# Introduction

I am pleased to welcome the Higher Learning Commission evaluation team to The University of Toledo for its visit on November 8 and 9. Last year, the UToledo Board of Trustees invited me to the University as an interim president. This spring, the board named me the 18th President and I was formally installed on October 8, 2021. Since my arrival, the campus community and I have been very active in our plans to lay a durable foundation for us to build on in the future.
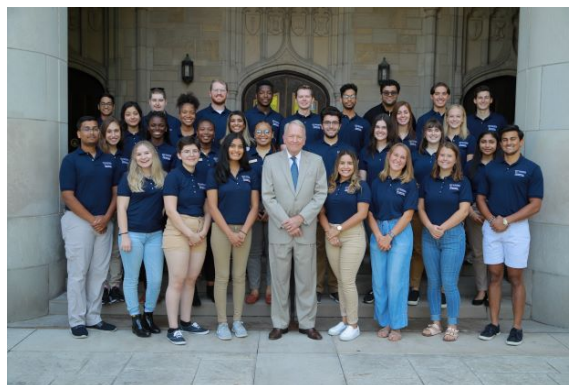
This university, its students, faculty, and staff have the capacity and the fortitude to continue to tackle obstacles and explore innovative ideas to help us realize UToledo's potential. When I arrived, I spoke to stakeholders all over the University and identified several *key initiatives* focusing on increasing efficiencies, addressing operational challenges and embracing innovative ideas to prepare UToledo for the future. The work does not replace the existing Strategic Plan, *Path to Excellence: 2017-2022*, but rather builds the additional necessary infrastructure needed for us to prepare for our future success. These initiatives are:

- Develop and implement a systemic approach to the elimination of racism on our campuses.
- Develop a department and plan for Enterprise Risk Management
- Develop and implement a Strategic Enrollment Management plan
- Enhance medical educational opportunities and partnerships through the Academic Affiliation Agreement with ProMedica hospitals, regional healthcare provider
- Enhance, stabilize and sustain The University of Toledo Medical Center, our hospital
- Develop and implement an Academic Reinvestment Strategy
- Develop and implement Budget Modernization
- Modernize Human Resources

We have made substantial progress on these initiatives in the last year, and we are already embarking on a new strategic planning process to prepare us for the next several years. To make this meaningful and achievable we will involve key stakeholders from across the University to reflect shared governance and to identify a finite number of written and actionable goals, supported by identified resources, capable of being measured for institutional effectiveness and outcomes that are linked to subsequent actions, but allow for us to pivot if necessary. This past year and a half has sharpened the significance of being flexible and adaptable in a way that was previously unimaginable. One year shy of our sesquicentennial, we are standing at a pivotal moment in the history of The University of Toledo.

Over the past several years, we have significantly moved the needle on retention and graduation rates. In the last 5 years, both improved every year. Our retention rate is now 74.1% and our 6-year graduation rate is 56.3%. Student success and student-centeredness have become a key area of focus for the entire campus community. We are proud of the improvements we have already seen but must strive to help

even more students achieve their dream of a college education and graduate with the skills needed to succeed throughout their career. We remain dedicated to fueling tomorrows for all our students.

In the last year, I have had the opportunity to meet with many alumni, friends and donors across our community who recognize that The University of Toledo is this city's University. They are excited to see how the education that we provide and the research that our faculty contributes is changing this community for the better each day. They recognize that the success of our region is directly tied to the success of our University.

While we most certainly have work ahead as we re-envision what The University of Toledo can and will be, we have much of which to be proud. I am excited to be at The University of Toledo and look forward to sharing this and more with the HLC evaluation team.

Our 2016 evaluation report from the HLC asked for an interim monitoring report on assessment and institutional effectiveness with links to strategic planning – core components 4.B. and 4.C. The monitoring report submitted in 2017 highlighted actions taken, such as creation of the strategic plan, development of institutional student learning outcomes, initial work toward institutional effectiveness (linking data to decision-making), and development of the completion plan that relates to student success measures. Updates on actions taken since the 2017 report was submitted are included throughout the assurance argument and are outlined here:

1. Linking assessment results to institution-wide strategic planning and budgeting: Institutional student learning outcomes (ISLOs) are connected to the strategic plan and a majority of programs are now aligning program-level outcomes with the broader ISLOs. As discussed in 4.B., assessment data and links to implementation of the strategic plan are now integrated into more institutional processes, such as academic program review and college annual reports.

    Development and implementation of the RCM budget model will allow us to review data at various levels of the institution, and to make informed decisions in a more transparent way. Details are provided throughout Criterion 5.

2. Measuring and improving student success: since the interim report, we have submitted two completion plans to the Ohio Department of Higher Education (ODHE), as mandated by State of Ohio House Bill 59. Retention and graduation rates have improved and we have refined goals to ensure we are serving the needs of our student population and the diverse community we serve. Student success is discussed in detail in 4.C.

The University and I welcome you to our campus and look forward to sharing more about the University of Toledo.

Sincerely,
Gregory C. Postel, M.D.
President
The University of Toledo

Assurance Argument

University of Toledo - OH

Review date: 11/8/2021

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1. The mission was developed through a process suited to the context of the institution.

UToledo's Mission Statement: The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

Vision: The University of Toledo will be a nationally ranked, public, research university with internationally recognized expertise and exceptional strength in discovery, teaching, clinical practice and service.

Values: Excellence, student-centeredness, research and scholarship, professionalism and leadership, diversity.

During the 2016-2017 academic year, the University of Toledo (UToledo) developed a new strategic plan to provide a road map for UToledo to follow for the next five years. A planning committee, comprised of 25 representatives from all areas of the UT community (faculty, staff, administrators, students and the Board of Trustees), led by the Provost and co-chaired by two faculty members, guided the development of the plan. The planning process was launched in the fall of 2016. Input on the plan was solicited through a series of town hall forums and online surveys and more than 1,000 individuals participated in these meetings. University needs and issues were organized into a SWOT analysis and five major areas of focus emerged. During the

planning process, there was a call for revision of UToledo's mission, vision and values to match emerging themes and goals of the strategic plan. Additional input was collected in spring 2017 and folded into the discussion. The revised mission, vision and values statements were included in the final strategic plan draft, provided for public comment in April 2017, and the final plan received Board of Trustees (BOT) approval in June 2017.

2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

UToledo recognizes that its mission is to provide students with a *world-class education*. This is supported by the breadth of academic programs offered, many of which are highly ranked, and through the institution's nationally-recognized scholarship as a Carnegie classified R2 Doctoral Research University.

Students become part of a *diverse community of leaders*. The diversity of faculty and staff is evidenced by data from the 2020 "Facts-at-a Glance" Report. For instructional faculty, 55% are male, 45% female, 74% are white (down 4% from the last HLC report), 22% ethnic minority (up 5% from the last HLC report) 4% international (up 1% from the last HLC report), ~1% unknown ethnicity. For staff members (including hospital staff): 31% are male, 69% female, 74% are white, 24% ethnic minority, 1% international, 1% unknown ethnicity. Of research/graduate assistants, 46% are male, 54% female, 42% are white, 13% ethnic minority (up 3% from last HLC report), 45% international, 1% unknown ethnicity.

UToledo's *commitment to improve the human condition is regional and global*; as a public university, we serve taxpayers of the State of Ohio. UToledo has also been recognized as a leader in community engagement with the Community Engagement Classification from the Carnegie Foundation.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

UToledo is comprised of 13 colleges. Academic programs include 103 undergraduate (bachelor's and associates), 85 master's programs, 35 doctoral/first professional programs, and 83 specialist and certificate programs. Extensive program breadth includes: arts, humanities, social sciences, business, education, engineering, health services, law, medicine, sciences, nursing, and pharmacy. Over 80 programs are externally accredited by more than 40 different accrediting bodies, attesting to the academic strength and ability to advance understanding through discovery in the classroom, in laboratories, co-ops and internships, and other co-curricular activities and community engagement.

Academic Affairs. *Excellence in teaching:* The Provost's Office supports an active and effective University Teaching Center (UTC). The UTC seeks to promote excellence and innovation in teaching. It works to create a culture which values and rewards activities that enhance instruction, and ultimately, student learning. Professional development opportunities, specifically focused on course design and teaching are also available to faculty through the UTC. In addition, the Office of Assessment, Accreditation, and Program Review provides leadership and resources for accreditation, periodic academic program review, and student learning outcomes assessment across the university.

Commitment to student success. Since 2015, an associate vice provost has been responsible for a range of efforts and initiatives aimed at helping students achieve success. These efforts include The Center for Success Coaching, Starfish Early Alert Initiative, and tutoring services. In addition, UToledo maintains the Learning Enhancement Center (LEC). The mission of the LEC is to provide all UToledo students with accessible, professional academic support services that enhance success and retention. The LEC offers tutoring in writing and discipline-specific subjects across the curriculum, plus supplemental instruction in biology, chemistry, physics, anatomy and physiology.

Commitment to diversity and inclusion. Focusing on the importance of diversity and inclusion, the Provost's Office also supports the Office of Diversity and Inclusion, which proactively advances inclusive recruitment and retention strategies, facilitates institutional diversity planning and education, and collaborates with others to help resolve any complaints of discrimination. Through these efforts, the Office plays a crucial role in strengthening UToledo's academic, extracurricular and work environments to ensure they reflect the rich diversity of our metropolitan region and the world beyond. In addition, the Center for International Studies and Programs provides evidence of UToledo's commitment to its role in improving the lives of others throughout the globe.

Student Affairs. UToledo student support services are consistent with UToledo's mission, focusing on improving the learning and experiences of students. The mission of the Division of Student Affairs (DSA) aligns with the University mission in its goal to "offer a comprehensive educational student life program that engages students in holistic learning opportunities, promotes inclusive excellence, and prepares change agents to be global citizens within their personal and professional endeavors" as well as strategic priorities. DSA provides residence life, recreation and counseling. In recognition of the diverse nature of the student body, DSA also includes an Office of Multicultural Student Services, supporting students from different socioeconomic backgrounds, cultural identities and abilities, with options for both individual and group assistance. The DSA mission and operations are consistent with the University mission of diversity and student-centeredness.

Enrollment Profile. The Fall 2020 enrollment profile of UToledo's 18,450 students indicated 22% ethnic minority and 15% underrepresented minority (domestic.) Enrollment by gender is nearly equal, with 52.6% of the total students identifying as women.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

UToledo's mission statement is featured prominently and used to guide actions at UToledo. It is available through the "About UToledo" webpage, along with the vision and values statements. It is also linked from the strategic planning website.

The mission statement is routinely used as part of the faculty/staff recruiting and onboarding process to ensure that all employees at UToledo are familiar with it. For example, the mission statement is included in the "Onboarding Passport 2020", as is required by UToledo Policy 3364-25-07.

After the Strategic Plan and accompanying mission statement were approved by the BOT, the Provost's Office directed each college and administrative office to develop unit-based strategic plans aligned with UToledo's strategic plan and mission statement. Although the process varied from unit to unit, the final result was a set of unit-specific mission statements and strategic plans that outline the unit's effort in reaching strategic goals aligned with UToledo's strategic plan and mission statement.

A strategic dashboard identifies goals, objectives, key performance indicators, and persons responsible for implementation. This dashboard is updated on a regular basis and provides clear, easily interpretable data that is clearly accessible to the UToledo community and the public. The Provost also provides quarterly updates to the BOT.

Sources

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- Learning Enhancement Center
- Minority Business Development Center
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- Office of Excellence and Multicultural Student Success
- Onboarding Passport 2020
- Online Degree Programs List

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- Saturday Morning Science Series
- Strategic Plan - LGBTQA
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- Strategic Plan Dashboard
- Strategic Plan-Diversity and Inclusion
- Strategic Planning Committee Roster
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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

UToledo's mission clearly states its intent to prepare leaders who can improve the human condition in the region and the world and there is ample evidence to suggest that it is achieving that mission. As noted on the [Community Engagement webpage](#), UToledo is committed to engaging our community in mutually beneficial partnerships to exchange knowledge and resources that will strengthen our region, and faculty to enhance curriculum and prepare educated, engaged citizens. UToledo has been recognized as a leader in community engagement with the [Community Engagement Classification from the Carnegie Foundation](#) for the Advancement of Teaching. UToledo was a member of the Association of Public and Land Grant Universities' (APLU) inaugural 16-member class [Innovation and Economic Prosperity Universities](#). In Fall 2020, this status was affirmed through a 5-year [interim report](#). UToledo continually demonstrates commitment to the public good in a variety of ways with examples provided in the following sections.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

UToledo can point to a broad range of activities demonstrating that its educational role is to serve the public and not solely the University or other entities. As an engaged University, UToledo continually demonstrates commitment to the public good in a variety of ways. This work on behalf of the public good supports the educational and research missions of the University and these responsibilities take primacy over other purposes (such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests). UToledo has developed strong academic and experiential learning programs, providing students with the opportunities to build experience in their fields of study and provide area businesses with access to a strong pool of interns and employees to help advance their operations. The University also provides support to the community in addressing challenges and supporting new initiatives where the expertise of University faculty and students are an asset to the community. Below are examples of ways the University demonstrates its commitment to the public good.

In Fall 2020, college deans reported a variety of college-level civic engagement and service learning experiences. Faculty members self-report community service activities through the Faculty180 portal; 675 activities from Fall 2018 – Summer 2021 were recorded and exemplify a breadth of involvement in the community. In an effort to make this reporting more specific, beginning in Fall 2021 faculty will be asked to indicate if an activity meets the Carnegie definition of community engagement.

As the COVID-19 pandemic began, UToledo students served as volunteer contact tracers for the Toledo-Lucas County Health Department.

CommunityCare Clinics, an interprofessional, student-run organization, was established to deliver quality health care to underserved populations in northwest Ohio. The primary goal is to raise health awareness in the community while affording student volunteers the opportunity to discover societal issues, practice principles of public health in an interprofessional team approach, and to effect a positive impact. Each clinic site has faculty and/or community preceptor supervision, and is open to students from multiple disciplines including medicine, pharmacy, nursing, and physician assistants. Between May of 2017 and April 2018, students conducted a total of 151 clinics that benefited 4,903 patients and generated 1,078 service hours. During January – December 2019, the clinic had 207 visits that served 2,531 patients, generating 977 service hours. From January – December 2020, 255 clinics were offered to 1,547 patients, generating 795 service hours.

The College of Health and Human Services operates the Speech-Language-Hearing Clinic. Although primarily a training site, the clinic serves the Toledo community by providing sophisticated, interdisciplinary diagnostic and therapeutic services for children and adults with complex communication and learning problems. The clinic also provides in-service training and consultation services to community schools, agencies, and professionals serving individuals with disabilities. The clinic provides comprehensive evaluation of communication and learning problems as well as separate audiological evaluations, and delivers intervention services for individuals and groups. Services and treatments are available for clients with a variety of disorders, ranging from infancy through the geriatric population.

UToledo's partnership with WGTE Public Media, northwest Ohio's local public media outlet, provides a vehicle to share lectures, scientific presentations and performances with the community.

A list of sample student internships, co-ops, outreach and placements is provided.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization or supporting external interests.

UToledo's educational responsibilities take primacy over other purposes. UToledo is a public research university governed by a Board of Trustees and the Ohio Department of Higher Education. The purpose of the institution is to fulfill its educational mission while demonstrating its role in creating "a diverse community of leaders." As a not-for-profit, public institution,

UToledo has no investors and is not expected to generate financial returns. All revenue received, tuition income, grant funding and public funding, is directed toward teaching, research and service to the community-at-large. There is no conflict with the expectations attached to this revenue and our mission is to improve the human condition in the region and the world. Any financial investment in commercialization efforts is primarily done to expand educational and research opportunities for our students and faculty.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

As the only research university in metropolitan Toledo, the University has a special role in responding to community needs across a wide spectrum of topics. Below are some highlighted areas where the University has been responsive in responding to the needs of external constituencies.

Water Research. In response to Toledo's August 2014 "Do Not Drink Advisory," UToledo experts formed a task force to provide support and information to officials and the public on the nature of the problem and to suggest approaches to protect the health of Lake Erie, the quality of drinking water in northwest Ohio and the health of citizens. Currently, UToledo has $6 million in grants focused on water quality concerns. This research involves faculty members from across the University (environmental science, chemistry, engineering, medicine, public health, law, geography, political science, and pharmacy). Faculty members have been monitoring harmful algal blooms (HABs) in Lake Erie using the University's research vessel, working with the City of Toledo and City of Oregon on wastewater treatment to remove HABs from water systems, working on ways to understand human health impacts from HABS, identifying sources of nutrients that enter water ways, and suggesting policy and legal strategies to address the issue. UToledo is co-lead with The Ohio State University on the Governor's Harmful Algal Bloom Research Initiative.

Human Trafficking. Ohio has the unhappy distinction of being ranked as high as fifth among all states in total reported human trafficking cases with Toledo being identified as the fourth highest ranking city in the nation for recruiting victims into the illegal trade. The Human Trafficking and Social Justice Institute (HTSJI) at UToledo has been at the forefront of human trafficking research and anti-human trafficking activities since 2000. For the past 18 years, UToledo has hosted an international conference focused on the topic which has attracted thousands of attendees from 45 states across the US and 36 countries around the globe.

Additional examples of community engagement are provided.

As part of the University's strategic plan, UToledo identified areas of research excellence in which highly accomplished faculty members are recognized nationally for their contributions to the fields of: Astronomy and Astrophysics; Solar Energy, Water Quality and Sustainable Technologies; and Cell Architecture and Dynamics. The Office of Research and Sponsored Programs also recognized spotlight areas of unique distinction, areas of emerging research excellence, and areas of future opportunity.

UToledo students also organize service to the community. Sample student-run events include:

The BIG Event, the largest, one-day, student-run service project at UToledo where students come together to say "Thank You" to the residents of Toledo for their continued support throughout the year. Each year, over 1,500 students provide over 7,000 total hours of service. Students participate in this annual event to show their appreciation to the surrounding community by completing service projects such as volunteering throughout the community and in nearby neighborhoods.

RockeTHON is a 13 hour-long event where over 1,000 students dance to help raise funds and awareness for Mercy Children's Hospital in downtown Toledo and in association with the Children's Miracle Network. Over $100,000 has been raised annually since 2014, and funds go directly toward new research and technology needed to uphold the standard of care for the kids.

Even with COVID-19 stopping events at the end of the 2019-2020 academic year, the Office of Student Involvement and Leadership reported that UToledo students recorded over 19,000 hours of community service and raised over $180,000 for philanthropic causes.

As a metropolitan public university, UToledo is committed to sharing its resources with the community. To that end, UToledo offers a wide range of public events, learning opportunities, and series that the community is able to attend.

UToledo has established the Office of Workforce Development to advance the mission and vision of the University by working collaboratively with UToledo colleges and departments to engage with business and industry leaders toward a shared goal of building the regional workforce of the future. Under the leadership of University College and guided by an Advisory Board, the Office of Workforce Development helps to coordinate workforce and economic development initiatives. An online Workforce Initiative Request Form is available for campus partners to report potential opportunities, and the Office provides annual reports that are published on their webpage. The University, its faculty, and staff are actively engaged in a diverse array of workforce development activities with major businesses, governmental agencies, and educational non-profits reflective of the University's commitment to its role of community outreach and engagement.

As the community's only research university, the University receives requests from the community for support across a broad range of initiatives. Given the size of the institution and budget limitations, it's not possible to engage in all requests. The added financial challenges of COVID have made it even more challenging to engage. Below are examples where the University has made the difficult choice of pulling back on external engagement to protect resources so that the University's primary educational mission is supported.

Technology Validation Fund. The University of Toledo received funding from the State of Ohio to advance promising technology that may move forward as platform technology for a new enterprise or to improve the attractiveness of the technology for licensing to industry. With the budget challenges from COVID-19 in 2020, the Office of Research terminated this project early

with the state so that committed cost-sharing funds of $179,972 was returned to the University to support its core mission.

Entrepreneurial Services Provider Grant. The University is a participant in a State of Ohio Entrepreneurial Services Provider (ESP) grant that provides advice and financial support to early-stage technology-based companies through the University's LaunchPad Incubation Program. In 2020, the University scaled back its participation in this project to capture committed required matching dollars. This resulted in $250,045 returned to the University to support its core mission.

UToledo responds to the needs of its own learners and chooses to limit or stop community engagement projects and clinical rotations when resources are not available. Traditionally, the UToledo Medical Center inpatient and outpatient clinical settings had welcomed learners on clinical rotations in nursing, medicine, social work and other clinical specialties from outside institutions. As clinical training programs grew, this legacy practice had potential to limit the availability of clinical teaching positions for UToledo learners. Therefore, the availability of clinical rotations for learners from outside UToledo have now been restricted.

Sources

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- Workforce Initiative Request Form

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1. The institution encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.

One of UToledo's institutional student learning outcome is Civic and Global Learning: UToledo graduates will demonstrate the knowledge required for responsible citizenship, both from their formal studies and from community-based learning. Issues of social justice and the demonstration of ethical conduct are inherent in this category of learning. Civic learning may be demonstrated through research, community outreach, collaborative projects and/or field-based assignments. These learning outcomes can occur in curricular and co-curricular venues.

UToledo's [Division of Student Affairs](#) seeks to build community and is committed to providing students with co-curricular opportunities for involvement that will enhance and complement their UToledo curricular experience. This is achieved through social, educational and developmental programs that support students while also helping them connect to campus, discover involvement and leadership opportunities, and learn more about campus life.

The [Office of Student Involvement & Leadership](#) is responsible for supporting student organizations, fraternities and sororities, leadership programs, service programs, event planning and the online Involvement Network (InvoNet). UToledo provides a rich, diverse, and inclusive experience for students as is evidenced by over 350 registered undergraduate and graduate student clubs and organizations. UToledo's [student organizations](#) are comprehensive in nature— they include Greek Life, service clubs, sports clubs or athletic clubs as well as institution-led volunteer experiences.

Below is a summary of some of the community-based learning services and initiatives that this office provides:

Levis Leadership: A four-year, leadership development program designed to help students become more self-aware and focused on positive social change. This program is application-

based and only open to incoming first-year students. Levis students earn a scholarship for their participation in the program. This program also sponsors an annual leadership conference that is available to any UToledo student.

Alternative Spring Break: As many college students head home or head to the beaches for Spring Break, UToledo supports undergraduate students who want to make a difference in the lives of others by participating in "Alternative Spring Break". This week-long service project provides support and help to communities in need across the U.S. It also provides UToledo students with opportunities to learn an appreciation for direct service, provides leadership education, enables students to make newfound relationships, as well as the ability to make change inside and outside of community. UToledo students, with the support of UToledo faculty, staff, and community partners have provided support to the communities affected by Hurricane Katrina, Superstorm Sandy, Memphis, TN, and others.

Global Public Health Brigades: UToledo also has a chapter of Global Medical Brigades, an international movement of students and medical professionals working alongside local communities and staff to implement sustainable health systems. It works in remote, rural, and under resourced communities in Honduras, Panama, Nicaragua and Ghana who would otherwise have limited to no access to health care. Each community receives a brigade every 3 to 4 months where hundreds of patients are provided access to healthcare and volunteers deliver public health workshops. Electronic patient records are collected for future visitations and to monitor overall community health trends. In conjunction with UToledo's Medical Program, Global Brigades also supports communities with economic development, sanitation and clean water projects, and uniquely implements these programs in a holistic model to meet a community's health and economic goals. Between 2015 and 2020, 317 students throughout the Colleges of Medicine & Life Sciences (COMLS), Nursing, Pharmacy & Pharmaceutical Sciences, Health & Human Services, and Arts & Letters participate in UToledo COMLS' faculty-led, team-based medical missions.

The UToledo curriculum provides opportunities for students to participate in direct experiences within their respective disciplines through hands on learning within our community. Institutionally supported experiential learning opportunities include paid and unpaid internships, co-ops, practicums/clinicals, field experiences, undergraduate research, service learning, and study abroad.

The university understands that the development of civically engaged, globally connected, and multiculturally diverse individuals needs to occur in both curricular and co-curricular settings on campus.

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations

UToledo's non-discrimination policy prohibits discrimination on the basis of race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, presence of a disability, genetic information, familial status, political affiliation, or participation in protected activities. A separate policy affirms the intuition's

commitment to eliminating barriers to services, employment and educational opportunities for people with disabilities. All members of active search committees must undergo a [training](#) prior to being selected as a member of the team, and [ongoing diversity training](#) is required. UToledo has established [standards of conduct](#) for all employees.

Following the adoption of the University strategic plan, a [Strategic Plan for Diversity, Inclusion and Equity](#) was created. Six goals and relevant strategies were identified for progress between 2020-2023.

To that end, UToledo is actively promoting inclusive environments by increasing the number of [gender neutral restrooms](#) on campus as outlined in the [LGBTQA+ Strategic Plan](#). UToledo's Medical Center (UTMC) has been consistently recognized since 2011 by the Human Rights Campaign Foundation with its "[Leader in LGBTQ Healthcare Equality](#)" designation. UToledo's services for veterans earns consistent recognition, including The Military Times "[Best for Vets 2020 designation](#)."

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

The [Strategic Plan for Diversity, Inclusion, and Equity](#) was the result of hard work by a core group of diverse students, faculty, and staff who worked together to identify strategic goals and strategies in order to "ensure all members of the UToledo community felt the same sense of belonging". It provides baseline data on demographic characteristics of the UToledo student population and compares those demographics to Ohio's population with a focus on African American and Latino communities as well as other minority communities, including individuals with disabilities. The plan cites the goal of increasing the numbers of diverse students who enroll, are retained, and graduate from UToledo.

[Student demographics](#) reports provide evidence that the Office of Enrollment Management's Mission to attract, enroll, retain, and graduate a diverse student population is effective.

[The Office of Diversity and Inclusion](#) works to ensure every member of the UToledo community feels included, respected, and free from discrimination. UToledo seeks to foster a climate of awareness and respect by providing [trainings](#) throughout the year to faculty, staff, and students. To ensure that our constituents and community are valued, respected and included, diversity and inclusion training allows UToledo employees and other vested individuals an opportunity to increase their awareness and understanding of cross cultural issues by sharing in constructive dialogue about various cultures, cultural competence, diversity and inclusion. The office also developed and leads the Campus Climate Survey, typically administered every two years but most recently administered in 2018. The 2020 survey was postponed due to the pandemic. Summaries of the survey administration provide a sense of the overall climate at UToledo for [students](#) and [faculty/staff](#).

The office began hosting [Dialogues on Diversity](#) in 2020, which were held online. The first Dialogues on Diversity [town hall](#), held to support those affected by the killing of George Floyd, was attended by more than 350 participants.

Beginning in Spring 2021, the Office of the Registrar began printing diplomas with a student's preferred name. This process is automated within the Banner system.

UToledo maintains a comprehensive array of centers, offices, and initiatives that address societal diversity, inclusion and global awareness. The following are examples that specifically address diversity, inclusion, and global awareness:

The Center for Successful Aging enhances quality of life for older adults through collaborative education, research and service endeavors.

The Center for Religious Understanding promotes a deeper understanding of religion on campus, in the region and beyond through an annual lecture series, forums, an involvement in an after-school program promoting college awareness for at-risk youth.

The Institute for Asian Studies manages the Asian Studies degree program and coordinates scholarly activities with Asia.

The Catharine S. Eberly Center for Women advances gender equity at UToledo and in the community through high-impact and innovative programs that uplift women, build community, and mobilize change-makers. It offers a wide variety of forums, discussion/dialogue groups, as well as service learning projects and provides resources to support the success of women in society.

The Minority Business Development Center (MBDC) is dedicated to changing the lives of NW Ohio entrepreneurs and provides an ideal environment to help a selected number of established minority-owned businesses grow. Working in partnership with local, community-based business professionals, the MBDC provides information, essential services, networking resources and more to assist early-stage companies. The MBDC is not intended to replicate existing services available to businesses or organizations, but to complement these services through a focus on minority-owned companies.

The Office of Multicultural Student Success (OMSS) fosters an inclusive learning environment that promotes academic success, retention and graduation. Among its many initiatives to promote the success of students are activities history/heritage months, LGBTQ ally trainings, and student diversity workshops. It also focuses on campus and community resources that are available. In 2018-2019, OMSS provided exceptional programming and educational opportunities to students, faculty and staff across the institution. The M.O.R.E. on Monday program awarded over $3000 in book awards to deserving students and the Rocket Recovery grant awarded over $386,000 to 428 students.

The Center for International Studies and Programs (CISP) offers opportunities for members of the UToledo community to develop a global mindset and prepare to live and work in today's interconnected world. The center offers students options for study abroad, internships, and service learning internationally and domestically. They provide international students with support services, and host the American Language Institute, which is the only intensive English program in the region that is recognized by CEA, English USA, and UCIEP.

Sources

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- Search Committee Training
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- TRIO Student Support Services
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- Upward Bound-UT Home
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- UT Policy 3364-12-02 Diversity workshops and training
- UT Policy 3364-50-02 Nondiscrimination
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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

UToledo is a mission-driven institution that understands the education it offers to its students is its primary purpose, best realized through the deep engagement of its students, faculty, staff and administrators in its community. The inclusion of its broad constituency in decision-making, strategic planning and execution assures that its decisions include the insights afforded by diverse perspectives, its plans consider the needs of everyone while admitting the limits of its abilities to meet them all, and its strategies arise from purposeful commitment to improving the human condition.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

1. The institution develops and the governing board adopts the mission.

The mission of the University of Toledo (UToledo) has been developed through a process appropriate for the institution and with broad input from constituents. This process is fully described in 1.A. The current mission statement, along with associated values was reviewed and approved by the Board of Trustees as part of approval of the strategic plan.

2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

UToledo holds ethical conduct as a core value, and as noted on the university internal audit web page, "is committed to maintaining an environment marked by honest integrity and truth". The conduct of faculty, staff and administrators is ethical and responsible. A focus on integrity and ethics can be found in established institutional policies, found on the University Policy Website, practices and procedures.

Authority to govern the institution was established in Ohio Revised Code Chapter 3364, as evidenced in the board bylaws. The Board of Trustees (BOT) members operate under a Code of Ethics which expects members to "conduct its affairs in a manner exemplifying the values of UToledo. Individual Trustees shall subordinate their personal interests to the interests of the whole Board and the institution and conform always to the highest ethical standards." BOT members are required to undergo ethics training every other year as prescribed by the BOT Statement of Comportment and provided by the Ohio Ethics Commission.

The institution operates with integrity in its financial and audit functions. As prescribed by Board bylaw the BOT Finance and Audit Committee is charged with oversight and continuous improvement of the financial soundness of the University. Explicit in the function of the BOT Finance and Audit Committee is reviewing internal and external audits ensuring

regulatory compliance with matters materially impacting University operations. The President and senior leadership receive quarterly progress reports on internal audit and institutional compliance projects. The Trusteeship and Governance Committee ensures the integrity of the Board. As described in the bylaw, the committee "fosters a culture of excellence, service, and high ethical standards among University Trustees," which is to ensure a process and procedure by which conflicts of interest are avoided. Conflicts of interest are addressed through Board bylaw; Article 6 of the Collective Bargaining Agreement between the University and the AAUP for tenure-tenure track faculty and lecturers, and the Rules and Regulations for Faculty Not Bound by a Collective Bargaining Agreement, address conflicts of interest for faculty.

UToledo maintains a robust internal audit function, with the Chief Audit Executive reporting administratively to the Chief Risk Officer and functionally to the Finance and Audit Committee of the BOT. A formal presentation is provided to the Board at least twice per year to update them on audit activities and review the annual plan. Additional detail on its mandate from the Finance and Audit Committee can be found in the Internal Audit Charter, the Departmental Vision and Mission, Objectives and Values, and the Internal Audit Strategic Plan. Internal Audit is the resource center for risk, control, and best practices information, it ensures that the systems and business processes that underlie the presentation of financial and operational information have integrity and are reliable. In addition to traditional risk-based audit services, Internal Audit provides additional advisory services. There is a high level of coordination and collaboration between the work of the Internal Audit team and the external auditors that opine on the UToledo financial statements.

Financial and operational integrity is assured through the annual audit conducted by external auditors. Single Audit, previously known as the OMB Circular A-133 audit, is an organization-wide financial statement and federal awards' audit, of a non-federal entity, that expends $750,000 or more in federal funds in one year. It is intended to provide assurance to the Federal Government that a non-federal entity has adequate internal controls in place and is generally in compliance with program requirements. Non-federal entities typically include states, local governments, Indian tribes, universities, and non-profit organizations. The Single Audit test model examines non-federal entity post-award reporting requirements under the Single Audit Act. These requirements may be facilitated by a more streamlined approach for SF-SAC/SEFA reporting. Audited financial statements are publicly available for review on the Controller's website. The 2020 independent auditor's report by CliftonLarsonAllen, LLP, validates UToledo's responsible operations. The report states: "The University is positioning itself to address the formidable challenges it faces. The University has completed several strategic planning initiatives… The University continues to focus on efficiency and cost reduction strategies… The University has reduced administrative expenses over the last several years by managing resources more efficiently; establishing stronger budget and position controls; and implementing automation and re-engineering processes. The University continues its pursuit of reducing expenses wherever possible while still maintaining critical functions in support of the student experience and its mission."

Financial statements are prepared in accordance with the Governmental Accounting Standards Board.

The Office of Budget and Planning is responsible for the transparent development and implementation of the UToledo budget and budgeting procedures. Budget development guidelines are typically sent to each Vice President during the Spring term for the fiscal year starting in July. As prescribed by Board bylaw a recommendation for the budget is reviewed by the President and the Board's Finance Committee and is presented by the President to the Board of Trustees for acceptance

The institution operates with integrity in its academic functions. A commitment to academic integrity and responsible conduct is evidenced by UToledo's academic operations. Faculty maintain intellectual ownership of the curriculum, while the Office of the Provost oversees curriculum-tracking and development processes. The curriculum-tracking tool provides faculty, departments, and colleges with a dynamic workflow to create and modify curriculum, track approvals, and archive these records. Both the curriculum-tracking process and the curriculum-tracking tool reflect principles outlined in the rules of the Faculty Senate and includes a review by the department, college, Faculty Senate or Graduate Council, Office of the Provost and the state of Ohio.

UToledo complies with required curriculum directives initiated by the Ohio Department of Higher Education for undergraduate and graduate programs, which are communicated to faculty, staff and students on the Provost's Office web page.

The University has published Standards of Ethical Conduct to provide a framework for relevant policies. Policy 3364-70-02 addressed research data and research conduct. Policy 3364-70-21 covers integrity in research and procedures for investigating allegations of misconduct in research and scholarship.

Academic and student life policies provide evidence of a commitment to academic integrity. The undergraduate academic dishonesty policy states explicitly that the "University values responsible and ethical behavior in all academic endeavors." The policy recognizes the critical role of faculty by encouraging students to direct inquiries about academic dishonesty to their instructors and provides guidance on what faculty are expected to do to discourage dishonesty. The policy also delineates recourse when violations are discovered. UToledo has a separate academic dishonesty policy for graduate students and requires the completion of an academic integrity module as part of New Graduate Student Orientation. The Student Code of Conduct expressly prohibits cheating and plagiarism.

UToledo encourages faculty to include information regarding academic expectations and dishonesty on their syllabi; the Provost Office provides syllabus guidelines along with a template and checklist to help faculty develop their syllabi that incorporates university policies and student service information. A COVID Syllabus Template was developed in Spring 2020 to provide directions for students on how to navigate COVID related concerns and exposures including how to act with integrity while on-campus.

The institution operates with integrity in its compliance and auxiliary functions. UToledo must protect the confidentiality of student information. The Confidentiality of student records (FERPA) Policy describes what is protected and outlines the steps for adjudication. Primary

responsibility for FERPA compliance lies with the University Registrar and the Office of the Registrar. This office sends students, faculty and staff a [FERPA notification](#) during fall term, provides FERPA [information on their website,](#) and provides recommendations to faculty and staff on confidentiality issues. Group and individual training on FERPA and FERPA-related issues are available to departments and individuals. FERPA training is mandatory for all new employees.

The [Mandatory Training Policy](#) outlines the trainings required for all UToledo employees, supporting a culture of integrity. These courses were developed by EverFi, and are administered by the University's Human Resources and Talent Development and Internal Audit and Compliance departments. The [Institution Compliance Annual Report](#) provides data on courses and trainings for the year. Violations of laws, regulations, government contracts or grant requirements, or University policies may be reported anonymously through the [Anonymous Reporting Compliance and Ethics Hotline](#). Complaints may also be registered with the appropriate offices using forms and procedures for faculty, staff and students. Collective bargaining agreements for [faculty](#) and classified staff detail the mechanism by which contractual violations and other grievances are reported and adjudicated.

The [Institutional Compliance](#) department provides independent oversight over the University, working to ensure compliance with Federal, State, and local laws/regulations as well as UToledo policies. Institutional Compliance oversees areas of reporting to include [Clery Act](#), [State Authorization](#) and [Professional Licensure Disclosure](#), [Athletics Compliance](#), [Americans with Disabilities Act](#), and Healthcare Compliance (which includes responsibility for UTMC, clinical research, and data privacy.) Each function prepares an [annual report](#) of the activities. Institutional Compliance also collaborates closely with various other compliance partners that report through other units. A cross-functional [Institutional Ethics and Compliance Committee](#) provides oversight to this function. The BOT approved its [Charter](#) in February 2021 and the first comprehensive annual report was issued to the BOT and Senior Leadership Team in September.

The institution operates with integrity in its human resources functions. UToledo is an Equal Employment Opportunity institution. Faculty and staff searches are conducted in a fair, ethical, and transparent manner in accordance with relevant local, state and federal laws as outlined in the [Nondiscrimination Policy](#). Search committees must be diverse in terms of gender and racial composition and members must undergo assigned training. Executive leadership positions are often managed by a search firm. When a search firm is used, the search process is made public and communicated through a designated UToledo website.

The University policy on [Compensation and Salary Administration](#) provides guiding principles regarding fair and equitable compensation.

Human resources policies for faculty and staff require ethical and responsible behavior among UToledo employees. [The Standards of Conduct Policy](#) outlines the responsibility of supervisors and a process by which conduct standard violations should be reported. The [Title IX Information Office](#) provides a [resource guide](#) and has consistent [Title IX Procedures](#) in place to act on any formal or informal notice or complaint of violation of the [Title IX Policy](#) received.

Transparency and accessibility frame the University's ethical practices. As a state institution, UToledo abides by Ohio open records laws and Ohio public meetings laws. Polices for faculty, staff and students are developed transparently. The policy on the Formulation and Issuance of Policies details the University's commitment to "governance by clear concise policies," with draft policies communicated publicly on the University Policy website. Faculty, staff, administrators, students, other University stakeholders and members of the general public may comment on draft policies for 30 days after the draft is posted. The Board of Trustees' deliberations are publicly available through agendas and meeting minutes on the BOT website; most meetings are open to the public. Faculty deliberations are available to the public through the meeting minutes/agendas on the Faculty Senate and Graduate Council websites.

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- Anonymous Reporting Compliance and Ethics Hotline
- Board of Trustees Agendas and Minutes
- Board of Trustees bylaws
- Board of Trustees Code of Ethics
- BOT 6-19-2017 Agenda and Presentation
- BOT Bylaw 3364_1_08 Annual Budget Plan
- BOT Bylaw 3364-01-03 Committees of the Board
- BOT Bylaw 3364-01-03 Committees of the Board (page number 2)
- BOT bylaws Highlight 3364-1-01
- BOT bylaws Highlight 3364-1-06 Conflict of interest
- BOT bylaws Highlight 3364-1-06 Conflict of interest (page number 14)
- BOT bylaws Highlight 3364-1-08 The annual budget plan
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- Collective Bargaining Agreement-Lecturers 2018 2022
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- Compliance Annual Reports 2021
- Controllers Website Financial Reports
- COVID Syllabus Template Fall 2020

- Curriculum Tracking and Development Process
- Faculty rules_regulations not in bargaining unit Highlight Article 1B Ethical Standards
- Faculty Senate Constitution
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- Faculty Senate Meeting Agendas and Minutes
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- Institutional Compliance Athletics
- Institutional Compliance Professional Licensure Disclosure
- Institutional Compliance State Authorization
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- Institutional Ethics and Compliance Committee Charter
- Internal Audit and Compliance Objectives and Values
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- Internal Audit and Compliance Vision and Mission
- Internal Audit Annual Plan FY22
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- Title IX Information Office
- Title IX website
- Title-IX-Resource-Guide
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- UT Policy 3364_77_01 Grad Academic dishonesty

- UT Policy 3364-10-01 Formulation and issuance of policies
- UT Policy 3364-25-127 Mandatory Training
- UT Policy 3364-25-59 Compensation
- UT Policy 3364-50-01 Title IX
- UT Policy 3364-50-02 Nondiscrimination
- UT Policy 3364-70-02 Research data and responsible conduct
- UT Policy 3364-71-04 UG Academic dishonesty
- UT Policy 3364-71-15 Confidentiality of student records FERPA
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- UT Policy no. 3364_77_01-1 Graduate student academic dishonesty
- UT Policy no. 3364-10-01 Formulation and issuance of policies
- UT Policy no. 3364-50-02 Nondiscrimination
- UT Policy no. 3364-70-04 Student Code of Conduct
- UT Policy no. 3364-71-04 Academic Dishonesty - Undergraduates
- UT Policy no. 3364-71-15 Confidentiality of student records
- UT Procedures 3364-50-01.01 Title IX

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

The University website, www.utoledo.edu, is the primary source for all University information. It is structured to effectively communicate information to both students and the public. On July 1, 2019, the University launched a new brand and website which included a mobile-first navigation capability.

The Office of Admission ensures that admissions requirements are clearly articulated online for Freshman; Transfer, Adult and Military; 100% Online; Undergraduate International; Graduate and Professional; Guest; and College Credit Plus prospective students.

Academic information and program requirements are also clearly articulated through the University catalog. Since the last HLC review, the University purchased software, CourseLeaf, to streamline development and tracking of online catalog changes. Each academic program is required to articulate its program and degree requirements to which students are held based on the catalog year in which they matriculate to a program. Admissions policies for individual colleges are available in the catalog and include any special requirements for specific programs. College faculty rosters are also included. The general section of the catalog communicates information regarding academic policies, grievance procedures and academic support services and other general areas of interest.

Degree requirements are available to enrolled undergraduate students through the use of U-ACHIEVE's online degree auditing tool. Each student has access 24/7 to their own degree audit report through the MyUT portal. Banner self-service was updated in 2019 and provides students with the capability to design registration plans for upcoming semesters. Students work with their college's academic and faculty advisors to review their degree audit and plans.

As the official source of institutional reports and data, the Office of Institutional Research ensures that its website provides clear, easily accessible information about the institution in its Report Library. Internal stakeholders and the general public can locate information regarding retention and graduation, enrollment, degrees awarded, and other institutional characteristics and data. Additionally, a Student Outcomes website is directly linked from "About UToledo" on the University's homepage.

Demographic information concerning the faculty and staff is included in the [Institutional Data Report](). The undergraduate catalog lists current faculty by college including name, department, title, degree, and awarding institution. Faculty rosters and information are also available through each college's webpage by department/program. Information regarding faculty qualifications is codified in the [University evaluation of faculty qualifications policy]() and available to the public.

Information regarding tuition, fees and financial aid can be found in the undergraduate catalog, and through a [finance brochure]() available on the Treasurer's website. In response to recommendations following the last HLC review, tuition information on the [Office of the Treasurer website]() has been upgraded to provide more consistent information across more categories of students. In 2018, degree-seeking undergraduate students became the first cohort to participate in the [Toledo Tuition Guarantee Plan](), providing them with a fixed undergraduate tuition and fixed-rate fees for four years.

The [Office of Student Financial Aid website]() provides information about FAFSA, Rocket Aid, understanding financial aid offers and student loans. An interactive [net price calculator]() is prominently displayed on the website to provide estimated education expenses. A [link]() from the home page opens a website explaining scholarships, awards, terms and conditions for different types of students.

The University's accreditation status with the Higher Learning Commission and the current status of accreditation for all externally accredited programs are monitored by the Office of Assessment, Accreditation, and Program Review and [reported on their webpage]().

Under [Ohio Revised Code 3364]() the University of Toledo is governed by a Board of Trustees (BOT) (see 2C for additional detail). Meeting minutes and agendas for the BOT are [publicly available]() on the Board of Trustees website.

The Accounting and Reporting department is responsible for the accounting and reporting of all financial transactions to meet internal and external needs of the University and make the most recent, as well as archived [UToledo financial reports]() available on their website.

Information regarding the comprehensive options for degree programs is available through the [Academics link]() on the institution's home page. The Office of Admissions home page allows prospective students to search programs by area of interest, undergraduate, graduate/professional level and 100% online.

The importance of experiential learning is evidenced by the inclusion of Goal 5 in the University's Strategic Plan which focuses on increasing experiential learning with an undergraduate baseline of 65% (2016) and goal of 80% (2022). During the [2018-2019 academic year](), 70% of the institution's students participated in some sort of experiential learning.

The institution is continuously looking to expand opportunities offered to students. As a result, the Career Services Office launched *Rocket Ready* internship program in Fall 2019 to provide a comprehensive internship experience for students enrolled in programs that did not previously offer or require an internship and/or did not have dedicated program internship coordinators.

Opportunities for students to become involved on campus and in the community are communicated by the Office of Student Involvement and Leadership (OSIL); over 350 different campus organizations are registered with the office and active for Fall 2021. OSIL not only provides information for events and organizations but supports an online data base, INVO.net, that provides tracking for students who wish to document their campus involvement.

The Center for International Studies and Programs assists students with finding opportunities for international education and service. The Office of Education Abroad collaborates with many departments and colleges at the University in creating and administering study-abroad opportunities for undergraduate and graduate students.

Opportunities for engagement with the community are made available to students by means a partnership between the institution and the United Way. Additional service opportunities are provided as part of experiential learning courses.

Sources

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- List of Student Organizations_Fall 2021
- Net Price Calculator
- ODHE Directive 2018-009 Tuition Guarantee
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- Office of the Treasurer Website
- Ohio Revised Code 3364
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- Scholarships website - UG
- Student Outcomes Website

- Tracking of Student Participation in Events and Organizations
- UAchieve Student Guide
- United Way Community Engagement
- UT Catalog 2015-2016
- UT Policy 3364-72-11 Faculty Qualifications
- UT Recreation Center
- UT Student Organizations by type 2015-2016
- UT Tuition and Fees website
- UT website-home page
- UToledo Financial Reports

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Under Ohio Revised Code (ORC), the University of Toledo is governed by a Board of Trustees (BOT) consisting of voting members which each serve a term of nine years, and two non-voting members selected from the student body, each serving a term of two years. As stated in section 3364.01 of the ORC, the Governor of Ohio appoints voting and non-voting members. The BOT preamble, approved by the UToledo BOT on May 14, 2012, sets forth the expectation that the BOT will "serve and govern the University in an effective way and to ensure a culture of constructive inquiry, open discussion and academic excellence."

The BOT is provided with information from a variety of sources in order to make decisions in the best interest of the institution. The Governor of Ohio hosts an annual trustee conference for the trustees of the state's community colleges and public universities, allowing all trustees to receive guidance on their fiduciary, legal, and ethical responsibilities to the institution, its students, and the community at large.

The Executive Vice President of Finance and Administration/Chief Financial Officer of the University provides an overview of University finances and operations during new trustee orientation and delivers quarterly finance updates during the year. Vice Presidents covering areas

such as enrollment, student services, and diversity and inclusion provide an overview to new trustees during orientation and are available throughout the year for meetings with Board members who want to learn more about various aspects of the University's operations.

The President updates the BOT on the effectiveness of academic policies and practices at their regular meetings, as shown in the minutes of September 21, 2020 meeting; the Provost and Executive Vice President briefs the Academic and Student Affairs Committee on items related the academic operations of the University, as shown in the February 10, 2021 committee meeting minutes; the minutes of those committee meetings are then distributed to the BOT and discussed at the full BOT meetings.

Meeting minutes and agendas for the BOT are publicly available on the BOT website. Deliberations clearly show the BOT's intent to preserve and enhance the institution. For instance, the minutes of a special meeting detail the BOT's internal discussions related to hiring a national search firm to identify candidates for interim President, and ultimately the next permanent President of the University. During this meeting, the BOT recognized the importance of selecting an interim leader who could successfully guide the University through the financial difficulties brought on by the COVID-19 pandemic that began in early 2020.

The BOT carefully considers candidates to be nominated for its Chair and Vice Chair positions, as the minutes of a Nominating Committee meeting show. The nominee for Chair of the BOT was applauded for his leadership and service on each of the standing committees of the BOT, and the nominee for Vice Chair was recommended due to his service as Chair of the Clinical Affairs Committee and familiarity with the University's clinical enterprise. The BOT embraces the missionof the University to enhance the diversity and student-centeredness of the institution, as shown by their approval of Board Resolution 20-06-13 endorsing the University's Strategic Plan for Diversity and Inclusion.

3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

To facilitate the review of reasonable and relevant interests of University constituents, the BOT is structured around several standing committees, each with its own charge.

- The Academic and Student Affairs Committee "will oversee and ensure continuous improvement of University academic activities and student programs with an emphasis on student centeredness."
- The Clinical Affairs Committee is charged with "oversight and strategic direction of the clinical enterprise of the University" as well as "oversight and review of all clinical enterprise accreditation issues."
- The Finance and Audit Committee is charged with "oversight and continuous improvement of the financial soundness of the University including oversight of revenue from all sources, and oversight of all expenses, as well as the margin for both the academic and the clinical enterprises."
- The Trusteeship and Governance Committee "ensures the integrity of board governance and the avoidance of conflict of interest."

Each committee includes a combination of trustees, student trustees, faculty members, and constituents from outside the University to ensure that all viewpoints are considered in the decision-making process.

The BOT's Statement of Comportment indicates that BOT members should "participate constructively in all meetings having carefully read and reviewed relevant materials in a thoughtful and prepared manner."

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

BOT members are expected to interact with internal constituencies such as the President, administrators, faculty, staff and students. However, as noted in the Statement of Comportment, BOT members are cautioned to avoid a "perception that the interaction is meant to influence, seek favors or prescribe a certain course of action." Trustees are not to interact directly with external stakeholders. Rather, the BOT speaks "as a single entity."

Bylaw 3364-1-06 sets the expectation that BOT members will abide by the strictest ethical guidelines. The same bylaw requires that BOT members receive no compensation for their services and must file a financial disclosure with the Ohio Ethics Commission by April 15 each year to avoid the perception of external influences affecting their decision-making as a BOT member.

Biographies of each member of the BOT are readily viewable on the BOT's website so the University's internal and external constituencies can review the qualifications and experience of the members. BOT members must adhere to the Code of Ethics and sign an ethics statement during the Trusteeship and Governance Committee meeting at the September Board meeting.

5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Bylaw 3364-1-01 clearly outlines the authority of the BOT "to approve and/or initiate the administrative structure of the University, the educational programs and academic requirements of the University, the appointment, compensation and removal of all University personnel, the fiscal policies of the University, and University policies". The BOT delegates appropriate authority to the President, who is recognized as the executive head of the UToledo as detailed in Bylaw 3364-1-07.

The President is responsible for the entire administration, subject to the oversight of the BOT. Bylaw 3364-1-07 also delineates the Provost and Vice President-level positions, which report to the President. Board Resolution 09-08-18 specifically recognizes faculty as a key stakeholder and states explicitly that the BOT will consider its input on University matters. A Faculty Senate representative serves as a member of the BOT's Academic and Student Affairs Committee and the Faculty Senate has a right to provide input on curriculum and reorganization matters as designated to it in their Constitution.

Sources

- About UToledo Mission
- Board of Trustees Agendas and Minutes
- Board of Trustees Bios
- Board of Trustees Standing Committees
- Board of Trustees Website
- Board of Trustees Code of Ethics
- BOT ASA Committee Minutes 2021-02-10
- BOT Bylaw 3364_1_06 Conflict of Interest
- BOT Bylaw 3364_1_07 Administration of the University
- BOT Bylaw 3364-01-03 Committees of the Board
- BOT Bylaw 3364-01-03 Committees of the Board (page number 2)
- BOT Bylaw 3364-01-03 Committees of the Board (page number 3)
- BOT bylaws Highlight 3364-1-01 Appointment powers authority
- BOT bylaws Highlight 3364-1-06 Conflict of interest
- BOT bylaws Highlight 3364-1-07 Administration of the University
- BOT meeting minutes 9-21-20
- BOT nominating committee minutes 6-15-2020
- BOT Preamble
- BOT Resolution No. 09-08-18 University Governance UT Board of Trustees
- BOT Resolution No. 20-06-13 Approval of Diversity Strategic Plan
- BOT Signed Code of Ethics 2021-Sept
- BOT special meeting minutes 6-8-2020
- BOT Statement of Comportment
- Faculty Senate Constitution
- Faculty Senate Constitution Appendix and Rules
- Ohio Annual Trustees Conference
- Ohio Revised Code 3364
- Resolution No. 09-08-18, University Governance UT Board of Trustees

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

UToledo's commitment to freedom of expression and the pursuit of truth in teaching and learning is at the core of its culture. On April 23, 2019, the Faculty Senate adopted a [statement on freedom of expression](). The statement affirms that UToledo is "committed to free and open inquiry in all matters," including "…the broadest possible latitude to speak, write, listen, challenge, and learn. This free and open inquiry is fundamental to the University's educational mission of creating new knowledge, promoting educational excellence, improving the human condition, and advancing the common good."

A commitment to freedom of expression is embodied directly in University policy on "[Expression on Campus]()," which promotes the free exchange of ideas at UToledo and "recognizes the constitutional freedoms guaranteed by the United States Constitution and the Ohio Constitution, including freedom of speech, press, and assembly."

The university community organizes several programs each year that demonstrate our commitment to freedom of expression, one such program is [Banned Book Week](), which has been celebrated on campus for over 20 years.

Article 5.1 of the Collective Bargaining Agreements between UToledo and the AAUP for [tenured-tenure track faculty]() and [lecturers]() clearly articulate faculty rights and responsibilities and define academic freedom. The rules and regulations for [faculty not in a collective bargaining agreement]() expresses a similar commitment to the pursuit of truth in teaching and learning. Faculty members are explicitly entitled to full freedom in research, publication and the classroom.

Faculty Senate is the designated voice of the faculty. Article II of the [Faculty Senate Constitution]() declares that a primary responsibility of Faculty Senate is "to protect faculty rights and privileges, equal opportunity and due process, and academic freedom…."

Graduate Council embeds a commitment to truth in learning in Article I of the [Graduate Faculty Constitution](): "The purpose of the graduate faculty…shall be the advancement of knowledge through research and instruction of the highest quality. The faculty shall seek to foster in students a spirit of inquiry, recognition of the value of scholarship, and an understanding of the integrity required for the pursuit of scholarship."

The promotion and tenure process as agreed upon in the Collective Bargaining Agreement between UToledo and the AAUP expresses a commitment to the pursuit of truth in teaching and learning. [Article 9]() provides a context by which faculty will be evaluated for tenure and

promotion that includes a commitment to teaching effectiveness and a commitment to "appropriate and productive pedagogical methods." The [Rules and Regulations for non-AAUP faculty](#) articulates the promotion and tenure process for faculty not covered by the CBA.

Sources

- Banned Book Week UTNews Article
- Collective Bargaining Agreement_2018-2022
- Collective Bargaining Agreement_2018-2022 (page number 6)
- Collective Bargaining Agreement_2018-2022 (page number 15)
- Collective Bargaining Agreement-Lecturers 2018 2022
- Collective Bargaining Agreement-Lecturers 2018 2022 (page number 6)
- Faculty rules_regulations not in bargaining unit
- Faculty rules_regulations not in bargaining unit (page number 5)
- Faculty rules_regulations not in bargaining unit Highlight Article 1C Academic Freedom of the Faculty
- Faculty Senate Constitution
- Faculty Senate Constitution Highlight Article 2C Responsibilities-Jurisdiction
- Faculty Senate Minutes 4-23-2019 Highlight statement on freedom of expression Resolution
- Graduate Faculty Consitution
- Graduate_Faculty_Constitution Highlight Section 1 Purpose
- UT Policy 3364-5-14 Expression on Campus Policy
- UT Policy no. 3364-5-14 Expression on campus

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

3. The institution provides student guidance in the ethics of research and use of information resources.

The Office of Research and Sponsored Programs (RSP) provides research administration and support to faculty, staff and students involved in sponsored research and scholarly activities. The office assists with proposal and budget development assistance, tools to identify funding sources, professional development, research administration, regulatory compliance management and contract management support.

The office covers research compliance related to animal care in research, human subjects in research, research safety, controlled substances and dangerous drugs in research, and export control. A Research Integrity Program ensures that researcher, staff and students are provided the tools necessary to conduct research ethically and responsibly and to ensure that allegations and investigations of research misconduct are conducted in accordance with policies and applicable regulations. Research Integrity policies are followed to uphold the highest standards in scholarly research in advancing knowledge and understanding in all academic disciplines.

Grants Accounting, a unit of the Controller's Office, is responsible for post-award financial management and accounting functions for sponsored programs for the University. This includes ensuring compliance with the rules and regulations of funding agencies, preparation and submission of related financial reports and invoices. Clear policies and procedures provide ensure responsible and ethical conduct in all aspects of the research enterprise including but not

limited to: [Research Data and the Responsible Conduct of Scholarship and Research](#); [Protection of Human Subjects in Research](#); [Financial Conflict of Interest](#); [Faculty/Staff Compensation and Budgeting for Sponsored Programs](#); [Laboratory Animal Welfare, Care and Use](#).

The University Research Council (URC), established in the [Research Council Policy](#), is the advisory body for the Vice President of Research (VPR), representing the interests of the university at large in the research enterprise and is responsible for the formulation and review of general research policies as well as providing input to other University committees and offices on policies and practices affecting research and scholarship.

The Human Research Protection Program (HRPP) provides guidance to researchers and administrative support for the Biomedical, Cancer, and Social Behavioral and Educational Institutional Review Boards. Approval for any human subject research must be obtained from one of the University's IRBs prior to the initiation of any research activities. Investigations conducted at the institution are expected to [embody principles](#) in agreement with[The Belmont Report](#), [The Declaration of Helsinki](#), The University of Toledo's federal-wide Assurance for Protection of Human Subjects and the "[Revised Common Rule](#)."

The Institutional Animal Care and Use Committee (IACUC) provides oversight in animal care and use in research and teaching. The Division of Animal Resources, IACUC and RSP staff ensure compliance with all laws, regulations, and policies governing the care and use of research and teaching with animals.

The institution requires all faculty, staff and student researchers to complete [Responsible Conduct of Research](#) (RCR) training as required by their program sponsors, the IRB or IACUC. The institution has contracted with the Collaborative Institutional Training Initiative (CITI) to provide online training modules. The CITI program offers RCR core modules that are customized to various discipline and subject matter categories such as: Biological/Biomedical Sciences, Engineering Sciences, Arts and Humanities, Physical Sciences and Social and Behavioral Sciences, human subject research, and conflicts of interest.

Certain graduate and medical students are also required to complete a live in-person training. The College of Medicine and Life Sciences requires graduate/professional level students to complete a course, [INDI 6020/8020 "On Being a Scientist"](#) which includes CITI components. The College of Graduate Studies offers live RCR training for graduate students when required by colleges. Training includes required CITI components "Responsible Conduct of Research-RCR" and Conflict of Interest-Basic" courses. For Undergraduate Honors College Research Students, [Issues in Research and Scholarship (UGR 2980)](#) is a 1 credit hour seminar series addressing various issues that can arise in research, scholarship, and creative activities, including: safe laboratory practices, regulatory compliance issues, and ethics issues.

The importance of providing undergraduate students with guidance on the use of information sources is evidenced by the inclusion of information literacy in the [required core/general education program](#). One of the learning outcomes states *"students must demonstrate the ability to find, organize, critically assess and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative and ethical*

use of information." The common syllabus for ENGL 1110, College Composition I, one of the required core courses, includes the student learning outcome *"Locate credible scholarly sources, evaluate the reliability of those sources, and effectively use those sources within a text, including the ability to cite sources in-text and develop a works cited page."*

4. The institution enforces policies on academic honesty and integrity.

To ensure the integrity of academic and scholarly pursuits, the institution has an Academic Dishonesty Policy that provides guidance to students and faculty in how information should be presented and appropriately attributed. Faculty fortify academic misconduct guidelines through communication of course expectations to students, as recommended in the university's course syllabus template and guidance.

The university's Student Code of Conduct further codifies a student's adherence to acceptable behavior within the campus community, applying to students in fulfillment of "academic course requirements or any credit-bearing experiences, such as internships, clerkships, field trips, study abroad, or student teaching; or any activity supporting pursuit of a degree, such as research at another institution, or a professional practice assignment."

Colleges retain their own Academic Grievance Committees or other structures to handle challenges to accusations of academic dishonesty. The undergraduate Academic Grievance Committee, as delineated in the Academic Dishonesty Policy, adjudicates grievances or challenges to accusations of academic dishonesty that could not be resolved at the faculty, chair or dean level within a college.

The Graduate Student Academic Grievance Policy provides that appeals of grievances, following upon college processes, go to the Dean of the College of Graduate Studies and, as needed, on to the Graduate Council Academic Standing Committee for final review and decision.

Sources

- Academic Grievance Committee Members
- Academic Grievance Policy and Process
- Belmont Report-508c_FINAL
- Common Syllabus for ENGL1110
- Declaration of Helsinki
- Embody Principles Human Research Protection Program
- INDI 6020-8020 syllabus
- Institutional Animal Care and Use Committee IACUC
- Institutional Biosafety Committee
- Required Core General Education Program
- Research and Sponsored Programs RSP
- Research Compliance
- Research Integrity
- Responsible Conduct of Research

- Revised Common Rule
- Syllabus Guidelines Fall 2020 FTF
- Syllabus Template Fall 2021
- UGR 2980 Syllabus
- University Research Council
- UT Policy 3364_30_04_Student_code_of_conduct
- UT Policy 3364_77_01 Grad Academic dishonesty
- UT Policy 3364-70-01 Financial Conflict of Interest
- UT Policy 3364-70-02 Research data and responsible conduct
- UT Policy 3364-70-03 Research Council
- UT Policy 3364-70-05 Human Subjects
- UT Policy 3364-70-10 Laboratory Animal Welfare-Care-Use
- UT Policy 3364-70-18 Faculty Staff Compensation-ClinicalService
- UT Policy 3364-71-04 UG Academic dishonesty
- UT Policy no. 3364_70_03 Research Council
- UT Policy no. 3364_77_01-1 Graduate student academic dishonesty
- UT Policy no. 3364_77_02 Graduate student academic grievance
- UT Policy no. 3364-70-05 Protection of Human Subjects in Research
- UT Policy no. 3364-71-04 Academic Dishonesty - Undergraduates
- UT Policy no. 3364-71-05 Academic grievance-undergrad

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

UToledo is R2 research institution guided in its mission by ethical policies, procedures and processes that ensure academic freedom and freedom of expression in the pursuit of truth in teaching and learning. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students. They require fair and ethical behavior of administration, faculty, and staff under the strategic leadership of the Board of Trustees (BOT). As an institution, UToledo strives to be transparent in service to its students and the community at large. Decisions are made in the best interest of the institution in compliance with state, federal and university policies to ensure the institution's integrity.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

2. The institute articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

UToledo ensures that the courses and programs offered are current and that the appropriate performance-level is awarded for the degree or certificate through by several levels of internal and external review.

The rigor and content of courses and degree programs are ensured by faculty and curriculum committees who develop and review course and program content and requirements. A peer-review process is used when creating or substantially revising all courses and degree programs. The process involves internal approval at various levels including the department, college, Faculty Senate (undergraduate) or Graduate Council (graduate), and the Office of the Provost. The University transitioned to Courseleaf's Course Inventory Management (CIM) system for all courses and programs in Fall 2019. CIM allows for comments and rollback of proposals at all levels of approval, providing flexibility in editing and documentation of changes. Standard templates for courses and programs at the undergraduate and graduate level are now used for both new submissions and content modifications. All new course proposals and course modifications require a current syllabus and a listing of course-level student learning outcomes

(SLOs). Co-listed courses must demonstrate appropriate, differentiated SLOs. Modifications to courses and programs must provide justification or rationale for the change.

After internal approval, new programs undergo external review and approval at the state level, with undergraduate programs approved by the Ohio Department of Higher Education (ODHE) and graduate programs approved by the Chancellor's Council on Graduate Studies. Submission requirements for the initial review and approval of new academic programs include the articulation and differentiation of specific, measurable program-level learning goals or outcomes. The peer-review process ensures that these learning outcomes are also appropriate for the level of each program and associated degree. Part of the initial submission process for new programs includes the review of the student learning outcomes. Applications and are also reviewed internally when program modifications are made.

The agendas and minutes from the January 21, 2020 and April 14, 2020 Faculty Senate meetings provide evidence of the implementation of the internal peer review and approval process for courses and programs. Minutes from the November 17, 2020 Graduate Council meeting provide evidence of that curriculum approval process.

All academic programs participate in an institutional process of program review (discussed further in Criterion 4.A.1). The purpose of UToledo's program review process is to identify continuous improvement opportunities that enhance academic program quality. The appropriateness of program learning goals and content are part of the review. Programs are typically reviewed as part of a larger department, meaning multiple programs and/or levels (undergraduate and graduate) are typically reviewed at the same time. The external reviewers are asked to respond to a set of questions, including a focus on content and learning outcomes, such as: "Are student learning outcomes appropriate and relevant for the discipline, and for the level of student in this area of study?" thus providing feedback regarding the content, rigor and expectations for students' performance for each program. This process ensures that learning goals are appropriate and differentiated for programs offered at multiple levels.

Programs are also required to list learning goals in their assessment plans, which are included in the program review, and are also periodically reviewed by members of the University Assessment Committee. In fall 2020, programs submitted curriculum maps to further document the integration and inter-relationship between course, program, and institution-level learning goals (further discussed in Criterion 4.B).

In addition to internal review, more than 80 programs, colleges and centers maintain external accreditation awarded by over 40 different accrediting bodies. These programs meet rigorous standards developed by their external accreditors that help to define current and appropriate content and expectations for students.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

All programs, across all modes and locations, have curricular review processes with both faculty and administrative review at varying levels, program, department, college, Faculty Senate or Graduate Council, Provost, President and Board, as determined by the program and/or course status (new or continuing). The University program and course review processes are aligned with directives from the ODHE at both the graduate and undergraduate levels. To ensure the integrity and quality of programs of study, there is an initial submission to the ODHE for approval that coincides with institutional approval policies and procedures. The Board gives final approval for all new programs of study. ODHE must be notified when a program modifies fifty percent or more of its content, this substantive change would also initiate the internal curricular review processes. The course review process is the same for all modes of delivery; there is a single syllabus submitted with the same learning outcomes regardless of delivery method.

UToledo Online assists faculty with development of engaging, inventive and effective courses and programs to enhance student success. UToledo Online currently offers over 50 degree programs and certificates available 100% online. For programs of study offered in both online and face-to-face modalities, a review for consistency in student learning outcomes and feedback on teaching and students' performance across the different modes are all included as part of the internal program review process.

As enrollment in online courses continues to rise, UToledo Online remains committed to the quality of the courses offered. In 2019 and 2020, UToledo Online was recognized by OnlineU as one of the Best Online Colleges in Ohio.

Under the leadership of UToledo Online, UToledo adopted Quality Matters (QM) standards for online course design and development. As of September 29, 2021, UToledo has had 125 courses receive official QM certification with 109 of the certifications still current. With this total, UToledo ranks first out of all Ohio institutions and 7th globally in number of courses officially Quality Matters certified. In addition, 29 members of the institution are currently certified QM peer reviewers with seven of those additionally certified as QM Master Reviewers.

In addition to managing official Quality Matters peer reviews, UToledo Online conducts informal, internal QM reviews upon request and all courses receiving development funds through UToledo Online are required to develop their course to meet QM standards either officially or through informal, internal review conducted by an instructional designer certified as a QM peer reviewer.

Online faculty are highly encouraged to collaborate with UToledo Online's instructional designers for online course design and development. In 2020, the instructional design team released a revamped Faculty Resource Center (FRC) in Blackboard which provides guidance and resources for on online teaching and course design, instructor presence, workload management, alignment of learning objectives, and more. The FRC also provides several templates, guidelines and checklists for developing course materials such as syllabi, welcome letters, "start here" sections, course tours, alignment mapping, all to assist instructors with adherence with best practices, QM standards, and institutional requirements.

In 2021, instructional designers also collaborated with faculty to design a new online instructor handbook. The new guide introduces differences between face-to-face and online teaching, available faculty support services, course design, guidance on using key LMS functions and other learning technology systems, important policies (FERPA, accessibility, Title IX, academic integrity, etc.), professional development opportunities, and other important services available at the university.

UToledo is approved to offer programs at two additional locations: Lorain County Community College (LCCC) University Partnership Ridge Campus in North Ridgeville, OH and PSG Institute of Management in Coimbatore, India. Programs at these locations are also offered on-campus. All programs are included in the academic program review process and are reviewed together. These courses must follow the same course syllabus and learning outcomes, use the same textbook, materials and assessments as the on main campus college courses. The PSG program is also included in the Neff College of Business & Innovation's AACSB accreditation process, and faculty credentials are reviewed to ensure they meet the requirements necessary to teach graduate level courses.

UToledo's dual credit program, College Credit Plus (CCP), was developed in response to Ohio Revised Code Chapter 3365. These courses follow the same course syllabus and learning outcomes, use the same textbook, materials and assessments as the college course. Collaboration between the institution and area high schools resulted in college level courses currently taught in three modalities: online, face-to-face and blended. Teaching certification for high school instructors is reviewed initially by University College before being forwarded to the relevant department chair, ultimate approval is given by the Provost. ODHE establishes guidelines for the credentialing of high school teachers who choose to participate in the College Credit Plus program. Certified teachers are primarily high school instructors, who are assigned a UToledo faculty member as a mentor. The faculty mentor collaborates with the CCP instructor on the course assisting with teaching, assignments/activities, and the assessment of student learning.

UToledo has CCP partnerships with approximately 250 Ohio high schools and has credentialed more than fifty (50) high school teachers. Approximately 650 high school students are dual-enrolled in the University through CCP (see Criterion 3.C. and 4.A for more on information).

Assessment of student learning resides in the Office of Assessment, Accreditation and Program Review within the Office of the Provost, and is further discussed in criterion 4A and B.

Sources

- Best Online Colleges in Ohio
- CCGS Guidelines
- CCP Enrollments
- CCP Teacher and Mentors Info Fall 21
- CIM Program and Course Forms
- Curriculum flow
- Curriculum Mapping at UToledo

- Faculty Senate Constitution Appendix and Rules
- Faculty Senate Constitution Appendix and Rules (page number 14)
- Faculty Senate Meeting 1-21-2020
- Faculty Senate Meeting 1-21-2020 (page number 14)
- Faculty Senate Meeting 4-14-2020
- Faculty Senate Meeting 4-14-2020 (page number 5)
- Faculty Senate-Agenda with Minutes 02-03-2015
- Faculty Senate-Agenda with Minutes 02-17-2015
- Graduate Council Bylaws
- Graduate Council Bylaws (page number 6)
- Graduate Council Bylaws (page number 7)
- Graduate Council Meeting 11-17-2020
- ODHE Academic-Program-Review-Guidelines_070516
- ODHE Academic-Program-Review-Guidelines_070516 (page number 22)
- Official QM Certification
- Ohio Revised Code Chapter 3365
- Online Degree Programs List
- Program Accreditations and Endorsements
- Program Review Website
- Quality Matters 9th Globally
- Quality Matters Standards
- Questions for External Reviewers21-22
- Sloan-C handbook and quality scorecard
- University Assessment Committee Charge 11June2020
- UT Online - Pathway to Master Online Instructor Program
- UToledo Online
- UToledo Online Faculty Handbook

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The UToledo Core Curriculum consists of two components:

1. General education courses, which are of broad interest and are distributed across the categories of composition, humanities/fine arts, mathematics, natural sciences and social sciences, and;
2. Multicultural courses, which foster an understanding of and respect for diverse cultures and peoples, both within and outside of the United States.

The responsibility for the institution's core curriculum has been delegated by UToledo's Board of Trustees to its Faculty Senate with oversight given to the Senate Committee on the Core Curriculum. This committee acts as the review and recommendation body to formulate and articulate guidelines for implementation of the University-wide core. Proposals for the inclusion of courses as part of the Core Curriculum must be approved through the Senate Core Curriculum Committee and the Faculty Senate as a whole.

In April 2017, the Faculty Senate approved [modifications to the Core Curriculum](#) that increased the number of required core credit hours for bachelor's degrees to 36-42 credit hours taken from the previously mentioned categories. Along with satisfying the general education requirements of the Ohio ODHE, this modification further enhances the broad knowledge and intellectual foundation for every student.

The goals of the modified Core Curriculum are to: (1) broaden the range of experiences open to students; (2) help students develop the disciplined, analytical and critical-thinking skills necessary for intellectual development throughout life; (3) prepare students to make better-informed and humane decisions and (4) to be able to communicate rationale for those decisions to others; (5) cultivate the potential of students for artistic and creative expression.

Institutional Student Learning Outcomes (ISLOs) were [adopted by Faculty Senate](#) in 2017, and development was included in the 2017 monitoring report to the HLC. The Core Curriculum goals parallel UToledo's Institutional Student Learning Outcomes for every graduate: (1) Broad and Integrative Knowledge; (2) Specialized Knowledge; (3) Intellectual Skills; (4) Civic and Global Learning; (5) Applied and Collaborative Learning.

The Faculty Senate Committee on Core Curriculum requested an [external review](#) of the Core Curriculum. This review, conducted in the 2020-2021 academic year in conjunction with the Office of the Provost, [provided several suggestions](#) for how the curriculum could be modified, improved and assessed. University stakeholders met with the Provost in Summer 2021 and are working together to develop and implement a plan that will meet the needs of faculty, students, and institution. The goal is to incorporate the recommendations from the review, while also considering general education requirements specified by ODHE, including recently-approved Diversity, Equity and Inclusion learning outcomes. More information about assessment of the general education and ISLOs can be found in Criterion 4.B.

3. The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work a diverse multi-cultural world.

The [Core/General Educational Program](#) is evidence of UToledo's commitment to the importance of lifelong learning and development along with human and cultural diversity. This course work prepares students to live and thrive in diverse-multicultural world and is required of all students, regardless of college or focus of study. The diversity courses specifically, have been designed to foster understanding of and respect for different cultures and peoples, both within and outside the United States, through the study of their beliefs, customs, histories, values and interrelationships. The courses within the core curriculum at UToledo are fundamental and critical for the success of our graduates in our ever evolving, fast paced world.

Additional evidence of UToledo's work to ensure students engage with and respect individuals from diverse backgrounds can be found within the results of two [National Survey of Student Engagement](#) surveys completed since 2016. They indicate that at least 83% of the students responding felt that the institution "Encouraged contact among students from different backgrounds (social, racial/ethnic, religious, etc.)" some, quite a bit, or very much. Also, since

2016, at least 87% of students responding reported that their experiences at the institution contributed to "Understanding people of other backgrounds (economic, racial/ethnic, political, religious, etc.)" some, quite a bit, or very much.

4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Faculty and students, undergraduates and graduates, participate in research and artistic endeavors that contribute to scholarship, creative work and the discovery of knowledge relating to their chosen fields of study. The following few paragraphs outline how this is embedded into our curriculum and mission.

All undergraduate students have the opportunity to participate in research sponsored by various departments within the University. The Office of Undergraduate Research (OUR-UT) exists as a central resource for undergraduate research at UToledo.The office sponsors events for students to showcase their research and provides funding.

All UToledo graduate students must show evidence of contributions to scholarship either through their thesis, dissertation, or some form of culminating project. Requirements vary by program and are outlined in the graduate section of each college catalog. All electronic theses and dissertations submitted as degree requirements are published on OhioLINK. Information includes the unique accession number, student name, title, degree, and self-selected program/department/college.

UToledo's Graduate Student Association (GSA) funds conference travel for graduate students to present their work at regional, national, and international conferences. In addition, the GSA organizes and hosts the Midwest Graduate Research Symposium. This Conference provides a venue for students from across the region to present their work in all categories of scholarship with judging of posters and oral presentations for conference honors. Approximately 200 participants from more than 90 universities attended the tenth annual event in spring 2019. The event was offered in a virtual format for 2021.

As further evidence of the institution's support for students' engagement in research and scholarly work, a search of the undergraduate course catalog for the academic years 2015-16 through 2019-20 revealed a list of over 150 courses that contain research/research skills in the title or catalog description across colleges offered in any semester. These courses included approaches such as directed or independent study research, research methods, information literacy and applied research, and enrollment has increased each year.

As a research institution, faculty research and scholarly work are expected. At the start of each academic year, faculty are required to submit the Annual Report of Professional Activity (ARPA), which enumerates their professional activity in the previous year. For tenure-track faculty, the ARPA includes sections for teaching, professional activity (research) and service. Faculty in the College of Medicine & Life Sciences submit annual reviews and effort reports. In addition to manually adding items to their Faculty 180 profile, faculty also have the ability to bulk import their publications from BibTeX files (such as from Google Scholar or ORCID

profiles), and integrated search and import from PubMed, Clarivate's Web of Science Core Collection databases, and arXiv.org.

The University also completed the integration of the InCites benchmarking and analysis platform from Clarivate in Summer 2021, which enabled the launch of Scholars.utoledo.edu, a searchable website for faculty research and publications.This site directly pulls information from Faculty180, and allows for a central and authoritative data repository, making faculty time entering information more meaningful. Self-reporting of faculty publications and creative work in Faculty 180 has steadily increased; the system was opened to all users in Fall 2017 although only those going through promotion/tenure were required to utilize it at that time. A tiered system of required usage was implemented such that, by Summer 2021, all faculty are now included in the system for assessments/evaluations purposes.

UToledo also offers a wide array of creative works, artistic endeavors, and performances. A variety of performances are routinely scheduled for University and community viewing through the School of Visual and Performing Arts, housed within the College of Arts and Letters. While in-person events have been limited over the last 18 months due to COVID-19, events are being presented virtually. Over 125 events were offered during the 2018-2019 academic year, which remains consistent with performances of this nature since 2014-15.

Sources

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- NSSE 2017-2019 with 3B highlights
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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

The university is dedicated to recruitment and hiring of a diverse faculty and staff. UToledo Human Resources has detailed resources to assist faculty and administrators for recruitment and hiring of diverse employees according to university policy. The Faculty HR and Academic Finance website includes lessons for unconscious bias training. In addition, there are policies within the College of Medicine & Life Sciences for the recruitment and hiring of clinical faculty and non-clinical faculty.

The university's employee base has experienced slight increases in the composition of several ethnic groups, however there is still a need for improvement for a more diverse faculty and staff to fulfill the university 2020-2023 strategic planning goals. Specifically, in the Strategic Plan for Diversity, Inclusion, and Equity, Goal 2 is to increase recruitment and retention of underrepresented faculty and staff within Academic Affairs. Strategy 1.1 outlines that each college has a plan to increase diversity of faculty applicant pools. Goal 3 is to increase and retain the numbers of staff who are minorities, women, people with disabilities and veterans on both

main and health science campuses over the next five years. Strategies such as [mentorship for women](#) in faculty and staff positions, and [diversity mini-grants](#) are available to staff.

In 2016, the university hired its first vice president for diversity and inclusion. One aspect of this position is to help ensure the overall composition of faculty and staff reflects human diversity. The vice president for diversity and inclusion leads the [Office of Diversity and Inclusion](#) which promotes a diverse and inclusive campus community through the fulfillment of the goals developed within the [Strategic Plan for Diversity, Inclusion and Equity.](#) The plan focuses the institution's attention on the recruitment, success and retention of under-represented minority (URM) students as well as ensuring the University is committed to recruiting and retaining a diverse faculty.

[Data from Institutional Research](#) revealed that over the past five years, there has been an increase in ethnic minority full-time and part-time faculty. The [largest increases](#) in ethnic groups were Asian (33 faculty or 20.25%) and Black or African American (22 faculty or 37.29%). These two categories (Asian and Black or African American) are a significant improvement from the 2015 comparison data which showed a decrease in these ethnic groups. Despite an overall decrease in University staff members between 2015-2019, numbers of staff in the five ethnic groups [slightly increased](#).

Another factor demonstrating UToledo's commitment to diversity is employee education. Every newly hired employee (faculty, staff, or volunteer) at UToledo, is [required](#)to participate in diversity training.

2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.

The UToledo faculty is comprised of instructors, lecturers, associate lecturers, senior lecturers, assistant professors, associate professors and professors. About 25% have been with UToledo for 20 years or longer and ~45% were hired in the last 10 years. [A table](#) shows the number of full-time and part-time faculty from AY2010 to AY2019. With the exception of AY2011-12, the total number of instructional faculty has remained steady at around 1,100. Depending on the year, 65 to 78% of the instructional faculty hold full-time positions; lecturers help minimize the use of part-time faculty. The [student-faculty ratio](#) has remained constant for a ten-year period.

UToledo is committed to recruiting and maintaining excellent faculty who are well-qualified, creative, hardworking, dedicated to student success and active in outreach and scholarly activities. Faculty are hired and retained based on demonstrated expertise in their disciplines and therefore qualified to determine curricular content and oversight, and expectations for student performance and assessment.

UToledo has sufficient faculty for non-classroom roles. Department chairs work with deans and the Provost on the faculty hiring process. [Annual Workload Agreements](#) for most faculty, or

contracts for College of Medicine faculty, ensure there are sufficient numbers for classroom and non-classroom roles.

Faculty serve on various essential committees including curriculum, governance (Faculty Senate; Graduate Council), admissions, diversity, promotion and tenure, retention and student adjudication panels. Each college/service unit has an assessment liaison who sits on the University Assessment Committee.

3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.

All faculty are appropriately credentialed under the direction of the Office of the Provost, which maintains all relevant documentation for the credentialing of UToledo faculty. The Policy on University Evaluation of Faculty Qualifications states that instructors of record will hold an earned degree that is either one level above the level of courses the instructor is teaching or a terminal degree. An instructor of record who does not meet the degree requirements is reviewed for approval through the process outlined in the policy.

Dual credit programs, College Credit Plus (CCP), are for high school students who take college level courses on campus or at their high school through any modality for dual credit, high school and college. The Office of Enrollment Management administers the CCP program in partnership with University College, and the Provost has final approval for the CCP credentialing of high school teachers. Credit earned through CCP is added to the student's UToledo transcript (college credit) and the HS transcript (HS graduation credit).

High school instructors must be certified as CCP instructors. To be certified, they are required to hold an Ohio teaching certification and a master's degree in the content area or hold a master's degree in another area and have at least 18 credit hours of course work in the content area; and submit a letter of request, curriculum vita and a letter of recommendation from their principal. Certification to teach is reviewed by the UToledo department faculty in accord with Ohio Code and overseen by the Ohio Department of Higher Education (ODHE). The state's credentialing requirements are aligned with HLC.

The CCP credentialed teacher is considered an adjunct faculty for the University. In this role the CCP credentialed teacher serves as the primary instructor on the high school campus. Each CCP credentialed teacher is assigned a UToledo faculty mentor who works collaboratively with them on teaching, class assignments/activities, and assessment of student learning. For the courses offered on the UToledo campuses, the University faculty serves as the primary instructor of record. This is also discussed in Criterion 4.A.4.

4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

UToledo policy states that department chairs are responsible for the annual performance review and evaluation of departmental faculty. Details regarding the review process are outlined in the

Collective Bargaining Agreements (CBA) for [Tenured/Tenure Track Faculty](#) and [Lecturers](#), as well as the Rules and Regulations for [Faculty Not in a Bargaining Unit](#).

At the start of each academic year, faculty are required to submit an [Annual Report of Professional Activity](#) (ARPA) report to their chair, enumerating their professional activity in the previous year. For tenure-track faculty, the ARPA includes separate sections for teaching, professional activity (research) and service. For lecturers, the focus in on teaching and teaching-related activities, but other objectives identified by the department may be included. The department chair reviews and evaluates the ARPA relative to the Annual Workload Agreement negotiated between the faculty and the department for that year, submitting an evaluation to the appropriate dean's office. Faculty in the College of Medicine & Life Sciences submit [annual reviews](#) and [effort reports](#). [Faculty180](#), a web-based reporting tool has been implemented in stages, improving efficiency of the review process.

Evaluation materials to support contribution to teaching may include, but are not limited to, assessment of the learning by students, self-evaluation, classroom visitations, peer review, student evaluations of teaching, review of syllabi, examinations and other curricular materials, and assessment of academic advising of students. The CBA for Lecturers [Article 9.2](#) also requires the department chair to observe teaching.

Tenure-track faculty are evaluated annually over the pre-tenure probationary period to determine if progress towards tenure is satisfactory. Tenured faculty are evaluated every five years to further their professional growth. The process for both is to submit a dossier of evidence to support performances in teaching, professional activity and service, all teaching evaluations, annual ARPA, evaluations and merit scores. Post-tenure faculty submit these documents for the previous five years; pre-tenure faculty submit all work to-date each year. In the first two years of service, the chair and dean consider pre-tenure evaluations. After that, the Department Personnel Committee, department chair, College Committee on Academic Personnel, college dean, University Committee on Academic Personnel, the Provost and the President participate in the review process.

Lecturers are evaluated annually with the highest priority given to teaching and teaching-related duties, field work and field supervision. An evaluation of quality and satisfactory performance is submitted to the chair prior to the end of the fall semester each academic year. Following a review of the evaluative materials, the department chair writes an evaluation of overall effectiveness in teaching and other core responsibilities, and comments regarding non-core duties.

The timeline for submission of materials, review and evaluation for each faculty level is on the [Academic Personnel Calendar](#).

In AY2018-19, the College of Law faculty voted to join the AAUP. Prior to that they were not bound by the collective bargaining agreement but still followed the CBA rules and processes. All faculty in the College of Medicine and Life Sciences (COMLS), as well as some faculty in the College of Health and Human Services, are not bound by a collective bargaining agreement and are evaluated annually for post-tenure reviews using workload and effort reports per the [Faculty

Rules and Regulations. Separate COMLS faculty review and effort report forms are used to project and monitor faculty effort dedicated to teaching, research and clinical activities when applicable.

5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Faculty members are recruited and hired based on demonstrated expertise in their disciplines. All new faculty hires provide the institution with an official transcript to verify the highest degree awarded. UToledo Policy outlines required faculty qualifications and the process for confirming tested experience following state and HLC expectations.

The academic program review process requires that a program/department provide CVs of all faculty teaching in the program. The program review template has a question specifically referencing this HLC core component addressing instructor qualifications and development. Individual faculty members are reviewed by their department chair on the quality of their teaching as part of the Annual Report of Professional Activity or through the College of Medicine annual reviews and effort reports. See Criterion 3C3 for additional detail on this process.The Guidelines for Faculty Evaluation of Tenure and Promotion, endorsed by Faculty Senate in 2018, outline methods of evaluation for teaching, professional activity (research, scholarship, creative activity), and service.

Resources are provided to support faculty professional development in several areas including teaching, research and scholarly work as well as general professional development, e.g., leadership skills or preparing for promotion.

- Per the Tuition Waiver Policy, employees may take up to eight credit hours per semester, undergraduate or graduate, tuition-free.
- New faculty participate in New Faculty Orientation, which provides a general orientation to the institution, sessions focus on promotion and tenure, support for research, teaching, and assessment. Prior to the COVID pandemic, orientation was a two-day in-person event. Orientation sessions are now primarily online though Blackboard, our Learning Management System.
- Sabbatical leaves support faculty professional development, scholarly work or time to enhance courses or work on advanced degrees.
- The Office of the Provost provides financial support for faculty and staff for travel related to professional development and/or scholarly work. All faculty and professional staff may apply for Professional Development Funds. Over $134,000 has been awarded over the last 5 years; funding continues for the current fiscal year through reinvestment funds.
- The Office of the Provost sponsors several faculty leadership and mentoring opportunities. In addition, provost staff hold monthly meetings with department chairs for continuing development. The UToledo Leadership Institute is a program for faculty at all levels who aspire to be administrators.
- UToledo's Office of Research and Sponsored Programs provides proposal and budget development assistance, professional development, and tools to identify funding sources, both internal and external. A list of recent research award recipients is provided. Funding

for University Research Opportunities for 2015-16 exceeded $389,000 in internal funds increased to over $750,000 in 2019. All programs are open to full-time tenure track faculty; however, some are focused on specific groups such as those on nine-month contracts or junior faculty.

Professional development – teaching. UToledo Online oversees and coordinates online education efforts, assists faculty in the development and delivery of online and blended courses, trains faculty in online course design and development and provides technology assistance via workshops, road shows, roundtables, online certificate courses, and individual assistance from instructional designers and educational technologists. Special emphasis is given to Quality Matters program training for high quality online instruction. Also discussed in Criterion 3.A.3.

Online faculty development is critical to quality online programs. UToledo Online regularly offers courses and workshops designed to enhance faculty development in online teaching and learning. Instructional designers, multimedia designers and educational technologists conduct a variety of online courses, workshops and individual consultations to prepare faculty to design and teach online with technology. UToledo Online's flagship Pathway to Master Online Instructor program includes five courses/workshops -- three developed and delivered by instructional designers from UToledo Online and two from Quality Matters. As of September 2021, 617 faculty, teaching assistants, and staff have participated in these workshops. Descriptions and learning outcomes for the internally developed and delivered workshops are provided.

The University Teaching Center (UTC) is supported by the Office of the Provost and provides faculty with professional development in the areas of teaching and learning, syllabus development, assessment and curriculum development. Professional development for faculty includes invited speakers, hands-on classroom workshops on techniques to promote learning and strategies to develop assessment tools and discussion groups. Monday Morning Mentor (©Magna Publications), are weekly webinars provided to all faculty, and faculty may take advantage of a Student Observer Program that provides feedback on teaching from trained student observers. A Teaching Center Task Force was convened in 2020-21 to recommend changes to the Center to keep up with changes in academia and develop an evidence-based model for the future of the campus center. A needs assessment survey of over 480 UToledo instructors indicated significant demand for more support for teaching excellence, as well as a perceived gap between the importance of teaching effectiveness for student success and institutional support for faculty development on teaching effectiveness, particularly in the areas of resources to support faculty engagement in professional development. In August 2021 the task force transitioned to the Teaching Center Advisory Council as work continues.

The Course Design Institute (CDI) is a professional development opportunity for faculty interested in designing a new course or redesigning an existing course. The primary goal of the one-week, intensive workshop is to guide and support faculty with the integration of best practices in teaching and evaluation to ultimately improve students' success and retention. Prior to the pandemic, facilitators from the University Teaching Center and the Office of Assessment provided this programming twice a year; a re-start of this program is expected.

In addition to providing on-demand guidance, development opportunities, technology training, and course development support to all interested faculty, both UToledo Online and UTC provide course development/transformation award opportunities. Faculty selected for these awards utilize the institution's resources to develop or revise student-centered courses that embody principles of best practices in teaching to promote learning. From May 2017 through September 2021, 63 faculty completed course development contracts with UToledo Online for the development of 101 new or redesigned online courses developed to meet Quality Matters standards for online education; and 145 additional faculty were supported by UTC to revise existing courses or develop new courses.

6. Instructors are accessible for student inquiry.

Tenured and tenure-track faculty members are required to hold and post a minimum of five office hours/week each semester they are teaching. The standard offer letter template for lecturers also specifies an office hour requirement.

Faculty list office hours on course syllabi and post them on office doors. The syllabus template requires that faculty list their office location and regular hours. Chairs ensure faculty maintain this requirement and discuss with faculty any need for additional hours.

Student centeredness surveys voluntarily completed by students report favorable results for items related to accessibility of faculty beyond the classroom. Responses on the 2015, 2017 and 2019 National Survey of Students Engagement (NSSE) indicated that the percentage of seniors who reported they had "worked with a faculty member on activities other than course work during the current school year" increased slightly from 55% to 58% to 59%. Consistent over the three surveys, approximately 80% indicated they discussed career plans with a faculty member.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Staff members are appropriately qualified for their positions as defined in the relevant position descriptions. The search and hiring process, overseen by Human Resources, ensures only candidates having the appropriate qualifications are interviewed and hired. Confirming qualifications (degrees, areas of training/experience) by a review of official transcripts is an integral part of UToledo's recruitment process and on-boarding.

Professional development opportunities are available for professional staff such as attending regional and national conferences that include Association for Tutoring Professionals, International Writing Centers Association, National College Learning Center Association, and the National Tutoring Association.

The L.E.A.D. program, designed for emerging leaders, provides leadership skills, networking with leaders and colleagues, and an opportunity to create individual career development plans. It includes sessions led by senior leaders, individual plans based on a 360 feedback assessment tool, emotional intelligence inventory, coaching sessions, mentoring, and a strategic team

project. This program replaces the Staff Leadership Development program, a year-long program that had 70 participants between 2017-2020.

Staff members are provided up to eight credit hours of tuition waiver per semester to further their higher education/professional development. Outstanding Staff Awards are available as well.

The Professional Staff Association (PSA) provides professional development for staff. The Professional Staff Council, a subset of the PSA, maintains communications among PSA members, and provides reviews/recommendations on institutional policy as they relate to PSA.

The Learning Enhancement Center website provides a listing of all staff members and their qualifications, as does the Academic Enrichment Center, located on the Health Science Campus.

Tutors and supplemental instruction (SI) leaders are required to have a 3.5 cumulative GPA and have an A letter grade in the subject areas they are tutoring. All tutors are required to attend an initial four-hour training session on communication skills, learning styles and tutoring techniques. The training for SI leaders uses the University of Missouri, Kansas City training module for SI instruction. Supervisors observe tutors and SI leaders at least three times per semester. Professional development workshops and further training is available throughout the semester in a variety of topics based on real-time observations, tutor feedback and best practices.

Success coaches (also discussed in Criterion 4.C.) are full-time professional staff positions. All coaches must meet minimum qualifications to be hired and receive ~150 hours of training after hire; most hold a master's degree. Success coaches report to the assistant provost for student success and retention.

Academic advising in undergraduate programs is decentralized. Professional staff typically must have a bachelor's degree plus a specified amount of advising or related experience and stated skills (e.g. communication, technology) or a master's degree in a field of study in the college or program and stated skills. There is no centralized training for academic advisors; units train their own new staff with professional materials, shadowing, one-on-one instruction (e.g. on requirements and records systems) and observation with feedback.

Professional development is available for advisors through the Toledo Academic Advising Association (TACADA) affiliated with the National Academic Advising Association and through periodic webinars at their meetings.

Graduate student advising is primarily done by the major professor and thesis/dissertation committees. The College of Graduate Studies also provides regular status updates to the student, advisor and academic college.

Financial aid advisors are trained in many areas of financial aid for students that are full- or part-time providing information on scholarships, loans, loan deferment, debt/loan consolidation and more.

Qualifications applicable to other professional positions in Student Affairs include a master's degree from an accredited four-year college or university, major in higher education, counseling, business administration or a related field, and a minimum of one year of experience in higher education. Additional years of experience, or experience with increasing levels of responsibilities in supervising staff, program development and implementation, advising student organizations, facilities management, and/or budget management are needed for middle and higher-level positions, as well as a broad knowledge of student development theories and ability to apply theories of student development and leadership to practice and programming.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

1. The institution provides student support services suited to the needs of its student populations.

UToledo provides a variety of student support services to enhance the learning of our diverse student population including undergraduate and graduate students; new, transfer and online students; first-generation, underprepared, adult learners, military and other populations that vary in race, ethnicity, socio-economic status and geographic background. These aspects shape the support programs and services designed to meet the learning needs of our students.

Upon admittance to UToledo, all students are required to participate either in-person or online in an orientation program providing information about campus support services. New student orientation programs are customized based on category of student, new student, transfer student or re-admitted student and include time for students to interact individually with academic advisors to register for courses. Students receive instant access to the MyUT Portal, connecting them to additional resources and affording them the opportunity to become familiar with support services. All enrolled students are afforded support services that include academic advising, Career Services, accessibility and disability services, tutoring, and co-curricular engagement. These services are designed to assist students in achieving their educational goals while contributing to their growth and development. During Spring 2021, Career Services co-hosted four virtual job fairs, and 273 employers participated in events.

The Pre-Health Advising Center was established in Fall 2019 to specifically assist students planning to apply to professional health programs. In its first year, the office facilitated over 100 programs and 691 advising appointment, and also offered over $43,000 in scholarships.

Approximately 1600 students utilized UToledo's student food pantries, Rocket Fuel, during 2020-21. University data shows that 43% of students who used this service in Fall 2020 returned for classes in the spring.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

UToledo uses selective admission standards for colleges and/or programs requiring higher levels of preparation for success in first-year courses, and provides preparatory instruction and learning support to address students' academic needs. University College is the educational and service destination for personalized support of adult, military, online, transitional, and undecided students. The College guides undecided students in exploring majors and careers, and directs major-ineligible students into appropriate preparation for reaching their goals.

Along with exploring and degree-seeking students, University College launched three new programs for at-risk students to increase the overall retention and graduation rates at the University.

Exploratory Studies (ES) provides students who did not meet their initial program admission requirements a specific pathway to degree completion through a guided cohort model. The first semester students are enrolled in a first year experience core course, career and self-exploration, mathematics, and an interest core course. The goal is to increase the overall retention in Exploratory Studies, and to encourage major declaration by the end of the student's first academic year.

Retention rates for Exploratory Studies (ES) students are consistently lower than the overall undergraduate population (49.5% vs. 76.4%, for the 2018 cohort), in large part due to the risk factors associated with these students, who did not meet the entrance requirements for their preferred major. ES is also one of the most diverse majors at UToledo, with almost 48% URM and 60% Pell for the 2018 cohort data provided.

To improve retention of major-ineligible students in University College, all students admitted into the Exploratory Studies program are placed into a learning community around their major interest area (meta-major), with the goal of improving year one retention and successful placement into an academic major by the end of the first year. Within the meta-major learning community (MMLC), students will complete a series of courses intended to support a sense of belonging and community at UToledo, build academic success skills, and explore major and career interests; and receive personalized support from a coordinated team of instructors and staff.

Rocket Reboot is for any student placed on academic probation in University College. Students participating in the program experience an intrusive academic experience, including mandatory advising and success coach check-ins, presentations regarding tools and tips to become a successful student, and a mid-term check-in. The goal of the program is to prevent any further academic repercussions.

Rocket Recharge is an opt-in program for students facing the first suspension (one semester). A student may elect to waive the one-semester suspension and participate in the Rocket Recharge program. Students are required to participate in nine meetings throughout the semester with curriculum geared towards successful habits and mindset. Campus-wide resources participate throughout the semester to provide the students with successful habits to achieve above a 2.0 GPA.

Preliminary data on both the Rocket Reboot and Recharge initiatives is provided.

University College offers online programs of study with a flexible curriculum, customized to fit the needs of adult students. The Liberal Studies degree is designed for working adults, allowing students to integrate real-world experiences into their college education. The University Studies degree is designed to allow students to build an individualized bachelor's degree around his/her interests and goals.

ODHE establishes Prior Learning Assessment (PLA) guidelines for all Ohio's public higher education institutions and is outlined in University policy. Students choosing to earn credit through PLA are assigned a UToledo Faculty Mentor who works with the student and serves as the instructor of record.

The Military Service Center (MSC) serves as the primary point of contact for all military-connected students enrolled at the University. The MSC works collaboratively with key university service points to facilitate the transition to student life and to support the academic and career goals of military-connected students. Beginning in 2019-2020, several support programs have been put into place, such as the PAVE peer mentoring program for new incoming military connected students, to assist students throughout their academic career.

A Transfer Center was established in 2021 as a collaboration between the Academic and Enrollment Management divisions to support student transitions between institutions. The UToledo Transfer Promise provides students with timely application of credits to a UToledo degree after admission.

In Summer 2019, standing College Retention Committees (CRC) were convened in all undergraduate academic Colleges, and overseen by a University Retention Committee additional details can be found in 4.C.3.

Success coaching was first implemented at UToledo in August 2013, with a primary goal to increase the first-to-second year retention rate (full-time, first-time students) and the six-year graduation rate. While the current scope still includes these goals, there is also a concerted effort being placed on reducing equity gaps to improve student success between majority students and underrepresented minority students and Pell-awarded students, as guided by the university strategic plan and institutional plan for diversity and inclusion additional data is provided in 4.C.3.

In addition to success coaches, who serve as a constant point of contact for all undergraduate students with any questions or concerns at the university, each student is assigned an academic

advisor. Academic advisors help students stay on track academically to complete requirements for graduation. Success coaches work collaboratively with academic advisors and other professionals across the institution (financial aid, student affairs, etc.) to ensure students are supported and making progress towards degree while achieving personal and professional goals.

The [Learning Enhancement](#) (LEC) and [Academic Enrichment Centers](#) (AEC) provide free resources and services that support the needs of students by facilitating student engagement and collaboration, within both the face-to-face and online setting. Services include walk-in and online tutoring for mathematics, science, statistics, engineering, business and foreign language with over 17,000 visits for 2019-2020; [supplemental instruction](#) provided for ten courses with over 14,000 visits for 2019-20; academic workshops, and study resources and strategies. These resources help students foster self-directed learning that contributes to their academic success**.** Data collected by the LEC compared the fall-to-fall retention rates of first time, full-time students in 2018 to 2019. The retention rate for students who attended at least one tutoring session was 92% compared to 83% for their peer group who did not attended. As a result of these overall positive outcomes, the supplemental program was expanded to include Physics in 2019.

[TRIO Student Support Services](#) (TRIO SSS) provide a range of support services for students who have a full-time Pell grant, whose parents do not have a four-year degree, and/or have an identified disability. The average GPA for enrolled TRIO SSS students during AY1819 was 2.7; 33% of this cohort achieved a GPA of 3.0 or higher. Without TRIO SSS, eligible students typically achieve a fall-to-fall retention rate of 65%, in AY1819 SSS students had a retention rate of 88%. In a 2018-2019 survey, 74% of respondents, reported the highest level of support when asked to rate the level of support they received from TRIO SSS staff.

[Student-Athlete Academic Services](#) are available to all student-athletes, recognizing their unique needs. Over 300 student-athletes annually utilized the services since 2014-15. Programming and services include advising, tutoring, academic coaching and study tables, which are adjusted as needed to fit students' needs. UToledo athletes continue to be [top performers](#) in the MAC conference, with a [Spring 2021](#) grade point average of 3.343, and all varsity sports earning at least a 3.0.

3. The institution provides academic advising suited to its offerings and the needs of its students.

Academic advising services, including orientation, academic and career planning, course selection and graduation progress evaluation, are delivered to students by professional staff advisors, success coaches and career specialists in college-based centers, and by faculty in academic departments and programs. Models vary based on individual colleges' academic missions. Success coaches assigned to populations across colleges (adults and transfers, direct-from-high-school, Honors) contact students based on predictive tools like Starfish Early Alerts and evidence of transactional problems; assist them in developing goals and study strategies; and make appropriate referrals to opportunities and services. Advisors and coaches work to help the institution achieve the retention and graduation goals see 4.C for more details.

Advising for students is available through a variety of delivery modes. Critical tools for all advisors and coaches include the MyUT Portal ToolKits for Faculty/Advisors, Degree Audit Reports, Transferology, and Transfer Evaluation Services (TES).

Recently, targeted offices were created to provide specialized advising to students interested in health professions, and to those transferring into the institution.

The College of Graduate Studies (COGS) develops and delivers programming, both alone and in partnership with other units, providing opportunities for students to develop and enhance skills. These offerings supplement the more personalized advising the students receive from their faculty mentors or academic programs. Examples of COGS workshops and programming are provided.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

Infrastructure. UToledo provides appropriate infrastructure and state-of-the-art technology to support effective teaching and learning environments.

UToledo's Division of Technology provides appropriate infrastructure and state-of-the-art technology to support effective teaching and learning environments. This includes the following areas:

Banner, the enterprise system of UToledo, is a highly integrated system with a common database shared by all personnel including employees, faculty, students and advisors. This system operates enrollment, registration, financial aid, courses, grades and all the university's administrative systems. The new Banner 9 modules, adopted in April 2018, provide a user-friendly browser-based interface for students to complete most of their transactions.

UToledo's Authentication Domain (UTAD) account provides authenticated access to most of computing services using single sign-on. Highly secured systems utilize multifactor authentication, and secondary layer sign-on. Other security measures include full multi-layer anti-virus, firewalls at the network and server, Nexpose scanning and Splunk monitoring. Personal devices are managed via the mobile device management tools.

All staff, faculty and students have access to Microsoft Office 365. This includes an e-mail system, the full Microsoft Office suite using the latest Windows 10 environment, and 1TB of data storage in the cloud. As this system runs in the Microsoft cloud, it provides students to use the applications and access their data from any location at any time.

UToledo provides a robust wired and wireless network coverage across 100% of the enterprise locations. Student network access is continually monitored and expanded in all areas including parking lots, residence halls, student union and academic buildings. Remote access is available

using VPN, VDI remote desktop, and the UToledo Virtual Lab for accessing all student applications.

UToledo provides over 100 student computer labs, some available 24 hours, 365 days a year. All labs have a basic software configuration that includes Microsoft Office suite, MATLAB, SPSS, Adobe Creative Cloud, various media players and CAD software and other multimedia packages. Over 1,000 loaner laptops are available from most lab locations.

UToledo provides multiple remote working and collaboration tools. This include Cisco Webex, Microsoft Teams, ECHO 360, Mediasite and Blackboard Collaborate. These tools provide for remote virtual meetings, as well as distance learning courses.

Finally, UToledo operates all technology under a strong process management concept using ITEL 4.0 principles. This enables reliable and high-performance delivery on a 24 x 365 basis. To support this delivery, there over 150 student employees, who are IT and computer science majors, which allows the Division of Technology to provide experiential learning to supplement the academic programs.

Classroom Support. General purpose classrooms have basic media configurations, ranging from one-instructor workstations, internet, projectors and screens; over 100 classrooms have more advanced configuration with document cameras, LCD screen, electronic screens, Crestron touch-panel control systems for lights and sound, high-tech audio systems, wireless microphones, lecture capture and audience response systems to allow student interaction. Five active learning classrooms have been added to the main campus.

The number of technology-enhanced classrooms centrally scheduled and permanently equipped has increased over time. Complete, current [details on classrooms](#) is provided.

In response to COVID and an increased demand for remote teaching, [Classroom Support Services](#), in conjunction with UToledo Online, ensured that all classrooms had updated computers to handle the higher demand for synchronous teaching while also capturing each class. Approximately 80% of computers were upgraded with new webcams and webcams were added to every classroom for lecture capture and synchronous teaching to in class and online. Document cameras were installed in every room that were integrated with computers to ensure that content was available for capturing as well as with the collaboration software. Classroom Support Services continues to upgrade technology and instructional media to keep pace with faculty needs and emerging trends.

Online Learning Support. [UToledo Online](#) oversees and coordinates UToledo's online education efforts, assisting departments and colleges administer and deliver online programs and online and blended courses. UToledo Online assists faculty in the creation of effective online environments through an instructional design and development department, educational technologists and academic technology personnel. UToledo Online also maintains the infrastructure necessary for effective management of curricula online and face-to-face.

Information Resources, Electronic Databases and Libraries. The University Libraries enrich the student learning experience, facilitate research at all levels, and engage the community. The University Libraries consist of three service locations: William S. Carlson Library, which includes the Ward M. Canaday Center for Special Collections, and the Raymond H. Mulford Health Science Library. Administered separately is the LaValley Law Library.

The University Libraries serve undergraduate, graduate, and professional students, faculty and researchers worldwide, supporting teaching, learning, research and engagement through its collections and services. Collections include electronic resources, printed titles, media, government documents, and special collections, including archives, manuscripts and rare books. The collections' scope expands through our cooperative partnerships, including OhioLINK, the Northwest Ohio Regional Depository, the Toledo-Lucas County Public Library, the Toledo Museum of Art Reference Library and the interlibrary loan service. Reference and research services are provided through a variety of methods. Library faculty provide information literacy instruction for learners at all levels, from introductory to advanced. Library faculty have taught credit-bearing courses in multiple colleges, worked with faculty to tailor course-integrated instruction, and individually consulted with students (694 instructional sessions and 9,283 participants in 2019-2020).

University Libraries noted an increase in [Reference Services statistics](#), both in-person and online. As a result, four Reference Assistants were hired to help manage and provide additional services across campus supporting the University Libraries mission to drive excellence in life-long learning, discovery and engagement. Additionally, the Libraries engage the community through special programs, original and award-winning exhibitions, and its collection of manuscript materials. Part of the strategic plan involves infrastructure and enhancing library resources, and a corresponding [needs assessment](#) was conducted. As part of a multiyear $7 million renovation completed in 2018, Carlson Library transformed its spaces to be more innovative, inclusive, and student-centered. This included the addition of 47 group study rooms and 16 active learning areas, collaborative workspaces, the LTC Thomas J. Orlowski '65 Veterans Lounge,dedicated reading and student organization rooms, as well as a Starbucks on the 2nd floor. Other spaces have been devoted to display student art, wall murals created through the library's experiential learning program, and an outdoor sustainable Ohio native prairie as part of a service learning and campus outreach opportunity. Renovations to the Mulford Library on the Health Science campus in 2019 also include new collaborative study spaces.

The LaValley Law Library provides a variety of services to support the teaching, scholarship, research and service programs of the law school. The library is open six days a week (72 hours/week) during Fall and Spring semesters. Two reference librarians have graduate library degrees and three have law degrees from ABA-accredited law schools. The law library is a member of OhioLINK, and most of the library's databases are available remotely to law students and faculty. Extensive interlibrary loan services are available. The library also includes a computer laboratory and individual and group study rooms for law students.

Teaching and Learning Spaces. Since 2016, the University has invested over $10.8 million for improvements to teaching and learning spaces. On the Main Campus, over $7.16 million was provided to renovate laboratories and classrooms throughout campus to provide active learning

capabilities and to improve utilization per the [Multiple Campus Master Plan](). These expenditures included $3 million for the first phase of a three-phase project to convert manufacturing space into classroom facilities, which will allow for the elimination of one classroom building. On the Health Science Campus, over $3.65 million was spent in renovating classrooms, student computer/study labs, and other class/laboratory settings in the Health Education Building, Health Science Building and Mulford Library.

UToledo provides an exceptional variety of innovative learning environments on and off campus, including:

- The Lake Erie Center, 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.
- The University's Stranahan Arboretum, a 47-acre off-campus site consisting 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.
- The Plant Science Research Center (PSRC) undertakes basic research in plant biology with an emphasis on plant molecular biology, nutrition, pathology, bioremediation, and ecology. The PSRC instructs students from undergraduate through post-doctoral levels; develops, in collaboration with other academic, government and industrial partners, technologies for transfer to the public and private sectors; and serves as a regional and global resource for research in the plant sciences.
- Center for Performing Arts (CPA) houses the Department of Music and the Department of Theatre and Film. Music performances take place in the Recital Hall; expanded band and choral rooms serve the needs of small and large classes and ensemble rehearsals. Theatre productions take place in the Center Theatre, with fully equipped scenic and costume shops serving as teaching and production spaces for students and staff. The Lab Theatre has been renovated into a dedicated Film/Video studio space, and all three areas utilize specialized computer labs for hands-on student learning.
- Classrooms in the Center for Visual Arts house almost all courses in art history and art education.The Center for Sculptural Studies houses the metals foundry and has studio space for sculpture, ceramics, installation and design classes. Digital Studio and the Haigh Auditorium offer state of the art spaces for visual arts instruction. The CVA Gallery is the home of student, faculty and visiting artist exhibitions throughout the year.
- Toledo Museum of Art's Reference Library is an art research library reflecting the museum's collections and exhibitions. It serves as the library for UToledo's Department of Art and maintains a circulating collection for students, faculty and Museum members. In addition to books, periodicals and DVDs, resources include access to art auction databases, an artists' index to exhibitions held at the Museum since 1901, documentary information on the Museum's collections, vertical files on more than 20,000 artists, and research assistance.

Clinical sites. Academic programs requiring clinical practice sites (in colleges including health sciences, medicine, nursing and pharmacy) work to ensure adequacy of available sites. This is evidenced by the continued and full accreditation of these programs. An [Affiliation Agreement](#) between the College of Medicine and Life Sciences and ProMedica has expanded the sites available for students in health-care-related programs.

Sources

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

The institution provides quality education, wherever and however its offerings are delivered. The appropriateness of all degree programs, including general education, are supported by the broad engagement of faculty in the development, review, and approval process for programs and courses as well as the teaching and assessment of students' learning and a continuous improvement process. Student learning outcomes are articulated for the institution. Courses and programs address the depth and breadth of knowledge acquisition and skills appropriate for a comprehensive research university. UToledo has highly qualified faculty and staff and offers ongoing support through training, mentoring and professional development opportunities. Our faculty have received commendations, both on and off the campus, for their outstanding research, teaching and service.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

1. The institution maintains a practice of regular program reviews and acts upon the findings.

Program review at UToledo is a data-driven process to assess the overall quality and operational health of programs. Degree program reviews are conducted every seven to ten years and externally-accredited programs may schedule a program review to help prepare for an upcoming accreditation visit. The review process focuses on program quality and efficiency, incorporating elements from the HLC and the Ohio Department of Higher Education (ODHE).

The Assistant Vice Provost for Accreditation and Program Review provides oversight for the process and maintains a schedule of reviews. Details about the process are described in the [Academic Program Review Manual](#) and are [illustrated](#). Major steps of the process include: (1) the self-study which consists of an internal review completed with input from faculty and students; (2) the site visit completed by an external review team that includes meetings with the

Provost, dean, program leadership, faculty, staff and students; (3) the external review report; (4) the program response to the review report; and (5) action plan implementation and follow-up. Reviews occur at the individual program level or are grouped into departments or colleges, when applicable. Additionally, some centers and offices have also undergone program review per request.

The program review process was established in 2012, and since that time several improvements have been implemented. The self-study template and corresponding questions for external reviewers were revised to include specific references to HLC criteria, and questions were added for programs to explain how their program review results link to strategic planning. In 2017, the Provost established a faculty-led University Academic Program Review Committee (UAPRC) to identify, track, and document actions that result from program review. Membership of the UAPRC includes representatives from Faculty Senate, Graduate Council and the University Assessment Committee as well as an *ex officio* member from the Office of the Provost.

The UAPRC provides the Provost with a memo that summarizes strengths, challenges, and action items identified during external review and the subsequent program response. The Provost and chair of the UAPRC meet with the dean and program leadership to review the summary and agree on a final set of action items that link the program review results to institutional and program planning, assigning a responsible party for each action item. Subsequent self-study reports will address progress toward achieving the identified action items. The UAPRC follows up with programs to track the progress of action items. While the follow-up process is still being refined, over 78% of programs responded to a follow-up request in Summer 2021, reporting actions that had occurred since the review.

Sample documents of a completed self-study, external report, program response, UAPRC memo, and final memo are provided. In addition, the UAPRC also creates an annual report which is discussed with the Provost, and typically presented at Graduate Council and University Assessment Committee meetings. Additionally, program review documentation is required as part of the Faculty Position Request Form that departments submit to the Office of Academic Finance and Planning when requesting new positions.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

Credit for Prior Learning Assessment (PLA) is awarded through the documentation of college level learning by the student under the direction of a faculty assessor. The faculty assessor is assigned by the appropriate department chair based upon the subject expertise of the faculty. The faculty assessor awards a grade for evidence of college-level learning through PLA. The student earns the credit hours for the course as approved through the Faculty Senate's curriculum approval processes. Credit for Prior Learning is covered under University policy.

PLA credit for military transcripts, standardized tests, and industry certificates and credentials are initiated through the Registrar's Office transfer credit service. Students are responsible to submit the official documentation to the Registrar's Office for evaluation. The University utilizes

third-party evaluation of credit as directed by the ODHE. In support of institutional work across the state in PLA, the ODHE developed Military Transfer Assurance Guides (MTAGs) providing a statewide guarantee that certain types of military training, experience, and/or coursework align to existing college and university courses and will be awarded appropriate credit.

Students who choose to use standardized tests such as CLEP work with the Testing Services Center. Students can arrange to take standardized tests through the Testing Services Center with the results sent directly to the Registrar's Office. The State of Ohio establishes guidelines for application of CLEP scores to college level courses guaranteed to transfer between Ohio's public postsecondary institutions.

UToledo's procedures for the acceptance of Advanced Placement (AP) require the student to provide results of the AP exam to the University of Toledo. If the student receives the required score to award credit for a particular exam, the registrar assigns the appropriate credit and course equivalencies.

High school students who enroll in International Baccalaureate courses may submit results of their exam scores to the offices of admission and the registrar as part of their application for admission. On recommendation of the departments concerned, full college credit may be granted for work performed.

A "Service Learning" course designation was adopted by Faculty Senate in 2018. Resources are provided through the Provost's Office including a syllabus guide and a rubric.

3. The institution has policies that ensure the quality of the credit it accepts in transfer.

UToledo follows the Transfer and Articulation policies set forth by the state of Ohio.The application of Ohio's Transfer and Articulation credit is under the direction of the Registrar's Office.

The ODHE specifically address third party evaluation of credit transfer under Appendix X, Guidelines for the use of Third Party Evaluative Services, of Ohio's Transfer and Articulation Policies.The state of Ohio recognizes the value of third-party evaluation services such as, but not limited to, the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS). Currently, for the evaluation of military training, experience, and coursework, use of the ACE recommendations is an institutional requirement.

Transfer of general education courses follow the guidelines of the newly revised Ohio Transfer 36 (OT36, formerly the Ohio Transfer Module or OTM), which requires the University to accept all OT36 approved coursework from other Ohio institutions of higher learning. Common major courses that are approved through the state's Transfer Assurance Guides (TAGs) are also automatically accepted for credit. In addition, the state has developed Guaranteed Transfer Pathways for most traditional majors to further ensure seamless transfer. Panels comprised of faculty from across the state, selected through a nomination process, recommended course progressions for each major pathway, after consolidating input from all institutions. Institutions

then mapped their specific courses onto each pathway. UToledo pathways are posted on its [website](#).

The state offers similar transfer guidelines for [career and technical](#) credit transfer, and has expanded the initial program to include [additional courses and guidance](#), and also began offering transfer credit for [military experience](#).

Evaluation of transfer credit that does not fall under the state's OT36 or TAG categories is done by the UToledo department that houses that program of study. Results are entered into transfer tables maintained by the Registrar for future reference. The results of all transfer credit evaluation are transcripted to the academic record of the student. The [credit evaluation](#) is available to the student and their academic advisor, who work together to plan the remainder of the student's program of study.

UToledo maintains and exercises authority over the quality of the dual credit program and ensures that dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. As a public institution, UToledo participates in Ohio's [College Credit Plus Program](#) (CCP) as outlined in [Ohio Revised Code Chapter 3365](#) and all corresponding rules governing this program.

Evaluation of graduate transfer credit is covered under [University policy](#). The policy identifies conditions for acceptance of graduate transfer credit and notes that such credit must come from appropriately accredited institutions and other academic institutions of high academic standard including military colleges.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The [process](#) for adding new or modifying existing courses and programs includes a review of program need, current curricular structure, pre- and co-requisite requirements and course rigor in regard to course level. Curricular changes typically begin with faculty in the department or program, and then move to the college for approval. New and modified existing undergraduate *courses*, once approved through the college committees, are reviewed by the [Faculty Senate Committee on Undergraduate Curriculum](#), which includes faculty representation from all undergraduate colleges, before being reviewed and approved by Faculty Senate. New and modified existing undergraduate *programs*, once approved through the college committees, are reviewed by the faculty on the Faculty Senate [Committee on Academic Programs](#) prior to review and approval by Faculty Senate.

Graduate courses and programs, both new and modified, move from college approval directly to the [Graduate Council Curriculum Committee](#).

The final approval for new or modified courses and programs is with the Provost, who upon approval forwards to the Registrar for implementation. New programs require additional steps after the Provost's approval. UToledo's Board of Trustees must approve before submission for state approval at undergraduate or graduate level, before submission to the HLC, if necessary.

The university recently invested in Courseleaf software to better track the curricula approval process. This product was originally purchased in 2018/19 to host the University catalog (CAT) and in 2019 the the Curriculum Inventory Management system (CIM) was launched. This software replaced a home-grown curriculum tracking system which did not offer the interaction needed between the system and university academic database. This integration allows for greater transparency and ease of use in the curriculum development and approval process.

Institutional mechanisms ensure that expectations for student learning exist and policies address expectations for student learning. UToledo faculty determine assessment methods that are most effective in demonstrating and documenting learning outcomes of each course. Expectations for student learning are established in the program's student learning outcomes, and the new CIM/CAT system allows us to collect, edit and post the program student learning outcomes in the catalog for clarity, as shown in provided samples. Program faculty determine the rigor and content of each course to support these outcomes at the appropriate bachelor, masters or doctoral level. Program expectations are communicated to students in a variety of ways including program websites or handbooks. Course expectations are primarily communicated via the course syllabus.

The university-wide syllabus template was adjusted for emergency remote learning in 2020 to include new policies and procedures resulting from COVID-19. The original template and the revised COVID-19 template both include a description of the course, meeting times, student learning outcomes, schedule of activity and student requirements inside and outside of class time, assessment strategies, grade scales and other information to enhance communication with students.

UToledo maintains access to learning resources for students with a variety of virtual and physical learning resources including the Carlson Library on Main Campus (MC), which is home to the Learning Enhancement Center, Academic Support Offices, and Writing Center, and on the Health Science Campus (HSC) the Mulford Library, which houses the Academic Enrichment Center. Other academic support services include the Office of Accessibility and Disability Resources and testing services (designated testing offices exist on both MC and HSC), TRIO Student Support Services, and the Lloyd Jacobs Interprofessional Immersive Simulation Center. Additional online resources available to all university students include the UToledo Virtual Lab, wireless access in the residence halls and buildings, an online/blended learning support help desk, facility computer labs and meeting rooms for studying.

Areas serving large populations of students, such as University Libraries, may conduct surveys concerning their academic needs and review student usage to ensure scheduling, equipment and programming aligns with student needs. Enhanced college-specific resources include the McQuade Court Room in the Paralegal Studies program, state of the art labs in the College of

Health and Human Services, a [maker space](#) in the Department of Art, as well as various computer labs throughout the university.

UToledo faculty must possess the credentials required by [ODHE Guidelines](#) for instructors of higher education, as well as [UToledo Policy](#) on University evaluation of faculty qualifications. The Office of the Provost maintains faculty CVs and transcripts, verifying accuracy and currency at the time of hiring. Updated CVs are required annually through the faculty review process for full time faculty, and with each hiring appointment for adjunct faculty. The Provost approves departmental requests for hires based on equivalent experience.

As discussed in 4.A.3, dual undergraduate credit in the State of Ohio follows the regulations of the [College Credit Plus](#) (CCP) dual credit program for Ohio students in grades 7-12. Students who have been accepted into this program can take courses on campus in person, online, or in their high schools. [Ohio Administrative Code](#) requires that high school teachers providing instruction in college level courses in the secondary school shall follow the same course syllabus and learning outcomes, and use the same textbook, materials, and assessment as the college course delivered on-campus. The expectation remains the same for all courses delivered by instructors for a college course regardless of any changes affecting the course delivery. High school teachers and college faculty/staff work together to overcome any logistical or access issues.

According to the Code, high school teachers must meet qualification requirements to be the instructor as set forth in [guidelines](#) established by the Chancellor of ODHE. The high school teacher's qualifications are reviewed by the department, prior to being reviewed and verified by the Office of the Provost, who maintains a file on each teacher which consists of the individual's CV, transcript (evidence of the master's degree in discipline or 18 credit hours (minimum) in the subject area) and Provost's appointment approval. UToledo also provides CCP high school teachers with mentors and/or professional development as part of their appointment. The oversight of professional development moved in 2020-21 from Enrollment Management to the Provost's Office.

[Toledo Early College High School](#) offers Toledo Public Schools (TPS) students a chance to accelerate into college courses at UToledo. Students can earn up to 60 college credits during the four-year high school experience, and college-level courses and required textbooks are provided a no cost to students. College courses qualify for dual credits, allowing them to be recorded on both their high school (TPS) and and college (UToledo) transcripts.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

In addition to HLC accreditation, over 80 programs, colleges and centers across the institution maintain [external accreditation](#). A full listing of all accredited programs and the corresponding documentation is maintained by the [Office of Assessment, Accreditation and Program Review](#) in conjunction with the programs. Programs with external accreditation may use the program review process to prepare or maintain their accreditation. The Office of the

Provost works with deans and program leaders to review documents prior to submission, and accreditation documentation is requested when new faculty hires are requested.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

In accordance with federal regulation, the Office of Institutional Research created a dashboard to track a variety of metrics, including student success. In an effort to centralize student outcomes publicly available, UToledo's student outcomes website provides snapshot data from the First Destination Survey, described below, as well as other relevant data points.

As outlined in the Alumni Engagement Policy, the UToledo Alumni Association, housed in the university's foundation, serves as the official organization for alumni. This office tracks alumni who opt to remain in touch over the long term and makes the information available to programs upon request, making it possible for them to know what a subset of their alumni are doing post-graduation. There is, however, no standard process used by all programs to track alumni success, and the need for such a system continues to be flagged, as in the 2019-20 University Academic Program Review Committee Annual Report which included this under Summary of Common Themes: "Strong need to improve tracking of alumni; data on graduate placement and post-graduation success is needed and should be documented."

Five years ago, as part of the effort to address the need to improve alumni/graduate tracking, the Career Services office began administering the First Destination Survey (FDS) to graduating students. At this point, as the name suggests, the survey only provides information about what students plan to do immediately upon achieving their degree, but the office is currently working on the development of follow-up surveys, with the first one being administered 5 years post-graduation. In 2021, the survey began to be administered by IT through a Power BI Dashboard. The dashboard, available to UToledo faculty and staff, features real-time searchable data, that can be filtered by college and major levels, as well as by gender, ethnicity, and work authorization. A publicly available snapshot of this data is available on the Student Outcomes website.

Some professional colleges and programs have a more systematic process for tracking their alumni. These colleges track a variety of metrics and licensing standards to ensure graduating students are ready to enter their professions, which further provides affirmation to their professional accreditors and prospective students, that their programs are effective in their student preparation.

Sources

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- Academic Program Approval Undergraduate Ohio Higher Ed
- Advanced Placement Credit Acceptance

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- Carlson Library
- Center for Experiential Learning & Career Services
- Chancellors Council on Graduate Studies CCGS Ohio Higher Ed
- CHHS Research Teaching Labs
- Classroom Support Services
- College Credit Plus Ohio Higher Ed
- College Credit Plus Pathways UToledo Website
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- College Level Examination Program CLEP Guidelines
- College Reported Licensure-Cert-Passage Rates
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- Curriculum flow
- Curriculum Tracking Tool
- Facts at a Glance Dashboard_All Tabs
- Faculty Position Request Form
- Faculty Senate Constitution Appendix and Rules
- Faculty Senate Constitution Appendix and Rules (page number 14)
- Faculty Senate Constitution Appendix and Rules (page number 15)
- Faculty Senate Constitution Appendix and Rules Committee on Academic Programs
- Faculty Senate Constitution Appendix and Rules Committee on Undergraduate Curriculum
- Faculty Senate Minutes 04-14-2015
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- Graduate Council Bylaws (page number 6)
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- Graduate Council Bylaws Curriculum Committee
- Guaranteed Transfer Pathways Ohio Higher Ed
- International Baccalaureate Courses
- Interprofessional Immersive Simulation Center
- Learning Enhancement Center
- Learning Outcome Samples Engineering and MedChem
- Library Memo describing student input
- Maker Space Women and Philanthropy UTNews Article
- McQuade Courtroom Mock Trials
- Military Transfer Assurance Guides Ohio Higher Ed
- Mulford Library
- ODHE Academic-Program-Review-Guidelines Highlight Faculty Credentials
- ODHE Academic-Program-Review-Guidelines Highlight Faculty Credentials (page number 13)
- ODHE Directive 2010-016, Semester Credit Hour

- ODHE ThirdPartyMemo_Oct2020
- Office of Accessibility and Disability Services
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- Ohio Administrative Code Rule 3333-1-65.4
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- Ohio Higher Ed CTAGS
- Ohio Higher Ed Secondary Career Technical Alignment Initiative
- Ohio Higher Ed Transfer and Articulation Policy
- Ohio Revised Code Chapter 3365
- Ohio Revised Code Chapter 3365 Section 3365.11 Credentialing
- Ohio Revised Code Corresponding Rules 3333-65-1 through 3333-65-10
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- Ohio Transfer Module Guidelines and Learning Outcomes
- Prior Learning Assessment
- Program Review Manual 2021-22
- Program Review Sample Documents
- Program Review Summary 9-2021
- Program_Review_Template21-22
- Questions for External Reviewers21-22
- Service Learning Course Resources
- Service Learning Course Rubric
- Service Learning Criteria and Procedure
- Student Disability Services
- Student Outcomes Website
- Surveying Graduates-Examples
- Syllabus examples
- Syllabus Template Fall 2021
- Syllabus Template University Teaching Center
- Toledo Early College
- Toledo Early College website
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- Transfer credit approval process - COGS examples
- Transfer Credit Evaluation Process
- Transfer Credit Policy-Grad
- Transferology website
- TRIO Student Support Services
- UAC May 2021 Meeting Minutes
- UAPRC Action Items Responses
- UAPRC Agenda and Meeting Notes 04-22-2021
- UAPRC Annual Report 2019-20 Highlight Alumni Tracking
- UAPRC Annual Reports
- UAPRC Charge-March 2017
- UAPRC for Web 3-2021
- UT Policy 3364_55_05 Alumni Engagement
- UT Policy 3364-71-17 Credit for Prior Learning
- UT Policy 3364-72-11 Faculty Qualifications

- UT Policy 3364-77-06 Transfer of Credit to Graduate Degree
- UT Policy no. 3364_77_01-1 Graduate student academic dishonesty
- UT Policy no. 3364-70-04 Student Code of Conduct
- UT Policy no. 3364-71-04 Academic Dishonesty - Undergraduates
- UT Policy no. 3364-71-17 Credit for Prior Learning
- UT Policy no. 3364-77-06 Transfer of Credit to Grad Degree
- UToledo Health Science Campus Testing Center
- UToledo Individual Program Accreditations and Endorsements
- UToledo Main Campus Testing Services
- Virtual Lab
- Writing Center

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

UToledo establishes the assessment of student learning as an integral component of teaching and learning through the [Assessment of Student Learning policy](#), and corresponding [procedure manual](#).

Outcomes for Student Learning. The university's commitment to improving student learning is grounded in multiple aligned sets of outcomes for student learning. The outcomes for student learning at the [institutional](#) and [program](#) levels are publicly displayed on the institution's website. Each individual academic and co-curricular program has established program learning outcomes defined in their assessment plan. New academic program and course proposals, and those requesting approval for substantive modifications are required to include learning outcomes in the curriculum management system. Program learning outcomes are displayed publicly in published assessment plans and in the student course catalog. Course learning outcomes are required on all syllabi. Academic program curriculum maps demonstrate the alignment of courses to program outcomes. Individual assessment plans document the alignment of academic and co-curricular program learning outcomes with institutional learning outcomes. [Sample plans](#) show the assessment plan template requires co-curricular outcomes align with national standards, such as the [Council for the Advancement of Standards in Higher Education](#) (CAS), or other appropriate professional association standards or guidelines.

In response to feedback from the 2016 HLC site visit, the University Assessment Director and the Student Affairs (SA) liaison to the [University Assessment Committee](#) (UAC) met with each of the SA offices in the spring of 2019 to review assessment plans and reports. The goal of these meetings was to discuss how to distinguish student learning outcomes from operational and programmatic outcomes. To further assist co-curricular programs, the UAC hosted a [CAS Standards workshop](#) in June 2019. Gavin Henning, former president of the CAS governing board, led the event designed to help co-curricular programs align their student learning

outcomes with both the CAS learning domains and dimensions and the UToledo institutional learning outcomes, and to provide a framework for future co-curricular program reviews.

In summer 2020, the UAC formally adopted an institutional definition of co-curricular learning. In the spring of 2021, the leadership of the UAC met with each of the college deans/divisional leaders. One of the discussion items addressed whether or not the service units identified as co-curricular programs aligned with the new definition of co-curricular learning. The review led to a reduction of service units hosting co-curricular programs reporting to the UAC. Most of the colleges indicated that the student learning outcomes supported by their service units were tied to credit-bearing courses, and did not align with the new definition of co-curricular programs. Other service units reorganized their reporting structure. For example, in Summer 2021, SA began reviewing and reporting assessment data as a division by three major themes: student employment, living learning communities, and student leadership; examples are provided.

In 2017, the university collaboratively developed clearly-stated institutional student learning outcomes (ISLOs) to provide a structure for measuring student achievement regardless of academic program of study. The goal of developing ISLOs was to anchor student learning across both curricular and co-curricular programs into five broad categories: (1) Specified Knowledge, (2) Broad and Integrative Knowledge, (3) Intellectual Skills, (4) Civic and Global Learning, and (5) Applied Learning. The outcomes framework is based on the Lumina Foundation's Degree Qualifications Profile, and may be used at the level of the institution to demonstrate how well our graduates achieve competence in basic categories of student learning. The Faculty Senate also maintains a distinct set of student learning outcomes for the core curriculum: communication; personal, social, and global responsibility; critical thinking and integrative learning; scientific and quantitative reasoning and literacy; and information literacy.

Academic and Co-Curricular Program Assessment. The UAC leads and sustains the institutional process for the assessment of student learning and for achievement of learning goals in academic and co-curricular offerings. The committee consists of liaisons from each college and service unit that maintain responsibility for academic program and co-curricular program student learning. The group is charged by the Provost to design and maintain the assessment process, and to provide feedback to individual programs on their assessment initiatives. Each academic program and co-curricular service unit publishes an assessment plan and completes an annual assessment report. Sample plans and reports are provided.

Beginning in January of 2020, academic programs were required to develop a curriculum map if they did not already have one in place. A map template for co-curricular service units was also developed, but not required by the UAC. All academic programs were required to submit a curriculum map with their assessment plan, and provide a current map with their assessment report. A campus-wide workshop was offered to department chairs and other academic leaders to explain the purpose of a curriculum map and to introduce the institution's curriculum map template. Additional individualized support for curriculum map development is provided by the University Assessment Director. Sample curriculum maps are provided.

These plans, annual reports, and curriculum maps (academic programs only) reflect the assessment practices in all academic and co-curricular programs at UToledo. They serve to

document the collection of evidence of student learning, and the subsequent analysis of the data by faculty and/or staff. The reporting process also records the history of how each program uses what they learn to help inform decisions to improve and maintain the quality of their program. The UAC liaisons, in conjunction with their college assessment committees or other designated assessment leaders within the college/unit, review the assessment reports annually and provide feedback to the individual programs about the clarity of their SLO statements, the assessment measures, results, and actions taken to improve the program. The liaisons complete an annual evaluation report (examples provided) that summarizes the feedback to individual programs and analyzes trends within their college/service unit. Academic programs using the institution's curriculum map template also receive feedback from their liaison on the alignment of courses and co-curricular elements with program SLOs, clarity of increased proficiency in achievement of program learning outcomes, and the synergy between assessment plans and maps in identifying formal assessments at key points in the program's curriculum.

At the conclusion of each program assessment cycle, the UAC hosts an annual retreat to review all of the reports collected from the academic and co-curricular programs, and other institutional data related to student learning, such as the National Survey of Student Engagement results. The UAC produces a summary letter of their findings to the Provost with recommendations based on the overarching themes extrapolated from the data. The 2021 retreat was canceled due to COVID-19 and was replaced by individual meetings between UAC leadership and college deans/service unit leaders. The 2021 summary letter to the Provost was based on feedback from those meetings, and a presentation was made to the deans.

Program-level assessment plans and reports are designed to be used as evidence of student learning in the evaluation of each program through the program review template. College-level evaluation reports are designed to inform the deans and co-curricular leadership about student learning as they evaluate the effectiveness of their colleges through the college annual report process.

Recent feedback from the University Academic Program Review Committee indicated gaps in evidence of assessment of student learning in multiple academic programs. In response, the UAC conducted a comprehensive evaluation of the academic program and service unit assessment plan and report templates in Summer 2020. New templates were developed to improve the quality of submissions, emphasize the relationship between the assessment of student learning as evidence for program review, and reframe assessment as a longitudinal process to inform strategic planning and curricular and co-curricular improvement. Changes to the templates included developing a long-term schedule aligned with a program's individual program review cycle, and two report forms - one for annual data, and one designed to review and respond to multiple years of data. Wording in the program review template will be revised to align with new assessment templates currently being established.

Core Curriculum Assessment. The Faculty Senate Committee on Core Curriculum (general education) oversees core curriculum program assessment. Because courses contributing to the core curriculum are hosted by multiple departments, assessment data is collected from individual courses. Departments contributing courses to the core curriculum complete an annual assessment report for each Ohio Transfer 36 (formerly, Ohio Transfer Module) course taught in the

curriculum. The report documents the alignment of the course student learning outcomes with the core curriculum student learning outcomes, measures used to assess student learning relative to that outcome, and the percentage of students who either met, exceeded, or did not meet the intended outcome. The departments are also asked to describe the actions taken to improve the course based on their analysis of the results.

In 2019-2020, the Faculty Senate Committee on Core Curriculum conducted a longitudinal analysis of the core curriculum reports to review and address some of the challenges with the current process, and presented their findings to the Faculty Senate. Based on the work of the committee in the previous year, the chair requested permission and support from the Provost to conduct a comprehensive program review of the core curriculum during 2020-2021. The committee noted a need to address shortfalls in their assessment process and determined that to do so within the broader context of an evaluation of the program was warranted.

The core curriculum committee developed an internal system to review samples of student artifacts aligned with each core student learning outcome. The committee appointed a task force in the spring of 2019 to create a rubric to review student artifacts from the courses aligned with the critical thinking and integrative learning student learning outcome. Although COVID-19 delayed the collection of student artifacts, the rubric was developed and an internal review of the student work was conducted in Spring 2021. The same student artifacts were submitted to the Valid Assessment of Learning in Undergraduate Education (VALUE) Institute for their winter 2020-2021 review. The core curriculum committee's work to develop both an internal review and to use the VALUE Institute to review the impact of the core curriculum on student learning is helping to lay the foundation for a more robust institutional assessment process. As part of the overall strategy to assess student learning at the institutional level, the core VALUE Institute data is compared to the previously collected 2019 VALUE Institute data for undergraduate capstone work.

Institutional-level Assessment and Support. The development of institutional student learning outcomes in 2017 was the first step in creating a comprehensive framework to assess student learning across multiple levels of the institution. The initiative is supported by the institution's strategic plan, which identifies the alignment of the institutional student learning outcomes with program outcomes as a measure of support for student success and academic excellence. As of April 2021, 92% of academic and co-curricular programs aligned program-level and institutional-level SLOs in their assessment plans.

As the university continues its implementation of alignment to the institutional student learning outcomes, the UAC made several modifications to its approach for assessing student learning at the institutional level. The committee replaced the Collegiate Learning Assessment (CLA) with the VALUE Institute in an effort to collect and review a more authentic representation of student artifacts. The first sample of student artifacts related to critical thinking from several undergraduate capstone courses was reviewed in the summer of 2019. The committee plans to compare the VALUE Institute results of the capstone work from 2019 with the core curriculum samples to be submitted in winter 2020-2021. In addition, the committee began to expand the internal review of student artifacts from the core curriculum courses to compare artifacts from capstone courses aligned with the same institutional learning outcome.

The UAC's 2020 template revisions include a tool that allows the institution to more easily report on student learning at the institutional level. Program level reports use a [stoplight flag system](#) to help individual programs visually recall the status of student achievement by outcome as they review data across multiple years. The same stoplight feature is used in a reporting tool that allows the UAC to review the status of student learning by institutional outcome across colleges and co-curricular service units.

The University regularly participates in the [National Survey of Student Engagement](#), and recently began administrating the [Beginning College Survey of Student Engagement](#), which is discussed further in 4C.

The Office of Assessment, Accreditation, and Program Review offers regular and substantive support to help faculty and staff write effective learning outcome statements, and to improve the alignment between course-embedded assessment and program learning outcomes. In 2017-2018, the University Assessment Director reviewed all academic programs' student learning outcome statements and offered feedback to departments, based on Bloom's taxonomy, for writing observable and measurable learning outcomes. In 2019, with the implementation of the new curriculum information management system (CIM), the institution [added a prompt](#) directing faculty entering student learning outcome statements for new courses and new academic programs to consult the office for support in developing observable and measurable SLO statements. The University Assessment Director offers direct instruction and feedback on writing effective learning outcome statements through individual consultations and [workshops](#) with faculty members. The office also reviews and provides feedback to departments on the required elements of their syllabi, including course student learning outcomes statements. In Fall 2019, all course syllabi affiliated with the [core curriculum](#) were reviewed.

UToledo is also actively developing mechanisms to help increase the transparency of the assessment process. All new courses and program proposals are required to include student learning outcome statements as they are entered into the [CIM system](#). The institution publishes program student learning outcomes in the academic catalog. The assessment plans for each academic program and co-curricular service unit [are available](#) on the assessment website. The assessment reports are secured, and archived in the online assessment tracking tool. All faculty and staff members may review reports by using their UTAD credentials to access the system.

2. The institution uses the information gained from assessment to improve student learning.

Individual academic programs and co-curricular service units use the information gained from assessment to improve student learning and to document their decisions and actions through their annual assessment reports. For example, the [Academic Support Services Office 2019-2020 report](#) indicated that the office provides supplemental instruction (SI) for several core curriculum courses. Although their analysis showed that students who attend SI sessions earn a higher GPA than students who do not attend, not all courses met their expected target for student achievement. To address these deficiencies the office embedded tutors in two mathematics courses to help the tutors develop better relationships with students and to provide direct access between the tutors and course instructors. Departments contributing to the core curriculum also

review assessment data at the course level and use the information to improve student learning in their individual courses.

At the institutional level, the UAC conducts retreats annually to review assessment data from multiple sources to identify important common themes. Based on their analysis, the committee submits a set of prioritized recommendations to the provost based on the current prevailing themes evident from the data.

In addition, the program assessment plans and annual reports are included as data points in the academic program review process. As part of the self-study, programs are asked to refer to prior assessment reports to provide a status update on changes identified as part of the assessment process. Program assessment plans and recent reports are required documentation submitted and evaluated as part of the academic program review process.

The UAC evaluation reports inform the assessment section of the college annual reports. The college annual report process is designed to help deans evaluate the overall quality and operational health of their college through analysis of data, including their college's UAC liaison report, provided in a template. Within the template, deans are asked to discuss how data related to student learning contributes to college actions and planning. The provost meets with each dean to discuss the annual report, and a final memo memorializes agreed-upon action items for each college. Additionally, beginning in Spring 2021, representatives from the UAC, in conjunction with the Provost Office, began meeting annually with each dean to review the evaluation report, and to address any college needs related to the assessment of student learning.

3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of the faculty, instructional and other relevant staff members.

In response to a need to improve assessment reporting at the program-level, the UAC determined that curriculum maps should be developed for all academic programs. The committee also revised their assessment plan and report templates to include target measures to identify the specific assignments aligned with key courses for assessment in their curriculum map, and to establish a multi-year approach to assessment planning, determining which outcomes are assessed each year in the cycle leading up to program review. The institution transitioned to the new assessment plan and report template in Spring 2021, with both 2020-2021 academic year reports, and updated plans due in Fall 2021.

The UAC encourages the participation of faculty and staff in the assessment process. The online assessment tracking tool includes a "reviewer" designation in addition to the "liaison" role. Reviewers are identified by the college/co-curricular service unit and have access to the individual program reports from their respective colleges in the system. They may include notes to help the liaison provide feedback to the individual programs, and to write the evaluation report for the college/co-curricular service unit. In a recent needs assessment survey, the UAC confirmed that 69% of the colleges/service units that responded to the survey had either an assessment committee or equivalent. Samples are provided.

Examples of faculty engagement in the work of assessment may be found at both college and program levels. The Judith Herb College of Education hosts an annual data retreat. Faculty from the College of Law review individual student learning outcomes and summarize their findings. Individual programs also discuss assessment results in faculty meetings.

The UAC, in conjunction with the Office of Assessment, Accreditation, and Program Review offer professional development opportunities related to the assessment of student learning. Each spring prior to COVID-19, they hosted an annual Assessment Day designed to provide an opportunity for the campus community to learn more about national trends in assessment practice. The day includes an invited speaker with expertise in a related topic, and a recognition luncheon to honor departments that excel in assessment practice or have made significant improvements to their process.

Prior to COVID-19, UToledo regularly sent a delegation of UAC members to the annual IUPUI Assessment Institute and held an institutional membership in the Association for Assessment in Higher Education.

The University Teaching Center supports assessment through an institutional subscription to Monday Morning Mentor (©Magna Publications). The weekly topics often address assessment and related issues, sometimes explicitly, as in "How Can I Use Classroom Assessment Techniques (CATS's) Online?" and "How Can I Assess Critical Thinking with Student-Created Work?" but more frequently embedded in the content, such as "How Do I Design Effective Combinations of Gamified Elements to Encourage Deeper Learning?" In addition, the UTC and the Office of Assessment co-host a week-long, intensive Course Design Institute (CDI) for faculty who are revising or developing courses. The CDI introduces participants to *Backward Design* principles where instructors start by identifying specific, student-centered goals and objectives before they choose any other elements of the course, including content. Participants follow the process and complete the workshop with an Integrated Course Plan that best enables student learning and assessment. While the program was put on hiatus due to COVID-19, there are plans to reinstate it in the future.

Instructional Designers also work closely with faculty to design online courses that adhere to Quality Matters standards, including writing measurable student learning outcome statements.

Prior to COVID-19, the Provost Office offered periodic reviews of a sample of syllabi to provide feedback to departments on the required elements including student learning outcome statements. Beginning in Fall 2021, feedback will be provided for all new course and program proposals as they are entered into the curriculum tracking system.

Sources

- 2021 Deans Assessment Memos
- 2021 Summary Letter for Provost
- Assessment Day Programs
- Assessment Discussion in Faculty Meetings-Samples

- Assessment Evaluation Reports Combined
- Assessment Manual 2020_2021
- Assessment Plan Rubric
- Assessment Plan Samples Combined
- Assessment Plans Combined
- Assessment Plans Website
- Assessment Report - Core Curriculum 2019-20
- Assessment Report Long-Form-Final
- Assessment Report Samples-Student Affairs
- Assessment Report Short-Form-Final
- Assessment Reports Combined
- Assessment Workshops - Samples
- BCSSE Dashboard Fall 2020 Visualization
- BOD Plan Status Update Spring 2021 revised
- CAS Council for the Advancement of Standards in Higher Ed
- CDI_Agenda_Day 1-5
- CIM Program and Course Forms
- Collaboratively Developed ISLO Draft Proposal and ISLO Presentation
- College Annual Report - Assessment Responses
- College Annual Report Action Items - Examples
- college annual report template 2021
- College Assessment Committees - samples
- Core Curriculum Assessment
- Core Curriculum Courses.pdf
- Core Curriculum Task Force
- Curriculum Map Checklist
- Curriculum Map Samples Combined
- Curriculum Map Workshop
- Curriculum Mapping at UToledo
- Dean Summary 4-6-2021
- Definition of Co-Curricular
- DQP-Degree Qualifications Profile
- Education Data Retreat
- Faculty Senate Agenda 04282020 and Assessment Report 2019_2020
- Faculty Senate Constitution Appendix and Rules Highlight Core Curriculum Committee
- Faculty Senate Constitution Appendix and Rules Highlight Core Curriculum Committee (page number 16)
- Institutional Student Learning Outcomes
- Institutional Student Learning Outcomes Core Curriculum
- Law Assessment Memos
- Learning Enhancement Center 2019_2020 assessment report
- Memo_Core Curriculum Committee_03.15.2021_
- Monday Morning Mentor
- Needs Assessment Results
- New Program Flow Charts
- NSSE 2019 Disaggregated Results

- Ohio Transfer 36 Ohio Higher Ed
- Program_Review_Template21-22 Highlights Academic Program Review
- Provost Letters 2019-2020
- Quality Matters
- Rubric-Critical Thinking 5_11_2020_final
- Sample Curriculum Map
- Sample Student Artifacts
- Strategic Plan 2017 Bookmark Goal 3-1
- Syllabus Review Presentation Spring 2020 for UAC
- UAC July 2020 Minutes
- UAC Member Roster 21 22
- UAPRC Annual Reports
- University Assessment Committee 2019 Retreat Agenda
- University Assessment Committee Charge 11June2020
- University Assessment Committee Stoplight Flag System
- UT Policy 3364-72-54 Assessment of Student Learning
- UToledo CAS Workbook
- Valid Assessment of Learning in Undergraduate Education VALUE
- VALUE Institute Report UT 2018-19

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

With the goal of using institutional resources to improve coordination and the pace of progress on retention, completion and equity goals, and using Goal 1 of the University Strategic Plan as a guide, UToledo developed a Student Success Plan composed of five key priority areas. These priority areas informed the integration of a consistent set of evidence-based strategies with relevant campus plans including the Strategic Plan Dashboard, the Strategic Plan for Diversity, Inclusion & Equity, the ODHE University Completion Plan and the Student Success Initiatives Plan.

In the 2017 Interim Report submitted to the HLC, UToledo discussed its progress on revising the state-mandated Completion Plan to bring it into alignment with the newly created University Strategic Plan. That work was completed and submitted to the State of Ohio in 2018, and connected to the University Strategic Plan, which has become the central guideline for retention, persistence, and completion goals across the institution. In 2020, as required under Ohio law, the university submitted yet another Completion Plan which further aligned strategies and efforts to other relevant campus plans, ultimately leading back to the Strategic Plan and its key goals for increasing retention and graduation rates and reducing equity gaps in these rates at the same time.

While the work discussed in the subsections below cuts across organizational boundaries as the university develops comprehensive approaches to student success, much of this work is guided by the Roadmap for Student Success Efforts.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

The current University Strategic Plan, *Path to Excellence*, lays out goals for retention and completion, which include closing equity gaps for historically underserved students (i.e., underrepresented students of color [URM] and lower income students [Pell-awarded]). Each goal was developed using trend analyses of UToledo historical student data and benchmark comparisons with peer institutions. In the strategic planning process, a series of outcomes was identified for each goal, which was assigned to a set of responsible agents, and progress towards each outcome is monitored, bi-annually reported to the Board of Trustees, and archived on the strategic planning dashboard.

Strategic Plan Outcome 1: Increase the undergraduate first-year retention rate to 80% by 2022. Since inception of the current strategic plan (with the 2016 cohort), the overall first-year retention rate has increased over 4%, and was 78.5% for the most recent (2019) cohort, an increase of 2.6% over the last two years (the 2017 cohort rate was 75.9%). The 2019 cohort retention rate exceeded the benchmark goal of 77.9% for this cohort, the rate needed to stay on track for the goal of 80% by 2022. Even with recent retention declines due to COVID-19, the goal of 80% overall first year retention by 2022 is achievable.

Strategic Plan Outcome 2: Increase the overall six-year graduation rate to 50% by 2022. The overall six-year graduation rate was 53.3% for the most recent (2014) cohort, an increase of 5.8% over the last two years (the 2012 cohort rate was 47.5%). In addition, the institution has shown annual improvement beyond the strategic goal.

Strategic Plan Outcome 3: Reduce the percent gap for first-year retention between minority students and majority students. The goal is to reduce racial equity gap by half in the first-year retention between underrepresented students of color and white students from 2016 to 2022. At baseline for the 2016 cohort, this racial equity gap in first-year retention was 19.7%, and the goal by 2022 is to reduce this gap by half (to 9.9%). By 2018, the gap had been reduced by 39% (to 12.0%). For the 2019 cohort, the gap has decreased an additional 1.9% (to 10.1%). In 2018 the equity gap goals for retention and completion were revised to better conform to best practices by utilizing raw as opposed to weighted gaps (see 4.C.4 for description of and rationale for this methodological change).

Strategic Plan Outcome 4: Reduce the percent gap for six-year graduation rate between minority students and majority students. The University Strategic Plan goal is to reduce the racial equity gap in six-year graduation rates by over 37% between underrepresented students of color and white students from 2016 to 2022. At baseline, for the 2011 cohort, this racial equity gap in six-year graduation was 35.3%, and the goal by 2022 is to reduce this to 22.1%. By 2018 (for the 2012 cohort), the gap had been reduced by 4.2% (to 31.1%). In Fall 2020 (for the 2014 cohort), the racial equity gap in six-year graduation rates was increased .6% from the previous year to31.7%, a likely result of COVID-19.

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

UToledo closely tracks student retention, persistence and graduation, and disaggregates these data for URM and Pell-awarded students to monitor progress on the strategic goal of improving equity of outcomes for students. Significant advances in the collection and dissemination of these data have been made to improve student outcomes, including the infusion of data-based decision-making into all key student success offices, projects and initiatives. UToledo has also constructed a publicly-accessible strategic plan dashboard to track progress on each Strategic Plan goal.

Institutional Dashboards. Over the past four years the Office of Institutional Research has developed a series of institutional data dashboards that allow for the tracking of key metrics including student enrollment, retention, and graduation rates, trackable across the institution and by college and program. This work has included expanding the number and utility of dashboards to better meet institutional needs - including the ability to disaggregate by URM and Pell-awarded and create a new DFW dashboard that allows data to be disaggregated by term, course, and instructor. Efforts to train and encourage the use of the data provided in these dashboards include conducting training for department chairs and College Retention Committee members (see 4.C.3 discussion of College Retention Committees).

Student Success. Over the past two years, UToledo has launched an effort to create a central data source for primary student success metrics, including demographic characteristics, institutional benchmarks, and academic progress indicators. The availability of reliable, easily accessible data plays a critical role in using data to support resource allocation and initiative development to achieve strategic goals for retention, graduation and equity. This work has led to development of the midterm grade alerts and retention and persistence risk indicators initiatives described below, and is being used in the Starfish system as well as ongoing assessment of progress on strategic plan goals.

Retention and Persistence Risk Indicators. Twice each semester, all undergraduate colleges and programs working with special student populations (e.g., TRIO, student athletes) receive a retention and persistence risk score for every currently enrolled student. This score is a composite risk indicator based upon predictive analytics on UToledo students. The data files contain composite risk scores and the individual numeric risk indicators for every degree-seeking undergraduate student currently enrolled in the college. Sample reports show that files are pre-sorted by the number of risk factors each student possesses, color-coded by level of risk, and the risk indicator is loaded into the Starfish system. Colleges and programs use these data to identify and directly engage with students identified as at-risk through these risk indicators and provide personalized support for students by examining which indicators each student may possess (e.g., unpaid financial balance vs. low midterm grade reports). These data have provided useful ways for colleges, advisors and success coaches to focus on key factors to improve retention and persistence rates over the last two years.

Midterm Grades and Starfish Early Alerts. With concerted and collaborative effort between the Office of Student Success, Information Technology, Registrar, and academic colleges,

UToledo has improved reporting rates for midterm grades in undergraduate courses over the last three years. This work is a key part of strategic efforts to improve retention and persistence and equity of outcomes for underrepresented students.

In spring 2021, an overall response rate of 89.3% for all lower-division courses and 62.2% for all upper-division courses was achieved. This reflects an increase of over 24% in lower-level courses and over 40% in upper-level courses since the enhanced campaign began in Fall 2019. Completion of Starfish Early Alerts has also increased, achieving a reporting rate of 78% in Spring 2021, with a total of 1,484 course sections taught by 651 instructors participating in early-alert reporting and an improvement in response rates for upper-level courses by 23.9% in one term.

National Survey of Student Engagement (NSSE). UToledo has been administering the NSSE bi-annually to first- and fourth-year students for the last decade. These data provide a snapshot of students experiences in the classroom and campus community, with key support staff (e.g., advisors) benchmarked against peer institutions. As such, they provide an invaluable source of information on research-based factors that support retention, persistence, completion and equity of outcomes. NSSE data is used to assess the impact of student support services such as academic advising and success coaching and inform the continual revision of these services to improve student outcomes. For example, in 2019 the optional advising module in NSSE indicated that UToledo students evaluated the quality of their experiences with advising as significantly poorer than students at peer institutions. The results of this module were used to inform the creation of a new Institutional Advising Committee, charged with creating a university-wide mission, learning outcomes, and basic advising expectations and continually assessing progress toward the goal of a high-impact, personalized advising experience for all students.

Beginning College Survey of Student Engagement (BCSSE). In Fall 2019, UToledo also began administering the BCSSE to all incoming first-year students. The BCSSE provides individual advising reports for each student, which are used by Academic Advisors and Success Coaches to inform their initial meetings with students. These data are also being mined to identify a set of predictors of poor academic outcomes and non-retention for inclusion in retention and persistence risk indicators for students.

Student Needs Assessment Surveys. UToledo gathers data in response to specific needs and circumstances. In Spring and Fall 2020, the university conducted a comprehensive survey of undergraduate and graduate students to identify barriers to academic success given the pandemic and its consequences. Gathering data from over 4,500 students in Spring and 3,700 students in Fall, these data were used to support students by directly engaging with any students who expressed a lack in basic needs (e.g., food, safe housing) or the technology required for virtual coursework (e.g., computer, internet). Summary data were also broadly shared with faculty, staff and administrative leaders to illustrate the most common challenges identified by students and provide actionable recommendations for how each area could best support student success given identified needs.

In Spring 2020, similar data was gathered from instructors, identifying needs for them to be able to effectively teach in the virtual and hybrid environments required by the pandemic. The data was used to provide a variety of professional workshops for instructors and to disseminate a series of widely-used "quick tips" for best practices in the pandemic learning environment.

3. *The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.*

First Year Experience. Based on recommendations from a comprehensive institutional review of the first-year experience in 2017-18 and a careful review of institutional data on first-year retention (presented above), NSSE student engagement data and national best practices, UToledo's First Year Experience is being revised to advance institutional strategic goals and further increase first-year retention to 80% by 2022 and reduce equity gaps by half.

All of the work described below has been overseen by the First-Year Experience (FYE) Coordinating Committee, a standing committee convened by the Office of Student Success in 2019, which developed a core vision and goals based on the needs identified in institutional data on retention and equity outcomes (4.C.1 above) and is charged with improving, expanding and scaling up first-year programs, resources, and initiatives.

A pilot model of a revised First Year Experience course using backward design principles was developed from a set of learning outcomes that addresses key areas where previous NSSE surveys have indicated a lag compared to peer institutions. These courses also incorporate current research on the role of belonging and community to support the success of underrepresented students. Data from the first pilot round of FYE courses indicated that they improved fall to spring retention and academic progress for students who participated, as well as greater belief in instructor concern over student well-being and sense of community. These results are being used to expand new learning outcomes and pedagogical tools tested in the pilot into a broader array of existing FYE courses.

UToledo's orientation experience is being expanded collaboratively by the Divisions of Enrollment Services, Student Affairs, and Academic Affairs. The new multi-stage experience (First Year Toledo) consists of (1) *Rocket Launch,* during which where students register for courses and are introduced to important enrollment steps (financial aid, billing, advising, registration, Rocket ID) and to the campus community; (2) *Launching Your Success Online Modules,* a series of online modules designed for students and families to learn more about university resources and other important topics at their own pace, the BCSSE survey has also been embedded into the modules; (3) *Rocket Welcome Weekend,* that combines instructional and social programming facilitated through large and small group activities.

Math Co-Requisite Courses. As part of the University's efforts to enhance student support based on institutional data indicating high failure rates in gateway math courses, UToledo developed multiple math pathways, developed co-requisite courses and eliminated stand-alone remedial math courses. With the support of the Strong Start to Finish project and the ODHE Ohio Math Initiative, in Fall 2017 the Math Department created a Quantitative Reasoning course (Math 1180), which now serves as a gateway math course for non-STEM degree seeking

students fulfilling the university's math requirement as appropriate given their major. Overall, pass rates in the gateway Math course increased from 64.5% to 71.4% with the move to Quantitative Reasoning. The co-requisite course was created for those students with an ACT Math score of 17 and below and passage rates improved from 51.9% to 60.9%. Analysis shows that results for this group under the current Quantitative Reasoning course and co-requisite plan are comparable to the students entering with higher ACT/SAT Math scores.

In addition, in Fall 2018 Math piloted a co-requisite model for College Algebra (Math 1320), designed for students deemed to be at-risk of failing the traditional course based on their ACT /SAT Math scores. Students with the co-requisite lab performed substantially better than their peers without the lab with success rates over 70%, nearly 19% higher than the group without co-requisite labs. As a result of this success, Math has expanded the number of co-requisite sections of College Algebra and has piloted an expansion of the placement cut off to include students with lower ACT/SAT test scores. The success of the co-requisite remediation model of college algebra has permitted more students to place directly into the corequisite version, therefore allowing more students to complete their gateway college math course(s) in their first year.

English Co-Requisite Courses. Under the co-requisite model for the composition program, students are assigned to one of two of their first year writing requirement courses. Students with an ACT score of 18 or higher -or- an SAT score of 940 or higher -or- an Accuplacer score of 263 or higher, now that we have moved to test optional admissions, will enroll in ENGL 1110 College Composition I, which is the traditional first year writing course.

Students who enter the university with scores below the placement scores listed above will enroll in ENGL 1010: College Composition I Co-Requisite. This course is crosslisted with ENGL 1110 allowing students to work side-by-side, using the same student learning outcomes and curriculum. The difference is ENGL 1110 courses meet twice a week for 80 minutes per section, and the co-requisite ENGL 1010 courses will meet twice a week for 110 minutes per section. This provides the students in these sections an additional 60 minutes of instructional time during the week to fulfill the course objectives.

The overall passage rates for students in the ENGL 1010 have increased from 62% (Fall 2015) to 67% (Fall 2018); data for Fall 2019 and 2020 have not yet been calculated. In addition, survey data of instructors who have taught ENGL 1010 found that they believe ENGL 1010 has been successful because it provides students the extra class time needed to take the course seriously.

Adaptive Learning. UToledo has begun to utilize adaptive learning to improve success rates in key gateway STEM classes. Part of the APLU Adaptive Learning project has allowed development and testing of a personalized learning experience for students in select high-DFW gateway STEM course. These types of learning experiences adjust to a learner's interaction with the product (i.e., performance level) to provide content that meets the student's specific needs at a given point in time in order to make progress in learning the content. Although this project was initiated prior to the pandemic, involvement has allowed utilization of these technologies to sustain and build student engagement given the radical changes in their learning environment. The faculty involved in the project have used these technologies as key learning tools in their distance and blended learning courses. And the adaptive learning tools have led many of the

instructors who participated in the project to become more adaptive in their teaching of the course content, using the data gathered from students' use of the adaptive learning assessments to make real-time adjustments to their teaching in order to support learning in the content areas currently challenging students.

Success Coaching. Success coaching was first implemented at UToledo in August 2013. The success coach model provides students with a holistic support approach from one consistent contact person who is there to help them navigate barriers and guide them toward successful outcomes. The primary goal of the success coaching program is to increase the first-to-second-year retention rate (full-time, first-time students) and the six-year graduation rate. While the current scope still includes these goals, there is also a concerted effort being placed on reducing equity gaps to improve student success between majority students and underrepresented minority students (i.e., African American, Latinx, First Nations and Hawaiian-Pacific Islander) and Pell-awarded students, as guided by the University Strategic Plan and Institutional Plan for Diversity and Inclusion. Since the inception of the success coach program, UToledo has improved first-year retention by 10.5%. In addition, equity gaps in retention for URM students have been reduced by 20% from 31.1% for the 2012 cohort to 10.1% for the 2019 cohort, and by 10.8% for lower income students from 21.7% for the 2012 cohort to 10.9% for the 2019 cohort. The university's strategic goal of reducing these gaps by half was achieved two years ahead of schedule. The success coach program and the development of the Center for Success Coaching have provided more intentional, holistic support for student success in the critical first year of college. The six-year graduation rate has improved by 8.3%. Nearly a 4% increase in the six-year graduation rate was achieved during the first complete student cohort cycle under the coaching model. The 2022 goal of a 50% graduation rate was achieved three years ahead of schedule. However, there has not yet been a significant decrease in equity gaps for six-year graduation rates. The Center for Success Coaching provides a single point of contact for student support from the first year through graduation.

Multicultural Emerging Scholars Program (MESP). Each year since 2014, approximately 30 first-year Underrepresented Minority (URM) students participate in the MESP summer bridge program, which includes an early-arrival program and living learning community. In 2019, the retention rates for students from each of the participating colleges exceeded both the university URM rate (66.9%) as well as the university's overall retention rate (76.4%). The retention rate data for students who participated in the MESP show that URM retention increased in two of the three colleges: The College of Arts and Letters increased by 14.5 percentage points (Fall 2018-Fall 2019) with The College of Engineering cohort increasing by 8.5 percentage points, while the Judith Herb College of Education URM student retention decreased by 13.5 percentage points. Each of the five cohorts of MESP have exceeded the retention rates of both the pair group and the general population. Spring 2020 data showed a 79% first-year retention rate, with the average GPA of 2.85, also exceeding the pair group and general population.

Retention Committees. Standing College Retention Committees (CRC) and a University Retention Committee (URC) were created in 2019 as part of efforts to create institutional structures to support and sustain data-informed retention and equity efforts. This work is jointly led by the Associate Vice Provost for Student Success and the Interim Vice President for Diversity and Inclusion. Each CRC is composed of associate deans, student service directors,

diversity officers, program chairs, academic advisors, success coaches, and relevant faculty. CRC's are [charged](#) to develop annual retention and equity goals and benchmarks consistent with the Strategic Plan Outcomes and semester-specific action plans. The CRCs meet monthly, lead [implementation](#) of these action plans at the college-level and assess progress towards benchmarks and goals. CRCs are provided with the Retention and Persistence Risk Indicator data files, Institutional Dashboards, and other key data referenced in 4.C.2, coordinated by the Office of Student Success in partnership with the Office of Institutional Research, to identify pressing needs and assess progress.

The [University Retention Committee](#) (URC) meets bi-weekly and is composed of the chair of each CRC and key relevant staff and administrators. The URC supports the development and continuous assessment of university retention and equity goals, identifies and advocates for key needs to support university retention and equity goals, identifies best practice topics and data needs to advance CRC work, and monitors and provides feedback on CRC goals and projects. Through the work of the CRCs and URC, colleges have engaged in important initiatives to support retention and persistence such as revising the language used in key communications to at-risk students, identifying high DFW courses for interventions to improve student outcomes, and developing programming to support sense of belonging for students historically underrepresented in college. These committees have been a key element of the university's continued progress in retention, persistence and graduation rates over the last two years.

Midterm Grades and Starfish Early Alert. To enhance the use of midterm grade data, reporting processes have been revised to make the data immediately available to students, their advisors and success coaches through Banner. Advisors and coaches are then able to reach out to students as needed. These data are also used as part of the larger risk-indicators analysis discussed in 4.C.2.

Starfish is an early alert software system used by success coaches, academic advisors, TRIO, student-athlete academic services, diversity and inclusion, multicultural student success, and student advocacy and wellness. [Recent expansions](#) include instituting early alerts in summer courses for the first time, bringing the advising offices of all undergraduate colleges into the system, utilizing online appointment scheduling, and expanding early alerts into all undergraduate courses (they had previously only been in place for lower-level 1000-2000 level courses). Like midterm grades, data in Starfish are used to [initiate and guide](#) early interventions for students who are struggling, connecting them with resources appropriate to their situation.

APLU Student Experience Project. In 2019, UToledo was selected to join a cohort of six institutions in The [Student Experience Project](#), a grant-funded project sponsored by the APLU and based on national best practices data and research. This project seeks to increase degree attainment and reduce equity gaps by fostering the creation of equitable learning environments, particularly for underrepresented students in STEM programs. As part of a collaborative of universities, faculty, researchers and national education organizations, the UToledo team is focused on building a sense of community and belonging for historically underrepresented students in STEM programs to advance toward the university's goals of reducing equity gaps in retention and degree completion. Major initiatives thus far have included developing an [evaluation rubric](#) for academic program websites to help programs self-assess and revise their

website content to focus on supporting a sense of belonging, community, and identity support for underrepresented students. A community of practice has also been developed for instructors of many of the largest STEM gateway courses with the highest and most-entrenched DFW rates and equity gaps. These [Equity Champions](#) assess, in real-time, evidence-based change ideas in their classes using a new tool designed by national leaders in the field and use the data to make continual change over the course of the semester. In the first year, over 40 instructors from five different academic colleges have participated in the community of practice. The Office of Student Success intends to continue this program after the 2021 grant conclusion, allowing for development of a broad network of instructors using and testing these change ideas in gateway courses, equipping them with tools and data to promote continuous monitoring and improvement.

Exploratory Scholars Meta Major Learning Communities. A [learning community](#) around major interest areas was created within University College, with the goal of improving year one retention and successful placement into an academic major by the end of the first year. This was in response to data on the low retention rates of students ineligible to enter their intended major at UToledo due to not meeting academic requirements for admission to their college of choice (less than 50% for the fall 2018 cohort), and the high proportion of these students who are historically underrepresented (i.e., 48% URM and 60% Pell-awarded for the 2018 cohort). Within the learning community, students complete a series of courses intended to support a sense of belonging and community, build academic success skills, and explore major and career interests while receiving personalized, holistic support from a coordinated team of instructors and staff. Based on results from a Fall 2018 pilot, which indicated that participating [students were retained](#) at higher rates than non-participants who were major-ineligible, the communities were expanded to support over 200 students for the 2019-20 and 2020-21 academic years.

To provide further support for academically at-risk students, University College has also developed academic recovery programs for students on probation or suspension. Both programs involve regular check in meetings with advisors and participation in a non-credit bearing course where students learn academic and non-cognitive skills to support academic recovery and maintain enrollment.

Coordination & Support of Student Success Work. Most of the initiatives described in this section are overseen and coordinated by the Office of Student Success, located within the Office of the Provost, under the leadership of the AVP for Student Success. This work is organized and supported by a team of professionals including the Associate Vice Provost, the Assistant Provost for Student Success & Retention, the Director of Student Success Initiatives, and a dedicated Program Manager. Beyond the Office of the Provost, there is an intentional focus on coordination and collaboration across the university including close partnerships with the Office of Diversity & Inclusion, the Division of Enrollment Management and the Division of Student Affairs. These institutional structures across different units are necessary to sustain this work and ensure that information is broadly collected and disseminated. Examples of these structures include the University Retention Committee (co-chaired by the AVP for Student Success and the Vice President for Diversity & Inclusion) and the First-Year Experience Coordinating Committee.

4. ***The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.***

UToledo uses Banner as its primary student information system. Baseline reporting for first-year retention and six-year graduation rates is based on IPEDS definitions, as is standard across most institutions.

In addition to these standard data structures the university is also working to develop a central data source that will allow for expanded use of student-level data to improve educational outcomes. For example, cohort codes were developed to track retention, persistence and completion within program and by cohort year, for all degree-seeking students. These data structures allow inspection beyond the standard IPEDS categories to better support students who can be left out in standard reporting systems.

The university has also [revised](#) its method of defining and measuring equity gaps in retention and completion, moving from a weighted system to a system based in raw equity gaps in order to comply with best practice recommendations from the field. In Summer 2018, a decision was made to revise the metrics being used to track equity (or achievement) gaps in retention and graduation rates. Previously, the metrics had compared "similarly prepared students". This method is out of line with best practices in the field of higher education equity and student success. Using raw gap percentages, defined as the difference between the percentage attainment of URM and White students, is the simplest and most ethically valid mechanism for measuring progress on equity gaps in retention and graduation. This approach accounts for changes in overall retention and graduation rates by utilizing the gap rate and not the percentage of retained students. It also emphasizes institutional responsibility for creating educational equity for students while acknowledging the structural educational and economic inequalities that underlie problems of equity in educational outcomes.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

UToledo is fortunate to have qualified and committed faculty and staff devoted to the implementation of best practices suited to meet the unique needs of our student population. We understand that incremental improvements in student learning can only occur through ongoing evaluation, measurement, and data-driven judgments to improve learning. It is clear from the evidence presented that while progress is being made in many areas, institutional methodologies and processes themselves must remain under constant examination to ensure continuous quality improvement. Only through ongoing assessment and evaluation will we know if our educational programs are meeting the learning, retention, and graduation needs of our students.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

1. Shared governance at the institution engages its internal constituencies - including its governing board, administration, faculty, staff and students - through planning, policies and procedures.

Planning

UToledo is part of the University System of Ohio, one of 14 four-year, state-supported public universities in Ohio. The Ohio Department of Higher Education (ODHE) is the coordinating authority for higher education in Ohio. An organizational chart illustrates the structure of the President's senior leadership team.

Since 2016, the University of Toledo has worked diligently to ensure strategic planning processes engage stakeholders institution-wide to accurately reflect the needs of the entire institution. These plans include: (1) an institutional strategic plan, *Path to Excellence*; (2) a facilities master plan; and (3) a diversity strategic plan. These planning processes required feedback from a range of internal and external constituents, including Faculty Senate and Graduate Council. Once plans are created, vetted and approved by all internal stakeholders, they are presented to the Board of Trustees for final approval and shared campus-wide. In addition to these over-arching institutional strategic plans, various colleges and units also have developed strategic plans using similar practices that engage a range of constituents with the goal of continuous improvement.

After his arrival in July 2020, President Postel introduced a series of key initiatives to address critical systemic challenges within the institution and to prioritize strategic planning efforts, while also managing the impact of the pandemic. These key initiatives are seen as a way to focus the institutional strategic plan in light of current workgroups, composed of faculty, staff and students, focus on increasing efficiencies, addressing operational challenges, and embracing innovative ideas. As the University prepares for its next strategic plan, these teams will create a solid foundation upon which the new strategic plan will evolve and ensure the institution is fulfilling its mission.

Policies and Procedures

UToledo engages internal constituencies including its governing board, administration, faculty, staff, and students in the institution's governance through the development of policies and procedures. The policy development and vetting process ensures that policies are publicly posted and includes a 30-day solicitation of feedback from all stakeholders, including senior leadership, deans, faculty, students, and staff. The policies are posted on the policy website and, once approved, are signed by the President.

In addition, faculty, staff, and students have to participate in planning and governance within individual academic and non-academic units. Examples include:

- Article II of the Faculty Senate Constitution provides for the Senate to consider any subject pertaining to the University, to make recommendations to the administration and to exercise responsibility for academic affairs of the University, subject to the Board of Trustees.
- The Graduate Council Constitution outlines the responsibilities of the graduate faculty, among which is serving as the representative body of the graduate faculty and legislating for them.
- Student Government consists of elected members of the undergraduate student body and has both a Student Senate (four committees including the Student Affairs Committee that presides over all things relating to the student academic experience, student life, and student services that support safety, health, and education) and a Student Judicial Council.
- The Graduate Student Association president is a non-voting member of Graduate Council and has responsibility to participate in decisions affecting graduate programs and graduate policies/procedures.
- The Professional Staff Council (PSC) is an elected body representing members of the Professional Staff Association (PSA), or unclassified (non-union) staff. The PSC works with relevant offices on compensation and benefits, administers Outstanding Staff Awards, and addresses other issues that impact staff.

2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

UToledo utilizes numerous internal and external data sources to make informed decisions in the best interest of the institution and its constituents. The Office of Institutional Research (OIR)

serves as the official source of institutional information for the University and provides institutional level research to support planning and decision making. OIR annually creates standard reports to summarize or to provide more detailed information about the institution to internal and external constituents. OIR also provides resources such as Argos and Web Report Library for authorized internal constituents to generate their own reports and responds to requests to provide customized reports. In addition, the Division of Technology and Advanced Solutions (DTAS) provides authorized internal constituents direct access to the Banner Operational Data Store (Banner ODS) to create their own customized reports.

In spring 2019 the Business Insights team was established within Finance and Administration. Real-time dashboards are made available to stakeholders including the senior leadership team, academic leadership, finance leadership, and business managers. Dashboards are flexible; for example, a dashboard like the KPI dashboard will likely be revised to include metrics and performance review once processes are established under the new Responsibility Centered Management (RCM) budget model.

Numerous data-informed decisions are made by administrative units in the interests of the institution and its constituents. Examples include:

- UToledo's annual Affordability and Efficiency Report to the Ohio Department of Higher Education (ODHE)
- Enrollment Management's pivot to a new direction for Strategic Enrollment Planning to address continued enrollment declines
- Provost-directed initiatives including targeted outreach to improve retention and graduation rates, discussed in 4.C.
- Financial and enrollment analyses to increase state share of instruction subsidy and to adopt a tuition guarantee program
- Transition from 16-week to 15-week semester to provide intersession opportunities and to provide faculty and students longer semester breaks
- Adoption of inclusive textbook access to improve student outcomes and to allow direct application of financial aid to cover textbook costs
- Implementation of winter break to reduce utility and maintenance costs
- Implementation of multi-campus facilities master plan to reduce footprint, energy, and maintenance cost
- Changes in on-campus residence policy to require 2nd year students to live on campus, and to reduce the exemption radius
- Contracting with the Toledo Area Regional Transit Authority (TARTA) to provide on-campus and intra-campus transportation
- Monetizing of a non-core asset: parking
- Decisions to equip core instrumentation facilities
- Information required by the Provost for new faculty hires
- Ad Astra Scheduler is being utilized to maximize classroom usage efficiency across both campuses

One challenge the institution has with using the large amount of data collected and available is identifying a systematic and coordinated approach to using it in decision-making processes. In

Fall 2017, the [Committee on Institutional Effectiveness and Planning](#) (CIEP) was developed by the former Provost. The committee was charged with identifying strategies and processes to help accomplish this goal within Academic Affairs. However, the CIEP was discontinued in 2019 with changes in leadership and a desire to broaden the scope of these efforts beyond just Academic Affairs.

Work in this area is evolving as we continue to work toward a centralized process of institutional effectiveness. As part of an ongoing office reorganizations, the director position in the Office of Institutional Research was elevated to better serve as the university executive responsible for providing strategic leadership for and overall management of the office. The [job description](#) highlights development of improved, centralized data management and data collection processes as the University works to develop and sustain a "culture of evidence." Additionally, implementation of the new RCM budget model will inherently provide a conduit for more data-informed decision making.

3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

The institution's administration has created effective administrative structures to ensure that faculty are involved in setting academic requirements, policies, and processes.

Article 7 of the AAUP collective bargaining agreements for [tenured/tenure-track](#) and [lecturers](#) requires the administration to seek input from the Faculty Senate on undergraduate curriculum; addition or elimination of academic courses, certificates, programs, and degrees; academic rules, regulations, policies, and standards regarding undergraduate students; and the reorganization of colleges and departments; major policy decisions and the selection of academic officers.

[Article IV of the appendix](#) of the Faculty Senate constitution states that all colleges shall institute a faculty body of the whole or of elected faculty representatives to consider academic regulations and policies, curriculum, programs, and other issues of concern to the faculty of the college and its dean; and to coordinate evaluations of all academic administrators in their college under the level of dean.

[Article IV](#)of the graduate faculty constitution provides that the Graduate Council is the representative body of graduate faculty and is responsible for adopting policies and procedures for graduate education; provides direction and advice to the College of Graduate Studies on all matters related to graduate education; and ensures quality and integrity of graduate programs through curricular oversight and cyclical program review.

[Policy 3364-70-03](#) provides that the University Research Council reviews, formulating and recommending general research policies and practices which affect the conduct of research and scholarship at The University of Toledo; developing and overseeing programs which utilize University-based funds for advocating and enhancing research and scholarship at the University; and reviewing and recommending research centers and institutes.

Although most full-time faculty are governed by the AAUP agreement, faculty in the College of Law, the College of Medicine and Life Sciences, and a small segment of the College of Health and Human Services currently are not covered by the CBA. College of Law faculty adhere to many of the academic governance structures outlined by the CBA and are in the process of negotiating a CBA with the University. Non-union faculty in the Colleges of Medicine and Life Sciences along with some College of Health and Human Services faculty adhere to the Faculty Rules and Regulations document and participate in academic governance to the same degree as their union counterparts.

Administrative faculty, including vice provosts, deans, associate deans, and chairs also participate in academic governance through various structures, including the President's Senior Leadership Team, the Provost's Academic Leadership Team, and the President's Advisory Council.

The University also has effective administrative structures to provide students and staff an opportunity to provide input on academic requirements, policies, and processes.

Undergraduate students are represented by an elected Student Government (SG) body. SG serves as the primary advocate for undergraduate students and advises faculty and administrators on issues related to undergraduate education. The Faculty Senate Committee on Student Affairs works directly with SG to inform Faculty Senate of student concerns.

Graduate students are represented by the Graduate Student Association (GSA), which serves as the primary advocate for graduate students and advises faculty and administrators on issues related to undergraduate education. The GSA president and vice president are voting members of Graduate Council, and the GSA president is a voting member of the Graduate Council executive committee. GSA members also serve as voting members on Graduate Council committees including the Constitution and Bylaws Committee.

Non-voting students serve on the Board of Trustees (BOT) for two-year terms. Two 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 SG and approved by the BOT.

Advising staff participate in the Toledo Academic Advising Association (TACADA), which serves as a conduit for the exchange of information related to the delivery of advising and student services and serves to promote quality and consistent academic advising within the larger University community. TACADA also provides feedback to the faculty and administration on changes to academic policies or processes.

Policy 3364-10-01 directs the University policy coordinator to place proposed policies on the university's policy website for a thirty-day comment period to obtain feedback from all constituents before the approving officer signs the policy.

Staff and students often participate on faculty and administrator search committees, reviewing applications, interviewing applicants, and making recommendations.

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- UT Policy 3364-10-01 Formulation and issuance of policies
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- UT Policy 3364-30-15 Undergraduate Housing
- UT Policy 3364-70-03 Research Council

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

1. The institution has qualified and trained operational staff and infrastructure enough to support its operations wherever and however programs are delivered.

Operational Staff. UToledo reported 1,342 full-time faculty, 3,835 staff members, and 809 graduate assistants in 2020. These personnel deliver a breadth of programs to undergraduate, graduate and professional students. The student to full-time faculty ratio is currently 13.7:1, and the student to staff ratio is currently 4.8:1. The Facts at a Glance provided by Institutional Research show how these values have changed over the past ten years. As described in 5.B.2, institutional outcomes with respect to the University's strategic plan show that these personnel are successfully delivering educational programs.

Although financial reports show relatively stable budgets over the past few years on a cash-basis, in FY21 the University operated under a temporary budget for the first six months of the fiscal year due to projected enrollment and budget shortfalls associated with the COVID-19 pandemic which could result in a workforce reduction that may necessitate systemic and programmatic changes to ensure the successful delivery of all programs and services in future years. Revenue shortfalls were not as large as anticipated in FY20, and a portion of the budget reductions proactively made to address potential in revenue shortfall were carried forward for strategic investment. A significant amount of these resources will continue into FY22.

The process for hiring of qualified staff is supervised by the Office of Human Resources (HR). Approvals to fill new positions or positions vacant less than 8 months are secured through a Hiring Freeze Exemption Request Form. Approvals to fill positions vacant for at least 8 months are secured through routing a request in Cornerstone. The President, Provost, and Office of Academic Finance approve staff positions in academic units; the President and Office of Financial Planning, Budgets and Strategic Analysis (OFPBSA) Budget and Planning approves staff positions in non-academic units. Once a staff line is approved, HR posts a position ad on Cornerstone. For union positions, an ad is initially available to current University employees. If a suitable internal candidate is not found, or if the position is a non-union Professional Staff

Association position, then the position is opened to external candidates. HR will conduct an initial review to identify which applicants meet the minimum qualifications of the position. Following search committee review and selection for interviews, HR will also review the pool of selected candidates to ensure qualified candidates from diverse backgrounds are not excluded from the process. Supervisors or unit hiring authorities select finalists from acceptable candidates and negotiate final offers. Once a candidate accepts an offer, the hiring process is completed with the filing of an electronic personnel authorization form (ePAF). Employment offers are subject to documentation of applicable credentials and licensure.

Numerous training and professional development opportunities provided to faculty and staff are highlighted in Criterion 3.C., 3.D., and in the Institutional Compliance Annual Report. Policy 3364-72-11 outlines minimum qualifications for faculty.

Infrastructure. The institution also has the infrastructure required to deliver its educational programs. The University of Toledo is located on ~900 acres, comprises Main and Health Science campuses, Lake Erie Center, Stranahan Arboretum, Toledo Museum of Art, the UTPD/Ohio State Highway Patrol station and Center for Alumni and Donor Engagement. Educational, research, and service facilities at the Scott Park campus have been relocated to decommission this site and to reduce maintenance costs as described in the Facilities Master Plan. In total, there are 120 buildings (102 major) with 4,991,290 assignable square feet (ASF) of space excluding clinical operations. These facilities include 223 classrooms with 245,4118 ASF, 143 instructional laboratories with 223,440 ASF, and 351,365 ASF in research laboratories. Specialized facilities include the Lloyd Jacobs Immersive Interprofessional Simulation Center, Ruth M. Hillebrand Clinical Skills Center, Neff Trading Room, Nitschke Technology Commercialization Complex, Center for Performing Arts, Larimer Athletic Complex, Savage Arena, Glass Bowl Stadium, Student Health Centers, University Medical Center, Lancelot Thompson Student Union, Student Recreation Centers, Carlson Library, Mulford Library, and LaValley Law Library.

The institution provides additional infrastructure such as the University Teaching Center, UToledo Online, and the Division of Technology and Advanced Solutions for delivery of educational programs on-campus or remotely. Infrastructure for research-based graduate programs is provided by the Office of Research and Sponsored Programs. Various resources for student success and well-being include Rocket Solution Central, the Center for Success Coaching, college-level academic advising offices, and academic support programs. Support for on-campus living and security are provided by Residence Life and the University Police Department. The Division of Student Affairs oversees several programs for student success, well-being, and extracurricular engagement.

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

The mission and strategic plan goals are realistic for an institution of higher education with the depth and breadth of degree-granting colleges, evidence of this, given our resources and opportunities, is supported by our progress toward achieving them outlined in the strategic plan.

Recent progress, as well as an evolution of our goals was presented by the Provost's June 2021 report to the Board of Trustees, the report highlighted the following:

Goal 1: Student Success. First-year retention and six-year graduation rates for undergraduate students continue to increase, with gaps between majority and underrepresented minority students decreasing (additional details are provided in Criterion 4).

Goal 2: Research, Scholarship and Creative Activities. While investments in research have been modest, the Office has focused on building collaborations with the Department of Energy's national laboratories. Sponsored awards for FY21 total more than $65 million, an increase of 18.3% in one year and a 70% increase over the last five years. National Institute of Health Research grants have increased 38% over the past five years.

Goal 3: Faculty and Staff Success. Since the implementation of the strategic plan, the number of faculty who have earned tenure and/or promotion each year has doubled (35 faculty in 2017-18 to 70 in 2021-22). The retention rate of non-faculty staff for FY 21 through April 30 was 85.65%, above the 2022 target metric of 83%, despite salary reductions, furloughs and layoffs, resulting from projected revenue shortfalls associated with COVID-19. Professional development opportunities are provided for faculty and staff, as detailed in 3.C. and 3.D.

Goal 4: Fiscal Positioning and Infrastructure. FY21 operating expenses and revenue will decrease in line with one another to balance the budget. All items funded by the FY19-20 state biennium capital appropriations have been completed, which includes multiple campus infrastructure projects. It is estimated that 33% of projects and initiatives proposed for the first five years of the multi-campus Master Plan have been completed. Revenue from commercialization of research and technology transfer for FY20 was $1.14 million.

Goal 5: Reputation and Community Engagement. In Fall 2019, UToledo admitted the best academically-prepared class of first-year students in University history. The University expanded the institutional brand to include the UToledo Medical Center and overall fundraising remains strong with the the $250M capital campaign reaching just over $150M in July 2021.

President Postel has identified several short-term key initiatives focusing on increasing efficiencies, addressing operational challenges and embracing innovative ideas to prepare UToledo for the future. The work is not intended to be a replacement for the existing Strategic Plan, but rather an attempt to build necessary infrastructure needed for future success.

Concerns about the fate of the University of Toledo Medical Center (UTMC) initially impeded progress toward achieving several goals in the strategic plan. As a result, one of the key initiatives was to enhance, stabilize and sustain UTMC. As a result of improved efficiencies and coding, and increased marketing efforts, COVID-19 stimulus funds, UTMC ended the fiscal year with a surplus of $4 million and established a one-time capital reserve to invest in the hospital. Additionally, implementation of the academic affiliation agreement with ProMedica continues to improve student success by expanding training opportunities for medical students and residents, providing funding and capital for research programs, and expanding opportunities for clinical and translational research.

3.The institution has a well-developed process in place for budgeting and for monitoring its finances.

Responsibility for budget planning and approval is provided by the Budget Authority and Control policy. The BOT annually approves operating budgets for unrestricted funds, auxiliary units, and clinical enterprises. The Vice President of Finance and Administration is designated as the chief financial officer (CFO) for the University, and provides advice, projections and budget estimates to the President and BOT. Vice presidents, department chairs, deans and directors are responsible for budget oversight and administration of their individual units to prevent budget shortfalls. The Office of Financial Planning, Budgets and Strategic Analysis (OFPBSA) facilitates the budget development process and provides controls to help individual units monitor their expenditures.

Currently, the annual budget development process is coordinated by OFPBSA. The budget process typically begins in February and is approved by the BOT at their June meeting before the start of the next fiscal year. To begin the process, OFPBSA develops budget guidelines based on financial projections of revenue and expenditures for the following fiscal year. A budget development tool (BDT) is then distributed to all units for entering their proposed budgets. The BDT is a Microsoft Access database form that provides the current fiscal year budget, budgets from the previous two fiscal years, and a form for entry of the new budget, requests for adjustments or additions to fees are also collected during this time.

Once the budget development guidelines are provided by OFPBSA, the Provost and Office of Academic Finance uses key performance indicators (KPIs) to make determinations regarding any changes to individual college budgets based on the overall academic budget. These KPIs incorporate enrollment numbers and budget fluctuations over the last several fiscal years. Once colleges are given their budgets, deans and business managers work to determine adjustments that may be required to meet their target budgets. Deans and business managers meet with the Provost and the Associate VP of Academic Finance and Planning to discuss these adjustments and to receive feedback. Business managers upload their college or unit budgets into the BDT after any final changes are made.

After all areas have submitted their budget via the BDT, OFPBSA will analyze these data and create an overall budget.The CFO, Provost and President review the overall budget, ensure that it is balanced and supports the strategic initiatives of the institution. Budgets are updated and revised based on senior leadership feedback, and a draft budget is developed for presentation to the BOT is approved by the President. This draft version of the budget is presented to the BOT's Finance and Audit Committee, which includes faculty and student representation. Once approved by Finance and Audit Committee, the budget is then presented to the full BOT for final approval.

The University has numerous policies to provide for appropriate budget controls and to ensure all funds received by and deposited with the University shall be expended in accordance with applicable state and federal statutes, regulation, policy, and specific directives of the BOT. Examples of systems in place to ensure appropriate budget controls include:

- Published guidelines on vendor payments and reimbursements from University budgets or from Foundation funds
- Purchases made using purchasing cards and the Concur system for approval, oversight and analysis of travel expenses and credit card purchases
- Requisition policies and processes for non-capital and capital purchases
- Academic Finance faculty hiring process
- Recruitment and hiring procedures outlined by University policy

Funds can be moved via budget transfer, forms are sent to Academic Finance and then to OFPBSA for review and implementation. The budget transfers do not change the BOT approved total net income; they are transfers within operating expenditures or revenues.

A budget amendment process is used for budget changes, either changing total revenue and/or expenditure lines, or when additional expenditure authority is being requested from central contingencies. These budget amendments serve to ensure that no changes to BOT-approved total net income occur during a given fiscal year.

One of President Postel's key initiatives is to develop and implement a new incentive-based budget model to directly link student success outcomes to strategic academic investments. Huron Consulting and an internal working group developed a responsibility-centered management (RCM) budget model at the University and provided an update to the BOT in February 2021. A retreat with Deans was held March 2021 to discuss the transition to the RCM model starting with the 2022-2023 fiscal year, including the process by which revenues will be distributed, research funded, and how operations of support units and cost centers will be funded. An additional retreat with the Deans was held in September 2021. The RCM budget has been stress-tested by modeling actuals from fiscal years 2019 and 2020. FY21 will be modeled once the annual audit is complete, and the FY22 budget will be modeled at the end of the second quarter. Models have been distributed to colleges as an example of how budgets will be developed in future fiscal years.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

The university continues to face fiscal challenges resulting from declining enrollment, increased tuition discounting, and state imposed limits on tuition increases. A summary of FY2012 - FY2020 budgets shows FTE enrollment declined nearly 16%. In the same time period, unrestricted tuition and fee revenue declined by over $21M dollars. Scholarship expense in FY2021 was approximately the same as in FY12 ($54M) after peaking at nearly $67M in FY2019. Labor costs on unrestricted funds increased by $13M dollars between FY2012 and FY2021. The variance between net tuition revenues and labor cost increases has put tremendous pressure the university's ability to strategically invest in infrastructure, deferred maintenance, and new initiatives. Despite these economic challenges, the university has attempted to maintain the depth and breadth of academic offerings and student centered opportunities.

The evidence provided in 5.B.1 and 2 suggests that UToledo's responses to these challenges have been appropriate and provide for the continuation of programs and opportunities that meet the needs of students and other constituents. Responses to these budgetary challenges include:

- A [hold on all unfilled positions](), with case-by-case exceptions for patient care, admissions and enrollment, student services, safety, and security
- A [salary recapture process]() to allow salaries from unfilled positions to count toward expenditure reductions or to be used for other expenditures
- A [facilities master plan]() designed to reduce our overall footprint and to reduce deferred maintenance costs, including divestment from the Scott Park Campus
- [Strategic enrollment working groups]() created in Fall 2020 to identify reasons for enrollment declines, develop strategies to change that trajectory, and create an implementation plan
- The [UToledo Tuition Guarantee](), which allows the University to increase tuition for incoming students while agreeing to hold it fixed during their undergraduate enrollment
- The [Academic Affiliation agreement with ProMedica]() to provide additional educational opportunities to residents, medical students, and students in other allied health profession programs
- An improved [academic program review process]() that is designed to alert the institution to issues of program quality, viability and accreditation concerns resulting from budget reductions and/or faculty departures

Concerns regarding the impact of COVID-19 on University finances moving forward, including the loss of revenue from enrollment and auxiliary services, have led to [numerous steps to reduce expenditures](). Decisions regarding academic unit expenditure reductions were being made at the college level in consultation with the Office of Academic Finance to minimize the impact on educational endeavors.

The combination of these expenditure reductions with higher-than-expected revenue from the State, auxiliary services and UTMC resulted in a budgetary surplus that was reinvested in the academic enterprise. President Postel convened a [working group for reinvestment strategy](). This group [reported updates to the BOT](). The initial review focused on identifying requests that represent urgent needs, including funds to hire faculty and provide other resources needed for accreditation, funds for library staffing to increase hours of operation, funds to restore tutoring support, etc. The full team met weekly throughout the fall and early spring semesters to discuss FY21 requests, utilizing a [rubric]() to prioritize requests.

Proposals were reviewed by the committee before being recommended for further approval by the President and CFO during March-April 2021. Recommendations had the full support of the team based on high rubric scores and/or a vote. $20 million of allocations were made in the following strategic reinvestment areas based on the rubric and a comprehensive group review: 35% was allocated to Teaching and Student Success efforts; 15% went toward Academic Research and Scholarship; 16% was designated for Faculty Support and Development; 2% was provided for Staff Support and Development; 2% was earmarked for New Initiatives; 9% went toward Other Needs; with the remaining 21% being allocated to the Provost Office for the establishment of a reserve fund.

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- University Police Department
- University Teaching Center
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- UT Policy 3364-25-113 Recruitment of personnel and hiring procedures
- UT Policy 3364-40-01 Budget Authority and Control
- UT Policy 3364-40-16 Purchasing Card
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- UTMC Performance Update to BOT 9-22-21
- UToledo Online
- UT-Promedica Affiliation Agreement final

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

[UToledo's Path to Excellence: Strategic Plan 2017-2022](#) outlines five overarching goals based on the university's commitment to prioritize student success; promote research, scholarship, and creative activities; enhance faculty and staff success; promote financial stability; strengthen UToledo's brand and reputation. Progress toward these goals is reported via a [dashboard](#). Resource allocation for the first goal (student success) is discussed in 5.C.2. Resource allocation for the remaining four goals, including the allocation of both financial and human resources, is highlighted below:

- **Goal 2 Research, Scholarship, and Creative Activities.** Purchase of new software to simplify submission and review for research compliance – [Institutional Animal Care and Use Committee](#) (IACUC), [Institutional Biosafety Committee](#) (IBC), and Institutional Review Board (IRB); [internal grant programs](#), [Women in Philanthropy](#), [undergraduate](#) and [graduate](#) research awards; investment in [core research facilities](#); and [Rocket Innovations](#) and [LaunchPad Incubation](#) for commercialization of faculty and student research.

- **Goal 3 Faculty, Staff and Alumni.** Faculty and staff development programs are highlighted in Criterion 3.

- **Goal 4 Fiscal Positioning and Infrastructure.** A [facilities master plan](#) to reduce overall footprint to lower maintenance costs while providing state of the art facilities for

teaching, research, clinical enterprise, and community outreach; technology investments to improve processes while reducing costs, including the [Concur accounts payable system](), [ComDoc printer fleet](), [unified telecommunications](), and the [Cornerstone hiring system.]()

- **Goal 5 Reputation and Engagement.** Creation of the [Office of Competitive Fellowships]() to assist faculty and students with applications for national and international scholarships and fellowships; [branding initiatives]() for unified messaging to external constituents.

In addition to support for these initiatives, the [UToledo Foundation]() works with donors to identify shared interests and values related to this mission. A $250M campaign began in July 2016 with fundraising efforts that focus on the University's mission, values, and priorities. As of the end of FY21, fundraising efforts had exceeded $150M in the campaign.

The [key initiatives]() presented by Dr. Postel after his arrival in July 2020 also address critical systemic challenges within the institution to prioritize strategic planning efforts while also managing the impact of the pandemic. This includes undertaking a budget modernization initiative to transition from an incremental budget model to a [Responsibility Center Management]() (RCM) budget model. A consulting team from Huron is also being used to engage constituents from across campus in the budget modernization process. This approach includes (1) an Academic Portfolio Study, designed to establish a sound methodological approach to understanding the costs associated with curriculum delivery; (2) Financial Opportunity Assessment, a process in which academic and administrative financial opportunities are identified and recommended for development; (3) Budget Model Development during which academic structures, trends in program growth, and the University's cost of instruction were reviewed and a new incentive-based budget model methodology was developed with campus input; and (4) Budget Model Implementation - the newly designed budget model and governance structures, will be used for FY23 budget development. In tandem with a [committee of faculty and staff](), Huron is working with the Deans to understand the model methodology prior to the FY23 implementation. Once implemented, individual colleges and support units will have increased responsibility for generating revenue, allocating resources, and making decisions on strategic initiatives to increase revenue and to achieve the strategic goals of the institution.

These key initiatives will serve as a starting point for the next strategic plan, the development of which is beginning Fall 2021.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

The University is making progress in integrating assessment, program review, college annual reports, and data provided by the Office of Institutional Research (OIR).

Two university wide committees - (1) the [University Assessment Committee]() (UAC) and the (2) [University Academic Program Review Committee]() (UAPRC) - are responsible for coordinating the collection and review of data for these purposes. Details about the UAC are in

4.B. Assessment results are included in annual reporting to deans and division vice presidents for consideration in budget decisions.

The UAPRC is responsible for oversight of academic program review that all degree and certificate programs undergo. Details about the cyclical process can be found in 4.A. As part of the self-study, programs are asked to link goals to the strategic plan. Program review results are included as required documentation for requesting new faculty, and a follow-up on action items indicate results are utilized for consideration in budgetary decisions. In the UAPRC's most recent annual report, the committee highlighted "… it is not clear if or how the budget modernization process and new RCM budget model will incorporate the results of program review. If the current program review process does not provide the information that is required for making informed and strategic budgetary decisions, then it is imperative that we restructure the program review process to provide the information that is required."

Non-academic support units undergo program review, although not on a set schedule. A summary of program reviews reports Residence Life, the Military Service Center, Institutional Research, the Core Curriculum, and University Libraries have undergone external review. In addition, the University Research Council reviews the operations of research centers every five years.

As described in 5.A.2, the OIR acts as the official source of institutional information for the University. OIR provides support for the assessment processes overseen by the UAC and UAPRC, conducts institutional level research to support planning and decision making, fulfills state, federal and other external reporting requirement, and responds to internal and external stakeholder requests for institutional data. Findings of the UAC, UAPRC, OIR and other entities have led to initial and/or continuing reinvestment in the following initiatives to improve student outcomes:

- Funding for faculty development initiatives such as the Course Design Institute
- Measuring effectiveness of programs such as the Learning Enhancement Center and the M.O.R.E. Institute, which serves at-risk and underrepresented populations
- Changes to reduce DFW rates in core curriculum courses offered by the College of Natural Sciences and Mathematics
- Changes in years 1 and 2 of the MD program curriculum to enhance clinical relevance
- Changes to law curriculum leading to improved first-time bar passage rates in the College of Law

Data from OIR is also provided to colleges as part of the college annual reporting process. These college annual reports integrate information from assessment reports; data on enrollment and student success; faculty productivity; and links to the strategic plan. Each dean meets with the Provost annually to determine goals for the upcoming year.

As with other elements of the University's strategic plan, the UToledo Foundation provides financial support to numerous student success initiatives, including scholarship funds, improvements to curricular and co-curricular programs, and opportunities to participate in experiential learning opportunities such as internships, study abroad programs, and research

opportunities. In 2020, the Foundation provided the University with $5 million in student aid and $5.6 million in academic program support to ensure student success.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The University's planning processes encompass the entire institution and consider the perspectives of internal and external constituents. As described in 5.A.1 and 5.A.3, numerous constituent groups participate in shared governance and institutional planning. The preamble to the 2017-2022 Strategic Plan notes that this plan was developed by a committee of 21 people representing multiple stakeholder groups in our community and was shaped by the input from over 1,000 stakeholders that provided feedback, exchanged ideas, and debated priorities. Input from a range of constituents was provided during initial and later stages of the planning process.

The strategic planning dashboard documents progress toward each goal and is publicly available; internal constituents also have access to more restricted information through tools such as Argos and Web Report Library. Previously, the President called upon the community to provide suggestions to reduce expenditures. More recently, the CFO has presented information to several constituent groups in response to budget challenges.

As detailed in 5.B.4, the BOT recently approved an initiative to reinvest $20M out of the $40M in emergency budget cuts enacted during the onset of the pandemic. Rather than partially restoring funding that was cut from the budgets of various units, President Postel appointed a reinvestment committee of faculty, staff, student representatives and administrators to review and prioritize initiatives for these reinvestment funds.

The current budget planning process, as described in 5.B.3. includes various constituents. The budget development process begins at the college or unit level, with budget managers working with faculty, staff, chairs, directors, deans, Academic Finance, and vice presidents as appropriate. The resulting budget requests are then assembled by the Office of Financial Planning, Analysis and Budget (OFPBSA) to be reviewed on an institutional level by senior leadership, the President, and the BOT. Budget development is predicated on assumptions and projections that are provided by several groups, including Enrollment Management, Auxiliary Services, and UTMC.

The new RCM budget model includes a governance structure that comprises various committees including advisory committees, operational support teams and decision makers. These groups include: (1) a University Budget committee that functions as a central group reviewing recommendations from smaller, action-oriented committees and recommends a University-wide budget to the President; (2) Space Management Committee -focused on facilities, infrastructure, and acts as a broker for space related to the budget model; (3) Support Allocation Committee - focused on reviewing support unit budget proposals and effectiveness; (4) Academic Review Committee which functions as an intermediate review committee between the Deans and the Provost and is responsible for recommending a unified academic budget to the Provost; and (5) Curriculum Related Committees -who retain approval authority to manage curriculum and ensure that colleges do not infringe on each other's academic offerings. The new budget

governance structure is designed to create a higher level of transparency and ensure that the institution is considering the perspectives of all constituent groups during the process. Multiple constituencies are involved in the planning process, including faculty.

Per Ohio law, the property and funds, governance, conduct and control of UToledo are vested in and exercised by the BOT. BOT members are appointed by the Governor of Ohio, serve without compensation, and consist of alumni, business and community leaders, and student members. The BOT has recently added prominent alumni as non-voting national trustees to advise the BOT on various issues and to advocate for The University at the national level. In addition to current trustees, standing committees also include faculty, students, and as appropriate, Foundation or constituent representatives. Per Faculty Senate rules, faculty representatives to the BOT are appointed by the Faculty Senate Executive Committee. Potential student members of the BOT must apply, and applications are reviewed by Student Government and recommendations go to the Governor for consideration.

4.The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

The University's strategic plans and budgets account for the capacity of the institution and current environment, and are developed to account for fluctuations in revenue, enrollment, and expenditures. Numeric targets identified by the Strategic Plan were realistic, as evidenced by the number of these goals already attained. The Facilities Master Plan was developed following a year-long survey of facility usage and course sizes, and contains targets designed to reduce our footprint and maintenance costs while serving projected enrollments in future years.

The University uses internal and external data and projections to frame decision-making and plan for the future. Several units employ staff that collect and analyze data, and make projections regarding enrollment, revenue, and expenditures. These units include: Institutional Research, Enrollment Management, Grants Accounting, Finance, Planning and Budget, Academic Finance, Government Relations, Facilities and the UToledo Foundation. Budget models include conservative models of enrollment (recruiting and retention), net tuition revenue, state share of instruction (SSI), auxiliary revenue, external research funding, endowment income, labor costs, capital outlays and facility maintenance.

In addition to projections and models, several sources provide data for that allows for monitoring and adjusting budgets and capacities as needed:

- Argos reporting tool that provides date-to-date headcount, FTE, and retention comparisons in addition to tracking of continuing students that have not enrolled for the upcoming semester
- The UToledo Foundation dashboard to provide updates on revenue and expenditures from endowed and non-endowed funds

- [Web Report Library](#) reports for live reporting on tuition and grant income, labor costs and other expenditures from department, college, and auxiliary unit budgets
- Implementation of the [Microsoft Power BI business analytics platform](#) to replace and expand functionality formerly provided by Argos

Historical tracking of budget, [enrollment](#) and related data also serves to assist with projections and capacity needs. Although budgets are approved for an entire FY, periodic mid-year adjustments are required due to unexpected changes in enrollment, revenue sources or expenditures. To help reduce variability in the budgeting process due to the pandemic, a [six-month budget](#) was adopted for the first half of FY21 to help mitigate against uncertainties tied to enrollment and state support. A budget for the remainder of this FY21 was adopted at the December 2020 BOT meeting. An additional $4 million from the Foundation was also made available to support UToledo if needed, and the institution also leveraged stimulus funds when applicable.

Anticipating external factors. The University's strategic and budget plans consider external factors such as advances in technology, demographic shifts, globalization, the economy, and state share of instruction (SSI). As described in section 5.C.4, the University has numerous offices and staff that collect data, analyze data, and make projections regarding enrollment, revenue, and expenditures. These data include projections about prospective student population demographics and international markets, impact of economic conditions on enrollment and on state support, and technological advances to effectively communicate with prospective students and to effectively educate current students. Evidence that the University considers evolving external factors in its planning processes include:

- Marketing and Communications [branding campaign](#) and standards to improve our digital presence and to ensure accessibility for all constituents using a variety of devices and platforms
- An evolving [strategic enrollment plan](#) that included adjustments to processes for awarding merit and need-based scholarship to direct from high school, transfer and international students
- Creation of an [Office of Diversity and Inclusion](#) and a [strategic plan for diversity and inclusion](#) to ensure that our University community represents and embraces the diversity of all current and prospective students, staff, and faculty
- [Training and discussions](#) to promote an equity-based mindset to meet the educational needs of all students enrolled at the University
- Initiatives from the [Division of Technology and Advanced Solutions](#) including advanced simulation, cloud-based computing, and a [Virtual Lab](#) environment to provide faculty, staff and students access to University computing resources from anywhere in the world using a range of devices
- An annual [Day of Giving](#) event to engage more donors and a capital campaign feasibility study that outlined priorities in Accelerating Student Success, Growing Excellence in Teaching and Research Impact, and Expanding Human Health and Community Well-being

As with many of the major technological and societal shifts that have occurred before, the COVID era coupled with region changing demographics have highlighted areas needing additional planning and support moving forward, such as expanding online degree programs, opportunities for working with business and industry to identify new certifications, and focusing more on specialized populations such as adult and transfer students.

6. The institution implements its plans to systematically improve its operations and student outcomes.

The University implements processes for strategic and budget planning. The institutional strategic planning process was described in 5.C.3. The strategic plan was implemented systematically with assigned responsibilities and monitoring of desired outcomes. The systematic process for forecasting, developing, and monitoring the budget is described in 5.B.3 and 5.C.4. In addition to strategic planning and budget, numerous examples of systematic implementation of plans to improve operations and student outcomes are explained below.

Institutional policies are developed and approved through a process delineated by University policy. Upon the recommendation of senior leadership, a policy is placed on the University's policy website for thirty days for public comment and review before the approving officer signs the policy. The Faculty Senate Committee on Academic Regulations reviews policies related to undergraduate education, the Faculty Senate Committee on Faculty Affairs reviews policies related to faculty responsibilities, rights and welfare, and the Graduate Council Academic Programs and Regulations Committee reviews policies related to graduate education. If significant revisions are made, the policy will be posted for a second thirty-day comment period before it is signed. Policies are reviewed at every three years to ensure the policy accurately reflects current practices, complies with applicable laws and regulations, and does not conflict with other policies.

Numerous programs are externally accredited. Accreditation agencies prescribe systematic assessment processes, student learning outcomes, and require documentation of any curricular and/or pedagogical changes completed to improve achievement of student learning outcomes.

The University Research Council reviews, formulates, and recommends general research policies and practices which affect the conduct of research and scholarship at the University. It also develops and oversees programs that utilize University funds for advancing research and scholarship and reviews and recommends research areas of excellence and research centers and institutes. Research Council also works with the Office of Research and Sponsored Programs to identify core research faculty and define needs for ongoing support for the instrumentation centers as critical research infrastructure.

The University Assessment Committee (UAC) oversees a systematic process for the review of student learning through coursework and auxiliary/service unit functions. As detailed in 4.B., the UAC maintains an online reporting system to review and track annual assessment reports submitted by all academic programs and service units within the university. A similar process is utilized for auxiliary/service units, with outcomes defined in terms of their function. Assessment

processes are also reviewed by liaisons at the college or vice president level to provide feedback on the quality of these assessment processes.

The faculty-led University Academic Program Review Committee (UAPRC) oversees a systematic process for the review of degree and certificate granting programs. Details about the program review process can be found in 4.A. The Provost, dean(s), program leadership and UAPRC leadership meet to determine a set of action items based on the program review documents. The UAPRC then requests updates at set points until the next scheduled review.

Curricular changes may be required to address issues identified during academic program review, assessment of student learning, changes to accreditation criteria, or to meet the needs of employers and other constituents. Curricular changes are reviewed and approved systematically, first by department or program curriculum committees, then by college curriculum committees and the dean. Modifications, creation, or removal of undergraduate degree programs are reviewed and approved by relevant Faculty Senate or Graduate Council committees, as outlined in 4.A. Once approved by the full Faculty Senate or Graduate Council, curricular modifications are given to the Provost for final review and approval before being recorded in Banner and published in University catalog.

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

UToledo is a mission-driven research university guided by a realistic strategic plan that considers the institutions current state, projected growth, as well as local, regional, and national trends. The institution has been intentional in its planning to meet current fiscal challenges and anticipated future obligations. Leveraging a continuous improvement process, strategic plans have progressed to meet evolving needs of the campus constituents and the community in an effort to ensure we are poised for a better path forward.

Sources

There are no sources.