

Chapter III

MISSION

Introduction

On May 13, 1981, the Board of Trustees of The University of Toledo adopted a revised mission statement which is included in this chapter. As a part of the self-study process, each college reviewed its own statement of mission or objectives and amended it where it seemed appropriate. Those statements accompany the self-study report of each college.

Statement

The University of Toledo endorses in its mission statement a renewed challenge of openness, responsiveness, and excellence for the 1980's. Organized as a community of students, faculty, administration, and trustees, the University reaffirms its dedication to the pursuit of truth, to the understanding of man and his universe, and to the training of the mind for problem solving.

The University as an institution is the embodiment of an ideal which can only be realized to the extent that its mission is clearly understood. Programmatic planning as well as review and evaluation must be directly related to the nature and mission of the University.

Teaching, research, and public service

The University of Toledo shares three primary functions with other American universities: teaching, research, and public service.

Teaching. Teaching, particularly at the undergraduate level, is the largest single function of the University. It consumes the largest proportion of institutional resources and has the largest impact on society.

Variety and diversity are desirable qualities in the instructional programs of the University. Students come from varied backgrounds and pursue a variety of interests and purposes. The University seeks to accommodate a wide range of individual differences and to expand the number of educational alternatives open to students. At the same time, the University seeks to direct the attention and concern of students to those aspects of learning which are of common concern. Because of this diversity, the University provides instructional programs at several levels and with varied purposes.

General and liberal education.

The University of Toledo reflects a strong tradition of liberal education. This tradition has found expression in the strength of the College of Arts and Sciences and in the provision for general education in the curricula of the professional colleges.

A liberal education aims at imparting general knowledge and developing general intellectual capacities. It is a broad, balanced examination of the creative accomplishments of men and women and the body of knowledge we have accumulated. Its purpose is to widen the range of experiences open to students, to prepare them to make informed and humane decisions, to cultivate their potential for creative expression, and to develop the disciplined, critical thinking necessary for intellectual development throughout life.

General education is directed toward advancing the maturity and enhancing the opportunity of students for a richer and fuller human experience, both as individuals and as members of society. It seeks to cultivate humane and ethical values; to stimulate intellectual growth, social development, aesthetic awareness, and personal integrity; to foster the spirit of free and open inquiry and the critical appraisal of ideas; and to develop the ability to communicate ideas clearly and persuasively.

General education is tied to the cultural past, is directed toward the immediacies of the present, and anticipates the contingencies of the future. The social and humanistic context in which a profession is practiced requires a general education that will develop in the graduate qualities of justice, magnanimity, and humaneness to provide a background for responsible, productive, and satisfying living.

Associate degree education.

Associate degree programs, balanced between general and technical components, are of more immediate occupational use to the student. These opportunities and programs are responsive to the manpower demands of our society. These technical programs are function-oriented and shorter in duration than professional and baccalaureate programs. The goal is to prepare for immediate and productive employment.

Professional education.

Education for the professions has long been a major commitment of The University of Toledo. Dedication to excellence in both undergraduate and graduate programs in the professional fields has been a conspicuous characteristic of the University throughout its history. One of the distinguishing features of The University of Toledo is the breadth and strength of its professional programs: business, education, engineering, law, pharmacy, and nursing. These programs create both a general atmosphere of heightened professional concern and a particular focus for career preparation. Preserving and enhancing the excellence of professional education is of the utmost importance from the perspective of the tradition of the University.

Professional education is in large part determined by the demands and practices of a profession for which the student is to be prepared. It provides learning experiences so that students can participate fully and creatively both within and outside their professional lives. These programs enable professionals to continue learning throughout their careers and to become acquainted with new facts, principles, techniques and practices. Professional programs, especially those at the graduate level, include provision for significant research experience.

Graduate education.

In graduate education the University makes a vital contribution to the region and to the nation. This contribution is manifested in the wide variety of master's, specialist, and doctoral programs offered by the University. Master's degrees are available in over thirty disciplines and there are eighteen doctoral programs. A high degree of professional competence is apparent in the faculty, and both undergraduate and graduate instructional programs are stronger as a result. Graduate education in the various disciplines and professions is primarily directed to the advancement and dissemination of knowledge and training for research.

Continuing education.

The University of Toledo encourages and supports lifelong learning. In support of this objective the University has established a Division of Continuing Education which conducts conferences, institutes, short courses, seminars and workshops. In these educational programs groups of people meet with University faculty members or outside experts for a few hours, days, or weeks of intensive study.

Research. The University is also an agency for the discovery, collection, and dissemination of knowledge. The scope of this enterprise is as broad as knowledge itself. Through its scholarly research the University attempts to enlarge the horizons of human knowledge. An effective and comprehensive research effort must nurture both pure and applied research. The University's Office of Research has been established to assist the faculty in developing proposals for internal and external funding of their research.

The ability to contribute to the advancement of knowledge is often an important element in the success of effective teachers, particularly in graduate education. A synergistic relationship thus exists between research and teaching. The balance between teaching and research may vary depending on the nature of the academic discipline and program, but the University endorses no false dichotomy between teaching and scholarship.

Public Service. Everything that the University does may be seen as a service to society, yet some of its activities are more directly involved in the life of the community than others. The University serves local and regional institutions not only indirectly through training qualified personnel, but also directly through cooperation and participation in the activities of such institutions. The University serves governmental agencies and private institutions through information dissemination and consultation. The University works for the improvement of educational processes in the schools. The University maintains centers of public service to augment community resources for dealing with current problems.

The University also serves the community as one of the most important of modern institutions which preserves and transmits culture. As a cultural center the University presents a variety of programs in the arts. The University seeks to assist both its students and others in the community in discovering those ideas, principles, and values which will enhance life.

Urban environment

The specific mission of The University of Toledo, its distinctive character, its program emphases, and nature of its resources, can be understood only against the background of its emergence from the status of a municipal university to that of a state university and its location in a large, metropolitan center. By virtue of its origins and location, the University is particularly concerned, in program and perspective, with its urban environment.

As an urban institution, The University of Toledo offers educational programs designed in part to serve the needs of the metropolitan area for trained manpower. These programs are offered to students who are primarily commuters. Many are part-time, adult, or evening students. The University makes a conscious effort in its programming to keep these demographic qualities foremost and through its research and public service activities to contribute to the solution of problems of the metropolitan area. It participates, both corporately and through its individual leaders, in the development of community policy and planning. The University also attempts to train professional personnel for administration and service in urban offices and to advance knowledge in urban affairs. Finally, the University serves as a cultural center for the community and is a major participant in the area's cultural activity.

Academic Freedom

The University of Toledo has preserved the tradition of academic freedom which helps to define a pattern for future institutional development. The University has defended the right of open expression and has labored to define due process for the protection of that right. A participatory approach to governance has characterized the University, and concern for the welfare of individuals has been a major consideration in decision-making. Respect for human dignity and freedom inspires the University in its efforts to promote the growth of life and to preserve the autonomy of individuals in an open society.

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Preface

University Mission Statement
Environmental Statement

University Goals and Objectives

1. Academic Achievement
 2. Quality of Undergraduate Students at Admission
 3. Undergraduate Student Marketing
 4. Graduate Student Quality and Marketing
 5. Instructional Mode
 6. Instruction and Research Support
 7. Campus Life and Culture
 8. University/Industry/Government Relations
 9. Reorganization
 10. Resources
 11. Evaluation and Impact
- College and Unit Strategic Plans
- College of Arts & Sciences
 - College of Business Administration
 - College of Education and Allied Professions
 - College of Engineering
 - College of Law
 - College of Pharmacy
 - University College
 - University Community & Technical College
 - Division of Continuing Education
 - University Libraries
 - Retention Services
- Implementation Plan Proposed Design

Revised
10/15/90
11/26/90
12/ 6/90
12/10/90
1/ 6/91

THE UNIVERSITY OF TOLEDO MISSION

The University of Toledo, a major comprehensive state university, develops and disseminates knowledge through excellent instruction and internationally recognized research and scholarship. The University is committed to a continuing role as an institution of first choice for students, staff, faculty and for organizations which seek quality.

As a public institution, the University provides access to higher education with admission to major fields of study, based on the requirements of academic disciplines. The University's success in research and teaching enables it to provide high quality undergraduate and graduate education. The University, in fulfilling its mission, is dedicated to promoting life-long learning.

The University is an intellectual community in which people teach, learn, conduct research and serve. The University supports the continuous improvement of human and physical resources and is a leading development force and center of culture.

The University of Toledo promotes cultural pluralism, racial diversity, gender representation, and respect for divergent views. High ethical values, freedom of expression, and social justice are the University's guiding principles.

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The University of Toledo, a major comprehensive state university, stands for excellence in research and scholarship as it develops and disseminates knowledge through its academic programs. Providing open access to higher education and selective admission to major fields of study, the University is committed to help students achieve their highest potential.

The University unites teaching, research, advising and support services in an effective educational process and provides a foundation of liberal education in all of its academic programs.

As a leading development force and center of culture, the University is dedicated to serving the urban region in which it is located with outreach initiatives, research projects, continuing education programs, and economic development support.

The University of Toledo promotes cultural pluralism, racial diversity, gender representation, and respect for divergent views in its quest to improve education at all levels. High ethical values, freedom of expression, and social justice are guiding principles for the University.

UT 2000 Strategic Academic Plan

Academic Goals

The University will intensify its emphasis on the instructional mission of the University.

The University will strive to increase its graduate enrollment and research stature.

The University will increase the ethnic and racial diversity of its students, faculty, staff, and administrators.

Resource Enhancement Goals

The University will enhance the role of advising in the retention of students.

The University will work to increase state support for higher education, on a per student basis, to above the national average for public research universities.

The University will adjust its undergraduate, graduate, and law instructional fees first to levels necessary to meet the student instructional fee assumption levels described in the Ohio Board of Regents (OBOR) subsidy model, and then to achieve the goals of this document.

The University will increase its endowment funds and extramural funding.

The University will increase compensation by rank for faculty and for members of the instructional and support staff in order to attract and retain qualified personnel.

The University will provide resources to address needs in the areas of teaching loads, research support, equipment, and infrastructure.

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President



On July 1, 1967, a major change was made in the design of the Official Seal of The University of Toledo. The year 1967 was added, marking the University's new status as a member of the state university system of Ohio.

The new date joined two other significant dates on the seal: 1872 and 1884. The first commemorates the founding of the University through a gift of land by Jesup W. Scott. The second marks the year in which the University became a municipal institution. It was then that the city of Toledo began a program of financial support that continued for 83 years, terminating upon the University's conversion to state status.

Incorporating the coat of arms under which Columbus sailed to America, the seal bears the motto in Old Spanish, "*Coadyuvando El Presente, Formando El Porvenir*" — Guide to the Present, Moulder of the Future. The University's official colors, gold and blue, are represented in the golden castles of Castile and the crowned eagles of Sicily and Aragon, which appear on the shield with imperial lions of Leon.

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Accreditation and Standards

The University of Toledo is accredited by the Commis-

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Accreditation Board for Engineering and Technology Inc.
 Accreditation Council on Social Work Education
 American Assembly of Collegiate Schools of Business
 American Association of Colleges for Teacher Education
 American Association of Colleges of Pharmacy
 American Association of Community and Junior Colleges
 American Association of State Colleges and Universities
 American Bar Association
 American Chemical Society
 American Council on Education
 American Council on Pharmaceutical Education
 American Institute of Architects
 American Kinesiotherapy Association
 American Medical Association Committee on Allied Health Education and Accreditation
 American Physical Therapy Association
 American Society for Engineering Education
 American Society of Medical Technologists
 American Speech Hearing Association
 Association of American Colleges
 Association of American Law Schools
 Association of Collegiate Schools of Planning
 Association of Governing Boards of Universities and Colleges
 Association of Urban Universities
 Board of Registry of the American Society of Clinical Pathologists
 Community College Consortium
 Computer Science Accreditation Commission
 Council for the Accreditation of Counseling and Related Programs
 Council of Graduate Schools in the United States
 League of Ohio Law Schools
 National Association of Developmental Education
 Midwest Association of Graduate Schools
 NAFSA: Association of International Educators
 National Association of Learned Societies
 National Association of Schools of Music
 National Association of State Universities and Land-Grant Colleges
 National Athletic Training Association
 National Commission on Accrediting
 National Council for Accreditation of Teacher Education
 National Council for Instructional Administrators
 National Council for Occupational Education
 National League for Nursing
 National Parks and Recreation Association
 National University Continuing Education Association
 Ohio Board of Regents

GENERAL INFORMATION

THE UNIVERSITY OF TOLEDO
 UNDERGRADUATE CATALOG
 1993-95



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 American Council on Education
 American Council on Pharmaceutical Education
 American Institute of Architects
 American Kinesiotherapy Association
 American Physical Therapy Association
 American Society for Engineering Education
 American Society of Medical Technologists
 American Speech and Hearing Association
 Association of American Colleges
 Association of American Law Schools
 Association of Collegiate Schools of Planning
 Association of Governing Boards of Universities and Colleges
 Association of Urban Universities
 Board of Registry of the American Society of Clinical Pathologists
 Commission for the Accreditation of Allied Health Education Programs
 Community College Consortium
 Computer Science Accreditation Commission
 Council for the Accreditation of Counseling and Related Programs
 Council of Graduate Schools in the United States
 League of Ohio Law Schools
 National Association of Developmental Education
 Midwest Association of Graduate Schools
 NAFFSA: Association of International Educators
 National Association of Learned Societies
 National Association of Schools of Music
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 National Athletic Training Association
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 American Chemical Society
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 American Council on Pharmaceutical Education
 American Institute of Architects
 American Kinesiotherapy Association
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 National Council for Instructional Administrators
 National Council for Occupational Education

National League for Nursing
 National Parks and Recreation Association
 National University Continuing Education Association
 Ohio Board of Regents
 Ohio College Association
 Ohio Continuing Higher Education Association
 Ohio Department of Education

Areas of Study

College of Arts and Sciences

American Studies
 Anthropology
 Art
 Art History
 Asian Studies
 Biology
 Chemistry
 Communication
 General Communication
 Communicative Disorders
 Economics
 English
 European Studies
 Film
 French
 General Studies
 Environmental Studies
 Geography and Planning
 Geology
 German
 History
 Humanities
 International Relations
 Latin American Studies
 Linguistics
 Mathematics
 Medical Technology
 Medieval and Renaissance Studies
 Middle Eastern Studies
 Music
 Nursing
 Philosophy
 Physics and Astronomy
 Political Science
 Pre-Medical/ Pre-Dental/ Pre-Veterinary (*not a major— students will select a major from one of the other fields of study listed here*)
 Psychology
 Social Work
 Sociology
 Spanish
 Theatre
 Urban Studies
 Women's Studies

College of Business Administration

Accounting
 College-Area of Specialization
 Entrepreneurship, Family, and Small Business
 International Business
 Finance
 Commercial Real Estate
 Finance
 Information Systems & Operations Management
 Information Systems
 Operations Management
 Purchasing & Supply Management

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History of The University of Toledo

The University of Toledo began in 1872 as a private arts and trades school offering painting and architectural drawing as its only subjects. In the 125 years since, the university has grown into a comprehensive institution offering more than 250 undergraduate and graduate programs to over than 20,000 students from around the world. The history of its development is a remarkable story.

In a pamphlet published in 1868 entitled "Toledo: Future Great City of the World," Jesup Wakeman Scott articulated a dream that led him to endow what would become The University of Toledo. Scott, a newspaper editor, expressed his belief that the center of world commerce was moving westward, and by 1900 would be located in Toledo. To help realize this dream, in 1872 Scott donated 160 acres of land as an endowment for a university to train the city's young people.

The Toledo University of Arts and Trades was incorporated on October 12, 1872, to "furnish artists and artizans with the best facilities for a high culture in their professions...." Scott died in 1874, however, a year before the university actually opened in an old church building downtown. The school was forced to close in 1878 due to a lack of funds. On January 8, 1884, the assets of the university were turned over to the city of Toledo and the school reopened that year as the Manual Training School. It offered a three-year program for students at least 13 years old who received both academic and manual instruction.

Dr. Jerome Raymond was appointed the first president of the university in 1908. He expanded its offerings by affiliating with the Toledo Conservatory of Music, the YMCA College of Law, and the Toledo Medical College, and by creating the College of Arts and Sciences. These changes moved the university toward becoming an institution of higher education. But the school struggled through years of inadequate finances and legal battles over control.

In 1914, Dr. A. Monroe Stowe became president, and led the university on its first organized path of development.

He founded the College of Commerce and Industry (later the College of Business Administration) in 1914, and the College of Education in 1916. Enrollment grew from 200 students to 1400.

As evidence that the university was maturing, student participation in extracurricular activities increased. Student Council was created in 1919, and that year two students started a newspaper called The Universi-Teaser. In 1915, the students petitioned for an intercollegiate athletic program. Football began in 1917, although the first game was a 145 to 0 loss to the University of Detroit. The sports teams received their nickname, the "Rockets," in 1923 from a newspaper writer who thought the name reflected the teams' playing style.

By the 1920s, Toledo University was a growing institution, limited only by the buildings that housed it. Classes were held in two downtown buildings, but both were too small. In 1922, the university moved into an automobile mechanics training facility that had been constructed for World War I on the original Scott land. While twice the size of the old buildings, this location was less than ideal. Its limitations became evident when an enrollment increase of 32 percent in one year produced a critical shortage of classroom and office space.

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After the war, the GI Bill of Rights provided a way to reward veterans for their service by paying their college tuition, and over 3000 veterans took advantage of the program at UT. Because many veterans were older and had families, arrangements were required to house them. In 1945, the University purchased surplus military housing for the veterans and moved it to campus. "Nashville," as the complex was called, served as married student housing until 1974.

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