the council were assumed by other offices during the merger in 2006, the Directions 2011 strategic plan includes the reestablishment of a portal for all university outreach and engagement activities.

**CORE COMPONENT 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

The University actively engages with the community, assessing its educational needs and other kinds of challenges and working with community partners in facilitating solutions. These community partnerships are vital in responding to the current identified challenges and needs as well as in providing direction for further enhancement of quality of place and life. They also promote interactions that lead to results that are mutually beneficial to both partners.

1. **Mission-driven commitments, periodic environmental scanning**

The institution has numerous mechanisms in place that allow it listen to constituents’ needs and respond to them within the limits of resources and mission. One example is the formation of the Office of Academic Engagement, an administrative unit of the Center for International Studies and Programs (CISP), to better organize and support study abroad, study away, service learning, Camp Adventure Child and Youth Services, and the Washington Center internship programs. The formation of this office was a direct result of needs assessment and demonstrates an efficient response within the institution’s capacity to deliver programs that directly support student learning while meeting needs of constituencies, which include, for example, community agencies, elderly or disabled community members, and service men and women. The Camp Adventure program serves U.S. military installations and embassies in Europe and the Far East. Additional examples for eliciting constituent needs follow.

**Constituency oriented**

The Catharine S. Eberly Center for Women regularly analyzes information on the needs and desires of its constituents: women from the university staff, faculty, and student body, as well as women in the surrounding Toledo community. Its director and an eight-person staff that includes both full- and part-time personnel as well as two group facilitators are guided by a 17-member advisory board made up of University and community representatives. In its 30-plus years of service to women, the center has responded to the needs of its constituent women by advocating for women’s equity in education, work, and health through its mission that reads:

The Catharine S. Eberly Center for Women promotes the advancement of women at The University of Toledo and in the community by creating an environment that supports learning, discovery, engagement, and enables women to achieve their highest potential.

The center’s work is driven by its core values. The center’s value statements read:

- We believe in the empowerment of women.
We believe ECW impacts the university at all levels.

- We believe in women’s acquisition of 21st century knowledge, skills, and technology.
- We believe in women’s ability to be global citizens.
- We believe in the value of women’s leadership.
- We believe in diversity, civility, and collaboration.
- We believe in a woman’s right to dignity and safety in education, work, community and homes.
- We believe that women’s physical and mental health and well-being are fundamental to women’s success.

Two groups are charged with collecting and analyzing input from the center’s constituents. First, an advisory board is charged in its bylaws with “provid[ing] broad oversight, guidance and advice to the provost and the director for the programming, financing, and direction of the Center.” The responsibilities of the board are further specified to include networking in the community for the center director and advising the director in strategic planning within the university’s and center’s missions.

Second, the Women’s Leadership Forum (WLF), created by the director of Eberly Center in 2005, was specifically designed as a vehicle to identify and address the concerns of university women. The leadership council for the WLF reports to the provost’s office at least once a semester on issues identified by the WLF as needs of its constituents.

As a result of the collection and analysis of information by these two bodies about the needs of the University and Toledo-area women, the center has undertaken numerous programs to benefit its constituents. Some of these, which are described more fully on the center’s website, include the Women in STEM Excelling Mentor Program; Project Succeed, a program for women in transition pursuing higher education; the Women’s Corps volunteer program; and a Brown Bag speaker series. All of these programs and others are a response by the Eberly Center’s leadership to the expressions of the needs and desires of its constituent women.

**Economic development**

The University of Toledo Science and Technology Corridor was created in 2003 and developed into the Science and Technology Corridor Corporation in 2007 with three major goals: to facilitate the commercialization and adoption of inventions and innovations of the university faculty and staff; to create an environment where biomedical and other technology-oriented enterprises would enjoy higher levels of creativity, productivity, and efficiency; and to facilitate the broadening of the economic base and the creation of jobs for Toledo and northwest Ohio.

Constituencies and stakeholders of the corridor originally included The University of Toledo and primarily local, educational, business, and economic partners. It had a very broad economic development agenda and initially focused on several physical infrastructure goals, including development of the research and technology park on Health Science Campus. The University has continued this strategy, and residents now include Hospice of Northwest Ohio, WGTE Public Broadcasting, U.S. Post Office, Northwest Ohio Medical Technology Center, Great Lakes chapter of the American Red Cross, Veteran’s Administration, Lucas County Coroner, Platform Labs, Gene Express, Inc., Recombinant Innovation, Red Lion Bioenergy, and Dmytryka Jacobs Engineers.

Further evolution, which involved listening and discerning the educational needs of important university constituencies and stakeholders in an open and continuous dialogue, resulted in the establishment in 2009 of a renamed and reconstituted organization, The University of Toledo Innovation Enterprises, Inc. (UTIE), a 501(c)(3) corporation with the mission to identify, facilitate, stimulate, and support commercial activity that is aligned with the university’s mission, vision, and community interests.

UTIE provides strong implementation support for several economic development strategies connecting core university academic objectives with regional and state economic advancement objectives. The University offers leadership in the aspect of economic development most appropriate to its role as the largest research university.
in the region through robust engagement with the network of regional economic development partners, including Toledo-Lucas County Port Authority, the Regional Growth Partnership, Lucas County Improvement Corporation, Toledo Regional Chamber of Commerce, the city of Toledo, and the Northwest Ohio Regional Economic Development Association. For example, since the university has several business incubation facilities and advanced research labs on both Main and Health Science campuses, it has become a regional base for Ohio’s Edison Incubation Program and a joint venture partner in the state-supported Rocket Ventures. Both programs provide business development assistance to tenants and other early-stage, technology-based start-up companies through an 18-county region. This interactivity among innovators and knowledgeable businesses is yielding a rapidly growing portfolio of new businesses in the region. As the University moves toward more strategic economic engagement in the region and participation on local economic developments in the community and state, UTIE provides updates on economic activity and knowledge-based development as a way to enhance university involvement and participation in building the regional economy.

The university’s innovation-driven economic development initiatives — UTIE and its system of incubation — expand the university’s capacity to offer collaborative, experiential educational opportunities and to promote a culture of entrepreneurship among undergraduate and graduate students. The University recognizes the importance of tying its economic development initiatives to student learning.

Student learning is supported, for example, by an annual business plan competition that encourages multidisciplinary student teams to develop solutions to societal needs that can have a significant impact on local community development. In addition, the university’s alternative energy initiatives are linked to student learning in several ways. Research in the area is leading to graduate student theses and dissertations focusing on power generation, power storage, power conditioning and alternative fuels such as biomass, wind and solar. The data that are being generated by monitoring the performance of the wind and solar-energy generation at Scott Park are available for student research and are also being used in classes. The selection criteria UTIE uses to fund projects emphasizes the critical, mission-driven connections between innovation, economic development and student learning. Applicants must identify how their projects will:

- Provide student internship opportunities;
- Provide job opportunities for new graduates, particularly graduates of the University;
- Create opportunities for case studies and other projects integrating university studies with the private sector;
- Enhance the university’s ability to attract students to its campuses by reducing blight in the disadvantaged area near the university’s campus; and
- Promote the university’s educational mission.

In research proposals for UTIE, applicants must describe whether the project will achieve the following:

- Establish or expand a business or facility that will promote, apply to, or have synergy with the scientific research of the University;
- Promote the creation of clusters of top scientists and research near the University that will encourage scientific collaboration between university faculty and the private sector in areas of scientific interest to the University; and
- Promote the scientific mission of the University in other ways.

The university’s incubators also enhance student learning and inquiry. They serve as living laboratories that provide experiential education for undergraduate and graduate students who apply what they have learned in the classroom to assist in solving market, operational, administrative, technical, engineering, and business problems. Students gain insights working with start-up companies and experience the challenges and
opportunities in establishing new businesses. They work closely with faculty members who provide supervision, thus assuring educational value, and with entrepreneurs who serve as role models.

Many client companies, some of which are described below, have or are developing commercial enterprises that reflect the university’s major research thrusts in solar and advanced renewable energy, health sciences, environmental sciences, and material sciences and engineering.

For example, Turning Point, a biomedical company, develops science-based conditioning and rehabilitation products. Its first product, the Core Trainer, measures the flexibility of the spine and midsection, exercises more than 20 muscles as well as numerous tendons and ligaments, and then electronically captures the data. Several postdoctoral fellows in the bioengineering program worked on the first prototype of the equipment, and several physical therapy students are working with the firm to study the effect of the trainer versus traditional back exercise for functional recovery to fulfill their scholarly project requirement for graduation. Part of their project involves working with University of Toledo Medical Center physicians to recruit subjects to participate in the study.

Midwest MicroDevices, LLC, a dedicated wafer foundry for microsensors and specialized thin film devices that uses advanced materials, was founded by a University of Toledo engineering Ph.D. graduate. The company has partnered with UTIE and with university professors to provide internships for students and regularly hires university graduates. The firm’s founder and CEO helped the University redesign its microelectronic fabrication facilities that university faculty and students use, gives seminars at the University and is a member of the College of Engineering Department of Electrical Engineering and Computer Science’s Industrial Advisory Board. The firm has provided learning opportunities for six master’s degree students.

ADS Biotechnologies, a university spin-off company, has developed a compound to prevent blood vessels from leaking fluid into surrounding tissue during acute hemorrhagic trauma and major burn cases. It has provided educational opportunities for several postdoctoral fellows through collaborations with the faculty members on Health Science Campus.

The Wright Center for Photovoltaics Innovation and Commercialization (PVIC), which is discussed in Criterion Four, is another key university economic development catalyst that provides enriching student-learning opportunities. An important partner in the university’s commitment to alternative and advanced renewable energy and an anchor tenant in the university’s Clean and Alternative Energy Incubator, PVIC provides University students, faculty, and high school students with extensive learning opportunities.

During the 2011 summer session, for example, university students worked on highly technical, sophisticated projects involving material disposition and characterization, computer automation and control, laser scribing, nanoparticle synthesis, and thin-film transistor design. PVIC works with a northwest Ohio vocational school, Penta Career Center, to train students for positions in high-tech industries and has established the Research in Science & Engineering Program (RISE), in which select Toledo Public Schools students conduct research at the university with students and technicians.

Connections with economic development and student learning exist beyond ties with engineering and business. The College of Law, for instance, collaborates with the university’s Technology Office to offer an Intellectual Property Certificate Program. The program provides second- and third-year law students with real-world experience in contracts, patent searches, patent preparation and prosecution, technology evaluation and license agreement preparation, and negotiation. The program sharpens students’ skills, helps them make career decisions, and enables them to have an important competitive advantage in finding employment. The approximately four students who earn the certificate yearly do well on the United States Patent and Trademark Office’s patent bar examination and in securing permanently employment.

Additional needs analysis

Colleges, departments, centers, divisions, and other administrative units at the University conduct and benefit from assessments of the needs of governmental entities, non-profit agencies, outlying northwest Ohio
communities, professional groups, and many others. The following examples provide evidence how those assessments influence and benefit the university’s engagement activities.

The University of Toledo has been instrumental in the preparation of the comprehensive economic development strategy (CDES) of Lucas County, Ohio, in concert with many of its constituents. The UT Urban Affairs Center had a central role in developing the county’s original CDES in 2005, revising it in 2006, and preparing the latest CDES in 2008, based on considerable interaction with economic development stakeholders in northwest Ohio. This process identified university goals that were recognized as high priorities for the region as well as regional goals that were subsequently addressed by the University. The current projects list can be found at: poggemeyer.com/plan/lucascounty/07_Project_List_11-26-08.pdf

One notable outcome of the analysis of constituent needs is the origination of the Maumee Valley Growers. The purpose of the project is to assess the economic and competitive challenges facing northwest Ohio’s greenhouse nursery industry, focusing on a six-county area: Lucas, Wood, Fulton, Ottawa, Sandusky, and Erie counties. The research team comprises faculty and staff from The University of Toledo, Bowling Green State University, Ohio State University, and Indiana State University with funding from the U.S. Department of Agriculture and the assistance of U.S. Representative Marcy Kaptur. Since the project’s inception in 2003, a research team has been helping northwest Ohio’s greenhouse industry identify ways in which it can retain its competitive edge in an increasingly hostile competitive environment. Many of these efforts have focused on organizing northwest Ohio’s greenhouse industry as an industrial cluster. The objective of an industrial cluster is to encourage individual growers to come together and engage in collaborative problem solving. As a result of these efforts, northwest Ohio greenhouse growers have started working together under the umbrella of the Maumee Valley Growers. 11

**Health education**

The University’s Area Health Education Center (AHEC) Program has a long history of providing educational opportunities to students and to health-care professionals in communities throughout the state. The University serves as the administrative headquarters for the statewide office and coordinates Region 1 in northwest Ohio.

In collaboration with its regional partners in northwest Ohio, the program reaches out to underserved areas, helping to provide educational opportunities to university medical, nursing, and allied health students and health-care professionals in these communities.

Three regional centers are associated with the University’s program. They are the Bryan Area Health Education Center in Williams County, the Lima Area Health Education Center in Allen County, and the Sandusky Area Health Education Center in Erie County. A fourth partnership is with the Mercy Family Practice Center in Toledo. Through these AHEC programs, approximately 250 regional doctors serve as preceptors for university students. These physicians have volunteer faculty appointments at the university. Many of the preceptors are university graduates who completed AHEC clerkships.

Through AHEC preceptor-physicians, university students gain office practice, ambulatory, and hospital clinical experience throughout northwest Ohio. The regional centers work with schools, health departments and organizations to address specific health-care concerns of the communities. Each regional center is supported by an advisory board composed of community leaders that addresses the health-care needs of the local residents.

The centers develop health education programs for the University’s medical students and local health-care professionals, school children, and citizens. Each center offers a variety of programs in health-care career education, community health education, continuing medical education, clinical education, and health manpower.
Through the University Libraries’ proxy server, students and faculty members, including AHEC volunteer preceptors, have access to more than 100 online textbooks, thousands of full-text journal articles, and many databases for information on medical diagnoses, and treatments, as well as access to cutting-edge clinical research. Reference and interlibrary loan services are also available from university librarians for students and faculty at AHEC sites.

Further information is available at: utoledo.edu/depts/utahec/index.html

II. Diversity initiatives

The University has a long history of addressing community needs by being vigilant and collaborating with the community to provide educational programming to diverse populations. An important component of the University’s diversity strategy is college diversity plans, which are more fully explained in core component 1b. Some of these programs are aimed at increasing access to higher education, an important goal since the Ohio Board of Regents has set a goal of increasing college enrollment by 230,000 students by 2017 and increasing the percentage of total degrees awarded to black and Hispanic students from 8.63 percent to 13.98 percent.

**Bridging students**

- **Upward Bound**, a federally funded program, targets students enrolled in Toledo Public Schools.
- **The Toledo Excel Program**, a scholarship incentive program that began in 1988, prepares students for success in college. Underrepresented populations in higher education, including African, Appalachian, Asian, Hispanic, and Native Americans, attend college academic programs to increase self-esteem, cultural awareness of diversity, and civic involvement. Students participate in Saturday School, summer institutes, tutoring, academic retreat weekends, campus visits, strategic admissions, and financial-aid advising programs and ethnographic field studies in the U.S and abroad.

- **The Toledo Early College High School**, a partnership between the University and Toledo Public Schools (TPS), allows college-bound high school students, many from disadvantaged circumstances, to earn high school and college credits at the same time on the University’s Scott Park Campus of Energy and Innovation. The school is different from other early college high schools because it is located on the campus of an institution of higher learning. The program began in 2005 and brings approximately 225 students to campus daily for secondary and post secondary courses. Students can earn up to 60 hours of college credit prior to high school graduation.

**Students**

The University has been committed to providing equal educational opportunities to all students regardless of economic background, social class status, race, ethnicity, religion, or nationality. This commitment has been mirrored in its recruitment efforts. The University has devoted considerable resources toward recruiting TPS students and students from surrounding districts as well as urban districts throughout the state. The University has connected with local high schools and has put special resources into recruiting and retaining minority students.

The mission of the Office of Equity, Diversity and Community Engagement is “to create an organizational culture that is welcoming to all individuals regardless of their age, color, ethnicity, gender, religion, disabilities, socioeconomic status, sexual orientation, gender identity, and national origin. This culture will result in an environment that allows individuals to have the opportunity to excel in all aspects of their academic and professional endeavors.” 12
The Office of Accessibility primarily serves students but does not exclude other constituencies in its mission. The office works with faculty and other University staff to assure appropriate access to academic accommodations to ensure compliance with Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The office “supports persons with disabilities as they develop their academic and personal potential. As the bridge to integration within the University, the office advocates for students’ rights, promotes awareness of disability issues, and assists University colleges and divisions in ensuring equal access to programs and activities.” The office also assists in identifying areas of non-compliance for resolution by the Facilities and Construction Division.  

Evidence of the university’s attention to the diversity of its learners is demonstrated by the existence of more than 50 different student organizations that are sponsored and funded by the University and that address different facets of diversity. Many have mission statements and statements of purpose that encourage students to engage with the community. 

**The community**

Many University diversity programs involve the local community. There are several notable examples.

- The African American Festival is annually held on Scott Park Campus of Energy and Innovation, a two-day event that involves both the Toledo and university communities and draws between 10,000 and 15,000 people.

- MusicFest, an annual fall event sponsored by the Division of External Affairs, UT Cultural Ambassadors, and the Office of the Dean of Student Affairs, offers a wide, diverse range of music that attracts a diverse audience. The program annually attracts estimated audiences of between 3,500 and 4,000 faculty and staff members, students, and community members.

- An annual celebration at Savage Arena honors the late Rev. Martin Luther King, Jr. The program, which features performances by local gospel groups, and speeches by the university president, local ministers, civic, community, and political leaders, attracts some 3,000 persons.

- The annual Martin Luther King, Jr. Scholarship reception recognizes outstanding students who are recipients of scholarship awards. Approximately 100 students have earned the scholarship in the last 43 years.

- The President’s Committee on African American Recruitment, Retention and Scholarship Support was formed in 2004 and continues to meet on a quarterly basis on Health Science Campus. Comprised of Health Science Campus faculty, staff, and students as well as many Toledo-area community leaders, the committee focuses on recruitment and outreach efforts, retention and mentoring endeavors, and efforts for scholarship generation.

- A College of Medicine and Life Sciences’ advisory unit, the Diversity and Professionalism Advisory Council (DPAC), interacts and advises the leadership and the dean of the college regarding current and future ethics, professionalism, cultural competency, and diversity programming initiatives for the college. The council’s membership includes faculty, staff, and community members with expertise in ethics, professionalism, cultural competency, and diversity programming. The council was established in 2008.

- The University’s Minority Business Development Center is aiding promising Toledo and northwest Ohio minority entrepreneurs. Additional information about the center can be found in core component 5c.

**III. Outreach programs that respond to identified needs**

The University administers a number of innovative, active outreach programs that identify present-day social and health needs in the region, state, and across the country. The following are examples of how university resources — faculty, staff, students, and alumni — address issues of public concern at local, state, and national levels.
Urban Affairs Center

The Urban Affairs Center (UAC) is an applied research unit of the University and is administratively housed in the College of Business and Innovation. Its mission “is to enhance the economic vitality and quality of life of Toledo and its metropolitan region.” The year 2010 marked the 30th anniversary of the founding of the center.

A mission goal of the Urban Affairs Center is “to work in support of efforts to enhance the quality of life with a primary focus on our Northwest Ohio region.” In response to this goal, the Urban Affairs Center connects the resources of the Urban Affairs Center, the University and community partners “in order to identify the issues, needs, and problems facing our urban community and to conduct research, inform discussion, and develop solutions.” The constituencies and stakeholders are UAC staff, faculty members, students, consultants, and/or community partners. Some of the services that are applied in meeting the goals are as follows:

- Applied research and communication of findings to inform public policy and program development;
- Community and economic development planning and strategy development;
- Data collection, management, analysis, and presentation;
- Organizational development and technical assistance; and
- Promotion of civic dialogue and community engagement.

Faculty and students are actively involved in projects of the center. The result is an enriched learning environment for students from the social sciences, education, business, and public health.

An example of one of the processes by which the Urban Affairs Center collects input as part of the needs assessment is through advisory committees. The Urban Affairs Center seeks the input and advice from a range of advisory committees, including community advisers, faculty advisers, a university administration advisory committee, and the survey research services advisers. These committees were engaged in 2009 and were entrusted with the goal of helping to guide and define the Urban Affairs Center research agenda to ensure that it meets the needs and challenges of the community. This goal is met in part by meeting individually and jointly to provide insight and input on community issues and research opportunities in addition to assisting the Urban Affairs Center in its efforts to link campus researchers with community partners.

In its continuing desire to commit to and interact with the university community, the Toledo metropolitan area, northwest Ohio, and others, the center has developed an extensive website in order for constituents, stakeholders, and interested others to actively engage. This transparency of processes, resources, services, and mission allows for an open dialogue with all those who have a vested interest in the betterment of humankind through the process of service and engagement. Additional information about the comprehensive advisory structure for eliciting feedback can be found at: uac.utoledo.edu/GenInfo/uac_advisory_committees.htm

Center For Excellence in Autism

Autism spectrum disorders are diagnosed in one in 110 children in the United States, and one in 70 boys. The prevalence of autism has increased dramatically in the past two decades, and the Centers for Disease Control and Prevention has called autism an “urgent public health concern.”

The University has responded to the rise in the number of children identified with autism spectrum disorders and the community need for cutting-edge information, high-quality support, and innovative interventions for children with autism spectrum disorders by collaborating with various community partners to offer the university’s first coordinated autism program, part of the department of pediatrics in the College of Medicine and Life Sciences.

The Center For Excellence in Autism serves adolescents and adults with autism spectrum disorders, addresses specific topics that have been identified as areas of concern by families and others, and provides resources
and expertise for patients, patient families, UT physicians, students, community partners, and researchers to collaborate. In that milieu, the University creates numerous connections and relationships.

In laying the groundwork for the center, valuable input was provided from local autism service organizations, a consortium representing an internal advisory working group produced a mission statement and objectives.

The focus of the center is to build a network of services in the region, focusing on the entire life span of services from childhood to adulthood.

One focus of the center is to educate girls and women with autism about sexual development, gynecological care, abuse detection, and development of a positive self-image. Another is to help youngsters develop realistic expectations and skills such as problem solving and regulating behavior.

The center provides outpatient services, including diagnostic assessment to evaluate an individual’s strengths and challenges in all areas of development — self-help, motor, communication, social, and vocational skills. Ongoing evaluation and development of individualized service plans and individual and group counseling are other key program components.

**Studies in human trafficking**

The University of Toledo has taken the lead and become a valuable institutional resource in Ohio’s and the nation’s effort to combat sex and labor trafficking, one of the most pervasive and damaging violations against children. Toledo is a major recruiting area for underage prostitution as well as a crossroads for traffickers largely because of its network of interstate highways. Based on the research from the University and analysis from the National Center for Missing & Exploited Children, in 2006 an FBI (Innocence Lost) task force was established in Toledo to investigate human trafficking, rescue victims, and prosecute traffickers. 

For the past eight years, the University has provided considerable resources to raise awareness about the problem by annually holding a large international conference. The conferences have featured talks, research presentations, and discussions by prominent figures who study the problem of human trafficking. Presentations, research papers, and discussions have helped law enforcement officials, social workers, attorneys, legislators, and others to understand the devastating economic, social, political, environmental, and psychological impact of the problem and develop appropriate intervention strategies. New knowledge resulting from research is often presented at the conference that helps inform public policy.

A professor in the Judith Herb College of Education, Health Science and Human Services, Dr. Celia Williamson, has become a nationally known expert on the subject of prostitution, sex work, and human trafficking and has presented at national and international conferences on the topic. She has researched Lucas County’s prostitution and human-trafficking problem for several years and was chair of the Ohio Trafficking Persons Study Commission’s Research and Analysis Sub-Committee that collected valuable data about the extent of the problem.

She has co-hosted and co-chaired eight national conferences on prostitution, sex work, and human trafficking.

She has been awarded federal research grants totaling $1 million and has brought in almost $1 million to her community to work with vulnerable women and youth. She founded the Second Chance program in Lucas County (Ohio) in 1993 for prostituted girls and continues to chair the Second Chance Advisory Board. The program won the 2010 national FBI award for support to victimized women and youth and support to the FBI in investigating cases of human trafficking.

She has developed the Lucas County (Ohio) Human Trafficking Coalition and facilitates meetings with representation of more than 25 agencies, including criminal justice, social service, and health-care agencies, along with businesses, university members, churches, citizens, and adult survivors.
Disability studies

Planning between the University and the Ability Center of Greater Toledo is under way to strengthen disability studies education and research in northwest Ohio by establishing at the University the first disability undergraduate major in the country.

The University and Ability Center of Greater Toledo worked together to create the Disability Studies Program 10 years ago, the first program of its type in Ohio.

The Ability Center gave $1.9 million in November 2001 to establish the Endowed Chair in Disability Studies. The minor in disability studies was approved the next year, and the concentration in the Law and Social Thought Program was approved in 2003.

A strategic framework has been established to move the partnership forward in the next five years. Plans call for additional faculty in the Disability Studies Program in the College of Languages, Literature and Social Sciences; creation of an undergraduate major in disability studies; and possible establishment of a School of Disability and the Human Condition.

IV. Summary

The University has a long history of addressing community needs by conducting research with and providing educational programming for diverse populations. The institution actively engages in community outreach in order to assess the challenges and needs of the surrounding area and works with community partners in facilitating solutions. Numerous mechanisms are in place to determine constituents’ needs and respond to them within the limits of resources and mission, guided by careful analysis.

Several examples that illustrate the processes by which the institution collects input have been highlighted. These demonstrate the process of assessing, with constituents, their needs through mechanisms such as advisory committees. The institution seeks the input and advice from a range of advisory committees, including community advisers, faculty advisers and, administration advisory committees in many engagement activities. These structures are designed to ensure the institution meets the needs and challenges of the related constituents. Listening to constituents also promotes an environment of continuous improvement at the University.

The University’s community partnerships are vital not only in responding to the current identified challenges and needs, but also in providing direction for future endeavors for the enhancement of quality of place and life. Broad constituent participation aided the institution in the development of Directions 2011, the new strategic plan. Careful analysis reduced a vast spectrum of things that the University could do to a refined plan for what the institution should do.

Challenges

The University continues to make tremendous strides in its extensive economic development initiatives. The self-study illuminated for many people the wealth of initiatives that exist and their concomitant connections to student and community learning opportunities. The incubators provide students with "real life" opportunities to assist growing companies through the start of their life cycles, and students gain experience in developing business and marketing plans by working with entrepreneurs, angel and venture capitalists, and other financial investors. Recent developments, such as the collaboration with Northwest State Community College for an associate in alternative energy degree at the Scott Park Campus for Energy and Innovation, provide evidence of how economic development outreach activities are enhancing student learning. The University’s commitment to continuous improvement will allow the institution to increasingly demonstrate the beneficial relationship between the University’s extensive economic engagement and student and community learning opportunities.
Recommendations for the future

Any non-college outreach and engagement program proposal should consider and assess its contributions to student learning outcomes and plans for sustainability.

A heightened degree of analysis needs to be exercised for all engagement activities that the University considers.

The University should continue to develop a culture of engagement where opportunities are tied to student learning outcomes.

CORE COMPONENT 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Many pathways of communication exist at the institutional and college levels. Such pathways are formed between the University and its external constituencies, between the University and its internal constituencies, and between different internal constituencies at the University that enable effective connections with its communities. While outreach is a characteristic of most elements of the institution, large initiatives are weighed carefully to assure that capacity exists to provide meaningful and valued engagement.

In the past, the University has conducted such an analysis and decided that an engagement opportunity did not mesh with the university’s mission or its educational priorities. On several occasions in the last decade, the University was urged by several of its constituencies but declined to move the College of Law downtown. In 2006, the administration decided not to move men’s and women’s basketball games off campus to a new downtown arena because it did not fit with the university’s mission as a “student-centered” institution. In 2007 the University decided not to purchase a prominent downtown building because it did not have the financial resources to complete extensive repairs to the structure. 21

I. Structures and processes that enable effective connections with its communities

Each college has an external advisory board to elicit, analyze, and act upon constituent input. Many academic departments and degree programs, notably professional schools such as engineering, business, education, pharmacy, law, and medicine, maintain advisory boards to confirm the efficacy of educational programs and seek advice on other meaningful and tractable forms of engagement. The University drew together several campuswide educational engagement programs under the Office of Academic Engagement in 2009. This move balanced the strategic importance of study abroad, study away, service learning, Camp Adventure Child and Youth Services, and the Washington Center internships with the available capacity to administer them. 22

The vision of the Office of Governmental Relations demonstrates the importance of this structure in creating connections between the University and its local, regional, state, and federal political communities. Its vision is “to provide a comprehensive political view of the world to university administration, faculty, staff, and students so that transformative efforts may be focused to where they will be the most effective and do the most good.” The office’s mission is “to support the university and advance its strategic plan by forging and maintaining valuable partnerships between the university and local, state, and federal governments and public agencies. The Office of Governmental Relations realizes this mission through representation and advocacy of the University’s needs and interests with local, state and federal elected and appointed officials in the City of Toledo, around the region, at the State Capitol and in Washington, D.C.” 23

An example of institutional commitment to the public sector is the work done with the Lucas County Improvement Corporation (LCIC). President Jacobs and several members of the university faculty and administration play pivotal roles in advising and assisting the LCIC with its mission. The LCIC works to retain and expand companies located in Lucas County, Ohio. The LCIC collaborates with various regional partners, including the University, to deliver technical, business, and staff development services to local companies. 24
The University also participates with other regional organizations, including Bowling Green State University, the Greater Toledo Urban League, and Toledo Regional Chamber of Commerce in an effort to promote Toledo’s and northwest Ohio’s economic, social, and cultural advantages as part of an effort “to brand” Toledo and northwest Ohio. Major goals of the branding effort are to attract new companies, businesses, and tourists to the region. The collaboration also collects information via its website, where there is a mechanism to provide important feedback on how the region should promote its assets.

II. **Co-curricular activities that engage students, staff, administrators, and faculty with external communities**

Extensive engagement activities suffuse co-curricular life at the university. These activities provide outstanding opportunities for students to apply what they have learned in the classroom to real-world problems while engaging with the external community. Examples follow.

**Outdoor Classroom Garden**

The UT Outdoor Classroom Garden has become a focal point around which many disciplines explore the power of interconnected learning experiences for students, faculty, and the wider community. It was initially established by faculty from the environmental studies and women’s and gender studies departments as a resource for students to experience the concepts of sustainability and practical nutrition with locally grown produce. It is now supported by students and faculty from nursing, engineering, and urban affairs. Cross-disciplinary courses in agroecology, organizational report writing, issues in women’s studies, and sustainability science and engineering have been offered utilizing the garden. Students have donated large volumes of garden produce to the Cherry Street Mission and Helping Hands of St. Louis, two Toledo agencies that help the homeless and poor, as part of service learning and clinical experiences. Students are active in the garden year-round, and sustainability concepts are interwoven into several classes.

**Medical missions**

University medical, nursing, and allied health students gain valuable and unique learning experience in underdeveloped countries through the University’s Students for Medical Missions (SMM) student organization. Open to all students on Health Science Campus, the organization provides information and possible financial assistance in order to promote participation in medical missions. The experience gained on medical missions is life changing, helps to develop culturally competent health-care professionals, and promotes a lifelong desire to serve.

The group was formed in 1998 and members have taken part in medical missions worldwide. Several recurring missions include the Honduras mission during spring break, a summer mission to Guatemala, and a community health mission in Zambia. The organization has participated in missions to aid victims of Hurricane Mitch in Honduras and the 2004 tsunami in Indonesia. In addition, an annual symposium disseminates the latest information on medical missions from several organizations.

The existence of the Medical Mission Hall of fame on Health Science Campus reinforces for students the altruism associated with medical missions. It is an educational resource that inspires students through the stories of those who have achieved great things in the medical missionary work and encourages participation in co-curricular, community-engaged activities.

The hall of fame, located in the atrium lobby of the Center for Creative Education, is a magnificent aluminum-and-marble display donated by a university professor emeritus of finance. The display honors individuals and organizations that have made significant and substantial contributions to advancing the medical well being of
people throughout the world. The professor established the Medical Mission Hall of Fame in 2004 and in 2006 made an additional $500,000 bequest to the College of Medicine and Life Sciences to support students and faculty who wish to participate into medical missions. The gift also established the hall — previously virtual in nature — as part of the college. An induction ceremony that features a prominent speaker is held annually. Since 2003, more than 30 individuals and organizations have been inducted in the hall of fame.

**Office of Academic Engagement**

The Office of Academic Engagement, an administrative unit of the Center for International Studies and Programs, promotes engagement of students and faculty with external communities through unique, enriching learning opportunities offered by five programs — National Student Exchange, Study Abroad, Study Away, Camp Adventure Child and Youth Services, Washington Center Internship Program, and service learning and community outreach. The programs:

- Connect students, faculty, and other campus constituencies with the community in mutually rewarding partnerships;
- Enrich students’ educational experiences;
- Promote responsive citizenship;
- Cultivate and facilitate avenues for engaged scholarship for faculty through service learning courses and community-based research; and
- Promote a culture of civic engagement at the University.

**Community Care Clinic**

The Community Care Clinic operated by the College of Medicine and Life Sciences was established in 1992 to deliver free, convenient, and quality primary health care to underserved populations in Toledo and northwest Ohio. Originally located in the Mildred Bay Clinic for the Homeless in downtown Toledo, the Community Care Clinic has expanded in the past two years to include a mobile clinic that serves residents of the Perrysburg Heights’ barrio in nearby Wood County; a mobile migrant health clinic serving farm workers in Oak Harbor and Fremont, Ohio, and other areas of northwest Ohio; and a Black Bag project for the homeless. The Community Care Clinic brings together clinical-care teams consisting of volunteer health professionals, students, and physicians who are responsible for patient histories, physical exams, diagnoses, and treatment plans. The student-run clinics strive to raise health-care awareness while affording volunteers the opportunity to learn about societal issues and clinic administration, practice principles of public health such as health promotion in an interdisciplinary fashion, and to effect change in the greater Toledo area. Medical, physician assistant, and graduate nurse practitioner students are eligible to volunteer, but students from all colleges are eligible for membership.

**III. Educational programs that connect students with external communities**

In addition to service learning and internship programs coordinated by the Office of Academic Engagement, many academic programs incorporate experiential learning components that enhance student learning while engaging the institution in the economic, educational, and social needs of its constituents. Most colleges have educational programs that connect students with external communities. A description of several of these programs follows.

**Area Health Education Center Program**

The Area Health Education Center Program (AHEC) was established in 1980 by the former Medical College of Ohio to provide community-based, one-on-one clerkships with practicing physicians, traditionally in rural or non-urban settings. The AHEC mission includes emphasis on educational experiences with underserved or underrepresented populations and in medically underserved areas.
The AHEC program is organized through three regional centers, staffed with local health and educational professionals who recruit preceptors, place students, and manage the arrangements of the clerkship, to include housing and orientation to the community and the clerkship site. The regional centers each cover a designated geographic area, maintaining relationships within the community of physicians and hospitals in order that clerkships include a positive atmosphere for students. Though a computer network, the university connects rural health-care providers from the three AHEC centers with the latest in medical information. By accessing the university’s library, numerous health-care data bases can be searched and electronic mail can be sent to university faculty and staff. Rural doctors stay up-to-date on the latest developments in health care without leaving their offices.

An urban AHEC has also been established for clinical education for both medical and physician assistant students at the Mercy Family Practice Center in Toledo to offer another setting in which to accomplish the AHEC mission and goals. Nursing and allied health students also receive clinical training through AHEC in regional settings. AHEC training helps allied health students prepare for careers as occupational and physical therapists, physician assistants, and family nurse practitioners.

AHEC preceptors hold volunteer faculty appointments in the respective university clinical departments. AHEC preceptors have demonstrated a commitment to teaching, providing students enriching educational experiences and sharing the satisfaction of professional practice in smaller communities. The centers develop health education programs for the university’s medical students and local health-care professionals, school children, and citizens. Each center offers a variety of programs in health-care career education, community health education, continuing medical education, clinical education, and health manpower. Between 2009 and 2010, almost 4,500 physicians, nurses, and allied health professionals participated in continuing education programs; some 4,100 people participated in 67 health promotions programs; and 1,099 high school students participated in 16 health career programs.  

**College of Engineering**

The College of Engineering established a mandatory co-operative education program in 1997, based on extensive input from engineering employers, students, and parents. The result is a nationally recognized program that provides educational, economic, and professional value to many constituents, while operating largely self-supported. More than 10,800 student placements have occurred with more than 1,000 employers in 40 states and 36 foreign countries since 1999. With each placement, the employer and student provide feedback via evaluations. Students report and employers confirm repeatedly that the alternating terms of academics and experience enhance learning and provide significant advantages to both groups. Constituent input is also provided by the Engineering College National Visiting Board, which consists of captains of industry and members of academia from prominent engineering programs around the country.  

**College of Languages, Literature, and Social Sciences**

Departments and programs in the College of Languages, Literature and Social Sciences sponsor several educational programs that connect students and faculty with external communities. For example, the political science department and the Law and Social Thought Program coordinate the Inside-Out Prison Exchange Program that provides university faculty facilitators and offers courses to both university students and to prisoners in the Toledo Correctional Institution.

The annual Richard Summers Lecture series invites writers of stature such as Michael Bérubé, Sharon Olds, David Bevington, Gwendolyn Brooks, Edward Albee, and Robert Pinsky in the areas of literature, literary criticism, and linguistics. Workshops in preparation for these lectures are conducted by English Department faculty for students and interested members of the community. The Imam Khattab Endowed Chair in Islamic Studies annual public lecture on topics related to the study of Islam is held on campus and is attended by university students and the greater Toledo community.
Finally, the psychology department’s clinic provides psychotherapy, psychological evaluation (testing), and referral services for children, adults, and families. Clinic services are provided by clinical psychology graduate students under close supervision by clinical psychology faculty who are licensed clinical psychologists.

**College of Law**

The College of Law, the only public law school in northwest Ohio, connects students with the Toledo community through its clinical legal education programs. The college’s clinical teaching faculty supervises second- and third-year law students as they serve clients with legal problems through the college’s legal, juvenile law and domestic violence, and dispute resolution clinics, its criminal law practice program, and its public-service externship clinics. The first legal clinic in the College of Law was established in 1971.

Approximately 170 students annually participate in College of Law clinics. Students learn how the legal system impacts people who are poor or lack access to the justice system. The clinics also reinforce for students the legal profession’s ethical responsibility and connection to the broader community to provide pro bono legal services. In addition to providing representation, law students collaborate with professionals from other disciplines and community organizations on law reform and social-policy issues. While learning valuable legal skills, law students in these programs also develop professional and ethical skills needed to succeed in the legal profession. 33

Through the college’s Reinberger Honors Program established in 1997, law students work alongside federal and state prosecutors, gaining valuable experience in interviewing witnesses, negotiating pleas, and participating in trials.

The 43-year-old Toledo Law Review also connects students with the larger community. Edited entirely by students and published quarterly, the publication contains articles and notes by professors, judges, practitioners and students on many areas of legal scholarship, including constitutional law, criminal law, international law, corporate law and legal education. The annual Leadership in Legal Education Symposium features essays by law school deans that address issues pertinent to legal education. Over the years, university law school administrators have received correspondence from several deans and professors who have commented very favorably on the impact and value of the series. One wrote, “I have been a fan of this series for many years and am very pleased to be in a position to make a contribution to the effort.” Two others described the law review series as “excellent” and “wonderful,” respectively. 34, 35

**College of Pharmacy and Pharmaceutical Sciences**

The College of Pharmacy and Pharmaceutical Sciences’ educational programs present many opportunities for students to engage with the community. The experiential education program provides students practical experiences in pharmacies, health systems, and in the community setting. The goal for students during these experiences is to improve their skills as pharmacists while helping to improve the care of patients in the community. Through this program, students are able to:

- Participate in health fairs where they provide education, and talk with people from the community about their medication concerns;
- Participate in free clinics and medical missions, learning to provide care for the underserved and to recognize opportunities to streamline medication regimens;
- Conduct influenza shot clinics throughout the area, including local pharmacies and at the health department;
- Provide brown bag presentations on medications and mediation therapy;
- Conduct health screenings at local pharmacies, which include blood pressure, blood sugar, and blood cholesterol checks; and
- Educate people on the importance of proper blood pressure, sugar, and cholesterol control.
An illustration of this experience is the Script Your Future Patient Adherence Challenge. This past October, all professional division students were challenged to go into the community and talk with people about adherence to medication therapy. Students identified the barriers to adherence and had several tools to use in helping patients take their medications properly. The program offered the opportunity for students to improve their communication skills and for the public to get valuable information about their medications and learn about the importance of taking their medications correctly.

**College of Visual and Performing Arts**

In the Department of Music, students are encouraged to attend Toledo Symphony Orchestra (TSO) concerts. In a music course for non-majors, “Introduction to Music,” students are required to attend a TSO concert and write a review. All students taking world music courses are also required to complete an assignment that involves touring the world-art collection at the internationally renowned Toledo Museum of Art. Music majors are required to attend a minimum of two professional music concerts each semester. This requirement is usually fulfilled by attending concerts of the TSO, Toledo Opera, Degage Jazz Club, and other greater Toledo music venues. The Department of Music provides a concert series at the Toledo Museum of Art each year, and the jazz faculty and students regularly perform at local jazz clubs. Several applied music faculty members are also members of Toledo Symphony. The department provides the Dorothy MacKenzie Price Piano Series that consists of a masterclass and piano recital for both university music students and students of local piano teachers. These activities greatly enhance connections between music students of all levels and the musical and artistic resources of the city of Toledo.

**Judith Herb College of Education, Health Science and Human Service**

The Judith Herb College of Education, Health Science and Human Service has student-teaching arrangements with the major school districts throughout northwest Ohio and southeastern Michigan. Longstanding partnerships exist with Oregon City Schools, Maumee City Schools, Bedford (Mich.) Public Schools, Sylvania Schools, Northwood Schools, Springfield Schools, and numerous other Toledo suburban districts. Teacher education candidates are exposed to diverse student populations in diverse urban, suburban, and rural school districts. In addition, the University houses the Toledo Public Schools’ (TPS) Toledo Early College High School (TECHS), which offers TPS students the opportunity to dually enroll and earn up to 60 hours of college credit while enrolled in an on-campus high school. This engagement enriches the learning environment for TECHS students and those pursuing degrees in education.

**IV. Resources—physical, financial, and human—support effective programs of engagement and service**

The University’s physical, financial, and human resources provide students, faculty, and staff with numerous opportunities throughout their educational careers to engage with and provide service to the community. Every college and major administrative units at the University engage with communities and promote civic engagement. Some examples follow.

**Office of Academic Engagement**

The Office of Academic Engagement, part of the Center for International Studies and Programs (CISP), provides service-learning opportunities that improve engagement and outreach efforts of students and faculty. The office enhances student learning, meets community needs, and fosters civic responsibility and a sense of caring for others. The office helps faculty members integrate service-learning activities into courses, implement community-based participatory research projects, and connect with community stakeholders beyond the University.

In addition, the office functions as a volunteer clearinghouse for students, staff, and faculty who wish to get involved in community service.

One program administered by the office is the Alternative Break Program, which has offered hundreds of student leadership and service opportunities. 36
The program provides service-oriented trips during academic breaks in the fall, winter, spring and summer to areas around the country. On these trips, students provide direct service to needy populations, and develop personal leadership skills. Students over the years have participated at such locations as Berea, Kentucky, (Christian Appalachian Project), Cherokee, Oklahoma, (Native-American immersion), Albany, Georgia, (Habitat for Humanity), Albuquerque, New Mexico, (personal challenge) Bay St. Louis, Mississippi, (hurricane relief) Lake Charles, Louisiana, (hurricane relief), and Louisville, Kentucky, (poverty immersion).

Outreach and service contributions by faculty and staff members

An important University resource — the faculty and staff — support effective programs of outreach and service. The University is largely decentralized, and most university engagement and outreach initiatives are established and developed by faculty and staff members who feel strongly about the importance of community volunteerism and of their obligation to share their knowledge and skills to address community, regional, and national issues and concerns.

Faculty and staff members serve as officers on numerous community, regional, state, and national boards and professional organizations as well as editors or members of editorial boards for professional journals. The range of community organizations in which the faculty and staff play leadership roles on board of trustees and boards of directors is extensive and can be broken down into schools, community arts, the community, community health, health, and religion. A partial list can be found in the electronic resource room.

University promotion and tenure policies include as criteria connections faculty members have with the community through engagement, outreach, and service. Faculty members are expected to allocate between 10 and 30 percent of their effort to outreach and professional service, according to the collective bargaining agreement between the University and the university chapter of the American Association of University Professors (Article 9.3).

These service undertakings include serving on university committees, task forces and boards; boards of non-profit organizations or advisory groups; leading a community study; consulting with business or government agencies; providing expert testimony; or other actions.

Faculty members are required to submit annual reports of professional activity (ARPA), where their community-service activities are documented. In annual faculty evaluations, performance in professional service and outreach is evaluated consistent with the process for evaluating research and teaching, according to the collective bargaining agreement.

Outreach and service is rewarded during consideration for annual merit reviews and in tenure and promotion decisions according to Article 8.0 of the university’s collective bargain agreement with the university chapter of the American Association of University Professors and in the faculty rules and regulations governing faculty not bound by a collective bargaining agreement.

University endowments

The University of Toledo Foundation administers more than 20 endowments that have as their primary focus providing financial resources to enable the University to address critically important outreach initiatives.

The Kobacker Psychoeducational Center Fund, for example, supports children psychiatry services provided by the Kobacker Psychoeducational Center, while the Catharine S. Eberly Center for Women Fund supports the center’s programs for disadvantaged women and for homemakers.

Some endowments promote educational outreach by bringing distinguished speakers to campus for public talks and lectures. These programs provide opportunities for faculty and staff members, students, and members of the public to engage with notable scholars, make knowledge and research useful beyond the academic community, and provide service that directly benefits the public.
Multidisciplinary centers and institutes

Another way the University’s resources support effective engagement and outreach is through multidisciplinary centers and institutes that are described in core component 4a. They contribute significantly to the institution’s outreach activities, addressing complex health, social, and environmental issues that require multidisciplinary approaches such as diabetes, development of new medications, and the sustainability of Lake Erie.

Edith Rathbun Outreach and Engagement Excellence Award

For many University faculty members, engagement with the community is a frequent and appreciated context in which they conduct, synthesize, and integrate their teaching, research, and professional service activities. They recognize community engagement as an applied, effective, and socially valuable means of advancing their teaching, research, and professional service goals. To recognize faculty members for excellence in their outreach and/or scholarly engagement efforts, Toledo resident Edith Rathbun endowed the Edith Rathbun Outreach and Engagement Excellence Fund in 2005 to provide two annual recognition awards of $750. Her gift recognizes the value outreach and engagement can have on student learning, research, and the community. The annual awards recognize faculty for exceptional community outreach and for excellence in engaged scholarship, whether in research, teaching, or professional service. Engaged scholarship, for this purpose, means that the research, teaching, or professional service is “conducted in close partnership with community constituents; meets high academic standards; and that the outcomes are mutually beneficial to UT and the community.”

Jefferson Award

In keeping with the University’s mission to improve the human condition, the University in 2008 provided financial and other kinds of resources to partner with the national Jefferson Awards program to recognize exemplary community service by faculty, staff, and students, becoming the first university in the country to join the program. The University identified resources to develop and maintain a website where worthy individuals are nominated and award recipients profiled. The website also includes videos, a bulletin board of volunteer opportunities, and more user-friendly features. The University’s employee newspaper regularly runs articles seeking award nominees. A university selection committee picks the winners who are recognized by the university president. Among award recipients are a staff member who began a crusade against domestic violence after her daughter was murdered by an abusive husband and a law student who created an organization called Second Chance to help those who had minor scrapes with the law overcome their challenges on the road to gainful employment. Another recipient, a graduate student majoring in bioengineering, established the university chapter of Engineers Without Borders, which installed a system for clean drinking water in a small village in Honduras.

Global health clinical experiences

Global health sites are affiliate institutions in Amman, Jordan; Beijing, China; Chengdu, China; Delhi, India; Kitwe, Zambia; Manila, Philippines; Addis Ababa, Ethiopia and Shanghai, China, to which students on Health Science Campus may travel for a global health experience. Global health experiences include clerkships, research, or volunteering at global health sites, either during the medical school year or during summers between medical school years. They can be credit-bearing, or funded at least in part by the University, or both. These opportunities provide students an experience in medical education unique to the U.S. that often requires them to provide health care around resource limitations.

The assessments of all College of Medicine and Life Sciences clinical training opportunities must follow specific policies and procedures. There must be comparable educational experiences and equivalent methods of evaluation across all alternative sites of instruction within a given clerkship. This policy assures that the clerkship educational experiences at alternative sites achieve the learner objectives defined by the faculty of the department(s) supporting the clerkship. To this end, the clerkship length, the instruments and criteria used for student evaluation, and the policy for determining final grades must be the same at all sites. The faculty who teach at alternative sites must be sufficiently knowledgeable in the specialty area of the clerkship to provide effective instruction. All faculty members must have a clear understanding of the educational program objectives,
the specific clerkship learner objectives, and the formative and summative evaluation methods used by the clerkship. The clerkship director and the faculty must assure that students have the required number of clinical experiences to complete the specific learner objectives. The clerkship director must orient all preceptors and students about the educational program objectives, the specific clerkship learner objectives, and the formative and summative evaluation systems. A variety of methods must be used to assure equivalency of experiences and student performance across all sites.

**University of Toledo-ProMedica Health System Academic Health Center**

ProMedica Health System, Inc., the largest health-care system in the region, is a locally owned, nonprofit health-care organization serving northwest Ohio and southeast Michigan. The University and ProMedica Health System, Inc., entered into an academic relationship that has significantly strengthened ties between the two organizations. As a result of the agreement, the University is managing and overseeing academic endeavors across the ProMedica system under the guidance of a new joint Academic Health Center Board comprised of equal representation from ProMedica and The University of Toledo. Included as part of the academic partnership is collaboration with respect to ProMedica research, grants, and residency programs, including its family practice residency programs at Toledo and Flower Hospitals, its vascular surgery and primary-care sports medicine residency programs, and fellowship, clerkship, nursing, pharmacy, allied health, and continuing education programs. Additionally, the University is assisting the health system to conduct more clinical trials and research.

The agreement will increase clinical experiences for UT-trained medical, nursing, pharmacy, allied health, and other health-professions students and residents across ProMedica’s urban, suburban, and rural hospital network. It has built capacity based on existing health education, research, and clinical partnerships between the University and ProMedica and provides more options and greater accessibility to those in the region seeking high-quality care.

The agreement was in response to medical community concerns about the long-term supply of physicians and other health professionals to serve the region into the future. As a result, it will create a stronger physician pipeline to ensure a new generation of top-tier, local doctors as current physicians begin to retire. In addition, the agreement will enable continued recruitment of academically strong students and physicians and increase the likelihood students will continue practicing in the area upon graduation. Learning is enhanced by leveraging ongoing health education relationships of the University and ProMedica with current clinical-care partners throughout northwest Ohio and southeast Michigan. In addition, the partnership provides opportunities for increased clinical research collaboration between the University and ProMedica that will innovate tomorrow’s medical treatments.

**University of Toledo Alumni Association**

The University of Toledo Alumni Association is a 501(c)(3) organization that provides financial, human, and other kinds of resources to maintain strong relationships with university graduates and to keep them engaged in the life of the University. The University takes pride in its alumni. The association offers a variety of programming, including Homecoming and Art on the Mall, a juried art show that is annually attended by more than 10,000 persons, organized educational travel tours, alumni receptions and events in different cities, awards and recognition events, educational seminars that promote lifelong learning, and networking opportunities that connect graduates who live throughout the United States and around the world with the University. The relationship between the University and its graduates is mutually beneficial because alumni help recruit students, provide donations and gifts, and serve on university boards. In partnership with the University, the Alumni Association publishes a monthly eMagazine, Toledo Alumni Magazine, and maintains a comprehensive website that permits alumni from around the world to interact with their alma mater, classmates, and make reservations for events while providing other valuable information.

**V. Planning processes project ongoing engagement and service**

University planning processes recognize ongoing engagement and service as an important and lasting function of the institution. Goal Six of the Directions 2011 strategic plan focuses on this area and states “(w)
distinguished for our community outreach and global engagement. We will be a key driver in the revitalization of the region’s economy and quality of life.” Nine subgoals that refine and strengthen engagement, based upon a two-year process of input, discussion, evaluation, benchmarking, forecasting, and goal prioritization. Wide representation of both internal and external constituents was included in this process. As a result, specific metrics and milestones have been established regarding the quantity and quality of outreach and global engagement, as well as mechanisms to document, evaluate, and reward effective engagement.

One subgoal states that the institution will achieve recognition for attention to urban education and urban communities. A specific outcome is to assist the Toledo Public Schools (TPS) in achieving a sustainable business model.

A related example that demonstrates institutional capacity and commitment to both academic and community sectors is the Scholarly Savings Program, which was instituted at the end of 2009. Beginning in the eighth grade, the names of students in school districts participating in the program and who have been successfully promoted are submitted to the Office of Enrollment Services. At that time, a Scholarly Savings account is opened in their name and $2,000 in scholarship money is added and recorded for that account and then reported to the student and his/her family. The program adds $2,000 of SSA scholarship money into the individual student accounts at the completion of each grade through their senior year in high school. The first scholarship dollar allocations were made in June 2010. Upon graduation from high school, a student may have accumulated a maximum of $10,000 through the program that can be used toward tuition at the university. The scholarship funds are then disbursed in annual increments of $2,500 for each of four years of attendance at the University. This represents a long-term commitment that supports access of higher education for the community it serves. Financial capacity was carefully analyzed before proposing this initiative. The program has been enthusiastically embraced by regional school systems and the families they represent.

Institutional requirements for students include graduating from high school with a minimum 3.0 grade-point average and meeting core curriculum criteria for regular admission to the University. School districts sign a participation agreement with the University, including the development of requirements set by the school system to support their unique strategic goals. Thus, the program aims to give school districts leverage to require students to actively prepare for college by taking the necessary college preparatory courses, participating in activities, and meeting attendance requirements. The program is open to all school districts, including parochial schools, but is particularly beneficial to urban districts with lower socioeconomic populations. Additional details may be found at scholarlysavings.utoledo.edu

Another engagement subgoal of Directions 2011 is that the institution will align university research, work force development, and engagement efforts with the needs of the community. Key research areas have been identified and refined in the last five years to leverage institutional strengths, while meeting state and regional needs. As a result, Directions 2011 states that the institution will strategically apply resources to the three designated centers of excellence in solar and renewable energy, transportation logistics and supply chain management, and biomarker research and individualized medicine. To this end, the University coordinates efforts with the Regional Growth Partnership (RGP), which works to attract new business opportunities to the region and to market the region to the national and international marketplace. RGP also plays a lead role in the commercialization of new start-up tech-based companies. Over the past two years, RGP’s technology incubator, Launch, and venture capital fund, Rocket Ventures, both partnerships with the University, have created and supported the start-up of 68 new technology-based companies in northwest Ohio, most in the three research areas prioritized by the University.

VI. Summary

Outreach is a characteristic of most elements of the institution. However, initiatives are weighed carefully to assure that capacity exists to provide meaningful and valued engagement. Many examples of valued engagement have been summarized here, as well as occasions when the University has conducted an analysis and determined that an engagement opportunity was inconsistent with the university’s mission and
Educational priorities. Pathways of communication exist at various levels of formality between the University and its external constituencies, between the University and its internal constituencies, and between different internal constituencies at the University that enable effective connections with its communities. As a result, engagement activities are integral in the co-curricular life on campus. These activities are purposefully selected to provide opportunities for students to apply what they have learned in the classroom to real-world problems, while engaging the institution in the economic, educational, and social needs of its constituents. The process to assess institutional engagement has been applied to varying degrees by units throughout the organization.

University planning processes recognize ongoing engagement and service as an important and lasting function of the institution. The Directions 2011 strategic plan devotes an entire section focused on outreach and global engagement. Nine subgoals refine and strengthen engagement, based upon a two-year process of input, discussion, evaluation, benchmarking, forecasting, and goal prioritization by representatives of both internal and external constituents. Specific metrics and milestones have been established regarding the quantity and quality of outreach and global engagement, as well as mechanisms to document, evaluate, and reward effective engagement. The institution is well positioned to assess and affirm its capacity and commitment to engage its constituents.

Challenges
Students, political and business leaders, and the public in general do not always fully understand and appreciate the breadth and depth of the contributions, achievements, and stature of the outreach and engagement activities of the University. The challenge is to create a comprehensive and professional campaign to elevate the visibility of the University’s outreach and engagement in the eyes of the institution’s multiple internal and external constituencies. The University’s record of community-engaged research, teaching, and service is an important institutional strength that needs to be communicated more broadly.

Recommendations for the future
The University’s commitment to promote outreach and engagement activities should include an assessment of the communication vehicles being used. The University has a wonderful story to tell about its engagement activities, but it has been modest about its successes. Strengthening the public relations and marketing campaigns to better spotlight the range and depth of the university’s engagement activities will heighten the University’s already strong status as an engaged research university.

Core Component 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

To be responsive and understand the needs of its numerous constituents, the University reaches out and works with other institutions and agencies.

I. Collaborations with other higher learning organizations, educational sectors

One of the goals of the Directions 2011 strategic plan calls on the University to “achieve recognition for attention to urban education and urban communities.” The metric to measure calls on the University to “assist Toledo Public Schools in achieving a sustainable business model.”

K-12 education in Toledo is a major challenge, and the University works collaboratively with schools, families, and the community to create and foster a culture where students aspire to higher education and work hard to meet their academic potential. It is applying research and commitment to service to the everyday needs and challenges of teachers, families, and communities and providing teachers opportunities for professional development.

The University offers programs to help teachers keep up with new teaching methods and curricula, particularly in the rapidly changing areas such as the biological and physical sciences. Particularly noteworthy are six
programs that target K-12 students and teachers with a focus on the STEMM disciplines. The programs involve faculty members from the Judith Herb College of Education, Health Science and Human Service; College of Natural Sciences and Mathematics; College of Engineering, and College of Medicine and Life Sciences.

- The UT3 Noyce program (UTeach, UTeach, UTouch the Future) is a fast-track program that helps science, technology, engineering, and mathematics professionals switch careers to become math or science teachers for grades seven through 12. Noyce scholars, who receive $17,200 scholarships, work for at least two years in underserved Ohio school districts, reaching out and inspiring students through math and science. Successful participants receive an Ohio Alternative Educator License, which is a two-year non-renewable teaching license. Noyce scholars have four years to obtain a teaching position. Of the 28 Noyce scholars who completed the program between 2008 and 2010, 18 are teaching in “high-need” schools, which are defined as districts where 40 percent or more of the students are eligible for free and reduced lunch subsidies as part of the National School Lunch Program. There are 12 students in the 2011-2012 cohort of Noyce scholars. The new cohort will receive full licensure through the License Alternative Masters Program (LAMP) at the university.

- The University, Toledo Public Schools, and several supporting partners are using a $5 million grant from the National Science Foundation Mathematics and Science Partnership Program to help prepare today’s K-12 students for jobs in the fields of alternative energy. The goal of the Leadership for Educators: Academy for Driving Economic Revitalization in Science (LEADERS) partnership is to improve K-12 science education and make it more interesting to students by incorporating hands-on or project-based science linked to the renewable energies industry and its environmental impacts, which are vital to the economic development of the Great Lakes region. This is accomplished by educating teacher leaders who provide professional development to their peers and create professional learning communities.

- The IMPACT Program, which stands for Inquiry Masters Program for advancing Content for Teachers, funded by a $937,261 Department of Education grant, allows TPs teachers of grades four through 12 the chance to earn a master’s degree in biology within two years and gain exposure to hands-on science. It was one of four programs funded nationally by the Department of Education.

- The GK-12 Program, which pairs UT graduate students with local K-12 science teachers, is supported by the National Science Foundation through a $2.4 million grant, “Graduate Fellows in High School STEM Education: An Environmental Science Learning Community at the Land-Lake Ecosystem Interface.” University environmental science graduate students partner with high school science teachers in the Sylvania, Oregon, and Toledo public schools, including the Toledo Early College High School on the University’s Scott Park Campus. Objectives of the project include generating interest in science, technology, engineering, mathematics, and medicine (STEM) careers among minority high school students; giving graduate students and high school teachers a chance to share science knowledge and teaching skills; and developing real solutions to environmental problems along stream ecosystems feeding the Great Lakes.

- A $749,820 grant the University received in 2008 from the Howard Hughes Medical Institute (HHMI) equipped teachers with skills to help students learn and become more interested in science and to be more comfortable and excited with the scientific process used to make discoveries. Thirty-five teachers participated in the program, working in the labs of scientists on Health Science Campus, attending weekly two-hour seminars, participating in project-based science summer workshops and meeting with their mentors during the school year.

- NURTURES, which stands for Networking Urban Resources with Teachers and University enRich Early Childhood Sciences, is a $10 million National Science Foundation-funded partnership led by the Judith Herb College of Education, Health Science and Human Service and the College of Engineering, in collaboration with Toledo Public Schools, area nursery schools and day-care centers, and other science and community organizations. Teachers will learn skills to help engage families in formal and informal education, which also will be supported with several annual community science events that will reach about
10,000 families during the course of the project through partners such as the Toledo Zoo and Imagination Station, a local, non-profit, hands-on science museum located in downtown Toledo.

In June 2011, the University was selected to join the Woodrow Wilson Ohio Teaching Fellowship program that recruits accomplished career professionals and outstanding recent college graduates in science, technology, engineering, and mathematics to complete a special intensive master’s program to teach math and science in the state’s urban and rural schools. The University was selected through a competitive process, recognition of the University’s excellent teacher education programs, and its excellent relationship with Toledo Public Schools. The fellows complete a rigorous yearlong application and selection process. Each receives a $30,000 stipend to complete the redesigned teacher preparation programs, which focus largely on experiential learning in the local classrooms, similar to the way physicians train in hospitals and attorneys in law offices. After participants in the program complete their master’s degrees, they commit to teach for at least three years in a high-need state school with ongoing support and mentoring.

Engagement from the Judith Herb College of Education, Health Science and Human Service also has focused on bullying, cyberbullying, and cyberteasing, which have become big problems in high schools across the country. A professor has developed a bullying prevention program that has been included in college curriculum training for future teachers and is working with Toledo elementary and secondary school students, staff, and parents in an effort to stop the problem of bullying before it has a chance to grow. The professor is author of the book, School Shootings and Suicides: Why We Must Stop the Bullies.

Each summer, more than 100 teachers and 100 preservice teachers attend the two-week Sandberg Children’s Literature Institute, where they interact and talk with 10 nationally renowned children’s book authors and illustrators about how children’s literature can be motivate and inspire learners of all ages to read and write more.

The Ritter Planetarium has developed information for each of its available programs for school groups that specifies which learning objective from the national, state, and local education communities are addressed by a particular show.

The University participates in a state-sponsored program that allows high school students to take college classes on campus for high school or college credit. Area high school students annually take advantage of this program through classes at the University. Approximately 175 students participate in the program.

The dual enrollment program at the University collaborates with high schools in northwest Ohio to offer college credit classes to qualified high school students. Students take classes at their high schools taught by a qualified teacher. A university faculty member is assigned as a mentor. The program enhances their high school education by allowing them to earn credits at the University. Approximately 225 students participate in the program.

II. Transfer policies and practices

The Ohio Board of Regents, in its 2010 annual report on the condition of higher education in the state, noted that the state needs to educate 230,000 students annually by 2017 with programs that are high quality, efficient, and student-centered. The University’s policies align with University System of Ohio policies that encourage seamless transfer of students among Ohio’s public four-year schools and between community colleges and four-year schools.

A key element in USO’s policies is a document called a transfer module, which represents a subset of a university’s general education program. The Ohio Transfer Module (OTM) is a subset or a complete set of a public college’s or university’s general education requirement that represents a common body of knowledge and academic skills, and is comprised of 36-40 semester hours or 54-60 quarter hours of courses in the following fields: English composition and oral communication; mathematics, statistics and formal/symbolic logic; arts and humanities; social and behavioral sciences; and natural sciences. Additional elective hours from among the five areas make up the total hours for a completed Transfer Module. The University adheres to all aspects of the Ohio
Articulation and transfer policy and updates it transfer module on an annual basis.

Students who complete all or part of the Transfer Module are guaranteed that the courses they take at the University will be accepted as general course requirements at another state university. 45

The University also adheres to the Ohio Board of Regents transfer assurance guidelines (TAGS).

A website contains valuable information for students considering transferring to the University. 46

The University offers scholarships to transfer students. On average, 2,000 students annually transfer to the University.

In addition the University maintains articulations with universities in Ohio, Michigan, and several additional states as well as several international universities. These agreements list the specific requirements that students must meet in order to articulate in a seamless manner with specific programs at the University. There are also program-specific articulations.

The website also contains transfer course equivalency guides so that students can see how courses taken at schools in Ohio, Michigan, across the country and at international universities will transfer to the University.

III. Community leaders testify to the usefulness of the organization’s program of engagement

Over the years, the University has worked in partnership with governmental entities and community organizations and groups to solve community problems and advance the community in other ways.

The University’s philosophy of looking beyond its campus and its willingness to leverage its resources to benefit the community has resulted in many partnerships and efforts to solve community problems and advance the metropolitan community, an approach that has been appreciated and valued by community leaders. In the publication, The Relevant University: Making Community and Economic Engagement Matter, and in talks before numerous groups, the president has expressed the view that the fortunes of the city and of the University are inexplicably linked, and that the University is willing — indeed has the responsibility — to join with city, county state and national governments, area businesses, churches, neighborhood organizations, and others to make Toledo and northwest Ohio a better place to live. 47

Community leaders and others historically have viewed the University as an asset. And the University has grown in stature and political clout with the merger with MUO. Community leaders and others recognize and value the University’s capacity to identify and provide expertise, to expand educational and research opportunities, to conduct research, to provide quality studies and reports, and to help set the community agenda through discussion and debate.

• The value that the community places on University services was captured in a Feb. 15, 2010, story titled “Minority Firms gaining Foothold at UT Incubator,” that appeared in The Blade, the local newspaper, about the work of the University’s Minority Business Development Center, which helps develop the growth of local minority-owned businesses. The story quoted owners of two businesses in the incubator, who expressed appreciation for the incubator’s presence and its support that has allowed their businesses to expand. 48

• To financially help medical students willing to practice in northwest Ohio and southeast Michigan, ProMedica in July 2011 donated $500,000 to start a scholarship fund that eventually will assist eight University medical students at a time. ProMedica and the College of Medicine and Life Sciences established a graduate medical education alliance last year. The alliance partners will provide scholarships through the Better Together Scholarship Fund for eight medical students after an additional $4.5 million is raised. Two scholarship winners will be selected annually during the four years, and each will receive at least $25,000 a year for a maximum of $100,000.
Community appreciation for the University also was exemplified in an article that appeared on the University’s website about the University’s Gateway Project, which is aimed at creating a college-town atmosphere around the University. A member of Toledo City Council, Wilma Brown, was quoted as saying the project “symbolizes a unity of purpose” between the University and neighboring community groups. According to the article, she said the relationship between the University and members of the Secor Gardens community has flourished in recent years, partly due to the University’s allowing residents and stakeholders’ input into development decisions. “It’s a big financial commitment by the University to make this a community, not just a place for learning,” she explained.

Letters from state and local government officials and regional transportation planners provide evidence of northwest Ohio’s reliance on the University’s Intermodal Transportation Institute (ITI), which has demonstrated research excellence, academic experience, and expertise in services. The institute began in the mid-1990s with public and private sector organizations encouraging the University to develop a center focusing on transportation, logistics, and supply-chain issues. Through studies of intermodal transportation capacities in northwest Ohio, the ITI has led discussions about transportation policy issues in northwest Ohio and served as a catalyst for developing new knowledge and a resource for policy makers for transportation innovation through research and outreach. The ITI led the effort that resulted in the first major intermodal project in the city of Toledo. The $13 million project is located at a Norfolk Southern railroad site adjacent to the Scott Park Campus of Energy and Innovation and will create major economic benefits for the region. The ITI was the principal public presenter and author of the site selection and economic projection reports. This project was scheduled to be completed by December 2011. In addition, the University of Toledo University Transportation Center is in charge of construction engineering and inspection services for installation of a $1.5 million solar array, the Ohio Department of Transportation’s first solar highway initiative. The University is also conducting an additional $580,000 of research. This research will help determine the viability of a solar array erected in the I-280 right-of-way near the Veterans Glass City Skyway in Toledo. The solar array consists of a 100 kW (peak) utility grid tied photovoltaic system. The photovoltaic system will be designed to generate an average of 280 kWh per day or 102,200 kWh per year to offset the electricity consumed by the lighting of the center pylon and part of the roadway lighting. The solar installation will interface with Toledo Edison’s electrical system at the service connection for the bridge’s lighting system and feed solar generated electricity to the grid.

IV. University engagement among diverse communities

The Office of Equity, Diversity and Community Engagement supports the implementation of diversity-related strategic objectives. The office fosters strong leadership and advocacy for diversity as an element of the Directions 2011 strategic plan. The University is in the process of implementing these objectives. Its Minority Business Development Center opened in early 2010 and hosts a rich environment for minority businesses to start up in an affordable university environment where they can obtain access to University and community supportive business development services. Along with others in the city, county, and state, the University has continuously advocated for and invested in minority capacity-building throughout the past decade.

Two recent programs are noteworthy.

- The University adopted in 2010 a policy to create more opportunities for small and minority-owned businesses to work with the institution. The University set formal goals above and beyond what is recommended by the state to promote minority business enterprises (MBE) and Encouraging Diversity, Growth, and Excellence (EDGE) participants in university business.

- The University of Toledo is one of three universities in Ohio — the others are Ohio State and Central State universities — participating in the Ohio Board of Regents’ Construction Reform Demonstration Project to test “alternative” forms of public construction management for greater flexibility and lower costs to the state. One of the project’s key indicators is minority business participation.
Many colleges and programs actively reach out to the diverse surrounding community. Examples follow.

- In 2006, the University, working in partnership with Equality Toledo, an activist organization that works to eliminate discrimination in the region based on sexual orientation, gender identity, and gender expression through education, activism, and other anti-defamation efforts, announced that it would offer same-sex domestic partner benefits, a demonstration of the university’s commitment to diversity and its respect for the rights of gay, lesbian, bisexual, and transgendered students and employees. The University’s partnership with Equality Toledo also led to the development of explicit anti-discrimination protection for transgender students, faculty, and staff. Through the College of Law, the University partnered with Equality Toledo to establish the Safe School Project that involves law students and faculty in a community-based effort to prevent and properly address bullying in schools. The College of Law has also partnered with the National Gay and Lesbian Task Force and Lambda Legal, the largest gay-rights law firm in the country, to establish fellowships for law students and experience working on cutting-edge legal issues regarding LGBT rights.

- In the Judith Herb College of Education, Health Science and Human Service, the Urban Leadership Development Program (ULDP) is a learning partnership established between the University, the Toledo Public Schools, and the Toledo Association of Administrative Personnel. The ULDP prepares exemplary administrative leaders for the Toledo Public Schools for senior leadership roles in challenging urban schools.

- The Center for Successful Aging offers a variety of resources to meet the needs of the older population in northwest Ohio and to raise awareness about gerontologic issues. An online graduate certificate program in contemporary gerontological practice provides opportunities for graduate students to gain specialized knowledge and skills concerning aging and aging services. One hundred students from Ohio and Michigan have earned graduate certificates in contemporary gerontological practice, and more than 12,000 individuals have learned about issues involving aging through community and continuing education talks and presentations sponsored by the center since 2000.55

- The Department of Art partners with the Arts Commission of Greater Toledo to sponsor the Young Artists at Work (YAAW) Program. The award-winning program is an employment opportunity that gives diverse, at-risk youth a chance to benefit from exposure to the arts. The Art Department provides studio space for the YAAW summer workshops, and both instructional faculty and former university students have taught in the program.56

- To ensure that first-year undergraduate women interested in pursuing undergraduate degrees in science, technology, engineering, math or medicine (STEMM) get off on the right foot, the Women in STEMM Excelling (WISE) Program sponsors an outreach academic support and peer support mentoring program.57

V. Partnerships focused on shared educational, economic, and social goals

The University understands and appreciates that effectively responding to northwest Ohio’s educational, economic and social needs sometimes can be best accomplished through partnerships with other organizations with similar goals and values. Colleges and universities that partner with other institutions of higher learning, health-care providers, and non-profit organizations often provide better service to the community by drawing upon each other’s respective strengths. These partnerships have allowed the University to positively impact educational opportunities for residents across Ohio.

One example of such a regional partnership is the College of Nursing’s Doctorate of Nursing Practice (DNP) degree program offered jointly between the University and Wright State University in Dayton. The DNP consortium enhances the educational capacity and program quality of both universities while maximizing advanced practice nursing faculty and fiscal resources from both institutions. It offers advanced practice specialty areas unique to each institution that are not available at each university. The agreement also positions the universities as leaders in advanced nursing practice and assures that citizens of the state will have a supply of expert nurses who will meet their health-care needs and a supply of nursing faculty members who will
contribute to resolving the nursing faculty shortage. The program had its first graduates in May 2011, and the DNP consortium was accredited by the Commission on Collegiate Nursing Education in spring 2011. 58

The University participates in two multi-organizational higher learning centers. One is the Grove City Center for Higher Education located in the Columbus suburb of Grove City. It has responded to the higher education needs of its region by bringing courses offered by the University and five other Ohio schools to one location. Articulation agreements are in place allowing the participating schools to recognize and provide credit for each other’s courses. 59

The institution participates in the University Partnership Program offered by Lorain County Community College in Lorain, Ohio, west of Cleveland. The University and seven other private and state-supported universities offer more than 40 bachelor’s and master’s degree programs completely on the LCCC campus to create seamless pathways for students who earn their associate’s degree to obtain bachelor’s degrees and beyond. Numerous university computer science and engineering graduates of the program have joined the Lorain County workforce to support an identified strategic need of the region. 60

The University’s proximity to other institutions of higher education also has resulted in other notable partnerships that draw on the resources of other institutions and expand the university’s educational resources and capabilities.

- The baccalaureate nursing program offered as a consortium between Bowling Green State University, Medical College of Ohio, and The University of Toledo operated for more than 35 years, educating students for future careers and meeting the region’s nursing workforce needs. The cooperative program continued after the UT-MUO merger in 2006. Undergraduate students who enter nursing programs at The University of Toledo or Bowling Green State University take general education university and pre-nursing program requirements during the first two years and then complete their upper-division professional nursing courses on Health Science Campus during the final two years of their program of study. The bachelor of science in nursing degree is awarded by the respective university. 61

- An agreement between Honors College at the University and the Owens Community College Honors Program allows Owens honors students to seamlessly transfer to the University’s Honors College to complete a four-year degree. The Owens Community College (OCC) Honors Program articulation with the University of Toledo Honors College enables their students to seamlessly meld with the University’s rigorous Honors curriculum. Owens students must maintain a 3.5 grade point average and complete a minimum 15 credit hours of designated honors curriculum as part of the agreement. Before graduating, associate degree graduates meet with a university Honors College adviser to identify an Honors course of study consistent with their majors as they pursue bachelor’s degrees at the University. The Honors College also coordinates activities and programming to entice OCC Honors Program students to visit campus before they come to the University. An important goal of the articulation is that they feel like full-fledged members of the Honors community when they arrive. Since the 2008 agreement, between three and six students a year have transferred to the Honors College. 62

- The Northwest Ohio Consortium for Public Health (NOCPH) began in 1997 as a partnership between Medical College of Ohio, UT, and Bowling Green State University. Since 2006, the partnership has been between UT and BGSU. NOCPH offers the master of public health (MPH) degree, which provides advanced study beyond the bachelor degree for persons wishing to update professional skills and obtain new professional competencies in the area of public health. Students take courses at both universities. The program prepares students to enhance public health locally, regionally, nationally, and internationally. Graduates receive a degree awarded jointly by both institutions in one or two of five majors: environmental and occupational health and safety science, health promotion and education, public health administration, public health epidemiology, and public health nutrition. All five programs are fully accredited. 63

In addition, international education partnerships enable university students to connect with students around the world and gain a global perspective. A new partnership agreement between the Lebanese American University
School of Pharmacy and the College of Pharmacy and Pharmaceutical Sciences allows students in The University of Toledo’s Pharm.D and B.S.P.S programs to study abroad in Byblos, Lebanon, and for students from LAU to study at The University of Toledo. Another example of the University’s commitment to internationalism and to helping the state develop a strong and growing solar and alternative energy industry came in April 2011, when the University signed papers with a German startup solar firm to lease space in the University’s Nitschke Technology Commercialization Complex. The University has entered into numerous partnerships that have positively impacted its research portfolio and capabilities. Three notable examples are below.

- The Department of Psychiatry in the College of Medicine and Life Sciences has teamed with University Hospitals Case Medical Center in Cleveland; Columbia University; Abt. SRBI, Inc., a New York City-based global research and strategy organization; Ann Arbor Veteran Affairs Medical Center/University of Michigan; Michigan State University; and the Department of Defense for a study of posttraumatic psychopathology and post-combat adjustment in soldiers in the Ohio Army National Guard. The primary project, within the Ohio Army National Guard Mental Health Initiative (OHARNG MHI), is “Risk and Resilience Factors for Combat-Related Posttraumatic Psychopathology and Post-Combat Adjustment.” The study is a clinical epidemiology and health-services project that began enrollment in October, 2008 and is currently collecting year-three data. The OHARNG MHI conducts research visits every 12 months for a period of ten years. The study has three components. The first is a telephone survey designed to interview up to 3,000 Ohio Army National Guard members each year for approximately 60 minutes. The enrolled sample size as of August 2011 was 3,164 — 2,616 from the original sample and 548 from the dynamic cohort started in November 2010. The second component is an in-person survey. A randomly selected subsample of 500 service members within the telephone survey sample is additionally interviewed each year in their local communities for a two-to-three hour, in-depth evaluation by at least a master’s-level mental-health provider. The enrollment enrolled sample size at the end of August 2011 was 570 — 500 from the original sample and 70 from the dynamic cohort started in January 2011. The third component is the genetics study. Participants are asked to give a DNA saliva sample which will be used to perform genetic association studies. The study is aiming for approximately 2,000 DNA samples in the project’s genetic repository, where all samples are identified. The sample size as of August 2011 was 877.

- Dow Corning and the University signed a memorandum of understanding in summer 2010 to engage in collaborative discussions on photovoltaic solar research and development efforts to help reduce the cost of solar energy to make it a viable and economically competitive energy option globally.

- The University is partnering with Ohio University and with more than a dozen business and industry collaborators to create a new generation of biofuels out of algae instead of foreign oil. The Center for Algal Engineering Research and Commercialization recently opened on Scott Park Campus for Energy and Innovation. The half-acre facility at Scott Park will be constructed to include open ponds, ponds in a greenhouse, and enclosed photobioreactors to test efficiency of a variety of growth systems. The University also has been a strong partner of the cultural arts in the region, elevating the spirits of Toledoans. Some notable examples follow.

- The College of Graduate Studies, department of English language and literature and the Toledo-Lucas County Public Library are collaborating to promote the importance and value of poetry and literature to the community. A graduate student research fellow spends 15 hours a week at the main downtown library working with the library’s director of humanities in organizing free, public poetry and literature programs. The library’s invigorating “Poetry Speaks at Your Library” program features a cross-section of northwest Ohio’s best poets and writers, including many university faculty members, graduate, and undergraduate students, reading their material. The program, which began in 2010, brings diverse voices to the community and illustrates that poetry is a public art form that belongs to everyone in the community beyond the
University. The program promotes the importance and necessity for poetry and a heightened appreciation of poetry’s value to the individual life and the community as a whole. The students also help develop the library’s extensive programming during National Poetry Month. An online poetry anthology is open to writers from anywhere in the northwest Ohio and southeast Michigan area that will include a new poem added daily to create a snapshot of how people use poetry in their everyday lives. A full menu of poetry programs developed as a result of this UT-TLCPL partnership can be found at: toledolibrary.org/pageselector.aspx?31000

The research fellow also helps develop the library’s extensive programming during National Poetry Month. During April 2011, Kenyon Review editor David Baker was a featured guest writer. The research fellow also works with the public library’s information technology staff to develop a recently initiated online anthology of work by area poets, a project that is dedicated to creating a snapshot of the ways in which northwest Ohio citizens use poetry in their daily lives. A second graduate student fellow works under the direction of the professional staff of the university’s Offices of Marketing & Communications on development of the University of Toledo Press. Responsibilities include working with authors and designers on manuscript development, editorship, book production and marketing of scholarly and general nonfiction, fiction, photography, and poetry manuscripts.

- Faculty members and students enrolled in degree programs in the art, music, and theatre and film departments that are part of the new College of Visual & Performing Arts regularly collaborate with arts organizations, schools, and other local partners to provide community arts programming and experiences. Faculty members in the department of music and in the Department of theatre and film are actively involved with the local music scene, visiting local school music groups, providing clinics and lecturing on careers in music.

- Faculty members are employed by local churches as conductors of church choirs or as guest artists. In addition, a number of faculty members in both departments and alumni performed with the Toledo Symphony Orchestra when the symphony performed at Carnegie Hall in New York City in May 2011. The performance garnered excellent reviews from The Blade, Toledo's daily newspaper; The New York Times, Financial Times, and the Wall Street Journal. 68, 69

- The department of art biannually partners with high schools throughout northwestern Ohio and sponsors the Focus Art Show that showcases talent young artists. The department annually sponsors an exhibit of art work of its faculty members.

- The University also collaborates with area high schools to host an annual high school honors band concert and a high school choir festival where talented high school musicians selected from the region perform on campus.

- The Edward Shapiro Distinguished Lecture Series regularly brings to campus world-class speakers who share their perspectives and knowledge.

- The UT Summer Jazz Institute allows jazz students to discover and achieve their potential through the study of jazz in one of three programs: instrumental jazz, vocal jazz, and teacher training. Among the faculty members in the department of music is Jon Hendricks, not only one of the world’s favorite jazz vocalists, but widely considered to be the “Father of Vocalese,” the innovator of this art form. 70

There are other notable engagement programs that bring prospective students to the campus so they can learn about the University and its academic offerings.

- The University offers a variety of instructional programs and recreational activities of varying length that are available in the summer for youngsters,
including sports camps and programs in chemistry, music, physics and astronomy, and mathematics that help youngsters learn the values of good citizenship. 71, 72

- The University participates in the National Youth Sports Program, a summer sports and enrichment program for children ages ten to 16. The program includes basketball, swimming, and other athletic activities, with presentations on drug and alcohol awareness and enrichment programming in math and science. The University has participated in the program since 1968. For years, some 550 youngsters participated in the program, but federal funding cutbacks in recent years have reduced that number to 250. In 2003 and 2004, the University of Toledo’s National Youth Sports Program received the Silvio O. Conte Award of Excellence, recognizing the University’s NYSP as the best program in the nation. 73

- In partnership with area school systems, the department of history sponsors the regional National History Day competition. National History Day is a nationwide academic competition for students in grades six through twelve. Students choose historical topics related to a theme, conduct extensive primary and secondary research through libraries and archives, and then present their works. 74

- The College of Engineering, in affiliation with local engineering societies, sponsors a celebration of National Engineers Week each February, which includes a series of programs for high school students to explore the world of engineering and to think about careers in the field.

- In the College of Natural Sciences and Mathematics, the Science/Scientists Changing our Precollege Education (SCOPE) Program collaborates with area high schools to provide students with high-quality educational experiences to generate interest and proficiency in science. 75

VI. University’s partnerships, contractual arrangements uphold its integrity

The University’s mission and longstanding commitment to teaching, research, and outreach require thriving collaborative partnerships. The University also enters into many types of financial and business arrangements. These partnerships and arrangements must uphold the University’s core value of integrity, and the University strives to attract and retain partners who also adhere to the highest levels of ethical conduct and integrity.

Consistent with its mission, the University is guided by two sets of core values — compassion, professionalism, and respect; and diversity, integrity, and teamwork — in developing partnerships and contractual agreements. The integration of the principle of integrity into the University’s partnerships and business arrangements also is guided by the research office’s policy on ethics in research and scholarship and the work of the compliance office.

University policy requires that the Office of Legal Affairs reviews all proposed contractual agreements, including University health-care and provider agreements, and advise the president and the board whether they are structured and monitored in a way that protects and upholds the University’s reputation for academic integrity and independence, maintains the public’s confidence and trust in the University, and does not put the University at serious financial risk.

Contractual arrangements that involve academic programs are also reviewed by college deans and, depending on the program, either the Main Campus provost and executive vice president for academic affairs or the Health Science Campus chancellor and executive vice president for biosciences and health affairs. Master academic affiliation agreements for graduate medical education (residency training) or student clerkships are reviewed by the Health Science Campus chancellor. Research grant and contract agreements are reviewed by the Office of Research and Sponsored Programs to protect the institution’s integrity and faculty members’ research and scholarship. Contracts signed by unauthorized signatories are not binding on the University. 76

VII. Summary

In summary, the University demonstrates both its proactive outreach and its responsiveness to those constituencies that depend on it for service as evidenced by the numerous collaborations noted with other
higher learning organizations and educational sectors. The University’s articulation and transfer agreements are consistent with the Ohio Board of Regents regulations. Community leaders have attested to the usefulness of the organization’s programs of engagement. The University’s engagement is evident among diverse communities. Various examples have been provided regarding partnerships that are focused on shared educational, economic and social goals. The organization’s partnerships and contractual arrangements uphold the University’s integrity.

Work force development opportunities are abundant on a local, regional, national, and international level. These opportunities cover a wide spectrum of disciplines and demonstrate The University of Toledo’s engagement and responsiveness to its constituencies.

**Challenges**

The Directions 2011 strategic plan calls for establishment of an office of outreach and engagement to provide user-friendly gateways for all university constituents as well as a database of faculty expertise in community outreach and engagement. The self-study reiterated the need for this important resource as the University goes forward. Service and engagement activity data that is gathered will be useful in informing strategic planning, budgeting, and curricular development processes.

**Recommendations for the future**

The University should ensure that it has appropriate and sustaining resources needed to establish an outreach office or offices and database as outlined in the Directions 2011 strategic plan.

**CORE COMPONENT 5D: Internal and external constituencies value the services the organization provides.**

I. **Evaluation of services**

The value that constituents place on the services provided by the institution is demonstrated in many ways, both directly and indirectly. This includes constituent input through participation in institutional advisory boards, written evaluations, continued participation in university events, and donation of philanthropic gifts.

Furthermore, the ongoing participation of students, faculty, and staff in a host of outreach activities provides direct and indirect confirmation of the value placed on these activities as part of student learning.

A recent example of the breadth of constituent input sought by the institution is the wide participation invited in the development of the University’s Directions 2011 strategic plan.

The process started in late 2009 with context workgroups examining seven major facets of the institution’s future. Workgroups drew from a cross-section of constituent volunteers. For example, the land-use plan work group included student leaders, university staff, a deputy mayor of Toledo, a city council member, a county planner, the president of the Regional Growth Partnership, the president of the Port Authority, private businesses, and community members at large. 77

Membership expanded in 2010 to form an implementation workgroup. A prominent outcome was the February 2011 announcement of the Campus Gateway project to revitalize a commercial area bordering Main Campus. Community and governmental support has been overwhelming, with broad coverage by all forms of local and regional media. This plan drew upon relationships developed over years of dialog between residents of the surrounding neighborhoods and the Office of the Vice President for Student Affairs, the UT Foundation, and the department of facilities planning.

During the development of the strategic plan, the University sent more than 1,500 letters to community leaders and others, asking them to provide feedback on the plan. Six four-hour sessions were held with community leaders in May 2010 for face-to-face feedback.
Formal methods are employed to directly assess student feedback on services provided and their impact on learning. The institution has participated in the nationally recognized National Survey of Student Engagement (NSSE) biennially since 2002. Study of student responses has provided insight into the extent to which students are engaged in educationally purposeful activities that contribute to their learning and success during college. Historic NSSE results are used in strategic planning, such as by the Student-Centeredness and Campus Directions workgroup, to establish priorities for future service offerings like those listed in Directions 2011.

During a Nov. 5, 2010, campuswide open forum held to allow the community to provide feedback on the self-study, Lucas County Commissioner Tina Skelton Wozniak said that the university’s outreach and community engagement is strategically important for the region, which has struggled in recent years with high unemployment rates and economic malaise. “The University of Toledo is the ‘go-to’ place for local governments; we’ve sought their help numerous times when Lucas County had to cut $20 million in spending in the last few years,” she said, adding that “access is available in so many ways at so many levels.” In most cases, it has been the Urban Affairs Center that has been asked to assist because of the strong reputation it has developed for providing dependable, reliable information and data that can be used to make well-informed public judgments.

Further proof of the value that the university’s constituents place on the services provided by the institution and the confidence they have in the university’s ability to carry out its teaching, research, and public service missions can be seen in the philanthropic support the community has provided. The university’s recently completed capital campaign, “The Time Is Now,” raised more than $106 million, exceeding its goal of $100 million, for student scholarships, facilities, research, teaching, and learning programs.

II. Service programs provided to faculty, staff, and students

Faculty, staff, and students value the services the University provides for them. Examples follow.

Student involvement

The Office of Student Involvement (OSI) serves as a clearinghouse for the multitude of co-curricular activities and ways that undergraduate students can get involved on campus through student organizations, leadership, community outreach service opportunities, and student government.

University students can volunteer on an individual basis, join community service organizations, or become active through academic classes, clubs and organizations, sports teams, or fraternities and sororities. Participating in student groups allows students to pursue their interests while learning the importance of communication, cooperation, planning, leadership, and other skills. During the 2011 spring semester, some 4,200 students participated in 212 active student organizations. Many of these diverse organizations contribute significantly to the learning environment, including honor and national societies; professional, special interest and service organizations; religious and cultural organizations; department clubs; and musical, arts, athletic, and media organizations.

The office coordinates more than 60 annual student-focused events that are considered university traditions that attract anywhere from 60 to 2,000 students. Many of these programs are held at the Student Union Building, the center of university community life on Main Campus. It houses offices for Student Government, student affairs and student organizations; the university bookstore that offers textbooks, trade and reference books, school and office supplies, and clothing; a Starbucks coffee shop, a large student cafeteria; a television lounge with theater-style seating; a large number of rooms for events and for meetings for faculty, staff, and students; a food court and a large auditorium used for numerous events.

More than 300 students annually participate in three OSI-sponsored programs — Levi Leadership UT, the Student Wellness Awareness Team, and Greek 101 — that provide opportunities to develop leadership skills, to promote positive change, and to learn the importance of active citizenship. The programs are curriculum based and offer college credit. OSI partners with the Office of Academic Engagement for a fourth leadership development program — the service learning class.
The OSI collaborates with other university divisions to sponsor 24 “heritage months” and “focus weeks” that provide educational and social programming opportunities for students.

Opportunities for co-curricular campus and community involvement exist for graduate and professional students as well.

Service learning is an important part of the academic environment at the University, and the University has integrated service into the curriculum. Approximately 50 service-learning courses are part of the university curriculum. With service learning, students do service in the field, but the experience also is part of their course work. Students learn theory in class and then see the practical implications of what they’re studying.

For example, in an accounting class, Principles of Management Accounting, in the College of Business and Innovation, students utilize their research, writing, and strategic managerial skills to develop a fundraising plan for a local nonprofit organization. They conduct research into the mission and goals of local charities and invite representatives of several charitable organizations to speak to the students before they select one. Students then prepare budgets, marketing and communications materials, and appeals to raise funds for the nonprofit they selected, Make-A-Wish Foundation of Northwest Ohio. At the end of the course, students wrote papers about what they learned, reflecting and focusing on connections between service and the course, and engaging in self-discovery.

The Office of Academic Engagement works with its community partners to identify and recruit interested, work-study eligible students to participate in paid, off-campus service opportunities.

The University; United North, a Toledo, a non-profit neighborhood organization; and Toledo Public Schools have partnered to create a community-based learning center at a local high school in north Toledo. The center provides space for university faculty and students to work with Toledo area organizations, engage in service-learning courses in the community, and meet critical community needs. Through the University of Toledo’s Great Cities, Great Service grant, NorthRiver’s Weed and Seed network has connected 89 students to service learning projects in the community. Among other projects, students from the high school and from the university have conducted a neighborhood survey, including businesses, residents, teachers, and students, to discover the assets of the community and how to best utilize those assets.

**Campus safety**

Facilities and programs that promote the safety and health of faculty, staff, and students are essential for effective, “student-centered” teaching, learning, and research.

The security of faculty, staff, and students has been enhanced thanks to measures the University has taken in recent years to improve campus safety. The University of Toledo Police Department (UTPD) provides 24-hour uniformed police services to all three campuses, serving a daily population of more than 31,000 students, faculty, staff, patients, and visitors. The department is committed to continuous improvement and exploring options to enhance its service delivery. All university police officers are sworn state of Ohio peace officers commissioned by the Ohio Peace Officer Training Academy. Police officers are entrusted through the Board of Trustees in accordance with Ohio civil service law and Section 3345.04 of the Ohio Revised Code. University law enforcement officers have misdemeanor and felony arrest authority as well as all other enforcement powers granted to peace officers in the state. Police officers are subject to all training and education requirements established by the Ohio Peace Officer Training Council and the University.  

The University has invested some $500,000 in state-of-the-art communication systems, including an outdoor public address system, a text message alert system and a seamless integration of UTPD communications with municipal police forces throughout Lucas County. The University has strongly and repeatedly encouraged members of the campus community to sign up with UT Alert, a messaging system that delivers a text message to cell phones when a campus emergency warrants it.
A video titled “Keeping UT Safe” informs the university family of current and new initiatives to enhance the university’s readiness and response in the event of an emergency. It is available for viewing online 24 hours a day, seven days a week, and also is shown at new employee orientations and other public meetings.

The University has in place a strong policy and a comprehensive education prevention program concerning sexual assault. University buildings have street addresses to help visitors and emergency personnel find buildings through a global positioning system (GPS).

The university Police Department sponsors the Healthy Boundaries program that provides a safe place to talk about relationships and to learn and practice healthy relationship skills. Participants learn that healthy relationships are based on equality and mutual respect.

In keeping with the Clery Disclosure of Campus Security Policy and the Campus Crime Statistics Act of 1998, the Police Department makes available annual security reports/crime statistics, crime prevention programming, and timely warnings of acts of violence that have taken place on campus. However, symbolic of the university’s commitment to safety, education and transparency, the Police Department takes a broader approach to the requirements of the Clery Act and provides information about incidents adjacent to campus in community awareness bulletins as new information is known.

An evening walking escort service, known as “Night Watch,” is available for students who wish to be accompanied to a building, residence hall, or parking lot. Equipped with two-way radios and in constant contact with the Police Department dispatcher, two-person student teams of escorts escort people from one university building to another late at night. The program provides some 6,700 escorts a year.

The Rocket Patrol, which is comprised of 22 students, assists the Parking Enforcement Office. The students patrol the parking lots, enforce parking regulations, assist motorists, assist with traffic control at major campus events, assist people needing access to campus buildings, and report suspicious activity to the police dispatcher.

Emergency telephones have been installed on all campuses along walkways, in parking lots, and other areas that are direct lines to the Police Department.

Police officers work to develop and maintain relationships with students as a regular part of the job. They spend time in residence halls, serving as a resource for students, and empowering students with the knowledge to be more proactive about their safety. The department works closely with the staff in the Division for Student Affairs and the Counseling Center, addressing concerns raised by students.

Lighting throughout the campuses is regularly evaluated to ensure that all areas are well lit. On Main, Health Science, and Scott Park campuses, 100 percent of parking, roadway, and walkway lights have been changed to light emitting diode (LED) lighting that provides brighter illumination.

The Police Department maintains a web-based site to anonymously report tips and suspicious persons and offers students personal safety programs such as the rape aggressive defense (RAD) system.

In order to gain access to residence halls and to many classrooms and laboratories on Health Science Campus, students must swipe their university identification cards; internal public address systems and security cameras in stairwells and other areas have been installed. All guests are required to sign in at front desks, and residence hall staff, including student security workers, resident assistants, and full-time hall directors, provide regular oversight.

In addition, UT Police are in contact with the Toledo Police Department whenever incidents occur on or near campus and regularly meet to exchange information and discuss strategies to prevent crime against members
of the University community on nearby streets and neighborhoods. The University Police Department has partnered with the Toledo Police Department to create an innovative team policing unit known as 618. The 618 unit teams a City of Toledo police officer with a university police officer. Together they patrol the neighborhoods surrounding campus where many students live.91

**Student recreation and fitness**

The Student Recreation Center on Main Campus and the Henry L. Morse Physical Health Research Center on Health Science Campus, a partnership between the University and the YMCA and Jewish Community Center of Greater Toledo, are two superb recreational facilities that support the university’s mission of being student centered by offering a wide array of recreational and sports opportunities that promote students’ physical, social, and psychological well-being and an appreciation for healthy lifestyles. Undergraduate and graduate students enrolled for 12 or more general fee-bearing hours have center membership with full privileges that semester.92, 93

**Health and wellness services**

The University provides personal health and wellness services for faculty, staff, and students at two venues. The Main Campus Medical Center offers primary health care and health education. The medical center care records approximately 9,000 patient visits annually. A wide range of services is provided, including primary and urgent medical care; women’s health care; counseling and psychiatric services; allergy injections and laboratory testing; and prescriptions and over-the-counter medications.94, 95

Health center staff includes physicians, registered nurses, pharmacists, and psychiatrists. Rules governing patient confidentiality, privacy, dignity, and informed consent are followed. The university’s psychiatrists routinely work with university staff to help students who appear to be experiencing serious mental health issues and can arrange for students to be hospitalized when necessary. All students on all campuses are required to have an approved form of health insurance. The Main Campus Medical Center is accredited by the Accreditation Association for Ambulatory Health Care, Inc., meeting rigorous, nationally recognized standards.

Students with more serious conditions are referred to specialists at the University of Toledo Medical Center.

On Health Science Campus, faculty, staff and students are referred to the Department of Family Medicine Clinic or to the UT Medical Center Emergency Department after hours for medical illnesses, wellness programming, vaccinations, titers, screenings, and other medical indications. Students and employees who experience occupation injuries or exposures are directed to the Emergency Department.

Student behavioral health services are available on both campuses at Main Campus Medical Center, the Department of Psychiatry on Health Science Campus, and UT South Toledo internists. Employees who suffer needlestick injuries at UT Medical Center are directed to the hospital’s occupational health nurse for care.

The University also has worked to develop a healthier campus. A new policy went into effect in August 2011 that restricts tobacco use to nine designated “smoking huts” in areas on Main Campus and the satellite campuses. The Health Science Campus has been tobacco-free since 2006.

The University annually hosts Welloween, a free, Halloween-themed health fair, to promote wellness education to the university community. Features include interactive and educational booths, free flu shots, health screenings and activities. In recent years, between 800 and 1,000 persons, approximately 30 university organizations, departments, and offices, and 10 community organizations have participated. An average of 424 flu shots have been administered at the event in recent years.

The University has installed 38 automated external defibrillators (AEDs) throughout Health Science, Main, and Scott Park campuses to help combat episodes of sudden cardiac arrest among faculty, staff, students, and visitors.96

The University conducts infectious disease surveillance of the residence halls in cooperation with the Toledo-Lucas County Health Department, offers free influenza vaccinations to students and employees and medication management programs to students and employees, and is a self-health-insured work force.
To further the University’s commitment to provide a healthy and productive educational environment, the institution offers extensive alcohol awareness programming for students.  

**Transit services**

The University of Toledo began a transit system in 1972 to meet constituent needs. The system operates on a fixed-route schedule, providing safe, convenient, and reliable transportation to academic and administrative buildings on the University’s three major campuses and the Center for Visual Arts adjacent to the Toledo Museum of Art, approximately three miles from Main Campus. University bus routes also serve several off-campus apartment complexes where students reside.

The system offers major routes that are part of an overall plan to divert cars from the core of the campus and clear the gridlock on campus roadways.

To operate a system that is reliable and offers relevant routes, timely schedules, and meaningful stops, the transit unit works closely with colleges, Student Government leaders, and with space planning for off-campus commuter information.

Ensuring that bus and class schedules are closely aligned and meet constituent needs is a big challenge. Transit Services obtains class schedules at the start of the academic year from various colleges and works to align them with bus departure and arrival times so that students arrive to class on time.

One outcome of such coordination and feedback is a route between Main and Health Science campuses called the Pharmacy Express that departs and returns to Main Campus twice in the morning and twice in the afternoon.

Routes provide transportation for students between Health Science and Main campuses, between Main and Scott Park campuses, and between Main Campus and Center for Visual Arts on the grounds of the Toledo Museum of Art. Routes begin and end at the Transportation Center, which serves as the main hub for all bus service.

Two Main Campus routes coded by color — blue and gold — are aimed at easing traffic and parking congestion.

Transit Services annually averages 1.2 million rides. Transit Services currently employs 35 student drivers and has a fleet of 13 buses. UT Transit purchased in early 2011 for the first time ever a hybrid electric bus, reducing fuel consumption and carbon emissions.

In 2011, global positioning system units were installed on buses, allowing students to check the speed and location of their buses online and to give them personal access to reliable arrival times. The system helps students reduce their wait time at the bus stops.

Other services include stops with shelters, connections to the Toledo Area Regional Transit Authority (TARTA), routes to local shopping centers, and an on-demand service.

A website provides information about bus schedules and parking lot maps.  

**Day-care services**

Through the provision of two day-care programs, the University offers a supportive environment for faculty and staff members who balance teaching, research, and other duties with family responsibilities.

Apple Tree Nursery School has provided quality child development and early childhood education for children of Main Campus faculty and staff members since 1974 and been nationally accredited since 1994. Located on Main Campus, Apple Tree annually enrolls 130 children ranging in age from six weeks to six years.

For Health Science Campus employees, the Early Learning Center, located in a former Toledo Public Schools elementary school building in a quiet, residential neighborhood near Health Science Campus, provides quality care for children of faculty, staff, and students, as well as for families in the community, beginning at 18 months of age up to kindergarten. It has capacity for 30 toddlers, 60 preschoolers, and 40 school-aged children.
Both programs are licensed by the state of Ohio and meet rigorous accreditation standards of the National Academy of Early Childhood Programs. Apple Tree has earned from the state of Ohio three-star ratings for meeting the quality benchmarks established by the Department of Jobs and Family Services, Bureau of Child Care and Development. Step Up To Quality is a Three-Star quality rating system created to recognize and promote early care and education programs that meet quality benchmarks over and above minimum health and safety licensing standards.

The majority of the professional staffs of both centers have earned associate’s or bachelor’s degrees in early childhood education and are certified in CPR, first aid, child abuse recognition and prevention, and common childhood infectious illnesses.

The centers provide valuable learning opportunities for students in the colleges of Medicine and Life Sciences, of Nursing, of Languages, Literature and Social Sciences (Psychology) and in the Judith Herb College of Education, Health Science and Human Service.

**Volunteer, community service opportunities**

Many of the university’s student organizations and the university’s 33 fraternities and sororities participate in volunteer and community-service opportunities offered by the University, an indication of their value to students. For example:

- Each year, hundreds of students join community volunteers and gain a sense of community by participating in the annual “Clean Your Streams” event. They spend a day removing debris from river sites on the Main, Scott Park, and Health Science campuses, the city of Toledo, and the village of Ottawa Hills.
- Students volunteered in the aftermath of Hurricane Katrina, the earthquake in Haiti, and the 2010 tornados that devastated Lake Township, Ohio, outside Toledo.
- The University of Toledo Dance Marathon raises funds for rehabilitation programs at a local medical center that is a member of the Children’s Miracle Network. The dance marathon is one of the largest philanthropic organizations at the University. Dance Marathon has raised $350,000 since 2001.
- Remarks of students enrolled in the colleges of Law and of Business and Innovation that were summarized in the 2010 Princeton Review’s publication “172 Best Law Schools in the Nation” publication and in the Princeton Review’s 2011 edition of its book, The Best 300 Business Schools, provide evidence they value the colleges’ educational programming services and feel they are getting quality educations. The College of Law was named in 2009, 2010, and 2011 as one of the “best value” law schools in the country by the National Jurist Magazine, the only law school in Ohio and Michigan to have been so recognized in all three years.
- College of Law students also have responded enthusiastically to the college’s Pro Bono Commendation Program. Students who commit to 30 hours a semester of volunteer work receive commendation certificates at an annual public-service awards reception held in the spring. In recent years, they have provided more than 15,000 hours of law-related services to the area’s poor and disadvantaged.
- The University’s 350 student-athletes also are involved in the community as part of the Athletic Department’s Rockets “Round Town” program. They serve such community organizations and causes as the Cherry Street Mission, the Ronald McDonald House, Susan G. Komen Race for the Cure, Operation Christmas Child, Mom’s House, the Make-A-Wish Foundation, and local schools.

Outreach and engagement is one way that faculty members stay current on trends in their disciplines. Many faculty members share their skills and talents to increase the capacity of a wide range of local, state, and national organizations, community groups, professional groups, nonprofit organizations, and government agencies to address critical public issues related to economic development, access to health care, crime, justice, poverty, education, affordable housing, and the environment. Examples include the American Cancer Society,
Catholic Charities, Diocese of Northwest Ohio, Partners in Education, Ability Center of Greater Toledo, American Red Cross, Habitat for Humanity, YWCA, and Make-A-Wish Foundation. The University and dozens of university faculty and staff members have received awards and commendations from national organizations and agencies as well as from administration, students, and groups for their outreach service and commitment — activities that obviously are appreciated and valued by those groups. The University is proud of their accomplishments.

The University is the recipient of the President’s Higher Education Community Service Honor Roll sponsored by the Corporation for National and Community Service for its commitment to service and civic engagement. The award is sponsored by the Corporation for National and Community Service.109

Many faculty members also have earned national recognition for exemplary performance in their professional fields. For example:

- Margaret Traband, vice provost for undergraduate studies and special assistant to the provost, received in 2010 the highest honor in the respiration therapy field — the Jimmy A. Young Medal from the American Association for Respiratory Care — for her service to the profession.110

- In 2010, Dr. Vijay Goel, the Distinguished University Professor of Bioengineering, received the International Society for the Study of the Lumbar Spine’s Wiltse Lifetime Achievement Award.111

- In 2010, Dr. Bina Joe, associate professor of physiology and pharmacology, received the Young Scholar Award from the American Society of Hypertension, Inc., the country’s largest organization dedicated to hypertension and related cardiovascular disease, for her work identifying specific genes that contribute to the disorder.112

Community organizations, news organizations, and government agencies rely on the expertise of university faculty members to solve programs, discuss current affairs, and solve problems. Below are some examples.

- A Department of Social Work faculty member who has conducted groundbreaking research on human sex trafficking and is considered a national authority consulted extensively with a Toledo-area state representative in preparing legislation making human tracking a felony in Ohio.113

- Two College of Nursing faculty members and five nursing graduate students worked with a Toledo-area state representative in writing legislation allowing registered nurses to pronounce death in certain circumstances.114

- Local news organizations make almost daily requests to the Office of University Communications for interviews with faculty members, who are sought out for expert opinions, new insights, and future predictions on current affairs, including the chancellor and executive vice president for bioscience and health affairs and College of Medicine and Life Sciences dean who serves as a spokesman for the American Medical Association, Liaison Committee on Medical Education, and the American Heart Association.

III. Economic and work force development activities

The University’s commitment of its resources, expertise, and intellectual assets to support business and manufacturing activity in Toledo and northwest Ohio, as well as health-care delivery, is valued and appreciated by civic and business leaders.

The establishment of Innovation Enterprises, the creation of four business incubators that are helping produce an entrepreneurial spirit in the region, and the university’s key partnerships and collaborations with a host of regional economic development entities allow the University to monitor current and future workforce needs and point to the institution’s ever increasing role as an engine for new jobs, new businesses and companies, and new economic growth and investment in northwest Ohio. As Ohio moves from its manufacturing base to a new
technology and knowledge-based economy, the University is offering new educational programs in response to community and regional needs and to equip the region’s work force with new skills in anticipation of a changing economy. Additional examples are below.

- The new degree in alternative energy technology, offered in conjunction with Northwest State Community College, addresses a future local and national need as the country moves to alternative sources of energy. The new degree program provides training for students interested in developing new alternative energy technology or installing and maintaining new alternative energy products. 115

- The new master’s degree in photovoltaics offers science and business skills in the growing field of alternative energy. Four students who entered the program in fall 2010 are in their second year of studies and three began studies in fall 2011. Students receive part of their training at two local solar manufacturing plants. 116

- The Bioinformatics, Proteomics/Genomics (BPG) Certificate Program was recently transformed to a Bioinformatics and Biomarkers Certificate Program. The first three courses from the BPG program are still required and the fourth course will now be a choice of either Application of Bioinformatics and Proteomics/Genomics (three credit hours) or Biomarker Research and Individualized Medicine (three credit hours). The biomarker research and individualized medicine course will be launched in spring 2012. The course will also be of interest to graduate students across the University as a general elective, as well as those in the certificate program. This is a brief description of the course: “Biomarkers are biological indicators that show a reliable, predictive correlation to differential patient responses and are essential to the realization of personalized health care. They are used as preclinical and clinical tools for evaluating safety and efficacy of health care; prevention, screening and early diagnosis; and targeted therapy. This is a survey course to explore: basic techniques for the identification of biomarkers, and applications of biomarkers for personalized medicine. It is sponsored by the University of Toledo Biomarker Research and Individualized Medicine Center of Excellence.” The University is in the process of developing a professional science master’s (PSM) in biomarkers that it hopes to launch in the 2012-2013 school year. It will capitalize on existing masters program in the departments of biochemistry and cancer biology in the College of Medicine and Life Sciences, and on existing courses in the College of Business and Innovation. The University is in the process of identifying industry partners for the internship component of this program. 117

- The College of Business and Innovation (COBI) emphasizes “enhancing the world of business practice” and “serving as a resource for regional economic development” as strategic priorities. It plays an important role in economic and workforce development through its new undergraduate degree in entrepreneurship and through its well-respected graduate degree programs, including its Ph.D. degree program in manufacturing and technology management, and its professional and executive MBA programs. It also collaborates with three other University colleges to offer dual-degree programs. 118, 119, 120

- Using the expertise of the faculty, the COBI’s Center for Family & Privately Held Business sponsors forums and other educational, counseling, research, and networking opportunities for owners of family and small businesses, where the region’s future economic growth lies. Small and mid-sized businesses can tap into and use to their advantage knowledge developed by university faculty members. 121

- The Edward Schmidt School for Professional Sales, established in 2002, provides educational programs related to professional sales. For the past several years, students enrolled in the school have consecutively won top awards at the National Collegiate Sales Competition, including the top product sale and service sale awards. Additionally, the University chapter of Pi Sigma Epsilon, the only co-ed professional fraternity for sales management and marketing, has won top awards at the PSE National Conference, including Best Region. The school was ranked the top program in the country in an independent study conducted by DePaul University in December 2009. 122, 123

- The COBI provides access to student interns. Eight-five percent of the college’s undergraduates complete one or more internships, and feedback from companies shows that the interns and graduate assistants
are also a source of future permanent hires. Employers benefit by having the insights of interns, who gain experience working on projects with established businesses and companies. The COBI offers seminars, workshops, or certificate programs in such targeted areas as business and strategic planning, feasibility studies, leadership/organization development, process innovation, marketing and customer relationship management, global supply chain management, international development, lean manufacturing, and systems analyses.

- Work force development programming by the Judith Herb College of Education, Health Science and Human Service is exemplified by the "LAMP" Program, which stands for Licensure Alternative Masters Program. The program is aimed at expanding the number of teachers in Ohio by offering to those who already have baccalaureate degrees and want to become teachers course work that leads to teacher licensing in Ohio and also meets the requirements for a master's degree. 124

- Starting in 2005, the College of Medicine and Life Sciences decided to increase the size of its entering classes, a response to a growing national shortage of physicians because of the earlier retirement of doctors and the growth in health-care services needed by an aging population. The entering class was 145 in 2005, 155 in 2006, and 165 in 2007. For the last three years, the entering class has numbered 175 students.

- According to the Health Policy Institute of Ohio, the state is projected to have a shortage of 32,000 nurses by 2020. The College of Nursing is working to reduce that number through its baccalaureate and graduate nursing degree programs to educate nurses who can provide general nursing care and advanced practice nursing care in the state's hospitals, clinics, community centers, nursing homes, and other health-care facilities. 125

- Many attorneys in Toledo and northwest Ohio, who play important roles in the region's judicial system, earned degrees from the College of Law, which offers a part-time night program to meet the needs of working professionals.

iv. Community participation in university co-curricular programs

External constituents clearly support and value the university’s varied, enriching cultural programming that elevates the spirits. Many university events and programs are open to the public, and they are used and supported by large numbers of area residents. Cultural arts programming at the University — art shows, concerts, recitals, dance recitals, plays, poetry readings, and other events — serves as a gateway for the community to engage the University and provide opportunities for enrichment and growth for the community and university faculty members, staff, and students. For example, during the 2010-2011 school year, the university’s Center for the Performing Arts, Center for Visual Arts, Doermann Theatre, and other venues hosted:

- One hundred ninety-three visual and performing arts events;
- Thirty-seven play performances and staged readings that were attended by 3,005 people;
- Twenty film screenings attended by 575 people;
- Nineteen art events such as exhibitions, receptions, conferences and lectures attended by 7,789 people; and
- One hundred seventeen concerts and music events attended by 17,525 people.

The total attendance was 28,894. 126

- The University’s annual Art on the Mall juried art exhibit brings together artists with university connections, whether as students, alumni, former students, faculty, staff, or alumni. 127
- The Mini-Medical School classes sponsored by the College of Medicine and Life Sciences are aimed at offering fun, interactive experiences through which the public can learn in layman’s terms more about
diagnostic, therapeutic, and preventative issues in clinical medicine and research. The classes are taught by university faculty members. The Medical University of Ohio offered the program for many years. Topics have included cancer, heart disease, women’s health issues, infection, immunity, and aging issues. The programs, which have been well received, last two hours and include time for questions and answers. 128

- The Ritter Planetarium-Brooks Observatory on Main Campus presents approximately 225 astronomy learning programs a year to the general public, to K-12 school groups, to Boy, Girl and Cub Scouts and Brownie troops, and to various civic groups and organizations. The facility annually attracts between 20,000 and 25,000 people, and since its opening in 1967, the planetarium’s total attendance has surpassed 600,000. In 2011, a new, more powerful projection system, new seating and carpeting, and a new surround-sound system were installed. The new projection system uses extremely bright, high definition video projection to cover the dome with ultra-high resolution imagery. The new capability will provide opportunities for much broader interdisciplinary programming. 129

- Intercollegiate athletics is sometimes described as the “front porch” of a university, and that is certainly true at the University. Athletic events attract thousands of fans to campus. For example, the University’s women’s basketball program ranked among the top 50 NCAA Division I schools in average attendance during its 2009-10 campaign, according to figures released by the NCAA. A capacity crowd of 7,301 fans, a school and Mid-American Conference record, packed Savage Arena to see the women’s basketball team win the 2011 Women’s National Invitational Tournament by defeating the University of Southern California, 76-68. A sellout crowd also witnessed the Rockets’ 83-60 semi-final win over the University of North Carolina at Charlotte. 130, 131

V. Community use of university facilities

Additional evidence of how internal and external constituents value the University can be seen in the extensive use of university facilities. The University makes its facilities available for a variety of activities and events for individuals and organizations that use the facilities for meetings, programs and training.

- Rocket athletic facilities — the Glass Bowl football stadium and Savage Arena, where men’s and women’s basketball games and women’s volleyball matches are played — are used extensively by the community. The football stadium hosts youth and high school football games, band competitions, and walks sponsored by health-related organizations to raise money for charities. The baseball and softball fields at Scott Park Campus of Energy and Innovation host numerous high school playoff games. The University makes Savage Arena available for high school basketball games and is the venue of the communitywide celebration of the birthday of the civil rights leader Martin Luther King Jr. High school graduation ceremonies and proms in the spring are also held on Main Campus.

- The University saw extensive use of Savage Arena and the Student Union by political candidates during the 2008 elections, including a visit by then presidential candidate Barack Obama. 132

- The University hosted the 2009 NCAA Division I Men’s Golf Championship and the 2011 NCAA Great Lakes regional cross-country championships at nearby golf courses, and Savage Arena hosted 2K Sports Classic benefiting Coaches Versus Cancer in 2010. The track and field complex hosted the Summit League Championship in 2010 and hosts several high school meets. Numerous summer camps for youth are held at the
University, utilizing all of the athletic facilities — Savage Arena, Glass Bowl, Scott park athletic fields and the Fetterman Athletic Complex.

- For the last three years, Nitschke Auditorium on Main Campus has been the venue for the annual State-of-the-City address by the Mayor of Toledo. Ohio Senator Sherrod Brown held a forum at the University March 30, 2010, on college affordability and the future of Ohio and visited the University’s Lake Erie Center May 28, 2010, to join faculty members to discuss national efforts to prevent the migration of Asian carp into the Great Lakes. He also held a Senate hearing at the University on jobs and the economy on Oct. 8, 2008. 133, 134

- The Driscoll Alumni Center was the venue for a debate between then Ohio gubernatorial candidates John Kasich and Ted Strickland on Oct. 6, 2010. 135

- Nurses and resident physicians from other Toledo-area hospitals are extensively using the university’s new Interprofessional Immersive Simulation Center to enhance their skills.

- Members of the public can rent picturesque Libbey Hall for private events.

VI. Continuing education programs for licensed professionals

Continuing education programs offered by the colleges of Medicine and Life Sciences, of Law, of Pharmacy and Pharmaceutical Sciences, and of Nursing meet the needs of licensed professionals in the community and are valued and appreciated.

College of Medicine and Life Sciences

The College of Medicine and Life Sciences Office of Continuing Medical Education provides high-quality educational opportunities — conferences, seminars, workshops, online interactive sessions, and forums for physicians to enhance their knowledge, skills, and professionalism. Between December 2006 and October 2009, the CME program produced 272 activities, 2,834 hours of instruction and education for some 17,000 physicians, and 33,400 other health-care professionals. In fiscal year 2010, the CME office provided 88 activities for 896 contact hours. These programs reached more than 6,200 physicians and over 11,700 other health-care providers.

The program is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to sponsor continuing medical education for physicians. Leadership for the program is under the direction of the associate dean for continuing medical education who also serves as the chairman of the Continuing Medical Education Advisory Committee. The CME staff works to assure that ACCME accreditation standards are being met, periodically reviews policies and procedures, analyzes needs assessment data, and reviews upcoming activities and evaluation summaries for each activity to ensure ACCME compliance.

ACCME workshops are attended by the staff at least once in an accreditation cycle. The mission statement is also reviewed annually to ensure that the activities are linked to the expected results. Programming is frequent and extensive. In 2011, for example, programs covered such topics as pancreatic cancer, wound care, geriatric medicine, infectious diseases, heart disease, and vascular medicine and featured outstanding medical experts in their fields.

Judith Herb College of Education, Health Science and Human Service

In the Judith Herb College of Education, Health Science and Human Service, the Academy of Professional Development provides high quality, evidenced-based professional continuing education. The academy serves professionals in a variety of disciplines in the fields of education, health science, and human service, meeting, or exceeding when possible, their individual career development needs in a client-centered manner.

The academy’s vision is to be the premier regional provider of professional development programming that engages educators, researchers, and practitioners in an environment that promotes optimal learning and discovery. It reads:
The Academy of Professional Development will provide professional continuing education programs presented in live on-site and in on-line distance learning formats that are developed and presented by faculty who are expert in their fields. The target market for the Academy’s product is professionals in the disciplines of education, health science, and human service who require continuing education credit for licensure and certification renewal. This would include educators, social workers, occupational therapists, physical therapists, speech and language pathologists, audiologists, health information management specialists, health and wellness specialists, counselors, and criminal justice specialists.

The Academy’s product is not-for-credit professional development programs commonly referred to as continuing education. Continuing education is required for maintenance of licensure and certification for a variety of disciplines. The Academy’s programming will be evidence-based and designed to be pertinent to contemporary practice methods and issues for the target market.

**College of Law**

The College of Law offers continuing legal education programs. Attorneys in Ohio must complete and report 24 hours of accredited continuing legal education every two years. Conferences for the academic community, judges, and attorneys address critical issues facing the legal system. In recent years, the college has sponsored continuing education programs in such areas as sentencing guidelines, regional economic development, labor negotiations, the Thirteenth Amendment that abolished slavery, the Military Commissions Act of 2009, managing small practice, climate change, and the future of energy. The College of Law Legal Institute of the Great Lakes, a multidisciplinary research and education unit, annually sponsors a conference on legal, economic, and social issues of importance to the Great Lakes.

**College of Nursing**

The College of Nursing provides continuing nursing education as an approved provider by the Ohio Nurses Association and an accredited provider by the American Nurses Credentialing Center’s Commission on Accreditation. Programs offered by the Center for Nursing Continuing Education help enhance the knowledge, skills, and expertise of nurses in providing care to various populations in northwest Ohio. In fiscal year 2009-2010, the continuing nursing education program provided 223 programs, reaching 1,789 practicing nurses and provided more than 3,960 contact hours of continuing nursing education to nurses within the “provider units” geographical range for continuing nursing education activities. This includes the immediate Toledo and surrounding cities located in Northwest Ohio within approximately a 35-mile radius. Independent study on-line continuing education programs are available through the Internet at hsc.utoledo.edu/oce. These programs offer two online pharmacology courses for advanced practice nurses required by the state of Ohio in preparation for attainment and renewal of prescriptive authority within the state of Ohio. Nurses from more than 20 states and Canada have participated in continuing nursing education programs offered in this venue.

All continuing nursing education provided to university faculty nurses was provided free of charge. As has been the custom in previous years, all university nurses were offered one credit hour of legal/law continuing nursing education during National Nurses Week in May.

**VII. Summary**

Many examples of valued, high-quality engagement have been summarized here, with both formal and informal documentation of the value that internal and external constituents place in these interactions with the institution. Pathways of communication exist at various levels of formality between the University and its external constituencies, between the University and its internal constituencies, and between different internal constituencies at the University that enable effective connections with its communities. As a result, engagement activities are integral in the co-curricular life on campus, yet sometimes are difficult to demonstrate in other than anecdotal ways. While expressions of value are made frequently through words or implied through actions, a comprehensive process to systematically elicit feedback is a recognized need. Steps are currently underway to strengthen documentation of constituent appreciation for the university’s engagement and services.
part of collecting feedback from its various stakeholders, the University needs to establish a feedback system to measure repeat business from satisfied customers — students pursuing multiple degrees that span the undergraduate and graduate levels, alumni involvement over time, longtime donors, and establishment of sustainable organizational partnerships.

**Criterion Five Summary and Evaluation**

The University has a long history of addressing internal and external constituent needs by paying close attention to and providing educational programming for diverse populations. In fact, outreach is a characteristic of most elements of the institution. Active engagement in community outreach is beneficial to assess the challenges and needs of the surrounding area and strengthens the working relationship with community partners in facilitating solutions. Numerous mechanisms are in place to determine constituents’ needs and respond to them within the limits of resources and mission, guided by careful analysis in many areas.

One challenge that arose during the preparation of this self study was to identify the great variety of engagement and service provided by the institution. The University Council on Outreach and Engagement, formed in 2003, undertook a thorough cataloguing of the many engagement activities. However, the activities of the council were assumed by other offices during the merger in 2006 and the focus of a single office was lost. Fortunately, Directions 2011 includes the reestablishment of a portal for all university outreach and engagement activities. This step will strengthen the institution’s ability to analyze the capacity, impact, and appropriateness of its engagement.

Several examples that illustrate the processes by which the institution collects input have been highlighted. These demonstrate the process of assessing constituent needs through mechanisms such as advisory committees. The institution seeks input and advice from a range of advisory committees, including community advisers, faculty advisers, and administration advisory committees in many but not all engagement activities. These structures are designed to ensure the institution meets the needs and challenges of the related constituents.

Additionally, many examples of valued engagement have been summarized here, as well as occasions when the University has conducted an analysis and determined that an engagement opportunity was inconsistent with the University’s mission and educational priorities. Pathways of communication exist at various levels of formality between the university and its external constituencies, between the University and its internal constituencies and between different internal constituencies at the University that enable effective connections with its communities. As a result, engagement activities are integral in the co-curricular life on campus. These activities are purposefully selected to provide opportunities for students to apply what they have learned in the classroom to real-world problems, while engaging the institution in the economic, educational, and social needs of its constituents.

Initiatives are weighed carefully to assure that capacity exists to provide meaningful and valued engagement. The University’s community partnerships are not only vital in responding to the current identified challenges and needs, but they also provide direction for future endeavors for the enhancement of quality of place and life. Wide constituent participation aided the institution in the development of the current strategic plan, Directions 2011. Careful analysis reduced a vast spectrum of things that the University could do to distill a more clearly focused plan for what the institution should do. This same degree of analysis needs to be exercised for all engagement activities that the University considers. One conclusion of this self-study is the need to institute more robust processes to evaluate engagement opportunities.

A key consideration when evaluating engagement opportunities is the degree to which they support student learning. In many instances cited here, student learning is a clear, central activity with demonstrable outcomes. In other examples, student learning is inherent and incidental, but not a clearly stated goal or a measured outcome. In those instances when the institution makes a reasoned decision to engage its constituents, the effect on student learning must become part of the decision process and ongoing evaluation of the activity. As a result, those portions of the institution responsible for major engagement activities have been asked to examine
and delineate the student learning that results from their activities, while implementing an ongoing process to measure and analyze the benefits to learning.

In summary, the organization can demonstrate its responsiveness and value to its constituents. The processes to catalog and analyze the effectiveness and value of institutional engagement have been applied to varying degrees by units throughout the organization. Looking forward, university planning processes recognize ongoing engagement and service as an important and lasting function of the institution. The Directions 2011 strategic plan prominently features outreach and global engagement with nine sub-goals to refine and strengthen engagement. The two-year process of input, discussion, evaluation, benchmarking, forecasting and goal prioritization by representatives of both internal and external constituents establishes a model for analysis that will serve the University well. Specific metrics and milestones have been established regarding the quantity, and quality of outreach and global engagement, as well as mechanisms to document, evaluate, and reward effective engagement. The institution is well positioned to assess and affirm its capacity and commitment to engage its constituents.
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SPECIAL EMPHASIS: A NEWLY MERGED INSTITUTION LOOKS TO ITS FUTURE

Introduction

“A newly merged university looks to its future” is the special emphasis theme that The University of Toledo selected for the 2011-2012 self-study for continued accreditation from the Higher Learning Commission.

The historic 2006 merger between The University of Toledo and Medical University of Ohio is now almost six years old and while progress has been made on many fronts, much work remains. The challenge is to continue the renewal and transformation of the institution that resulted from the merger and to propel the University to greater levels of achievement.

The self-emphasis report affords the new University a unique opportunity to identify the untapped potentials that will move the University to higher levels of achievement while taking action to remove or diminish the remaining barriers holding the University back. The focus of the special emphasis self-study is to discover additional ways to advance the merger through strategic planning and deep, broader systemic integration.

The special emphasis report looked at three key areas that encompass the five criteria. These three areas are foundational to positioning the University for the 21st century and are critical to full integration.

The areas are:

**Merging cultures:** The University’s key stakeholders, faculty, administrators, and students want to build a more homogeneous university community by answering the following questions. How does the University move towards a shared identity that embraces its mission and strategic plan? How do the cultures of a traditional research university and a freestanding health sciences university translate into one stronger university culture?

**Teaching and learning synergies:** The merging of the two faculties into one faculty senate was a key step in blending the institutions. Now, addressing teaching and learning across and within campuses is under way. How does the university community move beyond conversations into greater interdisciplinary teaching and learning that advances the university’s commitment to excellence? What is the balance between quality undergraduate teaching and research for a 21st research university? How do the efforts in advancing teaching and learning support the directions set forth by the University System of Ohio?

**Economic viability:** State initiatives are shaping the university’s economic role within the region and beyond. How does the University balance its responsibilities to the University System of Ohio with its own mission and vision? How does the University maximize its intellectual capital as it streamlines resources, services, facilities, and personnel? How does the University foster an entrepreneurial environment that translates into new ways of teaching and learning as the institution educates Ohio’s 21st century work force.

The University of Toledo’s special emphasis self-study focuses on the 2006 merger of the former University of Toledo (UT) and the Medical University of Ohio (MUO), examining the history, processes, and progress of the merger as a context for exploring and identifying untapped opportunities. Such an examination must account for the complexity of merging two established universities, especially when their institutional histories and missions varied widely. To acknowledge the differences and understand the complexities, the following discussion makes a distinction between merging structures and merging cultures.

The section on merging structures addresses the organizational rearrangement of the two large institutional units, as well as their constituent parts and the new university’s processes, regulations, and systems. Merging structures is, comparatively, more straightforward and systematic than merging cultures. Although still evolving, the structural merger of UT and MUO has been successful.
The section on merging cultures attends to the more difficult-to-change and difficult-to-measure relational aspects of the merger of UT and MUo, including, for example, communication, leadership, fairness, transparency, trust, inclusiveness, expectations, and shared values.

As researchers William Tierney and James Minor argue, universities “are not simply the sum of structural units.” Other researchers like Robert Birnbaum emphasize the importance of “how organizational cultures are created over time through the interaction of people and the cognitive processes through which people come collectively to share perceptions and ‘make sense’ of what they are doing” (2004).

The cultural merger is decidedly still in process and provides the university with ongoing opportunities, as well as a deeper understanding of the challenges, allowing the institution to explore answers to the following questions: How does the University move towards a shared identity that embraces its mission and strategic plan? How do the cultures of a traditional research university and a freestanding health sciences university translate into one stronger institution?

The merging structures and merging cultures sections are arranged chronologically, and certain events, employment categories, processes, organizational units, and governance bodies may appear in both sections as they are examined from structural and cultural approaches and perspectives.

I. Context

Merging structures

The University of Toledo (UT), a Carnegie doctoral research extensive university, was established in 1872 as a municipal arts and trade school, achieving state university status in 1967. The Medical University of Ohio (MUo), a freestanding, state-supported health sciences university, was founded in 1964 as the Toledo State College of Medicine, changing its name to Medical College of Ohio in 1967 and maintaining that designation until spring of 2005 when the Ohio legislature approved the change to MUo.

MUo’s name change was commemorated on June 8, 2005, at the first University Day celebration, but less than a month later discussions began about a merger with UT. After deliberations among the university presidents, their senior leadership, and the two boards of trustees, as well as external consultation, UT President Daniel Johnson and MUo President Lloyd Jacobs signed a memorandum of understanding, proposing a merger to the Ohio Board of Regents (OBOR). OBOR’s endorsement in December 2005 was the first step toward legislative approval, but, importantly, the two faculty senates endorsed the merger on Dec. 5 and 6, 2005; the two boards of trustees on Dec. 6, 2005; and the two graduate councils. The American Federation of State, County, and Municipal Employees, and the Communications Workers of America endorsed the merger on Jan. 30, 2006. The UT chapter of the American Association of University Professors endorsed the merger on Feb. 20, 2006.

House Bill 478, which dissolved both Medical University of Ohio and The University of Toledo as legal entities and then created a “new” University of Toledo, unanimously passed both houses of the Ohio General Assembly. And on March 31, 2006, the governor signed it, making the merger effective on July 1, 2006, structurally transforming the two institutions.

The job of shepherding the merger through the state legislature fell to Dr. William McMillen, a longtime MUO administrator who served as vice president for government relations. On Nov. 1, 2005, Dr. McMillen was appointed by then UT President Johnson to work on governmental relations for UT. Dr. McMillen had experience with the legislative process after he guided legislation through the 2004-2005 General Assembly that changed the name of Medical College of Ohio to Medical University of Ohio. Merger legislation would follow much of the same route, including introducing in the House Finance Committee. Bipartisan support of the merger legislation was crucial because while the House and the Senate were controlled by Republicans, both campuses were in House and Senate districts held by Democrats.

The legislation contained precise language on how the boards of trustees of the two institutions would merge. The language was inserted because of concerns from both university administrations, state legislators, and the
governor that infighting and bickering on the new board would be detrimental, and that board members might favor the institution to which they had originally been appointed.

Fortunately, few, if any, problems arose among board members during the first months of the merger. Some board members had close ties to both institutions that helped advance the merger. For example, long-serving MUO board member David Huey was a UT graduate and a former president of the UT Alumni Association. Also, at the end of the first year of the merger, when a former MUO board member was supposed to take over as chair, the board voted unanimously to allow the former UT board member, Richard Stansley, who had served as board chair the first year, to continue for a second year.

Interestingly, however, it was decided before the merger that the two institutions’ independent foundations and their boards would remain separate and continue their mission because they were distinct and did not overlap. This decision proved unworkable because of differing opinions of board members and because of donor confusion on who and what to support. There were contentious discussions, mostly behind the scenes, for more than a year after the merger until the two foundations agreed to merge. According to President Jacobs, who was in favor of the two groups joining forces and who participated forcefully in the discussions, the merger of the foundation boards was a critical step in advancing the potential of the merger and in bringing the two cultures of UT and MUO closer.

“There eventually came a time when there had to be some pretty hard shoving to get them to merge,” as Dr. Jacobs said.

The new University of Toledo became the third largest public university operating budget in the state of Ohio and one of the 17 most comprehensive universities in the country. Dr. Jacobs was named president and Dr. Johnson as president emeritus. In the nine months before the merger, both men had served as catalytic leaders who recognized and communicated the need and advantages of the merger to internal and external constituents.

During the months before the official merger, the two campuses were actively engaged in preparatory activities. Led by Dr. Tom Gutteridge, dean of the College of Business Administration, and Dr. Jeffrey Gold, MUO vice president of medical affairs and dean of the College of Medicine, a transition team oversaw the merger details and ensured effective stakeholder communication. As Dr. Gutteridge put it, this “oversight committee” coordinated merger activities, “prioritized projects,” monitored costs, and maintained open lines of communication “between personnel and community officials” (Independent Collegian, February 2, 2006).

They also established 16 transition committees of faculty, students, and administrators in January 2006, focused on merger issues and institutional functions: student life; faculty life; graduate colleges; capital campaign; facility master planning, information technology, finance and strategy, purchasing, naming of entities; police; safety and public transportation; research and grants administration; marketing and communication; nursing; health sciences; pharmacy and its expansion to Health Science Campus, and health and human services. Four additional teams were added in early spring, including community colleges, library integration, technology transfer/research commercialization, and graduation and other ceremonies.

On March 3, President Jacobs named his leadership team, providing the university community with an organizational chart indicating reporting lines. To accommodate its new status and to facilitate its operations, the University combined a number of administrative offices and functions and began identifying duplicative processes and policies. For example, UT and MUO human resources departments combined efforts “aimed at maximizing career opportunities” for all staff in a policy signed by both presidents. This policy outlined procedures for job postings and bidding and assured preferential treatment for all UT and MUO employees prior to external searches.

In May 2006, the UT campus on Bancroft Street was named Main Campus and the former MUO became Health Science Campus, each with its own provost. In addition, signage was changed, and on May 17, the transition committees posted their reports on the UT/MUO merger Web site. The decision was made to keep the College
of Law on Main Campus and not move it to a downtown location as some in the community had urged, and discussions began about relocating the College of Pharmacy to Health Science Campus and providing a new building “to house our world-class College of Pharmacy,” as President Jacobs wrote in an op-ed column in the July 1, 2006 edition of The Blade.

The Main Campus College of Health Science and Human Service and the Health Science Campus College of Health Sciences were merged, and “the long-standing relationship with the former UT and MUO nursing programs” was formalized following a recommendation from the colleges of Nursing, Health Sciences, and Health and Human Services Work Group led by Dr. Jeri Milstead, dean of the College of Nursing; Dr. Jeffrey P. Gold, provost and executive vice president for health affairs and College of Medicine dean, who described this work as a “microcosm of the merger itself,” according to a news story in the July 5, 2006, issue of UTNews.

Structural changes continued after the merger. For example, both MUO print and online employee communication vehicles ceased operations, merging with UT employee communication mediums at the start of the merger. The police departments merged in 2007, and the merger of the two foundation board became effective on July 1, 2007. The retirees also combined into one unit. The Scott Park Campus, site of a UT-incorporated technical college and later University College that offered classes primarily to first-year and underprepared students, was renamed the Scott Park Campus for Energy and Innovation. It was dedicated on Sept. 21, 2009, its wind turbines and solar panels producing clean and alternative energy and its renovated buildings housing offices, including UT Innovation Enterprises, which was established to build relationships between University of Toledo researchers and business leaders and to spur technological discoveries and commercialization.

Another important structural initiative was the formation in 2008 of a 15-member committee of Main Campus and Health science Campus faculty members and administrators to conduct a comprehensive, thorough review and integration of administrative and academic policies on Main and Health Science campuses.

At the time, many policies needed updated. The committee, which initially met twice a month and later once a month, divided policies into three categories based on complexity, statutory authority, compliance, date of most recent review, and volume. Policies related to marketing and communications were completed early in the process while policies related to research, for example, took a longer time after thorough vetting.

The committee established a consistent format, vetting and approval process; identified and resolved conflicting policies; combined policies where appropriate; clarified processes for submitting new policies and for revising existing ones; and developed a central policy website for immediate accessibility by faculty, staff and students.

During the last four years, 507 policies have been newly written, merged, undergone major or minor revisions, reaffirmed, or withdrawn. Policies are categorized on the website as an aid in finding them. Some of the categories include academics, human resources, finance, information technology, safety and health, athletics, and student life.

To ensure transparency, draft and newly signed policies are posted for review and comment by the university community for a 30-day period.

Among the policies that proved challenging to integrate were those related to vacations and misconduct in research. Fewer than 10 policies remain to be integrated as of October 28, 2011.

The Registrar’s Office completed its merger in fall 2010 after a year of work, which University Registrar Sherri Armstrong described in the fall 2010 issue of Registrar’s Rocket Reader as a “year of exploration and rediscovery,” and that involved streamlining and standardizing processes.

The College of Pharmacy and Pharmaceutical Sciences, which had educated students on Main Campus for more than a century, expanded to a new building on Health Science Campus, the Frederic and Mary Wolfe Center, in fall 2010. Two new colleges were also created and approved — Honors College and the College of Adult and Lifelong Learning (CALL).
Additional structural changes occurred during fall semester 2010 as part of the strategic planning process. This restructuring work began in late spring 2010, when the university president charged the Committee on Strategic Organization, comprised of 12 faculty and administrators, to develop a structural reorganization of the university’s colleges as an implementation strategy for the strategic plan. After presentation of the CSO proposal to the university community, a series of meetings were held at venues on both campuses to discuss the plan and to provide opportunities for other university constituents to offer alternative reorganization plans.

After taking all of the proposals into consideration, the president presented a reorganization plan that included colleges, schools, and departments to the university community, the Faculty Senate, the Graduate Council, and the board of trustees in early fall semester 2010. In October, the board unanimously approved the new reorganization plan designed to promote and support new cross-college and cross-campus creativity and interdisciplinary collaboration.

The structural reorganization plan included the merger of the Judith Herb College of Education and the College of Health Science and Human Service and the creation of three new colleges that were formerly part of the College of Arts and Sciences established on Main Campus in 1909 — College of the Visual and Performing Arts; College of Languages, Literature, and Social Sciences; and College of the Natural Sciences and Mathematics. In addition, the new College of Innovative Learning was created and the College of Business Administration was renamed as the College of Business and Innovation. Deans for the newly created or merged colleges were appointed or hired in early December 2010, and the reorganization became official in January 2011. Both the new and continuing colleges have completed or are engaged in internal reorganizations as well.

**Merging cultures: “Culture is where the rubber meets the road.”**

—UT staff member, self-study open forum, Oct. 22, 2010

The University also embarked on a journey of cultural integration to augment and enhance the structural and infrastructural merger. Grounded in a set of merger principles, the journey began with the writing and vetting of new, shared mission, vision, and core values, statements, as well as a new University logo that, among other things incorporated the three leaves from the former MUO logo and the date of the founding of the University of Toledo.

A media campaign, “Merging Two Great Institutions,” built awareness of the value and benefits of the merger and promoted institutional and community pride through posters, ads in local newspapers, outdoor billboards, and a series of television commercials.

Monthly town hall meetings, led by the university president, were established to share key university initiatives and information, as well as to provide a forum for questions from the university community. At these meetings, the president listened to faculty, staff, and employee concerns, understanding that there was a lot of ambiguity in the merger that led to anxiety. He often enunciated a management perspective on the university’s culture and capitalized on promoting positive forces. He stressed that people at all levels of the organization owned and were responsible for it, that all human endeavors could be improved, and that people needed to be “ambassadors” for the University and celebrate its accomplishments. He also articulated a consistent, simple public vision for the new institution. The reason for the existence of the merged University, he reminded numerous audiences during the first two years of the merger, was to “improve the human condition.”

UToday, a daily Web-based news report available on the university portal and sent to the university community via email, was launched, along with blogs by university personnel offering opportunities to post replies and engage in discussion.

Two subsequent initiatives, which began shortly after the official structural merger — strategic planning and the merger of the two faculty senates — significantly impacted the cultural integration of the new university.
Coming together across the geographical and cultural boundaries of the two campuses, an executive committee, chaired by Drs. Gutteridge and Gold, and included faculty, administrators, staff, students, trustees, and community members who led the strategic planning process, which began on July 6, 2006.

Approved by the board of trustees on March 19, 2007, the strategic plan, Directions, provided post-merger goals and strategies to guide the university into the future. Its six broadly conceived goals focused on undergraduate education, graduate, and professional education; research and intellectual property transfer; student centeredness and campus community; health-care access and delivery; and outreach and engagement, each goal emphasizing institutional strengths and envisioning excellence.

Directions 2007 served the University well, continuously informing and shaping planning and decisions and urging the institution toward distinction. The importance of early strategic planning to the newly merged university should not be minimized as the process itself rested on the assumption of a cohesive institution envisioning its future and establishing goals and strategies for its success, according to the president.

“I found it extremely interesting that the governor signed a piece of legislation and then said, ‘Go do it,’ with no idea of the huge amount of work that this constituted,” the president recalled. “When I have spoken to colleagues about the fact that within six or eight weeks after the merger was signed and enacted into law that we convened a huge group of people for strategic planning, they say, ‘I can’t believe it. Didn’t you have other things to worry about.’ I say, ‘There was nothing more important than getting these people in a room and telling them to get busy and talk about the future.’ ”

The merging of the two faculty senates combined the structural and cultural approaches. The work began when a task force was established to examine academic and faculty issues related to the merger. According to the Jan. 24, 2006, edition of the MUO Monitor, Dr. Larry Elmer, MUO senate president, explained, “The task force will enable the two faculties a chance to learn more about the respective institutions, will be instrumental in identifying opportunities for outstanding synergies for faculty members and students and will give faculty members a chance to have critical input on the many decisions we’ll encounter in the coming months and years.”

As the Joint Faculty Synergies Task Force, it examined five academic and personnel issues, but the subcommittee on Cultural, Historical, and Shared Governance Issues had the greatest impact on the senates’ decision to merge. Members of the task force investigated similar processes at other universities and compared the MUO and UT senates. During spring and fall semesters of 2006 and spring and fall semesters of 2007, the task force and the constitution writing committee made presentations to the two senates, including alternate scenarios ranging from complete unification of the two bodies to complete independence, and debates about merging the two senates continued.

The differences in the histories and processes of the two senates, representing two campuses also with different histories and processes, were at the heart of the debates. As Dr. John McSweeny, former president of the MCO Faculty Senate, explained, “The MUO Faculty Senate was considered an extension of the individual colleges’ faculty governance structure.” It included elected representatives from the colleges of Medicine, Nursing, and Health and Human Services who met monthly to “discuss issues of general interest to the faculty,” but “frequently focused on topics primarily relevant to the College of Medicine.”

The MCO/MUO Senate provided opportunities for “faculty representatives to meet with administrators and gather information regarding university activities,” and report back to their colleges and departments. Dr. McSweeny noted that although there “were motions and votes of various and diverse types,” they did not have “real impact on the day-to-day operations” of MUO, nor did the Senate deal with curricular issues, which were handled in the individual colleges.

The Main Campus Faculty Senate, however, had a history spanning more than 40 years as an active and influential participant in the shared governance of the University, separate from the college governance bodies. Faculty and faculty administrators (department chairs and associate deans) served as elected representatives of
the colleges of Arts and Sciences, Business Administration, Education, Engineering, Health Science and Human Services, Law, Libraries, Pharmacy, and University College. The Faculty Senate met biweekly for two hours, vigorously debating issues of concern and overseeing all curricular and programmatic changes. Its internally elected Executive Committee regularly met with senior administrators and the board of trustees, speaking as the voice of Main Campus faculty and often positioning itself in opposition to university administration.

Clearly, a structural merger alone could not result in the kind of cultural and environmental changes necessary for the two senates to work together effectively. The leadership of the two senates recognized from the beginning that while the institutions had shared values, and somewhat overlapping missions, they also had distinct cultures. They were therefore in a position to effect cultural change on both campuses by creating a new constitution and set of rules and appendices that reflected the issues important to each campus but combined and revised former processes that were unique to each campus.

The senate merger was accomplished over a two-year period in many lengthy meetings, resulting in a structure and a constitution that were acceptable not only to the faculty of the two campuses, but also to the president, provosts, and board of trustees. It was approved by Main Campus and Health Science Campus faculties in May 2007 and approved by the Board of Trustees in March 2008. At the March 10 board of trustees meeting, President Jacobs called the Senate merger “an historic event.” The merged Faculty Senate held its first joint meeting for the election of officers on April 30, 2008.

As Jamie Barlowe, elected president of the merged Senate, said after the meeting, “Some of us know each other quite well [but ensuring that] everyone gets to know each other is something we will be working on . . . . The goal is to bring the two cultures together” (“Merged Senate Has First Meeting,” The Independent Collegian, May 12, 2008). The merged Faculty Senate began its regular meeting schedule in August 2008.

In order for the leadership of the two senates to forge a new senate structure and write a new constitution with combined and revised processes, its members had to learn to communicate across differences, and sometimes those differences took precedence over the desire or hope to communicate. Quite simply, the faculty leadership from the two campuses did not trust each other. They did not believe that each campus had the interests of the other campus in mind. They learned, though, that many of the conflicts were based on misperceptions and faulty assumptions about the other. The primary misconception was that the other was involved in a takeover, just as each campus had assumed a takeover by the other during the institutional merger. To ensure open, honest dialogue about these issues and differences, the committee decided not to keep minutes of the meetings. At the same time, the leadership took its responsibility very seriously, and, as a consequence, was able to communicate and compromise on small points — like the names of committees, the make-up of the executive Committee, the names of officers, and the time and place of Senate meetings — and bigger issues such as committee structure and issues of concern regarding curriculum and faculty affairs.

As Barbara Floyd, who served as Main Campus faculty senate chair from 2007 to 2008 reported to Main Campus Senate in 2007, “Compromise is very much a product of what you see here. Hopefully between the two bodies we can come to an agreement and have a constitution that we feel will have a strong voice for the faculty” (Faculty Senate Minutes, April 28, 2007).

The new constitution of the merged Faculty Senate also contained a provision for the establishment or restructuring of the faculty governance bodies in each college. This process took another six months and generated conversations among the faculty and the deans of the colleges and provided a more coherent sense of faculty governance across the two campuses based on shared principles. In addition, the faculty graduate councils merged, with a new constitution approved by graduate faculty on the two campuses in April and May 2007. The joint council began meeting in September 2008 and approved new bylaws on March 3, 2009. The research councils of the two campuses merged as well.

To further the cultural integration of the two campuses, the Academic Honors Committee, chaired by associate provosts from each campus, blended the universitywide awards and award ceremonies that celebrated
accomplishments of deserving faculty, staff, and student recipients. The awards, for example, included the Distinguished University Professors, the Outstanding Faculty Research Award, the Outstanding Teacher Award, the Outstanding Adviser Award, Outstanding Staff Award, and the Jefferson awards. The Faculty Club annual awards recognized faculty from both campuses who have performed outstanding service to the institution and their colleges and who advocate for the University in the community. Social traditions from the two campuses remain — the Faculty Club on Health Science Campus and the Friday afternoon gatherings at Libbey Hall on Main Campus — and both campuses are invited to participate in these social activities.

The recalibration of the strategic plan called Directions 2011 provided additional opportunities to the university community for cross-campus and cross-college collaboration and cultural integration. The decision to recalibrate Directions 2007 came in the wake of unanticipated and catastrophic economic conditions in the region, the state, the nation, and the world, as well as in response to other grave global crises such as the environment and health care, and to changes in political leadership, the modes of delivery of a 21st century education, and the externalization of knowledge.

To address the University’s response to these contextual circumstances and to ensure continuing relevancy, engagement, and sustainability, more than 60 members of the University and Toledo communities gathered in the fall of 2009 to begin a process of recalibrating Directions 2007. The group agreed to preserve, but revise the six broad strategic goals, respond to external megatrends, and fill gaps in Directions 2007, adding implementation strategies, measurable milestones, and outcome metrics. Throughout the fully transparent, iterative strategic planning process, led by co-conveners Jamie Barlowe and Charles Lehnert, Directions 2011 was conceived, written, and revised by hundreds of faculty, staff, administrators, and students across the two campuses, as well as trustees and community members involved in the work groups.

Hundreds more provided feedback through monthly meetings held from January 2009 to August 2010 in venues across the university campuses and through the strategic planning Web site. The Web site urged participation: “Get involved with shaping the future of your University of Toledo.” Each draft of the strategic plan, including an extensive land-use plan, was posted on the Web site for comments, and social networking sites like Facebook and Twitter were utilized as opportunities for other feedback. All of these sites were maintained and continuously updated by the strategic planning coordinator. The board of trustees was also regularly updated on the strategic planning process at board committee and full board meetings.

In addition, six four-hour community stakeholder meetings were held in May 2010, and two four-hour faculty stakeholder meetings occurred in September 2010 for those who had not been able to attend meetings or respond through email or social networking. The monthly strategic planning meetings, as well as the stakeholder meetings, were videotaped and posted on the Web site to ensure transparency.

The final strategic planning committee meeting-of-the-whole was held on Sept. 24, 2010, on the Scott Park Campus. In addition to the presentation and discussion of a final draft of the strategic plan, President Jacobs presented his recommended organizational structure, which was followed by a lengthy discussion and question period.

During the next three months, the strategic planning co-conveners and the conveners of the goal groups met to edit, refine, and shorten the lengthy draft document, as well as to develop and revise implementation strategies, metrics, and milestones that could be monitored for progress.

Barlowe and Lehnert also met regularly with the board of trustees Ad Hoc Strategic Planning Committee, updating the committee on the final draft’s progress and receiving feedback from the committee, which included a student trustee and community member. The board committee was charged “to communicate with and guide faculty, staff and other stakeholders assigned to develop a strategic planning document to be entitled ‘Directions 2010.’ Ultimately the committee will receive from the faculty and staff a final draft document, consider its content, format, and value; and will make recommendations to the full Board of Trustees concerning its adoption. The Ad Hoc Strategic Planning Committee of the Board will recognize that future directions of The University of Toledo will be guided by this document.”
On Jan. 24, 2011, the full board of trustees unanimously approved *Directions 2011*, and the implementation phase of strategic planning began.

As stated earlier, strategic planning rests on the assumption of a merged institution, and engagement in the process brought many staff, faculty, students, and administrators together for a year to work on shared goals and strategies, inevitably advancing the integration of cultures. Of further importance, this strategic planning process and the accreditation self-study deeply informed each other. The simultaneous occurrence enhanced both processes and built greater awareness across the campuses of the consequences and productive outcomes of sustained, focused, structurally and culturally integrated initiatives.

**Impact on staff**

During the months prior to the official merger, staff members on both campuses expressed concern about job security. Some MUO and UT employees contacted the *Toledo Free Press*, a local weekly newspaper, to articulate their worries: "'How many employees are going to find themselves in the unemployment line come July 1, 2006?' one employee said. 'There reasonably won’t be a need for duplicating departments such as human resources, payroll, purchasing, police, liability control, employee and student health, etc … so how exactly is this going to work? Everyone is worried sick about what the future may or may not hold as not enough is being said by the MUO president’s office to offer any reassurance.' "

An MUO employee lamented that although "‘MUO has put forth great effort and energy into setting the minds of UT employees at ease … [it] has failed to restore the confidence for their own MUO community.’ " Employees from both campuses perceived a lack of communication about the merger: "The two institutions may feel they are doing all they can, but many employees do not feel in the loop, and that uncertainty, warranted or not, should be addressed." ("Some MUO Employees Skittish About the Merger," Toledo Free Press, January 18, 2006).

Five years after the merger, frustration levels of staff across employment categories remain, despite progress in structural, infrastructural, and cultural integration. As one staff member put it, "If the perception is that structure and infrastructure are impeding progress, then that perception equals reality."

Often, the integration of universitywide functions has coincided with budgetary cuts, and the consequent loss or transfer of support staff has resulted in less efficiency and confusion about appropriate contacts to complete administrative tasks and paperwork. Moreover, the relocation or merging of support offices for students, staff, and faculty has, in some instances, had the unintended consequence of requiring administrative staff to drive to another campus for approval signatures and to physically move the paperwork forward through appropriate channels. Not only is this process frustrating, but given parking issues on Main Campus and Health Science Campus it also robs staff members of valuable work time. The complexity of the post-merger institution has also resulted in a proliferation of processes and procedures.

Some staff members have suggested that advisory committees of affected personnel be included in the decision-making processes to help anticipate unintended consequences and avoid the loss of efficiency and productivity. Such involvement at the university level also allows for a shift in the perspectives of participants from a unit level to a broader understanding of the university as a whole. It also enhances engagement and satisfaction of employees who feel that their experience and expertise are informing decisions, and it avoids potential problems that decision makers may not know. Further, it provides opportunities for staff members from the campuses to work together, additionally advancing cultural integration.

Such opportunities for collaboration can also address the issue of institutional identification. The 435 staff members who responded to a mission and integrity survey conducted in late fall 2010 in conjunction with the Higher Learning Commission self study overwhelmingly identified with Health Science Campus or Main Campus rather than the merged institution — 56.8 percent with Health Science Campus and 26.8 percent with Main Campus for a total of 83.6 percent Only 14.1 percent identified with the combined institution.
The remainder of the staff respondents indicated that they primarily identified with the Scott Park Campus, their colleges, The University of Toledo prior to the merger, campus police, or the University of Toledo Medical Center. Although the 435 respondents represented just 12 percent of the total staff employees at the university, they comprised more than half of the total respondents to the survey (51 percent). They represented varying lengths of service: 23 percent have been employed at UT/MCo/MUO for more than 20 years, 20 percent for 11 to 20 years, 19.8 percent for 6 to 10 years, and just over 37 percent for five years or less.

**Looking forward: Staff recommendations**

When prompted by the survey to define shared governance, respondents repeatedly named teamwork, inclusion, meaningful participation by all employees, collaboration among stakeholders, a shared voice in institutional decisions, shared stakeholder responsibility for achieving the University’s mission, open communication, shared direction and goals, and all employees working for the “facility’s best interests” and the “university’s growth and advancement.”

Some expressed the need to more fully involve staff in the decision-making process. As one respondent said, “We all, no matter what level we are, are considered important.” Another said that staff should “have a voice in the university’s governance.” Others urged the institution to listen to all, including those who are “non-academic or lacking the proper education,” but who have expertise in their employment areas and could provide valuable feedback: “individuals with different strengths and abilities.” Or, as one put it, “I would like to see the University listen more to the employees, these are the people seeing things up front and personal.”

Another said that “blue-collar employees (nurses, cleaning staff etc.) need to be better appreciated,” and another lamented the lack of input into university decision-making from “us lowly personnel.”

It is important to note that such comments echo the description of shared governance articulated in research literature and reported by Dr. Jacobs at an April 2006 Faculty Senate meeting, just months before the official merger of MUO and UT: “Shared governance is not synonymous with democracy. ‘It is an accountability-based approach to structure in which there is a clear expectation that all members of a system participate in its work.’ I am particularly interested in that phrase where all members, every person who ranges from those who sweep the floors and clean the buildings and cook the food to those in the administration, have a sense of shared interest in the work of the institution and carry forward its mission” (Faculty Senate minutes, April 25, 2006).

While it is impossible to extrapolate from the survey respondents to all university staff, the survey respondents’ concerns may reflect broader unaddressed or incompletely addressed perceptions and issues that persist and inhibit the cultural integration of the campuses and may also help explain the continuing identification with the former institutions or colleges/units.

**Impact on students**

The University of Toledo student newspaper, The Independent Collegian (IC), extensively covered pre- and post-merger processes and perspectives. MUO did not have a student newspaper. In an editorial titled “UT’s Proactive Stand Toward MUO Merger Should Be Embraced” published in its Dec. 8, 2005, edition, the newspaper provided a thoughtful endorsement.

“Instead of fearing this change … we should be embracing it,” the publication editorialized. “There are plenty of reasons why UT and MUO would be good for one another. For starters, UT has a large number of science and medical programs. A merger with MUO would add to these programs’ prestige and that of the entire school. In addition, many UT students, including nursing and physical therapy majors, attend MUO for the final years of their programs of study. Instead of feeling as if they have transferred schools, these students would still be a part of the UT community and would feel less isolated … In the end, approving the merger won’t mean immediate change. Instead, it will show we have confidence in our university and want to see it change for the better.”

Despite the coverage, many Main Campus students felt uninformed in fall semester 2006, just after the merger. As one first-year undergraduate student said in a story titled “Breaking Down the Merger: How the Combination
of UT and MUO Affects Students," that was published in the Aug. 17, 2006, issue of The Independent Collegian, “[I feel] not very informed at all … It just hasn’t been published on [main] campus that much about why we’re merging … [and] I don’t understand what’s going to happen with UT and MUO.”

Other students quickly grew tired of hearing about the merger. As Allison Dow lamented in an IC Forum in the Oct. 23, 2006, issue of the student newspaper: “Student-centeredness, merger, building a new UT, merger, diversity, merger … . How sick are you of hearing about the merger?”

Some students did not like the new mission statement, arguing that it should have included the phrase, “freedom of expression”; some saw freedom of expression as implicit in the mission statement; and some thought the new mission statement was fine (“UT Mission Puzzles Some,” The Independent Collegian, September 18, 2006).

Meetings of student leaders on both campuses occurred during fall semester 2006. Main Campus Student Government President Amy Steeves reported to the Faculty Senate that she was “in the process” of scheduling a meeting with Health Science Campus student leaders and that she would meet with the Medical Student Council. She explained that Student Senate seats were based on individual college enrollment, including those on Health Science Campus. She also said that discussions would begin to determine future relationships between graduate student associations (FS Minutes, October 24, 2006).

Student leaders met with Drs. Jacobs and Johnson in February 2006 to discuss the impending merger and to ask questions about their concerns, including the value of their degrees, the importance of the humanities and social sciences, and the necessity of continuing, open communication between the University administration and students (“MUO President Discusses Past, Future Paths at Meeting with UT Student Leaders,” UT News, February 23, 2006). The two presidents assured students of the unobstructed continuation of their degree programs and the value of their degrees.

Throughout the merger process, institutional leaders focused on making the transition as smooth as possible for students on both campuses. As Rob Sheehan, associate vice provost for Main Campus, said in the weeks just after the official merger, “It really should be business as usual for the students involved” (“UT Registrar and Admissions Expect Smooth Merge for Students,” Toledo Free Press, July 26, 2006).

In August 2006, Dr. Johnson told the IC that the “average student walking across campus won’t feel the effects of the merger” and that the “value of a UT degree after the merger will increase … because it will be among only 17 public universities in the United States that have the same scope of professional and medical programs.” (“Breaking Down the Merger: How the Combination of UT and MUO Affects Students,” The Independent Collegian, August 17, 2006).

Larry Burns, vice president for external affairs, also stressed the continuity of degree programs while anticipating new and exciting opportunities for students resulting from cross-departmental and cross-college collaborations. He emphasized as well the university’s commitment to adult and transfer students and a focused recruitment effort in Michigan. As he put it, “Being only five or six miles from the state border, our biggest populations are in Michigan … Michigan was on the radar but now it’s a priority” (“UT Registrar and Admissions Expect Smooth Merge for Students,” Toledo Free Press, July 26, 2006).

Dr. Gold made sure that MUO medical students were kept informed, telling a group of students that their welfare was a top priority of administrators. “Our highest priority will be to protect, nurture and grow the resources for students on both campuses,” he said. “If a choice has to be made between inconveniencing the College of Medicine dean or students, the dean will be inconvenienced.” He told the students that he was concerned about the lack of name recognition among residency program directors across the country that the new University of Toledo College of Medicine would initially have, but assured them that he and members of this staff would notify residency program directors about the merger. He said that the number of new clinical training sites for health-professionals students likely would increase in future years as a result of the merger, and groups would begin to study the feasibility of new combined degree programs. He urged students to be “ambassadors of the merger.”
and talk to their families, friends and others about its advantages. His address to students was the subject of an article, “Dr. Gold discusses merger with students,” that appeared in the April 20, 2006, issue of Monitor, the MUO’s online news source.

One year after the merger, Breanne Democko, vice president of Main Campus Student Government and a junior majoring in political science, confirmed that students had not been affected “too much … . There really hasn’t been a lot of short-term effects for students … . The administration is handling it very well. It affects the students that are really involved, say, in student government or different organizations when they normally have to use certain administrators as a resource … . Now that they’ve merged, they may see some new faces” (“After 1 Year, Merger of UT and MUO Still a Work in Progress, Toledo Blade, July 1, 2007).

New programs for students were also developed in the first year after the merger; for example, future medical students were offered the opportunity to enroll in a new accelerated baccalaureate/MD program, which guaranteed first-year students acceptance to medical school and provided them with a student mentor in their first year and the opportunity to work with patients and physicians in their second year. This program was hailed in the Toledo Blade as a direct benefit of the merger of the two institutions (“Future Doctors, Others Reap Benefits of Merger,” July 1, 2007).

In the years after the merger, student enrollment stabilized and increased, and some suggested higher enrollment was the result of perceptions of students and their parents that the institution had improved as a result of the merger.

“Almost every area is seeing enrollment growth, and I think that speaks volumes about the positive way current and prospective students see The University of Toledo when they are first making their decisions about where to attend college,” Kevin Kucera, associate vice president for enrollment services, said in a UT News article in 2009.

Students on both campuses considered merging the student governance bodies, Main Campus Student Government and Health Science Campus Medical Student Council, in 2008, discussing the positive consequences, as well as potential problems: “The merging of or at least collaboration by these two governing bodies is vital in continuing the process of the merger and will move the new UT toward being a more complete, dynamic university.”

The geographical distance between the campuses was cited as one problem and different issues of interest as another (“SG and MSC Should Merge,” In Our Opinion, The Independent Collegian, November 20, 2006). Although the two student governance bodies did not merge, the IC reported in March 2008 that they “made closer ties” (“Medical Student Council to Hold Elections, The Independent Collegian, and March 24, 2008).

Currently, Health Science Campus undergraduate students are considered part of UT Student Government, and the graduate student associations from the two campuses are merged. Other student organizations are specific to each campus, listed separately on the University Web site and administered through the Division of Student Affairs on Main Campus and the office of Student Life on Health Science Campus.

During the years since the merger, some students have expressed concern about the fulfillment of merger promises, including increased student-centeredness and the attempts to integrate and/or streamline student services. A group of Main Campus students actively resisted the 2010 University reorganization plans and worked alongside faculty members to oppose it.

The HLC-UT mission and integrity survey for students, conducted in late 2010, gave students on both campuses the opportunity to respond to a series of prompts about the University and to provide additional comments. The 2,386 undergraduate and graduate students from both campuses who responded indicated that they identified with one campus or the other rather than with the combined institution.

Less than four percent primarily identified with the combined university; 75 percent of the respondents identified most with Main Campus, and nearly 13 percent identify most with Health Science Campus. Those who
responded as identifying with “other” listed, for example, their colleges the Center for Visual Arts or the Museum, the Carlson Library, Distance Learning, Scott Park Campus, Adult Education, the Recreation Center, and the University Partnership Program. Just 68 percent of the respondents agreed or were neutral that students have an important role in decision making at the University. Seventy percent of the respondents were undergraduate students—more first-year students than those from other classes—and nearly 24 percent were graduate students. Other respondents identified as post-secondary students, transfers, or alumni.

Although these respondents represent only 11 to 12 percent of the total student population at the University, their identification with Main or Health Science campuses or other campus entities, and not the University, may offer insight into remaining culturally integrative work that can overcome the geographical divide between the campuses. While such work must continue, it is important to note that when the student respondents were prompted to provide additional comments, the majority of them referred to or discussed UT or the University as a whole. Only a few respondents mentioned the merger of MUO and UT, one saying that “Students are isolated on their campuses.” Most of the student respondents used the “Additional Comments” section of the survey to register complaints about parking and parking permits, financial aid, student-centeredness, meal plans, diversity, student government, particular colleges or departments, instruction in general or individual professors, the administration, open admissions, tuition, bureaucracy, the division of the College of Arts and Sciences, class size, closed classes, student services, the vagueness and immeasurability of the mission statement, and failures of the University to be inclusive or adequately communicative.

Looking forward: Student recommendations

However, several respondents offered suggestions for increasing student involvement and supporting the University’s mission, for example, yearly balloting of students on policies or university-wide decisions, including alumni from the community in the shared governance process, including distance learning/online students in the university community; creating individualized education programs; creating greater awareness of the University’s long-term vision and investments; publishing (beyond the Web site) and discussion of the mission statement and the university’s “innovation and research” with the community; encouraging colleges and their students to be less “focused inward” and more focused on the University as a whole to enhance identification with the University, and making the mission statement more available to students and discussing it in classes, student organizations, and meetings.

Impact on faculty

More than five years after the merger of the two universities, it remains alive as a topic of interest and, sometimes, debate. Some faculty, staff, and students have embraced the changes that the merger has provided, and some still question its purpose. As one of the open-forum participants asked, “What was the objective for merging?” Other faculty and staff remain mired in a kind of pre-merger nostalgia, or as one of the forum participants described it, they are “still caught in 2005-06.”

Dr. Jacobs likens the merger to an atomic reaction: two particles become one and great energy is produced in the form of radiation.

“Most of this energy has been constructive — we have two new doctoral programs, multiple research projects, and enrollment has increased on Main Campus after several years of a downward trend,” he said. “These outcomes and others, I believe, are directly attributable to the energy and excitement generated by the merger.”

Dr. Jacobs acknowledges that it has taken longer to bring the cultures of the two universities closer together than he anticipated and that the “initial burst of energy” that infused the institution after the merger has dissipated. Although some gains and progress have been made, the work of bring the cultures closer together is not finished.

In some ways, the gap is understandable, he says. The challenge lies in finding a balance between the somewhat cloistered, contemplative, cautious nature of the academy that have survived on parts of Main
Campus — parts largely shielded from the rigors of the marketplace — and the more active pace of the market-oriented Health Science Campus, where scientists, physician faculty members, and others feel the nature and speed of external change more acutely and where decision-making historically has been much more centralized by necessity.

The academic health science center on Health Science Campus is part business, part academic. It has had to reconfigure teaching programs, competitively price clinical services and generally restructure itself to more effectively compete in the marketplace. Its fortunes are subject to the unpredictable changes of the marketplace. Physician-faculty members, in many ways, are small businessmen and have a bias toward rapid decision-making and action. Much of daily activity on Health Science Campus occurs against a background of a never-ending commitment to patient care. Teaching hospitals like the UT Medical Center, if they are to be successful and profitable in the brutally competitive health-care marketplace, must be relentlessly entrepreneurial, innovative, flexible, responsive, and adaptable to keep pace.

“The culture of an applied science on Health Science Campus that has always been in the community, that has had internships for students, that has had a piece that earned money, the hospital — that’s a different culture because it earns money, is more entrepreneurial, and is more business oriented,” said Dr. Jacobs. “The encounter of that culture with the more cloistered, contemplative culture that exists in undergraduate and graduate education, the fusion of those two cultures has enabled us to become a new type of metropolitan research university that operates at a new level.”

The president believes that powerful social, economic, technological, and market forces require universities to have cycle times and decision-making processes that are much more rapid and responsive than in the past.

For the president, the cultures of the two institutions varied significantly at the beginning of the merger. The two institutions differed widely in their attitudes toward:

- Budgetary authority and a striking difference in tolerance to overspent budgets.
- Cycle times for everyday operations. One culture was very deliberative and process-oriented.
- Action-oriented behaviors. A bias toward fast-moving action existed on one campus and toward contemplation and thoughtfulness on the other.
- Tolerance to risk.
- Response to rumors. At one institution rumor-verification behaviors were far more frequently seen than at the other.
- Shared governance. At one institution the concept was not well established, often treated with benign indifference, while at the other it had great and primary importance.

For the president, the cultural differences between the two campuses have manifested themselves most vividly in Faculty Senate meetings and discussions about shared governance. Dr. Jacobs has been open and transparent about his more corporate approach to leadership, noting that there is not a hard, fast definition of shared governance and a broad diversity of shared governance models.

“My comment to the Faculty Senate and others around this issue of shared governance is that if you have seen one, you have seen one,” he said. “The idea of shared governance is quite different at Oberlin College from what it is at the Air Force Academy. Am I a little bit further down that spectrum toward the Air Force Academy model than Oberlin College? Yes, indeed. Is my place on that spectrum a little different from the Main Campus culture’s place on that spectrum? Yes, indeed.”

A number of Main Campus faculty believe that their relationship with senior administration has deteriorated since the merger, and they perceive a loss — or worse, a violation — of the principles of shared governance. They perceive the University as a fully top-down organization, mimicking corporations, and they remain adamantly
opposed to most universitywide initiatives, particularly strategic planning and the structural reorganization of the University implemented in January 2011. They continuously fear an impending crisis, which has the potential to destroy the University. They also remain steadfastly uninterested in Health Science Campus and in merging the cultures.

Likewise, some faculty and staff on Health Science Campus are uninterested in merging the two cultures, seeing no avenues of commonality and clinging to the history and traditions of their former institution. Although this description is by no means accurate for most of the university community, those who feel disaffected are often active and vocal. Many who are Main Campus faculty are members of the Faculty Senate, which remains a work-in-progress, as one faculty member described it.

Resolutions against the structural reorganization and other initiatives continue to emerge from the Senate and, on its behalf, the university chapter of the American Association of University Professors (AAUP), which primarily represents Main Campus faculty. The AAUP filed a lawsuit seeking an injunction against the reorganization of the colleges during fall semester 2010.

Although the judge denied the injunction — first, as a temporary measure and then as a permanent injunction — internal grievances continue. The lawsuit and grievances cite administration’s violation of Article 7 of the collective bargaining agreement, which addresses academic governance. Some relevant parts of the article read:

Section 7.1: The vital importance of faculty participation in the making of academic policy is hereby recognized. The Faculty Senate is the organ through which the faculty members speak on matters of academic policy and other matters not subject to collective bargaining.

Section 7.2: The Employer will effectively consult with the Faculty Senate on questions within the primary jurisdiction of the Faculty Senate.

Section 7.3: The Employer will effectively consult with the Faculty Senate on questions within the primary jurisdiction of the Faculty Senate.

Section 7.6: Decisions made by the administration, under this article, should be fully reported and explained to the Faculty Senate in written detail in order to allow the Faculty Senate to understand the rationale of a given decision.

During the hearing, the judge opined that while the process the University used to devise a plan to structurally reorganize the colleges may have been different from past practices and different from what faculty members were accustomed to, that did not necessarily mean the process was wrong or improper and needed to be enjoined.

The fall 2010 HLC-UT Mission and Integrity survey responses from faculty and faculty administrators provide additional insight into the persistence of two parallel cultures, as well as differing perceptions between faculty and administrators. Over half of the faculty (55.6 percent) and faculty administrators (53.7 percent) indicated identification with Main Campus, while over half of the administrators respondents (51.5 percent) indicated identification with the combined university. Other faculty and faculty administrators indicated identification with their colleges, the museum campus, community, or Ohio and beyond.

Faculty respondents were distributed across the length of service categories, with the largest percentage of respondents (29.6 percent) at the university for fewer than five years. Half of the faculty administrator respondents have been at the university for 20 years or more, while over half (57.6 percent) of the administrators have been at the university for fewer than five years. It is important to note that, like the staff and student survey respondents, the faculty respondents represented a relatively small percentage of the total number of faculty. Only 19 percent (324 of 1,701) of university faculty responded to the survey, and they comprised just over one-third of the total survey respondents (38 percent). Faculty administrators represented only seven percent of the total respondents. The overall return rate on the survey has just under 15 percent (14.96%) of the total employees.

With the tremendous expansion of the University as a result of the merger, its culture continues to evolve. The principle and understanding of shared governance continues to be a challenge, and the board of trustees, the
president, and members of the University’s senior administration have worked hard to try to find common ground and understanding with the Faculty Senate on how to get things done.

The President, members of his senior leadership team and Faculty Senate have held a number of social gatherings and evening dinners in the hope that an informal setting would allow the parties to get to know each other better and ease tensions. The administration hired a human resources consultant who directed three meetings involving senior administration and Faculty Senate leadership in order to reduce friction. Those efforts proved unsuccessful. Later, the University hired a consultant from a national higher education consulting firm to address communication issues between the administration and faculty and to facilitate discussions aimed at establishing better relationships involving members of the board of trustees, senior administrators, and Faculty Senate leadership.

Despite years of meetings and forums to address these issues, this group remains unswayed by data on post-merger accomplishments and on reorganization outcomes at other universities or by efforts to build communication and trust. Despite their nostalgia for a pre-merger past, Main Campus has had a long history of crisis-driven opposition to senior administration and the board of trustees, from unionizing in the 1990s in opposition to the policies of university President Frank Horton to active participation in the board’s hiring and firing of then President Vik Kapoor in 2000. For many on Main Campus, the merger and the appointment of Dr. Jacobs as university president without a national search echoed the earlier crisis experienced during the Kapoor administration. In addition, as a consequence of their training as scientists, social scientists, humanists, educators, and artists, many Main Campus faculty members, like such faculty members at institutions across the country, self-identify as critical thinkers who anticipate potential, negative consequences and who function as dissenters.

Because this history inevitably informs their fears about impending crises, it is imperative that the University community continues to engage them in productive dialogue. Dissent is part of a democracy and its institutions, and debate is at the heart of intellectual traditions in higher education, and both traditions must be respected. Thus, the staff, faculty, clinicians, students, and administrators who have participated in efforts to integrate the cultures must continue their work, seeking new opportunities for interaction and collaboration across the geographical divides and institutional differences, and actively engage all of their colleagues in this important process.

**Additional opportunities for translating the cultures of a traditional research university and of a health sciences university into one stronger institution**

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

—Epilogue, Directions 2011

Opportunities for further integration of the cultures of the University can best be understood within the structural/cultural model that helped shape the merger of UT and MUO.

At the most basic levels of structure and infrastructure, those opportunities involve an examination of unmerged functions and processes and the implementation of a new content management system. Work needs to be completed to establish shared definitions and processes — for example, definitions of research and research active faculty and of employment categories, particularly in the clinical arena, as well as workload and compensation issues and faculty and staff roles.
As the new university demonstrated during the merger of the two former institutions, such structural and infrastructural work can be quickly accomplished, with the intent of streamlining functions and processes, and significantly reducing decision-making time and the achievement of goals. Such an efficiently operationalized work environment creates a more cohesive institution in which there is less focus on definitional differences and functional inefficiencies. In fact, the more challenging and exciting opportunities involving cultural integration can be addressed only when a university’s structure does not inhibit but fosters interaction, collaboration, and creativity and when its infrastructure does not distract but enhances the daily life of students, the faculty, clinicians, staff, and administrators.

In an environment of structural and infrastructural effectiveness, an action plan for more fully integrating the campus cultures can be envisioned. At an Oct. 20, 2010, open forum — the event was videostreamed to campus community members so that those who could not attend could watch and submit questions — to gather data for the self-study from staff, faculty, and administrators, participants offered feedback on the progress of cultural integration and suggestions for strategies to more successfully merging the campus cultures.

- Recognize the strengths and uniqueness of each campus culture. Integration does not mean a loss of the rich history and cultural traditions that made each campus unique. The key to successful integration, therefore, will involve an understanding and recognition of the strengths and uniqueness of each culture through a series of media events in which students, staff, faculty, and clinicians from each campus narrate pieces of their campus’s histories and cultural traditions, as well as their own experiences.

- Further develop a shared identity that embraces the university mission and strategic plan. Identification is a key component in cultural integration. In a university as complex as the University, its internal stakeholders may identify with multiple units, including the University as a whole, or may identify only with the units or departments where they are employed or complete degree programs. They may even identify with their institutional roles or operations or with the community outside the walls of the University. Anecdotally, students, staff, and faculty have reported that they primarily identify with the former University of Toledo or the former MCO, not the former MUO as it existed for only a year prior to the merger with The University of Toledo. Others have indicated that they identify mainly with their colleges or departments. While such local identification is important for the proper functioning of those units and while identification with the two former universities is understandable and perhaps unavoidable, it is important for the internal and external stakeholders of the merged institution to identify with and speak for the University as a whole and understand our shared mission and strategic plan.

As one staff member said, “We must share the belief that we succeed or fail together.” Several others suggested that we eliminate the word “former” from our university vocabulary and encourage the community and Toledo’s daily newspaper, The Blade, to do so as well.

In addition, the Faculty Senate is currently engaged in re-examining its structure and cultural integration. The restructuring of the University that occurred during the 2010 academic year required the amendment of certain provisions of the Faculty Senate Constitution. Although the Constitution and Rules Committee prepared the necessary amendments, the Faculty Senate Executive Committee decided to postpone sending the proposed amendments forth for faculty approval due to two independent but concurrent developments.

First, the board of trustees’ Trusteeship, Governance and Audit Committee decided to undertake an examination of the overall structure of Faculty Senate in the current academic year to improve communication between the board and other university constituencies. Second, over the summer of 2011, a small group of faculty on Health Science Campus began discussing ways to improve Faculty Senate by restructuring it so senators could focus their energies on issues of greatest concern to them based upon the colleges they represented. It had become apparent to them that while a unified senate is both necessary and desirable, the faculty of various colleges find different issues to be most in need of their attention.
With the commencement of the 2011 academic year, the group then began meeting with the Faculty Senate Executive Committee to discuss possible ways of restructuring senate. Although the outcome of these two processes is unclear at this point, it is clear that the evolution of the University of Toledo culture has entered into a new phase. In the immediate aftermath of the merger, there was a sense that the two campuses had to come together to form one new University of Toledo culture, and a unified senate was a part of that process. The subsequent years have seen significant strides toward the development of such a culture, but now the members of the University of Toledo community have also realized that a single culture does not require homogeneity. While identifying with the University as a whole, faculty now understand the need to recognize and embrace differences within various units throughout the University to increase our efficiency and effectiveness.

Further, the responses to the HLC-UT Mission and Integrity Survey offer additional ways to integrate the cultures while embracing our differences.

- Provide more opportunities for social interaction and relationship building among the staff, faculty, and administration across the campuses.
- Perform additional surveys of the University community assessing progress of cultural integration, of Faculty Senate members assessing progress of integration of the two former faculty senates, and of Graduate Council members and Research Council members assessing progress of integration.
- Establish forums for professional interaction, including universitywide showcasing of research, scholarship, and creative activity and more internal mechanisms for recognizing and rewarding excellence and initiative among staff, faculty, and students.
- Encourage and reward leadership at all levels of the University and provide leadership training.
- Conduct case studies of the relocation of the College of Pharmacy and Pharmaceutical Sciences and the merger of the College of Health Science and Human Services and the Judith Herb College of Education. These structural changes provide additional opportunities for understanding how cultures merge.
- Eliminate the “two of each” where it currently exists, for example, three unions for non-academic employees, two sets of processes and rules, two chief academic officers, and two forms of benchmarking.
- Improve communication. Although communication is one of the most often cited concerns of many university faculty and staff, others feel bombarded by information. Conducting a review of the role of internal publications, Web sites, and social networking in conveying information about the campuses may further focus the information that is disseminated and engage the university community in integrating cultures. Improved communication might also help reduce the number of people on the campuses who share rumor and hearsay that might either be reliable or not reliable.
- Consider the role of athletic and other universitywide events in forging connections between the campuses and fostering identification with the University as a whole.
- Encourage greater participation of staff, faculty, and students in local and regional communities, as well as help further the goals of the land-use plan that is part of Directions 2011.

Looking forward as a merged institution

The new University of Toledo is a work in progress — a complex, continuously evolving structure and culture. Despite the vagaries of economic, political, and educational conditions external to the institution, the University has been unwavering in its commitment to educate students for the 21st century, to engage with the community, and to further its mission, values, vision and strategic plan.

At the same time, it has been flexible in its response to rapidly changing external conditions and internal needs. While progress as a merged institution has been remarkable, the university’s constituents understand that stasis is not an option and that continued progress, excellence, and relevance will require ongoing accountability measures and persistent self-examination. More fully integrating campus cultures must also remain a focus,
as well as monitoring our completed structural and infrastructural changes and predicting and implementing additional changes. As this work moves forward, a vision of the future must guide the University, uniting the campuses’ disparate cultures while respecting and preserving the uniqueness of each.

II. Teaching and learning synergies

How does the university community move beyond conversations into greater interdisciplinary teaching and learning that advances the university’s commitment to excellence?

The 2006 institutional merger propelled the University into a new status as one of the 17 most comprehensive universities in the nation, requiring the institution to rethink itself. The new leadership has demanded innovative thinking and action, as well as accountability. It has provided opportunities for collective rethinking — for example, university-wide strategic planning and cultural integration (see Merging Cultures Section above), as well as incentives for rethinking and revision at the college, unit, and individual levels.

Interdisciplinary teaching and learning has been a focus of the University since the merger. President Jacobs has repeatedly emphasized that most critical problems facing society will require interdisciplinary solutions and that the significant breakthroughs in discovery and advancements in knowledge take place “at the intersection of disciplines.” As a consequence, he has encouraged the university community to bring disciplines from all colleges into closer proximity to encourage interdisciplinary collaboration.

To that end, the first strategic plan of the merged institution, Directions 2007, stressed the importance of interdisciplinary teaching and learning in undergraduate education through building “on areas of excellence across disciplines to develop startling interdisciplinary collaborations and synergies leading to new innovative programs and majors.”

The newly recalibrated strategic plan, Directions 2011, further demonstrates a commitment to an integrative curriculum, interdisciplinary certificate programs, cross-college and cross-disciplinary co-ops and internships, and interdisciplinary undergraduate and graduate degree programs. The preamble to the strategic plan notes that universities have an ethical and intellectual responsibility to address the major problems facing the country today such as economic competitiveness, the environment and health care, the study of and solutions for which will only come through broad, interdisciplinary thought and analysis. As part of the strategic planning process, the university community also engaged in developing a reorganization plan for colleges that would break down academic silos, create greater synergies, and provide more opportunities for interdisciplinary collaborations in research, teaching and learning. This reorganization was implemented in fall 2010.

In this post-merger environment defined by a focused institutional commitment to interdisciplinary teaching and learning and a wealth of teaching and learning resources, the university community has moved beyond conversation to action in a number of strategic ways.

The following examples of new and in-process undergraduate and graduate interdisciplinary teaching and learning initiatives are the consequence of the institutional merger, as well as the subsequent reorganization of the university’s colleges and, in a number of colleges, the reorganization of departments and degree programs. These examples also function as building blocks for additional initiatives and opportunities.

New post-merger undergraduate interdisciplinary teaching and learning opportunities

The University is currently engaged in a complete revisioning of general education for all undergraduate students with a focus on five core competencies that emphasize interdisciplinary learning through the achievement of transportable skills and knowledge that occur at the intersections of disciplines. These competencies include communication; scientific and quantitative reasoning and literacy; information literacy; personal, social, and global responsibility; and critical and integrative thinking. The competencies are developed as students progress through multiple course and experiences in their academic journey. Faculty submitted course proposals that include student learning outcomes and assessment measures to Faculty Senate in October 2011, and the
new competency-based general education courses will be offered in Fall 2012 as a foundational piece of a fully competency-based curriculum.

A collaboration between the College of Pharmacy and Pharmaceutical Sciences and the College of Business and Innovation is educating talented graduates who have a foundation in pharmaceutical sciences and a minor in business. One role for these graduates is in the management of general merchandise areas of community pharmacies and business operations in smaller pharmacy operations. More than 25 students annually elect this selective program with most choosing one of several minors such as professional sales or international business. On completion, students earn an MBA degree in just one additional year of study at the University.

The new College of Adult and Lifelong Learning (CALL) offers degree programs that are interdisciplinary and oriented to students’ unique individual needs. They also serve as degree completion options and as a pathway to graduate school.

The new College of Languages, Literature, and Social Sciences is currently reorganizing its wide variety of existing interdisciplinary studies, majors, minors, and courses into a School of Interdisciplinary Studies (SIS). The school will include Africana Studies, American Studies, Disability Studies, European Studies, Global Studies, Law and Social Thought, Middle-Eastern Studies, Religious Studies, Urban Studies, and Women’s and Gender Studies. It will provide opportunities for new interdisciplinary majors and courses, as well as new interdisciplinary research collaborations. The school’s programs will also increase the number of existing partnerships with other degree programs across the colleges to offer cross-listed classes, for example, with health science, criminal justice, social work, economics, communication, education, political science, art, film, business, and environmental sciences. These classes will not only expand interdisciplinary learning for undergraduate students, but also encourage faculty to broaden disciplinary-based studies.

Broader opportunities exist between the College of Languages, Literature, and Social Sciences’ School of Interdisciplinary Studies and Health Science Campus and the city of Toledo. Several Main and Health Science Campus schools and colleges have active exchange programs in Europe, Africa, and the Middle East. These interests intersect with the interests of Toledo Sister Cities International and its engagement of sister cities. The global health and medical mission efforts on Health Science Campus are fertile for interdisciplinary engagement.

The new Honors College offers courses with an interdisciplinary focus, particularly the Honors Seminars, developed each semester and taught by faculty across the University. Students also have the opportunity each semester to develop interdisciplinary research projects.

The newly merged Judith Herb College of Education, Health Science and Human Service is developing an undergraduate interprofessional course that will provide students with knowledge of and respect for all the professionals providing services for individuals with medical/health/educational conditions through case studies involving an interdisciplinary approach. This course will also provide appreciation for a team approach early in the students’ careers so they will develop an interprofessional foundation upon which to learn or to acquire their individual disciplines.

The College of Engineering and the College of Medicine and Life Sciences now offer a joint B.S./M.D. program for ten highly qualified students in the bioengineering program. The College of Medicine and Life Sciences also offers internships to College of Engineering (bioengineering) undergraduate students. A B.S./M.D. program also is available for students in the colleges of Natural Science and Mathematics; of Languages, Literature and Social Sciences, and of the Visual and Performing Arts. Interest in the program has soared in recent years. In 2006, the first year of the program, 10 students applied to the program. In 2011, 75 applied, a 650 percent increase.

Many of the new living learning communities (LLC) for undergraduate students have an interdisciplinary or multidisciplinary focus and are open to first-year students who share these interests:
• Global Entrepreneurship and Innovation LLC
• Environmental Sustainability LLC

• Health Profession LLC, combines interests in health-related careers: athletic training, cardiovascular, community health, health care administration, health information management, nursing, pharmacy, pharmaceutical sciences, pre-dental, pre-medical, pre-occupational therapy, pre-physical therapy, pre-veterinary, recreational therapy, respiratory care, and speech-language pathology. This LLC is the direct result of the combined efforts of the Main Campus Provost and vice president for academic affairs and the Health Science Campus Chancellor and executive vice president for biosciences and health affairs to support innovation in undergraduate education in a post-merger environment.

• Leadership Through Service Living Learning Community
• Politics, Law, and Society Living Learning Community
• The post-merger Arts LLC attracts non-arts majors who choose to participate.

The University has created learning environments that encourage thinking that crosses traditional disciplinary boundaries. Most notably, the move of the College of Pharmacy and Pharmaceutical Sciences to Health Science Campus has created learning and social spaces that mix students and faculty from different academic departments and colleges.

**New post-merger graduate interdisciplinary teaching and learning opportunities**

The College of Medicine and Life Sciences and the College of Engineering have established a cross-college biomedical engineering Ph.D. program that involves mentoring faculty from both colleges. The program also includes a formal entrepreneurship component developed in collaboration with the College of Business and Innovation.

The College of Pharmacy and Pharmaceutical Sciences and the College of Medicine and Life Sciences are jointly developing a new Ph.D. program in experimental therapeutics, with mentoring faculty drawn from both colleges. The physical proximity of the two colleges resulting from the construction of the new pharmacy building on Health Science Campus has encouraged students from both colleges to attend research seminars and symposia and to share research and instructional simulation equipment. Advanced clinical rotation students from both colleges are benefiting from improved access to inpatient and outpatient facilities of the University of Toledo Medical Center.

The colleges of Business and Innovation and of Medicine and Life Sciences have collaborated to develop a combined five-year M.D./M.B.A. degree program. The recent implementation of the electronic medical record system on Health Science Campus presents a number of opportunities for additional collaborations between the two colleges involving quality improvement and process improvement research.

A new study group, the Committee on Law-Medicine Interdisciplinary Education, composed of faculty members from the colleges of Law and of Medicine and Life Sciences, has been established to assess needs and opportunities for development of new educational programs in health law, legal medicine and related areas. The committee is currently completing a proposal for a J.D./M.D. joint degree program that will allow students to earn both degrees in six years and be prepared for leadership positions in health-care policy programs.

Doctoral students in the physical therapy and occupational therapy clinical doctoral degree programs in the Judith Herb College of Education, Health Science and Human Service can now take courses from the Ph.D. program in kinesiology or health education to meet requirements for a research-based doctorate. This dual-degree option is currently used by students in occupational therapy and physical therapy who intend to pursue a career in academia. The faculty has also developed an interdisciplinary course in statistics and research that is available for use by all majors in the college. The course, HSHS 6000, Statistics and Research for the Health Science and Human Service Professional, contains modules that use examples from the various professions in the college. In addition, the faculty in occupational therapy and physical therapy now offer a combined course.
in neuroscience. Faculty and students from both professions are engaged in the same class, providing an interdisciplinary perspective to the study of neuroscience. Since these two professions work closely together in rehabilitation, the development of basic understanding of neurologic functioning is related to patient abilities.

The College of Nursing and College of Medicine and Life Sciences have led the development and implementation of the Interprofessional Immersive Simulation Center in fiscal year 2010. Multiple disciplines in the health professions from the College of Pharmacy and Pharmaceutical Sciences, as well as the Judith Herb College of Education, Health Science and Human Service, have participated in a variety of simulated and competency-based learning experiences.

A project funded by the Howard Hughes Medical Institute, led by an associate professor from the College of Medicine and Life Sciences and a professor and an associate professor from the Judith Herb College of Education, Health Science and Human Service, provides opportunities for area high school science teachers to participate in medical research labs and study project-based science methods during the summer so that they will take new ideas and methods back to their classrooms.

The department of environmental sciences in the College of Natural Sciences and Mathematics and the department of public health and preventive medicine in the College of Medicine have partnered to form a five-year (3+2 model) combined degree program.

The new interdisciplinary Ph.D. in Spatially Integrated Social Science in the College of Languages, Literature, and Social Sciences is a cooperative venture between the departments of geography and planning, economics, political science and public administration, and sociology and anthropology. This program is designed around the application of geographic information science, spatial statistics, spatial econometrics, and spatial analysis to study the spatial dimension of human and social dynamics, including interaction of individuals and society, government, and market participants. The program encompasses a new body of statistical theory dealing with techniques and topics ranging from spatially weighted regression analysis to error theory in spatially distributed data, spatial interpolation and sampling methods, the effects of scale and resolution in geographically distributed data, and the confounding effects of boundary alignment and modifiable areal units in data organization and analysis. These topics, coupled with spatial information processing technologies — notably in the form of Geographic Information Systems (GIS), remote sensing, digital cartography and related technologies — have served as an important catalyst for this emerging spatio-temporal research paradigm.

The recent cooperative agreement between the University and the ProMedica Health system, Inc., has provided enhanced clinical-training opportunities for medical students during their third- and fourth-year required and elective clerkships. The relationship between The University of Toledo and ProMedica Health system already is having a positive effect on graduate medical education and the future physician work force of the Toledo area. The Toledo Academic Health Center Corporation board of trustees recently approved a five-year plan that will help to substantially grow the number of resident and fellow rotations at both the University of Toledo Medical Center and ProMedica Health System. The expansion of the rotations will lead to a larger number of Toledo medical students staying in northwest Ohio, as well as attracting graduates of medical schools from across the country to the area for their residencies.

Another possible opportunity for collaboration with ProMedica involves the College of Law. Initial discussions concerning a health-law summer internship for law students have taken place with a representative of ProMedica and a proposal is currently being prepared.

**Future opportunities for interdisciplinary teaching and learning based on new building blocks**

Future projects of the Committee on Law-Medicine Interdisciplinary Education might include the development of a master of law program in health law for graduates of programs in medicine or other health-care disciplines; a certificate in health law for students in law; and development of legal and forensics courses in the College of Medicine and Life Sciences.
The health care enterprise of The University of Toledo presents an as yet largely untapped major learning opportunity for students at the College of Law and the College of Business and Innovation. Externships could provide law students and business students with a hands-on experience dealing with a highly regulated, complex, major business enterprise. Possible areas for exploration include hospital cost containment, marketing in a saturated market, billings and collections, insurance and managed care, regulatory compliance, disclosure and informed consent, and self insurance through the use of an off-shore captive. The chancellor and executive vice president for biosciences and health affairs has indicated an interest in developing these educational opportunities.

In fiscal year 2012, the Interprofessional Immersive Simulation Center will see a doubling of interprofessional learning experiences to more than 800 students per month through the simulation and learning resource area as it becomes an integrated component of interprofessional programs on Health Science Campus. This builds on a positive history of collaboration of interdisciplinary learning between nursing, physical therapy, and occupational therapy programs.

New cross-disciplinary schools, as they are envisioned, may exist within a single college or across two or more colleges. The schools “borrow” faculty whose “home” is in the sponsoring college and is led by a director. Deans have broad discretion in the creation of schools. The new schools offer positive opportunities in terms of developing new courses, updating and revamping old courses, and blending faculty in new ways that provide better interdisciplinary educational opportunities. For example, a new interdisciplinary school, the School for Healthcare Business Innovation and Excellence (HBIE), is being developed. It involves the College of Business and Innovation and the University’s four colleges with health programs — Medicine and Life Sciences, Nursing, Pharmacy and Pharmaceutical Sciences, and the Judith Herb College of Education, Health Science and Human Service. Its focus will be on application of business acumen — information technology, marketing and sales, process improvement, supply chain management, and other business concepts — to the health-care industry, spanning teaching, learning, research, and outreach and engagement.

The new undergraduate interprofessional course in the Judith Herb College of Education, Health Science and Human Service will be expanded to include students in medicine, pharmacy, nursing, and allied health professions to allow interdisciplinary discussions about the care and treatment of patients.

The University’s Learning Ventures, as well as other programs in the College of Innovative Learning, are excellent resources that can offer a broad range of programs, services, and activities to address interdisciplinary pedagogical issues and to assist departments, schools and colleges realize the potential of their interdisciplinary and cross-disciplinary studies.

Future collaborative programs between the College of Medicine and Life Sciences and the Judith Herb College of Education, Health Science and Human Service will provide enhanced opportunities for local teachers to work with professors on Health Science Campus to develop and study new approaches to learning. For example, Anatomy and Physiology Revealed (APR), an interactive cadaver dissection tool to enhance lecture and lab that students can use anytime and anywhere and that is being refined by its developers at the University, will provide opportunities for college and high school science teachers to utilize these virtual resources to introduce their students to basics of human anatomy and physiology. Along these lines, a professor of neurosciences and one of APR’s developers and an associate professor in the Judith Herb College of Education, Health Science and Human Service have already worked on a small funded project to explore the educational benefits of APR beyond the College of Medicine and Life Sciences. Ongoing projects involve bringing area science teachers to the gross anatomy lab on campus and applying for educational grants to support such activities.

By 2016, there will be a total of 63 residency rotations at ProMedica Health System with the addition of 29 new residencies and 26 expanded programs. The number already is growing with 17 programs last year and 31 in the current academic year. The relationship also has resulted in advancements for clinical research with the additions of new clinical trial software, renovations of research office space and equipment for a tissue bank. This agreement will result in enhanced clinical education opportunities for pharmacy students and
residents, as well as for students in the College of Nursing and the Judith Herb College of Education, Health Science and Human Service.

The university’s already established interdisciplinary centers or institutes of varying sizes and complexity could be expanded, as noted in Criterion Four, to further promote interdisciplinary research and teaching.

**Looking forward**

These specific examples of further plans and opportunities point the way to the limitless possibilities for additional interdisciplinary teaching and learning initiatives, programs, schools, majors, co-curricular activities, and courses. Thanks to the merger, the University of Toledo has a faculty — economists, poets, brain surgeons, law professors, neurobiologists, political scientists, geneticists, ethicists, and many others — whose breadth and depth and wide-ranging expertise and knowledge mesh with interdisciplinary and multidisciplinary educational initiatives, courses, and team teaching. For example, political scientists could direct courses in health-care policy studies, philosophy professors in medical ethics, and business professors in health-care management.

The university’s Strategic Plan, *Directions 2011*, provides a guide and a set of accountability measures for additional interdisciplinary teaching and learning activities and opportunities. For example, Goal I, Undergraduate Academic Programs, calls for integration of STEMM and the liberal arts. Examples of implementation strategies and metrics include the continuing development of integrative and interdisciplinary courses for all students, the development of “stackable certificates” that lead to a customized interdisciplinary degree, the development of inter- and cross-disciplinary co-ops and internships, the promotion of new models of interdisciplinary and integrative organization, the selective creation of interdisciplinary programs of study and degrees in emerging areas, the development of schools and problem-based programs and curriculum, and the completion of “dashboards” that measure “interdisciplinary reach.”

Goal II, Graduate and Professional Programs, promotes the development of interdisciplinary graduate/professional programs in emerging areas, the incorporation of interdisciplinary education in current programs, the development of integrated and interdisciplinary bachelor’s and master’s programs, the identification of appropriate areas for interdisciplinary development, and the creation of diverse learning opportunities and alternative degree programs.

One of the implementation strategies for Goal VI, Outreach and Global Engagement, promotes inter-institutional continuing education programs, and its metrics involve tracking the number of trans- and multidisciplinary continuing education programs for lifelong learning and a compilation of all majors in interdisciplinary programs.

The interdisciplinary approach to teaching and learning will require an infrastructure that can fully support this initiative. The current system (Banner) was implemented with its basic functionalities limiting the accommodation of the innovative ideas that will surface as a result of these new integrated teaching opportunities. Careful research and investigation of the student information system is critical to the success of this new interdisciplinary approach to teaching and learning and the University is, therefore, investigating untapped functionalities within Banner.

It must also be noted that the ongoing efforts to merge the cultures of the university campuses, described above in the Merging Cultures section, has served as an important foundation for interdisciplinary teaching and learning. In turn, the new interdisciplinary collaborations and future plans inevitably advance the work of merging the cultures as more faculty and students teach, learn, live, and interact with their colleagues across the University.

**Balancing quality undergraduate teaching and research**

As a research university, the University of Toledo recognizes its obligation to provide high-quality undergraduate teaching while at the same time conducting research and scholarship to find new knowledge. Outstanding teaching and research are fundamental goals for the institution, and faculty members are encouraged to be strong scholars and excellent teachers at the same time, to find a symmetry that allows them to do both, a daunting challenge.
This is a good time for the University to examine institutional practice and programs that inform this issue. As has been documented throughout this self-study report, the University has been in a period of rapid growth and change. It has completed reorganization of its colleges and now is implementing teaching, research, and outreach strategies contained in the Directions 2011 strategic plan. It is providing greater access to more students with more diverse backgrounds, and faculty members are being asked to teach more students and provide more service to the University. Advising responsibilities have grown.

At the same time, faculty members are being asked to increase research output and bring in more grant funding. The university board of trustees and the university administration have an expectation that faculty members must work harder, faster, and smarter with fewer resources.

All this creates a tension between research and teaching that was eloquently captured in the Commission on Educating Undergraduates in the Research University report, Reinventing Undergraduate Education: A Blueprint for America’s Research Universities, which was published in April 1998.

“The typical department in a research university will assert that it does place a high value on effective teaching at the baccalaureate level,” the report emphasized. “It will be able to cite faculty members among its ranks who take conspicuous pride in their reputations as successful teachers; it may be able to point to student evaluations that give consistently high rating to many of its members. At the same time, however, discussions concerning tenure and promotion are likely to focus almost entirely on research or creative productivity. The department head when making salary recommendations may look almost exclusively at the grants or publication record. The junior faculty member who seems to give disproportionate time and attention to freshman/sophomore courses may well be counseled toward more ‘productive’ redirection; if interest is shown in experimental or interdisciplinary courses at the baccalaureate level, movement toward tenure or promotion will be stalled. The needs of the department will be perceived as not being met. What happens within the department is echoed and reinforced among the established disciplines on a national scale. The professional associations do not as a rule see their responsibilities as embracing the teaching function; even though it is inspired teaching that attracts young minds and pulls new recruits into the disciplines. The national conferences of the disciplines rarely offer sessions dealing with teaching effectiveness, and when they do, those sessions are likely to be poorly attended.”

A number of key university documents address this critical issue of balance between teaching and research and give equal status and recognition to both.

The university’s mission statement and its strategic plan strongly affirm that undergraduate student learning and research are preeminent institutional goals in its post-merger era.

Goal I, Undergraduate Academic Programs, of the Directions 2011 strategic plan clearly demonstrates that the University values and promotes teaching excellence and promotes its longstanding commitment to high-quality undergraduate education. The document urges the University to be to be a “learner-centered institution with intensified focus on teaching and teaching.” Strategies for achieving the goal are described in five distinct subgoals outlined in the same document.

Goal III of the Directions 2011 strategic plan, which addresses research, technology transfer, and incubation, also highlights research expectations for the university faculty and the value the university places on research conducted by faculty and students in its undergraduate and graduate programs: “We will enhance UT’s standing as a major metropolitan research university with internationally recognized areas of research, scholarship and creative activity.” Strategies for achieving this goal are described in seven distinct subgoals outlined in the same document.

Facility investment of time and energy in good teaching and research is recognized and rewarded in the appointment and promotion process that is outlined in Article 9 of the collective bargaining agreement between the university chapter of the American Association of University Professors and the University. The article notes that when faculty members are evaluated for promotion, there are three criteria: teaching excellence, research excellence, and service to the University and the community.
Under the strain of budget cuts, university faculty members are working harder than in the past. The University has fewer full-time tenured and tenure-track faculty than it had at the time of the merger in 2006 and more students. State funding at the University was cut by almost $20 million last year and more cuts are expected this year.

At a May 16, 2011, meeting, the board of trustees approved a new faculty workload policy that was aimed in part to help address budget constraints. The new policy raises the standard teaching load to 27 credit hours per nine-month year, which will be effective August 2013, and also authorizes the president to raise the standards for granting research and service assignments to offset those hours.

The faculty workload issue is complicated. Measuring faculty workload is difficult because faculty members teach classes, advise students, write grant proposals, conduct research and serve on university, professional, and community committees, boards, and task forces. Most faculty members, particularly on Main Campus, teach three courses per semester, some even more. To effectively teach three courses, advise students, and participate in department, university, and community service activities is a full-time workload. Faculty members who aspire to conduct research/creative work must carve out time in evenings, weekends, and during periods of the summer when they are not teaching.

The recent increase in teaching loads will make accommodating research/creative activity an increasingly difficult challenge.

The University has a policy for faculty workload measurement and reporting requirements for colleges. It requires that deans, in consultation with department chairs, develop appropriate equivalencies between research and other forms of inquiry, service, classroom, and other teaching to allow recording and reporting of credit hour equivalent per semester.

First, class sizes are being increased by ten percent. This change is having the most impact on freshman and sophomore undergraduate classes, but classes at the junior and senior level and in the professional and graduate schools are also affected. Deans and department chairs are continuing to look at all classes.

Second, the number of classes taught by full-time tenure and tenure-track faculty is increasing.

In addition, the University plans on hiring fewer retired faculty members, part-timers, and visiting assistant professors as key to savings. The University currently hires many individuals in these three categories, and they work hard and are dedicated to teaching.

The deans have been authorized to hire at the fifty percent level so that the University can contract with the best of these teachers. The goal is to cover the other fifty percent through increased class sizes and subsequent class reduction, as well as additional full-time faculty teaching.

The University is currently refining a teaching workload formula based on student credit hours taught, class enrollment, and CIP code index. Student credit hours taught is a better indication of workload than simply classes taught because classes vary in size so dramatically. The Classification of Instructional Programs (CIP) provides a taxonomy that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education’s National Center for Education Statistics in 1980. The Ohio Board of Regents uses CIP codes to determine levels of state subsidy funding. Simply stated, the higher the university progresses from freshman classes to doctoral classes the more subsidy that will be received.

The “weighted academic work unit” is found by multiplying the course’s credit hours by the class enrollment and a relative value from the CIP code index. The formula produces a number that can be compared between individuals or between departments or between colleges. As these comparisons are developed, they can be judged against offsets in research and services. Deans and department chairs have been told that they must raise the bar on offsets.
Despite the challenges, the University is continuing to strive to achieve an appropriate balance between teaching and research.

One way the University has tried to make teaching and research as complementary as much as possible is through undergraduate research. Hundreds of undergraduate students are engaged in research. Some are paid while others donate their time to participate in research projects with faculty and graduate students. Still others engage in research in capstone experiences as part of their academic majors. In the Honors College, students commonly complete senior theses that incorporate independent research into a culminating project in the major. The Directions 2011 strategic plan stresses the importance of increasing undergraduate research.

Steven Lombardo exemplifies the benefits that come to students who participate in undergraduate research. He is the first-ever recipient of a Fulbright scholarship from the College of Pharmacy and Pharmaceutical Sciences and was the valedictorian for the bachelor of science in pharmaceutical sciences program, earning a degree in pharmacology and toxicology in May 2011.

Lombardo, who started the study-abroad program in August, developed an interest in neuroscience while doing undergraduate research at the University.

"Undergraduate research was very important to my development as a young scientist," he said. "It helped me start working in a lab quickly and networking with professors and other students."

Lombardo worked in the laboratory of Dr. Bryan Yamamoto, professor and chair of the department of neurosciences in the College of Medicine and Life Sciences.

"I think he’s very well suited because his interests mesh well with the interests of the scholarship," Yamamoto said. "He is a very deserving recipient."

Lombardo was an Honors student at the University and graduated from Honors College in May 2011.

"The Honors College really challenged me to excel as a student," he said. "It helped me branch out into opportunities I would not have pursued otherwise."

"Students in the BS program in pharmaceutical sciences are required to gain experience in their fields of interest," noted Dr. William Messer, who was Lombardo’s adviser and professor and chair of pharmacology in the College of Pharmacy and Pharmaceutical Sciences. "The honors thesis option provides an excellent opportunity for students to engage in research while fulfilling their internship requirement. The recent move of the College of Pharmacy and Pharmaceutical Sciences to Health Science Campus provided Steven with a chance to work with Dr. Yamamoto, whose laboratory is located next to the new Wolfe Center."

After completing his study-abroad experience as a Fulbright scholar, Lombardo will pursue a Ph.D. in neuroscience at Wake Forest University in North Carolina.

In addition to promoting undergraduate research, the strategic plan lists a number of other recommendations that have implications for the teaching-research balance, including a focus on innovation in lower-division courses, promotion of active learning, adoption of consistent student learning objectives for all undergraduate courses that promote and assess inquiry and analysis, restructuring tenure and promotion to reward innovative, learner-centered teaching, and rewarding engagement in professional development related to the scholarship of teaching.

The Directions 2011 strategic plan also calls on the University to “continuously reevaluate faculty workload, clinical release time and evaluation criteria within contractual requirements to support research, scholarship and creative activity.” It also promotes increasing the number of faculty engaged in research, scholarship and creative activity and “increase support and rewards for faculty members and units engaged in research, scholarship and creative activity.”
A number of intramural grant award programs are in place to encourage and support research, including grants that support the development of new teaching methods for inquiry-based student learning. These awards are administered by the Office of Research Development and include: The deArce Memorial Endowment Fund in Support of Medical Research and Development; Interdisciplinary Research Initiation Awards; Translational Research Stimulation Awards; Phase 0 SBIR/STTR program; Proposal Preparation Mini-Grants; Visiting Faculty Research Awards; and the Archeological Research Fund.

The College of Innovative Learning, through its Learning Ventures division, promotes and supports the scholarship of teaching and learning and offers the latest research about student learning and ways to assess and improve pedagogical effectiveness.

The University promotes the scholarship of teaching and research through awards and recognition and provides leave time for teaching improvement. It also provides leave time for teaching enhancement.

As has been documented throughout the self-study report, the University supports a well-funded, faculty-driven research enterprise with state-of-the-art resources to ensure that opportunities are available to undergraduate, graduate and professional students. Faculty members are expected to be engaged in research that is influential, published, and externally supported.

To promote teaching excellence, the College of Medicine and Life Sciences has established tenure tracks in teaching which are aimed at retaining and attracting high-quality teachers.

Evidence of the university’s commitment to research abounds.

• In conjunction with the merger, the Office of Research and Sponsored Programs (RSP) underwent a major consolidation with the goal of providing enhanced infrastructure support for the research and grants management activities on all university campuses. A decision was made to maintain RSP offices on both the Health Science Campus and Main Campus to facilitate local support for faculty and student research activities. Grants accounting was centralized and a single software system was selected. Committees that review and monitor regulatory compliance for animal care and use, human subjects research, biosafety, and radiation safety were combined to provide consistent policies and procedures across all university colleges.

• The Office of Research and Sponsored Programs offers a number of programs to assist faculty and students with writing grant applications for extramural support. These include grant-writing workshops, facilitation of access to senior faculty who can provide editorial assistance with improving grant applications, and maintenance of a database of faculty research interests so that faculty and students can readily identify potential collaborators.

• Undergraduate student research is encouraged and supported by the Undergraduate Research and Summer Fellowship program administered by the Office of Undergraduate Research. These awards support student research in the arts and humanities, social sciences, and the natural sciences, engineering and mathematics. Availability of these awards and guidelines for applying are announced via a widely disseminated booklet “University Awards and Fellowship Programs” and via the RSP web site with a dedicated page for Undergraduate Research.

• Individual colleges and graduate programs recognize student contributions to research through sponsorship of student research symposia and poster sessions. Many of these include awards to recognize outstanding student research accomplishments. The College of Graduate Studies also encourages students to attend national research meetings by providing awards that can be used to defray the cost of travel.

• Although individual colleges conduct specific faculty recognition events throughout the year, the merged University established a combined faculty awards ceremony to recognize outstanding faculty contributions to research and teaching. This program complements the very active program of “Distinguished University Professorships,” which are conferred on eligible faculty members from all colleges based on overall academic achievements, including research and scholarship.
Individual colleges have developed research incentive policies to encourage faculty to secure extramural grant funding for their research activities. Typically these policies involve financial rewards to individual faculty based on percentage of salary charged to grants and/or total direct or indirect costs. Policies have recently been modified to recognize the value of cross-college interdisciplinary collaborations by ensuring that all collaborating investigators on grants are eligible for incentives based on the percent effort contributed to a project.

The University supports the infrastructure necessary for a vibrant research enterprise through the maintenance of major instrumentation core facilities that are available to all students and faculty. Such facilities are based in the College Natural Sciences and Mathematics, College of Pharmacy and Pharmaceutical Sciences, College of Engineering, and College of Medicine and Life Sciences. They include core laboratories and equipment for scanning and transmission electron microscopy, mass spectrometry, nuclear magnetic resonance, x-ray crystallography, flow cytometry, advanced microscopy and imaging (confocal microscopy and small animal imaging), and genomics. These facilities are subsidized by the university to help minimize user fees.

Undergraduate research experiences or opportunities for independent scholarship are integrated throughout the undergraduate curriculum in most university colleges.

**Challenges for the future**

Even though the national economic recession has made recruiting of faculty a challenge, the University is strongly committed to hiring faculty on Main and Health Science campuses who are actively engaged in research and scholarly activities that contribute new knowledge to their respective fields.

However, in doing so, there are several challenges that must be recognized and addressed.

- In times of fiscal constraint, developing competitive start-up packages required to successfully recruit faculty with major research programs is a major challenge. It is challenging for an institution of the University’s size and research funding to match the start-up packages being offered at larger, more research-intensive universities. The University currently lags behind many universities in terms of the value of start-up packages that it is able to offer.

- The systems used by finance/administration for disbursing start-up funds to new faculty have proven to be cumbersome, and in some cases have resulted in an interruption of the flow of promised start-up funds. Such technical problems, coupled with generally low start-up packages, have created image problems for the University among existing faculty and prospective candidates outside the institution. These problems must be corrected if we are to be successful in recruiting research-active faculty who can provide students with opportunities to participate in scholarly projects.

**III. Economic viability**

A third critical challenge that the University must address moving forward is economic viability. State initiatives are shaping the University’s economic role in the region and beyond. Of particular interest to the University are initiatives involving the Ohio Board of Regents and the Third Frontier Project.

**Balancing university responsibilities to the State of Ohio with own mission, vision**

How does the University balance its responsibilities to the State of Ohio with its own mission and vision?

The University of Toledo operates under the authority of the Ohio Board of Regents. Former Governor Ted Strickland made changes in the Ohio Board of Regents with the chancellor of the board reporting to the governor with the expectation that the state’s universities would be a partner in transforming the Ohio economy. Given the governor’s authority over the appointment of chancellor, it is not surprising that the Ohio Board of Regents will be responsive to initiatives from the governor’s office.
Under the Strickland administration, an important initiative was the creation of the University System of Ohio (USO), a large system of public higher education that works to ensure that the strategic educational needs of the state are focused. The USO plays an important role in creating the educational policy and direction for the state’s future.

With a new administration in Columbus led by Governor John Kasich, the future of the University System of Ohio is not clear as the new chancellor’s major initiative is the creation of “Enterprise Universities.” The idea behind enterprise universities is for each state university to have the option of trading less oversight from the state and a reduction in state mandates in return for a loss of some state share of instruction (SSI). Enterprise universities are to be in a position to provide greater self-governance and are to be innovative in seeking alternatives to state sources of revenue. As required by law, the chancellor submitted a plan to the governor and state legislature on Aug. 15, 2011, and rolled out his plan at a statewide meeting of members of the state universities’ boards of trustees. Work will continue with the state legislature on enterprise universities this year.

Without new guidance from the Ohio Board of Regents, the University is moving forward under the University System of Ohio plans. It appears that the new Kasich administration will proceed with many of the ideas of the University System of Ohio concerning the role of universities in supporting economic transformation in their region. The University has a clearly defined role in the USO’s state plan as a public metropolitan research university and a regional provider of access to higher education, an institution to whom people look for participation in higher education and for educational opportunities and access for all regardless of socioeconomic background. The University then demonstrates to state leaders that it deserves the continued financial support from the state, increasing the viability of the institution.

While supporting state goals, the University has developed its own character and cultivated its own mission in response to student and economic needs. The University has its own sets of aspirations, its own ways of doing things and above all its own standards of excellence.

The merger has improved the ability for the new University of Toledo to meet challenges of the University System of Ohio (USO) through its own mission and vision as well as to be in a good position to be selected as an enterprise university. The merger has created a much larger university that can connect to opportunities across a broad range of disciplinary and technological areas and can create larger research and academic programs by pooling together a larger group of faculty talent. According to the strategic plan for the USO, a primary goal is to increase the state’s educational attainment. This is to be accomplished by graduating more students, keeping graduates in Ohio, and attracting talent to Ohio. Similar statements have been publicly voiced by the new Chancellor Jim Petro. The plan also calls for state universities to “… develop distinctive missions and centers of excellence that are recognized by students, faculty and business leaders.”

USO will:

- Be a flexible, integrated higher education provider, making the widest range of educational opportunities available to, and raising the educational aspirations of, all Ohioans;
- Be known for the excellence of the teaching and learning of its faculty and students and the reputation of its institutions;
- Enable all Ohioans to afford the education and training they need to succeed; and
- Provide the intellectual and organizational infrastructure to measurably improve the economic outlook for all Ohioans.

The plan calls for universities to measure their success in meeting USO goals in four major categories: access to higher education; quality; affordability and efficiency; and economic leadership. Chancellor Petro has expressed concern about the importance of Ohio’s universities retaining top students in Ohio and in recruiting top students.
to Ohio, as well as his desire to see Ohio universities increase their economic development agenda. The University’s mission and vision statements are consistent with the USO goals as well as new messages from the Chancellor’s office.

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

The University’s mission and vision are well aligned with the USO in the five major areas of interest — access to higher education, quality, affordability, efficiency, and economic leadership. The responsiveness of the University to the USO for access to higher education, quality, and affordability and efficiency are explained under the question “How do the efforts in advancing teaching and learning support the directions set forth by the University System of Ohio?” With respect to economic leadership, the University aligned with the USO strategic plan by:

- Expanding its research enterprise as a metropolitan research university;
- Increasing its technology transfer activities resulting in increases in invention disclosures, license agreements, and spinoff companies;
- Assisting small companies through incubation programs so that they attract external investment;
- Developing centers of excellence that attract and retain talent and raise the stature of the University; and
- Providing economic leadership to northwest Ohio by engaging with the community and working with partners to diversify the regional economy, improve public health and welfare, improve the environment, improve educational attainment, and attract investment to the region.

The UT-MUo merger has increased the level of collaborative research between Main Campus and Health Science Campus faculty members. In addition, the merger has allowed faculty members easier access to research laboratories and equipment, promoted interdisciplinary graduate education, and offered ways to share expertise relating to research compliance.

Collaboration involving researchers in the College of Medicine and Life Sciences and the College of Pharmacy and Pharmaceutical Sciences resulted in a $2.5 million gift to support research in diabetes. One outcome of the philanthropy was the naming of the new Frederic and Mary Wolfe Center, the new building on Health Science Campus that houses the College of Pharmacy and Pharmaceutical Sciences.

The Directions 2011 strategic plan stresses the importance of an entrepreneurial environment at the University and for the institution to collaborate with the state and with partners in the private sector to develop new products, processes, and entrepreneurial opportunities, and thus to foster economic and community growth and opportunity.

According to President Jacobs, one way for the University to balance those competing interests is to play a leadership role within the state, to be a model for other Ohio universities, and to use its influence to lead the USO in the direction the University thinks it should go.

The University, he noted, demonstrated such statewide leadership in 2007, when he announced that the University would freeze tuition for the 2007-2008, the first state institution to take such an important step. Most other state-supported universities soon followed suit, and after that other states followed Ohio’s lead in freezing tuition. Another example of the University’s statewide leadership role was establishment of the university’s minority business incubator — officially called the Minority Business Development Center. There are no more than 20 of these incubators in the country, only one in the county and only four in Ohio.
The University’s strategic plan calls for the University to improve its standing as a metropolitan research university by increasing the amount of external support for research, and advancing and supporting research, scholarship, and creative activity across the diverse programs at the institution. Expanding the external funding for research is important to support research and scholarship in science, engineering, and other technology areas that need support for laboratories, equipment, supplies, and staff support. Expanding externally sponsored research also supports regional economic development, as about 33 jobs are needed to support $1 million in external research. Criterion four discusses the growth in total externally supported and federally funded research since the first year following the merger (FY07). The merger has expanded the school's research profile and visibility.

Following a drop in external funding from fiscal year 2007 to fiscal year 2008, caused likely by the disruption of the merger itself, funding has risen considerably. Federal funding is now at $67.8 million, after achieving a record high of $75 million in 2010. The University’s goal is to approach $100 million by fiscal year 2012, depending upon external factors (availability of federal funds to support research and opportunities for Third Frontier Project funding for university research).

The merger helps the University win more external awards by encouraging the formation of stronger interdisciplinary teams across the two campuses and providing access to research infrastructure comparable to a larger institution.

A larger externally funded research enterprise is important for the viability of the institution for several reasons.

First, it increases the amount of central facilities and administration that can support stronger administrative offices (e.g., grants accounting, grants offices) as well as support for research infrastructure. Such accounts are used, for instance, if equipment fails or other unexpected events (e.g., minor fires or flooding) occur that require funds to renovation or equipment replacement.

Second, a larger number of funded projects in complementary areas can help provide support to core facilities, equipment, technicians, and even graduate students.

Third, larger research groups gain wider recognition than most single investigator projects and thus can help attract better prepared students to the University.

Fourth, larger research groups are in a better position to develop collaboration with industry, other university groups, or national laboratories, again creating opportunities for additional funding to the institution.

Finally, larger interdisciplinary research groups can attack questions at the intersection of disciplines that are often the target of federal funding initiatives, thus opening opportunities for more funding that would not be available to a single investigator.

Table 1 compares the number of funded collaborative projects prior to the merger with the number of collaborate projects across the two campuses following the merger. The table lists proposals by the campus location of the principal investigator, either at Main Campus or at Health Science Campus. Prior to the merger, there were collaborative proposals involving faculty from the two campuses, but these were more difficult to arrange in that funds from the non-prime awardees were made through a subcontract vehicle. Following the merger, the award account would be set up by the Office of Grants Accounting and none of the paperwork for a subcontract would be required. For the four years just prior to the merger, there were a total of 10 collaborative, externally funded projects across the two campuses. For the four years after the merger, there were a total of 29 funded collaborative projects.
Table 1: Collaborative funded research projects involving Main Campus and Health Science Campus faculty

<table>
<thead>
<tr>
<th>PI Campus</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>03-06</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>07-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT MC</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>UT HSC</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Totals</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>29</td>
</tr>
</tbody>
</table>

Source: Office of Research and Sponsored Programs

UT’s Directions 2011 strategic plan calls for the University to support a nationally recognized technology transfer program that brings forward the full commercial potential of University inventions and ideas, assists in local business development, and motivates faculty members, students, and staff to explore the commercial opportunities of their research and scholarship. The University has been committed to building its technology transfer program for almost 10 years and has achieved success in improving its position on standard metrics for technology transfer (see Table 2).

Table 2: Technology transfer metrics for the new University of Toledo

<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invention disclosures</td>
<td>33</td>
<td>55</td>
<td>91</td>
<td>67</td>
</tr>
<tr>
<td>New license agreements</td>
<td>19</td>
<td>12</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Total license agreements</td>
<td>75</td>
<td>83</td>
<td>97</td>
<td>113</td>
</tr>
<tr>
<td>Spin-off businesses</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Office of Research and Sponsored Programs

The merger helped change the culture for technology transfer and commercialization on Health Science Campus by bringing the aggressive Main Campus technology transfer organization to a campus that had a passive approach to the program. Prior to the merger, MUA provided support for intellectual property protection, but did not actively seek out faculty members to look for promising technologies that could be marketable. The result was an increase in the volume of invention disclosure, patents, and license agreements from Health Science Campus.

Table 3 Increase in technology transfer metrics for Health Science Campus

<table>
<thead>
<tr>
<th></th>
<th>2005 (premerger)</th>
<th>2006 (premerger)</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disclosures</td>
<td>6</td>
<td>14</td>
<td>15</td>
<td>20</td>
<td>41</td>
<td>19</td>
</tr>
<tr>
<td>Patents Issued</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>License Agreements</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Spinoff companies</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Office of Research and Sponsored Programs

Prior to the merger, The University of Toledo had a newly formed incubation program. The program provided space to incubating firms as well as access to incubation services. The Medical University of Ohio had a building that had space available for incubating companies, but did not have a formal incubation program with the staffing to provide services. The merger allowed the main campus incubation program to support incubation activities on both campuses as well as renovate space to support incubating companies.
The Main Campus incubation program began with the purchase of the former EISC building in January 2005. The University hired its first director of incubation in September 2006. Since that time, the program has grown to support the Main, Scott Park, and Health Science campuses and has demonstrated significant economic impact as shown in Table 4. The incubation program now includes more than 83,000 square feet of incubation space and includes the following facilities: Clean and Alternative Energy Incubator; Nitschke Technology and Commercialization Complex; Lab Incubation Facility; and Minority Business Development Center.

<table>
<thead>
<tr>
<th>October 2005</th>
<th>October 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 incubating companies</td>
<td>21 companies</td>
</tr>
<tr>
<td>1 incubating facility</td>
<td>5 graduated companies</td>
</tr>
<tr>
<td>8 private sector jobs</td>
<td>4 joint ventures formed</td>
</tr>
<tr>
<td>5 international companies interested</td>
<td></td>
</tr>
<tr>
<td>4 facilities</td>
<td></td>
</tr>
<tr>
<td>10 centers</td>
<td></td>
</tr>
<tr>
<td>46 incubation prospects</td>
<td></td>
</tr>
<tr>
<td>245 jobs, 21.5 postings</td>
<td></td>
</tr>
<tr>
<td>$212 million + impact reported by client (grants, equity, loans, sales, tax incentives)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Office of Research and Sponsored Programs

The University’s mission and vision statements support the goals of the University System of Ohio. The University has three USO-designated centers of excellence: advanced renewable energy and the environment; transportation logistics; and biomarker research and individualized medicine. Through these centers of excellence, the University is developing its strength in science and technology in areas that improve the human condition and involve community engagement in important ways. Two of these centers of excellence were enhanced when the merger brought together faculty members from the two campuses into the centers of excellence in advanced renewable energy and the environment and the biomarker research and individualized medicine.

The Advanced Renewable Energy and the Environment Center is developing new technologies to increase the use of clean, renewable energy; to help create new economic opportunities in Ohio through research and technology partnerships with industry and through the development of spinoff firms; to understand complex environmental systems at the global and local scale; and to address environmental challenges of the region such as the health of Lake Erie, the remediation of contaminated sites, and the use of sustainable systems for food production. Most of the faculty members from this center of excellence are from Main Campus, led by faculty members from the College of Natural Sciences and Mathematics, particularly from the departments of physics and astronomy, chemistry, and environmental sciences. Other faculty contributors are from the College of Engineering and from Health Science Campus. Faculty from Health Science Campus work on the relationship of environmental quality to public health and the development of approaches in identifying pathogens in the environment.

The Transportation Logistics Center is working with regional leaders in developing new ways to advance Toledo’s position as an intermodal transportation hub. The center works with the Ohio Department of Transportation and the private sector in evaluating options for new transportation facilities, new transportation technologies, and the use of renewable energy for transportation modes and transportation infrastructure. The center’s work has led to new investment in northwest Ohio.
The Center of excellence in biomarker Research and Individualized Medicine is working to make the University distinctive in biomarker discovery that will lead to new discoveries, patents, license agreements, and technology spinoff companies. Through this center of excellence, the university will continue to translate research discoveries, particularly those in the featured academic services tracks, and to provide reliable and predictive correlation to differential patient responses. The center has its main group of faculty members in the College of Medicine and Life Sciences, but also includes faculty members from the College of Pharmacy and Pharmaceutical Sciences and from faculty members from the Main Campus College of Natural Sciences and Mathematics (biological sciences and chemistry) and the College of Engineering (bioengineering).

There is little question that the university is providing economic leadership to northwest Ohio. Numerous activities demonstrate this leadership.

- The university president is a board member in the Regional Growth Partnership, the Toledo-Lucas County Port Authority, and the Toledo-Lucas County Chamber of Commerce.
- University of Toledo staff members — the director of incubation and vice president for research — were instrumental in the preparation and defense of the Regional Growth Partnership’s (RGP) successful $15 million proposal to the Ohio Department of Development that provided funding to the RGP to set up the Rocket Ventures Business Investment Program and for the Launch business assistance program.
- The University established the Clean and Alternative Energy Incubator in 2006 to create a place where small businesses could develop their technology and grow their business using the support provided by university faculty and business development experts.
- The University has participated in business-recruitment trade missions and other business-recruitment activities with the Ohio Department of Development to promote northwest Ohio as a leading center in solar and advanced renewable energy technologies.
- The institution established Innovation Enterprises as a not-for-profit corporation with a fund of $10 million to invest in promising start-up companies with ties to the University.
- The University led a plan for land-use improvements adjacent to the university campus.
- The University of Toledo formed a joint venture with the Regional Growth Partnership to promote new business development and entrepreneurship.
- The university’s Intermodal Transportation Institute is leading efforts to attract intermodal activities to northwest Ohio.
- The University commissioned a study by Eva Klein & Associates that resulted in a report in 2010, *The Relevant University: Making Community and Economic Engagement Matter*, which put forward the university’s commitment to community engagement.

**Maximizing intellectual capital, streamlining resources**

How does the University maximize its intellectual capital as its streamlines resources, services, facilities and personnel?

The University has maximized its support to the institution in research and technology commercialization areas that include the creation of a universitywide research council, the merging of internal grants programs, the merging of compliance programs, and the merging of patent and commercialization committees.

With the merger, the stature of the technology transfer, grants development, and incubation programs have grown, and the University has invested in staff development so that these programs are recognized in their professional communities. The University now routinely organizes sessions at the national meeting of the Association of University Technology Managers (AUTM), has organized sessions and presented papers at the
National Business Incubation Association (NBIA) program and at the national and regional meetings of the Society of Research Administrators (SRA).

**Research Council, oversight of centers and institutes, and internal grant programs**

Following the merger, a campuswide research council was formed that included representatives of each college from both Main and Health Science campuses. The Research Council provides oversight of university research centers and institutes to ensure that they are of high quality and are consistent with the mission of the University. The Research Council has been evaluating all research centers and institutes across both campuses to maintain a high standard of operation.

In addition, the Research Council oversees the internal grant programs. These programs previously only existed on Main Campus and included the Summer Fellowship Program, deArce Memorial Endowment Fund, Interdisciplinary Research Initiation awards, Phase 0 SBIR/STTR Program, Proposal Preparation Mini-Grants Program, Visiting Faculty Researcher Program, Archaeological Research Endowment Fund, and the Publications Subvention Program. With the merger of the Research Council, these programs have been made available to faculty across the combined campus.

**Research compliance:** In the area of research support, merger of the research compliance programs of the two campuses enabled Main Campus to take advantage of the deeper and better funded compliance programs in radiation safety and animal care. The human subjects programs were combined with the main campus IRB providing leadership in the social science areas and the Health Science IRB in the medical/life science areas.

**Institutional Animal Care and Use Committee (IACUC):** In 2008 the two institutional animal care and use committees were consolidated into a single unit. The new committee reviews animal research protocols from investigators across all university campuses and also conducts semi-annual reviews of the five different animal care facilities across our campuses. A single committee administered out of the RSP office ensures uniformity and consistency of reviews. One of the goals of the combined program was to attain full accreditation from the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC), a nonprofit organization that promotes humane care and use of animal research subjects through voluntary accreditation and assessment programs.

AAALAC accreditation is considered the “gold standard” for animal care and use programs. The animal care program at MUO had been AAALAC accredited since the early 1980s. After the 2006 merger, significant efforts were devoted to bringing the combined animal research programs and facilities up to AAALAC accreditation standards. An AAALAC assessment team visited the University in early October 2010. During the exit interview, the site visitors spoke highly of the program, facilities and staff. The program gained full accreditation in 2011.

**Radiation safety:** University radiation safety programs are overseen by the Ohio Department of Health (ODH). The University’s radiation-safety program in 2006 had received a critical review from the ODH. After the merger, the radiation-safety programs were combined under one radiation-safety officer. A single radiation-safety committee was established to oversee use and disposition of radioactive materials for research and clinical care. Significant efforts were devoted to bringing the entire program into compliance with the recommendations from the ODH. These efforts included hiring of new staff, developing oversight of approved users, improved training and record keeping. After several site visits from ODH inspectors, the University’s radiation-safety program is in full compliance and it has been awarded a broad scope license from the ODH.

**Institutional Review Board (IRB):** The merger brought about consolidation of IRB oversight under the Office of Human Research Protections (OHRP). The University has two IRBs: the Biomedical IRB which deals primarily with clinical research trials and the Social and Behavioral IRB. Faculty members from the Health Science and Main campuses serve on both IRBs. Consolidation of the human research programs resulted in corresponding consolidation of policies and procedures. These changes have resulted in improvements in compliance with federal human research protection regulations.
Institutional Biosafety Committee (IBC): A single IBC was established from the two pre-existing committees. All recombinant DNA and Biosafety Level 2 and 3 research programs are reviewed by the IBC.

Research misconduct: The University’s research misconduct policy was rewritten with changes to control the number of individuals with knowledge of allegations to those who need to be directly involved in the research misconduct process. At the Main Campus prior to the merger, the entire Research Council was informed of allegations against faculty members, and this could cause harm to individual reputations even though the outcome of the misconduct review showed that no misconduct took place.

Technology transfer: In the technology transfer area, two patent and commercialization committees were formed, one focusing on the Main Campus areas of the physical sciences and engineering, and the other focusing on the Health Science Campus in the biomedical area. Both committees come under the direction of the UT Technology Transfer Office.

Coordination of grants accounting function: The merger resulted in the creation of one office of grants accounting to serve both Main and Health Science campuses.

Merging of faculty strengths across the campuses: The merger has made The University of Toledo a larger institution that has a much bigger national footprint in the research community and has also helped to bring together larger research teams across the two campuses.

Fostering an entrepreneurial environment that translates into new ways of teaching, learning.

Since the merger, new initiatives in teaching and learning were developed to respond to Ohio’s need for a 21st century workforce and the USO’s points of emphasis (affordability, accessibility, degree completion). Most of these initiatives were faculty member-driven and supported by the university administration. Examples include:

- Learning Ventures: A unit within the College of Innovative Learning was created to enhance distributed learning (also known as “distance” or “blended learning”) for all Ohio students and to create enhanced awareness of teaching technologies across the university’s campuses. Learning Ventures organizes faculty development, training, and technological solutions to drive the adoption of a student-centered approach to learning, thus expanding access to working students throughout the state and in the armed forces. Learning Ventures also promotes the adoption of technologies and the sharing of best practices across campuses that enhance communication and collaboration to better align the learning environment with the demands of the contemporary workplace. By improving distance learning, Learning Ventures helps increase revenues to the institution and its viability.

- The College of Engineering/College of Medicine and Life Sciences Ph.D. Program: The Doctor of Philosophy in Biomedical Engineering Program is a joint program between the College of Engineering and the College of Medicine and Life Sciences. This program, formed after the merger, incorporates a formal entrepreneurship component in collaboration with the College of Business and Innovation to encourage Ph.D. students to commercialize the biomedical technology they may develop as part of their dissertation research. The curriculum also provides a Ph.D. program for M.D. students with undergraduate engineering backgrounds who are interested in pursuing a dual degree and careers as physician scientists. Such a program would not likely to have been developed without the merger. The program helps the viability of the institution by creating an attractive program for life science students who may have an interest in entrepreneurship. The College of Natural Sciences and Mathematics and College of Medicine and Life Sciences offer accredited programs in medical physics. Offered are an M.S. in medical physics through the College of Medicine and Life Sciences or an Ph.D. in physics with a concentration in medical physics through College of Natural Sciences and Mathematics. Both are accredited by the Commission on Accreditation of Medical Physics Educational Programs, Inc. (CAMPEP)
• **Continuing education:** The Judith Herb College of Education, Health Science and Human Service has led development of a fully integrated approach to continuing education that encourages non-traditional students to pursue certification and degree programs in a flexible way. Continuing education integrated with degree programs in the form of stackable certificates is an affordable and accessible means by which to achieve advancement and higher degrees. This is likely to increase enrollment at the university by students who otherwise may not have considered attending the institution.

• **Choose Ohio First:** UT3 Choose Ohio First (COF) scholarship program awards scholarships to Ohio residents in STEMM (Science, Technology, Engineering, and Mathematics) fields of education. Scholarships are available to undergraduate and graduate education students to become science or mathematics teachers in grades 4-12 and to current science and mathematics teachers and administrators in rural and urban areas. This program helps the viability of the University by attracting new students and supporting state goals on increasing STEM talent in Ohio.

• **Entrepreneurship major and minor:** The College of Business and Innovation offers majors and minors in entrepreneurship. The entrepreneurship major pursues several key disciplines, including finance, management, communications, human resources, ethics, and critical thinking. In addition, the college offers a minor for non-business students in entrepreneurship, family, and small business. The minor requires the completion of six courses from the College of Business and Innovation. With fewer industrial positions available for new graduates, the background in entrepreneurship provides graduates with the skills needed to form a new business venture.

• **UT business plan competition:** The University opened a business plan competition in April 2010 and announced the first winners on Dec. 2, 2010. A total of 49 entries were submitted with 12 selected as semi-finalists. The first-place winner received a $10,000 prize for the creation of a hybrid active ankle foot orthotics that can be used to treat patients with drop foot condition; the second place winner won a $5,000 prize to develop advanced technologies for the treatment and regeneration of both hard and soft craniomaxillofacial tissues such as bone and cartilage; and the third place winner won a $2,500 prize to develop bakery products consisting of naturally sweetened, no sugar-added baked goods. Outcomes of this program include the creation of a new business that may increase job opportunities for students as well as the possibility of the University’s gaining more royalty revenue that can support academic programs.

• **Professional science masters:** This new program was approved by Graduate Council in 2010 to provide students with master’s degrees in photovoltaics who will have both a foundation of core courses in physics, including significant laboratory experience, as well as business courses relating to manufacturing management. A 24-week internship enhances the interaction with industrial partners and creates employable skills. This program is important to provide the talent needed for the growing solar energy industry in Northwest Ohio, thus making the region more prosperous and supporting economic development mission of the institution. Official certification as a CGS-approved PSM program is underway.

• **Nursing Practice Program:** The College of Nursing offers an evidence-based care program that increases the attractiveness of university graduates into professional positions.

• **The Sam Carson Course Transformation Program:** The emphasis on relevance, affordability and access in the University’s strategic plan is supported by the Sam Carson Course Transformation Program. The program adopts strategies developed by the National Center for Academic Transformation, the Luminis Foundation, and the Carnegie Foundation for the Advancement of Teaching that lead to technologically advanced, outcomes based and integrative models of instruction at the introductory undergraduate level. The program supports the goal of continued assessment and improvement of UT’s course offerings.

• **Virtualization:** The University’s Information Technology Department has developed a centralized virtual computer lab for faculty and students across multiple campuses, enabling inexpensive access at any time to sophisticated software. Shared investment in shared resources in this case promotes fiscal responsibility and efficiency driven by academic and research objectives across campuses. By introducing faculty and
students to an increasingly shared, "cloud-based" approach to the distribution of knowledge and computing resources, the University is preparing students and faculty for a transformed entrepreneurial environment.

**Challenges for the future**

The University of Toledo, like other higher education institutions, faces many challenges for the future with respect to the economic viability of the institution. With respect to the university's research goals, the level of support to federal research and development agencies is being watched very carefully. Expected cuts in federal discretionary spending places agency research and development accounts at risk so the university is joining with other universities in articulating the importance of scientific research to a modern society. The University is hosting meetings of high-level federal officials to showcase research programs and is also meeting with leaders in Washington to explain the value of federal funding to address problems of national concern. The University is also positioning itself to participate in major national initiatives such as the Advanced Manufacturing Program.

The University is also monitoring the Ohio Third Frontier project carefully and advocating to the state the importance of the Third Frontier Project in building academic research centers that can support new and existing high-value industries. This is a $700 million, five-year program to stimulate technology-based economic development in Ohio. In the past, the project provided robust funding to build university research centers, and the University was able to build its solar-energy program partially because of the financial support of this program. One challenge faced by the University and other Ohio universities is the reduction of support for university programs in the current round in favor of entrepreneurial support programs offered by regional development agencies.

The University is also aware that many of its premier research programs are supported by faculty members who have growing national reputations and are attractive recruits to larger universities. The University has been successful in providing counteroffers to top faculty members who have offers from other institutions, including Big Ten universities. The development of major centers of excellence at the University that provide core laboratory facilities, productive research colleagues, and attractive academic programs helps to retain quality faculty, but the challenge of retaining high-quality faculty members is a growing concern.

**IV. Summary**

In his last report to the board of trustees as university president in 2006, Dr. Daniel Johnson articulated a future for the University:

"Saturday morning the new University of Toledo begins a new chapter in its history. I know how that chapter will read when it is written some time in the future. It will describe how these two great universities — UT and MUO — came together to form what became one of the largest, most progressive metropolitan universities in the nation. It will describe a brief period of transition and adjustment. It will tell us that there were all the anticipated challenges of merging two large institutions and cultures. But in the end, The University of Toledo became nationally and internationally known for its outstanding faculty, its innovative and creative research and scholarship, its highly successful students, its leadership in bringing about a stronger and healthier economy in Northwest Ohio, and its increasingly beautiful campus. It is a bright future and, perhaps, the greatest chapter in the history of the University"

—board of trustees minutes June 28, 2006

*Directions 2011* acknowledges, focuses, and extends this vision in the face of changes that have occurred since the merger:

"In the intervening years, the world around us has changed. From unanticipated and catastrophic economic conditions to new political leadership at local, state, and federal levels, external conditions have drastically shifted. The instability of the economy has been compounded by other grave global crises such as the environment and health care. Universities have an ethical and intellectual responsibility to address these ‘grand challenges’ and actively participate with various communities to discover sustainable solutions. Such a sense of engagement..."
and stewardship must also be instilled in our undergraduate and graduate students, along with the traditional power of broad-based knowledge and critical analysis, enhanced by integrative and interdisciplinary learning modes and 21st-century technologies that have externalized and transformed the production and dissemination of knowledge.

"In this dynamic context, we can no longer pursue excellence in an evolutionary manner, as Directions 2007 states in its Epilogue; instead, our pursuit must be revolutionary" (Preamble).
SPECIAL EMPHASIS: ENDNOTES

1. bioe.eng.utoledo.edu/undergraduate/programs/bsmd.html
REQUEST FOR CONTINUED ACCREDITATION

The University of Toledo’s self-study report for the Higher Learning Commission of the North Central Association of Colleges and Schools has provided the institution with the opportunity to examine its effectiveness in achieving its mission “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.”

More importantly, it has provided the chance to pause to honestly assess the University’s current condition, to consider the past, to celebrate major achievements, to assess its programs that promote accountability and continuous improvement, and to examine the structures and programs that have been put in place for the University’s ongoing development in the future.

The self-study report provides evidence of how the University meets the accreditation standards contained in the criteria and core components and identifies challenges and opportunities for improvement.

The report will assist the Higher Learning Commission and its team of consultant evaluators in carefully evaluating the University of Toledo for continued accreditation. The faculty, staff, and students at the University look forward to their visit and their thoughts, observations and suggestions on institutional improvement.

The University of Toledo formally and respectfully requests continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.
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