



III. FACULTY, STAFF AND ALUMNI

GOAL 1: FOSTER A CULTURE OF EXCELLENCE BY SUPPORTING RETENTION, CAREER PROGRESSION AND HIGH JOB SATISFACTION FOR STAFF.

OUTCOME: Retention Rate of Non-Faculty Staff

NOVEMBER 2019

The retention rate of non-faculty staff for the second quarter of 2019 (from April 1, 2019 to June 30, 2019) is 94.5% and for the third quarter of 2019 (from July 1, 2019 to September 30, 2019) is 96.5%, both well above the 2022 target of 83%.

In fall 2017, the University launched a new leadership development program for non-faculty staff members and a third cohort of UToledo staff members were selected to participate in the UToledo Staff Leadership Development Program in fall 2019.

MAY 2019

The retention rate of non-faculty staff for the first quarter of 2019 (Jan. 1, 2019 to March 31, 2019) is 97.48%, well above the 2022 target of 83%.

In fall 2017, the University launched a new leadership development program for staff members, and an inaugural cohort of 22 staff was selected, graduating in November 2018. The second cohort of 21 UToledo staff members was selected to participate in the UToledo Staff Leadership Development Program in fall 2018 and will graduate in fall 2019.

NOVEMBER 2018

The retention rate of non-faculty staff for the second quarter of 2018 (April 1 - June 30, 2018) is 93.7%, well above the 2022 target of 83%.

MAY 2018

The retention rate of non-faculty staff for the first quarter of 2018 is on track to meet the target goal for staff retention.

OCTOBER 2017

For 2017, the year-to-date retention rate of non-faculty staff is 86.8% (partial year calculation from Jan. 1-Oct. 31, 2017).

GOAL 2: FOSTER A CULTURE OF EXCELLENCE BY SUPPORTING RETENTION, PROMOTION AND HIGH JOB SATISFACTION FOR FACULTY.

OUTCOME: Percent Of Full Professors in the Pool of Full-Time Faculty

NOVEMBER 2019

University-wide, 26 associate professors were promoted to full professor for fall 2018, compared to an average of 16 faculty who were promoted to full professor per year during the last three years.

Twenty two faculty were promoted to full professor for fall 2019 (note that this number does not include possible new hires during the summer of 2019).

Twenty one faculty members were selected to participate in the third cohort of the University's Associate to Professor (ATP) program in 2019-20, including six faculty members who participated in the 2018-19 cohort.

University-level tenure and promotion guidelines were developed during the 2017-18 academic year; and during 2018-19 and 2019-20, colleges and departments continue to work on aligning their college-level and department-level tenure and promotion elaborations with the University-level guidelines.

New tenure-track faculty hire letters of expectation are being developed by departments to outline expectations related to teaching, research, service and other faculty activities as indicated.

MAY 2019

Sixteen faculty members participated in the inaugural 2017-18 Associate to Professor (ATP) program, developed to guide and mentor faculty to full professor, with leadership from the Office of the Provost. Six faculty members who participated in the 2017-18 ATP program submitted dossiers for full professor in September 2018 (38% of the 2017-18 ATP cohort), and all six of these faculty members were successfully promoted to full professor for fall 2019. Eighteen faculty members were selected to participate in the 2018-19 ATP program, now in its second year, including nine who participated in the 2017-18 ATP program and made significant progress.

University-wide, 26 associate professors were promoted to full professor for fall 2018, compared to an average of 16 faculty promoted to full professor per year during the last three years.

Twenty-two faculty members were promoted to full professor for fall 2019 (note that this number may change with new hires during the summer of 2019).

During the 2018-19 academic year, the Office of the Provost launched a new mentoring program, with launch committees established for 17 newly hired, tenure-track faculty in 11 departments in the colleges of Arts and Letters, Business and Innovation, Engineering, Health and Human Services and Natural Sciences and Mathematics. In several departments, launch committees also were established for a second-year, tenure-track faculty member; and in one department, a launch committee was established for a third-year, tenure-track faculty member. Each launch committee uses best practices to help the new faculty member set goals and identify areas of focus, as well as resources, including attention to the needs of women and underrepresented minority faculty.

UToledo also participates in an NSF IDEAL-N ADVANCE grant (Advancement of Women in STEM fields grant, specifically in Sciences, Social Sciences, and Engineering) with Case Western, BGSU, Carnegie Mellon, Cleveland State, Duquesne, IUPUI, Kent State, University of Akron and the University of Pittsburgh, with Case Western serving as the PI. Note that IDEAL-N stands for Institutions Developing Excellence in Academic Leadership – National. Each of the universities participating in the grant have a change implementation team, led by a co-director. Dr. Jamie Barlowe, former vice provost for faculty affairs, served as the co-director for the UToledo team. A new co-director has yet to be named following her retirement in spring 2019.

University-level tenure and promotion guidelines were developed during the 2017-18 academic year. During the 2018-19 academic year, colleges and departments continued to work on aligning their college-level and department-level tenure and promotion elaborations with University-level guidelines.

NOVEMBER 2018

Sixteen faculty participated in the inaugural 2017-18 Associate to Professor (ATP) program, developed to guide and mentor faculty to full professor with leadership from the Office of the Provost. Six faculty who participated in the 2017-18 ATP program submitted dossiers for full professor in September 2018 (38% of 2017-18 ATP cohort submitted dossiers). Seventeen faculty were selected to participate in the 2018-19 ATP program, including nine faculty who had participated in the 2017-18 ATP program and made significant progress.

Twenty-six associate professors were promoted to full professor for fall 2018 compared to an average of 16 faculty who were promoted to full professor per year during the last three years.

During the 2018-19 academic year, the Office of the Provost launched a new mentoring program for new tenure-track faculty, with plans underway to develop mentoring programs for all tenure-track faculty. College mentoring plans are being developed and will include mentoring programs for associate professors.

University-level tenure and promotion guidelines were developed during the 2017-18 academic year and vetted by deans, department chairs and faculty, and endorsed by Faculty Senate in April 2018. During the 2018-19 academic year, colleges and departments are working to align their college-level and department-level tenure and promotion elaborations with the University-level guidelines.

MAY 2018

Sixteen faculty participated in the inaugural 2017-18 Associate-to-Professor (ATP) program, developed to guide and mentor faculty to full professor, with leadership from the Office of the Provost. The second cohort of faculty will be recruited for 2018-19.

Twenty-six faculty were promoted to full professor for fall 2018 compared to an average of 16 faculty who were promoted to full professor per year during the last three years.

University-level tenure and promotion guidelines were developed during the 2017-18 academic year and vetted by deans, department chairs and faculty, then endorsed by the Faculty Senate in April 2018. College and departmental tenure and promotion elaborations will be aligned with the University-level guidelines.

OCTOBER 2017

Developed and implemented Associate to Professor (ATP) program to guide and mentor faculty, with 16 faculty participating in inaugural group in fall 2017 with leadership from the Office of the Provost.

Draft of university-level tenure and promotion guidelines has been developed in fall of 2017 and is under review by the Faculty Senate.

OUTCOME: Rate of Tenure-Track Assistant Professors Achieving Tenure and Promotion in Seven Years

NOVEMBER 2019

Fifteen tenure-track assistant professors were tenured and promoted to associate professor for fall 2018 (compared to 13 assistant professors promoted to associate professor in fall 2017).

Ten assistant professors were tenured and promoted to associate professor for fall 2019.

Eighty eight faculty renewals were approved (first-, second-, third-, fourth- and fifth-year progress toward tenure and promotion to associate professor); with a 100% approval rate for fall 2018.

Eighty five out of 88 faculty renewals were approved (first-, second-, third-, fourth- and fifth-year progress toward tenure and promotion to associate professor) for fall 2019, with three renewals pending.

In fall 2018, the Office of the Provost implemented a new pilot faculty mentoring program for 17 newly hired tenure-track faculty, with departmental launch committees that are designed to provide mentoring in support of faculty success.

In fall 2019, launch/mentoring committees were established for all new tenure-track faculty hires. In addition, mentoring support groups and workshops were established for underrepresented minority faculty and for women faculty.

MAY 2019

Fifteen tenure-track assistant professors were tenured and promoted to associate professor for fall 2018 (compared to 13 assistant professors promoted to associate professor in fall 2017).

Ten assistant professors were tenured and promoted to associate professor for fall 2019.

Eighty eight faculty renewals were approved (first-, second-, third-, fourth- and fifth-year progress toward tenure and promotion to associate professor), with a 100% approval rate for fall 2018.

Eighty five of 88 faculty renewals were approved (first-, second-, third-, fourth- and fifth-year progress toward tenure and promotion to associate professor) for fall 2019, with three renewals pending.

The Office of the Provost implemented a new faculty mentoring program for newly hired tenure-track faculty, with departmental launch committees designed to provide mentoring support for faculty success.

NOVEMBER 2018

Fifteen tenure-track assistant professors were tenured and promoted to associate professor for fall 2018 (compared to 13 assistant professors in fall 2017).

Eleven assistant professors were promoted to associate professor for fall 2018 in the College of Medicine and Life Sciences and the Judith Herb College of Education.

Two faculty received tenure for fall 2018 in the College of Law.

Eighty-eight faculty renewals were approved (first-, second-, third-, fourth- and fifth-year progress toward tenure and promotion to associate professor), with a 100% approval rate.

MAY 2018

Thirteen assistant professors were approved for tenure and promotion to associate professor for fall 2018.

Two associate professors were approved for tenure in the College of Law for fall 2018.

Two faculty were promoted to associate professor in the College of Medicine and Life Sciences for fall 2018.

A faculty mentoring program has been developed and will be implemented in fall 2018 for all new, tenure-track faculty.

University-level tenure and promotion guidelines were developed during the 2017-18 academic year and vetted by deans, department chairs and faculty, then endorsed by the Faculty Senate in April of 2018. College and departmental tenure and promotion elaborations will be aligned with the University-level guidelines.

OCTOBER 2017

Draft of university-level tenure and promotion guidelines has been developed in fall 2017.

OUTCOME: Average Time Spent as Associate Professor Before Progressing to Full Professor Rank.

NOVEMBER 2019

The average time at associate professor rank for faculty promoted to full professor for fall 2018 was 6.34 years (note that the baseline metric for 2016 is 7.1 years and the 2022 target goal is 6.8 years).

The Associate to Professor (ATP) program in the Office of the Provost was implemented in fall 2017 continues with the third cohort in 2019-20. The newly implemented pilot faculty mentoring program in 2018-19 was expanded in 2019-20. The initiatives are designed to decrease the average time spent as associate professor before progressing to full professor rank. In addition, workshops, forums and mentoring committees are being established in fall 2019 for underrepresented minority faculty and women faculty.

MAY 2019

The average time at associate professor rank for faculty promoted to full professor for fall 2018 was 6.34 years (note that the baseline metric for 2016 is 7.1 years and the 2022 goal is 6.8 years).

The new Associate to Professor (ATP) program in the Office of the Provost implemented in fall 2017, and the newly implemented faculty mentoring program in 2018-19, are initiatives designed to decrease the average time spent as associate professor before progressing to full professor rank.

NOVEMBER 2018

The average time at associate professor rank for faculty promoted to full professor for fall 2018 was 6.34 years (note that baseline 2016 is 7.1 years and 2022 target goal is 6.8 years).

The new Associate to Professor (ATP) program in the Office of the Provost implemented in fall 2017 and the newly implemented faculty mentoring program in 2018-19 are initiatives designed to decrease the average time spent as associate professor before progressing to full professor rank.

MAY 2018

Developed and implemented Associate to Full Professor (ATP) program to guide and mentor faculty, with 16 faculty participating in inaugural group in fall 2017 with leadership from the Office of the Provost.

A faculty mentoring program has been developed and will be implemented in fall 2018 for all new, tenure-track faculty.

University-level tenure and promotion guidelines were developed during the 2017-18 academic year and vetted by deans, department chairs and faculty, then endorsed by the Faculty Senate in April of 2018. College and departmental tenure and promotion elaborations will be aligned with the University-level guidelines.

OCTOBER 2017

The newly established Associate to Professor (ATP) program was launched in fall 2017 to provide mentoring and guidance to faculty interested and ready for progression to rank of full professor.

GOAL 3: INCREASE DIVERSITY AMONG ALL EMPLOYEES.

OUTCOME: Academic and Administrative Units Having Approved Diversity Hiring Plans

NOVEMBER 2019

Human Resources and the Office of Diversity and Inclusion continue to work to ensure that academic and administrative units are on track to meet the 2022 target of 100% approved diversity hiring plans. Under the direction and charge of the Vice President for Diversity and Inclusion, a template for diversity hiring plans is currently in progress in collaboration with the Office of Equal Opportunity and Affirmative Action, and the Office of Faculty Labor Relations and Academic Inclusion. The template for hiring plans will be complete by January 2020. During the spring 2020 semester, academic and administrative units will be requested to submit their completed diversity hiring plans by the end of the 2019-20 academic year.

In March 2019, the Office of Diversity and Inclusion received a three-year historical workforce report provided by the Office of Institutional Research and reviewed by the Office of Equal Opportunity and Affirmative Action, and the Office of Faculty Labor Relations and Academic Inclusion regarding new faculty hires, terminations and promotions. This data will be used as baseline data for units as they prepare their diversity hiring plans.

During spring 2019, the Office of the Provost held a special meeting with approximately 80 members of the Academic Leadership Team (including deans, associate deans, department chairs and directors, and members of the Provost's staff) on best practices related to diversity and faculty recruitment, with the Vice President for Diversity and Inclusion from Kent State University as the workshop facilitator. As a follow-up, in April 2019 the Office of the Provost held a workshop for new and continuing department chairs and directors on diversity issues related to faculty recruitment.

MAY 2019

Human Resources and the Office of Diversity and Inclusion continue to work to ensure that academic and administrative units are on track to meet the 2022 target of 100% approved diversity hiring plans. Under the direction and charge of the Vice President for Diversity and Inclusion, a template for diversity hiring plans is in progress in collaboration with the Office of Equal Opportunity and Affirmative Action, as well as the Office of Faculty Labor Relations and Academic Inclusion.

In March 2019, the Office of Diversity and Inclusion received a three-year historical workforce report from the Office of Institutional Research that was reviewed by the Office of Equal Opportunity and Affirmative Action and the Office of Faculty Labor Relations and Academic Inclusion. The report included new faculty hires, terminations and promotions. This data will be used as baseline data for units as they prepare their diversity hiring plans.

During spring 2019, the Office of the Provost held a special meeting with approximately 80 members of the Academic Leadership Team (including deans, associate deans, department chairs and directors, as well as members of the provost's staff) on best practices related to diversity and faculty recruitment, with the vice president for diversity and inclusion from Kent State University as facilitator.

As a follow-up to the session above, in April 2019 the Office of the Provost held a workshop for new and continuing department chairs and directors regarding diversity issues related to faculty recruitment.

NOVEMBER 2018

Human Resources and Office of Diversity and Inclusion continue to work to ensure that academic and administrative units are on track to meet the 2022 target of 100% approved diversity hiring plans.

Under the direction of the Vice President for Diversity and Inclusion, a template for diversity hiring plans is currently in progress.

A draft diversity hiring plan has been developed for the Division of Academic Affairs and is under review by the Office of the Provost.

MAY 2018

Human Resources and Office of Diversity and Inclusion have completed an inventory of the number of academic and administrative units that have a diversity hiring plan and/or inclusion officers. All academic units and three administrative units (Libraries, Athletics and Student Affairs) have created diversity committees and appointed inclusion officers. The next phase includes developing diversity hiring plans in academic and administrative units.

A draft of a diversity hiring plan has been developed for the Division of Academic Affairs and is under review by the Office of the Provost.

A template for diversity hiring plans for academic units is being developed by the Office of Diversity and Inclusion in collaboration with the Office of the Provost.

A new director of affirmative action and equal opportunity/compliance for the University has been hired with a start date of April 30, 2018.

OCTOBER 2017

All academic units now have an inclusion officer. Three administrative units (libraries, athletics, student affairs) have created diversity committees and inclusion officers. The next phase includes developing diversity hiring plans.

Human Resources and Office of Diversity and Inclusion are conducting an inventory of the number of administrative units with diversity hiring plans and the number of academic units with diversity plans that include diversity hiring plans.

Once the baseline set of diversity hiring plans is established, HR and Diversity and Inclusion will work together to establish a diversity hiring plan approval process, along with an implementation strategy.

OUTCOME: Percentage of Employees Participating in Annual Diversity Training

NOVEMBER 2019

UToledo employees participate in diversity training programs through face-to-face sessions provided by the Office of Diversity and Inclusion, as well as online training and during new employee orientation.

As of the end of the first quarter of FY20 (July 1, 2019 to Sept. 30, 2019), the percentage of total employees and new hires participating in diversity training, excluding S1-S7 (students) and G1 (Gas), are as follows: 3,402 total employees received diversity training (including new employee orientation, face to face, and online) out of a total employee count of 6,011; the result is that 56.6% of employees received diversity training. During this same time period, 494 new employees were hired, and 236 or 49.8% of these new employees received diversity training at new employee orientation. (Note: Since new hires are not captured in LawRoom online training, the report does not identify new hires who completed online training.)

MAY 2019

UToledo employees participate in diversity training programs through face-to-face sessions provided by the Office of Diversity and Inclusion; online training; and discussion during new employee orientation.

As of the end of the first quarter of FY19, 138 new employees received diversity training during new employee orientation.

Human Resources and Office of Diversity and Inclusion continue to work on updating the University's diversity policies, determine which employees are required to complete annual diversity training and develop a process to identify when employees have completed their training.

NOVEMBER 2018

UToledo employees participate in diversity training programs through face-to-face sessions provided by the Office of Diversity and Inclusion, as well as online training and new employee orientation.

For fiscal year 2017, 649 new employees received diversity training during new employee orientation.

For the first half of 2018 (most recent data available), 409 new employees received diversity training during new employee orientation.

Human Resources and the Office of Diversity and Inclusion continue to update the University's diversity policies, determine which employees are required to complete annual diversity training and develop a process to identify when employees have completed their training.

MAY 2018

UToledo employees participate in diversity training programs through face-to-face sessions provided by the Office of Diversity and Inclusion, online training and new employee orientation.

Human Resources and Office of Diversity and Inclusion are moving the online training platform from the Safety Test Bank to Law Room for the online diversity training courses.

From December 2017 to May 2018, 160 faculty and staff received diversity training.

Human Resources and the Office of Diversity and Inclusion continue to update the University's diversity policies, determine which employees are required to complete annual diversity training and develop a process to identify when employees have completed their training.

A face-to-face (as opposed to online) diversity training workshop was created and launched in fall 2017. In spring 2018, 30 faculty and staff participated in a 15-hour Train the Trainer course and now conduct training sessions on a volunteer basis for faculty, staff and students.

The Office of Diversity and Inclusion conducted 17 new employee orientations between August 2017 and September 2017, with 650 employees receiving diversity training.

Two new university committees have been created, including the University Council on Diversity and Inclusion and the Council of Inclusion Officers; they serve in an advisory capacity to the Vice President for Diversity and Inclusion.

Dialogues on Diversity sessions were launched in fall 2017.

A Diversity Calendar was created online for the University-wide community.

OCTOBER 2017

UToledo employees participate in diversity training programs through face-to-face sessions provided by the Office of Diversity and Inclusion, as well as online training and new employee orientation.

Human Resources and the Office of Diversity and Inclusion are moving the online training platform from the Safety Test Bank to LawRoom for the online diversity training courses.

From September 2017 to November 2017, 125 current faculty and staff have received diversity training.

Human Resources and Diversity and Inclusion are in the process of defining and updating policy in this area, determining which employee groups are required to complete annual diversity training (which may differ at UTMC), and identifying a process that will correctly capture which employees have completed training.

A face-to-face (as opposed to online) diversity training workshop was created and launched in fall 2017. In June 2017, 30 faculty and staff participated in a 15-hour Train the Trainer course, and now conduct training sessions on a volunteer basis for faculty, staff and students.

Diversity and Inclusion conducted 12 new employee orientations between May and September 2017, with 550 new employees receiving diversity training.

Two new university committees have been created, including the University Council on Diversity and Inclusion and the Council of Inclusion Officers; they serve in an advisory capacity to the vice president for diversity and inclusion.

Dialogues on Diversity sessions launched in fall 2017.

Diversity calendar created online for university-wide community.

Second diversity survey launched in spring 2017.

GOAL 4: STRENGTHEN EMPLOYEE WORK-LIFE BALANCE, SENSE OF COMMUNITY AND PRIDE IN WORK.

OUTCOME: Overall Work Satisfaction Average From a Nationally Normed Campus Assessment

NOVEMBER 2019

In spring 2018, UToledo employees participated in The Chronicle of Higher Education's "Great Colleges to Work For" 2018 survey, which closed in April 2018. Baseline and target metrics were established in fall 2018 based on survey results; with baseline of 70% overall work satisfaction, and 2022 target of 75% overall work satisfaction (based on Carnegie Research Average).

In fall 2016, the President and Provost launched The University of Toledo Leadership Institute (UTLI) to provide leadership development for UToledo faculty. Twenty one faculty from departments and colleges across the University participated in the inaugural Leadership Institute; 21 faculty participated in the second year's cohort in 2017-18; and a third cohort of 21 faculty were selected to participate in this year's UTLI in 2018-19. During the 2019-20 academic year, 21 faculty were selected to participate in the fourth cohort of the UTLI program.

Two UToledo faculty were selected to participate in the first year of the Mid-American Conference (MAC) Academic Leadership Development program in 2017-18 and three UToledo faculty participated in the second year of the MAC leadership program in 2018-19. During the 2019-20 academic year, four faculty members from UToledo were selected to participate in the MAC leadership program.

The Office of the Provost expanded the Faculty Fellows program in 2018-19 with eight faculty selected to work on projects related to enhancing student success. During the 2019-20 academic year, seven Faculty Fellows were appointed to serve on various student and faculty success initiatives.

A new faculty pilot mentoring program was implemented in fall 2018 with departmental launch committees established for 17 newly hired tenure-track faculty in 11 departments in the colleges of Arts and Letters, Business and Innovation, Engineering, Health and Human Services and Natural Sciences and Mathematics to provide a supportive environment for newly hired tenure-track faculty.

During the 2019-20 academic year, launch committees are being established for all newly hired tenure-track faculty by their department chairs, working closely with the Office of the Provost. Mentoring workshops and forums also were held in fall 2019 for underrepresented minority faculty and women faculty.

During the 2018-19 academic year, the Office of the Provost established a series of workshops for new and continuing department chairs to provide professional development opportunities related to departmental leadership and to share best practices among the participants. In fall 2019, the Provost established a permanent chairs roundtable group that meets several times each semester.

In fall 2018, the Office of the Provost implemented a new series of monthly faculty forums on topics related to the future of higher education. These forums continue to be held monthly during the 2019-20 academic year and faculty and staff across the University are invited to attend with faculty invited to serve as presenters at the forums. All of the monthly forums are live streamed and archived for future viewing opportunities on the Office of the Provost's website.

MAY 2019

In spring 2018, UToledo employees participated in The Chronicle of Higher Education's Great Colleges to Work For 2018 survey, which closed in April 2018. Baseline and target metrics were established in fall 2018 based on survey results, with a baseline of 70% overall work satisfaction and a 2022 target of 75% overall work satisfaction (based on Carnegie research average).

In fall 2016, the President and Provost launched The University of Toledo Leadership Institute (UTLI) to provide leadership development for UToledo faculty. Twenty one faculty members participated in the inaugural UTLI; 21 participated in the second year's cohort during 2017-18; and a third cohort of 21 faculty members have been selected to participate in this year's UTLI during 2018-19.

Two UToledo faculty members were selected to participate in the first year of the Mid-American Conference (MAC) Academic Leadership Development program in 2017-18, and three UToledo faculty participated in the second year of the MAC leadership program in 2018-19.

The Office of the Provost expanded the Faculty Fellows program this year (2018-19), with eight faculty selected to work on projects related to enhancing student success of both undergraduate and graduate students.

A new faculty mentoring program was implemented in fall 2018, with departmental launch committees established for 17 newly hired, tenure-track faculty in 11 departments in the colleges of Arts and Letters, Business and Innovation, Engineering, Health and Human Services and Natural Sciences and Mathematics to provide a supportive environment for newly hired, tenure-track faculty.

During the 2018-19 academic year, the Office of the Provost established a series of workshops for new and continuing department chairs to provide professional development opportunities related to departmental leadership and to share best practices among participants.

During the 2018-19 academic year, the Office of the Provost held onboarding and professional development workshops for new and continuing deans.

In fall 2018, the Office of the Provost implemented a new series of monthly faculty forums on topics related to the future of higher education. The Future of Higher Education Forums were held monthly during the 2018-19 academic year, and faculty and staff across the University were invited to attend; faculty members were invited to serve as presenters. All of the forums were live-streamed and archived for future viewing opportunities.

In October 2018, the Office of the Provost partnered with the UToledo Police Department to offer de-escalation training to faculty and staff to address conflict situations.

During the 2018-19 academic year, UToledo President Dr. Sharon L. Gaber continued to host Breakfast with the President sessions for faculty and staff. These informal sessions provide the opportunity to receive University updates directly from the president, and also provide the president with the opportunity to gain employee input. This is an opportunity to exchange ideas among participants in order to help improve the University.

In fall 2018, the Office of the Provost implemented monthly faculty and staff social events (on the last Friday of the month) to provide an opportunity for faculty and staff from across the University to gather in an informal, casual setting to relax and meet with colleagues – both old and new. Faculty and Staff Socials were held monthly throughout the 2018-19 academic year.

NOVEMBER 2018

In spring 2018, UToledo employees participated in The Chronicle of Higher Education's "Great Colleges to Work For" 2018 survey, which closed in early April. Baseline and target metrics were established in fall 2018 based on survey results, with a baseline of 70% overall work satisfaction and a 2022 target of 75% overall work satisfaction (based on Carnegie research average).

In fall 2016, the President and Provost launched The University of Toledo Leadership Institute (UTLI) to provide leadership development for UToledo faculty, with 21 faculty from departments and colleges across the University participating in the inaugural Leadership Institute. Twenty-one faculty participated in the second year's cohort in 2017-18, and a third cohort of 21 faculty members was selected to participate in this year's UTLI.

Three UToledo faculty were selected to participate in the second year of the Mid-American Conference (MAC) Academic Leadership Development program.

The Office of the Provost expanded the Faculty Fellows program this year, with eight faculty selected to work on projects related to enhancing student success.

A new faculty mentoring program was launched in fall 2018 with departmental launch committees established for all newly hired tenure-track faculty to provide a supportive environment. Mentoring programs will be established within each of the colleges for all tenure-track faculty during the next year.

This fall, the Office of the Provost established a series of workshops for new and existing department chairs to provide professional development opportunities related to departmental leadership and to share best practices.

This fall, the Office of the Provost implemented a new series of monthly faculty forums on topics related to the future of higher education. The Future of Higher Education Forums are held monthly, and faculty and staff across the University are invited to attend and also serve as presenters. The September 2018 forum focused on crisis training to assist students, and the Office of the Provost partnered with the Division of Student Affairs to offer this program; the October forum focused on best practices in online and blended learning; and the November forum focused on measuring and communicating faculty members' research impact. The December workshop will focus on developing one's emotional intelligence. All of the monthly forums are live-streamed and archived for future viewing opportunities.

This fall, the Office of the Provost established a series of workshops for academic deans on key issues related to decanal leadership and to share best practices.

In October 2018, the Office of the Provost partnered with the UToledo Police Department to offer de-escalation training to faculty and staff.

UT President Dr. Sharon L. Gaber continues to host her Breakfast with the President series for faculty and staff during fall 2018. These informal sessions provide faculty and staff the opportunity to receive University updates directly from the president, and also afford the president the opportunity to gain employee input and exchange ideas among participants to help improve the University.

In fall 2018, the Office of the Provost launched monthly Faculty and Staff Socials (on the last Friday of the month) to provide an opportunity for faculty and staff across the University to gather in an informal, casual setting to relax and meet with colleagues – both old and new. Faculty and staff socials will continue to be held monthly during spring 2019 semester.

MAY 2018

In spring 2018, UToledo employees participated in The Chronicle of Higher Education's "Great Colleges to Work For" 2018 survey, which closed in April. Baseline and target metrics will be determined when the survey results are released.

OCTOBER 2017

A review of campus assessment instruments is under way with the goal of conducting a campus survey in spring 2018.

The Campus Climate Survey also is scheduled to be administered in spring 2018.

A new staff leadership development program was launched in fall 2017, with approximately 22 staff members participating in the inaugural class, beginning in October 2017.

GOAL 5: ENGAGE ALUMNI, FRIENDS AND STAKEHOLDERS MEANINGFULLY IN THE LIFE OF THE UNIVERSITY.

OUTCOME: Number of Alumni and Friends Involved Annually in Academic Programs and Co-Curricular Activities

NOVEMBER 2019

The Office of the Provost is working with the deans to review current levels of engagement of alumni and friends who serve on college and department advisory boards; and to identify opportunities for alumni, friends and stakeholders of the University to engage meaningfully in academic programs or other activities of the University.

A baseline metric was established in fall 2018 with approximately 650 alumni/friends of the University serving on college and department advisory boards, and a target goal was established to increase that number by 10% by 2022.

The data to establish a baseline metric was obtained from reviewing annual department and college reports, and by direct reports by the deans. Baseline metrics and target goals may be further refined based on Faculty 180 entries as this information becomes available during the 2019-20 academic year, and ongoing.

MAY 2019

The Office of the Provost is working with the deans to review current levels of engagement of alumni and friends who serve on college and department advisory boards, and to identify opportunities for alumni, friends and stakeholders of the University to engage meaningfully in academic programs or other activities of the University.

A baseline metric was established in fall 2018, with approximately 650 alumni/friends of the University serving on college and department advisory boards. A goal was established to increase that number by 10% by 2022.

The data to establish a baseline metric was obtained from reviewing annual department and college reports, and by direct reports from the deans. Baseline metrics and target goals may be further refined based on Faculty 180 entries as this information becomes available during the 2019-20 academic year, and ongoing.

NOVEMBER 2018

The Office of the Provost is working with the deans to review current levels of engagement of alumni and friends who serve on college and departmental advisory boards, and to identify opportunities for alumni, friends and stakeholders of the University to engage meaningfully in academic programs or other activities of the University.

A baseline was established in fall 2018 with approximately 650 alumni/friends of the University serving on college and department advisory boards, and a target goal was established to increase the number by 10% by 2022. (Note that data was obtained from annual department and college reports and by direct reports by deans. Baseline and target goals may be further refined according to faculty 180 entries as this information becomes available.)

MAY 2018

The Office of the Provost is working with the Council of Deans to review current levels of college and department engagement with alumni and friends of the University and to identify opportunities for alumni, friends and stakeholders of the University to engage meaningfully in academic programs or other activities of the University, including student mentoring and internship development.

OCTOBER 2017

The Office of the Provost has established a working group of provost's office staff and deans to identify opportunities for alumni, friends and stakeholders of the colleges to engage in academic programs or other activities of the University. Recommendations will be submitted to the provost in February 2018.