

UC|21 THE NEW URBAN RESEARCH UNIVERSITY

UNIVERSITY OF  
Cincinnati

**UNIVERSITY OF CINCINNATI**  
**SELF-STUDY**

MARCH 2009

REPORT TO  
THE HIGHER LEARNING COMMISSION  
OF THE NORTH CENTRAL ASSOCIATION  
OF COLLEGES AND SCHOOLS

## FROM PRESIDENT NANCY L. ZIMPHER



As a part of the rigorous reaccreditation process our university undergoes through the Higher Learning Commission, the University of Cincinnati opted to do a critical and evidence-based self-study. This booklet is the result of that work, which involved the combined efforts of many individuals, groups, and partners. It is intended to be a candid and thoughtful self-reflection on where our university currently stands and where our leadership can expand in the future.

Our university stands as an exciting and living institution, where opportunities and transformational experiences abound. Our university serves a diverse student body with a broad range of backgrounds, interests, and goals, supported by our diverse and talented faculty and staff.

Since 2004, the University of Cincinnati has worked to become “the new urban research university” – to become a leader in the 21<sup>st</sup> century, as outlined in our UC|21 vision and aspirations. The self-study has provided a descriptive and normative opportunity to reflect on the progress we are making.

As teachers and learners, we have found the self-study to be an occasion to take stock of where we excel as well as where we have opportunities to sharpen our vision and improve. We have also taken steps to ensure that our self-examination is continuous and that our university is pursuing ongoing reevaluation in its quest for quality.

Overall, the self study has been an interesting, inspiring, and enlightening process. In these uncertain and changing times, it is good to know that we are anchored to an institution of excellence.

Guided by the strategic vision of UC|21, the University of Cincinnati has considerably improved our resource alignment and strategic planning, research productivity, and diversity initiatives – all in support of student learning and satisfaction for the 21<sup>st</sup> century. We’ve made great strides in expanding UC’s strength in experiential learning, including undergraduate research, co-op, service learning, study abroad, clinical placements, and internships into a program called Integrated Core Learning.

This fall, our strategic enrollment initiatives resulted in the highest number of students at UC in 18 years, along with our most academically prepared freshman class on the Uptown campus. Our significant progress on retention and graduation rates, student satisfaction, and increasing numbers of international, transfer, and distance-learning students – as well as word-of-mouth pride in the transformation of campus – all contribute to our success story. Our graduating class last spring held the largest number of graduates in 20 years, and our graduation rate has risen seven percent over the past five years.

## UC|21 THE NEW URBAN RESEARCH UNIVERSITY

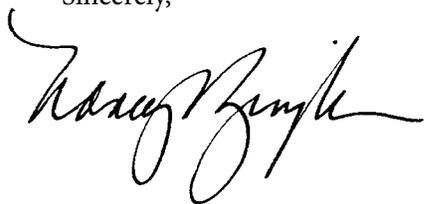
In terms of accountability, UC last summer became the first public university in Ohio to place its College Portrait on the national Voluntary System of Accountability Web site, a cornerstone of Chancellor Eric Fingerhut's 10-year strategic plan for the state's University System of Ohio. In these challenging economic times, our successes have laid a solid foundation for weathering the storm, and we anticipate continuing to play a key role in restoring Ohio's and our nation's economic well-being. Our ambitious, comprehensive campaign, Proudly Cincinnati, marks the largest fund-raising campaign in UC's history, with the goal of raising \$1 billion to support our mission and goals.

We have found that our community partnerships are particularly committed and strong, and we continuously work to strengthen existing relationships and to form new ones – all in support of student service initiatives. Through this self-study, we've discovered that our partners in the Cincinnati USA region have a positive impression of UC's ties with the community. More than ever, we feel that our students and graduates are good local and global citizens.

The University of Cincinnati has made great strides since 1999, when the Higher Learning Commission last visited our campus. We are renowned for the renaissance of our physical campus, but we have also experienced a transformation in the university as a whole, fueled by pride, engagement, service, spirit, sense of place, and most of all, success. For the second year in a row, UC is listed in the *Princeton Review* as one of the nation's best institutions for undergraduate education.

As the HLC evaluation team explores this self-study, and as team members tour the campus during the April site visit and talk with our students, faculty, administration, and staff, we hope the team will also discover this excitement. We look forward to welcoming the team to the University of Cincinnati.

Sincerely,

A handwritten signature in black ink, appearing to read "Nancy Zimpher". The signature is fluid and cursive, with a large initial "N" and "Z".

Nancy L. Zimpher, PhD  
President

**TABLE OF CONTENTS****PREFACE****TABLE OF CONTENTS****INTRODUCTION**

<i>The Self-Study Process</i>	1
<i>A Brief History of the University of Cincinnati</i>	3
<i>Response to the 1999 Report</i>	5

**CRITERION ONE: MISSION AND INTEGRITY**

<i>Core Component 1A</i>	15
<i>Core Component 1B</i>	23
<i>Core Component 1C</i>	32
<i>Core Component 1D</i>	36
<i>Core Component 1E</i>	42
<i>Works Cited</i>	48

**CRITERION TWO: PREPARING FOR THE FUTURE**

<i>Core Component 2A</i>	52
<i>Core Component 2B</i>	62
<i>Core Component 2C</i>	75
<i>Core Component 2D</i>	83
<i>Works Cited</i>	84

**CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING**

<i>Core Component 3A</i>	87
<i>Core Component 3B</i>	95
<i>Core Component 3C</i>	110
<i>Core Component 3D</i>	119
<i>Works Cited</i>	128

**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE**

<i>Core Component 4A</i>	130
<i>Core Component 4B</i>	145
<i>Core Component 4C</i>	153
<i>Core Component 4D</i>	165
<i>Works Cited</i>	170

**CRITERION FIVE: ENGAGEMENT AND SERVICE**

<i>Core Component 5A</i>	178
<i>Core Component 5B</i>	177
<i>Core Component 5C</i>	189
<i>Core Component 5D</i>	196
<i>Works Cited</i>	208

**COMPLIANCE***(Available in the Digital Resource Room)***INSTITUTIONAL SNAPSHOT***(Available in the Digital Resource Room)***ACKNOWLEDGMENTS**

209



## INTRODUCTION

The University of Cincinnati community has used this self-study process as an opportunity to reflect upon the culture of the university, take stock of our examples of excellence as well as our challenges, and suggest action steps leading to improvement. This self-study has been a significant, once-in-a-decade opportunity for evaluation. Openness, transparency, and broad campus participation have been expected, encouraged, and achieved.

The self-study process and report have been organized around the five criteria for accreditation as established by the Higher Learning Commission:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service

From the beginning, the steering committee along with key personnel facilitated communications among faculty, staff, students, stakeholders, and the public—in person, in print, and via the Web. Basic information such as meeting schedules, committee membership, reports, and data was made accessible to all university stakeholders. Interested parties, where feasible, were invited to attend working sessions to offer suggestions and provide comment. From a communications standpoint, our goals were to be transparent and enlist broad participation.

Two years of evaluation and preparation have resulted in a comprehensive and inclusive self-study. We submit this report to the Higher Learning Commission as evidence that the University of Cincinnati maintains a rich culture of data collection, assessment, reporting, and reflection leading to continuous improvement. Guided by the strategic vision of UC|21, the University of Cincinnati has become a model for the new urban research university.

## THE SELF-STUDY PROCESS

The self-study began in earnest during the summer of 2007, when a steering committee was formed and writing teams were chosen to reflect the diverse background and skills of university faculty and administrators. In the fall of 2007, a formal campus launch attended by the president and provost introduced the self-study process to the campus community. At the same time, the UC/HLC accreditation website was launched as the public “front-door” to the process. The steering committee began to meet monthly to review the progress and data needs of each writing team. Within each writing teams, individual areas of responsibility were assigned to team members, and teams began to meet regularly, collecting data and documents, using the HLC Blackboard site to facilitate communications.



During the winter of 2007-2008, writing team chairs reported team progress at steering committee meetings, and format guidelines for criterion drafts were developed and shared. In addition, a permanent inventory of critical data documents and resources was developed on the Blackboard site, and primary data and information contacts were assigned for each college. In February 2007, representatives from Wright State University shared their experiences of the self-study process with the steering committee. Also in February, rooms and spaces were secured for HLC consultant-evaluators' use during their April 2009 site visit.

In March 2007, a detailed HLC communication plan and calendar was finalized and shared with steering committee members. In April 2007, thirteen members of the steering committee traveled to Chicago for the HLC Annual Meeting where they attended an intensive self-study workshop.

At the end of May 2007, Mary Breslin (our HLC staff liason) visited the UC campus. During this visit, Mary met individually with each writing team and the communications team. In June 2007, final drafts for each criterion were submitted to the steering committee by the writing teams. These drafts were reviewed carefully during the summer by steering committee members.

In the fall of 2008, the steering committee began the process of creating a fully-vetted self-study report from the draft materials submitted by the writing teams. At that time, representatives from UC Library Services began collecting and organizing resource documents to fill the developing evidence room with an eye towards print, electronic, and web presentations of key documents. Writers and editors began revising the self-study report with an eye and ear towards evidence-based writing. Key stakeholders were given an opportunity to provide feedback on language, tone, and content and to recommend additional conversations leading to significant revisions and improvements. The end result is a document that expresses the best attempt by our community to provide an accurate and evidence-based assessment of where we stand as an institution.

During the winter of 2008-2009, final preparations were made leading up to our campus visit. The self-study report was made available to the campus community, and two open forums were organized at which the campus community and general public were encourage to attend and share any feedback, concerns, or suggestions. The HLC communications team called for third-party comment in local publications, and students became increasingly involved in communications addressed directly to the student body. In addition, the steering team co-chairs began open communications with our HLC team chair, who traveled to UC for a preliminary visit in February 2009.

As we make final preparations for the campus visit in April 2009, our goal is that the team of visiting HLC consultant evaluators has every opportunity to discover, by interacting with our campus and community, what we experience daily: a continuously improving model for the new urban research university.

## A BRIEF HISTORY OF THE UNIVERSITY OF CINCINNATI

The citizens of Cincinnati began planning for a metropolitan university in the early 1800s when the city held no more than 1,000 inhabitants. Their civic dream went unfulfilled until 1870, when the University of Cincinnati was chartered as a municipal university operated by the City of Cincinnati. The first undergraduate and graduate degrees were conferred in 1878 and 1880 respectively. From the beginning, the University of Cincinnati has been engaged in service to the community.

If one person is to be credited with the university's early ventures in civic engagement, it is Charles Dabney, university president from 1904 to 1920. Dabney's term is remembered for rising academic standards, flourishing graduate and professional schools, and the creation of the city's first General Hospital at the university. Under Dabney, the university created colleges of engineering, education, commerce, home economics, and graduate studies. Dabney's influence can be measured by a Carnegie Commission report from the mid-1970s, citing the University of Cincinnati as one of few universities that "are not only of, but for their cities." These words strongly echo Dabney's 1912 goals for the university.

Perhaps the strongest example of the university's broad civic involvement under Dabney was the creation of the cooperative system of education. Cooperative education – or "co-op" – was once so intimately identified with the University of Cincinnati that the dictionary definition for co-op could be found under "Cincinnati Plan." Herman Schneider, the young dean of UC's College of Engineering, brought his "co op" plan – with the hearty endorsement of Cincinnati's industrial community – to UC's board of directors in the spring of 1906. The board approved the idea by a vote of five to four, with the following stipulation: "We hereby grant the right to Professor Schneider to try, for one year, this co operative idea of education at the University of Cincinnati and for the failure of which we will not assume responsibility." Co-op enabled the university to cultivate an intimate collaboration with the city's industrial corporations, a relationship that has evolved to become today's research partnerships.

By the mid 1960s, it was apparent that the university's days as a municipal institution were numbered. The resources of the City of Cincinnati could no longer accommodate a rapidly growing student body and aging physical plant. The State of Ohio offered relief through state affiliation by which UC would remain a city institution while receiving increased state funding. Two branch campuses were established during this period: Raymond Walters College in Blue Ash and Clermont College in Batavia.



## UC|21 THE NEW URBAN RESEARCH UNIVERSITY

A decade later the partial remedy of state affiliation no longer allowed the university to thrive. The citizens of Cincinnati voted overwhelmingly to convert their university to full state status, and UC was named Ohio's 12<sup>th</sup> state university on July 1, 1977.

During the 1990s, the City of Cincinnati created two blue-ribbon commissions to study important but neglected issues: the public schools and infrastructure. The city called upon the university to provide technical support for these commissions, and hundreds of faculty responded. Relationships built during commission meetings reconnected the university's faculty with city departments and regional planning agencies.

A substantial sign of this renewed relationship was the decision to invest a significant portion of the university endowment in the redevelopment of the neighborhoods around campus. The 1990s witnessed the creation of a campus rehabilitation plan, more than \$1 billion in new construction, and a dozen new buildings on campus. The neighboring community councils asked to be part of this renovation and worked with the university to secure loans and planning expertise.

In 2003, the university's engagement with the Cincinnati region increased with the hiring of Nancy L. Zimpher as the university's 25<sup>th</sup> president. In one of her first speeches as president, Dr. Zimpher cited "UC's profound sense of community, given the capacities of UC faculty, staff and students, and the resource-rich and, even, problem-rich environment that is the Cincinnati region" and called upon the campus community to engage, a call that was answered a year later when a campus and community planning process resulted in a global strategic plan for the University of Cincinnati: *UC|21: Defining the New Urban Research University*.

This engagement has grown and multiplied during the five years of Dr. Zimpher's presidency and now includes university involvement and leadership in a host of community initiatives. Many of these initiatives are detailed, as examples of excellence, in the self-study report which follows.



Continual transformation has been a hallmark of the history of the University of Cincinnati. The university was first a private institution; then it was a municipal university; and now it is a mature and comprehensive research university in Ohio's state system. UC has always been transformative, evolving academic and research programs to meet the ongoing needs of its students and society. As the University of Cincinnati evolves into the future, it does so in partnership with an increasingly vibrant community.

## RESPONSE TO THE 1999 REPORT

### CONCERN

*"In an era of continued constrained resources, the value of planning, coordination, and communication involving broad constituencies cannot be overstated."*

### RESPONSE

In addressing the above concern, the University of Cincinnati has engaged in several key efforts since 1999. In October 2001, Provost Perzigian charged the Collegiate Structures Initiative to evaluate the effectiveness and efficiency of collegiate missions and structures in providing undergraduate instruction. As a result of this effort, the College of Evening and Continuing Education and University College were closed, effectively eliminating the duplication of programs and degrees and creating a more coherent alignment of disciplinary majors.

When President Zimpher took office in the fall of 2003, she immediately initiated a university-wide strategic planning process. *UC|21: Defining the New Urban Research University* emerged from this process with six key goals to guide all university planning and decision-making. All units now produce yearly alignment reports, and the President's Report Card annually measures institutional progress against these goals.

An *Academic Priorities Report* produced in January 2007 by the Strategic Planning Council further specifies university-wide academic priorities within the framework of the UC|21 Strategic Plan. This report encompasses five themes (*21<sup>st</sup> Century Learning; Health in the 21<sup>st</sup> Century; Science and Technology in the 21<sup>st</sup> Century; The Arts, Design and Humanities in the 21<sup>st</sup> Century; and Urban Solutions for the 21<sup>st</sup> Century*) and serves as the blueprint for academic planning, resource allocation, the capital campaign, and infrastructure planning.

Furthermore, in January 2007, the university instituted a framework for integrated policy decision making that embraces the principles for effective governance. All-University Governance Committees are those whose activities influence university policy broadly and whose membership includes multiple constituencies. These committees have specific charges, and recommendations flow from them to higher university authorities where final policy decisions are made. Academic, fiscal, and physical planning recommendations are coordinated among the CAC (Capital Advising Committee), ACC (Academic Coordinating Committee), and FCC (Fiscal Coordinating Committee), and move through the AOC (Academic Operations Committee) to the President's Executive Committee. Enrollment planning percolates up through the SEM (Strategic Enrollment Management) structure to the AOC. Many other committees are charged with specific tasks to link and coordinate decision making in a comprehensive and transparent manner.

**CONCERN**

*“While the university has a well-articulated general plan for the future (The Lighting of a Fire), it does not appear to have formulated coordinated instructional plans to achieve the general goals. The institution has been creative in the use of seed funds to encourage the advancement of strategic goals. The challenge will be to sustain these efforts after the initial funding has expired.”*

**RESPONSE**

UC|21 and the *Academic Priorities Report* serve as the locus for academic decision-making and the advancement of strategic goals. The six goals of UC|21 and the five themes in the *Academic Priorities Report* guide the implementation of instructional plans, resource allocation, and physical planning. New funds requests and ongoing funding of priorities are carefully vetted through the university-wide governance structure and decisions are consistently made within the framework of the aforementioned strategic documents.

**CONCERN**

*“There appears to be a lack of articulation between access colleges and the baccalaureate colleges of the university, hurting retention of students who enter via this route.”*

**RESPONSE**

The institution has made great progress in this area since 1999. Major improvements came with the closing of the College of Evening and Continuing Education and University College. On main campus, students now enter directly into a baccalaureate college or into the Center for Access and Transition (CAT), where they find clearly defined pathways to transition into a baccalaureate degree program.

Better coordination between academic and student affairs has resulted in more students transitioning from the two branch campuses to main campus. We now track this information annually, and deans set annual transition targets as part of the integrated enrollment planning process. Transition scholarships are available. Dean appointments at the branches carry the expectation from the provost that transitioning more students to main campus is a high priority. In addition, in order to place students at the center, we are delivering baccalaureate completion programs on the branches, especially in the areas of criminal justice, paralegal, and early childhood education.

One of the goals of UC|21 is to make UC a transfer destination. In order to increase the number of transfer students, we have initiated Cincinnati Pathways, a partnership with two of our largest community college feeders – Cincinnati State Community and Technical College and Sinclair Community College – to assist students who complete an associate’s degree at the community college to seamlessly transition to the University of

Cincinnati for completion of a bachelor's degree. Cincinnati State and Sinclair graduates with an associate degree and a 3.50 or higher cumulative GPA who are admitted through Cincinnati Pathways receive a University of Cincinnati Transfer Scholarship. In the first year of the program, transfers from Cincinnati State to UC (2006-2007) increased 73 percent.

Improving transfer and articulation for students in Ohio is mandated through HB 95 (revised Code 3333.16) and thus is an additional way that UC's main campus has worked with its branch campuses to align courses around learning outcomes. The essential components of this legislation include the development of Transfer Assurance Guides (TAGs) to create discipline-specific pathways from any state-assisted institution to another. Compliance is based on TAG learning outcomes and performance expectations that represent the integral courses of a major that exist across post-secondary institutions and follow a sequential learning experience. The state has also developed a Course Applicability System (CAS) and through HB95 guarantees admission to a state-assisted institution for Ohio residents who have completed an associate's degree and a transfer module at an Ohio institution.

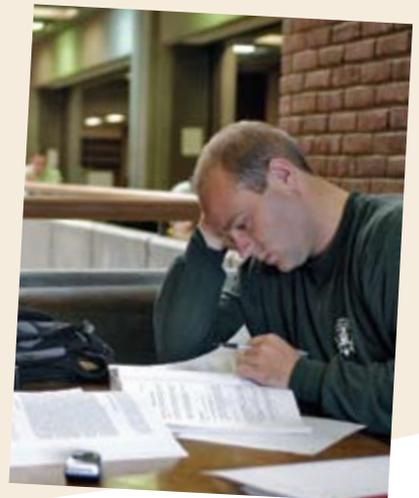
#### CONCERN

*"While the libraries have made notable strides since the last North Central review, concerns remain. Staffing levels may have deteriorated too far to meet expectations. Facilities (both buildings and information technology) are sub-standard in some cases, especially in the University Libraries. The collections are still not at the level that they should be for a Research I university such as the University of Cincinnati."*

#### RESPONSE

**Staffing:** Many initiatives have been undertaken to maximize productivity and services: library-wide strategic planning, reorganization of several units, consolidation of service desks, and staff development initiatives. In addition, LibQUAL surveys, focus groups, and library user feedback mechanisms provide staff with clear directions for improving library collections and services.

**Facilities:** Since 1999, the following improvements have been made to University Libraries. The Engineering Library has been totally renovated (2002). Langsam Library has new windows and blinds (2001), new carpet (2002), and a new roof (2008). The Geology-Math-Physics Library (2002), Chemistry-Biology Library (2005), and College of Applied Sciences Library (2006) have been painted and new carpeting has been installed. Blegen Library has new windows and blinds (2007). The Curriculum Resources Center has been expanded to become the College of Education, Criminal Justice, and Human Services Library in a new



and completely renovated space (2008). The Health Sciences Library has returned to a completely renovated space (2008). The Classics Library and College-Conservatory of Music Library are slated to move into new and improved spaces in the Blegen Library in 2009.

**Collections:** The Association of Research Library (ARL) rankings have improved considerably since 1999 as a result of the university's support for collections and membership in OhioLINK, the nation's premier library consortium. The University of Cincinnati's ARL rank in 1998 was 58. It improved to 49 in 2001 and has remained in the range of 45-49 since then.

The UC Libraries have made great strides in licensing and acquiring electronic resources, including databases (400+ in a wide range of disciplines), journal sets (JSTOR and Elsevier backfiles), and e-books (402,000 titles, including Early English Books Online and 18<sup>th</sup> Century Collection Online).

Key developments through OhioLINK include 100+ online databases, the Electronic Journal Center (7,400 e-journals), Electronic Theses and Dissertations (all UC theses and dissertations since 2001), and the Digital Resource Commons. In addition, UC students, faculty and staff have access to the library holdings of the 87 member institutions of OhioLINK, whose collections now number more than 28,000,000 books and other library materials.

The UC Libraries (University Libraries, Law, Health Sciences, Clermont, Raymond Walters) continue to collaborate and coordinate collections and services.

**Technology:** "Info Commons" facilities that bring together information resources, technology, and research assistance as a first-stop service point are now in place in six libraries: Langsam, Engineering, Chemistry-Biology, College of Applied Sciences, Curriculum Resources Center, and Geology-Math-Physics.



The Student Technology Resources Center provides instructional technology resources and service to assist students in completing course assignments that require the use of media, specialized software, and instructional equipment.

"UCit@Langsam," a 24/7 computer and quiet study space opened in January 2008. This facility, a collaborative effort by UCit and University Libraries, features 100 computers, 24-hour service desks, wireless access, four group study rooms, and a quiet study room.

**CONCERN**

*"There is a notable lack of planning for the use of information technology. Life-cycle issues for equipment are ignored. There is a lack of personnel to support users. Institutional support of instructional computing is limited."*

**RESPONSE**

The university's information technology environment has changed dramatically in the past decade. A new cabinet position of vice president & CIO began in 1998 and initiated an IT governance process that has become a national model. Planning for IT has been institutionalized through that governance process with committees focusing on academic technology planning, institutional management technology, infrastructure, and e-communications.

The powerful campus communications infrastructure supports both wired and wireless connectivity using modern gigabit Ethernet technology running on state-of-the-art Cisco systems. This infrastructure also provides for complete mobility services with cell phone coverage throughout campus.

The university is a leader in the use of course management systems. Over 72 percent of faculty support their courses using the Blackboard system and over 85 percent of students have at least one course on the system. Faculty and students are supported in their creative and ubiquitous use of the system by two support units: the Center for the Enhancement of Teaching & Learning in the Provost's Office and the Faculty Technology Resource Center in the CIO's office. The Instructional and Research Computing (IRC) unit in that same office is totally dedicated to support of those functions. Nearly 75 percent of centrally scheduled classrooms are fully equipped as electronic classrooms with Internet accessibility for workstations and display.

Almost all student services are offered online via the university's innovative OneStop Center. Students can do all their course scheduling, bill payment, transcript procurement, and book ordering online. This year, over 90 percent of all admission applications were submitted online. Students receive grade reports and bills online.

**CONCERN**

*"There is concern that insufficient funds are available for attracting the best new faculty, especially in the sciences and engineering. Such plans should be developed."*

**RESPONSE**

Each college has a hiring plan that is reviewed annually during budget planning sessions between the provost and each dean. With the appointment of a new dean in the College of Engineering (2006) there is a commitment to hire 10 new tenure track faculty along with 10

field service faculty to help reduce the tenure/tenure track workload and enhance research capacity. In the McMicken College of Arts and Sciences, with the appointment of a new dean (2007), we are hiring two clusters of faculty in the sciences with the aim of increasing extra-mural funding and interdisciplinarity. Since the last HLC review, we have created a new department of Biomedical Engineering (2001) in which we have recruited nine faculty and seven staff. The department which spans two colleges, Engineering and Medicine, has growing enrollments at both the undergraduate and graduate levels. In addition, our partnership with the State of Ohio on the Choose Ohio First Scholarships (COFSP) calls for \$1.5 million funding for new faculty in the STEM disciplines.

**CONCERN**

*“While the university has offices to address the needs of persons with disabilities, there is no written plan to meet ADA guidelines.”*

**RESPONSE**

The university is required to obtain a building permit for all major construction and all minor renovation projects. The building code that these university projects must be in compliance with is the Ohio Building Code (OBC). Chapter 11 of the OBC addresses “Accessibility” requirements. Paragraph 1103.1 states: “Sites, buildings, structures facilities, elements and spaces, temporary or permanent, shall be accessible to persons with physical disabilities.” A building permit does not get issued unless there is full compliance with the detailed requirements of this building code.

The university has issued university-wide communications to identify accessible routes around construction areas and has provided services to assist persons with special transportation needs during these temporary periods.

In May 2002, the Office of the University Architect (and Construction Management) established the Accessibility Compliance Self Directed Work Team. At a meeting held on May 3, 2002, the committee was informed that the Basic Renovations Committee had agreed to fund \$200,000 per biennium for accessibility projects on educational and general use facilities. Auxiliaries and parking areas (including garages) were (and are) not permitted to be funded with basic renovations funds. In December 2007, the Basic Renovations Committee eliminated this line item citing the completion of a majority of the projects identified to address outstanding accessibility issues. The committee agreed to fund future “accessibility” projects on an “as needed” basis.

The Accessibility Compliance Self Directed Work Team also developed a matrix of projects that identified outstanding building issues, estimate of cost, and priority of each of the items.

A Disability Services Office looks at construction for accessibility. The most recent project they reviewed was the Medical Sciences Building.

## CONCERN

*"The budget reductions sustained by the university over the past 10 years have had a disproportionate effect on unclassified, non-faculty staff. This has hurt morale and endangers many fine programs, ranging from community service to public safety."*

## RESPONSE

The university acknowledges that budget reductions can place a strain on staff employees, especially if workloads increase while compensation remains flat. However, since 1999, unclassified, non-faculty staff employees have received salary increases every year with only one exception. During this period, increases ranged from 1.5 to 3 percent salary pools, allowing for up to as much as 6 percent merit in one year. In addition, we expect that this employee group will also see a 2 percent increase for FY09. A merit approach to awarding increases allows units to recognize top performers who exceed performance standards while still granting increases to staff members who meet those standards.

To further explore aspects of workplace satisfaction, UC participated in an online, anonymous employment survey in 2004 and 2005 sponsored by the *Business Courier*. For most of the survey categories, UC compared favorably with all other entities within the educational services industry. However, UC did not fare as well when compared to the top three private companies except in the category which measures attitudes about benefits. Overall the surveys found that UC employees are engaged in their work, find their jobs interesting and challenging, and believe the people with whom they work most closely are committed to producing top quality work. But the survey results also suggested that employees did not always believe that they were recognized for their contributions and some did not see career development opportunities for themselves at UC.

To address some of these issues, units have undertaken regular feedback mechanisms outside of the annual performance evaluation process, and when budgets allowed, have given bonuses to recognize outstanding contributions. A number of units/divisions have also established specific development programs for their staff, such as the Building Leaders program in Administration and Finance and a staff development program in McMicken College of Arts and Sciences. In addition to such customized training and development programs, all employees, including unclassified staff, can take advantage of a generous tuition remission benefit to address their development needs and interests. The GCCCU (Greater Consortium of Cincinnati Colleges and Universities) also sponsors staff development workshops.



To allow for more advancement opportunities and to build bench strength some units now disallow the rehiring of retired employees and encourage units to use talent management and succession planning to prepare for the retirements of more senior employees, giving deserving employees an opportunity to advance.

#### CONCERN

*“Ten years ago, the university adopted an ambitious general education program, and set out a procedure for its implementation. Despite a decade of effort, the plan has not yet been fully implemented. It is imperative that the implementation of a general education plan be completed. All current catalog statements and other public information regarding general education should be reviewed immediately for accuracy.”*

#### RESPONSE

The University of Cincinnati boasts a rich story of General Education (Gen Ed) evolution. The initial implementation of General Education at the university began in 1996. This initial program was innovative and ambitious. It required all Gen Ed courses to be approved by a committee, to engage in specified pedagogies, and to be taught in small enrollment settings. This program was never fully realized. Indeed the 1999 North Central review found that “uneven implementation compromised the coherence of the General Education program.”

Spurred on by our own concerns regarding our Gen Ed program, and armed with the recommendations of the North Central review, UC chose to totally redesign its program, to better take into account the diversity of the individual colleges, their missions, and the individual organizational context while offering an educational framework that supports common knowledge, essential competencies, and their responsible application in a global context. UC’s new General Education program was implemented in fall 2001. This program was adopted by faculty vote in each baccalaureate college and was implemented for all university undergraduates.

The 2001 Gen Ed program remains the foundation of our current program although the program has improved and matured through a process of assessment for continual program improvement.

## CRITERION 1

**The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.**

### CHAPTER INTRODUCTION

In the last 10 years, the University of Cincinnati has experienced a transformation unequalled in UC's history. An all-encompassing physical reformation of the campus, coupled with a new incoming president paved the way to a new UC for the 21st century.

In 2003, UC's Board of Trustees hired the first president in 19 years. Almost as soon as President Nancy L. Zimpher arrived on campus, the board charged her to “chart an ambitious future deserving of a great university; a future that will propel UC to premier institutional stature.”<sup>1</sup> What followed was an unprecedented consultation process, involving thousands of university stakeholders, including faculty, students, staff, alumni, corporate partners, donors, civil and social leaders, and neighbors, creating an ambitious set of goals and actions, and a set of core values. From this comprehensive planning process emerged a new university mission statement and strategic vision that more fully reflects UC's role as a leader in the 21<sup>st</sup> century. This vision, known as UC|21 – the “21” shorthand for leading in the 21<sup>st</sup> century – was unveiled at the inauguration of President Zimpher in May 2004.

As an urban public research university, the University of Cincinnati affirms through its mission statement our strong commitment to excellence and diversity in our students, faculty, staff, and all of our activities. The university's goals and purposes are clearly stated and well understood by the board, the administration, the faculty, staff, and students. And now, perhaps more than ever, UC's planning, budgeting, and campus operations are becoming more integrated, helping to ensure that the university's actions and our organizational structures are congruent with our mission.



# UC|21

In addition to revising its mission statement, UC|21 has resulted in:

**A Board of Trustees committee and procedures reorganization**, effective in 2006, aligned Board activities to the academic and fiscal calendars, streamlined the number of standing committees for greater efficacy, and more fully engaged board members on critical issues for the university.

**Integrated decision-making**, a new governance structure that has taken steps to insure broader representation of the university community on committees, including faculty, students, and administrators.

**Consolidating all academic affairs** under one provost.

**A Diversity Council and the position of chief diversity officer** as a follow-up to the president's UC|21 Diversity Task Force.

**An Office of Budget Management** to help develop and monitor the university budget in alignment with academic priorities.

**Expanded representation on the President's Cabinet** to include students, as well as the athletic director to more fully integrate athletics with academics.

This chapter more fully examines areas of excellence that demonstrate how the university is upholding its mission: how it is organized, governed, and effecting change throughout the community. Each section discusses challenges the university faces in meeting its mission and action steps to address those challenges.



## CORE COMPONENT 1A

**The organization's mission documents are clear and articulate publicly the organization's commitments.**

UC's newly approved mission statement and the UC|21 vision clearly articulate the university's purpose and effectively communicate to the public and all stakeholders the university's commitment, the varied internal and external constituencies it serves, and how its goals are achieved. These documents are easily accessible on the university's Web site, and the themes are echoed in the myriad of communications materials the university shares with various constituencies. The Board of Trustees has reviewed and in many cases formally approved the chief mission documents.

This section highlights the examples of excellence in UC's chief mission documents and examines each more fully below.

### VISION TRUMPS EVERYTHING: EXAMPLES OF EXCELLENCE IN MISSION DOCUMENTS

#### **UC MISSION STATEMENT**

*"The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research. We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our university, city, state and global community."*

## UNIVERSITY OF CINCINNATI MISSION STATEMENT

*Approved January, 29, 2008 and amended March, 2008*

Re-examining the university's mission statement was a direct result of the Comprehensive Academic Planning Process that led to the creation of the UC|21 strategic vision. In addition to underscoring the university's commitment to undergraduate, graduate and professional education, experience-based learning and research, the statement affirms the values and purposes that are appropriate to a comprehensive, public research university, including excellence, diversity, and the undergirding of community engagement. The mission statement also reflects the values and goals of the UC|21 plan and replaces one that was in place since 1996. All students, faculty, staff and members of the public can access the mission statement on UC's Web site.

**Web site:** [www.uc.edu/president/mission.html](http://www.uc.edu/president/mission.html) <sup>2</sup>

**Board of Trustees approval on January 29, 2008 (B.6.):**

[www.uc.edu/trustees/documents/Trustees\\_Minutes/SU012908.pdf](http://www.uc.edu/trustees/documents/Trustees_Minutes/SU012908.pdf) <sup>3</sup>

## COMPREHENSIVE ACADEMIC PLANNING PROCESS

As President Zimpher arrived at UC in October 2003, the Board of Trustees sought to build on the massive physical transformation that had been taking place on campus since 1989 and develop a new strategic plan for the university. While many asked her to articulate the vision herself, she instead launched a **Comprehensive Academic Planning Process (CAPP)** that resulted in months of discussion and consultation at a scope never before seen on the UC campus. Over 240 of the university's wide range of stakeholders convened in a series of Town Hall meetings to discuss the university's future. In addition, 2,400 people participated in more than 83 input sessions hosted by UC colleges and units. More than 325 voiced opinions using the academic planning Web site and literally thousands of visits to this site took place.

Framed by a profound appreciation for what lies ahead in the 21<sup>st</sup> century, the goal of CAPP was to create a vision of the university's leadership for the future. Participants in the process debated and determined what it might take to realize that future, what resources would be required, and what outcomes to hold accountable. It was a plan to encompass sustainability as a university and as a partner within the region, paired with the challenge to drive academic priorities regardless of budget environments. The discussions would lead to a strategic plan for implementation in the next academic year, to serve as the foundation for a five- to 10-year future planning window. The new mantra was that systemic planning will be an ongoing characteristic of the University of Cincinnati.<sup>4</sup>

## UC|21: DEFINING THE NEW URBAN RESEARCH UNIVERSITY

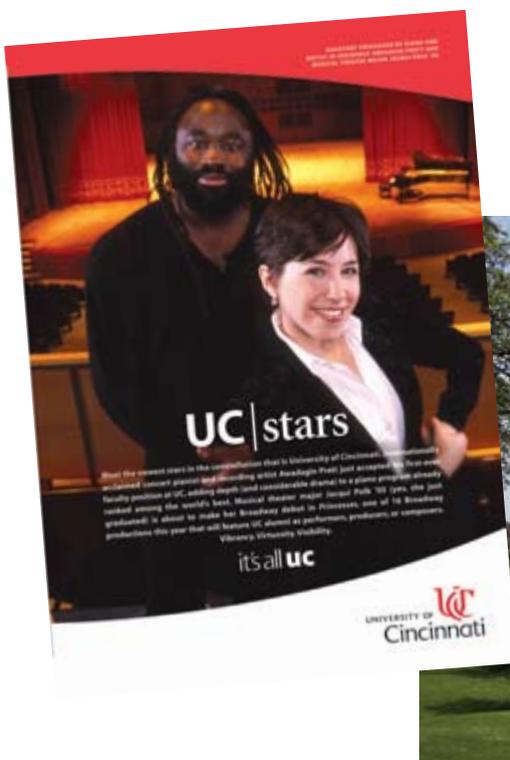
### A STRATEGIC VISION

As a result, the work of the CAPP became the strategic vision, *UC|21: Defining the New Urban Research University*. The president unveiled the vision during her inaugural address in May 2004, including the six goals of UC|21 as well as 10 “stretch” goals she identified for action. The plan was further articulated in the *UC|21 Technical Report* published in fall 2004, which chronicles the work of 21 action teams. The plan was developed further in a series of three brochures, which were distributed to thousands of constituents and posted on the Web (UC|21 Web site and linked from the president’s Web site).

In hundreds of speeches each year to a wide variety of audiences both internal and external to the university, the president has carried forth the vision of UC|21. President Zimpher’s UC|21 Forecast speeches in spring 2005 and 2006, as well as her State of the University Address each fall have explored UC|21 themes, goals, and progress. The UC|21 aspirations have been incorporated into posters for public display and other communication vehicles that reach internal and external audiences.

**UC|21 Technical Report:** [www.uc.edu/uc21documents/UC21\\_TechReport.pdf](http://www.uc.edu/uc21documents/UC21_TechReport.pdf) <sup>5</sup>

**Brochures:** [www.uc.edu/uc21documents/uc21\\_brochure.pdf](http://www.uc.edu/uc21documents/uc21_brochure.pdf) <sup>6</sup>  
[www.uc.edu/uc21documents/2651UC\\_21forecastbrochure.pdf](http://www.uc.edu/uc21documents/2651UC_21forecastbrochure.pdf) <sup>7</sup>  
[www.uc.edu/uc21documents/forecast07brochure.pdf](http://www.uc.edu/uc21documents/forecast07brochure.pdf) <sup>8</sup>



## THE SIX GOALS OF UC|21

The UC|21 vision establishes six ambitious goals for the university:

**Place Students at the Center** – The first among equal goals reminds us that our university must always keep students at the core of our efforts. It also challenges us to become a university of choice, a destination campus.

**Grow Our Research Excellence** – UC is committed to building on its greatness as a major research institution and to continuing to work for the betterment of society, to have meaningful economic impact and to enhance the quality of life for all.

**Achieve Academic Excellence** – A high-quality learning environment and world-renowned scholarship sit at the crux of this goal.

**Forge Key Relationships and Partnerships** – UC|21 underscores the university's commitment to community engagement, both locally and globally.

**Establish a Sense of 'Place'** – Following on the massive physical transformation, the university reaffirms its commitment to create a campus where not just students, faculty and staff, but alumni and the community at large, would want to spend time learning, living, playing and staying. UC also is committed under this goal to a better Uptown Cincinnati in the neighborhoods surrounding the UC campus.

**Create Opportunity** – The last goal reminds us that the university is always a place of opportunity. As such there is a "people" aspect to this goal as well as a financial one that underscores the need for fiscal accountability.

## UC|21 ALSO OUTLINES A SET OF CORE VALUES:

**Scholarship:** The creation and application of knowledge, with an emphasis on scholarly inquiry, research, experimentation, investigation and creative production.

**Citizenship:** The ability to apply knowledge and skills for responsible civic life and action. UC's emphasis is on public engagement and ethical purpose.

**Stewardship:** The responsibility of the university to carry out its unique place in society, which is to conserve intellectual inquiry.

**Leadership:** Motivating others to take actions that would not otherwise have been taken.

**Partnership:** Working collaboratively to address complex problems and issues, both within and beyond the boundaries of UC.

**Cultural competence:** Fostering students' ability to appreciate, investigate and understand a cultural background different from their own.

## UC|21 PROPOSALS

UC|21 re-energized, re-focused, and gave momentum to a myriad of mission-related activities across the entire university and throughout the colleges and divisions. Some of these efforts were already underway while others started anew or brought together in more strategic and effective ways efforts that had been decentralized. A competitive proposal process for UC|21 implementation was used to select some of the most promising approaches to fulfilling the UC|21 goals. Below we highlight four that are particularly closely aligned to the university's mission and have had impact across the entire university. All of these began with written proposals within the UC|21 structure:

- Crafting the Class<sup>9</sup>
- The Academy of Fellows for Teaching and Learning<sup>10</sup>
- The Center for the City<sup>11</sup>
- Integrated Core Learning<sup>12</sup>

**Crafting the Class:** One of the most heated debates that occurred during the development of the UC|21 vision centered on the university's dual commitment to top-ranked programs and to providing open, accessible educational pathways to students who might not find them elsewhere. Some saw these as two conflicting missions that could not be successfully pursued by the same institution. UC|21, however, reasserted the university's promise to do both and do both effectively.

UC's efforts to embrace both took the form of the UC|21 proposal known as Crafting the Class. Through these Crafting the Class strategies, UC has not only brought about enrollment growth with better and brighter students who must meet new, phased-in minimum admissions criteria, it has also identified new more effective pathways of access for students in need of additional assistance. These access points include the **UC Center for Access and Transition (CAT)**, which enrolls students who arrive under-prepared for baccalaureate programs and assists them in getting the skills they need to succeed academically, and our improved articulation and transfer arrangements with our own regional campuses (in Blue Ash and Clermont County) and other state two-year colleges, such as Cincinnati State Community and Technical College and Sinclair Community College. With the latter two institutions, the university has established Cincinnati Pathways programs that also offer scholarships to qualifying students who enter UC with an associate degree.



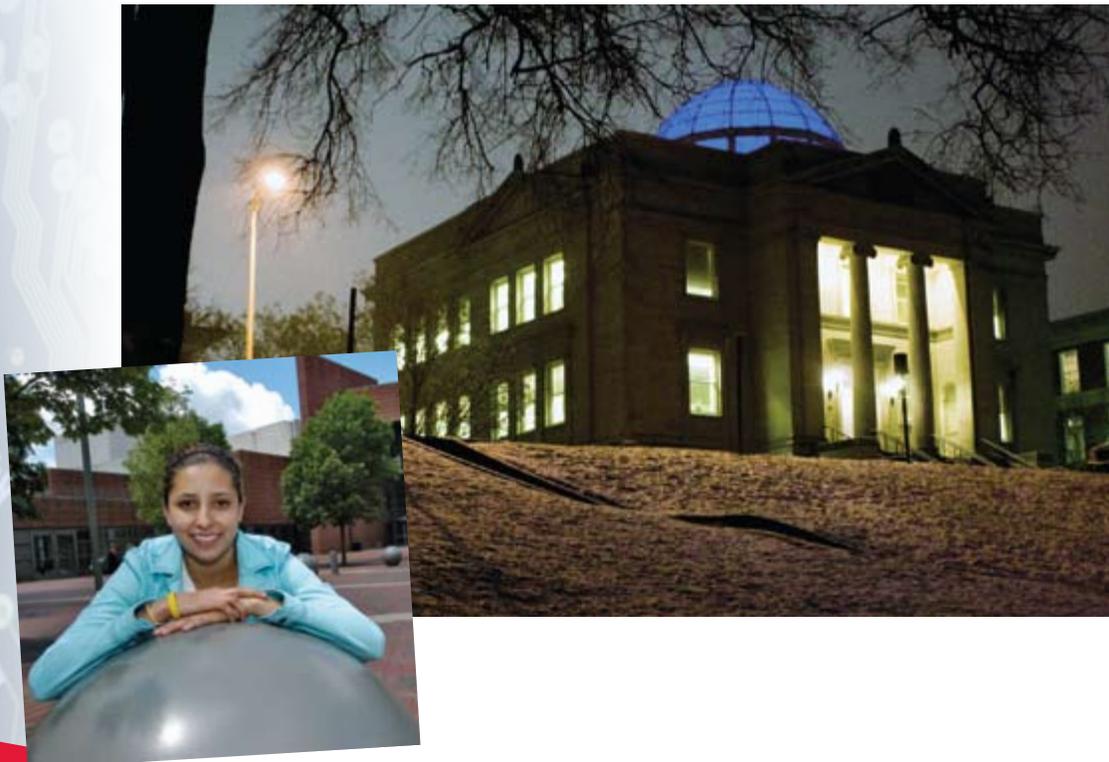
In addition to the CAT, which aids a limited number of students who arrive underprepared, the university is an active and founding partner in Strive, a regional partnership working to make sure that students throughout the Cincinnati and Northern Kentucky region are college-ready when they graduate from high school and are supported through college graduation or post-secondary job training.

After years of enrollment slippage, the new admissions minimums have led to steadily increasing enrollment with brighter incoming classes in each successive year. In summer 2007 the university instituted its first waiting list to enroll in UC history. Fall quarter 2008 opened with the most academically prepared freshman class on the Uptown Campus, with average ACT scores rising to 24.8, up from 24.1 last year, and average SAT scores reaching 1125, up from 1109 last fall. The first-year class holds a record number of National Merit Scholars at 44.

**Web sites:** [www.uc.edu/cat/default.html](http://www.uc.edu/cat/default.html) <sup>13</sup>

[www.strivetogether.com/](http://www.strivetogether.com/) <sup>14</sup>

[www.uc.edu/reportcard/](http://www.uc.edu/reportcard/) <sup>15</sup>



**Academy of Fellows for Teaching and Learning:** In June 2007, the university inducted the first 22 members of its new Academy of Fellows for Teaching and Learning and in 2008 another cohort was inducted. UC has long elected research fellows through its Fellows of the Graduate School, but as a part of its UC|21 commitment to achieving academic excellence, the university embarked on a new effort to elevate the status of teaching and learning. Members of the Academy advance the university's goals and mission by helping to shift the classroom paradigm from a teaching-centered to a richer and more enduring learning-centered engagement with UC's students, by helping to advance scholarly teaching and the scholarship of teaching and learning, by encouraging an environment of high-quality learning in all of our classrooms, and by helping UC to become a national force in education reform.

**Web site:** [www.uc.edu/cetl/news/AFTL\\_announcement.html](http://www.uc.edu/cetl/news/AFTL_announcement.html) <sup>16</sup>

**Center for the City:** UC's new Center for the City provides a portal for the university's engagement in the community. It envisions a day when the Cincinnati USA region and UC become nationally recognized as leaders in solving community problems and improving urban life. The center offers a convenient window of opportunity for the community and for UC students, faculty, and staff to engage in community interaction and participate in innovative mutually beneficial partnerships. It has led to UC's first efforts to quantify its community impact. Eight hundred thirty-eight community organizations were served by UC students, faculty, and staff volunteers in 2008 as compared to 500 in 2006. (Center for the City is described in more detail in Criterion 5.)

**UC|21 President's Report Card to the Board of Trustees September 2008 Update:**

[www.uc.edu/reportcard/](http://www.uc.edu/reportcard/)

**Web site:** [www.uc.edu/community/cfc/](http://www.uc.edu/community/cfc/) <sup>17</sup>

**Integrated Core Learning:** UC's Integrated Core Learning (ICL) initiative is working to create a comprehensive framework through which undergraduate students will experience their academic progress – a framework that calls for the thoughtful integration of the General Education core, major course work, experiential learning (such as internships, study abroad, performance, undergraduate research, practicum, clinical placements, co-op, and service learning experiences), co-curricular activities, and faculty-guided reflection throughout the undergraduate curriculum. ICL underscores the University of Cincinnati's strengths and places them within a holistic framework for student learning. ICL asserts that no student should leave UC without a broad understanding of (1) the various ways in which knowledge is produced and disseminated, (2) the possible connections and inter-relationships among different disciplines and professions, and (3) the benefits of thinking collaboratively across disciplines and approaching issues and problems from a multi-disciplinary perspective. To these ends, ICL emphasizes the transferability of knowledge and skills from one class and course of study to another. Such transferability can be accomplished by re-visioning some of our current approaches and courses of study.

The ideas of Integrated Core Learning are being systematically implemented across campus. The University Honors Program fully adopted ICL as the integrating philosophy behind its new program (first students admitted in fall 2007). The concepts of Integrated Core Learning are reflected in the university's composition program (approved by the faculty during 2006-07) and the new semester-based General Education Core Program (currently in process of faculty approval), as well as each baccalaureate degree program as part of the proposed semester conversion process.

**Web site:** [www.uc.edu/icl/documents/Integrated\\_Core\\_Learning\\_DRAFT\\_3.08.doc](http://www.uc.edu/icl/documents/Integrated_Core_Learning_DRAFT_3.08.doc)<sup>18</sup>  
[www.uc.edu/gened/core\\_story.html](http://www.uc.edu/gened/core_story.html)<sup>19</sup>

### CHALLENGES

**Crafting the Faculty:** The success of our Strategic Enrollment Management initiatives requires the university to work diligently to ensure that the needs of the new student body match our faculty and academic resources. A larger, more talented student body brings with it new demands and UC will need to be vigilant about meeting those demands.

### ACTION STEPS LEADING TO IMPROVEMENT

**Academy of Fellows for Teaching and Learning:** This is a direct outgrowth of UC|21, and represents an emerging opportunity to create new energy and recommitment around the mission of scholarly teaching and the scholarship of teaching and learning.

**Center for Access & Transition (CAT):** Continued monitoring of the CAT and minimum admissions standards is needed to ensure their effectiveness and success.



## CORE COMPONENT 1B

**In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves. The mission documents affirm the organization’s commitment to honor the dignity and worth of individuals. The mission documents present the organization’s function in a multicultural society. The organization’s required codes of belief or expected behavior are congruent with its mission.**

The University Mission Statement recognizes the diversity of its learners, other constituencies, and society by stating, “*We are committed to excellence and diversity in our students, faculty, staff, and all of our activities.*” It addresses the university’s function in a multicultural society by stating: “*The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university.*” The University Mission Statement addresses its commitment to honor the dignity and worth of individuals by stating: “*We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our university, city, state and global community.*”

The mission documents provide a foundation for the organization’s basic strategies for addressing diversity. In addition, the UC|21 core value of cultural competency and the strategic initiative of globalization recognize the diverse perspectives of not only the world’s cultures and people, but also those in our own nation, region, and city. The university actively seeks to foster the development of a diverse educational community. Critical to that goal is the strategic recruitment of faculty, staff, and students of traditionally underrepresented groups along with effective efforts to protect the rights of individuals once they become members of the university community. This section highlights the examples of excellence related to fostering diversity and examines each more fully below.



## OHIO, THE NATION, AND THE WORLD: EXAMPLES OF EXCELLENCE IN DIVERSITY

### THE PRINCIPLES OF JUST COMMUNITY

Prior to the UC|21 plan, in 1996 the university community collaborated to create a core set of values that was approved by the Board of Trustees. Called Just Community, it sought to establish an environment where diversity is not only accepted, but celebrated. Recently celebrating its 10<sup>th</sup> anniversary, the values of Just Community served as the groundwork for the development of UC|21's core set of values, and in part spurred the creation of the President's 2007 Diversity Task Force. From that task force grew an ongoing Diversity Council and the permanent position of a chief diversity officer, all of which continue to examine how the foundation of a Just Community can continue to infuse its principle statement of values into the university community, and how those values can remain sustainable alongside UC|21.

**Web site:** [www.uc.edu/justcommunity/](http://www.uc.edu/justcommunity/) <sup>20</sup>

**Brochure:** [www.uc.edu/justcommunity/documents/JustComm10Broch-forWeb.pdf](http://www.uc.edu/justcommunity/documents/JustComm10Broch-forWeb.pdf) <sup>21</sup>

### PRESIDENT'S UC|21 DIVERSITY TASK FORCE REPORT, MARCH 2007

Closely related to the Just Community initiative discussed above has been the work of the President's UC|21 Diversity Task Force. In the months following the unveiling of UC|21, input from various constituents indicated a perception that UC|21 had not adequately incorporated diversity; therefore President Zimpher appointed a task force to further examine the issue. The 40-member task force engaged in an assessment of UC's progress toward diversity, making recommendations to the executive committee of the President's Cabinet. The objective was an overall strategy and action plan for promoting diversity that would integrate ongoing efforts and existing institutional structures into goals, plans, and benchmarks for moving forward. The resulting task force report, published in March 2007, outlined more than 50 recommendations from five subcommittees. The primary outcomes of the task force's work so far has been the incorporation of diversity into the University's Mission Statement, the creation of an ongoing Diversity Council and the permanent position of chief diversity officer (CDO) in August 2007. The new CDO works with a newly created Diversity Council, which has been asked to create a five-year diversity plan using the task force recommendations as a starting point.

**Web site:** [www.uc.edu/sas/documents/diversity/dtffreport\\_final.pdf](http://www.uc.edu/sas/documents/diversity/dtffreport_final.pdf) <sup>22</sup>



## DIVERSITY COUNCIL

Building from the momentum of the Diversity Task Force, this initiative seeks to engage the broader university audience in defining and developing practices that support an inclusive environment. Staffed by the office of the chief diversity officer, Dr. Mitchel Livingston, the university Diversity Council serves as the university-level governance committee charged with building institution-wide capacity to meet the needs of an increasingly diverse campus that embraces diversity as one of our core values. The council is charged with maintaining the *Report of the President's UC|21 Diversity Task Force March 15, 2007* as a living document, holding responsible parties accountable and reporting on at least an annual basis to the president and community at large.

The council recognizes a very broad and inclusive concept of diversity that includes commonly recognized considerations such as race, ethnicity, gender, age, disability status, socioeconomic status, gender identity, sexual orientation, religion, and regional or national origin. It will guide the university's efforts to conceptualize, define, assess, nurture, and cultivate diversity and inclusion as institutional and educational resources at the University of Cincinnati.

**Web site:** [www.uc.edu/sas/diversity](http://www.uc.edu/sas/diversity) <sup>23</sup>

## STRATEGIC ENROLLMENT MANAGEMENT (SEM)

SEM is a comprehensive process designed to develop strategies to optimize student recruitment, enrollment, retention, persistence, graduation, and alumni participation within the context of the institutional mission; assist campus leadership in reaching critical decisions about faculty and staff employment planning, academic and student program development, construction and operational needs; aid in the coordination of services that insure a seamless process for the above, and incorporate integrated enrollment and financial planning. At UC, this process is facilitated through a carefully designed structure led by the SEM Policy Council and supported through a management team and working groups for targeted enrollment enhancement/support initiatives. Membership is designed to achieve full campus participation in the evolution and implementation of UC's enrollment goals. UC|21 strategies continue to improve student retention and graduation rates. Retention has improved to 84 percent and the graduation rate has increased to 55 percent, both up 7 percentage points since 2003.



**Web site:** [www.uc.edu/provost/committees/strategic\\_enrollment\\_management.html](http://www.uc.edu/provost/committees/strategic_enrollment_management.html) <sup>24</sup>  
[www.uc.edu/reportcard/2008](http://www.uc.edu/reportcard/2008)

The SEM Access Committee is responsible for coordinating access efforts and making recommendations to the SEM Management Team concerning undergraduate and graduate access issues and programs. In addition, the SEM Access Committee works to provide access to higher education for currently underrepresented and economically disadvantaged groups including first generation college students, under-represented ethnic, minority, and gender groups, non-traditional students, disabled students, and other groups having limited access to post-secondary education.

The SEM Access Committee elected to carry out a Web-based survey in order to collect feedback regarding internal and external access initiatives. Larry Johnson, dean of the College of Education, Criminal Justice, and Human Services (CECH), and Carol Tonge, Center for Exploratory Studies, met with associate deans across the university, who forwarded the survey to key people working to facilitate access. The full report, UC College Access Programs SEM Access Committee Report (September 13, 2007)<sup>25</sup>, summarizes the findings of the web-based survey and recommends actions to address key issues standing in the way of improved access.

Two key SEM initiatives already underway include:

**The Rowe Center:** This center provides a focal point for woman engineering students to access supports for success in classes, during co-op work assignments and beyond. The center coordinates with existing programs in the College of Engineering, the university, and the broader community to support students.

**Emerging Ethnic Engineers (E<sup>3</sup>) Program:** E<sup>3</sup> is actively involved in the recruitment and admission of all African-American, Latino/a, and Native American students to the College of Engineering. Recruitment activities include outreach to pre-college programs and summer camps as well as participation in campus-wide programs designed to recruit targeted ethnic students to the University of Cincinnati.



**DIVERSITY REPORTING**

**Diversity Inventories:** In an effort to gain perspective on work throughout the university as it relates to the broader spectrum of diversity, the Diversity Council took an inventory of the activities of each college and unit. A total of 575 diversity initiatives were cited with over \$44 million in annual and endowed support. A content analysis was conducted on the data resulting in 10 categories. Based on a frequency distribution, two areas emerged with the highest percentages of concentrated effort: programming (28 percent) and courses (23 percent). Understanding that most of the effort is going toward programming and courses provides impetus for hiring faculty and gives clear indication of where we have gaps and where we need to focus our efforts going forward. Clearly this demonstrates the university is funneling resources and offering programs aimed at enhancing diversity.

**Web site:** [www.uc.edu/sas/diversity/diversity\\_inventories.html](http://www.uc.edu/sas/diversity/diversity_inventories.html)<sup>26</sup>

**Institutional Research:** In 2008, *The Princeton Review* ranked UC among the top 20 diverse campuses (No. 19).

Data from fall 2006, provided from the Office of Institutional Research, comparing the University of Cincinnati to public research universities with very high research activity indicates the following rankings:

(Princeton Review Ranking - out of 63 schools)

	African-American	Asian	Hispanic
Student	7 <sup>th</sup> (11.1%)	57 <sup>th</sup> (3.0%)	58 <sup>th</sup> (1.6%)
Faculty	19 <sup>th</sup> (3.8%)	20 <sup>th</sup> (10.37%)	52 <sup>nd</sup> (1.8%)
Staff	12 <sup>th</sup> (13.7%)	26 <sup>th</sup> (5.7%)	54 <sup>th</sup> (1.1%)

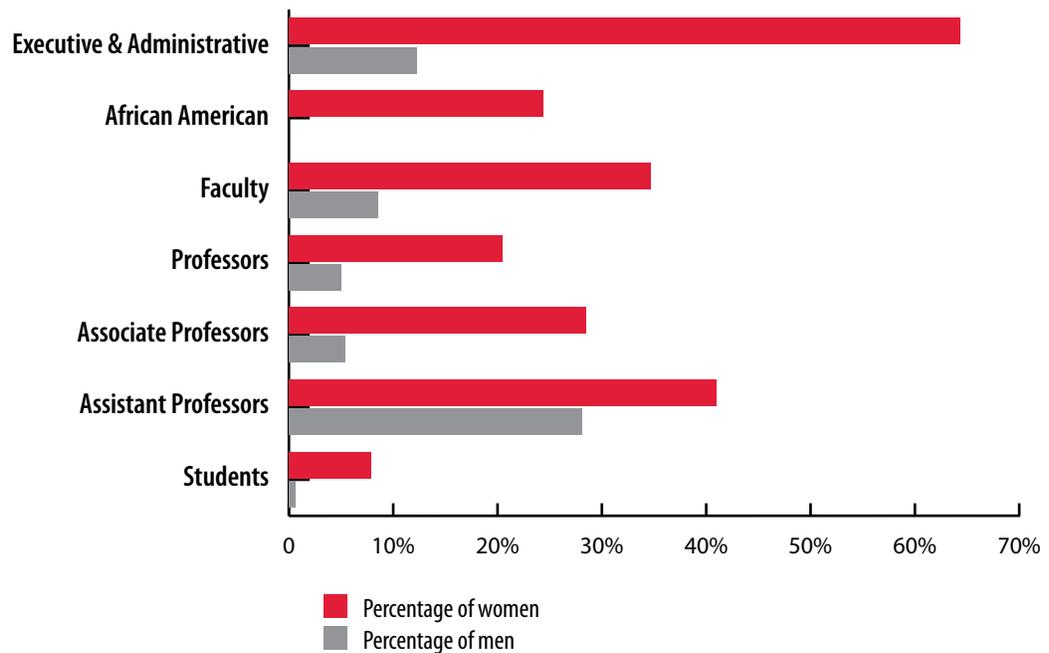
While we are not yet at the average for Asian, and Hispanic students, we significantly surpass the average in African-American students. Additionally, we are equivalent to the average in all categories for faculty, and significantly surpass the average for African-American staff.

**Web site:** [www.uc.edu/news/NR.asp?id=8691](http://www.uc.edu/news/NR.asp?id=8691)<sup>27</sup>

*The UC|21 President’s Report Card to the Board of Trustees September 2008 Update* indicates that full-time female faculty headcount has increased by 22.1 percent and the percentage of full-time female faculty has increased 4.5 percent since 2003. The full-time faculty African-American headcount has increased 17.9 percent for the same period. Total university female student headcount has increased 11.8 percent since 2003, while total university minority student headcount has increased 2.9 percent.

**Web site:** [www.uc.edu/reportcard/Sept08/2008reportcard.pdf](http://www.uc.edu/reportcard/Sept08/2008reportcard.pdf)

**Report on the Status of Women:** The Women’s Initiative Network (WIN) produced the Report on the Status of UC Women 2006. The graph below highlights increases since 1998-99:



The university has seen the number of women in academic leadership positions increase dramatically since 1998. Clearly the most significant change is the hiring of the first woman president in the history of the university.

**Web site:** [www.uc.edu/win/documents/StatusofUCWomen-forWeb-spreads.pdf](http://www.uc.edu/win/documents/StatusofUCWomen-forWeb-spreads.pdf)<sup>28</sup>

**Future of Learning: Addressing Issues of Diversity (2006)**

As tangible evidence of the fundamental role that diversity plays in quality higher learning, UC published a book featuring several of its own faculty and administrators who are recognized for incorporating diversity into their teaching. The book, *The Future of Learning: Addressing Issues of Diversity* was published in 2006 through the efforts of former Faculty Senate Chair Richard D. Karp, the Office of the President and the Just Community Initiative. Professor Karp modeled the book on a similar initiative at the University of Wyoming (known there as Warming Up the Chill: Teaching Against the Structures). The university disseminated copies to selected faculty and community leaders, and the entire volume is available on the Just Community Web site.

**Web site:** [www.uc.edu/justcommunity/The\\_Future\\_of\\_Learning.html](http://www.uc.edu/justcommunity/The_Future_of_Learning.html)<sup>29</sup>

## UC INTERNATIONAL

UC International is responsible for the university's international strategy. Its three functional divisions are: planning, programs, and services. UC International is a unit within the Office of the Senior Vice President and Provost, headed by the position of vice provost international. UCosmic™ (UC Online System for Managing International Collaboration), a database that tracks a wide range of international activity occurring at the University of Cincinnati, and among UC's partner organizations, allows UC faculty, staff, and researchers to post and access information about this activity. The university currently maintains institutional collaboration agreements and/or activity agreements with 30 countries worldwide, and documents faculty participation in 260 research projects and creative activities with other countries.

**Web site:** [www.uc.edu/international/cosmic](http://www.uc.edu/international/cosmic)<sup>30</sup>

Our efforts to enhance our international student population and increase study abroad have met with some success. The President's Report Card 2008 indicates that international student headcount has increased 4.8 percent since 2003 (1,945 students to 2,038 students), and the percent of baccalaureate graduates who have studied abroad has risen 21.2 percent during the same period (659 students to 799 students).

## INTERNATIONAL CO-OP

The University of Cincinnati pioneered the concept of cooperative education and has leveraged its excellent reputation in that field to develop an international co-op program that typically sends between 25 and 35 students abroad for co-op positions each quarter.



## DIVERSITY-RELATED PROGRAMS

**Women's Institute for Leadership Development (WILD):** Recognizing the need to get women into senior leadership positions, a group of UC women initiated the first Women's Institute for Leadership Development program (WILD) in 2000. The program has focused on women in mid-career – faculty at the associate level and staff women at the director level with three years experience at UC. As of 2006, 104 UC women had participated. Ninety-two of the 104 women are still at UC and 22 have been promoted 25 times to positions such as assistant and associate vice president, treasurer, assistant and associate dean, and associate senior vice president.

**Strive:** Strive brings together a unique group of community leaders representing the education, business, faith, nonprofit, philanthropic, and civic sectors, who are committed to providing a world-class education to every child in the urban core of Greater Cincinnati and Northern Kentucky. By focusing on the need for improved educational achievement and attainment so that the region can compete in the global economy, the partners are overcoming the traditional obstacles to working together and have begun building a framework for a model education system.

**Web site:** [www.uc.edu/news/NR.asp?id=4258](http://www.uc.edu/news/NR.asp?id=4258)<sup>31</sup>  
[www.strivetogether.com/](http://www.strivetogether.com/)

**Cincinnati Pride Grant with Cincinnati Public Schools:** The Cincinnati Pride Grant, in combination with federal, state, and institutional aid, provides the full cost of tuition and a book allowance for those graduates of Cincinnati Public Schools who might not otherwise be able to afford a college education. The grant recognizes UC's longstanding partnership with the Cincinnati Public School System and reaffirms its commitment to CPS's students. UC provides more than 400 Cincinnati Pride Scholarships to Cincinnati Public School graduates enrolled at the university – more than \$1.5 million in support to these students.

**The Darwin T. Turner Scholars Program:** Named for the youngest person ever to graduate from UC, Dr. Darwin T. Turner, the program recruits, retains, and graduates academically talented students of color. It is one of the oldest ethnic scholarship programs in America.

**The Prejudice Project:** "Facing Prejudice" was created for and sponsored by the Center for Holocaust and Humanities Education at Hebrew Union College-Jewish Institute of Religion, the UC Division of Student Affairs and Services, and the Just Community initiative. Students created a large traveling exhibit on prejudice that was first installed in the Tangeman University Center on UC's campus, and then was shown at the National Underground Railroad Freedom Center in downtown Cincinnati. The exhibit dealt with numerous subtopics

of discrimination such as hate speech, stereotyping, inequity, being an insider on a daily basis, racial intolerance, violence, and discrimination. The prejudice project garnered several awards from national competitions, received an educational grant, and was featured at a national conference of The Society of Environmental Design.

**STEM[M] Grade School/High School Proposal:** In August 2008, UC and Cincinnati Public Schools (CPS) partners established a STEM[M] school at Taft Elementary. In 2009, a STEM[M] high school will open at Hughes High School connecting the new school to university and other post-secondary educational and career opportunities such as dual enrollment/college-credit programs, co-op opportunities, job shadowing, internships and pre-university admissions advising. The curriculum would be modeled around other successful STEM[M] schools nationally and developed by partners that include Cincinnati Public Schools, the Cincinnati Federation of Teachers, UC, Cincinnati State, the Cincinnati Zoo & Botanical Garden, the Cincinnati Museum Center and other area business and community partners.

## CHALLENGES

**Enrollment Objective:** Signs are surfacing that our enrollment size is approaching the optimal size the university can and should maintain. This requires careful scrutiny.

**Integrating UC|21 values with Just Community Values:** The Diversity Council must continue to examine how to sustain the Just Community values alongside UC|21 and infuse them into campus culture.

**Increasing underrepresented student populations:** including numbers of Hispanic and Asian Pacific Islanders. Further addressing the issues of access, given the increase in admission standards, tuition costs, and establishment of a minimum GPA across the university.

## ACTION STEPS LEADING TO IMPROVEMENT

**UC International:** The university has established the position of vice provost, UC International and has significantly reorganized the UC International Office. Numerous international partnerships have been forged, beginning with the president's visits to China and Singapore.

**Diversity:** The position of chief diversity officer was created and filled as a joint appointment; it will ultimately be a single appointment. The work of the Diversity Council continues in developing and implementing action plans, and the Diversity Inventory Report has provided a baseline understanding of trends in faculty, staff, and student populations.

## CORE COMPONENT 1C

### Understanding of and support for the mission pervade the organization.

The vision and mission for the University of Cincinnati known as *UC|21: Defining the New Urban Research University* resulted from a very inclusive planning process of all the university's key stakeholders and very much serves to inform the work of the entire university. This process has had a profound and transformational effect on every aspect of the university. As was discussed in detail in Core Component 1A, the Comprehensive Academic Planning Process (CAPP), resulted in clearly stated goals and purposes for the university all of which were vetted widely. All of the university's stakeholders, including the board, the administration, the faculty, staff, and students, are very much aware of UC|21. As part of an ongoing process to keep key university stakeholders informed and involved, President Zimpher instituted a fall and spring retreat for the cabinet and the deans. The deans along with key administrators are required to present at annual budget hearings. The president also instituted a tradition of bringing the Board of Trustees together, along with the deans, for a special annual program with a theme relating to UC|21.

### WE'RE ALL UC: EXAMPLES OF EXCELLENCE IN MISSION COMPREHENSION

#### COLLEGES' UC|21 ALIGNMENT REPORTS

As part of the UC|21 implementation, in 2005 all UC colleges and units were required to examine their own missions, priorities and activities in alignment with UC|21's six goals.

Each college and unit was asked to draft an alignment report,<sup>32</sup> delineating specific actions and describing their alignment efforts and actions to fulfill UC|21 goals, as well as articulating clear and measurable benchmarks linked to the action items, and describing the budget implications for these actions. Proposals were competitively solicited seeking new ways to meet the goals of UC|21. Several of these proposals are highlighted in 1A.



**UNIVERSITY'S ACADEMIC PRIORITIES REPORT, JANUARY 2007**

Although UC|21 as a vision may have an effective span of only five to 10 years, one of its chief results was to create a culture of quality assessment, prioritization and ongoing planning. Equipped with the ideals articulated in UC|21, the university convened an Academic Priorities Council to develop specific university-wide academic priorities within the UC|21 framework, with an eye toward the university's strengths, challenges, and societal needs. That 19-member council (composed of Provost Perzigian, members selected with consultation from the faculty senate, deans, and the two provosts at the time) was asked to develop a set of priorities that will become a blueprint for the UC|21 academic plan to drive resource allocation, the upcoming capital campaign and infrastructure planning. During the first phase – a three-month, rigorous process of assessment, integration and prioritization of data – five themes emerged as academic priorities:

**21<sup>st</sup> Century Learning** – At the heart of this priority is a strong liberal arts core; learning experience enhanced by co-op, clinical training and other experiential learning opportunities; international education opportunities and appropriate student services; advising; and financial aid.

**Health in the 21<sup>st</sup> Century** – Research, education, and clinically oriented programs will focus on diseases with the highest mortality and morbidity rates of our time.

**Science and Technology in the 21<sup>st</sup> century** – Responding to the need that our nation remain a global leader in the advancement of science and technology, UC will focus on strengths in nanotechnology, computational science, urban environmental health/sustainable urban engineering, and imaging/sensing.

**The Arts, Design and Humanities in the 21<sup>st</sup> century** – Few universities can boast the excellence in visual and performing arts that UC possesses, and under this concept UC will build on these strengths for a better quality of life locally, nationally, and internationally.

**Urban Solutions for the 21<sup>st</sup> Century** – This priority builds on strengths in business, education, criminal justice, human services, social work, law, DAAP, and social sciences to understand and address challenges that face Cincinnati and urban areas in general.

The council's work drew on a variety of sources including UC|21 College Alignment Reports, budget hearings, deans' interviews, provostal priorities based on the budget hearings, UC|21 Action Team reports, the UC|21 research master plan, university data, UC International, Integrated Core Learning, and external assessments such as graduate program reviews, the National Survey of Student Engagement, and national rankings.

Phase two of the Academic Priorities work, now underway, has reduced the number of programs from 574 to 328 by increasing collaboration and eliminating redundancies. This work will continue this year with academic program reviews at the undergraduate level. The university's comprehensive fund-raising campaign, Proudly Cincinnati, launched in the fall of 2008, has built its case around these priorities, and the executive committee, deans, and vice presidents have worked to refine them.

**Web site:** [www.uc.edu/facultysenate/documents/documents\\_year-2006-2007/UCAcademicPrioritiesJan2007.doc](http://www.uc.edu/facultysenate/documents/documents_year-2006-2007/UCAcademicPrioritiesJan2007.doc)<sup>33</sup>

### RE-BRANDING THE UNIVERSITY

UC has refined the way the public and internal audiences view the university through its recent efforts to "brand" its communications more consistently. Although met with some resistance at the outset, these efforts to provide a more uniform color palette and graphic design for the university's Web sites, brochures, flyers, signs, marketing materials, magazines, and other visual information coming from colleges and units has been tremendously successful and is now regarded nationally as a model of best practice.

This very visible change took place beginning in 2001, with the rollout of UC's branding initiative, coordinated by the Division of Governmental Relations and University Communications and the University Communications Cabinet. The goals of the branding initiative are to build long-term brand equity, increase awareness of UC's quality, enhance credibility, celebrate diversity, generate powerful value perception, and ensure continued growth.

Prior to the branding effort, each college developed visual materials independently, leading to a fragmented and sometimes confusing array of voices and faces presented to UC's various audiences. Now with consistent branding, which goes beyond visuals to include themes used in language and text, the university presents a clearer and more uniform message to the public. With the help of LPK, an internationally recognized leader in branding development headquartered in Cincinnati, UC's branding efforts did not form in an arbitrary fashion. Rather, they emerged after thorough and thoughtful research that explored what it is that makes UC unique.

This research led to a description of the university's essence – what is at the heart of the university and drives the university's unique actions and communications every day. The branding process found that the essence of the University of Cincinnati is:

Discovering	Seeking knowledge
Creative exploration	Self-realization
Transforming	Eliciting change
Real-life application of knowledge	Direct result of discovery

Furthermore, the brand attributes that make UC the university it is are: real-world, can-do; transforming, life changing; potential, stored energy; diverse, multi-faceted, unlimited opportunity; passionate; innovative; teamwork; and accomplished. When UC|21 took form in 2004, it did so in a way that deliberately built on the branding efforts that had already begun. As a result, it adapted visuals and communications approaches that were fully integrated into the branding initiative.

**Web site:** [www.uc.edu/ucomm/branding/](http://www.uc.edu/ucomm/branding/)<sup>34</sup>

## CHALLENGES

**Prioritizing action steps and identifying target objectives:** More work needs to be done to wed the work of UC|21, the academic priorities work and the developing integrated plan for academics, financial resources and facilities.

**Unifying separate campuses:** the university under UC|21 has been engaged in discussions and efforts to unify all our campuses, yet palpable divisions remain between East and West campuses as well as between the Uptown campus and regional campuses (Raymond Walters and Clermont). Much work remains to break down the walls of separation that continue so that true collaboration can flourish.

## ACTION STEPS LEADING TO IMPROVEMENT

**New One Provost System:** Uniting the academic and medical center campuses under one provost should bring about further enhancements in unity among all campuses.

**Succession Planning and Leadership Development Programs:** Although the institution benefits from a number of unit-level development and leadership programs, such as the Building Leaders program in Administration and Finance and similar programs in the colleges, the university lacks an institutional program to assure continued advancement of the university's mission. New approaches are needed to continuously build management, leadership, and financial capabilities in light of changing roles and skill sets needed to position us for the future.



## CORE COMPONENT 1D

**The organization's governance and administrative structures promote the effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

This section highlights the governance and administrative structures that enable the organization to fulfill its mission.

### SHARED GOVERNANCE

The Board of Trustees, appointed by the governor, delegates authority to the president and provides fundamental responsibilities of the provost, vice presidents, and deans.

**Web site:** [www.uc.edu/Trustees/Rules/](http://www.uc.edu/Trustees/Rules/)<sup>35</sup>

Early in her tenure at the University of Cincinnati (2005), President Zimpher commissioned several parallel analyses of the processes of shared governance and decision-making with the intent of simplifying and streamlining decision processes by clarifying roles and areas of responsibility. The first presidential leadership transition in nearly twenty years presented a unique opportunity to increase transparency at all levels and to involve numerous university constituencies in the formulation of a new model for shared governance.

In the autumn of 2004, President Zimpher and then Faculty Senate Chair Dr. John Cuppoletti, engaged in dialogue about the process of decision-making at the University of Cincinnati. The faculty identified a number of perceived structural deficiencies within the organization and suggested that current structures did not seem to be consistent with the emerging strategic academic plan, UC|21, and its new emphasis on relationships, partnerships, and opportunity-creating boundary-spanning activities. With the shared goal of achieving a healthy and vibrant 21<sup>st</sup> century urban research university, members of the university administration and the faculty senate embarked upon a lengthy and substantive review of existing university-wide committees and decision-making processes.

Following initial conversations, the Faculty Senate established an ad hoc Governance Committee. **Article 27.1 of the AAUP Contract**<sup>36</sup> affirms the mutual commitment to shared governance:

“The variety and complexity of tasks performed by institutions of higher education produce an interdependence among constituent elements of the university. Adequate communication is therefore essential, and there must be full opportunity for appropriate joint planning and effort. Joint effort and shared responsibility for governance will take a variety of forms, as situations require. Initiative may emerge at one time or another from all institutional components, and differences in the weight of each voice will vary according to the matter at hand and the defined responsibilities of each constituent element. Shared responsibility for governance is based upon mutual trust and respect for diverse interests and perspectives and is an iterative and consultative process. To be effective, shared governance clearly defines roles, scope of authority, and responsibility for decision-making among faculty governance bodies and university administrators. Effective shared governance also requires joint responsibility for timely implementation.”

The Faculty Senate task force reviewed over 125 all-university committees in place in early 2005. This committee reviewed existing university-wide committees and decision-making and communication pathways employed at the university, conducted an extensive literature review and spent considerable time and energy discussing the successes and failures and the strengths and weaknesses of the current structures and processes within the context established by the literature review. This committee submitted an interim Report to President Zimpher and to the Faculty Senate in March 2005. In subsequent discussions with the president about the interim report, the committee agreed to propose a new process model for shared governance.



The Faculty Senate ad hoc Governance Committee presented *Recommendations for Shared Governance at the University of Cincinnati* in October 2005. The report included definition, contractual provision, rationale, and principles of effective governance and proposed a model for shared governance between the faculty and administration. They recommended a significantly smaller committee structure and a reorganization of responsibilities. They also recommended that the university adopt a set of principles around shared governance that would guide any future changes in organizational structure or decision-making processes. President Zimpher did endorse the following set of principles:

### PRINCIPLES OF EFFECTIVE GOVERNANCE

Governance of the University of Cincinnati should adhere to the following principles:

**Legitimate:** Governance should be—and should be perceived as being—legitimate.

**Transparent:** Virtually all processes and products of governance should be transparent.

**Accountable:** Those people responsible for making governance decisions—both faculty and administrators—should be accountable to the university and its constituents.

**Flexible:** The structure and processes of governance should be flexible, permitting the university to move nimbly in a rapidly changing environment.

**Inclusive:** Those people making decisions should include representatives of the stakeholders affected by the decisions being made.

**Aligned with Mission:** Decision-making should seek to align policies and outcomes with the university's mission.

**Web site:** [www.uc.edu/president/decisionmaking/principles.html](http://www.uc.edu/president/decisionmaking/principles.html) <sup>37</sup>



## INTEGRATED DECISION MAKING

Concurrently with the efforts of the Faculty Senate's ad hoc Governance Committee, the president engaged the university vice presidents and other members of her cabinet in a series of thoughtful discussions about the university's administration, including existing committees and decision-making structures. Over time, each committee was inventoried and its charge, composition, meeting schedule, and membership rotation were analyzed and tested against the working definition for an all-university governance committee.

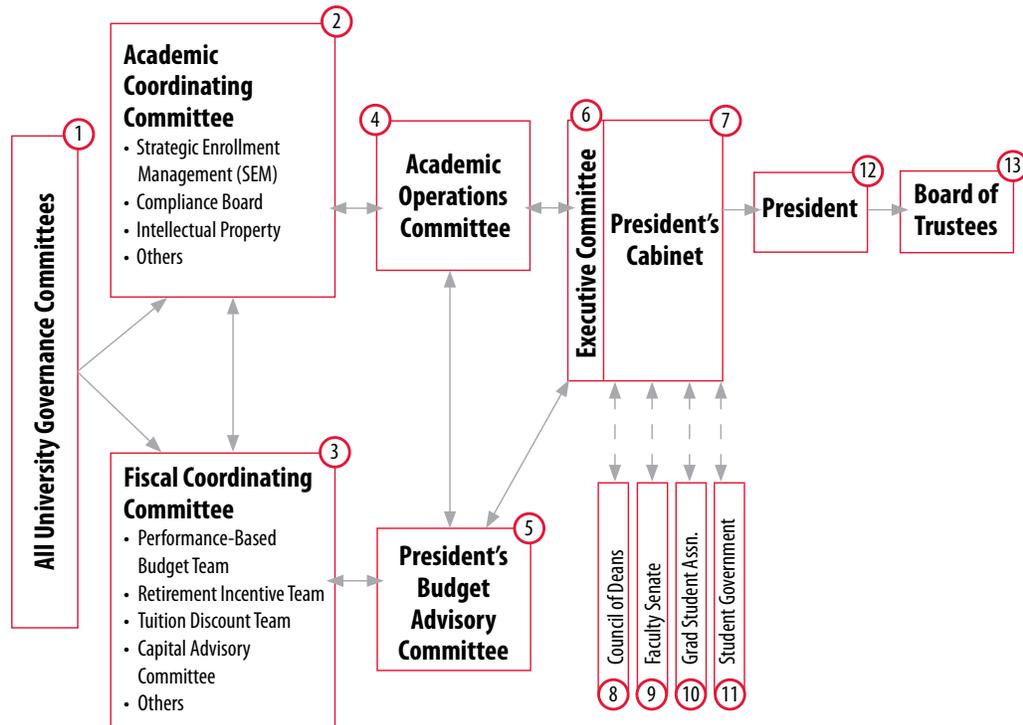
To advance the effort to the next level, in February 2006, President Zimpher tasked an ad hoc work group composed of both faculty and administrators to:

- Review and integrate the various sets of data and recommendations submitted by the members of the President's Cabinet and the Governance Committee of the Faculty Senate;
- Consider historical precedents and multiple perspectives about decision-making at UC;
- Propose a discrete set of all-university governance committees; and,
- Propose a process for engaged decision-making that clearly articulates the flow from the all-university governance committees to the president and Board of Trustees.

The ad hoc group met through the summer of 2006 and organized their work around three basic questions: What would the decision-making process look like? How broadly will governance be shared? What would a structure aligned with the premises and values of UC|21 look like? Proposals were considered by members of the executive committee of the President's Cabinet and integrated and aligned with other governance and organizational developments that evolved throughout the fall of 2006. By the beginning of winter quarter 2007, the president and executive committee were ready to propose the framework for integrated policy decision-making at the University of Cincinnati that follows.

Their report (*Improved Decision Making, Engagement and Communication at the University of Cincinnati*) recommended the adoption of a single provost model, organized activities into three separate categories (Academic Affairs, Finance & Administration and Community Partnerships) each with a set of working groups that fed policy recommendations to three separate councils. The result of these two task forces is the chart below that illustrates the flow of decision-making and a definition for and comprehensive listing of the all-university committees. This was presented to the Board of Trustees in winter 2007.

**Web site:** [www.uc.edu/president/decisionmaking/default.html](http://www.uc.edu/president/decisionmaking/default.html) <sup>38</sup>



This decision-making structure represents an important step forward; for the University of Cincinnati, this is unprecedented in our history. As initially envisioned, the decision-making progression follows the flow diagram above. When issues or policy recommendations are brought forward by the various university committees, they move to the Academic Coordinating Committee and the Fiscal Coordinating Committee. Given our commitment to integrated academic and fiscal planning most issues are considered by each committee. The **Academic Coordinating Committee (ACC)** serves as a university-level governance committee charged to generate and to review newly-proposed policies, procedures and programs that bear on the university’s teaching, research, and service missions. The ACC interfaces with the Fiscal Coordinating Committee and is also responsible for advising the Academic Operations Committee (AOC) and the provost regarding the university’s UC|21 academic priorities.

The **Fiscal Coordinating Committee** is intended to help facilitate integrated decisions around fiscal planning and priorities. Participatory task forces (e.g., Performance-based Budget Team; Retirement Incentive Plan Team; Tuition Discount Remission Team, etc.) are convened as necessary and report to the Fiscal Coordinating Committee.

As reflected in the diagram, once an issue works its way through the structure, the president receives all feedback and makes the final decisions. Policy decisions approved by the president are forwarded to the Board of Trustees.

This integrated structure for decision making is still a work in progress and it is expected that some enhancements will be made as the university community's experience with it increases. The following organizational chart of the university embodies the principles of the new-single provost model and illustrates the more streamlined reporting structure.

**Web site:** [www.uc.edu/president/documents/UC\\_OrgChart.pdf](http://www.uc.edu/president/documents/UC_OrgChart.pdf)<sup>39</sup>

## CHALLENGES

**Financial Vigilance:** The university hopefully has reached a turning point on ongoing financial challenges brought about by decades of declining investment from the state. However, the state is projecting further deficits, and continuing vigilance will be required to ensure that higher education remains a top priority as has been indicated by the new compact among the new governor, the legislature, and higher education.

## ACTION STEPS LEADING TO IMPROVEMENT

**Administration Effectiveness:** The administrative components at the university and college levels should be reviewed to determine their appropriate size, focus and effectiveness and to resolve which functions are appropriately centralized and which need to reside in the colleges.

**Integrated Decision-Making:** Learning how to move issues through the integrated decision-making process in a timely and responsive manner remains a work in process. Continued efforts to educate the university community on how to participate in this system effectively are needed. When the process is used appropriately, better decisions result.

- Administrators need to become more effective at translating environmental pressures, framing challenges in meaningful ways, and designing processes where faculty members are allowed to contribute. (e.g. a committee of 10 administrators and two faculty is not really integrated.)
- Transparency in shared governance must extend to all units and levels of the university.
- The university needs to foster greater involvement in student government and increase communication with students.
- The university community needs to better communicate how university and unit governance processes work.
- Each all-university committee needs to be more attentive to keeping its own Web site information updated.
- We need to design processes that enable all constituencies to share their concerns, contribute their expertise, and hold themselves accountable for success.

**Integrated Planning:** The integrated planning effort will work to interweave UC|21 academic priorities, fiscal planning, and facilities planning into one overall plan.

## CORE COMPONENT 1E

### **The organization upholds and protects its integrity.**

The University of Cincinnati emphasizes honesty and encourages high ethical standards in all of its actions and endeavors. The core values of UC|21 reiterate the importance of ethical purpose: “Citizenship: The ability to apply knowledge and skills for responsible civic life and action. UC’s emphasis is on public engagement and ethical purpose.” The goals and strategic actions of UC|21 build on these core values. The standards of integrity and ethical behavior appropriate to the numerous facets of a complex institution of higher learning are codified in a number of documents.

The university operates with a commitment to transparency. The university is subject to and fully complies with the Ohio Public Records Act, which requires production upon request by any person of all public records not expressly exempted by statute. The university also complies with the Ohio Open Meetings Act, which requires (with very limited exceptions) that all meetings of the Board of Trustees or of any decision-making committee be publicly announced and conducted in an open meeting. Within the university, standards of integrity, such as honesty in the conduct of research and proper use of university resources, are regulated and sanctioned. The Office of Research has been proactive in revising and updating guidelines for intellectual property rights, grant fund expenditure oversight, and oversight of contracts.<sup>40</sup>

This section describes the various guidelines for integrity and ethical behavior at the University of Cincinnati and the centrality of this integrity within a community of learning.

### **PUBLIC ENGAGEMENT, ETHICAL PURPOSE: EXAMPLES OF EXCELLENCE IN INTEGRITY**

#### **PROMOTING ETHICAL AND RESPONSIBLE RELATIONSHIPS**

The university defines expectations for ethical behavior within the Rules of the University, which provide direction to all units. Section 10-17 of the University Rules is specific to conduct and ethics.

For example, the general policy on the Use of Information Technology “sets forth the general rights and responsibilities common to all uses of information technology, from the simple stand-alone PC to the complex systems that create virtual classrooms, workplaces and recreational facilities in the university.” To explain virtual classroom, the policy

elaborates: “Acceptable use policies for computer systems are often intended to protect equipment. This policy uses the virtual campus metaphor deliberately to emphasize that the goal is not only to protect equipment, but also to insure that we treat each other according to established rules and customs governing behavior in our electronically mediated encounters. It is vitally important that the virtual campus be a safe and friendly place that facilitates the achievement of all members of the university community.”

**Web sites:** [www.uc.edu/ucit/policies/infotechuse.html](http://www.uc.edu/ucit/policies/infotechuse.html) <sup>41</sup>

[www.uc.edu/ucit/ITpolicydefs.asp#virtual](http://www.uc.edu/ucit/ITpolicydefs.asp#virtual) <sup>42</sup>

The policy delineates the general principles regarding the appropriate use of equipment, software, and networks. By adopting this policy, the university recognizes that all of its members are also bound by local, state, and federal laws related to copyrights, security, and other statutes regarding electronic media.

## UNIVERSITY-WIDE POLICIES AND PROCEDURES

The existence of university-wide administrative policies, procedures, and manuals, illustrates commitment to transparency and integrity. An effort has been underway to consolidate information in a user-friendly fashion on the Web and to provide training sessions when needed for the university community to understand and appropriately implement the policies.

**Web site:** [www.uc.edu/about/policies/](http://www.uc.edu/about/policies/) <sup>43</sup>



**FINANCIAL OVERSIGHT**

Administration and Finance at the University of Cincinnati provides a broad range of financial and administrative services to students, faculty, staff, and other university stakeholders. The division strives to deliver all of its services with efficiency and nimbleness and in the best interest of the university. Major units of the division include Budget Management, chief investment officer, Community Development, Planning+Design+Construction, Facilities Management and Utilities, Financial Services, Internal Audit, Government Cost Compliance, Human Resources, Campus Services, Public Safety, and UCIT. Financial Services provides financial accounting, reporting, and treasury activities. Within this group, the Office of the Controller issues the university’s financial reports. Further financial oversight is provided by Internal Audit in their review of the reliability and integrity of financial and operating information.

**Web site:** [www.uc.edu/af/](http://www.uc.edu/af/)<sup>44</sup>

**New Financial Policies:** To contain costs, establish better business practices, and respond to audits, the university established the Financial Policy Development Committee, charged with developing and implementing institutional financial policies. Draft financial policies are widely vetted through the governance structure before approval and implementation. Several policies, such as the Cash Policy and the Structural Deficit Policy, carry the weight of a board resolution to further ensure integrity and compliance. To date over a dozen new policies have been implemented, eight of which are noted below.

**Web site:** [www.uc.edu/af/policies/](http://www.uc.edu/af/policies/)<sup>45</sup>

**Examples of New Financial Policies**

<b>Travel Expenses</b>	<a href="http://www.uc.edu/af/documents/policies/travelexp.pdf">www.uc.edu/af/documents/policies/travelexp.pdf</a>
<b>Purchasing Card Violations</b>	<a href="http://www.uc.edu/af/documents/policies/pcardviol.pdf">www.uc.edu/af/documents/policies/pcardviol.pdf</a>
<b>Alcohol Purchases</b>	<a href="http://www.uc.edu/af/documents/policies/alcoholpurch.pdf">www.uc.edu/af/documents/policies/alcoholpurch.pdf</a>
<b>Employee Recruiting Expenses</b>	<a href="http://www.uc.edu/af/documents/policies/eerecruit.pdf">www.uc.edu/af/documents/policies/eerecruit.pdf</a>
<b>Employee Reward, Recognition and Acknowledgement</b>	<a href="http://www.uc.edu/af/documents/policies/eerewards.pdf">www.uc.edu/af/documents/policies/eerewards.pdf</a>
<b>Entertainment Expenses</b>	<a href="http://www.uc.edu/af/documents/policies/entertexp.pdf">www.uc.edu/af/documents/policies/entertexp.pdf</a>
<b>Meal Expenses</b>	<a href="http://www.uc.edu/af/documents/policies/mealexp.pdf">www.uc.edu/af/documents/policies/mealexp.pdf</a>
<b>Professional Memberships, Certification, Dues and Subscriptions</b>	<a href="http://www.uc.edu/af/documents/policies/produes.pdf">www.uc.edu/af/documents/policies/produes.pdf</a>

**ATHLETIC INTEGRITY**

University of Cincinnati’s Athletics received its re-accreditation in 2007. The certification process, which involved a self-study led by our president, included a review of governance and commitment to rules compliance; academic integrity; equity; and student-athlete well being. A designation of certified means that an institution operates its athletics program in substantial conformity with operating principles adopted by the Division I membership. The certification process assures that the NCAA’s commitment to the integrity of intercollegiate athletics is shared and advanced by UC.<sup>46</sup>

**MUTUAL ACCOUNTABILITY AND DISPUTE RESOLUTION**

An essential component of promoting ethical and responsible relationships is the ability to adjudicate disputes equitably. All units at the University of Cincinnati report that their initial response to a dispute is to make every effort to resolve it informally before a formal process is engaged. However, when informal avenues are unsuccessful, the University Ombuds is available to mediate between departments and students and employees.

The University of Cincinnati has negotiated dispute resolution processes or grievance procedures for all represented employees. The creation and existence of collective bargaining agreements with five employee organizations are statements of mutual accountability for ethics and integrity in the performance of their duties. They serve to codify grievance procedures and expectations of fairness:

<b>The American Association of University Professors (AAUP) UC Chapter</b>	<a href="http://www.uc.edu/hr/documents/union_contracts/AAUP-UC_Contract_2007-2010.pdf">www.uc.edu/hr/documents/union_contracts/AAUP-UC_Contract_2007-2010.pdf</a>
<b>The American Federation of State, County and Municipal Employees (AFSCME) Local</b>	<a href="http://www.uc.edu/hr/documents/union_contracts/AFSCME_2006-2009.pdf">www.uc.edu/hr/documents/union_contracts/AFSCME_2006-2009.pdf</a>
<b>The International Union of Operating Engineers (IUOE) Local 20</b>	<a href="http://www.uc.edu/hr/documents/union_contracts/IUOE_CONTRACT2_2006-2009.pdf">www.uc.edu/hr/documents/union_contracts/IUOE_CONTRACT2_2006-2009.pdf</a>
<b>The Ohio Nurses Association (ONA)</b>	<a href="http://www.uc.edu/hr/documents/union_contracts/ONA%2008-11%20Contract.pdf">www.uc.edu/hr/documents/union_contracts/ONA%2008-11%20Contract.pdf</a>
<b>The Service Employees International Union (SEIU) District 1199</b>	<a href="http://www.uc.edu/hr/documents/union_contracts/SEIU%202008-2011.pdf">www.uc.edu/hr/documents/union_contracts/SEIU%202008-2011.pdf</a>



## INTEGRITY IN RESEARCH

The Office of Sponsored Research Services maintains policies of interest to researchers on such topics as human subjects, environmental health and safety, conflict of interest, and radiation safety to name but a few.

The mission of the Office of Research Compliance and Regulatory Affairs (ORCRA) is to provide services to ensure compliance while facilitating research. ORCRA provides services in the following areas: Human Subjects Research, Animal Care and Use, Biosafety, Radiation Safety, and Training.

**Web sites:** [srs.uc.edu/index.cfm?fuseaction=policies.policies](http://srs.uc.edu/index.cfm?fuseaction=policies.policies) <sup>47</sup>

[researchcompliance.uc.edu/](http://researchcompliance.uc.edu/) <sup>48</sup>

[www.uc.edu/hr/documents/policies/policies\\_procedures\\_manual/15\\_01.pdf](http://www.uc.edu/hr/documents/policies/policies_procedures_manual/15_01.pdf) <sup>49</sup>

## CHALLENGES

**University System of Ohio (USO):** Ohio has a new way of choosing the chancellor for higher education. It is now an appointment in the governor's cabinet. The impact of this politicization of this top position remains to be seen. The new chancellor has released a strategic plan for the new University System of Ohio, which has vital consequences for all state institutions in Ohio, including the University of Cincinnati. As the Ohio university system takes on a new form, UC must work to ensure that its place in that system reflects its true standing as a national research university and UC's unique mission as an urban research university.

## ACTION STEPS LEADING TO IMPROVEMENT

**University System of Ohio (USO):** UC must continue to work closely with the state and other public higher education institutions to maintain state support for higher education. Critical to this work will be UC's involvement in, and relationship with, the Inter-University council of Ohio, a voluntary educational association of Ohio's 14 public universities, and the Ohio Board of Regents. USO will need to be closely monitored as it impacts university governance, independence, and resource allocations. UC's academic priorities will need to be reviewed in light of the USO Strategic Plan.

**Culture:** Recent activities such as accreditation of the Institutional Review Board and adoption of a conflict of interest reporting process are contributing to the development of a culture of ethics on campus.



**CONCLUSION**

This chapter has examined how the university upholds our mission through our institutional strategic vision and priorities, our commitment to diversity, our structures (both administrative and governance), and how the university works to uphold integrity, not only in the sense of honesty, fairness, and lawfulness, but also in relation to the integration of our mission to our deeds.

Clearly, the University of Cincinnati is becoming an institution where self-examination is part of our ongoing operations, not just something that happens in preparation for an HLC visit. The UC|21 strategic visioning process has clarified our mission and values and led to fuller integration of our actual processes and activities.

Challenges remain, particularly in the area of connecting our new processes to existing structures and ensuring that our mission remains supported and affirmed by the state's newly forming University System of Ohio. We also continue to face ongoing challenges in assuring adequate resources to maintain our world-class activities and achievements. In addition, the process of translating our UC|21 goals and principles into clearly identified academic priorities is a task still underway. This discussion remains a vitally important one in light of the USO's calls for establishing centers of excellence for each state university. This work is beginning to take shape, and the university must be especially attentive to keep it on pace and on target.



## CRITERION ONE: MISSION AND INTEGRITY

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## CRITERION 2 - Preparing for the Future

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

### CHAPTER INTRODUCTION

Since the last self-study, the University of Cincinnati has undergone major changes impacting resources, strategic planning, and ongoing assessment. Through the realization of its Master Plan begun in 1989, UC was transformed from a decaying, concrete-heavy campus into a 21<sup>st</sup> century urban landscape of signature buildings and spaces that have won prestigious design and architecture awards and have wowed current and prospective students. *Places Magazine* dubbed UC “an international cultural destination.”<sup>1</sup>

Other national media including the *New York Times*<sup>2</sup>, the *Chicago Tribune*<sup>3</sup> and the *Boston Globe*<sup>4</sup> have also heaped praise on UC’s signature architecture and greener campus that successfully blends the old and the new. UC has become a hot commodity and the surge in applications and enrollment growth, in an increasingly competitive market, prove the power of place.

### OVERCOMING FISCAL CHALLENGES

The campus’ physical transformation, while quite spectacular and well recognized, was not always well managed financially and therefore continues to have resource repercussions. Cost overruns and associated debt coupled with a lack of fiscal discipline and business acumen across campus put an enormous strain on the university’s fiscal health. Revenue projections were frequently too optimistic and units were often permitted to overspend their budgets. Escalating costs for energy and healthcare further impacted the university’s finances. By 2004-05 the university began equating its budget situation as a “Perfect Storm,” as it became clear that we were facing a multi-million dollar shortfall. To address the financial situation, the university immediately undertook numerous cost-cutting measures and began a journey to re-stabilize the university’s financial picture.



UC|21

Some of these measures included:

**Cost Reductions and Efficiencies:** As an immediate response to the budget problem, the university reduced costs by \$27 million in fiscal year 2007 by offering an early retirement incentive, which was accepted by 135 employees; abolished 106 positions from the university's payroll through attrition, retirements, reorganization or program reduction; merged two administrative divisions to increase efficiency, eliminate duplication and reduce administrative staff; froze salaries for all administrative staff for one year; restructured employee benefits programs to increase employee contributions; reduced energy consumption by resetting thermostats, monitoring air exchange in research areas, retrofitting lights and windows and negotiating better energy contracts; reduced the vehicle fleet; moved many publications from print to Web, and other efficiency efforts. In addition, the university halted two major building projects and several smaller projects and adopted policies requiring funding sources to be identified and realized before construction. These steps were taken with considerable good faith and cooperation across all parts of the university.

**Budget Process:** Another strategy in addressing the budget shortfall was to create and adhere to a budgeting process based on realistic revenues and expense assumptions. In the past, the university had been too optimistic, and agreed to put an end to "aspirational" budgeting. As described more fully in other parts of this criterion, the university has committed to budgeting along academic priorities and to an all-university budgeting process that ensures transparent decision-making and promotes accountability. Related to the all-university budget process is the university's new integrated decision-making framework. This framework provides a clear process for financial policy recommendations, review, and final approval. This system of transparent and participatory decision-making has proved to be a useful tool in the formation of the university's budget. (See Criterion 1 for more on Integrated Decision-Making.)

**Financial Policies:** As noted in the previous chapter, the university established the Financial Policy Development Committee, charged with developing and implementing institutional financial policies in response to audits and in an effort to contain cost and institute better business practices. Draft policies are fully vetted through the university's decision-making and governance structure to gain feedback and heighten awareness of fiscal stewardship and accountability. To date over a dozen new financial policies have been approved, several carrying the weight of a Board resolution. The new financial policies have resulted in improved internal controls and have helped the university contain costs over a wide array of activities. In addition, the new financial policies were a factor in Standard & Poor's recent decision to upgrade the institution's financial outlook from negative to stable.

The necessary and difficult decisions and disciplined financial approach are paying off. The university's cash situation has significantly improved and fund deficits have been reduced through aggressive pay back plans. The university has made remarkable progress toward fully realizing financial stability, and through various revenue-generating opportunities and long-term strategies is better positioned to advance the institution.

### **NEW ADMINISTRATION, NEW VISION: UC|21**

Another significant change toward the transformation of the university was the inauguration of President Zimpher in 2003. Unveiling the strategic plan, *UC|21: Defining the New Urban Research University* (as fully addressed in Criterion 1) has redefined the role of the new urban research university in this dynamic new century, both by building on our capacity to serve and to lead.

Part of the change brought on by UC|21 was a change in the way the university would tackle planning going forward; getting away from the siloed approach in which units, colleges, and divisions planned individually. Now the university is committed to an integrated approach that links UC|21 goals with academic, fiscal, and physical planning. This holistic approach, driven by academic priorities, ensures that academic planning and fiscal budgeting are done in tandem. In addition, this integrated approach requires that fiscal planning is undertaken for both the long and short terms, with a willingness to periodically re-evaluate long term strategies to account for changing conditions and priorities.

As President Zimpher has noted, "Great challenges present wonderful opportunities to reexamine our goals and the business model that undergirds them." Referring to Jim Collins' *Good to Great*,<sup>5</sup> she has observed that a culture of discipline is a principle of greatness, a principle that UC has embraced to achieve its ambitions.



## CORE COMPONENT 2A

### **Organization realistically prepares for a future shaped by multiple societal and economic trends.**

Continual transformation has been a hallmark of the history of the University of Cincinnati. Over the past 185 years, the university has been first a private institution, then a municipal university, and now is a comprehensive research university in Ohio's state system. UC has always been transformative in the evolution of its academic and research programs to meet the ongoing needs of its students and society.

Nearly a century ago in 1906, UC reinvented higher education by pioneering cooperative education, the first such program in the world. Today, UC's co-op program offers students real world learning by giving them the opportunity to work for employers around the globe. As the 21<sup>st</sup> century unfolds, UC stands among the nation's top 35 public research universities with a proud tradition of discovery and transformation. In addition, UC has enjoyed a deep, reciprocal, and widespread connection to its home city of Cincinnati, as an intellectual resource, cultural center, and economic driver.

With the realization of its Master Plan well underway, and the new leadership of President Nancy Zimpher, the university developed UC|21, a strategic vision to meet the needs of the new century. Scanning the environment and studying trends in higher education, technology, the global economy, shifting demographics, among other issues, UC understood that the "new" university had to be one that is:

- publicly accountable and socially committed, but increasingly privately supported,
- campus-rooted but internationally oriented,
- knowledge-based but student centered,
- research-driven but learning focused,
- technologically sophisticated but community dependent,
- committed to quality and cost effectiveness, and
- professionally attuned with a liberal arts core.



The resulting strategic plan, UC|21: Defining the New Urban Research University, presented an ambitious set of goals and actions to chart a course for UC in the 21<sup>st</sup> century. Though the six goals are described in Criterion 1, here we include the strategies that illustrate how to achieve these goals:

**Place Students at the Center.** Strategies and objectives related to Goal 1 focus on improving our retention and graduation rates, improving the learning and living environment for students, and establishing effective pathways for student success.

**Grow Our Research Excellence.** To reach this goal the university focuses on increasing research funding, enhancing our capacity for interdisciplinarity, innovation and discovery, and increasing the number of faculty awards and distinctions.

**Achieve Academic Excellence.** To meet this goal we continue our efforts on enhancing our reputation, attracting more National Merit Scholars, establishing and implementing our academic success criteria, and further developing Integrated Core Learning.

**Forge Key Relationships and Partnerships.** Goal 4 underscores a true commitment to community engagement. In this effort, we seek to expand our community and business partnerships, while improving their quality and impact.

**Establish a Sense of Place.** Here, we seek to develop an environment where members of the campus community and the community at large want to spend time – learning, living, playing, and staying. The goal also calls for long-term support to build a better Uptown.

**Create Opportunity.** The objectives associated with Goal 6 center around growing our revenue, committing to fiscal discipline, and establishing diversity as a core value.

In order to measure progress toward achieving these ambitious goals, the university has developed a series of metrics with each goal to benchmark progress, the President's UC|21 Report Card. Presented annually to the Board of Trustees and the entire university community and its stakeholders, the report card and other metrics are further described under Core Component 2C. *UC|21: Defining the New Urban Research University*, supported and complemented by the following examples, demonstrate UC's ongoing and strategic planning responses to multiple challenges and opportunities. (Additional information on UC|21 can be found in Criterion 1.)

**Web sites:** [www.uc.edu/uc21/ataglance.html](http://www.uc.edu/uc21/ataglance.html)<sup>6</sup>

## **SUSTAIN AND GROW: EXAMPLES OF EXCELLENCE IN PREPARING FOR THE FUTURE**

### **STRATEGIC ENROLLMENT MANAGEMENT**

To effectively plan for and manage its enrollment the university has instituted Strategic Enrollment Management (SEM), a comprehensive structure and process designed to maximize optimum student recruitment, enrollment, retention, persistence, and graduation. SEM assists the campus leadership in planning, student program development, and future construction and operational needs. At UC the SEM process is facilitated through a structure led by the SEM Policy Council and supported through a management team and working groups. The SEM Council sets the overall goals for SEM, approves enrollment-related policies, admission, retention, and graduation goals, evaluates SEM efforts, and ensures that resources are used optimally and that financial planning and SEM are linked. For more detailed information about SEM, including program examples, see Criterion 1B.

**Web sites:** [www.uc.edu/provost/committees/strategic\\_enrollment\\_management.html](http://www.uc.edu/provost/committees/strategic_enrollment_management.html)<sup>7</sup>  
[www.uc.edu/sas/enrollment\\_management/sem\\_team.html](http://www.uc.edu/sas/enrollment_management/sem_team.html)<sup>8</sup>

### **ACADEMIC PLANNING AND ALIGNMENT REPORTS**

Academic planning takes place at the departmental, college, and provost levels. All units are required to provide to the Provost Office annual updates on their alignment with the goals of UC|21. For the academic units this process takes place during the annual budget hearings held each fall. These meetings give academic units the opportunity to provide the provost an update on efforts to align college resources around UC|21 and the university-wide academic priorities for the coming year and beyond. Additionally, they identify new resources needed to implement college goals as they align with university priorities, and provide updates on hiring plans and planning processes in the colleges. All college and unit budget hearings are completed by December in order to begin crafting the next year's budget. In some fiscal years the provost imposes a budget cut to the colleges and other units that report to the provost in order to capture permanent funds that can then be reallocated to support priorities.

### **BUDGET PLANNING/PROCESS**

The budget planning process is now an all-university planning process, marked by transparency and tied to academic priorities. The Uptown Campus budget is the core university budget, comprising about 43 percent of the total and setting the basic direction for the entire all-funds budget. For example, the Uptown budget determines tuition policy for most of the students, as well as compensation policy for the staff. The primary income sources for the Uptown budget are tuition income and the State Share of Instruction (SSI) from the State of Ohio, which is based on our student complement and inflation.

The effects of an integrated planning and budgeting approach were evident in the FY 2009 budget for the Uptown Campus. The budget was balanced and required only a minimal reallocation in which academic instruction was held harmless for purpose of supporting the academic priorities identified in the budget process. In addition the budget clearly focused on academics and UC|21.

**Web site:** [www.uc.edu/af/budget/default.html](http://www.uc.edu/af/budget/default.html)<sup>9</sup>

## UC INTERNATIONAL

In an increasingly interconnected world, international experiences are more valuable than ever to students preparing to enter the 21<sup>st</sup> century workforce. Revitalized under new leadership in September 2005 and building on a long history of international services for students, UC International is responsible for the university's international strategy. Its three functional divisions are: planning, programs, and services.

**Planning:** To aid comprehensive institutional internationalization, UC International has invested in developing a comprehensive data management system called UCosmic™ – University of Cincinnati Online System for Managing International Collaboration. By linking data which has never before been easily accessible, UCosmic™ provides a single window into the international activities of the university and its institutional partners. UCosmic™ allows both public and private users to search for all activities by country or foreign institution, and allows for the mapping of relationships. UCosmic™ has been hailed as a first-of-its-kind by institutional leaders across the United States.

**International Programs:** In 2006, UC was among the first institutions in the United States to pilot the Standards for Best Practice developed by the Forum for Education Abroad. Standards implementation entailed a comprehensive review of operations and programs resulting in a self-study report and external review. The Forum Standards are now used as part of the ongoing continuous improvement program that has been developed in UC International Programs.

**International Services:** In 2006, UC became the first institution in the United States to participate in the International Student Barometer (ISB), developed by I-Graduate of the United Kingdom. This instrument, which measures all aspects



of the international student experience from pre-application until graduation, is now administered throughout the UK, Netherlands and, increasingly, the United States and Australia. UC has consistently out-performed other universities on most measures. In the fall 2007 administration (with 85 institutions participating), UC ranked fourth in overall satisfaction. UC International Services now administers the ISB annually and uses the results to benchmark performance against both itself and other institutions. It has become an integral part of UC International's continuous improvement program.

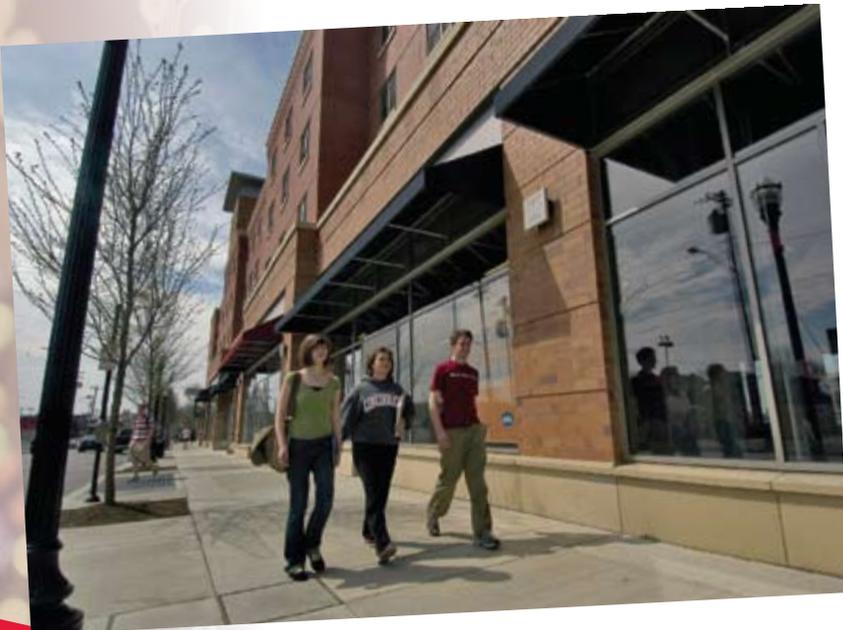
**Web sites:** [www.uc.edu/international](http://www.uc.edu/international) <sup>10</sup>  
[www.uc.edu/international/cosmic](http://www.uc.edu/international/cosmic) <sup>11</sup>

### COMMUNITY DEVELOPMENT

The Department of Community Development supports the UC|21 goal of Forging Key Relationships and Partnerships. UC has helped create, and has partnered with, several neighborhood development corporations in the Uptown area. These non-profits are responsible for extensive redevelopment in the neighborhoods surrounding the University of Cincinnati. These exciting projects will add new housing, retail, parking, and public spaces, creating a truly unique, diverse, creative and vibrant place to live, work, and play. UC's partners include:

**Uptown Consortium:** This non-profit organization was conceived in summer 2003 by the leaders of the University of Cincinnati, Cincinnati Children's Hospital Medical Center, Cincinnati Zoo & Botanical Garden, The Health Alliance of Greater Cincinnati, and TriHealth, Inc. with the idea that together they could accomplish more than they could working individually. Consortium members' shared needs and opportunities include public safety, transportation, housing, economic development and integrated social services for neighborhood residents.

Early successes of the consortium include community and economic development, urban design and transportation, neighborhood services, and public safety. To date, over \$400 million in redevelopment, new construction and neighborhood improvements has been invested in Uptown Cincinnati.



**Clifton Heights Community Urban Redevelopment Corporation (CHCURC):**

Established as a partnership between the Clifton Heights Business Association, Clifton Heights, University Heights, Fairview (CUF) Neighborhood Association, and the University of Cincinnati, this partnership is dedicated to the revitalization of the Clifton Heights Neighborhood and is undertaking a number of redevelopment projects immediately adjacent to the Uptown campus. CHCURC has developed the University Park Apartments, a mixed-use facility that includes 756 student apartments and 37,500 square feet of retail space. In addition, CHCURC is working on the development of a second adjacent project, Uptown Commons. Concepts under consideration include market-rate rental housing, office and retail space, a small hotel, and parking facilities.

**University Heights Community Urban Redevelopment Corporation**

**(UHCURC):** This non-profit corporation is made up of the Heights Community Council, the Greek Affairs Council, and the University of Cincinnati. It is dedicated to creating improved housing options in University Heights. UHCURC has developed Stratford Heights, a safe, secure neighborhood adjacent to the university that offers an ongoing educational experience for student academic, religious and fraternal organizations. Stratford Heights provides central housing for student organizations with 15 buildings serving approximately 700 students on 10.5 acres. Beginning with the 2009-10 academic year, the Stratford Heights complex will be managed as part of the university's residence hall system. The change in operations is essential to maintaining the vitality and success of Stratford Heights as an integral part of the university community.

**CAPITAL PLAN/CAPITAL BUDGET**

The University of Cincinnati submits a Capital Plan to the Ohio Board of Regents every two years. This plan addresses the most urgent projects currently committed to and under consideration by the university. Funding for capital has continued to decrease and this decrease coupled with inflation is significant to the university. Themes guiding the plan are:

- Support for operations that align with the institution's academic priorities,
- Support for operations that align with the University System of Ohio,
- Support for deferred maintenance and functional renewal of space,
- Support for projects that address energy use and efficiencies.

This plan primarily addresses major renovation projects designed to maximize the use and function of existing space. The development and renewal of capital assets are critical factors in continuing the quality of the university's academic mission, research programs, and student life. Capital asset additions are acquired with state capital appropriations, gifts, debt, federal grants, and university funds. Capital additions totaled \$141 million in 2007,

comprised of capital projects that were either completed during the fiscal year or are in the construction or design phase at the end of the fiscal year. A capital budget is submitted annually to the university's Board of Trustees for approval. The design and construction period of the projects being requested for approval spans multiple fiscal years. A copy of the capital budget can be found in the accreditation documentation library.<sup>12</sup>

### **SUSTAINABILITY PLAN**

Sensitive to the growing environmental and sustainability concerns locally and across the globe and recognizing the university's stewardship role, President Zimpher signed the charter to join The American College & University Presidents' Climate Commitment (ACUPCC) on April 27, 2007. With this commitment, UC is in the process of incorporating the concept of sustainability into its academic and research programs; the design, operation, and maintenance of its buildings and landscapes; and its organizational structure and management while preserving safety and comfort. UC is now in the process of developing an action plan to promote its sustainability effort throughout the campus. The Campus Action Plan would include our ongoing and proposed efforts to reduce the university's carbon footprint. To date, the university has launched a Climate 101 Lecture Series, formed committees to develop and implement a plan, created a Web site, and instituted several recycling initiatives. The university, as part of a combined faculty, staff and student initiative, assessed its carbon footprint using the Clean Air Cool Planet tool and completed the first baseline in 2008. An energy master plan is underway to address



both the Climate Committee and the State of Ohio requirement outlined in House Bill 251. The University of Cincinnati has also explored utility plant improvements, existing systems upgrades, and existing systems replacements with coupled with major academic space renovations to address energy use. This plan was released in September 2008.

**Web site:** [www.uc.edu/af/sustainability/About\\_Us.html](http://www.uc.edu/af/sustainability/About_Us.html) <sup>13</sup>

### STEMM PUSH

To address the nation's and state's needs for more graduates in science, technology, engineering, mathematics, and medicine (STEMM), UC is ramping up its efforts in these disciplines. To foster and inspire the most creative students to enter these challenging fields, the university hosts numerous competitions, summer camps, and weekend programs. The Colleges of Arts and Sciences, Applied Science and Engineering, as well as the provost's office, host numerous outreach efforts including a Math Bowl, robotics competition, Science Night, the Science and Engineering Expo, and other activities that help students across the region get "rooted" in STEMM disciplines.

**Web site:** [uc.edu/stemm](http://uc.edu/stemm) <sup>14</sup>

### TECHNOLOGY PLAN

The University of Cincinnati has made a strategic decision to enhance technology over the past several years. As a land-locked campus, with very little room for expansion, one of the most efficient methods for increasing enrollment is through distance learning opportunities. To this end the university has adopted the **Blackboard Learning Management** system. When Blackboard was first implemented fewer than 30 percent of the faculty used the tool. Currently over 70 percent of the faculty uses it, and over 87 percent of the students have at least one course on Blackboard. Additionally, over 100 online courses are delivered exclusively using the Blackboard technology.

The university has also developed a classroom technology plan, generating both guidelines for electronic classrooms, with a committed plan that within five years all classrooms will contain technology to aid in teaching. Additionally, the university has partnered with OhioLink to host Blackboard services for other colleges, as part of the state's shared services plan.

### EMERGENCY PLANNING AND PREPAREDNESS PLAN

The University of Cincinnati, like most institutions in a post-Virginia Tech environment, has developed an emergency response plan that is managed through Public Safety. The plan has clearly articulated steps for preparation, prevention and mitigation, response and recovery. Our emergency alert system has received national praise and attention for integrating voice, text, e-mail, and Web alerts to the campus community in an emergency.



UC Police are trained in “active shooter” techniques and have the benefit of strong cooperative agreements with local police agencies. The emergency plan has been tested on numerous occasions and continues to satisfy expectations for emergency preparation, prevention/mitigation, response and recovery. To enhance its emergency plan, UC has added a prevention program — Prevention Through Intervention — that brings together the responsiveness and expertise of a dozen UC services. A call to any one of these offices sets in motion a coordinated response that can help a troubled individual before a crisis stage.

### CHALLENGES

**Integrated Planning:** Although we have made tremendous strides toward integrated planning, the size and complexity of the university continue to make integrated planning a difficult and often unwieldy task. Unit-level planning and implementation are occasionally tied to different timeframes and pressures than the institutional framework. However, UC|21 has given UC a means of bringing together and leveraging planning across the institution. With time and a disciplined commitment, integrated planning will become another hallmark in UC’s tradition of transformation.

**Enrollment Expansion:** To fully realize its goals for enrollment expansion and diversity the university will need to address resource capacity issues. Although technology will enable the university to deliver more instruction through distance learning, we will still have physical and human resource constraints.

**Facility Planning:** Following the realization of its Master Plan, UC will need to carefully consider how to address the long-term management, maintenance and preservation of the new buildings and landscapes, as well as the older structures. A grant from the Getty Foundation has articulated in a report suggested processes and procedures to review the signature architecture and landscape architecture as well as a careful documentation of the works.

### ACTION STEPS LEADING TO IMPROVEMENT

**Master Planning in five, 10, and 20 year increments:** The University of Cincinnati is building an internal master planning process. The integrated planning document reviews academic priorities and the support those academic priorities need from the institution’s resources and facilities. Each unit on campus is to develop a master plan that looks at academics in contrast to resources and facilities. Colleges most in need of updated master plans are coordinated between the provost’s office, the deans, and Campus Planning. These college master plans provide opportunities to envision the future, predict the use of space, and benchmark college programs with peer institutions. Master plans are underway with the College of Engineering, the College of Law, Raymond Walters College, and Clermont College, and it is anticipated each campus unit will have a working master plan to be coordinated with the institutional plan.

**Capital Advisory Committee:** The Capital Advisory Committee, part of the university's new decision-making framework, makes priority and funding recommendations to the President's Budget Advisory Committee (PBAC) on the capital projects to ensure that capital budgets and projects follow UC|21 and academic priorities. Recommendations flow through the PBAC and the Fiscal Coordinating Committee to the President's Executive Committee and on to the Board of Trustees.

**University System of Ohio:** The University System of Ohio is the state's network of public colleges and universities working collaboratively to provide affordable, high-quality higher education opportunities for all Ohioans, and programs and curricula designed to meet Ohioans' needs for the 21<sup>st</sup> century. In March 2008, Governor Strickland approved and released the state's Strategic Plan for Higher Education 2008-2017. The plan calls for raising the state's educational attainment rates and has five overarching themes: access, affordability, quality, economic development, and accountability. In each of these areas, UC has a strong track record. UC is committed to working in partnership with the Strickland Administration and others on the state's plan for public higher education in Ohio.

**Preservation Plan:** UC sought and received a grant from the Getty Foundation to create a campus heritage plan. This plan will assist the university in addressing the preservation of our signature buildings and landscapes and protecting the investments of the Master Plan while allowing for flexibility as needed to address future institutional space needs.

**Energy Master Plan:** The University of Cincinnati will have an energy master plan designed to address the use and efficiency of energy. This master plan is a coordinated effort in response to the rising cost of utilities, our commitment to the ACUPCC (American College and University Climate Commitment) and the requirements of House Bill 251. Implementation strategies are guided by energy and academic priorities when academic programs reside in outdated and high energy use space.



## CORE COMPONENT 2B

**The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

As addressed in Criterion 1, one of the intended outcomes of UC|21 was to instill a culture of ongoing planning and assessment throughout the university. With the UC|21 vision as a starting point, President Zimpher and faculty across the university recognized the need to further develop specific university-wide academic priorities. A strategic council headed by Provost Tony Perzigian set out to “develop a set of recommendations that will become a blueprint for the UC|21 Academic Plan, which drives the resource allocation, the capital campaign, and infrastructure planning.” (Academic Priorities Report, 2007)<sup>15</sup>

The council’s work drew on a variety of sources including UC|21 College Alignment Reports, budget hearings, deans’ interviews, provostal priorities based on the budget hearings, UC|21 action team reports, the UC|21 research master plan, university data, UC International, Integrated Core Learning, and external assessments such as graduate program reviews, the National Survey of Student Engagement, and national rankings. From this study, the following five academic themes emerged:

- 21<sup>st</sup> Century Learning
- Health in the 21<sup>st</sup> Century
- Science and Technology in the 21<sup>st</sup> Century
- The Arts, Design and Humanities in the 21<sup>st</sup> Century
- Urban Solutions for the 21<sup>st</sup> Century



Establishing these academic priorities helps the university to articulate academic initiatives that fall within each theme, and guide resource allocation appropriately. This academic priorities roadmap also serves to pave the way for future university-wide, and even state-wide requests, such as University System of Ohio's "Centers of Excellence." The university's comprehensive fund-raising campaign, Proudly Cincinnati, launched in the fall of 2008, has built its case around these priorities, and the executive committee, deans, and vice presidents have worked to refine them.

## **21<sup>ST</sup> CENTURY LEARNING: EXAMPLES OF EXCELLENCE IN EDUCATIONAL SUPPORT**

### **INTEGRATED ACADEMIC PLANNING**

The university's new integrated approach to planning links academic, fiscal, and physical planning, with academic planning being the prime driver, as reflected by the academic priorities. And because good planning includes sustained analysis and assessment of progress toward goals and objectives, all units are asked to provide annual updates on alignment with the goals of UC|21. For the academic units this process takes place during the annual budget hearings held each September. These meetings provide academic units the opportunity to provide an update to the provost on efforts to align college resources around the goals of UC|21 and university-wide academic priorities for the coming year and beyond, to identify new resources needed to implement college goals as they align with university priorities, and to provide updates on hiring plans and strategic planning processes in the colleges.

An ideal example of how this process plays out can be demonstrated through the new Engineering Education Center, created recently to revolutionize the way in which engineering undergraduates are educated, especially in the first two years. We are currently in the process of designing a state-of-the-art facility for advising and mentoring these students and for developing innovative teaching, learning, and discovery. The planning for the center, which is one of the university-wide initiatives featured in the UC|21 Academic Priorities Report, involved the College of Engineering, Provost's Office, and Campus Planning + Design + Construction all working in tandem to create this world-class environment where students learn engineering fundamentals.

### **COLLEGIATE STRUCTURES INITIATIVE**

Based on feedback from the last HLC Accreditation in 1999 to more closely evaluate coordination among constituencies, one of the larger planning efforts over the past 10 years was the Collegiate Structures Initiative. This process involved a campus-wide planning committee that included representatives from the colleges, Provost's Office, Enrollment Management, Registrar's Office, and Communications charged to examine and evaluate collegiate models for the delivery of instruction at the lower- and upper-division levels within Arts and Sciences, Evening and Continuing Education, and University College; to assess the needs of all undergraduate students served by these three colleges; and to consider

possible combinations at the administrative, programmatic, and curricular levels in terms of revised missions and purposes for the above three colleges. The end result was that two colleges were closed and academic programs and students realigned to better serve students. We are beginning to see the results of these changes with higher retention rates across the institution; as of fall 2008 they are near 85 percent for first-time, full-time freshmen.

### **FACULTY WORKLOAD**

The University of Cincinnati's faculty resources are sufficient to support educational quality and are employed effectively. Depending on its mission, each college sets its own faculty workload policies that address teaching, research and service. In those colleges where there is more emphasis on undergraduate teaching, faculty teaching loads tend to be higher than in those colleges that are more tied to research. However in all cases, faculty workloads are closely monitored and reviewed by unit heads and deans, and changes are made accordingly to meet the educational demands of a particular unit always with the goal of maintaining quality and excellence.

### **ACADEMIC PRIORITIES**

As discussed above, the five themes that emerged from the Academic Priorities Report became the framework for focusing the financial resources, fund-raising, and space planning efforts of the university. As can be seen by the number of highly ranked programs (Design, Architecture, College-Conservatory of Music, to name a few), UC already has been supporting its strongest academic venues.

In preparation for the new capital campaign, Proudly Cincinnati, the UC Foundation developed a case statement which delineates the role of the foundation's priorities in relation to the academic themes. This document was approved by the Board of Trustees in November 2008.<sup>16</sup>

Another example of UC's planning tied to academic priorities and UC|21 is the funding of eight new faculty positions to help build a strong arts and sciences core. Almost a decade of shrinking budgets, growing and changing service requirements, and uneven faculty retirements left a number of the university's foundational units under-resourced to deliver the liberal arts and sciences core. An investment was made to fund nine new tenure track positions in each of the following units: economics, mathematics, English, Spanish, history, psychology, biology, and communication. The funding reduced the over reliance on adjunct instruction, provided sufficient sections to allow students to move through their academic programs in a timely manner, and ensured appropriate student/faculty ratios and instructional support for larger enrollment courses.

## TECHNOLOGY TOOLS AND SUPPORT

Due to its reliance on Blackboard, the university has invested in enhancing the Blackboard experience. This has been done in the following ways:

**Turning Point Personal Response:** UC has implemented a personal response system for use in classrooms, that allows professors to develop PowerPoint question slides and students, through use of a transmitter, answer the questions in class. Each transmitter has a unique electronic ID, so answers can be tracked to particular students, and quizzes can be given using this technology. The Blackboard building block developed allows for integration of student's transmitter IDs with the Blackboard gradebook, allowing in-class quiz grades to be easily imported into Blackboard.

**lluminate, an Online Meeting Platform:** UC has a 50-seat license for Elluminate on Blackboard, which allows instructors to schedule online meeting time for class projects, reviews, and online office hours.

**Online Grading:** Final grades from the Blackboard gradebook can now be exported directly to the registrar's grading system, encouraging use of the online grading system.

**Student ID Photos:** A building block has been developed that enables professors to view a photo roster of students enrolled in class through a link with the public safety database.



**Course Preview for Students:** In order to help students choose from a variety of available courses from the online catalog, Learning Opportunities, new features allow students to view sample course syllabi. Also, in collaboration with student government, a course preview tool was developed to enable students to see at a glance what a course is about, within Learning Opportunities. Both the syllabi tool and course preview tool can be accessed by faculty via Blackboard.

**Student Community Portal:** Since UC has licensed the Community Portal, there is a specific student portal. With polling features and online voting modules, student government can run polls on topics of interests to students, and hold their government elections using Blackboard.

**Podcasting:** Many faculty are now capturing the audio of lectures presented in the classroom. In order to easily create podcasts out of the audio capture a building block has been created to enable the creation of a podcast, such that students only have to subscribe once, and then all audio files are subsequently downloaded to their computers.

**ClearTxt:** As many students (if not all) carry a cell phone, UC has partnered with ClearTxt to deliver text messages to student phones whenever course material has been added to Blackboard. The text message even carries a link to the new material. ClearTxt is also used for the transmission of text messages during emergencies that affect the UC community.

In order to incorporate technology in the classroom, the university has created design guidelines for electronic classrooms. All but 38 of the university's centrally scheduled classrooms are currently electronic, and an upgrade plan has been developed for the remaining 38 non-electronic classrooms. These classrooms all contain a similar control system, so that if a faculty member is comfortable in one electronic classroom, they can then use another electronic classroom.



All classrooms contain a computer with Internet connection, DVD player, document camera, and data projector(s). The classrooms have easy-to-hook-up laptop connections, and wireless microphones for audio capture.

**Web site:** [www.uc.edu/UCit/eclassroom/support.asp](http://www.uc.edu/UCit/eclassroom/support.asp)<sup>17</sup>

UCit, (University of Cincinnati Information Technology) offers 1GB of storage to all students, faculty, and staff via UCFileSpace, with access to such files from any where in the world with internet access. One's UCFileSpace account is automatically available to faculty when logging in to an electronic classroom. The university also has, within UCit, a group that specializes in digital video capture, streaming, and presentation. Classroom events, special events, and so forth are captured and placed on streaming servers for 24/7 access.

As technology is now a required component for all classes, the university operates six public computer labs, consisting of 228 seats. One of the labs (UCit@Langsam), located in the main University Library (Langsam) is open 24/7, contains 100 workstations, four group study rooms, and one "quiet" room (no computers, but wireless access for those who bring laptops into the room). Students from all colleges within the university use the university public lab seats. Students can easily access their files from UCFileSpace from within the laboratories.

### **FACULTY DEVELOPMENT**

An innovative provision in the University of Cincinnati's current faculty contract sets aside \$550,000 each year to be used for faculty development efforts that renew and update the professional skills of faculty members. This faculty development fund was the result of cooperative efforts between the American Association of University Professors (AAUP), the All-University Faculty Senate and the UC administration. The Faculty Development Council is the body charged with distributing faculty development funds defined under Article 24 and the Memorandum of Understanding (M.5) in the Collective Bargaining agreement between UC and the AAUP. These funds are requested through a grant program for both individuals and groups. Individual awards are considered twice each year, and collaborative proposals once each year. Patterns over the past several years show this funding being guided by professional-development goals and distributed to:

- Universal providers, for programs supporting training in technology, pedagogy, and research,
- Faculty programs at the departmental or interdisciplinary level, and
- Individual projects such as travel to conferences or training workshops.

These projects are funded within a competitive process that considers proposals in relation to the faculty development outcomes that they seem to promise. Upon completion of their proposed activities, the individual faculty or the project coordinators file reports that provide assessment data about the professional development outcomes that have been realized. These reports, along with "best practices" guidelines and models of previous successful proposals, are made available to faculty through a Blackboard organization. More information is available in Criterion 3 and at the Faculty Development Council Web site.

**Web site:** [www.uc.edu/fdc/](http://www.uc.edu/fdc/)<sup>18</sup>

The Provost's Office also supports and coordinates faculty development programs such as a mentoring for first- and second-year faculty, training workshops for department heads with a focus on their own faculty development initiatives at the unit level, and a new Academy of Fellows for Teaching & Learning, a cadre of award-winning teachers who serve as resources for pedagogy programs as well as consultants for individual faculty. Such programs are closely aligned with the CET&L, which also enjoys Provost Office support towards the development of numerous pedagogy workshops and resources.

As an example, the mentoring program has four primary goals:

- to provide support for new faculty when they first arrive at the university,
- to develop the teaching and research potential of new faculty more fully,
- to connect experienced faculty with new faculty, and
- to provide opportunities for mentors to develop skills and sensitivity interacting with faculty.

College coordinators serve to identify the new faculty who should be placed in the mentoring program and also to make the mentoring assignments. Ideally, each new faculty member should be assigned two mentors, one in that person's home department and the other in a different (although perhaps related) department. In the case of the "outside" mentor, an assignment might cross college lines.

Funding from the Provost's Office for this program helps to support occasional workshops for mentors and their mentees as well as more individualized activities. Ideally, mentors meet with their mentees at least once per month.

The mentoring program is coordinated by the vice provost for faculty development, and is closely affiliated with projects and resources of the Center for the Enhancement of Teaching & Learning (CET&L).

**Web site:** [www.uc.edu/provost/initiatives/faculty\\_mentoring\\_program.html](http://www.uc.edu/provost/initiatives/faculty_mentoring_program.html) <sup>19</sup>

CET&L serves the university's teaching faculty and graduate teaching assistants. One activity it sponsors is an annual September Institute for UC faculty. The institute is organized around several different learning communities, or teams of faculty.

A group of four to six faculty apply for participation in the institute as a group, work together within a related area during the institute, and then continue to work as a team during the following academic year, developing such activities as workshops, presentations, resource materials, or retreats over the course of that year. In addition, the institute involves approximately 20 faculty participants with a more individualized focus who are involved through a broader teaching-effectiveness agenda. CET&L also offers a host of workshops during the academic year to help faculty hone their skills in using technology to support

teaching and learning and to build awareness and use of teaching best practices across the institution. Assessment information about this aspect of faculty development has been particularly rich and detailed and has also helped to shape further programming by the CET&L as well as other emphases for follow-up faculty development projects.

**Web site:** [www.uc.edu/cetl/documents/Sept\\_Inst\\_announcement\\_2008.pdf](http://www.uc.edu/cetl/documents/Sept_Inst_announcement_2008.pdf)<sup>20</sup>

The Office of Research, as well, sponsors a number of faculty development resources such as grant-writing workshops.

**Web site:** [www.uc.edu/ucresearch/GrantWritingWorkshop.html](http://www.uc.edu/ucresearch/GrantWritingWorkshop.html)<sup>21</sup>

### COLLEGIATE RE-STRUCTURING: “ONE UNIVERSITY”

The university’s increased capacity and alignment of planning and assessment systems is integral to the formulation of priority responses to the challenges at hand in 2009-2010 and beyond. In 2004-2005 the university characterized its budget condition as a “perfect storm” and responded to these challenges with renewed discipline and clear actions that amplified its comprehensive re-examination of the institution’s academic goals and mission. This process led to the development of systems that assure that academic planning and fiscal budgeting take place in tandem. The university’s integrated academic, budget, and capital planning systems are now moving the university toward a new generation of collegiate re-structuring priorities. These new collegiate re-structuring priorities are taking place at a time when the university is focused on its immediate and longer term responses to economic conditions in the state, nation, and the world. University planning in the present context of massive state and national fiscal challenges remains firmly anchored in our integrated academic planning system and the vision of a “one university” model.

In President Zimpher’s State of the University address (October 29, 2008), *Teaching and Learning in the 21<sup>st</sup> Century*, she delineated challenges regarding effectiveness, efficiency, affordability, access, quality, and economic leadership that UC must address in the coming years in order to fully realize our commitment to truly become a 21<sup>st</sup> century institution. These challenges are consistent with those outlined by Chancellor Fingerhut in the *Strategic Plan for Higher Education, 2008-2017*. At UC we are beginning to address these challenges through a series of restructuring efforts that focus on a shared vision of “one university,” one that operates on a common academic calendar; provides leadership in advancing University



System of Ohio (USO) goals and objectives for serving and graduating more students; and offers a highly-focused array of affordable, accessible and streamlined degree programs of high quality. The challenges and opportunities signaled and outlined in the USO strategic plan and the pressing need for a thoughtful and robust response to the economic challenges in the state and the nation have amplified UC's ongoing efforts to sustain and enhance the focus of its academic mission for the 21<sup>st</sup> century.

Going forward, we will realize major components of this 21<sup>st</sup> century vision through the conversion from quarters to semesters and its attendant curriculum redesign; through program review; through identification and strengthening of UC's University System of Ohio (USO) Centers of Excellence; and through a complementary, systemic collegiate re-structuring. The new collegiate re-structuring process and the focus areas of the Strategic Plan for Higher Education, 2008-2017 are joined with collective efforts to respond to and integrate the goals explicit in four closely interrelated components of transformational change across the university:

- **UC|21** – Shared vision and strategic planning for advancing teaching and learning,
- **University System of Ohio** – Higher Education system transformation, new and clear pathways for students PK-20, workforce development, and integrated Centers of Excellence,
- **Semester Conversion** – Common academic calendar, advancing effectiveness, access, and streamlined programs,
- **Performance-based Budgeting** – Capacity, transparency, efficiency, and effectively resourcing the core academic mission.

One crucial goal of re-structuring is to continue to achieve greater inter-dependence among the campuses and greater integration and collaboration among colleges. A well-managed collegiate re-structuring, in tandem with new financial models created by performance-based budgeting (PBB), will result in UC more effectively and efficiently serving more students, offering more baccalaureate degrees on its regional campuses, and, consistent with USO metrics/goals, graduating more students, especially in STEMM fields.

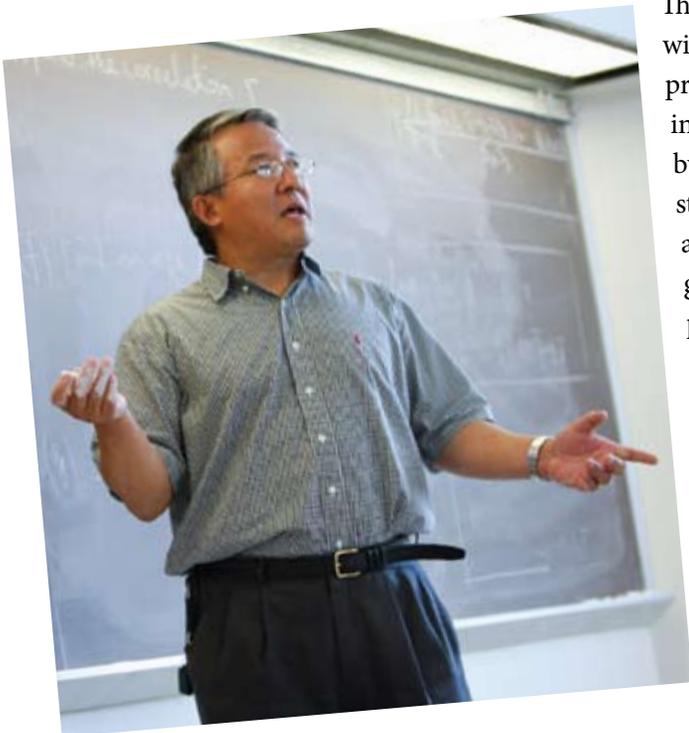
These results will require new approaches to the deployment of faculty, to the alignment of programs, and to the mission and goals of colleges and campuses. Effective achievement of a shared, one-university vision is possible only through joint administration-faculty planning characterized by transparency, broad-based participation, and comprehensive communication with internal and external audiences. To that end, we have established a Collegiate Re-structuring Steering Committee (CRSC) that includes representation from the current regional and uptown campuses. The charge to this committee is to develop plans and recommendations for key components of the transformation to a one-university model and to oversee, coordinate, and integrate the work of four re-structuring

subcommittees.<sup>22</sup> The four subcommittees charged with planning and developing recommendations for collegiate re-structuring are organized to achieve greater integration and collaboration across the university and within the: 1) Uptown and Regional Campuses; 2) Center for Access and Transition; 3) College of Applied Science and College of Engineering ; 4) College of Allied Health Sciences and School of Social Work. In addition, and recognizing a Faculty Senate resolution (November 13, 2008), the Academic Coordinating Committee (ACC) will have the role of monitoring the recommendations of the various task forces and subcommittees. Throughout this process, the CRSC and the Provost Office will maintain full communication with the ACC on these restructuring efforts and developments.

### CHALLENGES

**Semester Conversion:** The university has initiated the major task of converting from quarters to semesters. A task force with broad representation across the university was formed and produced a report on the process and cost implications of making the change. The conversion effort includes a pledge to students that during the transition there would be no loss of academic progress, no delay to degree completion, and no increased costs for degree completion. Approved by the Board of Trustees in November 2008, the current goal is to be on the semester system by fall of 2012. The clear advantages of this conversion are to reduce the transfer issues for students, reduce the administrative costs associated with handling a third registration, scheduling, and fee collection burden each year, and to permit our students to compete for jobs in spring. The conversion effort will include a multi-year transition period that will allow for a re-visioning of the pedagogy.

The conversion to semesters is aligned with the collegiate re-structuring and program review processes and will result in a modernized curriculum supported by new pedagogies and technologies; a streamlined array of degree programs and degree requirements; more synergies and fewer redundancies among programs and colleges; greater efficiency and effectiveness.



### **Teaching and Learning Environments Consistent with UC|21:**

While there is a funding plan in place to convert to electronic classrooms, with limited capital funds the addition of new classrooms through a major construction project will not become a reality for some time. However, there are alternative ways to bring classrooms online. Currently, a contract with an external provider for English as a Second Language may provide some renovation funds to construct some new classrooms from existing spaces.

With the desire to encourage students in the science and technology fields, there is a plan to make use of some of the additional enrollment income to renovate the much needed teaching labs for undergraduate chemistry and biology classes. A program has been developed and the budgetary and logistical issues are being studied with the intent of starting construction within the next three years.

**Future of the Student Information System (UniverSIS):** The continued reliance on the current student information system, UniverSIS, will prove to be a challenge over the next five years. This is due to a number of issues:

- The UniverSIS system requires the use of a mainframe computer. It is the only application that runs on the mainframe at this time, which requires staff who understand mainframes and their applications. On a more serious note, IBM is the sole mainframe provider at this point in time, thereby reducing the possibility of competition in the marketplace. Reliance on a single manufacturer is a weak point in the continuance of utilizing UniverSIS.
- UniverSIS is a homegrown system using technology developed by SAG. SAG provides tools to allow the customization of UniverSIS for its users. SAG has been providing upgrades to these tools over the past five years, but has not sold these tools to other U.S. customers during the past five years. The risk with continuing with SAG tools is that SAG will stop supporting these tools at some time in the future. SAG holds their users hostage when it comes time for renewal applications. The current contract with SAG expires in 2011, and it would be prudent to have a migration plan away from this platform in case the product becomes unavailable.
- As UniverSIS is a home grown system using proprietary tools (which are not mainstream) it is difficult to find personnel trained in the system, and others do not want to learn the system as it has no value to the technician outside of this product. In addition, any new technicians hired to work on the product have a large learning curve as there is not a similar product in the marketplace.

**Depressed State Funding:** State support to the University of Cincinnati declined for several years, flattened in 2006 and 2005, and increased in 2007. Although the university is a state-supported institution, such appropriations accounted for only 18 percent, 19 percent, and 21 percent of the total revenues of the university in 2007, 2008 and 2009 respectively. The depressed level of state support has resulted in an increasing reliance on tuition and fees. The state increased appropriations for 2008, but also mandated no tuition increases for in-state undergraduate students. The modest improvement in Ohio's economy, combined with state's new administration and its attention to higher education, provided some optimism for increased state support for a period of time. However, as state revenues erode in a sluggish economy, we anticipate that recent funding increases may also erode.

**Enrollment and Budget Planning:** For some time, long-term enrollment planning and performance-based budgeting at the university were tracking as separate but related efforts. However, as the economic downturn deepened and the possibility of significant cuts in state support increased, the two efforts were merged in the Enrollment and Budget Committee (EBC).

Charged by the president, EBC has accelerated the implementation of Performance-Based Budgeting from its original target of 2010-2011 to 2009-2010 academic year. Following extensive discussions across campus, EBC has developed a revenue cost model which will be used to implement PBB. Senior leadership in consultation with others will determine expected total net revenue and expenditures and establish an institutional threshold, which is the difference between total net revenues and total expenditures. Each unit (revenue producers and revenue supporters) will be assigned a mandatory threshold share, which can be met by growing revenues or cutting costs. Units who exceed their thresholds will receive an incentive, while units who fail to meet their assigned share will face a permanent budget adjustment in the following year.

Another aspect of the integrated enrollment and budgeting planning is the development of targeted recruitment strategies to help the colleges maintain their core enrollments and if possible grow enrollment.

The EBC will work hand in hand with the SEM structure to ensure that enrollment policies and strategies, student program development, and related recruitment efforts support the university's goals and objectives.



**Assessment of UniverSIS:** Based on the discussion of UniverSIS above, it is important that a new system be explored. It is clear that the student information system (SIS) needs to be evaluated in terms of needs assessment and the university should be prepared by generating a report which evaluates alternative solutions. A proposal has been generated from within UCit to hire consultants to generate such information, with the added proviso that the new system integrates better with the university financial system (SAP). It will benefit the university to move to a system with contemporary languages and technology, which bypasses the Mainframe, and integrates with SAP.

UC's adoption of SAP also provides a long-term and comprehensive solution for identifying and meeting development needs and skills through the Talent Management module. Although we are still far from implementation on that aspect of SAP, it does offer a pathway and process within our system capacity.



## CORE COMPONENT 2C

**The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

Although the university has traditionally evaluated its programs and processes with the aim of continuous improvement, it had not done so in an integrated and coordinated fashion. With the adoption of UC|21 as the strategic academic plan, the university had a set of goals against which progress could be measured across the university and across time. In the first year and in every year thereafter following the adoption of UC|21, the university has issued an annual **President's UC|21 Report Card**<sup>23</sup> to the Board of Trustees and to all university stakeholders. This evaluation mechanism charts the university's progress on various metrics in relation to each of the plan's six goals, as further detailed below.

Other measures of assessment for the university include national student surveys such as the Student Satisfaction Inventory (SSI) and the National Survey of Student Engagement (NSSE), which supply the institution with student feedback on a range of factors relating to the student experience.

UC also gathers assessment data from other bodies through its regular internal and external audits. This information has often been transformational as illustrated by a series of internal audits in 2006 and 2007 that provided the impetus for the establishment of a host of new financial policies and a structure for developing, vetting and implementing future policies.

### **MAKING THE GRADE: EXAMPLES OF EXCELLENCE IN ASSESSMENT**

#### **PRESIDENT'S UC|21 REPORT CARD**

A comprehensive mechanism for measuring and tracking improvement over time across a variety of metrics aligned with the goals of UC|21, the President's Report Card also reports related accomplishments beyond the standard metrics.



**Under Goal 1: Place Students at the Center** the report illustrates progress on such measures as NSSE and SSI survey results, and graduation and retention rates, as well as distance learning enrollment.

	2003	2005	2006	2007	2008	2010-2011 Target	Change Since Most Recent Measure	Change Since Baseline Year
<b>Improve Student Satisfaction</b>								
SSI Measure (Overall Satisfaction)	4.05		4.82		5.08	4.97	5.4%	25.4%
NSSE Measure-Freshmen (All Categories Combined)	42.9	47.4		46.9		44.8	-1.1%	9.3%
NSSE Measure-Seniors (All Categories Combined)	45.3	48.9		50.2		49	2.7%	10.8%
Graduate Student Satisfaction Survey (Master's Students - Overall Satisfaction)		90%	91%	92%	92%	92%	0.0%	3.0%
Graduate Student Satisfaction Survey (Doctoral Students - Overall Satisfaction)		91%	90%	92%	92%	94%	0.0%	2.0%
Student FTE to Faculty FTE Ratio	17.3	15.1	14.6	14.6	14.6	14.6	0.0%	-15.6%
<b>Improve Retention and Graduation Rates</b>								
First-Year Retention Rate	77%	79%	80%	82%	84%	85%	2.0%	7.0%
Six-Year Graduation Rate	48%	50%	52%	52%	55%	56%	3.0%	7.0%
<b>Establish a 24/7 Learning Environment</b>								
Distance Learning Enrollment (Instructional FTE)	519	1,170	1,352	1,564	1,800	1,720	15.1%	246.9%
Distance Learning Enrollment - Degree Program Headcount	642	1,937	2,290	2,559	2,946	2,815	15.1%	358.9%
Distance Learning - Number of Degree Programs	8	14	15	16	16	22	0.0%	100.0%
E-Classrooms - Currently 75% of 138 Centrally Scheduled Rooms are E-classrooms		90	98	99	101	144	2.0%	13.5%
Student Use of Blackboard	66%	77%	81%	86%	88%	100%	2.0%	22.0%
Faculty Use of Blackboard	33%	51%	58%	64%	71%	100%	7.0%	38.0%
Wireless Coverage (Estimated)	15%	50%	54%	56%	56%	100%	0.0%	41.0%
<b>Provide Seamless and Effective Pathways for Student Success</b>								
Transfer Students from Non-UC Schools & Universities	1,090	1,256	1,349	1,288	1,584	1,500	23.0%	45.3%
Articulation and Transfer from UC Regional Campuses	436	533	559	658	727	750	10.5%	66.7%
Cincinnati Public Schools First-Year Retention Rates	72%	76%	72%	75%	75%	80%	0.0%	3.0%

**The performance metrics under Goal 2: Grow Our Research Excellence** include total research funding, ranking among public universities, corporate and state research funding, number of grants submitted and funded, patents issued, National Academy members, and doctorates awarded among other measures.

	2003	2005	2006	2007	2008	2010-2011 Target	Change Since Most Recent Measure	Change Since Baseline Year
<b>Increase Our Research Funding</b>								
Total Research Funding*	\$310,483,057	\$332,298,402	\$332,655,266	\$333,502,261	\$353,029,246	\$350,000,000	5.9%	13.7%
Total Research Expenditures*	\$255,083,000	\$286,036,000	\$294,150,000	\$336,717,000		\$325,000,000	14.5%	32.0%
Rank Among Publics	37	38	40			Top 35	-2	-3
Federal Research Expenditures*	\$185,261,000	\$202,654,000	\$201,742,000	\$219,317,000		\$225,000,000	8.7%	18.4%
Rank Among Publics	22	24	28			Top 25	-4	-6
Corporate Research Investment in UC*	\$6,439,014	\$4,674,578	\$6,253,398	\$8,726,966	\$14,820,755	\$15,000,000	69.8%	130.2%
State Research Funding Investment	\$14,341,289	\$16,298,482	\$11,176,496	\$5,245,144	\$8,520,587	\$15,000,000	62.4%	-40.6%
Research Grant Submissions	1,528	1,754	1,702	1,763	1,630	2,000	-7.5%	6.7%
Grant Proposals Funded	869	921	930	729	792	1,000	8.6%	-8.9%
<b>Enhance Our Capacity for Interdisciplinarity, Innovation and Discovery</b>								
Number of Patent Applications	25	60	73	56	43	75	-23.2%	72.0%
Number of Patents Issued	8	9	11	13	8	15	-38.5%	0.0%
Number of Invention Disclosures	86	89	116	111	115	150	3.6%	33.7%
Number of Undergraduate Research Experiences**	NA	NA	NA	NA		300		
<b>Increase the Number of Our Faculty Awards and Distinctions</b>								
National Academies Members	5	6	6	7	8	10	14.3%	60.0%
Rank Among Publics	51	50	53			Top 50	-3	-2
Faculty Awards	12	14	12			20	-14.3%	0.0%
Rank Among Publics	33	29	54			Top 25	-25	-21

**For Goal 3: Achieve Academic Excellence** the report card notes the *U.S. News and World Report* ranking, number of merit scholars, ACT scores of entering class, percent of entering class in top 10 percent of high school graduating class, out of state enrollment and number of transfers.

	2003	2005	2006	2007	2008	2010-2011 Objective	Change Since Most Recent Measure	Change Since Baseline Year
<b>Enhance Our National/International Presence and Recognition</b>								
U.S. News Ranking	160	145	139	148	149	130	-1	11
Out of State Enrollment (Headcount)	4,430	5,689	5,772	5,992	6,187	6,500	3.3%	39.7%
Out of State Enrollment (Percent)	13%	16%	16%	16%	17%	17.0%	1.0%	4.0%
Graduate Student Enrollment	6,685	7,402	7,365	7,831	7,988	8,310	2.0%	19.5%
International Student Enrollment (Headcount)	1,945	1,923	1,885	1,930	2,038	2,050	5.6%	4.8%
Libraries: Number of Volumes	2,977,475	3,123,318	3,209,337	3,418,599		3,500,000	6.5%	14.8%
Libraries: National Ranking (ARL)	45	47	49	58		50	-9	-13
<b>Double the Number of Our National Merit Scholars</b>								
Number of Merit Scholars (Total Enrolled)	53	52	89	117	146	160	24.8%	175.5%
Number of Merit Scholars (New)	18	19	39	29	44	40	51.7%	144.4%
<b>Establish Academic Success Criteria</b>								
ACT Scores of Entering Class	23.5	23.8	24.0	24.1	24.8	25.5	2.9%	5.5%
Number of Uptown Students in Entering Class in Top 20% of ACT/SAT	806	991	926	1,057	1,050	1,150	-0.7%	30.3%
University Athletics Academic Progress Rate (Single Year)		0.952	0.944	0.947		0.955	0.3%	0.1%
<b>Develop Integrated Core Learning</b>								
Students Studying Abroad	659	754	844	870	799	1,000	-8.2%	21.2%
Graduates in High-Demand STEM Fields - Undergraduate	1,334	1,347	1,244	1,568	1,855	1,700	18.3%	39.1%
<b>Enhance National and International Importance of Graduate Education</b>								
Number of Master's Graduates	1,466	1,407	1,622	1,706	2,035	2,100	19.3%	38.8%
Number of Doctoral Graduates	237	248	268	259	316	310	22.0%	33.3%
Graduates in High-Demand STEM Fields - Grad/Prof	813	899	948	902	1,120	1,150	24.2%	37.8%
Number of International Students Graduated with Advanced Degrees	387	433	468	436	479	485	9.9%	23.8%
Total Stipend Support for Graduate Students	\$22,152,704	\$25,002,671	\$28,343,685	\$28,896,415	\$29,743,761	\$33,000,000	2.9%	34.3%
Total Externally-Funded Graduate Assistantships	\$9,324,152	\$7,981,392	\$7,825,686	\$9,034,842	\$9,805,068	\$11,000,000	8.5%	5.2%

**Under Goal 4: Forging Key Relationships and Partnerships** measures include articulation and transfer from UC's regional campuses, number of students volunteering, number of service learning courses and partnerships, contributions raised for United Way and the Fine Arts Fund, Habitat for Humanity investment, faculty and staff volunteer hours and number of community organization served.

	2003	2005	2006	2007	2008	2010-2011 Objective	Change Since Most Recent Measure	Change Since Baseline Year
<b>Expand Our Community and Business Partnerships</b>								
Number of Undergraduate Students Engaged in Internships and Co-ops	3,654	4,266	4,386	5,043		6,000	15.0%	38.0%
Students Participating in Volunteer Activities*	NA	NA	NA	4,529	5,986	8,261	32.2%	XX%
Community Organizations Served by Student, Faculty and Staff Volunteers**		592	500	NA	838	1,000	XX%	41.6%
Number of Service Learning Courses	NA	NA	NA	39	57	65	46.2%	XX%
Pageviews on the Community/Business Web Site***						114,336		
Number of Records in Community Connections Database** ***	NA	NA	NA	NA	154	234	XX%	XX%
<b>Improve the Quality and Impact of Partnerships</b>								
Community Partners Satisfaction Survey Results					76%	85%		
Community Partners "Satisfied" or "Very Satisfied" with Service Learning, Capstone Experience				71%	NA	90.0%		
Maintenance of Carnegie Foundation "Community Engaged" Classification				Yes	Yes	Yes		
<b>Increase UC Investment in the Community</b>								
Participation in Workplace Giving Campaigns		\$5,853,000	\$9,291,000	\$9,882,000	\$9,408,000	\$9,983,000	-4.8%	60.7%

**The measures for Goal 5: Create a Sense of Place** include number of campus visitors, number of orientation visits, residence hall occupancy.

	2003	2005	2006	2007	2008	2010-2011 Target	Change Since Most Recent Measure	Change Since Baseline Year
<b>Establish UC and Uptown as a Destination for Working, Learning, Living, Playing and Staying</b>								
Number of MainStreet Visitors (TUC and CRC)		864,809	1,740,000	1,930,000	2,100,000	2,426,258	8.8%	142.8%
Participation in Catskeller Programs*		NA	NA	3,757	3,328	4,200	-11.4%	XX%
Participation in Daily Campus Tours, Open Houses and Information Fairs*	NA	NA	NA	NA	6,509	7,000	XX%	XX%
Participation in Virtual Tours					409,558	442,300		
Attendance at Venues on Campus (CCM, Nippert Stadium and Fifth Third Arena)	NA	NA	NA	367,383	408,979	505,577	11.3%	XX%
<b>Improve the Quality of Life in Uptown</b>								
Uptown Cincinnati Quality of Life Index (Uptown Consortium)**								
<b>Create a "We're all UC" Culture</b>								
Participation in MainStreet Stride (Participants and Spectators)*			NA	703	1,300	1,560	84.9%	XX%
University Athletics Winning Percentage (Big East Only)			0.461	0.428	0.493	0.568	15.2%	6.9%

The performance measures for **Goal 6: Create Opportunity** include diversity metrics, revenue measures including enrollment growth, efforts to become more entrepreneurial, efficient, and better fiscal stewards.

	2003	2005	2006	2007	2008	2010-2011 Target	Change Since Most Recent Measure	Change Since Baseline Year
<b>Grow Our Revenues through Appropriate Enrollment Growth Strategies</b>								
Total Enrollment	33,823	35,244	35,527	36,518	37,048	38,000	1.5%	9.5%
Size of Entering Class - Uptown Campus, Full Time Only	3,765	3,965	3,819	4,098	3,900	4,300	-4.8%	3.6%
Size of Entering Class - Regional Campuses, Full Time Only	859	1,012	965	1,060	1,300	1,250	22.6%	51.3%
Undergraduate Student Enrollment Age 25 and Older	6,522	6,562	6,576	6,438	6,669	6,500	3.6%	2.2%
<b>Grow Our Revenues; Become More Entrepreneurial and Efficient; Engage in Better Fiscal Stewardship and Discipline</b>								
<b>Institutional Liquidity - Avg. Daily Operating Cash Balance (15-Year Target \$236M)</b>								
ORR Financial Health Composite Score*	2.8	3.6	2.6	2.8		NA	0.2	0.0
Foundation - Total Donations	\$70,745,341	\$88,842,674	\$84,044,247	\$79,004,470	\$196,005,461	\$100,000,000	148.1%	177.1%
Faculty/Staff Campaign Results - Number of Donors		1,875	2,128	2,138	2,271	2,650	6.2%	21.1%
Faculty/Staff Campaign Results - Amount		\$5,471,054	\$8,921,081	\$9,541,102	\$9,085,302	\$7,500,000	-4.8%	66.1%
Endowment Assets	\$873,327,000	\$1,032,124,000	\$1,101,100,000	\$1,185,400,000	\$1,099,104,693	\$1,366,000,000	-7.3%	25.9%
Rank Among Publics	15	18	18	22		Top 20	-4	-7
Annual Giving	\$51,491,000	\$65,919,000	\$70,706,000	\$69,486,347	\$160,124,169	\$73,500,000	130.4%	211.0%
Rank Among Publics	47	42	44	51		Top 40	-7	-4
<b>Establish Diversity as a Core Value and Infuse Diversity into Our Campus Culture</b>								
<b>Students</b>								
Female Student Headcount	17,747	19,105	19,363	19,839			2.5%	11.8%
% Female Students	52.5%	54.2%	54.5%	54.3%			-0.2%	1.8%
Male Student Headcount	16,076	16,139	16,164	16,679			3.2%	3.8%
% Male Students	47.5%	45.8%	45.5%	45.7%			0.2%	-1.8%
Native American Student Headcount	140	121	113	129			14.2%	-7.9%
% Native American Students	0.4%	0.3%	0.3%	0.4%			0.1%	0.0%
African American Student Headcount	3,787	4,023	3,858	3,745			-2.9%	-1.1%
% African American Students	11.2%	11.4%	10.9%	10.3%			-0.6%	-0.9%
Asian Student Headcount	943	959	974	1,027			5.4%	8.9%
% Asian Students	2.8%	2.7%	2.7%	2.8%			0.1%	0.0%
Hispanic Student Headcount	432	527	523	553			5.7%	28.0%
% Hispanic Students	1.3%	1.5%	1.5%	1.5%			0.0%	0.2%
White Student Headcount	24,598	25,159	25,613	26,475			3.4%	7.6%
% White Students	72.7%	71.4%	72.1%	72.5%			0.4%	-0.2%
Non-Resident Alien Student Headcount	1,945	1,923	1,885	1,930			2.4%	-0.8%
% Non-Resident Alien Students	5.8%	5.5%	5.3%	5.3%			0.0%	-0.5%
Race/Ethnicity Unknown Student Headcount	1,978	2,532	2,561	2,659			3.8%	34.4%
% Race/Ethnicity Unknown Students	5.8%	7.2%	7.2%	7.3%			0.1%	1.5%
Minority Student Headcount	5,302	5,630	5,468	5,454			-0.3%	2.9%
% Minority Students	15.7%	16.0%	15.4%	14.9%			-0.5%	-0.8%
<b>Faculty</b>								
Full-Time Faculty Female Headcount	710	837	862	867			0.6%	22.1%
Full-Time Faculty % Female	33.7%	36.2%	37.8%	38.2%			0.4%	4.5%
Full-Time Faculty Male Headcount	1,397	1,477	1,421	1,405			-1.1%	0.6%
Full-Time Faculty % Male	66.3%	63.8%	62.2%	61.8%			-0.4%	-4.5%
Full-Time Faculty Native American Headcount	7	9	6	8			33.3%	14.3%
Full-Time Faculty % Native American	0.3%	0.4%	0.3%	0.4%			0.1%	0.1%
Full-Time Faculty African American Headcount	78	87	88	92			4.5%	17.9%
Full-Time Faculty % African American	3.7%	3.8%	3.9%	4.0%			0.1%	0.3%
Full-Time Faculty Asian Headcount	189	228	230	244			6.1%	29.1%
Full-Time Faculty % Asian	9.0%	9.9%	10.1%	10.7%			0.6%	1.7%
Full-Time Faculty Hispanic Headcount	28	40	43	39			-9.3%	39.3%
Full-Time Faculty % Hispanic	1.3%	1.7%	1.9%	1.7%			-0.2%	0.4%
Full-Time Faculty White Headcount	1,657	1,770	1,728	1,685			-2.5%	1.7%
Full-Time Faculty % White	78.6%	76.5%	75.7%	74.2%			-1.5%	-4.4%
Full-Time Faculty Non-Resident Alien Headcount	108	108	99	93			-6.1%	-13.9%
Full-Time Faculty % Non-Resident Alien	5.1%	4.7%	4.3%	4.1%			-0.2%	-1.0%
Full-Time Faculty Race/Ethnicity Unknown Headcount	40	72	89	111			24.7%	177.5%
Full-Time Faculty % Race/Ethnicity Unknown	1.9%	3.1%	3.9%	4.9%			1.0%	3.0%
Full-Time Faculty Minority Headcount	302	364	367	383			4.4%	26.8%
Full-Time Faculty % Minority	14.3%	15.7%	16.1%	16.9%			0.8%	2.6%

**INCLUSION IN THE PRINCETON REVIEW**

In 2005 UC received the distinction of being named one of the “Best in the Midwest” by *The Princeton Review*<sup>24</sup>. In 2007 UC was named one of the “Best 366 Colleges” in the nation for 2008, one of only eight new institutions on the list.

Only about 10 percent of the nation’s colleges make The Princeton Review’s “Best” list each year. The designation is based on several criteria, including academic programs, institutional data, and student, parent, and educator opinions. The *Princeton Review*’s student survey collection department sends representatives to campuses to directly survey students about their college experiences.

UC’s College of Business (CoB) has twice won a place in *Princeton Review’s Best Business Schools*. The 2009 edition noted UC’s joint master’s programs, particularly our unique joint degree in arts administration. Also noted were CoB’s outstanding research centers, study abroad opportunities, student/faculty ratios, and the quality of the faculty.

**SSI AND NSSE**

UC has participated in the Student Satisfaction Inventory (SSI) three times (2003, 2006, and 2008). Over the five-year period students reported significant increased satisfaction in 75 of 82 items (91 percent). The greatest increases to the level of satisfaction were found in the overall impression that the university has a good reputation in the community. In 2008 UC surpassed its goal, which was the average mean for four-year public colleges and universities, We showed improvement in 75 out of 82 measures with no areas of decrease.

The NSSE (National Survey of Student Engagement) 2007 report found that UC was leading its peers with activities that engage five-year students in the following:

<b>Learning communities</b>	37%
<b>Classroom discussion</b>	60%
<b>Class presentations</b>	33%
<b>Discussion with instructors on grades or assignments</b>	49%

It also showed that we scored above our peer urban institutions in:

	<b>UC</b>	<b>Peers</b>
<b>Undergraduate research with faculty</b>	21%	14%
<b>Study-abroad experiences</b>	11%	10%
<b>Senior capstone experiences</b>	40%	30%

This information is used for measuring student satisfaction and is reported in the President’s Report Card under the UC|21 goal of Placing Students at the Center. It will also be incorporated in to the Voluntary System of Accountability (see more below).

## **VOLUNTARY SYSTEM OF ACCOUNTABILITY**

The Voluntary System of Accountability (VSA) is a nationwide initiative for four-year public colleges and universities, developed through a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). VSA is designed to help institutions demonstrate accountability and stewardship to the public, measure educational outcomes to identify effective educational practices, and assemble information that is accessible, understandable, and comparable.

VSA creates a common reporting system for colleges and universities so that students, prospective students, parents, community leaders, lawmakers and the public can compare the undergraduate college experience with other public institutions on an apple-to-apple basis.

UC has taken a leadership role in the VSA initiative in the development of the system and the College Portrait that allows comparisons for consumer information (tuition, program offerings, graduation rates, etc.), student experience and perceptions and student learning outcomes. When the University System of Ohio pledged to use the College Portrait, UC became the first public university in Ohio to post its College Portrait on the USA Web site.

## **INTERNAL AUDITS**

The university's Office of Internal Audit is an independent and objective resource of the university, providing assurance and consulting services designed to assist the university in achieving its mission by evaluating and offering recommendations to improve the effectiveness of financial accounting and reporting, information technology, internal control, and operational and compliance related activities.

Internal Audit is established by the university's Board of Trustees and its responsibilities are defined by the Governance and Audit Committee of the Board of Trustees as part of their oversight function as well as the president of the university. Internal Audit's role is to promote and protect the integrity of the university.

**Web site:** [www.uc.edu/af/finserv/Controller\\_Documents.html](http://www.uc.edu/af/finserv/Controller_Documents.html) <sup>25</sup>

## **EXTERNAL FINANCIAL MEASURES**

Every time the university issues instruments of debt, the rating agencies, Moody's and Standard & Poor's, are requested to rate the university's financial status. The university's current debt ratings are as follows and the ratings reports are available in the accreditation resource room:

- Moody's – Aa2/VMIG 1
- Standard & Pooers – A+ (SPUR)/Stable Outlook

- Ohio Senate Bill 6 of the 122nd General Assembly was enacted into law in 1997. It is designed to increase financial accountability of state colleges and universities by using a standard set of measures with which to monitor the fiscal health of campuses. Year-end audited financial information is used to calculate the ratios. Three ratios are used to calculate a composite score: viability ratio, primary reserve ratio, and net income ratio. The composite score is the primary indicator of the institution's fiscal health. The composite score for the university was 2.6 for FY 2006 and 2.8 for FY 2007 out of a possible score of 5.0. The university has been working hard to improve all financial measures including these. The composite score for FY 2008 is projected to be 3.3, a noticeable increase resulting from the improvement of the primary reserve ratio. The primary reserve ratio is calculated by dividing expendable net assets by expenses. Financial improvements are due in part to establishing a liquidity reserve and a consistent focus on addressing overdrafted designated funds. Senate Bill 6 calculations for FY 2006 and FY 2007 are available in the accreditation documentation library.

## CHALLENGES

**Ongoing Assessment:** Like most other higher education institutions, UC continues to explore additional ways to measure and assess student satisfaction at the unit and institutional level.

**Technology Support:** One of the major challenges facing the university is the funding of technologies that support the learning and teaching. While Blackboard has been defined as a core system of the university, its primary source of funding is not from general funds, but rather from the ITIE fee that all students pay. When the governor freezes tuition at state schools, fees are also frozen, and since Blackboard licensing costs increase very year, this results in a budget cut in the support of technology. Similarly, there is no central support for maintaining the 97 current electronic classrooms, other than general funds given to UCit. As the inventory of electronic classrooms continues to expand, maintenance costs increase, yet the dollars allocated to their maintenance has steadily decreased. Due to the uncertain nature of funding these electronic initiatives, when something new is to be added (such as the Outcomes system in Blackboard, which could cost as much as \$200,000 per year in licensing costs), there are no funds available to allow a stable and secure funding source for this product. These are items that the university recognizes, and is trying to rectify.

## ACTION STEPS LEADING TO IMPROVEMENT

**Vice Provost for Assessment and Student Learning:** With mounting needs for monitoring the quality of student learning and to analyze as well as act upon the outcome of surveys, the provost has established the position of vice provost for assessment and stu-

dent learning. This position reports to the senior vice provost for academic planning and is responsible for the following:

- Development and implementation of strategies related to the enhancement of undergraduate student learning,
- Assessment and analysis of methods employed to enhance student learning experience,
- Strengthening the General Education Program and Integrated Core Learning.

**Facilities Audits:** In order to understand the long term adequacy of the physical plant and the investments required in the future for the physical plant, the university is establishing a baseline for our facilities through a facilities audit. The audit will establish life cycle analyses at the system level in order to develop a financial plan and physical plan that aligns with the needs of the institution. This is in line with our integrated planning approach.

**Internal Audits:** Each year an internal audit plan is developed using a risk assessment process. The plan is aligned with the goals and key actions of UC|21 and is reviewed with and approved by the Governance and Audit Committee of the Board of Trustees. The plan contains audit projects that promote increased accountability, compliance with laws, rules and regulations, operational efficiencies and improvements in internal control effectiveness. Reports are issued to management at the conclusion of each audit project that include observations and recommendations for improvements.



## CORE COMPONENT 2D

**All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

The campus transformation is an excellent example of planning and mission alignment that has enhanced our capacity to fulfill the university's mission. Had the university failed to transform the campus, enrollment would have suffered as fewer students made UC their destination choice. Realizing its physical transformation through the Master Plan, the university moved toward further enhancing its capacity through the creation and implementation of its strategic plan, *UC|21: Defining the New Urban Research University in the 21<sup>st</sup> Century*. Under the leadership of President Zimpher, UC embarked on a strategic planning process that not only resulted in UC|21 but that also laid the groundwork for a system of planning processes that continue to evolve and serve the university.

As noted in numerous examples throughout this chapter on Criterion 2, the university's plans are interconnected and align with UC|21 and the university's mission. The colleges' planning documents align with UC|21, as does the foundation's plan for the comprehensive campaign. This integrated approach ensures that UC will continue to serve "the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research." Furthermore, our array of evaluation mechanisms allows the institution to gain critical feedback and make adjustments to emerging needs both in the institution and the external environment.

Currently, the University of Cincinnati is meeting the complex challenge of integrating semester conversion, collegiate re-structuring, program review, and performance-based budgeting—all to more efficiently and effectively provide services. The alignment of planning is helping the university meet this challenge.

In short, the university has become increasingly sophisticated in its planning at college, vice president and institutional levels by tying academic priorities to budgeting and resource allocation. Granted we have miles to go before we can claim mastery of an integrated planning approach, yet with every year we become more skilled in gathering the critical data and feedback, assessing our capacity, weighing the possibilities, and making the decisions that best serve the mission and vision of the university along its path to becoming the 21<sup>st</sup> century urban research university.

## CRITERION TWO

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## CRITERION 3 - Student Learning and Effectiveness

**The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

### CHAPTER INTRODUCTION

To achieve meaningful 21<sup>st</sup> century teaching and learning within a rapidly transforming world, the university seeks to remain nimble enough to address the diversity of our students with innovative approaches, whether through the experiential-learning benefits of co-op and internships or the instructional-technology benefits of online learning. The knowledge and skills that students gain in one setting must be transferable to other environments and integrated within multiple contexts.

In her October 2008 State of the University Address, President Nancy Zimpher identified as her thematic focus the concept of “21<sup>st</sup> Century Teaching and Learning.” Her analysis of this concept raised questions about “what we teach, who we teach, how we teach, and why we teach,” and she stressed the dynamic nature of teaching and learning through such emerging initiatives as UC’s “Open Source Curriculum Development” that will eventually make many of our curricular resources freely available on the Web.

In a January 2009 communiqué to the UC faculty, Provost Anthony Perzigian laid out more of the context for a 21<sup>st</sup> century approach to teaching and learning by emphasizing the variety of new initiatives that will fundamentally transform UC along the lines of a “One University” model. Semester conversion and collegiate restructuring, for instance, both provide catalysts for faculty to reexamine and redesign our curricula, re-engineer our degree programs, revisit credit-hour requirements, and recalibrate the expected learning outcomes of our degree programs. And since both semester conversion and collegiate restructuring affect university operations as well as curriculum, they must synchronize and integrate with the many other initiatives also underway.

Clearly, in addressing far-reaching initiatives such as these, we have much work ahead of us. Through our success in these ambitious processes, however, UC and the university community will reap the benefits of a

UC|21



modernized curriculum, streamlined degree requirements, clearer differentiation of college and program missions, and a more focused, strategic array of degree programs with greater synergies and fewer redundancies.

Amidst these new developments and challenges, too, there remain some of the traditional challenges facing any large, complex research university because of its size, diversity, multiple missions, and competing priorities. Although UC continues to navigate financial straits (as detailed in Criterion 2), any unbiased evaluation of university faculty, resources, and facilities would conclude that our students enjoy richer opportunities and support systems than do students at the majority of American colleges and universities.

The university envisions an equilibrium among the principal elements in its mission—research, education, and community engagement—but maintaining that equilibrium requires institutional leadership, commitment, resources, and vigilance, without which any one element could harm the ability of the other elements to succeed. In particular, UC’s decades-long push for more and better-funded research has the potential to succeed at the cost of student learning. Some faculty would argue that student learning has suffered, and that may have been the case in the past, for a period leading up to late 1990s, about the time of our last NCA/HLC reaccreditation review. Since then, though, that part of the university mission that emphasizes student learning has enjoyed significantly greater attention and emphasis. Numerous measures and reports – the OBR Report Card, the UC Report Card, NSSE, student satisfaction surveys, external accreditation reports, etc. – all indicate improvements in student learning, student satisfaction, and student engagement.

### SOURCES OF INFORMATION

The committee charged with studying issues under Criterion 3 gathered information primarily from five sources:

- Formal reports and associated documents for individual programs that are externally accredited, approved, or endorsed (NCATE, ABET, etc.).
- Formal reports and associated documents for the university-based program reviews, an initiative underway at the graduate level since 1996 and at the undergraduate level since 2005.
- A spring 2008 online “learning outcomes survey” of all academic program directors across the university (except those at the separately accredited branch campuses).
- Additional reports from various administrative offices and units such as the Office of Institutional Research and University Libraries.
- Interviews of academic program directors in cases where we believed the documentary sources to be inadequate to our needs.



## CORE COMPONENT 3A

**The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

The majority of programs at every level of the university do articulate learning goals, forming a basis for ongoing assessments of student learning. As one would expect from a large, complex institution with more than 250 degree programs, the quality and completeness of such goals vary and generally reflect the extent to which the university, individual disciplinary fields, and external accreditors have led efforts for program accountability. Those programs receiving regular reviews by external accreditors generally have the most robust standards and measures of student learning, whereas those programs that have no external accretor and that have not yet gone through the university’s own program review process have the fewest articulated goals and the weakest assessment. Fortunately, relatively few programs fall into this latter category.

Similarly, the creation of learning goals also varies. The externally accredited programs typically adopt state or national standards at the programmatic level, and faculty devise course and curricular goals that lead toward programmatic goals. Those programs that have no external accretor and that have not yet undergone a UC program review typically have goals articulated by individual faculty for the courses they themselves teach—if they are articulated at all. Those programs that fall between these extremes, mostly the traditional disciplines within Arts & Sciences, consist of programs that have undergone university program review and so have begun to establish and refine program-level learning goals and to evaluate the effectiveness of their curricula in achieving student learning.

### UC AND STUDENT LEARNING GOALS: AN INSTITUTIONAL VIEW

As detailed in Criterion 2, UC|21 and the President’s Report Card established university-wide learning goals that encourage regular assessment and transparent reporting. For example, Goal 1 of “placing students at the center” strives to balance student interests with institutional goals for research and community engagement. The following snapshot from the 2008 Report Card<sup>1</sup> indicates the measures by which the university assesses Goal 1: Student Satisfaction, Retention, and Learning Environment.

Measure	2003	2005	2006	2007	2008	2010-2011	Change Since Target	Change Since Most Recent
<b>Improve Student Satisfaction</b>								
SSI Measure (Overall Satisfaction)	4.05		4.82		5.08	4.97	5.4%	25.4%
NSSE Measure-Freshmen (All Categories Combined)	42.9	47.4		46.9		44.8	-1.1%	9.3%
NSSE Measure-Seniors (All Categories Combined)	45.3	48.9		50.2		49	2.7%	10.8%
Graduate Student Satisfaction Survey (Master’s Students – Overall Satisfaction)		90%	91%	92%	92%	92%	0.0%	3.0%
Graduate Student Satisfaction Survey (Doctoral Students – Overall Satisfaction)		91%	90%	92%	92%	94%	0.0%	2.0%
Student FTE to Faculty FTE Ratio	17.3	15.1	14.6	14.6	14.6	14.6	0.0%	-15.6%
<b>Improve Retention and Graduation Rates</b>								
First-Year Retention Rate	77%	79%	80%	82%	84%	85%	2.0%	7.0%
Six-Year Graduation Rate	48%	50%	52%	52%	55%	56%	3.0%	7.0%

In addition to the annual President's Report Card, here are four other examples of the university's institution-wide commitment to student learning:

- The **General Education Program**, which was featured as the university's primary academic shortcoming in our NCA/HLC self-study a decade ago, was redesigned and implemented.<sup>2</sup>
- The **Integrated Core Learning** initiative for undergraduates, a more recent development, attempts to integrate general education, major curricula, experiential education, and the capstone.<sup>3</sup>
- The position of **vice provost of assessment and student learning**, which the provost created in January 2008, is intended to raise the profile of and add rigor to the process of program assessment.<sup>4</sup>
- The **e-review process**, established by the Academic Coordinating Committee in 2008, is attempting to insist on rigorous assessment at the program level.<sup>5</sup>

(This self-study addresses all of these features under Criterion 4.)

**Web sites:** [www.uc.edu/gened/](http://www.uc.edu/gened/)<sup>2</sup>  
[www.uc.edu/icl/icl\\_vision/default.html](http://www.uc.edu/icl/icl_vision/default.html)<sup>3</sup>  
[www.uc.edu/provost/](http://www.uc.edu/provost/)<sup>4</sup>  
[www.uc.edu/provost/committees/default.html](http://www.uc.edu/provost/committees/default.html)<sup>5</sup>

## UC AND STUDENT LEARNING GOALS: EXAMPLES OF EXCELLENCE

The following pages treat our discussion of Core Component 3A by dividing all programs into two broad classes: those that undergo external accreditation, approval, or endorsement by state, regional, or national organizations, and those that do not.

### PROGRAMS EXTERNALLY ACCREDITED, APPROVED, OR ENDORSED

**Clearly Articulated Learning Goals.** Among those programs that receive external accreditation, approval, or endorsement, nearly all report having clearly articulated learning goals, and those external standards typically express program learning goals in relationship to student learning, although such expressions vary in language and specificity. Learning outcomes are often the starting point for program design. Some of these programs and their affiliated accreditors are:

**The School of Nursing** – National League for Nursing Accreditation Commission (NLNAC)

**The College of Engineering** – ABET, Inc. (formerly the Accreditation Board for Engineering and Technology)



**Teacher education and related programs** – National Council for the Accreditation of Teacher Education (NCATE)

**College of Business** – Association to Advance Collegiate Schools of Business (AACSB)

**College of Design, Architecture, Art and Planning (DAAP), the Architecture program** – National Architecture Board

**College of Medicine** – Liaison Committee on Medical Education (LCME)

These accreditation reports, specialized program association folios, and course syllabi provided in UC’s HLC Resource Room contain numerous examples of clearly articulated learning outcomes.

UC’s teacher education preparation programs offer a useful example of how explicitly some externally accredited programs establish and assess learning goals. Relying on national standards, the faculty of these programs develop unit-wide learning outcomes, one of which is “the ability to infuse technology throughout practice.” Mentors of students document both the technologies used and proficiency in internships and field experiences. Employers provide follow-up information, remarking not only on our graduates’ demonstrated proficiency, but also on how our graduates compare to those of other institutions. Students assess their preparation by evaluating their individual programs on multiple criteria. They also respond to the **Teacher Quality Project**, a state-wide survey of those who have completed educator programs at the time of graduation and then one, two, three, and four years out from graduation. Through these multiple lenses, teacher education can assess how well students are meeting both faculty-determined learning outcomes and the adequacy of those intended outcomes to educators’ needs early in their careers.

**Web site:** [www.teacherqualitypartnership.org/research.html](http://www.teacherqualitypartnership.org/research.html)<sup>6</sup>

**Assessment as an Instrument of Accountability.** UC programs that undergo external review describe their assessment of student learning using multiple measures and at all levels: course, program, and institutional. For example, the ABET, Inc. assessment report describes assessment of candidate outcomes, including techniques such as:

- |  |                                |
|--|--------------------------------|
| pre-senior outcome assessment          | senior exit survey             |
| small focus groups of undergraduates   | faculty course feedback        |
| student-course outcome assessment      | senior project peer assessment |
| co-op employer and student assessments | alumni survey                  |
| industrial advisory board survey       |                                |

Similar assessments occur in accredited programs in **teacher education, business, engineering technology, nursing, health promotion, physical therapy, clinical lab science, communication sciences and disorders, and athletic training**. One exception is the American Bar Association Law School Accreditation process, which emphasizes curriculum and passage rates on the Bar Exam. Some other professional programs rely on internships, clinical rotations, co-ops, and field experiences in which candidates receive repeated observation and evaluation and produce artifacts demonstrating their practice (i.e. case reports, patient charts, lesson plans, managerial plans, and industrial designs).

Licensure examinations provide another key instrument of accountability. Passage rates on national or state tests constitute key criteria for program accreditation and provide the means of assessing whether individual programs are achieving the intended learning outcomes. The **School of Law** is held accountable for student passage rates as a key aspect of their accreditation. **Education** programs must demonstrate at least an 80 percent passing rate in order to receive national recognition, and passing rates on content and licensure area tests are reported to the Ohio Department of Education to be posted on their web page. Passage rates are also key to the College of **Nursing**, School of **Business**, and College of **Engineering**. In addition to reporting these passing rates, each program describes an analysis of students' performance and a plan for continuous improvement to address any trends or patterns that require attention.

As external review bodies revisit their standards and expectations, they have placed greater emphasis on candidate performance as evaluated by a wide range of assessments including those of professional supervisors or mentors. In those programs with co-ops and internships (Engineering, Business, Applied Science, Nursing), students receive parallel evaluations of their performance in the real work setting and by faculty members. Similar experiences occur in clinical settings in **social work, counseling, teacher education**, and all the programs in **allied health sciences**. Engaging external and internal stakeholders

in analyzing students' achievement of intended outcomes increases the reliability and validity of assessment. As importantly, assessing students' real-world performance enables faculty members to improve programs and adjust learning outcomes.



### PROGRAMS NOT EXTERNALLY ACCREDITED, APPROVED, OR ENDORSED

This section discusses the establishment of learning outcomes in programs that do **not** undergo external review and do not enjoy the advantage of having national or state standards for learning outcomes. We should note, however, that all of the UC-based reviews of such programs—at both the graduate and undergraduate levels—do use faculty from outside UC as part of the review process. All of these programs reside in the College of Arts & Sciences, and they include all of the college’s programs except those in the Department of **Psychology**, which undergoes review by the American Psychological Association, and two in the Department of **Chemistry**, which receive endorsements from the American Chemical Society.

We evaluated these programs by examining UC-based reviews, by conducting a survey that specifically addressed core component 3A, and by interviewing several department heads and program directors.

**Program Reviews:** Graduate programs at UC have undergone internal reviews since 1996, and undergraduate programs began internal review in 2005. These reviews follow a template provided, initially, by the Graduate School, and they include external reviewers, a pool of faculty suggested by the program and college and selected by the Graduate School. Bylaws of the College of Arts & Sciences also require that each department annually conduct and submit to the dean an internal evaluation. In 2008, the Graduate School began requiring an annual update of all graduate programs, using an online template to collect basic performance data. These UC-based academic program reviews provide the opportunity for programs to assess student learning outcomes and provide information useful to revising curricula and pedagogies. The provost, graduate dean, and pertinent college deans respond to these reviews with “closure letters,” providing guidance for changes ranging from curriculum to resources to personnel.

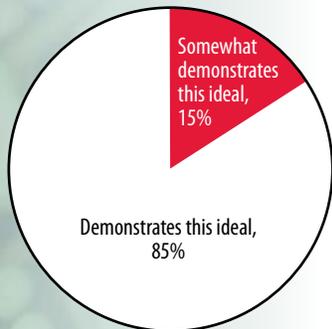
**Web site:** [www.grad.uc.edu/file\\_pdf/AnnualReport.pdf](http://www.grad.uc.edu/file_pdf/AnnualReport.pdf)<sup>7</sup>

**Interviews of Department Heads and Program Directors:** For the purposes of this study, HLC committee members met with the heads and/or program directors for those departments whose programs had not recently undergone review; this process included 41 degree programs in the 10 units.

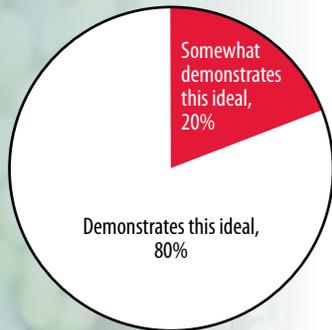
African American Studies  
Asian Studies  
Communication  
German  
Philosophy

Anthropology  
Classics  
Geology  
Mathematics  
Political Science

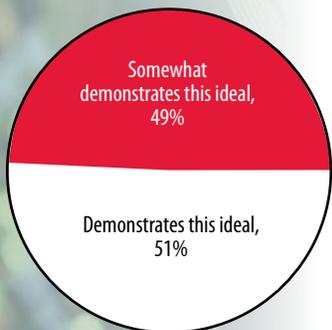
**Programs reporting that they clearly articulate learning goals**



**Programs reporting that faculty are instrumental in establishing learning goals**



**Programs reporting that they gather data on achievement of student learning goals**



**Clearly Articulated Learning Goals:** In general, these 41 programs report that they do clearly articulate student learning goals and that faculty have devised those goals. According to the April 2008 survey, 85 percent of the programs responding demonstrate this ideal. Evaluating clearly articulated learning goals proves challenging for the liberal arts programs. While faculty may devote considerable time to what their students should know upon graduation, there is not a standard definition to adhere to. An interview with the head of the Department of German Studies demonstrated that the faculty have taken quite seriously the academic mandates of the UC|21 initiative and are in the midst of overhauling their undergraduate programs, moving from a coverage model to a skills model. This change will move the program from one that stresses language acquisition to one that places language acquisition in a cultural and social context. But to date there are no known documents or communications that articulate these new learning goals outside the department, or to its stakeholders.

By contrast, the Department of Geology Web site lists these goals for its undergraduate program:

- to train geoscientists capable of solving scientific and societal problems
- to help students develop intellectual capabilities to conceptualize, abstract, and analyze geologic problems
- to develop in students an appreciation for scientific methods

**Web site:** [www.uc.edu/geology/geo\\_undergrad.html](http://www.uc.edu/geology/geo_undergrad.html)<sup>8</sup>

Although very broad and with no indication of how the program assesses whether it meets these goals, geology’s statement goes further than do the Web sites of most departments that are not externally reviewed. Instead, most of these departmental Web sites describe the kinds of careers their majors and graduate students may expect to achieve and list the various program requirements—information necessary, useful, and sometimes indicative of learning goals, but far less explicit than desirable.

Two fairly typical examples of course evaluations are in Geology (graduate and undergraduate) and Communication (graduate). The Geology Department uses the same instrument for evaluating both undergraduate and graduate courses. Faculty distribute the instrument to students at the end of a course, and the students return the completed forms directly to the department’s graduate secretary for compilation, bypassing the faculty until course grades are filed, at which time the faculty and department head receive the compilation. The department coordinates the course evaluation data with graduate exit interviews.

The **Communication** Department uses two sources to gather data from recent alumni: the university’s annual graduate student exit survey and periodic alumni surveys. The graduate student exit survey shows that the Communication Department’s graduate program has received above-average mean scores for the 3-year period reported (2001-2003), ranging from 3.2 to 3.4 on a 4-point scale (1=poor, 4=excellent). Specifically, the Communication MA program mean scores for Environment for Learning (3.3), Scholarly Excellence (3.4), Quality of Teaching (3.3), and Faculty Concern for Students (3.2) were all in the range between 3.0 and 4.0, indicating that students were rather satisfied with the program.

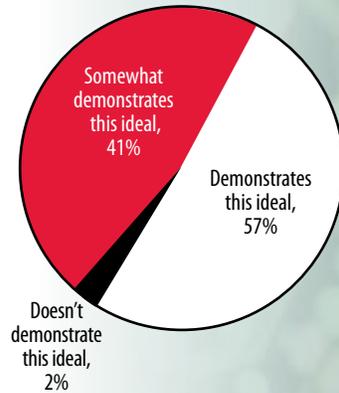
The 2004 Communication alumni survey solicited open-ended feedback from their recent graduates as an additional tool for assessing specific program strengths and weaknesses. While responses to open-ended questions prove more difficult in constructing and describing long-term trends, they do provide extremely useful specifics that enable a program to reinforce what is working and revise what is not.

**Assessment’s Role in Program Revision and Delivery:** Fifty-seven percent of the April 2008 programs surveyed report that assessment of learning goals guides program revision and delivery. The **Sociology** Graduate Program reported success in meeting this ideal through an alumni survey that led to curricular change. Results from the most recent survey showed that 83 percent of respondents were satisfied or very satisfied with the program. However, some students expressed dissatisfaction with required statistics courses. As a result of the insights provided by the survey responses, the department redesigned how this course was delivered. Survey results also led to the creation of more graduate courses and seminars, the more careful scheduling of courses to increase course access and reduce redundancy, and improvements in advising and mentoring.

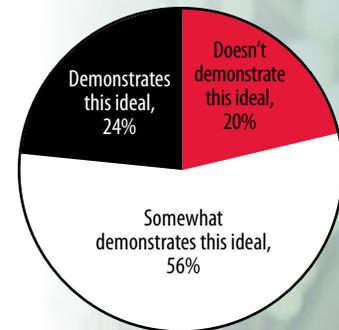
In response to its 2006-07 UC-based review, the **English** Department recently completed revision of its undergraduate programs, resulting in a revised major. The review’s self-study and the feedback of the external reviewers all suggested that the extremely traditional coverage model for the major did not well serve many students. The new major’s three tracks give majors better options for alternative post-graduate paths.



**Programs reporting that assessment guides program revisions**



**Programs reporting that they give stakeholders access to assessment data**



## CHALLENGES

We have focused more on those programs that do not undergo individual, external accreditation or review. Those programs lack the culture of a standards-based approach to setting, assessing, and achieving student learning goals. Even the university-based program reviews—at both the undergraduate and graduate levels—lack sufficiently explicit requirements for accountability:

- for well articulated and measurable learning goals at both course and program levels,
- for regular assessments of progress toward meeting those goals,
- for revision of courses and programs in response to assessment findings, and
- for public dissemination of program goals, of assessment results, and of measures being taken to better achieve those goals.

Those programs that do undergo individual, external accreditation show far better alignment with the culture of standards-based education and of accountability, but too few of those programs proceed to the last of the four requirements listed above; that is, too few publicly disseminate their goals, assessment results, and measures for improvement.

## ACTION STEPS LEADING TO IMPROVEMENT

We recommend that the university approach these challenges on three fronts:

**Program Reviews:** The provost should mandate a redesign of the current instruments used for graduate and undergraduate program review with the purpose of requiring programs to meet the four requirements listed above.

**CET&L:** The Center for the Enhancement of Teaching & Learning, in partnership with the Academy of Fellows for Teaching & Learning (AFTL), has begun to develop a program to deliver consulting and mentoring services to teaching faculty, as well as more extensive workshop programming on the nature and benefits of goal-setting and effective assessment. These leadership efforts should expand their scope at both course and program levels.

**Conversion to Semesters:** Rarely does a complex institution step back and re-examine the means of fulfilling its core mission, instead just making minor changes in response to opportunities or needs or crises. The university will convert from a quarter system to a semester system by 2012. Such a process offers an opportunity for a ground-up re-examination of our curricula and individual courses, and faculty and administration should seize that opportunity.



## CORE COMPONENT 3B

### The organization values and supports effective teaching.

#### AN INSTITUTIONAL VIEW

The University of Cincinnati has long recognized and rewarded teaching effectiveness in traditional ways: through the award of tenure and promotion and through faculty awards at the university, college, and departmental levels. The **Dolly Cohen Award for Excellence in Teaching** has been awarded by a university-wide faculty committee every year since 1961. In addition, the permanent faculty title **distinguished teaching professor** is awarded periodically by a committee composed of faculty and students. Within the last decade, the University also instituted an annual teaching award for adjunct faculty as well as graduate teaching assistants. These—along with awards for research, creative work, faculty-student relations, and service—receive high-profile exposure at an annual faculty awards ceremony and at spring commencement. Also included in these ceremonies are those awards that originate outside the university. For example, in 2008, Dr. Charles Matthews of the College of Business, after being nominated by one of his students, received the Acton Foundation’s national award for Excellence in Entrepreneurship Education. Several of UC’s colleges also make annual teaching awards for full- and part-time faculty and for graduate teaching assistants. Such traditional awards recognize and provide some incentive for faculty to work at improving their teaching—though few faculty who aspire to be excellent teachers would cite a potential award as the decisive incentive for their efforts.

As the University of Cincinnati has evolved over the last 40 years from a municipal, “teaching-oriented” institution to a state-affiliated, “high-ranking research” institution, its faculty profile has changed. We attract faculty from some of the world’s best graduate programs, post-doctoral positions, and peer institutions. The percentages of faculty who lack terminal degrees or who are our own graduates have fallen, and the percentage of faculty who arrive with funded research has risen. The collective scholarly production and research funding (adjusted for inflation) have also risen. (Criterion 4 addresses the details of those accomplishments.) Recruiting and hiring processes now focus on the research record and potential of faculty candidates with less attention paid to candidates’ qualifications as teachers.



A faculty of highly engaged and productive scholars and researchers presents outstanding opportunities for promoting student learning, but UC faces a challenge familiar to all “high-level research” universities: how to ensure that effective teaching and student learning remain high priorities. To meet that challenge over the last 15 years, UC has undertaken several measures, some resulting from collective bargaining, some in response to realizations coming out of our last NCA review, and some developing from collaboration between faculty and the university’s academic leadership. None has proceeded easily, given fiscal constraints, some history of antagonism between faculty and administration, and the tension among competing institutional priorities.

### EXAMPLES OF EXCELLENCE

#### FACULTY DEVELOPMENT COUNCIL FUNDS

The 1995-98 collective bargaining agreement between UC and AAUP-represented faculty mandated, for the first time, a university-wide fund for faculty development. That provision has survived each subsequent contract negotiation, including that for the current contract, which runs through August 2010. The mandated funding over those 15 years has grown very slightly and now stands at \$560,000 per year. Restrictions on uses of the funds have also changed very slightly, but their intended uses remain largely unchanged to further the university’s mission of teaching and research.

The university’s Faculty Development Committee (FDC)—composed of three faculty and three administrators—consistently favors proposals that enhance teaching, as well as faculty skills and knowledge, and it typically rejects proposals that emphasize advancing research projects. The University Research Council (URC) grants, however, do support research projects.

The pedagogy-focused FDC has invested large portions of the total funding into the now-annual **September Institute**, a week-long program that invites teams of faculty to attend plenary sessions on pedagogy and to collaborate on pedagogical and curricular projects. These faculty learning communities present evidence that their teams have achieved lasting goals. Through surveys, interviews with team leaders, classroom observations, and review of teaching materials, the university seeks to evaluate these activities’ effects on faculty attitudes and practices. The Center for the Enhancement of Teaching and Learning (CET&L) coordinates the September Institute. FDC also regularly supports workshops run by the UC Libraries for faculty to learn various academic technologies.

Some of the funds go to individual departments, interdisciplinary teams of faculty, and individual faculty after the FDC has solicited and evaluated proposals. The character of funded departmental and interdisciplinary proposals ranges from narrowly focused

projects to workshop series and interdisciplinary conferences. The remaining funds go to individual faculty, again in response to successful proposals. Much of the money has supported travel for faculty to attend conferences, training programs, and other professional development opportunities.

For those awards that are made by the Faculty Development Council (FDC), one form of assessment exists to ensure that these funds indeed affect teaching effectiveness: the Pedagogical Institutes themselves – whether individual faculty or the coordinators of collaborative projects funded by the FDC – provide evidence in the initial proposal and then file follow-up reports on their funded activities. As noted, FDC members review these proposals not only for merit in the proposed activities but also for evidence that previous awards have yielded the intended outcomes. The funding program has not enjoyed universal success or approval. Some academic units, seeing a contractually protected pot of money during difficult budget cuts, chose to cut their own faculty development funds (especially for travel) with the hope of off-loading that responsibility to the FDC, which causes frustration when faculty are not awarded funds.

Another criticism concerns eligibility for funding, which excludes adjunct faculty at less than 65 percent FTE. From the perspective of wanting to promote teaching effectiveness and student learning, however, the exclusion of adjunct faculty from faculty development funding makes little sense. We note that the responsibility for this circumstance lies with both faculty (union contract negotiators and voters) and administration, but that does not change the fact that the administration has provided few development funds specifically for adjunct faculty.

The more significant criticism leveled at the FDC program, though, has been its seeming inability to institutionalize development or change. While the September Institutes and CET&L programs receive positive reviews, the individual awards for faculty appear to have little scaled effect: because they sometimes just replace funds that had come from departments, because the efforts are scattershot and have no unifying elements, and because the total pool of funds is too small.

**Web sites:** [www.uc.edu/fdc/grantconditions.html](http://www.uc.edu/fdc/grantconditions.html)<sup>9</sup>  
[www.uc.edu/cetl/servprog/septinstit.html](http://www.uc.edu/cetl/servprog/septinstit.html)<sup>10</sup>



### VICE PROVOST FOR FACULTY DEVELOPMENT

In 2000, the university created a new administrative position, that of vice provost for faculty development. Although “faculty development” and “teaching effectiveness” are not synonymous, at a research university, faculty development would seem to be a prerequisite to ongoing improvements in teaching effectiveness. The position of vice provost puts an advocate for both faculty development and teaching effectiveness near the highest levels of academic leadership in the institution. Its existence—especially during years of strained budgets—signals the priority that the university places on faculty development and teaching effectiveness. In its eight years, the position has had one occupant, providing continuity and reliability of priorities and services.

### THE CENTER FOR THE ENHANCEMENT OF TEACHING & LEARNING (CET&L)

The CET&L works closely with the vice provost for faculty development and other university offices to coordinate and deliver numerous programs and services intended to yield more effective teaching and greater student learning. It also serves as faculty members’ primary source of information about faculty development opportunities at UC, maintaining a Blackboard community and a web-based calendar of programs and events. In January 2008, the university hired a part-time, permanent director for the CET&L, and since then, the number, scope, and emphasis of the CET&L’s programming has changed dramatically, more than doubling the number of workshops. More significantly, workshops are focusing more on course planning, objectives, and assessment in addition to skill development. For example, the workshop “Connect with Blogs and Wikis,” which focused on the technology, became “Blogs and Wikis in an Integrated Curriculum.”

**Faculty Workshops:** The CET&L serves the teaching faculty and graduate teaching assistants by creating development opportunities. Its programs consist of day-long and brief (usually 90-minute) workshops in addition to the week-long September Institutes described above. The following table shows a sample of day-long workshop topics:

#### Sample of Day-Long Workshops Offered by the CET&L

Setting the Stage for Meaningful Learning:

    Concept Mapping and Problem-Based Learning

Preparing Your Teaching Portfolios (GTAs)

Distance Learning, Hybrid Courses, and Digital Modules:

    The Pedagogy of E-Learning

Mapping Your Course: Outcomes Back to the Syllabus (GTAs)

Learning Portfolios

Additional workshop listings, including the more popular 90-minute seminars that run throughout the year, can be found on the CET&L Web site. The center

uses Survey Monkey to evaluate the effectiveness of every workshop as judged by the participants themselves as well as for gathering data on workshops or experiences that faculty are interested in having available.

**Web site:** [www.uc.edu/cetl/servprog/default.html](http://www.uc.edu/cetl/servprog/default.html) <sup>11</sup>

**Faculty Peer Consulting:** A new program, the CET&L Faculty Peer Consultancy Program, supports faculty who wish to improve their teaching skills by collaborating with colleagues who have demonstrated expertise in various pedagogical strategies and teaching contexts. Faculty peer consultants offer several services:

- Observe a colleague's class and provide feedback to the colleague;
- Invite colleagues to observe and discuss their own classes;
- Evaluate written teaching material, including syllabi, assignments, and assessment instruments;
- Share information about technologies that facilitate teaching and student learning;
- Assist a colleague with redesigning an existing course or designing a new one; and
- Help a colleague document teaching through course portfolios, teaching portfolios, online teaching snapshots, and presentations and publications on the scholarship of teaching and learning.

### ACADEMY OF FELLOWS OF TEACHING AND LEARNING (AFTL)

Largely through collaboration among the UC|21 initiative, UC faculty, the CET&L advisory committee, and the vice provost for faculty development, the university created and welcomed its inaugural class of the AFTL in 2007. The AFTL provides leadership in improving the quality and depth of the learning experience for both undergraduate and graduate students. Admission to the academy entails a rigorous process intended to identify faculty with a strong commitment to student learning and innovative teaching approaches. Upon induction, the academy's fellows accept the primary responsibility to:

- Promote improved teaching by UC instructors in collaboration with the CET&L and through individual mentoring of new and junior faculty.
- Develop and disseminate models of teaching and assessment that foster improved student learning at UC and beyond.

The academy also funds some scholarly projects aimed at achieving the goals named above. Having existed only since 2007, the impact of the academy on teaching effectiveness won't likely be known for some time, but its members cite its existence as evidence of the university's commitment to recognizing and promoting effective teaching and learning.

**Web site:** [www.uc.edu/cetl/news/AFTL\\_Bylaws1.html](http://www.uc.edu/cetl/news/AFTL_Bylaws1.html) <sup>12</sup>

### UC|21

Since 2004, the university's UC|21 initiative has provided the current framework for continuing efforts and commitment to increase teaching effectiveness. That framework begins with part of the initiative's mission statement: "The excellent faculty have distinguished themselves worldwide for their creative pedagogy and research, especially in problem solving and the application of their discoveries." As detailed in Criterion 1 and 2, the first three goals of UC|21 focus on academic excellence, world-class faculty, and learning-centered engagement.

In addition to setting academic priorities at the university's highest level, the UC|21 initiative has provided seed funding for numerous projects, including those specifically targeting teaching effectiveness. In 2007, for example, the university awarded \$500,000 in UC|21 funds awarded to 11 projects. Among those projects are:

**Distance Learning Development Seed Grants** - \$50,000 - to fund seed grants to develop and launch new distance learning initiatives in colleges, departments, divisions, and programs.

**Building Teaching Competencies that Enhance 21<sup>st</sup> Century Learning** - \$50,000 - for programs, workshops, services, enhanced peer mentoring and external speakers offered through the Center for the Enhancement of Teaching & Learning (CET&L), all geared to faculty and graduate assistants' teaching.

**Learning Community Peer Leaders as Student Scholars** - \$50,000 - for peer leaders who mentor freshmen to get them off to a good start in their first year of college, working with the new students in small, 20-student groups called "learning communities."

**Web site:** [www.uc.edu/news/NR.asp?id=6122](http://www.uc.edu/news/NR.asp?id=6122) <sup>13</sup>



## ACADEMIC LEADERSHIP

In addition to institutional efforts supporting the development of teaching effectiveness, the university's academic leadership has worked in recent years to clarify the institution's emphasis on the importance of evaluating teaching effectiveness. In 2004, Provost Anthony Perzigian issued the following statement to the college deans:

*[T]he expectation that evaluations be administered in all classes is implicit in the provost's guidelines on reappointment, promotion and tenure and in the policy and procedures for annual performance review of faculty. Integral to the integrity and purposefulness of such evaluations is that they be administered, if at all possible, by someone other than the instructor and when the instructor is not present. I realize that this is not the norm or common practice, but it describes the ideal circumstances. It is also important that a summary of the results be prepared by someone other than the instructor. In this way, there is no possibility of individual students being identified by the instructor.*

*Student evaluations along with other information in a teaching portfolio (e.g. peer evaluations, copies of syllabi and assignments, software, curriculum development, thesis/dissertation supervision, etc.) are among the key measures we have for evaluating and improving teaching effectiveness (and maintaining the public's trust!). Moreover, any valid system for assessing teaching effectiveness must include or factor student learning outcomes. We strongly urge that deans and department heads work with faculty to develop and implement meaningful course evaluation systems. I look forward to further dialogue on this important issue.*

The significance of teaching in the reappointment, promotion, and tenure (RPT) process, while underscored in the above memo, had taken definite shape already in autumn 1999, the first academic year following UC's last NCA reaccreditation review. Once they reached the West Campus Provost's Office for review, RPT dossiers routinely received scrutiny for evidence of teaching effectiveness and specifically for evidence of innovative use of technology in the classroom. Provostal letters approving reappointment provided feedback to faculty on these issues, a practice that has become increasingly more nuanced as UC has developed additional resources for enhancement of teaching (such as the CET&L) to which faculty could be directed as part of their development needs in advance of subsequent dossiers. This indirect message from the provost soon made its influence felt in RPT dossiers as faculty, departments, and deans took increasing care to identify and stress evidence of teaching effectiveness. More recently, starting with a pilot version in autumn 2008 involving the Colleges of Business and Engineering as well as Psychology and Economics in Arts & Sciences, the provost's office has instituted an online course-evaluation program that will be available to the entire university as of winter 2009 and that will promote greater uniformity and data collection for student evaluations of courses.

**TEACHING EFFECTIVENESS AT THE PROGRAM LEVEL**

While there are many efforts to promote more effective teaching at the institutional level, ultimately, individual students’ learning experiences depend upon efforts at the departmental, program, and course levels. Because of UC’s highly decentralized academic tradition and culture, faculty tend to look locally rather than institutionally for academic leadership. Institutional efforts succeed far more in some units than in others, and those uneven effects showed up significantly in responses to the university-wide survey of program directors conducted in April 2008. The following tables show responses to the survey’s two relevant questions.

**Learning Outcomes Survey on Effective Teaching**

*Another ideal of the Higher Learning Commission is that “the organization values and supports effective teaching.”*  
Choose the answer that best matches your program’s current status related to each aspect.

Answer Options	Program demonstrates this ideal	Program somewhat demonstrates this ideal	Program does not demonstrate this ideal	Response Count
Discipline-specific services and professional development opportunities for faculty with an emphasis on teaching and learning are available	101	46	10	157
Qualified faculty are used to determine curricular content and teaching strategies	143	13	1	157
Classroom instruction is evaluated and effective teaching is recognized	136	19	2	157
Participation in faculty development in evidence-based teaching is encouraged	94	52	10	156
Innovative pedagogy and teaching practices are encouraged	133	21	3	157
Participation in faculty development in effective use of instructional technology is encouraged	129	28	0	157
Participation in professional organizations relevant to the discipline is encouraged	141	14	2	157
			<b>answered question</b>	157
			<b>skipped question</b>	3



### Learning Outcomes Survey for Faculty Development

Please rate the frequency that each listed means of faculty development support is provided

Answer Options	Frequently	Sometimes	Rarely if ever	Response Count
Seed money for research on teaching and learning	25	83	49	157
Course release for research on teaching and learning	14	63	79	156
Funding for technological advances that affect student learning	49	86	21	156
Funding for technological advances that enhance instruction	52	86	20	158
Funding for participation in professional organizations	54	60	43	157
Course release for a national role in professional organizations	16	52	88	156
Funding for the professional development relevant to the discipline they teach	56	75	26	157
Course release for professional development relevant to the discipline they teach	21	57	79	157

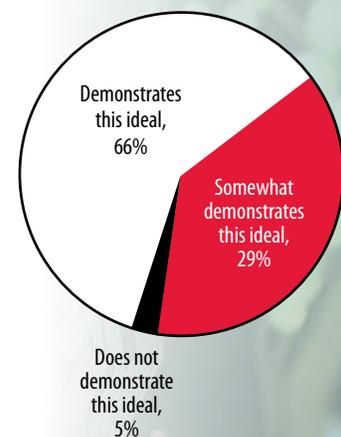
**Faculty Development Emphasizing Teaching and Learning:** Sixty-six percent of April 2008 program directors responding reported that the university provides discipline-specific services and professional development opportunities with an emphasis on teaching and learning.

That only two-thirds of the programs claimed to meet that ideal suggests some possible interpretations:

- Even program directors sometimes don't know about faculty development opportunities available—despite frequent e-mail announcements and the online calendar.
- Communication of the nature or extent of the opportunities is ineffective.
- Restrictions on eligibility and uses of funds or local development opportunities discourage participation.
- Some faculty see little incentive for participating in such activities, given local program priorities and reward systems.

Some program directors at the local level may actively discourage participation in activities designed to enhance teaching and learning, and survey results in the chart on this page suggest that this might be related to the difficulty in getting course releases for such activities. Current restrictions on Faculty Development Council funding, created by the bargaining contract, prevent FDC awards from being used to provide course releases, and for faculty whose workloads are already heavy, time is a valuable commodity that can be hard to obtain.

#### Programs reporting support for faculty development emphasizing teaching and learning



Meanwhile, numerous individual programs/departments report efforts to enhance teaching effectiveness. For example, the **Economics** Department annually organizes at least one two- or three-day mini-course presented by leaders on the frontiers of teaching and learning research. The goal is to keep faculty up to date on the most recent advances in areas taught by the faculty. Recent topics include panel data, incentive theory, problems with standard econometric theory, and market design.

Several faculty members in the **Sociology** graduate program have participated in continuing education over the last five years aimed at improving the graduate curriculum. For example, Professor Anna Linders has been involved in a year-long NEH-funded workshop on “Nation, Family, and State: Women’s Political Writings,” which is designed to improve the participants’ teaching.

**Web site:** [www.uc.edu/nationfamilystate/](http://www.uc.edu/nationfamilystate/)<sup>14</sup>

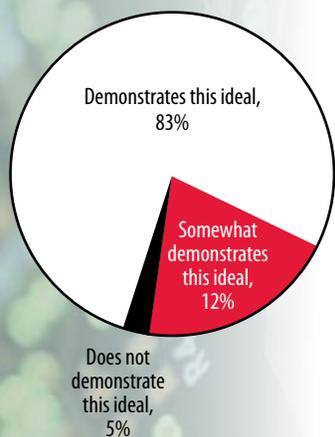
The **Biology** Department has created a standing committee on teaching effectiveness, has faculty whose specialty is the pedagogy of science education, recently hired a full-time pedagogue to focus on redesigning the undergraduate biology labs, and supplements the university-wide Preparing Future Faculty Program with a course on effective teaching in the life sciences. As we have found throughout the university, many programs deliver good work better than they communicate it.

**Classroom Instruction Evaluation and Recognition:** According to our April 2008 program survey, 83 percent of respondents stated that their programs evaluate the effectiveness of teaching and recognize positive results.

Beyond standard course evaluations, certain measures are being implemented to evaluate and promote teaching effectiveness. **Civil and Construction Engineering Technology** has led the university in implementing electronic portfolios to track both student learning and teaching effectiveness. Faculty initiated the program with funding through the University Summer Institute and the CET&L.

**Biomedical Engineering’s** senior capstone is actually a set of two experiences, one a medical product design and the other an experimental research design. But, as a part of the annual assessment, the faculty found, through their personal experience and through the feedback of the senior surveys, that student outcomes were not meeting expectation. As a result, the faculty engaged in a two-year study designed to improve the senior capstone experience by integrating the design and experimental capstone course sequences. At the end of that year, the outcomes of the teams that integrated their experiences were compared against the outcomes of the teams that did not. There was clear evidence that integrating the design and research capstone course sequences

**Programs reporting classroom instruction’s evaluation and recognition**



provided the student with a more comprehensive capstone experience. In the next year, all student teams integrated their capstone experience. The results of this study, presented at the 2008 National Conference of the American Society of Engineering Education, highlights the accountability of the program to its stakeholders.

Examples of innovative evaluation approaches are:

**Audiology:** Course evaluations are done entirely on Blackboard and the evaluations focus on learning objectives for each course as well as professional competencies assigned to each course. The students are asked to assess how well they feel they have met each objective, and the instructor uses those evaluations to consider what changes would be helpful in each course. The extent to which professional competencies are met is also entered in an electronic knowledge and skills document.

**Nursing:** Each quarter faculty develop course evaluation summaries that detail how the course will be refined to better meet faculty and student expectations. The changes are then revisited to check for effectiveness the next time the course is taught.

### INNOVATIVE PEDAGOGY AND TEACHING PRACTICES

Seventy-six percent of programs surveyed in April 2008 stated that they encourage innovative pedagogy and teaching practices while only two percent report that they do not. The remaining 22 percent report some encouragement of innovative practices.

In the 2006 Faculty Survey of Student Engagement, 65 percent of UC faculty respondents reported they spend from one to four hours per week reflecting on teaching practices, suggesting a general trend toward faculty who are committed to and reflective about their teaching practices.

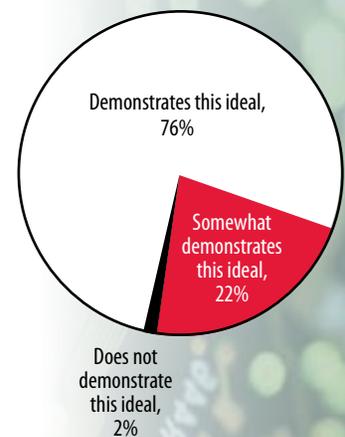
Programs across the university offer examples of innovative teaching:

**Architecture:** Team-teaching provides mentoring and acculturation for junior faculty, with opportunity to contribute new ideas.

**Dance:** The CCM dance program has been invited to assist Shangdong University in the development of its dance program. Faculty have already visited SDU twice and have also been involved in faculty exchange in Guangzhou.

**Physics:** Our General Physics course has been an active test bed for the effectiveness of the tutorial method pioneered by Lillian McDermott at the University of Washington. Extensive pre- and post-testing with and without tutorials helped demonstrate the method's pedagogical value.

Programs reporting encouragement of innovative teaching



**Sociology:** The faculty are creating an online graduate certificate program in **Work & Family Studies**, that will serve working professionals in fields such as human resources. No such certificate now exists in the U.S. Its online format will make it accessible well beyond Cincinnati but can also serve on-site MA students in sociology. It will give faculty experience with an important learning technology, which will likely cross over into the regular curriculum.

**Sociology and English** are among several academic units that regularly use extracurricular activities, such as local conferences and poster sessions, to professionalize their graduate students. The Graduate School also sponsors an annual spring poster session for graduate students in all disciplines. Some units report that the local experiences have led their students to submit to and present at regional and national conferences in their disciplines.

**Engineering:** The College of Engineering designates two or three of its faculty to be master engineering educators for two-year periods.

Such efforts sometimes receive distinction beyond UC. Two faculty from the **College of Business** recently received recognition for their teaching: Jim Evans won the Decision Sciences Institute's Innovative Teacher Award, and Jeff Camm the INFORMS Prize for the Teaching of Operations Research Practice.

In the last dozen years, the university has tried to reduce reliance on non-tenure-line faculty, especially on part-time faculty. Some departments still rely heavily on them—particularly in those disciplines that benefit from bringing working professionals into the classroom. Some of those departments have instituted quality-control measures to promote teaching effectiveness such as:

**Early Childhood Education:** Effective instructors share innovative techniques with others, and support mechanisms help identify and promote effective adjunct teaching.

**Social Work:** Excellent teaching evaluations for field service faculty (a title for full-time, non-tenure-line faculty) has earned them three-year instead of one-year contract renewals. UC's academic administration has supported promotion of such faculty on the basis of outstanding teaching evaluations by students.

### ENCOURAGEMENT OF INSTRUCTIONAL TECHNOLOGY

Seventy-three percent of program directors, reporting in April 2008, stated that they encourage faculty to become adept at using instructional technologies. The remaining 27 percent report that their programs “somewhat” encourage such development, and no programs reported not encouraging use of instructional technology.

The convergence of several “investments” has led to this pervasive adoption of instructional technologies in the last dozen years. First, the university invested heavily in Blackboard, electronic classrooms, electronic library resources, and other instructional technologies. Second, some faculty became early adopters, bringing to their courses and departments examples of best practices. Third, faculty development efforts, especially those sponsored by the CET&L and the Faculty Technology Resources Center, focused considerable resources on demonstrating the power and accessibility of IT. Today, these efforts have resulted in near-universal adoption of some forms of academic IT and—perhaps more importantly—have fostered students’ expectations of an IT-rich learning environment. Faculty not inclined to adopt such technologies find themselves explaining to students why they have not done so.

A large percentage of faculty use the Blackboard course management system (described later in this chapter). Some use it more fully than others; applications range from simply posting syllabi to uploading lecture podcasts, creating portals that lead well beyond Blackboard to a wealth of online resources and providing entire online courses through that medium. In addition to individual faculty adaptations of the system, the university has worked with the Blackboard developers to customize the program for UC’s uses, incorporating important links such as those to online library resources, electronic document reserves, and the online “One-Stop” student information portal.

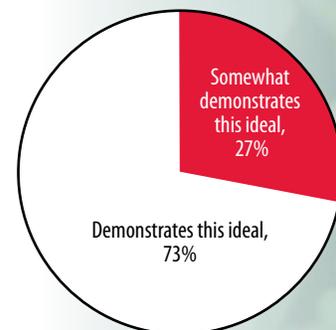
As importantly, many individual faculty have found ways of using technology not just to enhance but also to revise their pedagogical approaches. For example, some faculty in mathematics and other disciplines now teach in computer labs using specialty software that transforms the learning experience from a passive- to an active-learning model.

**PARTICIPATION IN PROFESSIONAL ORGANIZATIONS**

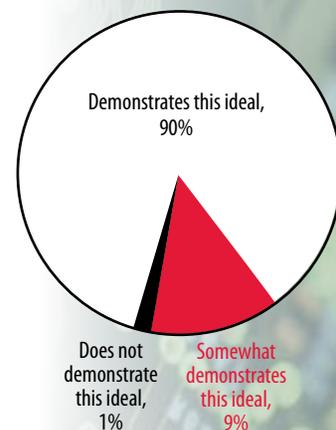
According to the survey, 90 percent of program directors, reporting in April 2008, stated that they encourage participation in professional organizations relevant to the discipline. Nine percent report that they “somewhat” encourage such participation, and only two programs report that they do not encourage participation.

As part of a research university, most academic units see the faculty’s participation in their disciplines beyond UC as important; however, they also distinguish among the different kinds of participation, ascribing much higher value to activities that reflect scholarly achievement (such as conference presentations and election to selective forms of membership) than to other activities (such as organizing or attending conferences, non-selective membership, or even election to office). Therein lies one of the distinctions mentioned in the discussion of faculty development above: Whereas the FDC pool of funds will not usually support travel of a faculty member simply to present at a conference, departmental funds will not usually support travel of a faculty member simply to attend a conference.

**Programs reporting encouragement of instructional technology**



**Programs encouraging participation in professional organizations**



Certainly exceptions to this general characterization exist. For example, the Economics Department has travel policies that cover expenses not only for the presentation of papers, but also for participation in conferences as organizers, chairs, or discussants, since the department sees attendance as valuable.

### CHALLENGES

**Balancing Teaching and Research:** We began this chapter by alluding to the difficulty any research university faces in maintaining the appropriate equilibrium among the principal elements in its mission: research, education, and community engagement. Maintaining that equilibrium requires institutional leadership, commitment, resources, and vigilance, without which any one element could harm the other elements' ability to succeed. In response to core component 3B, we have described many instances of that institutional leadership, especially in relation to the creation and staffing of the position of vice provost for faculty development, the CET&L and AFTL, the continued funding of the FDC, and most recently the creation and staffing of the position of vice provost for assessment and student learning.

**Institutionalized Commitment:** We find a phenomenon that we will later discuss in relation to learning resources. We seem unable to institutionalize what we say we value. The good intentions, commitment, and investment of the university's academic leadership often fail to trickle down to the program level. Some programs encourage a culture that values effective teaching; others don't. The faces one sees at faculty development workshops and the names appearing annually on FDC proposals are too often the same.

**RPT Models:** The means by which the reappointment, promotion, and tenure (RPT) process evaluates teaching effectiveness are so decentralized and haphazard that high-level reviewers of dossiers often can't validly evaluate the claims of teaching effectiveness. Our interviews with program directors confirmed what many of us already knew from faculty life: First, in hiring new faculty, most programs pay little attention to a candidate's potential for teaching effectiveness, instead focusing on the potential for research productivity. Second, in many programs, an excellent researcher who is a poor teacher can get tenure, but an excellent teacher who is a poor researcher cannot. Fortunately, good research and good teaching are not mutually exclusive, and we suspect that more often than not, UC hires good researchers who are or become effective teachers.

### ACTION STEPS LEADING TO IMPROVEMENT

As a university, we need to find a way to promote a culture that values effective teaching as much as it does excellent research. We would welcome advice from our readers and reviewers, some steps we have identified toward reaching that goal include:

**Evaluating Teaching Effectiveness:** Building upon new technology capabilities now possible through an online course-evaluation program that is available to all UC units, the provost should mandate a redesign of current instruments used for the evaluation of teaching effectiveness. It is not possible or desirable to create a single, standard questionnaire for the entire university; but it is possible for those questionnaires to contain uniform sets of core questions, to be supplemented as desired by colleges, programs, and/or individual instructors. In addition, such questionnaires should seek information about measurable learning objectives and the assessment of teaching in relation to how it achieves those objectives through student learning.

**Hiring Process:** The provost should mandate that college deans require faculty hiring committees to explicitly evaluate candidates' potential for teaching effectiveness and to include evidence of that evaluation in their recommendations for a candidate's selection.

**Faculty Senate:** The Faculty Senate should lead an effort to reexamine the contract language governing the use of faculty development funds and the interpretations and applications of that language by the Faculty Development Council. In the past, the administration and the AAUP have negotiated that language, but one result may be that those funds—along with compensation and benefits—fall into the provenance of individual faculty rights instead of institutional faculty development that has as its goal improved student learning. Naturally, the bargaining unit would eventually have to negotiate and approve any final language, but with strong leadership from the Faculty Senate on such an academic issue, we doubt serious conflicts would arise.

**Academy of Fellows for Teaching & Learning:**

The AFTL should focus much of its efforts on outreach to colleagues and programs across the university, as with its current attention to consulting with faculty on pedagogy issues. In addition, the AFTL should attempt to influence an RPT process that better values and measures teaching effectiveness and also to assist programs in revising their RPT policies to better validate teaching effectiveness, with the overall goal of encouraging a culture that values and develops more effective teaching.



## CORE COMPONENT 3C

**The University of Cincinnati's promotion of effective learning environments begins well before students reach campus and continues beyond their graduation.**

### THE ORGANIZATION CREATES EFFECTIVE LEARNING ENVIRONMENTS

#### PRE-ADMISSION AND ADMISSIONS EFFORTS

UC has reached out to help prepare prospective students for many years, but our efforts have become better coordinated and more comprehensive in the last decade. The following initiatives include some that reach back to the 1970s but even more that have evolved in the last decade. While the university has developed numerous programs to “ramp up” prospective students’ approach to admission to UC, the university has also raised the standards for admission. In 2003, the university closed two open-admissions colleges on the main campus and raised overall admission criteria. Higher standards have changed the profile of the entering student, presumably one who is better prepared and motivated, and more confident of the decision to attend college. (UC’s two branch campuses maintain open admissions, but they undergo separate NCA/HLC accreditation.) Further examples of UC’s efforts to support and prepare students to succeed in a college environment include:

**Cincinnati Pride Grant Scholarships:** This grant provides federal, state, and institutional aid equal to the full cost of tuition plus a book allowance for Cincinnati Public School (CPS) graduates. UC has provided hundreds of these scholarships since its recent creation. The grant also provides for peer mentors to help support students that need more direction and skills to navigate college.

**CollegeLINK Dual Enrollment Program (DEP):** A decade into its development, this partnership with Cincinnati Public Schools (CPS) and the Cincinnati business community takes college classes to high school campuses. Underserved, high achieving, urban high school students who meet specified criteria pay only \$15 per credit hour with the remaining fees paid by UC, CPS, and corporate sponsors.

**Emerging Ethnic Engineers (E<sup>3</sup>):** This longstanding program promotes the recruitment and admission of all African-American, Latino/a, and Native American students to the College of Engineering by conducting summer programs for K-12 students interested in engineering.

**Web sites:** [www.financialaid.uc.edu/documents/CPG.pdf](http://www.financialaid.uc.edu/documents/CPG.pdf) <sup>15</sup>

[www.uc.edu/cas/dual/](http://www.uc.edu/cas/dual/) <sup>16</sup>

[www.e3.uc.edu/](http://www.e3.uc.edu/) <sup>17</sup>

## ENTRY AND FIRST-YEAR EFFORTS

Once students arrive on campus, they find an array of systems that assess their preparedness, provide support where needed, and socialize them to the very different environment of higher education.

**Center for Access and Transition (CAT):** The CAT provides access on UC's main campus to students whose skills in reading, writing, and math need improvement before they can matriculate in a baccalaureate college. The CAT provides developmental courses, an academic skills course, and intrusive advising. In the 2007-08 academic year, 266 of the 285 students (93.3 percent) who began in the CAT and then matriculated in a baccalaureate college in either winter or spring 2008 persisted through that spring quarter. The CAT also provides intensive non-developmental courses for incoming students who have received admission to a baccalaureate program but whose placement testing in English and math indicates the need for greater focus and support. For example, the English composition course 101B fulfills the requirement for 101 but does so with a class that has six rather than three contact hours (and six rather than three credit hours).

**Web site:** [www.uc.edu/cat/default.html](http://www.uc.edu/cat/default.html)<sup>18</sup>

**First-Year Experience (FYE):** The Center for First Year Experience and Learning Communities works to increase student engagement, learning, and achievement in the first year of college and beyond as a foundation for postsecondary success. The Center promotes approaches that purposefully integrate curricular, co-curricular, and experiential learning. UC|Great Beginnings helps socialize students to college life and expectations. Several colleges participate by developing FYEs for their own entering freshmen. **Allied Health Sciences** has developed cohorts of freshman majors with a variety of required service learning activities to orient students to both college and community responsibilities.

**Web site:** [www.uc.edu/fye/](http://www.uc.edu/fye/)<sup>19</sup>

## ONGOING STUDENT SUPPORT EFFORTS

We know that the first year is the year of greatest risk for student attrition, but students beyond the first year also need support systems—especially at an institution of UC's profile: public, urban, largely non-residential, with a significant percentage of first-generation college students. Recent years have seen efforts to bolster existing support systems.



**Integrated Core Learning (ICL):** ICL integrates professional learning and active learning experiences from First-Year Experience (FYE) courses through senior-year interdisciplinary and experientially-based capstone experiences. This experience-based pedagogical approach focuses on incorporation of the four General Education baccalaureate competencies of effective communication, critical thinking, social responsibility, and knowledge integration. (Criterion 4 addresses General Education and ICL more fully.)

**Web Site:** [www.uc.edu/icl/icl\\_assessment.html](http://www.uc.edu/icl/icl_assessment.html) <sup>20</sup>

**Academic Advising:** At the undergraduate level, approaches to advising vary though most advising occurs at the college and program levels. Some units use “intrusive” approaches that prevent class registration without the student’s having first met with an advisor; intrusive advising tends to focus on at-risk groups: those on academic probation, with academic deficiencies from high school, undecided majors, and all first-year students. Other advising relies more on student initiative. UC has also created online systems to support advising and monitoring of academic progress. Students and their advisors can track degree progress online. Faculty have two online systems—the Blackboard Early Warning and the class list Early Intervention—for triggering advisor follow-up with students who show signs of academic risk. Results from the Student Satisfaction Index for the last seven years shows substantial improvements on these criteria:

- Help from academic advisor to set goals to work toward,
- Academic advisor’s concern about success as an individual,
- Advisor’s knowledge about requirements in the major, and
- Major requirements are clear and reasonable.

**Web site:** [www.uc.edu/sas/ucuaada/](http://www.uc.edu/sas/ucuaada/) <sup>21</sup>

**Center for Exploratory Studies:** Students who enter without clear disciplinary goals, however, are just beginning their exploration of academic interests and career goals. The result is that the most populous major at UC remains “undecided.” Well into their second and third years, many students continue to struggle to find a satisfying academic direction. Some 75 percent of UC students change their majors at least once during college. These students are at greater risk for attrition and for extended times to graduation. To support them, UC created the Center for Exploratory Studies in 2003, which offers information and advising to assist students in their decision-making.

**Web site:** [www.uc.edu/explore/](http://www.uc.edu/explore/) <sup>22</sup>

**Other:** To enable or provide effective learning environments, UC also provides a host of additional services that are summarized in the table below.

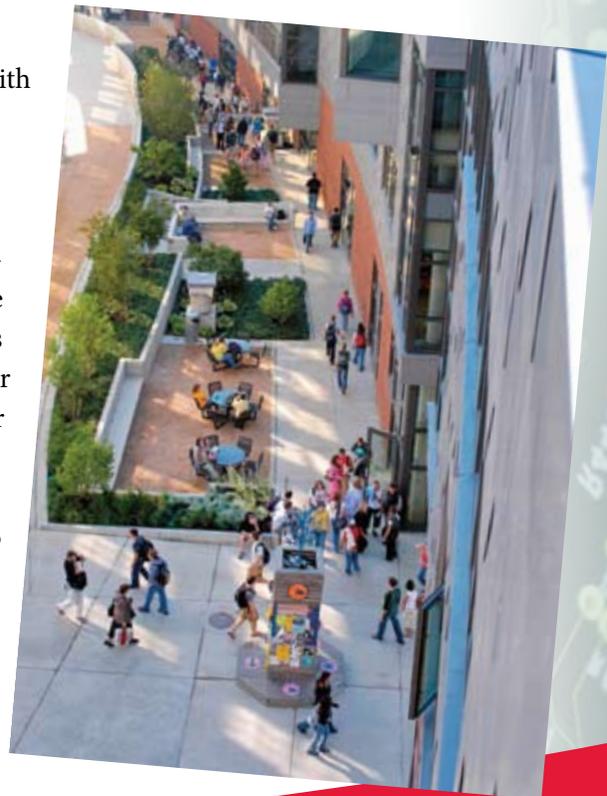
**Other services supporting student learning**

<b>Math &amp; Writing Labs, Tutoring</b>	Operates tutoring in math and writing
<b>Distance Learning Advising</b>	Provides advising and other support services (such as administrative liaison) for distance-learning programs' students
<b>Disability Services</b>	Supports students with disabilities who need academic accommodations or other specialized services and offers advocacy related to disability issues
<b>Honors Program</b>	Provides courses and co-curricular activities for high-performing students enrolled in the University Honors Program
<b>Honors Plus Program</b>	Provides courses and co-curricular activities for high-performing students enrolled in the Honors Program of the College of Business
<b>Professional Practice (Co-operative Education)</b>	Provides students in co-op programs with instruction and advising related to preparation for and expectations of the professional workplace
<b>Success Challenge</b>	Funds academic supports promoting the engagement of students with the curriculum and co-curriculum
<b>Supplemental Instruction</b>	Targets traditionally difficult academic subjects—those that with high rates of D or F grades and withdrawals—and provides regularly scheduled, out-of-class, peer-facilitated sessions

**EFFORTS INTO GRADUATION AND BEYOND**

UC provides some support systems to assist students with the difficult transition from college to career.

**Career Development Center:** The Career Development Center is the centralized, comprehensive career services center where undergraduates, graduate students and alumni of the University of Cincinnati are “first” in our focus and commitment. CDC produces several major career fairs; courses in decision-making, career planning, and career development; career-related educational programs and workshops; as well as the On Campus Recruiting program, to aid UC students in identifying and achieving their career goals.



**Preparing Future Faculty Program (PFF):** National funding and coordination ended in 2003, but UC's Graduate School took over funding, and the program has continued to grow. It provides courses, workshops, and a mentoring experience for graduate students intending careers as faculty in higher education. Its primary focus is on preparing these future faculty for teaching and other non-research aspects of faculty life.

**Alumni Association:** It strives to build a culture of collaboration and cultivate partnerships; to develop meaningful programs and services to help alumni engage with their alma mater; to develop and maximize various sources of funding; to establish local, national and global networking; to increase staff, volunteer and alumni involvement in the community, and to develop organizational resources for volunteers and staff.

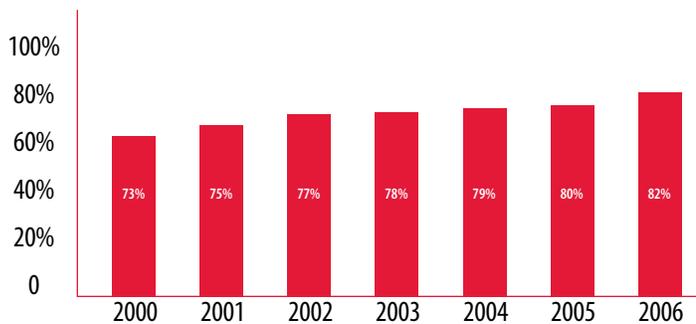
**Web sites:** [www.uc.edu/career/](http://www.uc.edu/career/)<sup>23</sup>  
[www.uc.edu/pff/](http://www.uc.edu/pff/)<sup>24</sup>  
[www.alumni.uc.edu/](http://www.alumni.uc.edu/)<sup>25</sup>

## EVIDENCE OF EFFECTIVENESS

The numerous programs, initiatives, and systems described above represent an enormous investment on the part of the University of Cincinnati, and so it also assesses the success of those efforts so that it can refine and revise those efforts. Toward that end, UC regularly monitors key measures of student interaction with the institution. These measures include student retention and graduation rates and results of nationally recognized benchmark surveys like the National Survey of Student Engagement (NSSE) and the Noel Levitz Student Satisfaction Inventory. Since 2000 the university has seen positive movement in these key measures of the undergraduate learning environment:

**Student Retention:** While the most highly selective programs at UC have long boasted extraordinary student-retention rates (such as the 97 percent rate in the College of Design, Architecture, Art & Planning), institution-wide rates have been less satisfactory. A decade ago, the university began to devote considerable attention and resources to improving retention rates, and in the period from 2000 to 2007, first- to second-year retention increased from 73 percent to 82 percent.

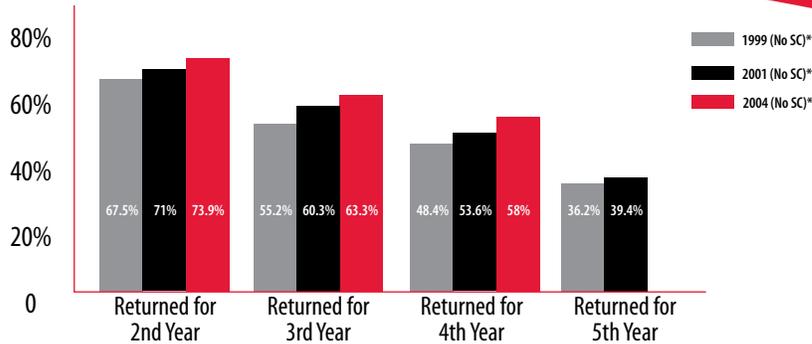
**First to Second Year Retention**



*Other student retention rates also improved.*

**First-time Full-time Degree Seeking Undergraduate Retention Rates**

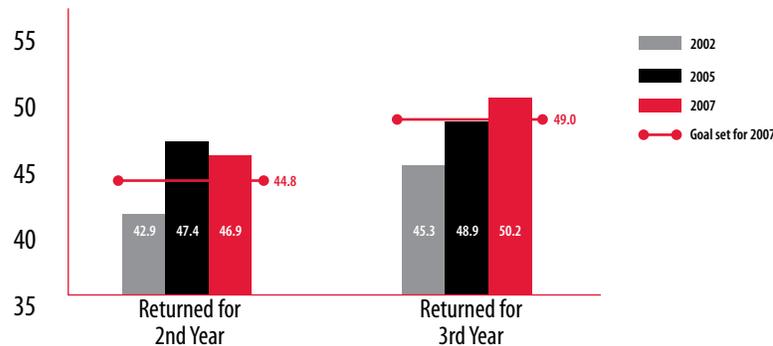
Note: 2001 and 2004 include only students who participated in at least one Success Challenge (SC) funded program



The university has raised its profile as an attractive center of academic excellence by publicly articulating its commitment to excellence. That public articulation has taken several forms, including the roll-out of the UC|21 Initiative, more extensive advertising and public relations regarding the institution’s academic achievements, more extensive collaboration with the public K-12 school systems in the region, and greater community engagement. Additionally, we attribute this retention to an increase in student satisfaction, the First-Year Experience (FYE) program, and the transformation of campus thanks to the UC Master Plan.

**Student Engagement:** As implied in the preceding section, a major element in improving the learning environment has been improvement in levels of student engagement. As measured by NSSE, the levels of student engagement have increased from below to above the average for peer institutions.

**Student Engagement 2002-2007**



Improvements in the engagement levels of UC’s first-year students reflect the attention that UC has paid to the first-year experience (FYE). UC launched its first FYE efforts in 1999 and has grown it steadily since then, creating a comprehensive model in 2002, and revising it in 2006 as part of the university’s academic planning process. Nearly all first-year students now participate in curricular experiences that aim to engage them with the university, contribute to integrative learning, foster civic and professional responsibility, and forward intellectual and self-management skills needed for lifelong learning.

Two other changes likely improved first-year engagement. The introduction of OneStop integrated registration, financial aid, bill paying, and other related student services. Customer service functions are provided by cross-trained service specialists located in a central location. The other significant event was the conclusion of the university's master building project, discussed below.

According to the 2007 NSSE administration results, UC's engagement rates compare favorably with those of our peers—running even a bit higher than the average rates at our doctoral-extensive peer institutions. Compared with any one of our AAU, Carnegie, and Urban Institution peer categories, UC's learning environment can be distinguished from those of our peers by examining specific statistically significant items:

### **First-Year**

- Experiences contributing to writing and speaking clearly and effectively.
- Experiences contributing to working effectively with others.
- Experiences contributing to the welfare of the community.

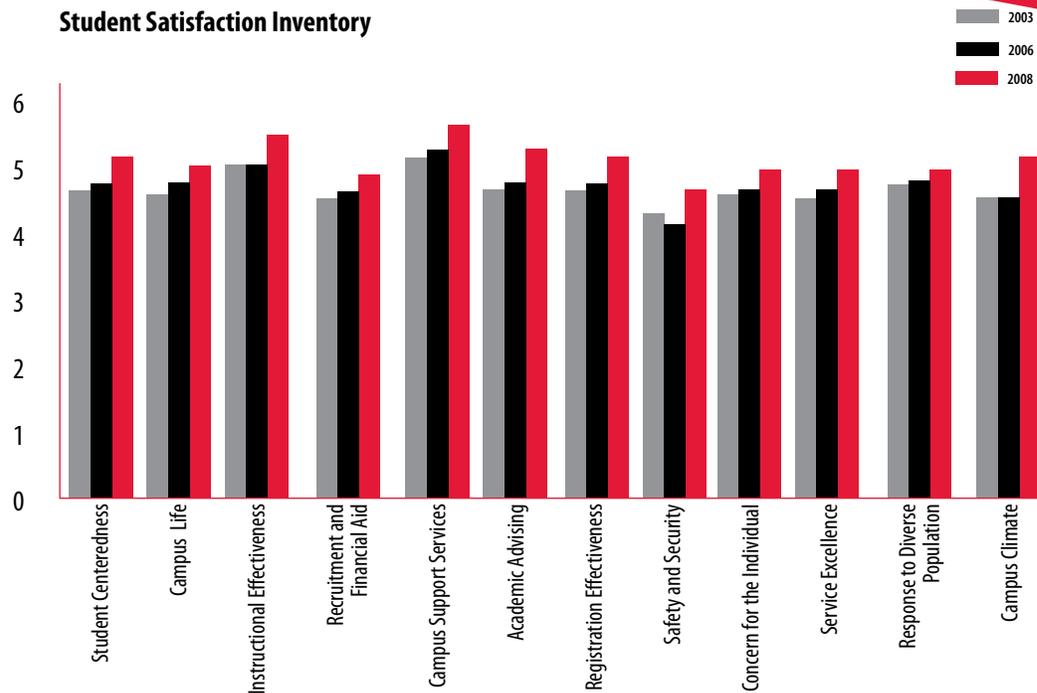
### **Senior**

- Have participated or plan to participate in practicum, internship, field experience, co-op experience, or clinical assignment.
- Experiences contributing to voting in local, state, or national elections.

These data reflect the last 15 years' expansion of UC's 100-year tradition of experiential learning. Joining the well-established cooperative education programs in engineering, business, design, and other areas are internships, service learning, student learning communities, linked courses, honors, and other enrichments to the undergraduate experience. Many of these activities and initiatives began in individual academic units or in particular colleges, but the Integrated Core Learning initiative (discussed under Criterion 4) is beginning to bring them together into a wide-reaching, coherent approach to undergraduate education at UC.

Despite progress, when compared with students at many peer institutions, UC students still face greater obstacles to engagement. High percentages of them hold jobs off campus, provide care for dependents living with them, and commute to campus, thereby reducing their attendance at campus events and activities.

**Student Satisfaction:** Levels of student satisfaction with the UC learning environment show similarly impressive increases from 2003 to 2008 and exceed those reported by other similar institutions as measured by the Student Satisfaction Inventory.



Of the 12 criteria measured by the SSI, students indicated that they most value “instructional effectiveness” and “academic advising,” probably the areas that most affect the overall learning environment. All 12 criteria showed improvement, especially during the period from 2006 to 2008.<sup>26</sup>

**Graduation Rates:** Graduation rates have increased over the last decade—though we note one factor often missed in evaluating UC graduation rates: Because of cooperative education—a dominant feature of many UC programs that assume a five-year baccalaureate program—using the standard six-year graduation rate is misleading. See UC|21 2008 Report Card for 2003-2008 graduation and retention rates.

The results of these global measures (retention/graduation data, NSSE, SSI) are well disseminated throughout the university to inform deans, divisional managers, and unit heads about the university’s strengths and challenges in creating effective learning environments. Additionally, these and other measures that characterize UC’s learning environments are available on the university’s public Web site, for faculty and staff to use as they revise curricula, pedagogies, instructional resources, and student services.

**Web sites:** [www.uc.edu/reportcard/](http://www.uc.edu/reportcard/)<sup>27</sup>

[www.uc.edu/institutionalresearch](http://www.uc.edu/institutionalresearch)<sup>28</sup>

### CHALLENGES

The UC|21 initiative made formal and reinforced the direction of support for the learning environment that had been established in the late 1990s. In setting the goal of “placing students at the center,” UC|21 succinctly expressed the intent of many longstanding but non-unified efforts. It also sparked the creation of new efforts and mandated evaluation of the effectiveness of such efforts. As the data presented above suggest, we are seeing promising results. Still, we face the long-term challenge of overcoming the problems presented by large percentages of students who work off campus, who live off campus, who are responsible for dependents, and who range from poorly to exceptionally well prepared. We will likely see new or heightened challenges, too:

**Enrollment Changes:** Large enrollment increases will bring greater demand for support services and programs. Numbers of non-native English speakers and writers will grow, requiring better support for their needs. Additionally, enrollments in distance-learning programs will likely increase, requiring a larger, more coherent approach to supporting their needs.

**Budget and the Economy:** The university budget is—and may continue to be—severely strained, preventing expansion or perhaps even maintenance of these support resources. Meanwhile, national and regional economic turmoil will likely affect student enrollment, engagement, satisfaction, retention, and time to graduation.

### ACTION STEPS LEADING TO IMPROVEMENT

**Program Assessment:** The university should continue its current programs and should regularly assess their effectiveness, using the results to refine or revise their design and delivery.

**Environmental and Social Changes:** The university should become more proactive in anticipating changes in the environment that may alter existing or create new demands for support services, as assessed in Criterion 2.



## CORE COMPONENT 3D

**The organization's learning resources support student learning and effective teaching.**

### OVERVIEW

The last decade of Joseph Steger's 19-year tenure as UC president, which concluded in 2003, saw development and, to a great extent, fulfillment of the University Campus Master Plan, an ambitious re-creation of our physical environment. Alumni visiting campus reportedly express amazement at its changes in recent years. Where surface parking once presented views of acres of cars, green space now invites students to study and relax and play. Many crumbling buildings with poor lighting and acoustics and mid-20th century technology have been replaced or renovated to support student learning. Those changes have come not only in the domain of bricks and mortar but in the creation of a virtual learning environment. Chalk on blackboards has given way to the Blackboard course management system. Basement computer labs have largely been replaced by better physical labs and wireless access that covers most of the campus. At a slower pace, non-traditional students' nighttime treks to campus for classes are being replaced by online courses.

The changed environment for student learning is one of the great success stories of the university over the last decade. Although the scope and speed and sometimes the priorities of this transformation have faced criticism from faculty, and although we continue to struggle with the financial consequences of its implementation, even skeptics generally agree that the campus has been transformed for the better and that most of those changes have been student-centered.

### FACILITIES, TECHNOLOGY, AND SUPPORT: EXAMPLES OF EXCELLENCE IN RESOURCES THAT SUPPORT LEARNING

#### NEARING FULFILLMENT OF THE CAMPUS MASTER PLAN

Our 1999 review prominently featured the University Campus Master Plan because of its intended role in shaping the future of the university. The plan called for integrating an architecturally frenetic campus into a unified whole with modern facilities and open green spaces that would attract students and promote effective teaching and learning. The last 10 years have seen the realization of most of the envisioned improvements, including growth from 110 to 158 buildings and the addition of 2 million square feet of developed space within its confined urban location. In addition to some non-instructional facilities (such as the recreation center, administrative offices, and student residences), those projects included large numbers of studios, performance spaces, laboratories, and classrooms.

Throughout all of these construction projects, available teaching space has fluctuated, but the overall trend in the classroom inventory has been downward. However, as the campus becomes more residential, the scheduling of classes can stretch across more hours of the day, reducing the pressure on the 9am-to-3pm period and increasing the efficiency of space usage. In the last decade, more careful planning of new classroom spaces has also created a better mix of small and large rooms.

Even as we approach fulfillment of the Master Plan, construction and renovations continue. For example, some of the most technically advanced laboratory and teaching space in the nation is developing on our medical campus. Comprehensive renovation of the **Medical Sciences Building** involved updating research labs; improving educational, administrative, and library spaces; and constructing the Center for Academic Research Excellence addition, a 239,000-square-foot facility with six floors of state-of-the-art laboratories for use by graduate students, faculty, and researchers, now known as the **CARE/Crawley Building**. The laboratories will be highly flexible to allow easy adaptation to future science and technology uses.

For Arts & Sciences, the university is renovating some 5,000 square feet of existing chemistry teaching labs, the first of a five-part commitment to that college to renovate undergraduate teaching labs. This first \$6 million phase is now underway.

**Web site:** [www.uc.edu/news/NR.asp?id=3884](http://www.uc.edu/news/NR.asp?id=3884) <sup>29</sup>

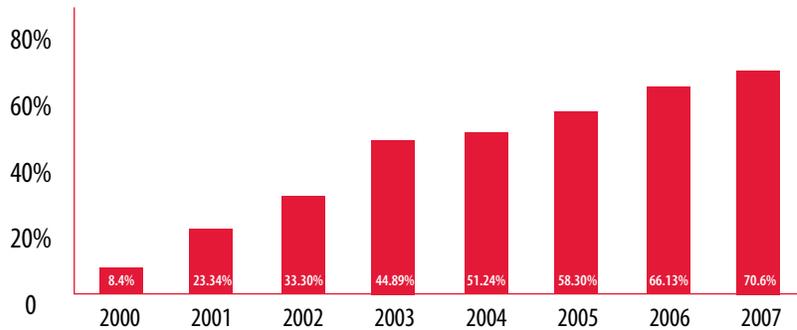
### **TECHNOLOGICAL SUPPORT OF STUDENT LEARNING**

**Electronic Classrooms:** Within the last decade, the university has equipped hundreds of existing classrooms and all new or recently renovated classrooms with technologies to support teaching and learning. Some 105 classrooms on West Campus have configurations ranging from the baseline (one Internet-connected computer, projector, document camera, CD/DVD player, desktop speakers) to more elaborate media systems (multiple projectors; projection screens; media players; laptop connections; sound systems; wireless microphone receivers; and touch-panel controls of lights, projection, screens, window shades, and sound). A third of these electronic classrooms also incorporate TurningPoint's Personal Response System ("clickers"), which enable real-time, direct feedback of students to faculty. The PRS also integrates with the Blackboard course management system, permitting the recording of student responses. Only 38 centrally controlled classrooms remain without the baseline configuration, but the university has committed to continuing the retrofitting, allocating \$200,000 to that process in FY2009, the first of a multi-year commitment.

Beyond those centrally controlled classrooms, several of the colleges have funded and support their own electronic classrooms, many with a computer or laptop connection for every student.

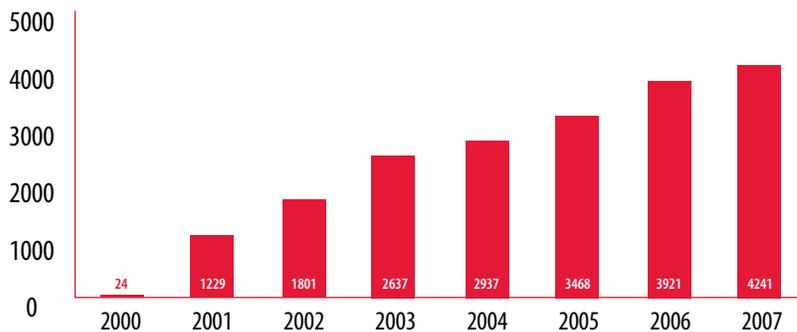
**The Blackboard Course Management System:** The centerpiece of UC’s commitment to creating virtual spaces that support learning is the Blackboard course management system, adopted by UC in 1999. Today, UC is a national leader in providing Blackboard services to support traditional, distance, and hybrid courses. More than 88 percent of all UC students have at least one course in the Blackboard system. The chart below shows the rate at which faculty have adopted Blackboard from Autumn 2000 through Autumn 2007.

**Rate at Which Faculty Have Adopted Blackboard from 2000-2007**



This chart illustrates the increase in the number of courses with content on Blackboard.

**Rate of increase of the number of courses offered on Blackboard**



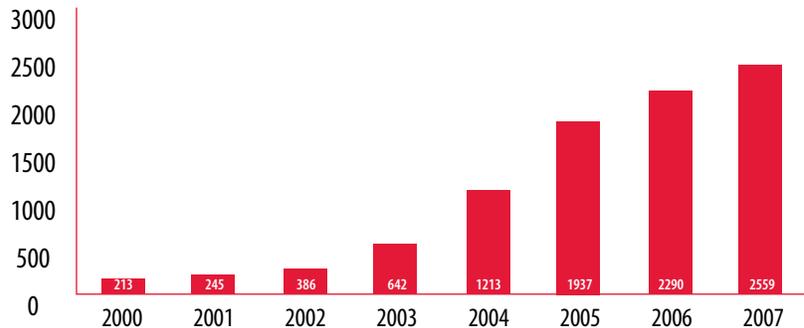
Use of Blackboard’s capabilities continues to increase, as do the depth and richness of online course content.

**Distance Learning at UC:** UC’s first distance learning program began in 1984 with the Open Learning Fire Science program via correspondence format. Soon after, other colleges began serving non-traditional, adult learners via a range of telecourses combining independent study, video broadcasts, and videotape with periodic face-to-face meetings. The first complete degree program to use electronic media for delivery (in early childhood education) began offering courses in 2000 and awarded degrees to its first graduates in 2003; in 2008, the program graduated 34 students. Among those students was the first to graduate from the Spanish-language version of the program, which launched in 2005.

UC currently offers 15 distance learning degree programs spanning six UC colleges: two associate degree programs, six bachelor’s degree programs, and seven master’s degrees programs. An additional master’s degree program will go online in 2009.

The chart below demonstrates enrollment growth in UC's distance programs since 2000.

**Growth in UC Distance Learning Programs Since 2000**



A number of factors have contributed to this growth - increased access for students, strong market need for specific offerings, institutional development of the course management system (Blackboard), growing familiarity among our faculty with classroom technology (and increasing technology resources and expertise), new initiatives for “revenue-based” programming, and mounting workforce and student demands.

In January 2006, the institution worked with The Higher Learning Commission/North Central Association for a special Statement of Affiliation Status reconciliation on Distance Learning. UC's distance learning successes and quality indicators led to official change in status (February, 2006.)

In our reconciliation summary, a number of patterns that contribute to success were identified and continue to be highlighted in our distance learning programs. This includes involvement of a wide-ranging network that builds on institutional infrastructure – academic, technical, faculty and student support, administrative – with initiation of all distance learning courses and programs beginning on the academic side of the institution. Faculty and administrators work collaboratively; careful thought is given to curriculum and instructional design, institutional staffing and faculty support, student support that considers the entire student experience, and evaluation/assessment.

Distance learning programs are approved by the appropriate college and university bodies in the same manner as all programs. In recent years, the provost established an office of Distance learning and a special task force, to serve as a central resource for colleges and external agencies on matters pertaining to distance learning, including planning, policy and implementation.

Some colleges have a high investment in distance learning via delivering entire degree programs, and have paved the way with strong/successful programs offered to strategically identified target audiences. But without a strategic model university-wide, distance learning across the university could have uneven results. The university's vision is to continue building on these strong programs and pursue potential new streams where there are market

opportunities that capitalize on our academic/intellectual strengths, and where efforts are congruent with enrollment management imperatives.

**Web site:** [www.uc.edu/distance/documents/07a\\_distance\\_learning.pdf](http://www.uc.edu/distance/documents/07a_distance_learning.pdf) <sup>30</sup>

**Computer Labs:** The university centrally operates nine computer labs for students, two of which are open 24/7. All labs have a basic software configuration that includes (depending on platform) the Office suite, SAS, SPSS, Mathematica, browsers, media players, Acrobat Reader, Dreamweaver, and other multimedia packages. Some labs have additional software, such as the Adobe suite of graphics programs and screen readers and closed captioning for the visually impaired. Several colleges also operate numerous other labs, many with specialty software useful in particular disciplines; most of those labs restrict access to particular programs' students.

**Wireless Connections:** Over the last decade, UC has created more than 600 hot spots for wireless data connections on campus, and all students can connect for free. In 2007, UC partnered with Cincinnati Bell to integrate those hot spots with a larger "hot zone" covering much of the Uptown campus area, spreading beyond campus to many of the surrounding residential and commercial areas. Customers of Cincinnati Bell's Internet service connect for free; others in the zone but beyond the campus wireless range can connect at very low rates. The following links lead to maps of campus hot spots:

**Web sites:** West Campus — [www.uc.edu/ucit/access/wireless\\_locations\\_west\\_campus.html](http://www.uc.edu/ucit/access/wireless_locations_west_campus.html) <sup>31</sup>  
East Campus — [www.uc.edu/ucit/access/wireless\\_locations\\_east\\_campus.html](http://www.uc.edu/ucit/access/wireless_locations_east_campus.html) <sup>32</sup>

**Help Desks:** For more than a decade now, the university has provided help desks, one for general IT questions and one for Blackboard. They respond to e-mail and phone queries, including calls from off campus, 14 hours each weekday and 13 hours each on Saturdays and Sundays.

**Libraries:** The evolution of the 21<sup>st</sup> century university learning environment has occurred in many striking ways, but perhaps nowhere more than in libraries, where networking and collaboration, digitization, database systems, multi-media facilities, and an emphasis on learning outside the classroom have gained powerful influence. UC's Libraries include the Walter C. Langsam Library (central library of humanities and social sciences collections), the Donald C. Harrison Health Sciences Library, the Archives and Rare Books Library, and eight college and departmental libraries serving constituencies in chemistry, biology, classics, music, design, architecture, art, planning, education, engineering, geology, physics, mathematics, and applied science. The UC Libraries were a charter member of the Association of Research Libraries (ARL) when the organization was founded in 1932. In the early 90s, the university established a goal of ranking in the top 50 of the 113 research university members in ARL in terms of collections and investment in libraries. The libraries' rank has risen from 78<sup>th</sup> in 1994 to its current 58<sup>th</sup> place.

**Web site:** [www.uc.edu/reportcard/Sept08/goal3-11.htm](http://www.uc.edu/reportcard/Sept08/goal3-11.htm) <sup>33</sup>

**Collections:** In the last decade the libraries have made great strides in developing collections overall, particularly digital resources such as online databases, e-journals, and e-books. This growth in collections was possible because of university investment.

**Web site:** [www.libraries.uc.edu/information/strategicplan07\\_09/](http://www.libraries.uc.edu/information/strategicplan07_09/)<sup>34</sup>

As much as our students and faculty benefit from these significant local collections, they also gain enormously from ready access to the much-acclaimed OhioLINK consortium. Collectively the 90 institutional members of OhioLINK have library holdings of 47,000,000 items. In 2007-08, UC students, faculty, and staff requested 38,526 items through OhioLINK and received 45,821 requests for UC library materials from other OhioLINK libraries. Through group licensing and cost-sharing arrangements with OhioLINK and its members, the UC community has access to a wide range of databases, e-journals, e-books, and digital collections. Other OhioLINK initiatives that provide direct benefits to the university include Electronic Theses and Dissertations, the Digital Resource Commons, and the shared book depository system.

**Web site:** [www.ohiolink.edu/about/what-is-ol.html](http://www.ohiolink.edu/about/what-is-ol.html)<sup>35</sup>

**Library IT-Support and Online Facilities:** The last six years have seen rapid growth of technology for delivering library services. Three such projects have focused primarily on student needs:

- Six “Info Commons” facilities, one-stop service points for students, providing high-end computers, information resources, and reference assistance;
- The Student Technology Resources Center that provides both equipment and assistance for students to complete course assignments that require the use of electronic media, specialized software, and instructional equipment; and
- UCit@Langsam, a 24/7 computer and quiet-study space that features 100 computers, 24-hour service desks, wireless access, and four group-study rooms.



The libraries have also invested heavily in expanding the central libraries Web site to deliver information and research resources, to support distance learners, to provide virtual access to library services, and to provide easier searching of digital resources through tools such as Serials Solutions, Article Linker, and One Search.

**Web sites:** [www.uc.edu/news/incomm.htm](http://www.uc.edu/news/incomm.htm)<sup>36</sup>

[www.libraries.uc.edu/services/strc/index.html](http://www.libraries.uc.edu/services/strc/index.html)<sup>37</sup>

[www.uc.edu/ucitatlangsam/](http://www.uc.edu/ucitatlangsam/)<sup>38</sup>

## RESOURCES THAT SUPPORT LEARNING: EVIDENCE FROM THE PROGRAMS

Our April 2008 survey shows generally strong evidence that most program directors believe the university provides appropriate resources to support learning—even if they offer weak evidence to support their beliefs.

### Learning Outcomes Survey

*The commission suggests that programs provide learning resources to support student learning and effective teaching. Choose the answer that best matches your program's current status related to each aspect.*

Answer Options	Program demonstrates this ideal	Program somewhat demonstrates this ideal	Program does not demonstrate this ideal	Response Count
Access to discipline specific resources (e.g. labs, clinical practice sites, library) is provided.	139	14	3	156
Effectiveness of learning resources is systematically evaluated	78	70	8	156
Effective staffing and support for learning resources is provided	90	57	9	156
Partnerships and innovations to enhance learning are encouraged	112	43	0	156
Innovative pedagogy and teaching practices are encouraged	113	36	7	156
			<b>answered question</b>	156
			<b>skipped question</b>	4

The responses clearly indicate that respondents believe students have access to and support for instructional resources. However, responses to two of the options reveal areas where the university's performance is perceived as significantly less than ideal: systematic evaluation of the effectiveness of learning resources and the provision of effective staff and support for learning resources. Indeed, the view of ongoing evaluation of resource delivery at the program level is not reassuring.

### SYSTEMATIC EVALUATION

Program directors' responses to the open-ended Question 13 in our survey suggests that most programs believe they evaluate the effectiveness of learning resources—but the evaluation tends to be less than systematic. Question 13 offers this prompt: "Provide at least one example of how your program has used assessment results to inform improvements in instructional resources." The responses ranged from (paraphrasing, here) "not my responsibility" to the ambiguous "Blackboard" to "annual exit interviews" to "We don't need to assess because we are proactive." From these responses, it seems that too few program directors seem to understand the nature, role, and usefulness of regular assessment and evaluation.

**Effective Staffing and Support:** Anecdotal evidence suggests some dissatisfaction with staffing and support, which comes less from actual evaluation of the effectiveness of those resources than with the general perception among faculty that persistent budget cuts over the last 20 years (which were often actually budget reallocations rather than cuts) have reduced the level of support services. Staff positions, in particular, have been cut in many units. In some cases, the rise of technology has made these staff positions obsolete. (What faculty these days give a manuscript to a secretary to type?) In other cases, funding shifted to higher-priority purposes. (A decade ago, few units employed webmasters.) In some units, the number of graduate assistants available to support various activities has shrunk. Some small units have been forced to share support staff. However, the simple citation of cuts and reallocations of resources proves nothing with regard to the effectiveness of the remaining resources. Only systematic evaluation could make or break an argument for or against the continuation or restoration of such resources. Unfortunately, we don't have data from systematic evaluation.

### CHALLENGES

**Transformation at What Cost:** What emerges from this study of student-learning resources is a bifurcated view. On one hand, we have committed, sometimes visionary people, who have devoted enormous energy and resources to development of the “21<sup>st</sup> century urban research university.” They have transformed the physical and virtual campus, making it an inviting and resource-rich environment for student learning. Those people have been able to achieve what they have because, in many cases, they had the authority and/or the compelling arguments to marshal resources and political support. The verdict on their vision seems split: Student satisfaction and retention, growing enrollments, and success in recruiting higher performing students suggest success, though we will likely never know how to apportion credit among all of the many changes—academic, environmental, and administrative—that have occurred in the last decade. At the same time, the very difficult financial consequences of that investment have strained the flow of resources to the program level with effects that remain unclear because they were neither systematically anticipated nor evaluated.

**Selective Resource Planning:** We draw from this history a fairly simple conclusion: Planning and focusing resources can yield remarkable changes that benefit students. However, we will never know whether those benefits exceed other benefits that students would have derived from, say, a unified and coherent approach to distance learning or from reducing the size of introductory class sections or from expanding the university's most successful academic programs. The encouraging news, though, is that President Zimpher—departing significantly from her predecessor—has promised to integrate academic and non-academic planning and to do so transparently so that the university community can see how and why decisions are being made.

## ACTION STEPS LEADING TO IMPROVEMENT

**Integrated Planning:** We hope the focus on a holistic approach to academic and non-academic planning across the university that President Zimpher initiated (and as illustrated in Criterion 2) will continue in an open and transparent way.

**Ongoing Evaluation:** Resource planning needs to include a means of evaluating the effectiveness of our investments in such resources.

**Broader Resource Allocation:** The university needs to reconsider the entrepreneurial model of resource investment; for example, while an entrepreneurial model may have worked well in the early years of distance learning development, continued reliance on that model retards development of a coherent, systematic approach that meets the needs of more students.



### CRITERION THREE

#### Works Cited

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6. Teacher Quality Project
7. 2008 Graduate School Annual Report
8. Department of Geology
9. Faculty Development Council Grant Conditions
10. CET&L September Institute
11. CET&L Services and Programs
12. AFT&L Bylaws
13. UC|21 Seed Grants
14. Nation, Family, State: Women's Political Writings Workshop
15. Cincinnati Pride Grant Scholarship Fact Sheet
16. Dual Enrollment Program
17. Emerging Ethnic Engineers Program Description
18. Center for Access and Transition
19. First Year Experience
20. Integrated Core Learning Assessment
21. Undergraduate Academic Advising Association
22. The Center for Exploratory Studies
23. Career Development Center
24. Preparing Future Faculty Program
25. UC Alumni Association
26. National Survey of Student Engagement Results, 2007
27. UC|21 President's Report Card, September 2008 Update
28. Office of Institutional Research
29. UC Master Plan: Redesigning Living and Learning
30. UC Distance Learning Student Demographics, Autumn 2007
31. West Campus Wireless Locations
32. East Campus Wireless Locations
33. President's Report Card, Goal 3: Achieve Academic Excellence
34. University Libraries Strategic Plan 2007-2009
35. OhioLINK: The Ohio Library and Information Network
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37. Student Technology Resources Center
38. UCit@Langsam

## CRITERION 4 - Acquisition, Discovery and Application of Knowledge

**The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

### CHAPTER INTRODUCTION

The University of Cincinnati thoughtfully leverages its resources as a complex, comprehensive urban research institution to fully support the acquisition, discovery, and application of knowledge. With a rich history of experiential education, outstanding faculty and student researchers and scholars, dedicated and effective staff, and deep and meaningful ties to the community, our commitment to this goal is demonstrated in multiple contexts and environments:

- As the home of world-class collaborative and interdisciplinary research and creative practice, its faculty, staff, and students are important creators of knowledge. (sections 4A and 4D)
- As an innovation leader, UC continually fosters new applications and methodologies. (sections 4A and 4B)
- As an institution committed to the success of students, UC supports inquiry by engaging in the continuous modernization and refinement of our core education goals and methods. (sections 4B and 4C)
- As a place of academic growth and development for faculty, staff, and students, UC constantly considers how best to encourage the creation and application of knowledge, and therefore we consider our curricula to be a work in progress. (sections 4B and 4C)
- As a deeply committed partner and a place of opportunity, UC is committed to enabling our students, faculty, staff, and alumni to apply knowledge to enlighten and strengthen our community and our world. (sections 4A-4D)



UC|21

## CORE COMPONENT 4A

**The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

The University of Cincinnati promotes a life of learning through the acquisition, discovery, and application of knowledge, which is clearly stated in its foundational policy documents. For example, the UC mission statement reads in part: “The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research.” UC|21, UC’s strategic plan for charting the academic course in the 21<sup>st</sup> century, lists “grow our research excellence” as one of the six areas of importance to the university’s growth and continued success in this century. This goal’s purpose is to build on UC’s greatness as a major research university to “benefit society, have meaningful economic impact, and enhance the quality of life for all.”

UC ranks 28th in the nation among public research-intensive universities based on National Science Foundation data on federal research and development expenditures for 2006 (the latest year for which rankings are available). Hence, the primary focus of the information presented in Core Component 4A is to provide evidence that research and creative activity at UC occurs and is promoted at all levels of the organization.

### INSTITUTIONAL PERSPECTIVES: OVERVIEW OF RESEARCH AT UC

As President Zimpher states in her letter in the 2007 Report on Research:<sup>1</sup>

*Research is a major enterprise at the University of Cincinnati. Substantial dollars come in to support tens of thousands of faculty, staff, and students who keep working every day to grow UC’s research excellence.*

*Although we’re made up of many valued employees, students and partners, UC is still one university working to create endless opportunities. And this one university has fared well as research budgets have tightened across the nation.*

*Together with our affiliates, our research-dollar total has increased to an all-time high of \$333.5 million.*

This research-dollar total increased even further to \$353 million according to data generated for the 2008 Report on Research (in press).

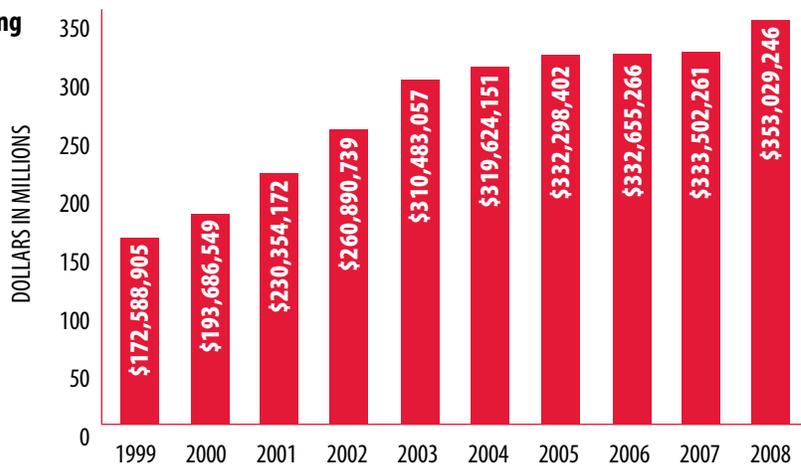
The Carnegie Commission has named UC a “very high research activity” university. For FY 2006, the National Science Foundation listed UC and its affiliates as 28<sup>th</sup> among public institutions for federal research and development expenditures, 50<sup>th</sup> overall for federal research expenditures, and 59<sup>th</sup> overall for total research expenditures.

Extramural support for research at UC has grown substantially since the last NCA visit in 1999.

- Research funding for UC and its affiliates has grown from \$163.5 million in 1998 to \$353 million in 2008.
- UC received \$214.6 million in sponsored program awards in 2008, an increase of over \$93 million since 1998.
- Over 83 percent of funding received in 2008 was from federal sources with funding from the National Institutes of Health (NIH) representing 58.3 percent of the total.

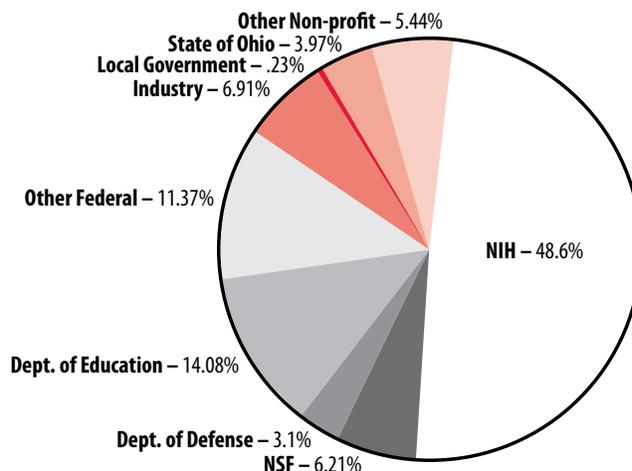
**10-year Research Funding**

(total awarded amount to UC and affiliates)

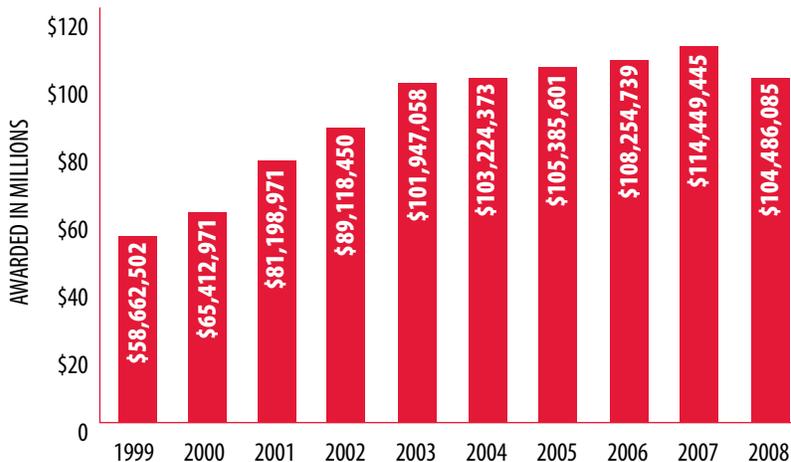


**FY 2008 Research Awards by Funding Source**

Federal	\$179,111,918	83.45%
NIH	\$104,486,085	48.68%
NSF	\$13,322,093	6.21%
DoD	\$6,662,119	3.1%
DoEd	\$30,228,660	14.08%
Other Federal	\$24,412,961	11.37%
Industry	\$14,820,755	6.91%
Local Government	\$502,260	0.23%
State of Ohio	\$8,520,587	3.97%
Other Non-Profit	\$11,679,619	5.44%



**NIH Support to UC**



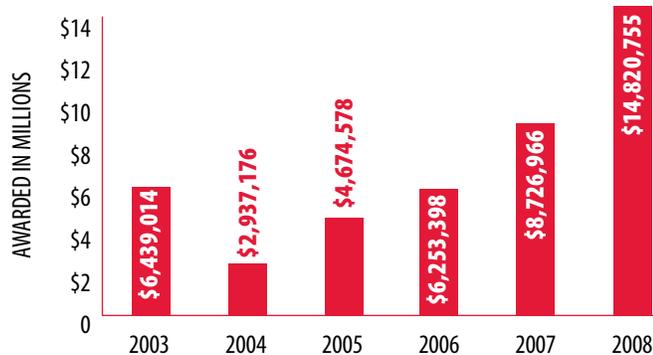
- Funding from the NIH comes from different institutes, which indicate our areas of research excellence.

**Top Ten National Institutes of Health Funding by Agency**

National Heart, Lung and Blood Institute	\$22,736,250
National Institute of Diabetes and Digestive and Kidney Diseases	\$16,214,698
National Institute of Neurological Disorders and Stroke	\$15,308,833
National Institute of Environmental Health Sciences	\$11,515,308
National Cancer Institute	\$10,378,818
National Institute of Allergy and Infectious Diseases	\$9,627,270
National Institute on Drug Abuse	\$7,048,868
National Institute of Mental Health	\$7,003,379
National Institute of General Medical Sciences	\$3,202,778
National Eye Institute	\$2,741,573

- Federal funding for research nationwide has decreased over the past several years and therefore it has been critical for extramural funding at UC to become more diversified. Funding from industry-sponsored research has increased over the past several years to \$14.8 million in FY08.

**Industry Support to UC**



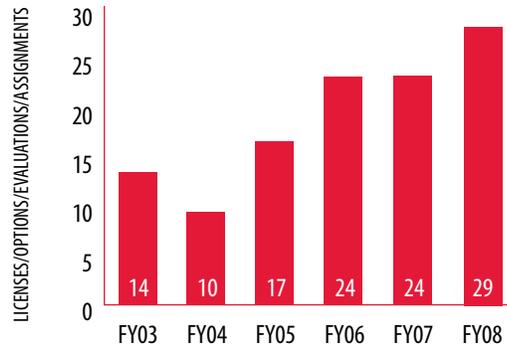
**Extramural Research Funding for FY08 for Each College:****Sponsored Programs Awards by Unit** *(not including affiliates)*

Academic Information Technology and Libraries	\$82,470	0.04%
Academic Planning	\$1,209,584	0.59%
Allied Health Sciences	\$1,185,368	0.58%
Applied Science	\$824,394	0.40%
Arts and Sciences	\$6,038,213	2.95%
Business	\$605,119	0.29%
Clermont	\$866,816	0.42%
Conservatory of Music	\$99,960	0.05%
Design, Architecture, Art and Planning	\$1,010,012	0.49%
Education, Criminal Justice, and Human Services	\$10,742,564	5.24%
Engineering	\$18,568,146	9.06%
Graduate School	\$26,028	0.01%
Hoxworth Blood Center	\$1,366,679	0.67%
Institute for the Study of Health	\$687,925	0.34%
Medicine	\$134,464,267	65.63%
Nursing	\$1,375,213	0.67%
Pharmacy	\$1,958,044	0.96%
Raymond Walters	\$698,492	0.34%
School of Social Work	\$53,622	0.03%
SVP/Provost for Health Affairs	\$65,851	0.03%
Student Affairs	\$22,570,234	11.02%
Vice President for Information Technology	\$4,000	0.00%
Vice President for Research	\$389,790	0.19%
<b>Total</b>	<b>\$204,892,792</b>	<b>100.00%</b>

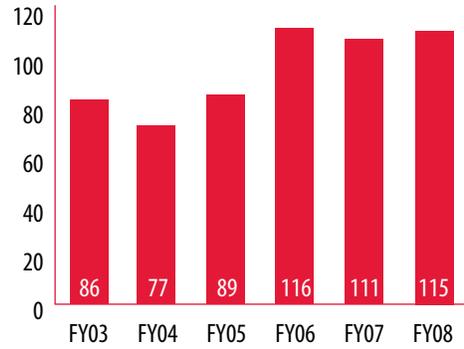
**Research and Technology Activity:** Referencing the most recent UC|21 President's Report Card to the Board of Trustees issued September 2008, research grant submissions are up 6.7 percent since the baseline year in 2003. Although funded grant proposals have decreased by 8.9 percent, the number of patent applications has risen 72 percent, while the patents issued remained constant. These numbers are in comparison to baseline data gathered for the first UC|21 President's Report Card in 2003.

**Web site:** [www.uc.edu/reportcard/Sept08/2008reportcard.pdf](http://www.uc.edu/reportcard/Sept08/2008reportcard.pdf) <sup>2</sup>

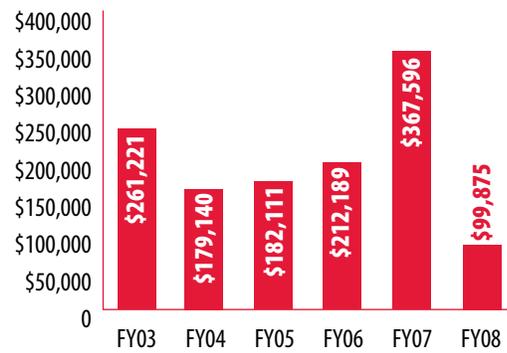
**Deal Flow**



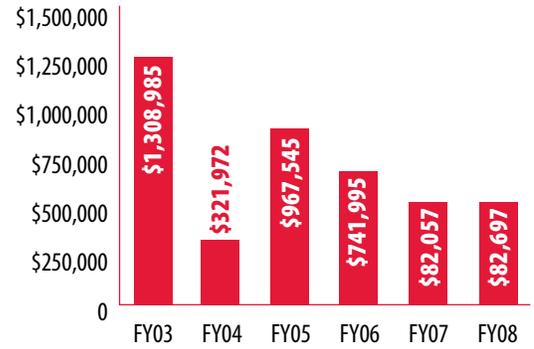
**Invention Disclosures**



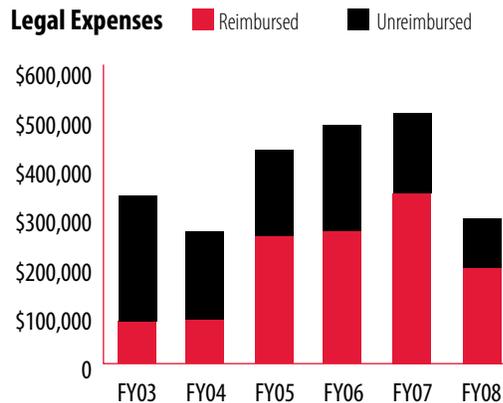
**Net Legal Expenses**



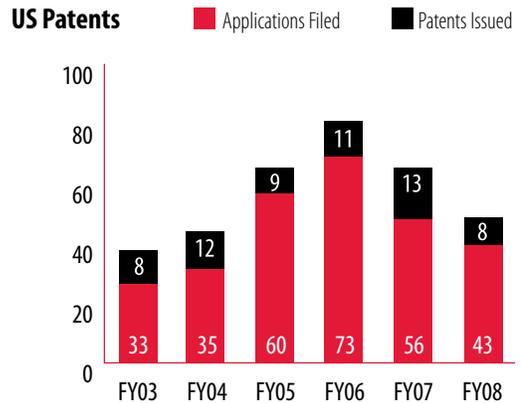
**Gross Royalty Income**



**Legal Expenses**



**US Patents**



<b>TOTAL</b>	361,617	285,877	442,132	500,395	527,521	317,953
<b>REIMBURSED</b>	100,396	106,737	260,021	288,206	367,596	218,077
<b>NET</b>	261,221	179,140	182,111	212,189	159,925	99,876

### SUPPORT FOR RESEARCH IN POLICIES, FACILITIES, AND LEADERSHIP

The University of Cincinnati is committed to the research activities of its faculty and its students, as supported by the University Rules:

*“It is the policy of the University of Cincinnati that, absent extraordinary circumstances, teaching, research, and public service will be accomplished openly and without prohibitions or limitations on the publication and dissemination of scholarly work, including the results of sponsored research.”*

(Rules of the University, 10-30-01-B)

Research facilities and infrastructure are key facets of the Master Plan that has steadily transformed the campus over the last 18 years. One example of the university’s commitment to creating state of the art research laboratories is the current renovation of the Medical Sciences Building and the creation of the **Center for Academic Research Excellence (CARE)/Crawley Building**.

**Web site:** [healthnews.uc.edu/factsheets/?/1998/](http://healthnews.uc.edu/factsheets/?/1998/)<sup>3</sup>

### THE OFFICE OF RESEARCH AT UC

The vice president for research at UC, Dr. Sandra Degen, reports directly to the president of the university. As reflected in the organizational chart for the Office of Research, the offices that report directly to the VP for research include:

- The Office of Research Compliance and Regulatory Affairs
- The Office of Entrepreneurial Affairs
- The Office of Technology Transfer and Commercialization
- The Office of Sponsored Research Services and Sponsored Program Accounting
- The Office of Lab Animal Medicine Services
- The Office of Research

Eleven university-wide committees report to the vice president for research, who also oversees the newly formed offices of Undergraduate Research and Postdoctoral Affairs.

**Web site:** [www.uc.edu/ucResearch/documents/VP\\_for\\_Research\\_Org\\_Chart\\_0901072.pdf](http://www.uc.edu/ucResearch/documents/VP_for_Research_Org_Chart_0901072.pdf)<sup>4</sup>

**Research officers** at UC include representatives from all colleges and research units at UC. This group meets monthly to share research information and issues across the university, and to provide feedback on various research initiatives. In addition, this group is the communication point for all research-related news to their constituents.

**Web site:** [www.uc.edu/ucResearch/Research\\_Officers.html](http://www.uc.edu/ucResearch/Research_Officers.html)<sup>5</sup>

**University Research Council:** The University Research Council (URC) advises the vice president for research on funding decisions made for several university programs that sponsor faculty and student scholarship and creative activities. These programs include the Faculty Research Support Program, Interdisciplinary Research Program, Graduate Student Research Program, and the Postdoctoral Research Program.

The URC consists of four subcommittees (Arts & Humanities, Behavioral & Social Sciences, Life Sciences, and Physical Sciences & Engineering) and comprises faculty from programs and colleges across the university. Several members are elected to the URC by the Faculty Senate, while the remainder are appointed by the vice president for research. The current chair of the URC is Mary Beth Genter.

The UC Research Council provides several funding opportunities to promote the advancement of faculty research:

- The Faculty Research Support Grant Program is designed to support the development of faculty research and scholarship.
- The Interdisciplinary Faculty Research Program is designed to support pilot research projects that are part of a collaborative effort between faculty in at least two different disciplines.
- More than \$70,000 in URC grants were allocated in FY08.

**Web sites:** [www.uc.edu/ucResearch/funding\\_opportunities.html](http://www.uc.edu/ucResearch/funding_opportunities.html) <sup>6</sup>  
[www.uc.edu/ucResearch/ResearchCouncil.html](http://www.uc.edu/ucResearch/ResearchCouncil.html) <sup>7</sup>

**Undergraduate Research Council:** In September 2007, the Undergraduate Research Council was formed with UC faculty and staff that direct undergraduate research experiences for students. This council is responsible for working together to promote more services and university-wide events for undergraduate students performing research at UC.

The Office of Undergraduate Research was established as a strategic initiative under the Office of Research to centralize undergraduate research opportunities, provide more research opportunities for undergraduate students at the University of Cincinnati, provide summer research opportunities to a national pool of undergraduates, and centralize grant funding opportunities for undergraduate students. A Web site has been created under the Office of Undergraduate Research with research opportunities posted by various categories such as college-based programs, cooperative education, research assistantships, summer research programs, external research programs/funding, and university-wide programs.

**Web site:** [www.uc.edu/ucResearch/undergraduateresearch.html](http://www.uc.edu/ucResearch/undergraduateresearch.html) <sup>8</sup>



**UC Undergraduate Research Day:** UC is a member of the National Council for Undergraduate Research. The first campus-wide event called **UC Undergraduate Research Day**, was held Friday, June 8, 2008. This event recognized undergraduate students who participated in various research programs during the academic year. During the week, students' research work was presented in a poster forum. This event is also used as a recruitment tool for the UC Office of Admissions to showcase the undergraduate research opportunities available to potential UC students.

**Fourth Dimension Exploration:** The council is also working on a cross-disciplinary, multimedia, globally-interactive, digital undergraduate scholars' research journal project called **4<sup>th</sup> Dimension Exploration** under the leadership of Dr. Ronald Millard. This project promotes undergraduate scholarship by creating an interdisciplinary faculty mentor and teacher network and a program which guides and informs inquiry-based undergraduate scholars engaged in research. The outcome of scholarly works and creative projects would be an accomplishment of distinction at the University of Cincinnati. A committee is working on funding proposals with UC Foundation to start implementation.

**WISE:** For undergraduate women interested in science, technology, engineering, math and medicine (STEMM) disciplines, the university has the **WISE** program (Women in Science and Engineering). A major WISE activity is the 12-week **REWU (Research Experience for Women Undergraduates)** summer program, where the participants conduct research with faculty mentors in a wide variety of STEMM disciplines, and acquire hands-on, total-immersion experience in the research process. The most important outcome is the confidence and a sense of place that the participants develop, and a mentor-mentee relationship that goes far beyond the summer program. One example of a 2008 WISE project:

**Tearing and Cutting Forces in Minimally Invasive Surgery Devices:** This NSF (National Science Foundation) funded project aims to develop an in-depth understanding of the localized fracture and tearing mechanisms in soft tissues during minimally invasive surgery. The WISE program student will be involved in conducting cutting studies in bovine and porcine liver tissue models, and developing instrumentation to measure the cutting forces to characterize the mechanical parameters that define the energy/work and power dissipation during cutting. The student will work closely with the faculty mentor as well as graduate students and post-doctoral researchers currently working on this project, and will use this opportunity to learn about the current and future technologies being explored to develop minimally invasive surgical procedures and cutting tools.

**Web site:** [www.wise.uc.edu/wise/index.php](http://www.wise.uc.edu/wise/index.php)<sup>9</sup>

**The Office of Entrepreneurial Affairs:** Viewed as the preeminent driver of economic development in the region, UC is considered an essential element of its economic vitality. The Office of Entrepreneurial Affairs serves as a key component in the overall strategy of the university to be a major player in regional economic development initiatives, commercialization of its technologies, and education of the region's workforce.

**Goals:**

- To promote entrepreneurship as a fundamental value of the university and to incorporate it into its research, educational and service approach
- To leverage the considerable, existing research and educational assets in order to establish UC as the premier, comprehensive program for entrepreneurship in the region and nationally
- To serve as a leader in creating and facilitating new entrepreneurial opportunities that address the needs of the community and university
- To establish an identifiable structure/framework for harnessing, integrating and expanding entrepreneurial opportunities for all colleges and divisions of the university
- To be transformational in moving the university into new entrepreneurial arenas

**Web site:** [www.uc.edu/ucResearch/EntrepreneurialAffairs.html](http://www.uc.edu/ucResearch/EntrepreneurialAffairs.html) <sup>10</sup>

**The Office of Technology Transfer and Commercialization:** The Intellectual Property Office - Technology Transfer and Commercialization (IPO) at the University of Cincinnati is an innovative and aggressive engine for driving technology development in the region. The goals of this office are to support, encourage, and drive an environment of innovation, discovery and inventiveness at the University of Cincinnati. Our team approach is based on trust, competency, commitment, constancy, and congruity as we collaborate across campus with university departments, faculty, staff, and students, regional institutions, and local and national industry by developing partnerships and collaborations to commercialize intellectual assets at the University of Cincinnati.

The IPO works closely with UC faculty to mine, manage, protect, position, and commercialize intellectual property discovered in the course of research supported by federal grants and industry-sponsored activities. The IPO educates UC faculty about commercialization pathways, procedures, and opportunities. It provides a continuation of the research process by protecting the intellectual property of university researchers and licensing it to innovative companies. The technology transfer process affords the University of Cincinnati the opportunity to partner with entrepreneurial companies that produce products that make the world a better place. All of these efforts result in increasing deal flow, higher downstream revenues, improved faculty morale, improved regional economic activity, and building the reputation and equity of the University of Cincinnati as an engine for technological growth and societal impact. Through extensive outreach and improved customer service, the following performance measures increased significantly in 2005 and 2006 and reached a sustainable level in 2007:

	2005	2006	2007
<b>Invention Disclosures</b>	89	116	111
<b>Patent Applications</b>	60	73	56
<b>Patents Issued</b>	9	11	13
<b>Deal Flow</b>	17	24	24
<b>Material Transfer Agreements</b>	125	290	328
<b>Confidential Disclosure Agreements</b>	n/a	60	69
<b>Total Transactions</b>	<b>291</b>	<b>591</b>	<b>532</b>

Over 300 US patents have been issued to the University of Cincinnati in the course of its history. UC generated close to \$35 million in royalty revenue from licensing technology. Over 35 start-up companies have spun out of UC. There are currently 101 active license agreements in the UC portfolio.

**Web site:** [www.ipo.uc.edu](http://www.ipo.uc.edu) <sup>11</sup>

**Researcher's Gateway** is a password-protected intranet site available to all UC faculty and staff. This site includes information important for performing research and includes:

- eProfessional, an online database where users can find people with whom to collaborate,
- Grant and writing support,
- Grants and funding opportunities,
- My Protocols, a specific listing and access point for all research protocols for human and animal research, radiation safety and biosafety,
- Policies/procedures specific to research, and
- Education/Training including compliance training, competency testing, educational programs, consulting news, and announcements pertinent to training

### STATE OF OHIO SUPPORT FOR RESEARCH

Incentives provided by both the university and the State of Ohio have been extremely beneficial in facilitating the initiation and success of faculty research agendas. These projects have served to be a catalyst for positive changes in pedagogy and student learning outcomes at both the undergraduate and graduate levels. For example, UC was just awarded a \$28 million Ohio Research Scholar Program grant for hiring in the area of aerospace engineering.

**Web site:** [www.uc.edu/news/NR.asp?id=8438](http://www.uc.edu/news/NR.asp?id=8438) <sup>12</sup>

**The Ohio Eminent Scholar Program** has proven to be especially useful to the advancement of faculty research at the University of Cincinnati. This program, created by the Ohio General Assembly and administered by the Ohio Board of Regents, recognizes outstanding academic research achievements by university faculty across the state. Ten faculty at UC have been named Ohio Eminent Scholars. In 2007, Ohio awarded two Eminent Scholar positions, and both were awarded to UC.

**Web site:** [www.uc.edu/ucResearch/Ohio\\_Eminent\\_Scholars.html](http://www.uc.edu/ucResearch/Ohio_Eminent_Scholars.html) <sup>13</sup>

Another new state initiative that UC will participate in is the Ohio Innovation Partnership (OIP) Program. This new program will be designed to recruit scientists and students into STEMM disciplines. The Choose Ohio First Scholarship Program will offer scholarships to universities for student recruitment. The second OIP funding opportunity is the Research Scholars Program for state universities and colleges to recruit scientists for their faculties.

**Web site:** [www.uc.edu/news/NR.asp?id=8019](http://www.uc.edu/news/NR.asp?id=8019) <sup>14</sup>

### FACULTY DEVELOPMENT AND RESEARCH TRAINING

*"The University of Cincinnati is committed to maintaining a teaching and research environment that is open to the free exchange of ideas."*

(Rules of the University, 10-30-02 A)

**Instructional Support and Development:** Beginning with the 1995-96 academic year, the University of Cincinnati bargaining contract between faculty and administration has provided approximately \$550,000 per year for professional development purposes. Patterns over the past several years show this funding being guided by professional development goals and distributed to:

- Universal providers, for programs supporting training in technology, pedagogy, and research;
- Faculty programs at the departmental or interdisciplinary level;
- Individual projects such as travel to conferences or training workshops.

These Faculty Development Council Funds are discussed in more detail in Criterion 3B.

**Web site:** [www.uc.edu/fdc/](http://www.uc.edu/fdc/) <sup>15</sup>

In addition to projects made possible through these professional development funds, the provost's office also supports and coordinates faculty development programs such as a mentoring for first-year faculty, training workshops for department heads with a focus on their own faculty development initiatives at the unit level, and a new **Academy of Fellows**

**for Teaching & Learning**, a cadre of award-winning teachers who serve as resources for pedagogy programs as well as consultants for individual faculty (detailed in Criterion 2 and 3). Such programs are closely aligned with the Center for the Enhancement of Teaching & Learning (CET&L), which also enjoys provost office support towards the development of numerous pedagogy workshops and resources.

**Research Training Opportunities:** Faculty development and research training support are critical to the mission of the university. The Office of Research provides several avenues of training for interested faculty.



**Grant Writing Workshops:** Several grant writing workshops are offered to all faculty, graduate students and postdoctoral fellows. These workshops teach grant writing basics as well as introduce attendees to the grant review process. Additional workshops are offered to faculty who are new investigators applying for NIH and NSF junior faculty awards and for faculty writing revised applications.

**Web site:** [www.uc.edu/ucResearch/GrantWritingWorkshop.html](http://www.uc.edu/ucResearch/GrantWritingWorkshop.html) <sup>16</sup>

**A Research Orientation series** of presentations and panel discussions, hosted by the Office of Research, is aimed at introducing faculty and graduate students to the various research offices at UC. The discussions provide useful information for running a more efficient research program, including grant-writing tips from well-funded colleagues and discussions addressing issues of balancing career and family, time management and other timely issues.

One popular module of training makes clear the Institutional Review Board's expectation for writing proposals, consent documents, etc. A result of this training is a more effective and expeditious review process for those who have chosen to participate in it.

**Web site:** [www.uc.edu/ucresearch/Research\\_Orientation.html](http://www.uc.edu/ucresearch/Research_Orientation.html) <sup>17</sup>

Other research training resources include the **Collaborate Institutional Training Initiative (CITI)**, offering courses in the Protection of Human Research Subjects for Biomedical as well as for Social/Behavioral Research; the **Center for Continuous Professional Development** that provides online training for researchers and healthcare professionals, and **Training in Research Administration and the Institutional Network (TRAIN)** for employees who support the research enterprise at the University of Cincinnati.

**Web sites:** [www.citiprogram.org](http://www.citiprogram.org) <sup>18</sup> (CITI)  
[webcentral.uc.edu/cpd\\_online2/compliance/selectcategory.cfm](http://webcentral.uc.edu/cpd_online2/compliance/selectcategory.cfm) <sup>19</sup> (CCPD)  
[www.uc.edu/grantadmintrain/](http://www.uc.edu/grantadmintrain/) <sup>20</sup> (TRAIN)

**Faculty and Staff Assessment of Programming:** Methods used to assess the university's various development opportunities include:

- Focus Group Sessions.
- UC is Listening, an on-line feedback tool that allows faculty, staff, parents and visitors to provide feedback directly to decision makers.
- The Ohio Partnership for Excellence. OPE focuses on improving organizational performance by administering the Baldrige assessment process for Ohio organizations. In 2003, the University of Cincinnati received the Ohio Governor's Award for Excellence for its Administrative and Business Services, including Human Resources.
- Pilot Projects.
- Training Evaluations and Surveys.

**Web sites:** [feedback.uc.edu/](http://feedback.uc.edu/) <sup>21</sup>  
[www.partnershipohio.org/html/home.htm](http://www.partnershipohio.org/html/home.htm) <sup>22</sup>

## FACULTY AND STUDENT ACHIEVEMENTS

**Faculty Recognition:** One of UC's greatest assets is its distinguished faculty, and our annual Faculty Awards Celebration offers us the chance to recognize this fact. The university's outstanding faculty in UC|21 goals, teaching, research, scholarship and creativity, university service and other key areas are honored, including the AB "Dolly" Cohen award, the Distinguished Teaching Professorship, and the Distinguished Research Professorships.

**Web site:** [www.uc.edu/facultyawards/](http://www.uc.edu/facultyawards/) <sup>23</sup>

**Student Recognition:** The university recognizes and celebrates the accomplishments and contributions of outstanding undergraduate and graduate students through many different mechanisms. Awards are typically given by departments, special programs, and student organizations. Included below is a partial list and description of annual awards and recognition events.

**Honors Program:** Seven percent of the university's undergraduate student body participate in The University Honors Program. This program enriches the educational experience of these academically talented and motivated students through coursework and out-of-class experiences. The most outstanding of these students are then selected to receive the prestigious Presidential Medal of Excellence upon graduation.

**Web site:** [www.uc.edu/honors/plme/](http://www.uc.edu/honors/plme/) <sup>24</sup>

**"C-Ring":** Presented by the UC Women's Center annually to an outstanding graduating senior woman, the C-Ring recipient must have demonstrated advocacy for women and girls, community engagement to the greater world, and academic excellence.

**Web site:** [www.uc.edu/profiles/profile.asp?id](http://www.uc.edu/profiles/profile.asp?id) <sup>25</sup>

**"Mr. Bearcat":** The title of "Mr. Bearcat" is given to the outstanding senior undergraduate male who has achieved academic success, demonstrated leadership in diverse settings, and contributed to the University of Cincinnati with "Bearcat Spirit."

**Web site:** [www.uc.edu/profiles/profile.asp?id=8506](http://www.uc.edu/profiles/profile.asp?id=8506) <sup>26</sup>

**Graduate Awards and Recognition:** The Graduate Student Governance Association (GSGA) annually defines and designs modes of recognition for graduate students. Last year, fellow students were nominated for awards in nine categories. Ten graduate students were recognized at the 2008 ceremony held in June.

**Web site:** [www.grad.uc.edu/file\\_pdf/GACWriteUP.pdf](http://www.grad.uc.edu/file_pdf/GACWriteUP.pdf) <sup>27</sup>

**The College of Applied Science Expo:** Tech Expo 2008 brought senior design projects to the public. The results are a mix of creative design, complex project management, and eye-catching ingenuity.

**Web site:** [www.uc.edu/cas/expo/](http://www.uc.edu/cas/expo/) <sup>28</sup>

**SHOWCASING SCHOLARS:****EXAMPLES OF EXCELLENCE DEMONSTRATING A LIFE OF LEARNING AT UC**

**College of Allied Health Sciences PRAISE Conference:** The College of Allied Health Sciences annual PRAISE (Presentation of Research and Innovative/Scholarly Endeavors) was initially created by the college's Physical Therapy Program in 1998 as a "Senior Showcase" to "highlight the work of physical therapy undergraduate students in the area of original research to fellow students, faculty and community professionals." This concept was adopted and expanded by the entire college. The first interdisciplinary PRAISE conference was held in 1999. This event has evolved into the college's "premier showcase" for dissemination of all original scholarly work that is conducted by both undergraduate and graduate students.

In 2007, students displayed 73 posters, gave 16 oral presentations and conducted one interactive laptop presentation for a total of 90 student research and scholarly activity presentations. A majority of the college's full and part-time faculty serve as advisors for the student presentations each year. Each year, the conference features a keynote address, which is given by a nationally or internationally known research scholar. Past speakers have included Drs. Jeffery Livingston, Joseph Broderick, Brett Kissela, and the late Dr. Paul Back-y-Rita.

The College of Allied Health Science's annual PRAISE Conference is an example of how students are mentored by faculty to successfully disseminate the knowledge they obtained in their research investigations.

**Web site:** [healthnews.uc.edu/publications/findings/?/7019/7031/](http://healthnews.uc.edu/publications/findings/?/7019/7031/)<sup>29</sup>

**BROADCASTING ACHIEVEMENTS AND DISCOVERY**

The institution uses electronic and print media to inform the public of the faculty and student achievements in the acquisition, discovery, and application of knowledge. (Samples of each of these publications can be found in the resource room.)

**Print:** *UCResearch*<sup>30</sup> is published three times a year by the Office of Research to highlight the breadth and depth of research and scholarly activity at the University of Cincinnati.

**Web:** The University of Cincinnati employs the capabilities of the Web to create a content-rich environment to inform the public about the acquisition, discovery, and application of knowledge.

**www.uc.edu:** The UC homepage displays the latest headlines relating to academic initiatives. A larger display of current news is available at the News Web page at [www.uc.edu/news/](http://www.uc.edu/news/)<sup>31</sup>, with a searchable database of news stories past and present. Posted UC news items attract more than one million readers annually, primarily from off campus. Additionally, a summary of newly posted news items is distributed to all faculty and staff via an electronic newsletter called *e-Currents*.

**www.health.uc.edu:** The homepage of the university's Academic Health Center displays a similar array of news items, with a larger display at [healthnews.uc.edu/](http://healthnews.uc.edu/). Daily summaries are distributed to Academic Health Center personnel via an electronic newsletter called *E-Health News Daily*, and to faculty in the College of Medicine via an electronic newsletter called the *Dean's List*.

**Web sites:** [healthnews.uc.edu](http://healthnews.uc.edu)<sup>32</sup>  
[healthnews.uc.edu/publications](http://healthnews.uc.edu/publications)<sup>33</sup>

**Video:** The Web site is transitioning to a greater use of video to communicate with the public, featuring a menu of UC video "channels."

**Web site:** [www.uc.edu/video](http://www.uc.edu/video)<sup>34</sup>

**E-mail:** Another example of effective communication is the Graduate School's monthly electronic newsletter, *GradCaster*. As one of the primary methods of communication with students and others in the graduate community, it provides information on activities that may be of particular interest, spotlights graduate student and faculty accomplishments, reports new policies and procedures, and announces various deadlines.

**Web site:** [www.grad.uc.edu/graduate-school-newsletter.aspx](http://www.grad.uc.edu/graduate-school-newsletter.aspx)<sup>35</sup>

## CHALLENGES

**Overhead and Infrastructure:** Managing research operations at a large "high-research" university demands a great deal of maintenance and oversight. While grant funding supports cutting-edge research, primarily in our areas of excellence, it may not always support the broader infrastructure needed to support and foster it.

## ACTION STEPS LEADING TO IMPROVEMENT

**Undergraduate Research:** The formation of an undergraduate research council to coordinate research activities and services campus-wide also helps to further the mission of the university. Through centralized opportunities, undergraduate students can gain a better appreciation for research, as well as become more critical thinkers through their experiences.

**Research Training:** In recent years, training resources and opportunities for researchers have become more accessible, and grown beyond meeting the required federal guidelines. There are online educational offerings for faculty, staff, and students, available for all research disciplines.

## CORE COMPONENT 4B

**The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

The University of Cincinnati embraces its mission of providing a rigorous, relevant, and well-integrated education that enables our graduates to be proactive, creative, productive, well-informed, socially responsible, and fulfilled in life.

At the undergraduate level, UC's General Education (Gen Ed) Program and our vision for a holistic undergraduate experience, Integrated Core Learning (ICL), are the primary curricular mechanisms for creating and developing the skills requisite for a life of learning in a diverse society.

### GENERAL EDUCATION

The University of Cincinnati boasts a rich story of General Education (Gen Ed) evolution. The initial implementation of general education at the university began in 1996. This first program was innovative and ambitious, requiring all Gen Ed courses to be approved by a committee, to engage in specified pedagogies, and to be taught in small enrollment settings. However, the program was never fully realized. Indeed, the 1999 North Central review found "uneven implementation compromised the coherence of the General Education program."

Spurred on by our own concerns regarding our Gen Ed program and armed with the recommendations of the North Central review, UC chose to totally redesign the program to better take into account the diversity of the individual colleges, their missions, and UC's individual organizational context while offering an educational framework that supports common knowledge, essential competencies, and their responsible application in a global context. UC's new General Education program was implemented in fall 2001. This curriculum remains the foundation of our current program, with ongoing improvements and growth through assessment. (Major innovations were introduced and supported by a faculty vote in 2006). The new semester-based General Education program, currently in process of faculty approval, resembles our current program, but more fully reflects the ideals of Integrated Core Learning. The program includes three essential parts: a **Baccalaureate Competencies** component, a **Breadth of Knowledge (BoK)** component, and a program/major component.

**Web site:** [www.uc.edu/gened](http://www.uc.edu/gened) <sup>36</sup>

The UC General Education Program is designed to promote four baccalaureate competencies (**social responsibility, knowledge integration, effective communication, and critical thinking**) by leading students through a individualized hybrid of experiences and courses that generally share one or more of the following characteristics; and through their syllabi, they explicitly describe to students how they contribute to the achievement of the baccalaureate competencies:

- emphasizes critical thinking
- develops effective verbal, written, oral, and visual communication
- includes familiarity with multiple areas of traditional knowledge
- supports intellectual excellence and openness
- integrates study among disciplines
- encourages commitment to personal social accountability and responsibility
- promotes awareness of the world at large
- fosters information literacy
- values lifelong learning
- encourages contextual linkages

UC's GenEd Core goes beyond a simple distribution model; it requires a purposeful, sequenced, and ongoing approach to achieving these student outcomes built around required experiences, courses, and student reflections at three key touch points in the curriculum.

**First Year Experience:** The foundation of UC's First Year Experience (FYE) approach is responsiveness to ongoing student reflection and a common set of targeted learning areas. GenEd requires one or more appropriate FYE curricular and experiential components such as FYE seminars, other appropriate FYE courses, or learning communities.

**Mid-Collegiate:** Purposeful mid-collegiate programming and student reflection will continue to provide ongoing support for students as they proceed through their college career. Components include:

**Experiential Learning:** One or more courses that integrate experiential learning to increase disciplinary proficiency and that promote contextual understanding.

**Methodology:** Each academic major program requires academic training in the understanding of the systematic methods and history of the discipline/profession.

**Mid-Collegiate Writing:** English 289 (Intermediate Composition) will reinforce and focus students' attention on how meaning is made and understood in the student's first year; and will introduce higher-level learning about writing and reading communicated across academic disciplines. The primary goal of the course is to help students develop rhetorical sensitivity to differences in academic and professional writing across the disciplines (see English Composition).

**Senior-Year Experience:** To transition students to a profession or graduate school and continue to pursue life-long learning and social responsibility, seniors are required to complete a capstone for their major. The capstone experience is designed to demonstrate proficiency in the baccalaureate competencies and in the content/skills of the program/major. As a culminating experience, the capstone should require interdisciplinary and contextual perspectives.

**Web site:** [www.uc.edu/studentssuccess/CollegesCapstones/default.html](http://www.uc.edu/studentssuccess/CollegesCapstones/default.html)<sup>37</sup>

Information literacy is an essential skill that supports each of the baccalaureate competencies and thus, it must permeate every component of the General Education program. We have expanded our description of information literacy in our GenEd program to facilitate future assessment of this skill in the student's three key touch points.

See section 4C for a description of the assessment of student learning outcomes for the General Education core.

### INTEGRATED CORE LEARNING (ICL)

As part of the academic planning process, UC faculty, students, staff, and other stakeholders contemplated how best to integrate the university's mission and values as an urban research institution, our strength and background as national leader in experiential education, and our commitment to student learning. This discussion resulted in a new vision for undergraduate education that we call Integrated Core Learning (ICL). ICL is UC's signature approach to undergraduate education. Named to reflect its call for the thoughtful integration of the General Education core, major coursework, experiential learning (such as internships, study abroad, performance, undergraduate research, practicum, clinical placements, co-op, and service learning experiences), co-curricular activities, and faculty-guided reflection throughout the undergraduate curriculum, ICL underscores the University of Cincinnati's strengths and places them within a holistic framework for student learning from the first undergraduate year through graduation. ICL envisions the purposeful weaving of high impact practices and experiences with high quality, rigorous instruction. ICL emphasizes:

- The various ways in which knowledge is produced and disseminated;
- The myriad connections and inter-relationships among different disciplines, professions, career paths, cultural organizations, and civic life;
- The benefits of thinking collaboratively across disciplines and approaching issues and problems from a multi-disciplinary perspective;
- The transferability of knowledge and skills across multiple contexts.



This combination—and integration—emphasizes the application of liberal learning in real-world contexts and defines the essence of a 21<sup>st</sup> century urban research institution. ICL is built around the three touch-points in the undergraduate experience to provide all students with key opportunities to develop, review, and act upon a learning plan for degree completion. It begins with a significant first-year experience as its cornerstone and continues with opportunities for self-reflection and on going support through mid-collegiate coursework and experiences. Culminating with a senior-year experience where a comprehensive assessment of student learning takes place, ICL provides students with the necessary tools to transition to a profession or graduate program and continue to assume ownership for life-long learning, civic engagement, and social responsibility.

**Web site:** [www.uc.edu/pbl/icl](http://www.uc.edu/pbl/icl) <sup>38</sup>

**Experiential Education:** Essential to the character of ICL and the UC approach to education, experiential education shows students how to discover the linkages between the curriculum and inquiry, practice, creativity, and social responsibility.

As the founder of cooperative education, the University of Cincinnati continues to innovate and expand in the realm of experiential education. It is required by the university's General Education program to be a component in each student's undergraduate experience. Additionally, the vast majority of UC graduate students participate in significant experiential learning, be it in the lab, in clinical placements, in performance, displays, or community-based learning.

**The Cincinnati Approach to Experiential Education:** Understandably, an approach that is both consistent and flexible enough to canvas such a large, research-based university poses a major challenge. At UC, its development over the past century marks an extensive and dynamic social construction. The following section elaborates the underlying tenets and pedagogical variations of the approach, concluding with a discussion of limitations that energize continuing innovation. The Cincinnati Approach rests on the premise that theory-practice integration, contextual complexity, and community engagement may foster student learning that is exceptionally self-directed, integrative, and transformational.



### The Cincinnati Approach to Experiential Education

#### Tenets

Theory-Practice Integration

Contextual Complexity

Community Engagement

#### Variations

Professional Development

Field Projects

International Education

Service Learning

Student Research

**Theory-Practice Integration:** Traditional classroom learning provides students with a toolkit to be continuously used, refined and expanded through practice. Experiential education helps students to test those skills and share insights into when and why theories work and do not work in practice. As a result, students may help fuel intellectual inquiry and curricular development. Second, theory-practice integration seeks to inspire continuous learning. Opportunities to apply theory may spur awareness that certain tools are missing or need revision. Such awareness may help students become more self-directed and purposeful in their learning.

**Contextual Complexity:** Understanding that everyday life is replete with uncertainties, tensions, intricacies, and even absurdities, this approach allows students to recognize and work through intricate, often subtle tensions. This is not to downplay conventional classroom or lecture settings, however. Such environments may be highly conducive to learning fundamental concepts and theories. Further, UC has substantial expertise in problem-based learning pedagogies that help transform the classroom for more active learning.

**Web site:** [www.uc.edu/pbl/index.shtml](http://www.uc.edu/pbl/index.shtml) <sup>39</sup>

**Community Engagement:** The Cincinnati Approach values partnerships across community contexts, from a scholarly research community, to a business or industry community, to a local, urban community. Engagement denotes shared learning goals and mutual benefits. For instance, the community may seek learning related to a particular issue (such as a research question in a scholarly community or a project supporting an area non-profit), while providing the contextual complexity valued for rich student learning.

Combining these three tenets, the Cincinnati Approach presumes that theory-practice integration within complicated and collaborative settings helps students develop the capacity to effectively apply – and know when not to apply or when to critique and revise – theories, while encouraging ongoing theory, course, and program development. Such contexts range from a project client working with a student team, to professional opportunities within industry, to research within a lab or library, to artistic performances on the stage. In these settings, students are challenged to grapple with exceptionally ‘fuzzy’ issues, often having to identify the focal problem and respond by mobilizing their own intellectual, as well as surrounding physical and human resources.

This approach seeks to energize three, synergic goals of self-directed, integrative and transformational learning. First, participating faculty provide facilitation, rather than control, to encourage self-directed learning, realizing their active and purposeful role in learning and its ongoing need may help develop students into exceptionally effective and motivated life-long learners. Second, experiential education seeks to foster integrative learning. The assumption is that complex and collaborative settings may help students value a comprehensive education – an education that encompasses the liberal arts as well as more scientific and technological domains. And third, this transformational learning expands the student's views of their own place and responsibility in their community as well as the world around them.

Although experiential education is integral to all UC programs, its form varies depending on disciplinary needs. More specifically, efforts may be categorized broadly into five variations: professional development, field projects, study abroad, service learning and student research. Regardless of the pedagogical approach, transformational learning marks the final goal. Intense, hands-on experiences may alter students' worldviews in powerful ways. Such challenges may complicate their understandings of theory, practice and their interplay, changing how students think, as well as what they think.

### UC INTERNATIONAL

The University of Cincinnati seeks to create international opportunities for its students which use the complete array of resources available within a large research university. Systems have been created which allow students to see global relationships across campus in order to better explore their options. Programs have been developed which allow students to have one (or multiple) education abroad experiences and efforts are being made to craft an undergraduate class which has a substantial and diverse international student population which will enrich both the academic and extracurricular lives of our students. (For details of UC International initiatives, see Criterion 2.)



## REAL-WORLD LEARNING: EXAMPLE OF EXCELLENCE DEMONSTRATING BREADTH OF KNOWLEDGE

### SERVICE LEARNING

The General Education plan, within Integrated Core Learning, calls for rich undergraduate experiences that help students synthesize the program knowledge and skills that they have accumulated over the course of their degree program. Service learning, an important manifestation of experiential learning, gives students the opportunity to engage with a diverse community and gain insights to cultural and societal issues. Faculty often recognize the value of service learning as a pedagogical approach that helps focus student attention on issues concerning social responsibility, one of the university's four baccalaureate competencies.

Indeed of the four competencies, capstone assessment results have indicated that social responsibility is the most difficult to define and evaluate. However, when service learning and other contextual approaches achieve reciprocal, sustainable and asset-based learning, faculty and students in many varied degree programs find that they have an opportunity to engage meaningfully with those of various social economic status, race, culture, and religions. With adequate guided reflection, students become more aware of communities that surround them, how to be observant enough to connect their learning in the classroom with real world experiences, and to be prepared for a civically engaged approach to lifelong learning.

**Web site:** [www.uc.edu/sl](http://www.uc.edu/sl) <sup>40</sup>

As suggested in our ICL philosophy, we recognize that students often benefit from multiple contextual learning experiences, often of increasing complexity. Thus UC's approach to community-based learning often begins with first year introductions to service learning that build into a significant capstone service learning project.

### Sampling of Service Learning Courses 2007/08

- Members of the freshman class of the College of Allied Health Sciences are enrolled in a service learning course where students select one of six community partners. Recent partners include: Woodward Career Technical School, University Hospital, Starfire, Taft Elementary School, and ABC Pediatrics.
- A capstone course for Spanish majors teaches English to Guatemalan immigrants with limited or no English language skills.
- In the Economics Capstone course, students use the concept of elasticity to study the economic effects of tax abatements in Hamilton County. This project allowed the analysis of data that would not otherwise have been possible as the regular staff and administration do not have time to examine this issue.

### CHALLENGES

**Shaping the Core Curriculum:** The challenge remains to build a General Education program that is consistent with federal and state mandates, attentive to faculty concerns, supportive of teaching and learning, valid, reliable, and aligned with the university mission. General Education and Integrated Core Learning requirements must continue to evolve to meet these needs.

### ACTION STEPS LEADING TO IMPROVEMENT

**General Education “2.2”:** A re-evaluation of the General Education curriculum in 2006 resulted in the addition of writing courses and a stronger focus on improving communication standards. The evolution of General Education continues to be ongoing, and assessed regularly, to stay consistent with the UC vision. A new version for the semester conversion is currently under review, anticipated for a complete rollout in 2012.



## CORE COMPONENT 4C

**The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

UC uses a complex assessment tapestry to understand the learning outcomes of the various components of our educational programs, to assure students are well prepared for life-long learning and ongoing intellectual inquiry, to ensure program effectiveness, and to provide a framework for feedback and improvement.

The section below details assessment practices and outcomes of assessment taking place in a wide range of settings (institution-wide to course embedded measures) at various levels of detail (individual formative student skill assessments to summative assessment of the General Education baccalaureate competencies in a capstone course). Criterion 3 also addresses assessment in the case of effective teaching and learning. In all cases, it is clear that the University of Cincinnati is committed to the continuous improvement of curricula to meet the ever changing needs of our students and of society.

### ASSURING EFFECTIVENESS: EXAMPLES OF EXCELLENCE IN UNIVERSITY-WIDE ASSESSMENT EFFORTS

#### E-REVIEW

The university leadership (president and provost) charged the **Academic Coordinating Committee (ACC)**, to put in place processes whereby UC can review, assess, and benchmark its inventory of undergraduate, graduate, and professional degree programs to assist and support UC in maintaining and achieving higher levels of academic excellence. This effort known as e-Review assured that various assessments “pieces” would be integrated into a “whole” and that this information would be used locally and shared centrally to reinforce a culture of continuous improvement.

This review process takes into consideration the six goals of UC|21 and the Academic Priorities document. It requests programs to synthesize internal and external program reviews and professional re-accreditation outcomes to provide a complete vision of program strengths and weaknesses. Then, programs are asked to identify future plans for program and assessment improvement.



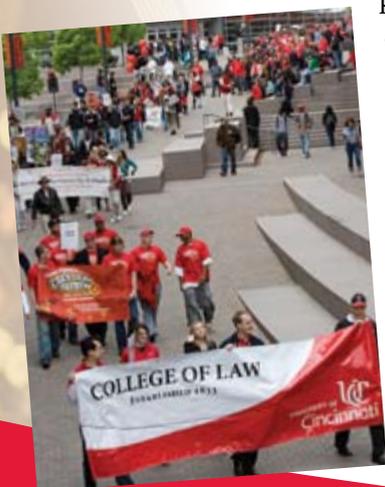
The e-Review process<sup>41</sup> is used to inform significant decision making at the university including:

- Degree program recommendations including expansions, consolidations, closures, and realignments;
- Inform incentives and budget allocations to motivate degree program changes;
- Assure degree and program offerings are aligned with academic mission and strategic priorities;
- Provide data on best practices, unique features, and market impact of each degree program;
- Serve as the foundation of ongoing program validation and improvement.

This approach also allows programs the opportunity to showcase what is unique about a program, describe its benefits to students and faculty, and demonstrate how the performance of a program is linked with its mission, and the mission of the university. Sub-committees from within ACC evaluated each e-Review submission. The reviews included detailed feedback in each of the following categories:

- Program mission
- Assessment practices
- Methods for tracking graduate outcomes
- Results and actions from prior reviews
- Retention and graduation rates
- Faculty resources
- Program impact
- Program planning
- Pedagogical features employed within the program (e.g. service learning, extensive writing, problem-based learning)

The resulting database serves as a primary information source for a variety of university planning processes. Additionally, the ACC placed all reviewed programs into one of three categories: *Satisfactory*, *Needs more information*, or *Unsatisfactory*. Programs receiving reviews in the “Needs more information” or “Unsatisfactory” category were provided detailed specific areas of concern and were required to resubmit their templates within four weeks of receiving notification of their status. Those programs that continue to receive an unsatisfactory review after re-submission will be subject to a more rigorous review in Phase Three of the entire Program Review process. Examples of summary comments from the e-Review process can be found in the resource room.



### GENERAL EDUCATION ASSESSMENT

The **General Education Program** (described in 4B) emphasizes the development of the baccalaureate competencies of effective communication, social responsibility, knowledge integration, and critical thinking for all graduates. While our students choose very different paths as they take courses and have experiences at UC, faculty agree that a fundamental goal of General Education is to develop these competencies. Mastery of these competencies is to be achieved by the end of the capstone course, and this is therefore the point at which summative assessment occurs. Assessment data from spring capstone courses is collected annually. This approach has the advantage of involving faculty from each unit in the assessment process and encouraging a discussion of the baccalaureate competencies within the context of major programs. However, because this assessment approach is so inclusive, it requires ongoing and extensive faculty development opportunities on rubric scoring, and a well thought out strategy for encouraging ongoing programmatic reflection and improvement.

The undergraduate class of 2005 marked the first cohort of students to graduate with UC's competency based General Education program. Assessment efforts also began in earnest during that year. Capstone instructors created discipline-specific rubrics to assess the achievement of the baccalaureate competencies. This data was summarized by unit and forwarded to the faculty director of General Education, who made an annual report to the university community. Since 2006, UC has used Survey Monkey for these assessments, and reports are now posted on the General Education Web site.

**Web site:** [www.uc.edu/gened/assessment\\_reports/](http://www.uc.edu/gened/assessment_reports/)<sup>42</sup>

**Voluntary System of Accountability:** In autumn 2006, what has come to be known as the Spellings Commission Report was issued and – among other things – called for the following:

*Higher education institutions should measure student learning using quality assessment data from instruments such as, for example, the Collegiate Learning Assessment, which measures the growth of student learning taking place in colleges, and the Measure of Academic Proficiency and Progress, which is designed to assess general education outcomes for undergraduates in order to improve the quality of instruction and learning.*

*("A Test of Leadership: Charting the Future of U.S. Higher Education," p. 24)<sup>43</sup>*

Taking assessment further, Eric Fingerhut, the chancellor of the newly-created University System of Ohio, mandated that all 13 public higher education institutions in Ohio participate in the Voluntary System of Accountability (VSA). By mid-2008, the University of Cincinnati was the first Ohio university to demonstrate public participation in a national initiative for accountability in higher education by posting its "College Portrait"

to the Web. Page five of the College Portrait is dedicated to documenting student learning outcomes and requires that one of three standardized tests be used to assess general education learning outcomes. VSA participants have up to four years to implement one of these tests. Many schools are leaving this page blank while they wait for the results from one of three approved tests. UC, however, publishes additional sources of General Education assessment while simultaneously piloting the Collegiate Learning Assessment, of the three approved tests. Our data include:

- **Data from cooperative education employers** throughout the country document our co-op students' achievement and progress with regard to a variety of essential skills and competencies.
- **Data from faculty** rubric-based assessment of General Education measuring student achievement as demonstrated by seniors in their capstone experiences.

These data sources are described in greater detail below. In addition, page five of the College Portrait also includes:

- **Professional certification pass rates** provide evidence that UC graduates are well equipped to pursue their career goals.

**Web site:** [www.uc.edu/institutionalresearch/uccollegeportrait.pdf](http://www.uc.edu/institutionalresearch/uccollegeportrait.pdf) <sup>44</sup>

With regard to the use of the Collegiate Learning Assessment (CLA) as a mechanism for reporting student learning outcomes, UC has recently begun a “dual pilot,” a study that examines the applicability of learning portfolios (and especially e-portfolios) alongside the CLA. Comparing student outcomes from these two assessment methods will provide insight into the validity of the standardized tests, especially in their claims to identify value-added learning, and may shed light on some of the concerns that have been raised about implementing the CLA for institutional assessment. In addition, the pilot will gather feedback about student perceptions of the CLA and e-portfolios, including perceptions about cost for incentives.

More specifically, our hope is to:

- Engage faculty in this process by which the CLA can be compared to other forms of General Education assessment.
- Determine if the CLA can be successfully embedded in first-year-experience courses without diminishing student satisfaction and/or learning objectives.
- Understand the ceiling effects of the CLA when it is administered to high-achieving honors students.
- Watch the progress of a given cohort with a well understood schedule over time.
- Ask students to compare their CLA experience (effort, time on task, learning outcomes) to their experience with the e-portfolio.



In October of 2008, UC administered the CLA as a course requirement to 120 first-year Honors students whose average ACT is 31 and who represent a range of UC colleges and programs. Separate from taking the CLA, and in the context of the e-portfolios that these same students are developing during this period, students submitted essays designed to measure critical and writing skills.

The essays were scored using the Association of American College and Universities metarubric drafts for written communication and critical thinking using a double-blind protocol. Reviewers included members of the Honors Advisory Council, all of whom are faculty members at the university. Results from this study will become available in 2009.

As a whole, this pilot provides an example of UC's attempt to rigorously engage in the national call for greater accountability in higher education while at the same time finding ways to integrate General Education assessment thoughtfully into the curriculum.

**Vice Provost for Student Learning and Assessment:** The General Education Assessment process was enhanced again in January 2008 with the creation of a new university leadership position. One of the first priorities of the new vice provost was to strengthen the General Education Assessment process and to emphasize the use of assessment data to inform curricular change, especially in light of planned semester conversion. During the spring term of 2008, the vice provost and members of the University General Education Coordinating Committee met individually with appropriate faculty and administrators from each baccalaureate college. The data and plans generated in these meetings and their follow up notes are available in the college General Education Folders at UC's General Education Web site. Data and ideas generated from the 2008 college meetings were immediately put to use in the revisioning of the General Education program into a semester format. The revised program (described in section 4B) is currently in process of faculty approval.

Data from capstone faculty members' rubric-based assessment of student achievement with regard to the baccalaureate competencies is included in UC's College Portrait data on learning outcomes.

**Web sites:** [www.uc.edu/gened/assessment.html](http://www.uc.edu/gened/assessment.html) <sup>45</sup>

[www.uc.edu/gened/documents/GenEd\\_Timeline\\_Proposed\\_Changes\\_w\\_Chart\\_1.09.doc](http://www.uc.edu/gened/documents/GenEd_Timeline_Proposed_Changes_w_Chart_1.09.doc) <sup>46</sup>

**Skill Assessment of Co-Op Students:** The US Department of Education Fund for the Improvement of Postsecondary Education [FIPSE] awarded UC's Unit of Professional Practice a grant to develop a Corporate Feedback System for Use in Curricular Reform. The project included UC Professional Practice faculty and other faculty members and team leaders at UC colleges. The objective of the grant is to build a closed loop system that measures student performance while on co-op, and directs this feedback into curricular development.

This project developed methodologies to use assessment data of student work term performance in General Education Assessment and curricular development, thereby continuously aligning experiential- or cooperative-education based curricula with industrial needs. In particular, the data is used to:

- Correlate student work performance with curricular activities;
- Design and implement processes allowing for employer assessment in curriculum design;
- Evaluate the impact of changes in curricular design upon student work performance;
- Pilot and contrast projects in both different academic fields and at different colleges;
- Develop a set of best practices to be used for further refinement and dissemination of the process;
- Provide external validation of student achievement of the baccalaureate competencies of UC's General Education Program.

Data from this project is used as evidence of student learning outcomes on page five of the university's College Portrait, part of the Voluntary System of Accountability.

**Web site:** [www.uc.edu/institutionalresearch/CoopLO.htm](http://www.uc.edu/institutionalresearch/CoopLO.htm)<sup>47</sup>

Using this skill-based assessment approach as a foundation, UC is in the development phase of creating an innovative experiential learning assessment instrument, recently named I-LEAP (Integrated Learning Experiential Assessment Program). This instrument, well aligned with UC's Integrated Core Learning, will have the flexibility needed to assess the many types of UC experiential learning in a variety of contexts, such as faculty assessment of students' undergraduate research, community partner assessment of students' service learning projects, employers assessment of student internships, practicum, clinicals, student teaching placements, or faculty assessment of students' study abroad experiences. While ambitious, the benefits are vast, such as the ability to increase our sources of validation of student achievement of General Education baccalaureate competencies, the ability to track student progress in different disciplines and types of experiential learning, the opportunity for continuous curricular improvement, and the ability to authentically assess the "big picture" of Integrated Core Learning and its impact on students' growth and learning transformation. I-LEAP is well underway with an assessment of service learning students in fall 2008 and a plan in place to assess undergraduate research students and study abroad students in winter and spring 2009.

**Web site:** [www.uc.edu/propractice/fipse/](http://www.uc.edu/propractice/fipse/)<sup>48</sup>

**First-Year Experience:** Another significant example of how UC has used ongoing institutional benchmarking, student outcomes data, and other evidence to build and enhance a curricular structure is reflected in UC's First-Year Experience Program.

The First-Year Experience (FYE) is a national movement that has grown as a community of faculty and administrators have shared resources with one another over more than 25 years in hopes of solving challenges at their institutions related to orienting a wide spectrum of students to college, engaging them in learning, and encouraging their persistence through graduation.

UC's FYE initiative was launched, appropriately, with a visit from John Gardner, arguably the movement's most influential leader. Linda Cain, associate provost emeritus, invited John Gardner to serve as a retreat leader and consultant in October 1999. This retreat marks the start of an organized first-year experience initiative. Foundational support for this initiative grew out of simultaneously occurring but independent pilot projects and conversations taking place in the late 1990s among UC faculty and staff as well as state-level stakeholders. These included freshman-level learning community projects in UC's McMicken College of Arts and Sciences and former University College, UC's Strategic Enrollment Management Team's strategy for increasing retention and graduation rates, and the Ohio Success Challenge project aimed to increase baccalaureate graduation rates in the state of Ohio. Fueled by support from Ohio's Success Challenge project, the SEM Management Team authorized launch of a First-Year Experience initiative as well as university-wide implementation of learning communities as strategies for improving student retention and academic achievement.

First-Year Experience and learning communities were initially developed as separate efforts. The 2002 FYE Model was developed by a steering committee that identified key components such as new student orientation (now mandatory), engaging and enriching classroom instruction, accurate and timely academic advising, guidance regarding study, learning, life management skills, career counseling, and social and academic activities outside the classroom.

In 2004, first-year experience efforts were fused with UC|21 and the Integrated Core Learning framework. The current approach urges colleges and programs to design FYE components that introduce first-year students to the types of learning activities and level of accomplishment that graduating students are expected to demonstrate. Specifically, FYE aims to:

- Help students acquire intellectual and self-management skills needed for success in the university, as well as in life-long learning;
- Engage students with the cultural life and diversity of a large, urban research university;
- Focus students' attention on what their professional and civic responsibilities to the world might be as educated persons;
- Advance students' capacity to make connections between knowledge gained from multiple sources and to apply their increasingly comprehensive understanding to new questions and situations.



The Center for First Year Experience and Learning Communities has worked since then to expand student participation. First-time full-time baccalaureate students have steadily increased participation from 73 percent in 2000, when Success Challenge programs including learning community and first-year experience programs were launched, to the current rate of 82 percent. Until standards changed slightly for students entering in fall 2006, this increase was accomplished without a corresponding increase in admissions standards. Graduation rates have been increasing in a corresponding manner. Much of this increase is attributed to the retention and academic enhancement programs supported through Success Challenge. Preliminary analysis of six-year graduation rates appears to bear this out: Success Challenge participants from the 2000 class posted a 57 percent graduation rate whereas the overall graduation rate for the 2000 cohort is 52.3 percent.

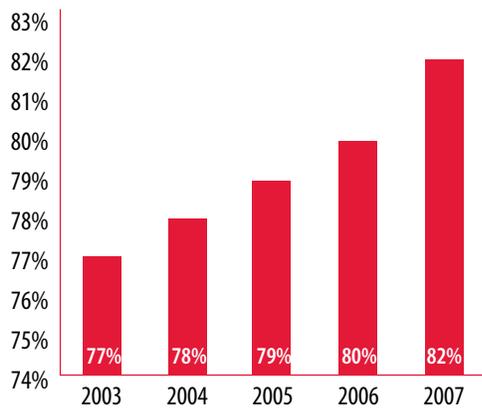
The Center for First Year Experience and Learning Communities has tracked the apparent impact of learning community enrollment on retention since 2002. An analysis of the impact upon the 2002-03 participants vs. a control group with approximately the same type of students, found the following:

- Students involved in learning communities had significantly higher fall, winter, and spring GPAs and cumulative hours earned than the control group;
- Students involved in three quarters of learning communities had significantly higher fall, winter, and spring GPAs and cumulative hours earned than the control group;
- Students involved in learning communities were retained at a significantly higher rate than the control group in winter, spring, and fall;
- Students who participated in three quarters of learning communities have a significantly higher next-year retention rate (90 percent) than the control group (72 percent);
- Comparison of learning community groups (i.e. one quarter vs. three quarters) with regard to cumulative hours and grades: Students who participated in three quarters of learning communities had significantly higher fall, winter, and cumulative GPAs and cumulative hours than those students involved in only one quarter.

In response to these findings, particularly the dramatic impact that three quarters of learning community enrollment appeared to have upon student success, the center has aggressively sought to increase learning community enrollment across all colleges and to enhance program features that will encourage students to remain enrolled in their learning community for their entire first year of college. We have been able to concurrently and steadily increase the number of students enrolled in learning communities from 450 in 2001-02 to 1,750 for 2007-08 while also increasing the percentage of those students who enroll in their learning community for three quarters

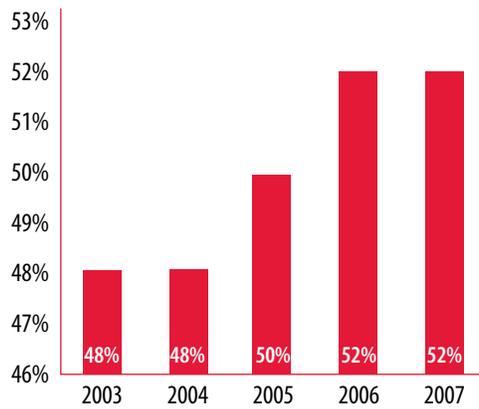
from 8 percent in 2001-02 to 50 percent in 2007-08. As the total number of students enrolled in learning communities has grown to the extent that in some colleges it is equivalent to the total first-year student cohort, there is no longer a significant difference in retention rates between students enrolled in learning communities and those who are not. However, the overall retention rate for first-year students has steadily climbed, which would be an expected outcome given the pervasive reach of learning community enrollments. And, each year since 2002 including last year's 2006 entering class, students enrolled in learning communities for three quarters have been retained from first to second years at an 89 or 90 percent rate.

**First-time, Full-time Degree Seeking Undergraduates**



2007 Retention rate projected as of September 19, 2007

**First-time, Full-time Degree Seeking Undergraduates**



2007 Retention rate projected as of September 19, 2007

Financial support for First-Year Experience initially came entirely from Ohio Success Challenge funds. Funding responsibility has now shifted and most courses as well as college-level staff support are now paid for by the colleges and units with resources under their direct control, which may include separate Success Challenge allocations. Several one-time external and university grants provided much needed seed money to pilot and expand FYE and learning community approaches. Pamela Person, director, and Marianne Lewis, associate professor and then associate dean in the College of Business, received a grant from the Ohio Learning Network in 2002-03 that supported pilot learning communities in the College of Business. That OLN-sponsored project evolved into CoB's ongoing innovative Fast Track FYE program. In FY 2006 and again in FY 2008, the center received one-time, internal UC|21 grants allocations to support program enhancements and further incorporate FYE as an integral part of UC's undergraduate experience. Starting in FY 2009, the center will begin receiving permanent monies from UC general funds to continue offering UC|21 program enhancements. Ohio Success Challenge funds still provide the core of funding for the Center for FYE and Learning Communities initiatives and personnel.

Conversion to a semester calendar will provide opportunities for continued advancement and integration of FYE initiatives. The 2008 semester-based modification to General Education requires a minimum one credit hour First-Year Experience component. Course redesign and approval templates for semester conversion ask faculty and teaching units to ensure that they incorporate FYE aims into curriculum design. Accurate and timely academic advising, which is critical to the success of FYE initiatives as well as to continued progress toward degree as students advance through college, is a prime concern for the university as we enter into semester conversion. Since UC's current staffing levels fall below those of benchmark institutions and the National Academic Advising Association standards, the semester conversion plan proposes an infusion of advising resources to help address this imbalance.

### GRADUATE SCHOOL PROGRAM ASSESSMENT

The Graduate School (GS) of the University of Cincinnati currently assesses each of its 250+ degree programs using three means: 1) a thorough review involving internal and external evaluators on a seven-year cycle, 2) an annual, largely statistical review conducted internally, and 3) participation in discipline accreditation processes that occur most often on a 10-year cycle. Beginning fall quarter 2008, an annual assessment of all UC degree programs, graduate and undergraduate, provides interim (between the more elaborate seven- and 10-year reviews) assessment that will contribute to the more substantial reviews.

The **seven-year review** begins with the unit (college, school, division, department) completing the GS template, used by all units, that includes student enrollment numbers, number of degrees awarded, number of full-time faculty, and scholarship and stipend amounts. The template requires responses regarding program mission, goals, and con-

text; recruitment and admissions procedures; student scholarly and creative publications and presentations; student awards external to UC; curriculum, with particular attention to recent changes; post-graduation student employment; GA duties; student satisfaction; alumni information; faculty-compensation, credentials, workload, professional productivity, and awards external to UC; program resources and infrastructure/administration; and comparisons to benchmark programs chosen by the unit head. Two or three external reviewers, depending on the size and complexity (especially if interdisciplinary) of the degree program, are selected from reputable faculty in the program's discipline. Evaluators complete and send to the GS a detailed response



based on the unit's original report and information gleaned from the visit. If there are substantial concerns, the unit may be required by the GS to conduct a comparable review in less than seven years. If the program is strong with potential for growth in quality and quantity, resources may be awarded to aid the program's ambitions. In either case, a summary of the response with recommendations in conjunction with the GS's evaluation forms the basis for the next seven-year review.

**The annual review** of each program is largely in chart form and measures over a previous five-year period the numbers of the program's applications, newly matriculated students, total enrollment, student quality indices (GRE and other standardized test scores), degrees awarded, attrition, student tuition payments, and stipend support. The trend over five years is more important than the measures of the current year. This annual review in conjunction with the program's standing, as measured by the Faculty Scholarly Productivity Index produced by Academic Analytics, is the basis for an annual meeting with college deans and associate deans and the Graduate School dean and associate dean. Goals and initiatives for the program in the context of the college derive in part from this annual review.

**Accreditation reviews** tend to ascertain whether a program has met minimum levels for re-accreditation, so although meaningful to an extent, the focus is not as pertinent to the aspirations and quality as are the annual and seven-year reviews.

Two further means of assessment are conducted: mandatory completion of an exit survey as part of the graduation sequence of events, and periodic surveys conducted by the Graduate Student Governance Association (GSGA). The former is devised, and revised, by GS administration; the latter is devised and administered entirely by the GSGA according to their wishes. This survey might, but need not, be sanctioned by the GS, but some oversight is usually productive.

Examples of the award of resources to programs deemed deserving include support for fellowships to allow the program to compete at a higher level of aspiration, and to undertake recruitment initiatives and other programming improvements such as hosting a speaker's series, and, within the parameters of budgetary constraints, hiring additional faculty in areas not currently addressed.

For example, the Criminal Justice graduate program recently completed its graduate program review. One of the recommendations this program received involved the creation of a "mechanism for implementing changes suggested by the evaluation (process)." The unit responded by adding a detailed data discussion to their annual faculty retreat agenda. The unit reports that this serves as an opportunity to "identify problems, debate solutions, and when applicable, alter policy."

## CHALLENGES

**Faculty Assessment:** Training faculty to properly use tools in the classroom to assess the effectiveness of the General Education curriculum requires ongoing and extensive faculty development. While a broad engagement of the faculty may bring weaker results, at this time the preference is to be inclusive across the university rather than designate and train only a few assessors to conduct the evaluations campus-wide. This approach has the advantage of involving faculty from each unit in the assessment process and encouraging a discussion of the baccalaureate competencies within the context of major programs.

## ACTION STEPS LEADING TO IMPROVEMENT

**E-Review:** As part of UC's effort towards a holistic integration of the university, e-Review has created an impetus for reform and assessment across the university. Additionally this process pushes ongoing assessment in non-accredited programs (as detailed in Criterion 3.)

**Semester Conversion:** Most recently, the university has begun a conversion to semesters. This process is meant to be a "historic, extraordinary opportunity to catalyze transformational changes to UC's curriculum and pedagogy." To assure the maximum impact of comprehensive course and program "re-visioning" as we transition our curriculum to semesters, a detailed plan that includes faculty development, cross-college and cross-program coordination and planning, and a series of faculty curricular planning templates have been designed.

**Web site:** [www.uc.edu/conversion/documents/Semester-Conversion\\_Taskforce\\_Final\\_ReportMay08.pdf](http://www.uc.edu/conversion/documents/Semester-Conversion_Taskforce_Final_ReportMay08.pdf) <sup>49</sup>



## CORE COMPONENT 4D

**The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

University of Cincinnati is committed to the responsible acquisition, discovery, and application of knowledge. Financial, administrative, and educational support systems are in place across the university to ensure responsible conduct at every level. The university's policies and procedures outline specific expectations with respect to integrity in academics, research, and service.

### EXAMPLES OF EXCELLENCE IN SUPPORT OF KNOWLEDGE

#### ACADEMIC INTEGRITY

The Student Code of Conduct (SCOC) is intended to provide broad guidance in identifying and discouraging behavior that conflicts with the building of a strong and just community that respects and protects the diverse interests and goals of all students, student organizations, and the University of Cincinnati's mission "to provide the highest-quality learning environment, world-renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes."

**Web sites:** [www.uc.edu/conduct/Code\\_of\\_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)<sup>50</sup>  
[www.uc.edu/conduct/Academic\\_Integrity\\_Campaign.html](http://www.uc.edu/conduct/Academic_Integrity_Campaign.html)<sup>51</sup>

#### COMPLIANCE

The Office of Sponsored Research Services and Sponsored Program Accounting manages the responsible generation and use of knowledge in research by providing the university community with the necessary instruments to apply for both internal and external awards. Additionally post-award, they monitor compliance and provide financial management and oversight to ensure that all sponsored activities are conducted in an ethical and accountable manner.

**Web site:** [srs.uc.edu/](http://srs.uc.edu/)<sup>52</sup>

**University Rules:** The following university rules specifically relate to research compliance.

- 10-17-05
- 10-17-08, 09, 10
- 10-30-01, 02, 03

**Web site:** [www.uc.edu/Trustees/Rules/](http://www.uc.edu/Trustees/Rules/)<sup>53</sup>



### THE OFFICE OF RESEARCH COMPLIANCE AND REGULATORY AFFAIRS (ORCRA)

Like other research-extensive universities, UC maintains substantial infrastructure and administrative support systems to meet a broad range of research-related compliance requirements. The Office of Research Compliance and Regulatory Affairs (ORCRA) was established in January 2005 and includes:

- Institutional Review Board (IRB)
- Post-Approval Monitoring
- FDA Assistance
- Institutional Animal Care and Use Committee IACUC
- Biosafety
- Radiation Safety

The mission of ORCRA is one of service, to both the University of Cincinnati and to the faculty and staff. The main focus is to ensure the safety of research involving human and animal subjects, the safe use of hazardous biologicals and ionizing radiation, and university compliance with all federal, state and local regulations. The office is proactive in ensuring that all researchers are appropriately following existing guidelines, and in the most efficient way possible. ORCRA maintains a Web site with access to each compliance unit, provides a downloadable Research Compliance Handbook, and distributes a quarterly newsletter, *Compliance Matters*, to the academic community. Recently, the office has created an electronic version of the Social and Behavioral Research IRB RRSF (Research Review Submission Form) in an effort to further streamline the IRB submission process and approval process.

**Web sites:** [www.researchgateway.uc.edu](http://www.researchgateway.uc.edu) <sup>54</sup>  
[researchcompliance.uc.edu](http://researchcompliance.uc.edu) <sup>55</sup>



### THE RESEARCH INTEGRITY OFFICER (RIO) AND SCIENTIFIC MISCONDUCT INVESTIGATIONS

Broadly defined as research, the generation of new knowledge through scholarly and creative works is a fundamental goal of the University of Cincinnati. In 2008, UC modified its rule on research misconduct to be consistent with the public health service (PHS) policies, 42 CFR §93, revised in June 2005. The policy and process is generally applicable to all research performed, and defines research misconduct as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or in reporting research results. The university assumes the burden of proof that there are significant departures from accepted practices, that misconduct has been committed intentionally, knowingly or recklessly, and that the allegation be proven by a preponderance of the evidence. If honest error or a difference of opinion has led to allegations, it is the responsibility of the respondent to provide substantiating evidence. Some of the new changes involve defining the position and role of the research integrity officer as a finder of fact, provisions for protection of the complainant and restoration of reputations when a finding of no misconduct is made. Confidentiality shall be maintained throughout the proceedings.

**Web site:** [www.uc.edu/trustees/rules/RuleDetail.asp?ID=89](http://www.uc.edu/trustees/rules/RuleDetail.asp?ID=89) <sup>56</sup>

**Human Subjects Protection:** The University of Cincinnati is committed to following the highest standards of ethical conduct in human subject research. The protection of human subjects participating in research is a shared responsibility of investigators, key research personnel, and the institution. Together we have developed policies, procedures, and standard operating procedures (SOPs) to ensure that we act responsibly, ethically, and in compliance with federal, state, and local regulations.

**AAHRPP Accreditation:** The University of Cincinnati received full accreditation in 2007 from the Association for the Accreditation of Human Research Protection Programs (AAHRPP). Compliance with AAHRPP standards ensures protections are built into every step of the research process—from study design and selection of research sites and investigators, to the actual conduct of research and collection and interpretation of data. Additionally, it signifies systems are in place to verify that these protections are indeed genuine and that they are backed by policies, procedures, and practices that guarantee the highest standards at every turn. The policies for human subject protection are available online for the general community.

**Web site:** [ahc-sharepoint.uc.edu/hrp\\_policies/HRP%20Policies/Forms/Public.aspx](http://ahc-sharepoint.uc.edu/hrp_policies/HRP%20Policies/Forms/Public.aspx) <sup>57</sup>

**Office of Internal Audit:** The Office of Finance and Administration has created this new office to monitor the administration of federal sponsored grants and conflicts of interest.

## CONCLUSION

The evidence stated for Criterion 4 supports the claim that the university “promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.” As stated, the University of Cincinnati is committed to the responsible acquisition, discovery, and application of knowledge. Financial, administrative, and educational support systems are in place across the university to ensure responsible conduct at every level. The University of Cincinnati’s research is a defining strength of the institution shown by the significant increase in funding from \$163.5 million in 1998 to \$353 million in 2008. This growth, while positive, has placed challenges on the university’s infrastructure, where decisions will need to be made regarding staffing, facilities, and procedures to better support this comprehensive and complex research environment.

Also well aligned with the university’s mission, is our holistic undergraduate experience, **Integrated Core Learning**, and our substantial and purposeful General Education Program. These curricular mechanisms provide a rich experiential and contextual learning environment, creating and developing the skills requisite for a life of learning in a diverse global society. Our Gen Ed capstone assessment instrument shows much promise with the support of faculty assessing 35 percent of seniors in 2007-2008 (data is collected during spring term each year), much rubric development, and an active dialogue with faculty and administrators regarding program improvement. The challenge ahead is significant: grand-scale curricular reform as we prepare to change to a semester system in 2012. This plan, in part, requires faculty to document and certify that the redesigned curricula fully reflect the ideals of Integrated Core Learning; that the revised programs include an updated assessment plan; and that each program documents disciplinary and professional currency and relevance. This endeavor will no doubt place a substantial amount of work in some areas where there is a shortfall of human resources and will take a well thought out and executed plan to minimize this effect.

The university places a high priority on its assessment of learning outcomes as evidenced by our goal of piloting an assessment model (already underway) within the framework of our successful student skills assessment model used by UC’s cooperative education program. Using a rich, 10-year database of student learning (work skill and Gen Ed competencies), we are migrating this instrument to assess other types of experiential learning, such as service learning, study abroad, and undergraduate research. The challenge, as most will face in assessment, is the follow up, or “closing the loop” for continuous program improvement in a complex and comprehensive experiential learning environment.

In short, the university has set ambitious goals and has made significant progress in all Criterion 4 areas. We believe that the evidence presented clearly shows our commitment to continuous improvement and that the university will continue to improve in all Criterion 4 areas. The programs in place are fueled by our strengths (top public research university, national leader in experiential learning) which flow correctly from our mission.



## CRITERION FOUR

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## CRITERION 5 - Engagement and Service

**As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

### CHAPTER INTRODUCTION

*“More than half of the nation’s colleges and universities are located in the central cities and their immediate surroundings. Unlike corporations that relocate or are transferred by mergers and acquisitions, colleges and universities are largely enduring components of urban economies. The futures of institutions of higher education are inexorably tied to the health of their communities.”<sup>1</sup>*

The University of Cincinnati has a long and varied history of engagement and service to the broader community using the intellectual talents of our faculty and the physical and economic resources of the institution. While UC is inexorably tied to the Greater Cincinnati region, its influence is felt throughout Ohio, and increasingly throughout the world. Our history of institutional linkages with the community begins with UC’s founding as a municipally supported university in 1870. It continued with the establishment of the first cooperative education program in higher education in 1906. And it grew when UC’s capacity was expanded when it became a state-supported university in the 1970s. Relationships between the community and the university remain strong to the present day.

In this chapter we describe the quality and comprehensiveness of engagement and service at UC, point to examples of best practice, highlight administrative and academic innovations, and examine how those practices and initiatives are being institutionalized. Finally, we will document key challenges in advancing our engagement agenda and offer recommendations to more fully realize UC’s engagement and service mission.

Engagement and service have flourished at the program and unit level at UC. Even in the absence of an institutional mandate, these various engagement efforts have mutually benefited the greater community and the university. Across the university, engagement and service are important elements in the mission and practices of our colleges, academic departments, and many administrative departments. Much of this commitment has been driven by the passion of individual faculty for sharing their professional expertise, enlarging students’ learning experiences, and translating theory into practice.

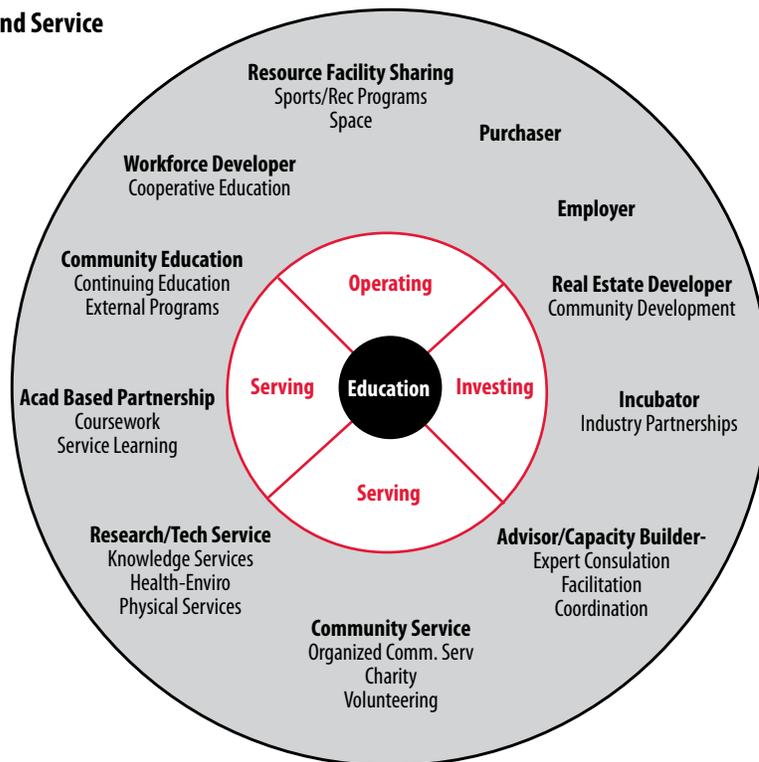
**UC|21**

The strategic vision of UC|21 (as detailed in Criterion 1) more critically explored how engagement and service should be supported and integrated into the organizational fabric of the institution. No longer are university outreach and community engagement considered secondary to the academic mission, or left to be nurtured and sustained only at the program or even individual level. While there is still work to be done, UC|21 jump-started the process of integrating engagement and service into the UC mission, guiding principles and strategic goals.

**A TAXONOMY OF ENGAGEMENT AND SERVICE**

The rich and varied forms of engagement and service span the entire campus and reach into all organizational aspects of the university. To classify these varieties of engagement, we adopted taxonomy from a joint study prepared by Initiative for a Competitive Inner City and CEOs for Cities that reflects the diversity of collaborations and relationships that UC has forged with its various stakeholders. At the core the model reflects UC’s primary mission of education with four key channels to further that agenda: investing, operating, learning, and serving. If functioning properly, these channels are reciprocal between the various community partners and the university. In the expanding wheel of engagement (as reflected in the chart below, the taxonomy further describes these capacities as employer, workforce developer, business incubator, community educator, capacity builder, consultant, and academic partner. UC has many examples of exemplary engagement and service that are noted and described throughout this chapter in relationship to the Taxonomy of Service.

**Taxonomy of Engagement and Service**



## CORE COMPONENT 5A

**The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

Evidence that the University of Cincinnati has become more reflective and responsive to its constituencies over the last decade is on display throughout the campus. This approach is demonstrated in the dramatic physical transformation of the campus, which has at its heart MainStreet, a bustling thoroughfare of resources and programs designed with unprecedented levels of student input. It's apparent in the neighborhoods surrounding campus, where blight is being reduced and new housing, retail, and office space is taking its place—a process that has been informed by significant community participation and leadership. It's readily seen in rising rates of attraction, retention, and graduation of UC students and their degree of satisfaction with their experience and engagement with the university, as compared to the past and to national norms. And it's underlined by the rising number of strategic collaborations with corporations, non-profits, other universities, and government, that are helping to grow the regional economy.

### THE CAPACITY TO SERVE: EXAMPLES OF EXCELLENCE IN SERVICE TO CONSTITUENCIES

#### ADVISOR AND CAPACITY BUILDER

Examples of university/community initiatives that inform the broader engagement agenda include the Community Research Collaborative, the Evaluation Services Center, the Center for Criminal Justice Research, and the Economics Center for Education and Research.

**Community Research Collaborative:** In 2004, The United Way of Greater Cincinnati partnered with UC to establish the Community Research Collaborative to address the regional social, behavioral, and health issues from a multi-disciplinary perspective by conducting research that provides an evidence-based foundation for public policy decision makers. With the merger of resources, the University of Cincinnati's Institute for Policy Research and the United Way of Greater Cincinnati created the Community Research Collaborative, a resource that aims to better serve the region through more efficient data-analysis and research.

**Web site:** [www.crc.uc.edu/crc\\_new/home/index.cfm](http://www.crc.uc.edu/crc_new/home/index.cfm)<sup>2</sup>

**The Evaluation Services Center (ESC)**, housed in the College of Education, Criminal Justice, and Human Services (CECH), offers a full range of services that are tailored to fit the unique evaluation, assessment, and research needs of education and education-related human service organizations. The ESC works in partnership with college and university programs, schools and school districts, training and professional development providers,

government agencies, community groups, and human service agencies to answer questions about programs, policies, projects, and services that address the needs of children, families, and communities.

**Web site:** [www.uc.edu/evaluationservices/](http://www.uc.edu/evaluationservices/)<sup>3</sup>

**The Economics Center for Education & Research** was founded in 1977 as a non-profit organization dedicated to being the leading source of economics information and resources for teachers, students, and businesses in the Greater Cincinnati area. The center also supports business and community organizations through client-based research studies, and conducts economic impact, development, and policy studies for business, governmental, and non-profit organizations throughout the region.

**Web site:** [www.business.uc.edu/economicscenters](http://www.business.uc.edu/economicscenters)<sup>4</sup>

**The Center for Criminal Justice Research (CCJR)** was founded in 1996 to serve the needs of criminal justice agencies locally, statewide, and throughout the nation to facilitate research in the administration of justice and the nature of criminal behavior. The faculty board of the center consists of recognized experts who are committed to excellence in criminal justice research. The center offers expertise in a range of areas including survey design, survey implementation, data management, statistical analysis, program evaluation, scientific research, and program planning. The types of agencies and clients served by CCJR include courts (local, state and federal), police (local, state, and federal), probation and parole (local, state and federal), private service providers, Ohio Office of Criminal Justice Services, National Institute of Justice, Office of Community Oriented Policing Services, Ohio Department of Rehabilitation and Correction, Ohio Department of Youth Services, Ohio Attorney General's Office, local counties and municipalities, and youth serving agencies.

**Web site:** [www.uc.edu/ccjr/about1.html](http://www.uc.edu/ccjr/about1.html)<sup>5</sup>

In addition to these centers, many colleges sponsor advisory boards that bring community and industry leaders together with academic decision makers such as the College of Business, College of Engineering, and the College of Education, Criminal Justice and Human Services.

**The Institute for Policy Research (IPR):** Since its establishment in 1971, the IPR has conducted complex, large-scale surveys via telephone, mail and Web, as well as in-person interviews, focus group discussions, and observational studies. The IPR has state-of-the-art computer capabilities for data analysis, data tabulation, and data management. The IPR hosts the **Social, Behavioral and Health Science Data Archive**, providing access and support for use of secondary data collections for research and instruction. IPR has conducted the Greater Cincinnati Survey and the Ohio Poll for the past 30 years. Both surveys have been used by UC to assess the perceptions and opinions of the public regarding the university's relationship with external constituencies.<sup>6</sup>



## COMMUNITY EDUCATION

There are numerous examples of UC's long-standing commitment in providing tailored or customized training and educational programs. These programs are divided among degree earning, professional continuing education courses (see also section 5D), and enrichment opportunities that serve learners from youth through "senior" status as well.

UC's innovative approaches to community education include:

**Communiversi****ty:** Offered through the Office of Community Education, Communi-versity is a program of course offerings available to individuals who do not wish to be matriculated in a degree-granting program, but want to access learning opportunities through the university. UC has offered the community this type of program on an ad-hoc basis since 1949. Today Communiversi ty boasts 125 low-cost non-credit courses per quarter that accommodate 1200 participants. In 2000, Communiversi ty was recognized from among 100 entrants, by the Learning Resources Network, an interna-tional association of life-long learning, for excellence in intergenerational marketing.

**Web site:** [www.uc.edu/ce/commu/default.html](http://www.uc.edu/ce/commu/default.html) <sup>7</sup>

**The Distance Learning and Outreach** initiative that began in 1984 is another example of the university responding to the targeted educational needs of various workforce groups including fire science, early childhood, lab technologies, nursing, criminal justice, and addiction studies. While earned wholly (or largely) online, these degrees are fully comparable with their on-campus counterparts and come with the same recognition – offering the same quality educational experience to distance learners. In the fall 2007, 2,559 students from all 50 states and 18 countries were enrolled in 22 online academic programs.

**Web site:** [www.uc.edu/distance](http://www.uc.edu/distance) <sup>8</sup>

**Transfer and Lifelong Learning Center** (see also section 5C) was established in 2005 to be a "one-stop" service center for non-traditional learners, transfer students, and part-time students. Additionally, the center works directly with other educa-tional institutions to strengthen articulation agreements and to eliminate barriers for students moving from other institutions and UC.

**Web site:** [www.uc.edu/tllc](http://www.uc.edu/tllc) <sup>9</sup>

**The Osher Lifelong Learning Institute (OLLI)** has functioned since 1977 to provide low cost non-credit courses for the 50+ age group. This program engages 1350 seniors in 270 eight week courses at UC. Formerly known as the Institute for Lifelong Education, the program was renamed in 2007 after the Bernard Osher Foundation of San Francisco, which provided a \$100,000 gift to the program. Through the Osher foundation OLLI becomes part of a nationwide network of 115 lifelong learning centers in the Midwest.

**Web site:** [www.uc.edu/ce/olli/default.html](http://www.uc.edu/ce/olli/default.html) <sup>10</sup>

**UC's College Conservatory of Music Preparatory Programs** provide programs for 2100 community members annually, most of these young people in the middle-school age range. In addition to instruction, participants provide music experiences in 95 concerts, half of which are held off-campus in community locations such as the Cincinnati-Hamilton County Public Libraries, Cincinnati Children's Hospital, and recreation and senior centers. In addition this program enjoys ongoing relationships and shared programming with area arts organizations, such as the Cincinnati Symphony Orchestra, the Fine Arts Fund, ArtWorks, and the Madisonville Arts Center.

**Web site:** [www.uc.edu/prep/index.html](http://www.uc.edu/prep/index.html)<sup>11</sup>

### CHALLENGES

**Limited Resources:** UC's breadth and quality of engagement creates heightened or unrealistic expectations among many of the university's stakeholders and community partners. While UC has the capacity to respond to numerous requests and remains committed to constructive engagement, it also has budgetary and human resource constraints that are not fully understood by the broader public. The fact remains that the university does not have unlimited resources or expertise to respond to every community-based request or challenge.

### ACTION STEPS LEADING TO IMPROVEMENT

**UCICP Community Dialogues:** The University of Cincinnati Institute for Community Partnerships (UCICP) sponsored a series of three community stakeholder-university dialogues during the school year to improve communication and understanding between key community partners and UC faculty and units involved in community engagement. Some key recommendations that have emerged from these discussions:

- The university should convene a group to shape and communicate a realistic set of expectations of what the university can provide in response to the varied community-based social, economic, and educational challenges.
- The university should work to simplify or streamline the way community partners may access the resources and talents of the university. Without one point of contact, it is difficult for those outside the academy to negotiate through an alien university structure.
- Efforts should be made to align services with the strategic plan UC|21, and individual units should create and deliver services that complement and support this plan. Additionally, UC|21 could help to identify areas of interest and communicate them to community groups, with the intention to align requests with the strategic plan.

## CORE COMPONENT 5B

**The organization has the capacity and commitment to engage with its identified constituencies and communities.**

As a comprehensive, research extensive university, the University of Cincinnati is a rich repository of intellectual capital that can be creatively applied to enhance the quality of life in Greater Cincinnati and beyond. The university has a long track record of service to its home community (a tri-state region) that goes well beyond its role in being the primary educational resource. While the university's commitment to community engagement is rising to a strategic level, however, our very comprehensiveness and complexity presents challenges in effective engagement.

The university's constituencies are many. As we look specifically at engagement, however, the primary focus is on partnership with government, civic, and non-profit organizations in the Greater Cincinnati region. In addition, the university has been a long-time partner with business as a prime supplier of talent and a partner in innovation. We can look ahead and see that in a few years, engagement will be considered at the global level as we forge new partnerships with partners around the world.

**SUPPORT FROM THE TOP: EXAMPLES OF EXCELLENCE IN INSTITUTIONALLY INTEGRATING SERVICE AND ENGAGEMENT**

While UC faculty and staff have long been involved in mutually beneficial relationships with the community, the degree to which this activity was supported from the top was less than optimal. As the fourth goal of the university's strategic plan, UC|21, "Forge Key Relationships and Partnerships" set the stage for UC becoming a principal driver of partnerships that would benefit its home community. What UC|21 has made possible is a top-line, strategic view of engagement as a critical element in the university's long-term success and an obligation of a university so closely tied to the urban core. To use the vernacular, as a university bound to its place, we aren't going anywhere.

President Zimpher has provided critical leadership and "walked the talk" in ways that will have a lasting impact on UC's capacity to serve. She currently serves as the chairman of the board of the **Cincinnati USA Regional Chamber** and is actively involved in three of its signature initiatives: **Agenda 360**, a shared regional action plan; the Partnership for Greater Cincinnati, a regional economic development program; and **HYPE**, a program to attract and retain young professionals in the region. President Zimpher also serves on the board of the United Way and is a member of the Cincinnati Business Committee, a small but powerful group of CEOs who influence policy-making in the region.

Additionally, at the national level, President Zimpher is president of the Coalition of Urban Serving Universities. In this role, she also serves on the national advisory council to **The Brookings Institutions' Blueprint for American Prosperity**, which focuses on the revitalization of America's older industrial cities, including Cincinnati. This places UC's engagement efforts on a national platform that is aimed at driving changes in Federal policy regarding cities and has strengthened our relationships with local, regional, and state leaders also engaged in this effort. UC is rapidly becoming a leader in our transition to a "Metro Nation."

### ADMINISTRATIVE INNOVATIONS

Engagement has become an important priority for UC as is reflected at the highest administrative levels. UC's last self-study demonstrated, through an exhaustive list, the number and scope of partnerships and service with the community. What it also made apparent, however, is that the engagement was largely an organic process that grew from the interests of a particular faculty member, the expectations within a discipline, or requirements for clinical practice or licensing. The lack of central coordination was apparent and raised the question of whether the partnerships were being fully leveraged to achieve the greatest benefit to the community and the university. Today, we have taken action to better coordinate our engagement without sacrificing the passion and creativity that a more organic process promotes.

There are numerous centers and institutes with engagement as a principal focus on campus. These include the Center for Community Engagement in Student Affairs, which connects students to volunteer opportunities in the community; the **UC Institute for Community Partnerships**, which conducts research and assessment for community organizations; and the **Community Design Center**, which provides technical services in architecture and urban planning. Since the last accreditation cycle, a number of new centers and departments have been created, including **Community Development**, which promotes real estate development around the UC campus; **Entrepreneurial Affairs**, which provides technical services and incubation as well as business development; and the **Niehoff Urban Studio**, which engages community organizations and students in conceptual approaches and practical solutions to urban design problems.

**CCE: The Center for Community Engagement** is a key administrative function dedicated to providing students with a rich array of community engagement opportunities, to building effective working relationships with community and non-profit organizations, and to nurturing service learning experiences. CCE is housed in the Division of Student Affairs and Services and is staffed with three FTE. Most recently, CCE established a living and learning center for students interested in community engagement and service.

**Web site:** [www.uc.edu/sas/cce](http://www.uc.edu/sas/cce) <sup>12</sup>

**Associate Director of Academic and Community Partnerships:** In 2007, the Office of the Provost and Senior Vice President for Academic Affairs created a position dedicated to Academic and Community Partnerships. This position is charged to assist faculty in developing service-learning courses and to develop community-based interdisciplinary capstone experiences for seniors (see following section). A local foundation, Mayerson, provided support for the position for the past two years, and due to the increasing numbers of community-based learning experiences, the provost's office has committed funds to support this new role in the future.

**Community Development** is a significant area of engagement for UC as it works with communities around the campus to invest in capital and infrastructure improvements. The Division of Administration and Finance supports the Community Development department with dedicated staff to facilitate bricks and mortar activity and capacity building of community based leadership in neighborhoods adjoining UC.

### CENTER FOR THE CITY

The UC|21 Strategic Plan was a significant impetus for elevating engagement and service at all levels at the university. New administrative responsibilities, expanded community service opportunities, and resource commitments reflect the new engagement agenda. This commitment is increasingly more pronounced in for-credit educational programs. As a direct result of the UC|21 recommendations, UC launched the Center for the City in 2006. This unit, housed in External Relations and co-led by an administrator and an academic department head, is charged with leading more effective coordination, communication, and celebration of the university's engagement, while stimulating and facilitating effective partnerships with the community. Although initial funding has not matched the ambitions for the center outlined in the UC|21 report, progress has been made in several areas:

#### **Civic Engagement Council:**

The Center for the City convenes this informal body that includes faculty, staff, and administrators from across the university who have either responsibility for community interaction or a strong interest in engagement. The council meets quarterly for information sharing, general coordination of key engagement efforts, presentations on best practices, and planning for events and programs that benefit the larger campus and extended community.

**Web site:** [www.uc.edu/president/decisionmaking/cec.html](http://www.uc.edu/president/decisionmaking/cec.html) <sup>13</sup>

**Community Connections** database documents such efforts across the university and makes these available to the general public through a Web-based inventory and contact system.

**Web site:** [www.uc.edu/connect/](http://www.uc.edu/connect/) <sup>14</sup>



**Carnegie Foundation Community Engagement Classification:** Another recent accomplishment of the Center was preparing UC's application to the Carnegie Foundation for the Advancement of Teaching for its new voluntary classification in community engagement. UC was accepted in the initial 2006 class in the Outreach and Partnerships category, the category in which it applied. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

**Web site:** [www.uc.edu/news/NR.asp?id=4925](http://www.uc.edu/news/NR.asp?id=4925) <sup>15</sup>

The Center for the City also ensures that the university is involved and fully engaged in important community initiatives. In the past, the university had been criticized for not being more visible when critical work to advance the region was underway. Today, UC is a critical partner in many community efforts. Two examples are Agenda 360 and GO Cincinnati.

**GO Cincinnati** is an economic development initiative intended to grow the tax base within the city limits through creation of new jobs. UC has been actively involved in the development of strategies to reach the goals of GO and continues to work with key community partners and city leadership on the implementation of recommendations in the GO report. Specifically, UC is assisting with a regional effort to coordinate workforce development and is supporting place-based strategies for growing employment—and therefore tax revenue—in the City of Cincinnati.

**Web site:** [www.cincinnati-oh.gov/city/downloads/city-pdf8162.pdf](http://www.cincinnati-oh.gov/city/downloads/city-pdf8162.pdf) <sup>16</sup>

**Agenda 360** was scheduled to be rolled out in late February 2009. This region-wide process is intended to identify a short list of strategies and investments that will transform the regional economy, attract new talent, and improve the quality of life in Greater Cincinnati by 2020. Unlike past planning processes, Agenda 360 has been highly inclusive and is prejudiced toward concrete action. Governmental, corporate, and civic support for the agenda is growing. UC has had a prominent role in the creation of the agenda and its participation includes:

- President Zimpher serving on the Corporate Leadership Advisory Council for the process.
- Senior university leadership and faculty serving on or chairing work groups and providing facilitation skills and content expertise.
- A review of past plans to elicit valuable themes, ideas, and data, conducted by the Institute for Policy Research.
- Identification of graduate students to serve as interns supporting the process.

**Web site:** [www.cincinnati360.com](http://www.cincinnati360.com) <sup>17</sup>

## ACADEMIC INNOVATIONS

**Integrated Core Learning and the Capstone Experience:** Experiential education, including service-learning, is an important part of the UC|21 **General Education Plan** and the **Integrated Core Learning** initiative. UC's General Education Program calls for each student to complete capstone courses, usually in their senior year. These courses, by nature, provide opportunities for students to engage the community through service-learning activities. All students matriculating after 2001 are required to complete capstone courses.

Capstone courses have the goal of providing a unifying (or integrative) experience for students in a major who otherwise tend to take a variety of apparently disparate courses without seeing their interrelationship or their relation to the learning objectives of the major. This is also the course in which the department will assess a student's progress with regard to the UC General Education competencies described in Criterion 4.

Nearly 4500 students participated in 157 capstone courses reported between 2004-07. Not all, but many, of those courses were structured around an experiential learning component where students engaged community organizations in their course of study.

**The Organizational Leadership (ORGL)** program capstone is one example of this type of community engagement. The course requires students to develop and implement a project in which they serve in a leadership role. These experiences can occur at their place of work, through an internship, or by partnering with a community service organization. The capstone experience allows students to apply the lessons learned in the classroom and throughout their undergraduate program to a "real life" leadership experience. At the conclusion of the capstone, students present their projects and write a reflection paper in which they discuss how their experience relates to UC's baccalaureate competencies as well as eight core leadership competencies that ground the ORGL curriculum.

To date, Organizational Leadership students have collaborated with a variety of community partners while completing their capstone experiences. Projects include creating a program to recycle used golf clubs and provide golf sets to inner city school children, working with the Wise Temple Sisterhood to provide holiday gift packages for women and children staying at the Battered Women's shelter, and conducting a clothing drive for Dress for Success. Some other organizations benefiting from student involvement include the National Underground Railroad Freedom Center, Venice on Vine, The Children's Theater, the American Cancer Society, and Visions & Visionaries.



### ACADEMIC-BASED PARTNERSHIPS

Academic-based community partnerships promoted through service-learning have continued to grow in number and scope. In the last two years, faculty from 20 disciplines developed 57 new service learning courses partnering with 20 non-profit organizations. Through service learning projects, which link academic courses to community partners, students provide service to the community while benefiting from academic credit.

“Service learning improves student learning, addresses community needs, facilitates public debate and dialog, and creates campuses that are true partners with their communities.”

**Web site:** [www.uc.edu/cetl/documents/resource\\_guide\\_faculty.pdf](http://www.uc.edu/cetl/documents/resource_guide_faculty.pdf)<sup>18</sup>

The program is supported administratively by the Provost’s Office that provides support to faculty to create interdisciplinary community-based capstones and service learning courses. The director is housed in the **Center for Community Engagement** and partners with the center to expand community-based learning, scholarship, and service.

**The Center for the Enhancement of Teaching and Learning** also actively supports the effort with resource guides written and available for faculty, students, and community partners and faculty development opportunities and workshops. Additionally, the introduction and adoption of the GenEd guidelines for curriculum development as described in Criterion 4 specifically provide for student engagement and a synthesis of skills and knowledge acquired, often achieved through experiential education in service learning coursework or capstone projects.

Other colleges and units host programs dedicated to community engagement, through which faculty and students can connect with communities. While some of these programs feature dedicated staff or faculty-led centers, others work either entrepreneurially, or within broader partnerships through the university. A few examples of these centers include:



**Niehoff Urban Studio:** Administered as an academic program through the College of DAAP and the Community Design Center, the Niehoff Studio was established in 2002 to coordinate for-credit interdisciplinary student work which addresses pressing urban and community development issues in Cincinnati. Located off-campus, the program has worked with numerous community groups to define strategies and vision solutions through design and planning proposals. The program functions to bring together students and faculty from diverse schools and college programs as well as resources and staff from community service administrative units.

**Web site:** [www.uc.edu/cdc/niehoff\\_studio/niehoff\\_studio.html](http://www.uc.edu/cdc/niehoff_studio/niehoff_studio.html)<sup>19</sup>

**Joint Center for Geographic Information Systems and Spatial Analysis (GIS-SA):** The GISSA consists of faculty from the Department of Geography and the School of Planning, in collaboration with other academic units, such as Biology, Computer Science, Environmental Engineering, Environmental Health, Institute of Policy Research, College of Medicine, College of Business, and College of Education. The center's goals are to maintain an advanced technological environment for teaching, research and consultation in GIS; provide training programs for GIS users, managers, executives, and public officials; provide consulting services for the application of GIS and spatial analysis in environmental studies, urban and regional planning, and locational analysis for government and business; and promote coordination of GIS activities at UC with GIS networks being established in the Greater Cincinnati region.

**Web site:** [www.gissa.uc.edu](http://www.gissa.uc.edu)<sup>20</sup>

**The Kunz Center for Research on Work, Family, & Gender** is housed within the Department of Sociology at UC. Center affiliates conduct research and other programs on work, the family, and issues of interdependence between work and family. The center's mission is to conduct basic and applied research, provide educational and research services to local stakeholders, and enrich the educational experience of our students. In 2004, the center embarked a community-based research project called Pulse: A Study on the Status of Women and Girls in Greater Cincinnati. This study, funded and supported by 40 nonprofit organizations, examined women's status in regards to such "vital signs" as educational attainment, economic security, health status, personal safety, power and leadership, and the experiences of girls. The findings were intended to inform the future directions of community-based organizations in serving the economic, educational, and social needs of girls and women.

**Web site:** [asw.artsci.uc.edu/sociology/kunz/](http://asw.artsci.uc.edu/sociology/kunz/)<sup>21</sup>

## COMMUNITY SERVICE

UC hosts a great diversity of co-curricular activities for engagement. These programs are conducted at various levels of involvement ranging from independent volunteer work to ongoing and institutionalized efforts administered by dedicated administrative units. At present, faculty, students, and staff report 848 efforts to connect UC to external organizations and constituencies programs (UC|21 Report Card 2005-08).

**UC Honor Roll of Volunteers:** Faculty, staff, and students of UC engage in a wide variety of volunteer efforts throughout the region that stem from their personal interests and university life. Information about volunteer activities has been collected in 2006 and 2007. To date, 141,456 hours of faculty and staff volunteer time was logged in this two-year period. On average this translates to almost 6,000 hours contributed every month by up to 314 individuals to 550 community organizations and programs (UC|21 Report Card 2005-08)<sup>22</sup>. These efforts consist not only of time and labor but also leadership in community organizations. Over 120

serve on boards and commissions for non-profit organizations. UC values and rewards this volunteerism among its members by placing them on the annual Honor Roll of Volunteers.

**Cincinnatus Scholars:** UC promotes direct service of its students to community non-profits and community based activities directed toward improving quality of life for area residents. Each year the Cincinnatus Scholarship, offered since 1997, allocates \$17 million in various levels of scholarship funding to approximately 1,200 high achieving high school students. This scholarship requires each student to provide 30 hours of volunteer time in a community service activity each year in such areas as health care, childcare, literacy training, education, campus-based service, social services, and neighborhood improvement. Hours and activities completed by Cincinnatus Scholars are tracked by the UC Office of Student Financial Aid. This past year it is estimated that 3,734 scholars contributed 112,200 hours for community and campus-based service. For those students who do not connect individually to a community non-profit, the UC Center for Community Engagement acts as a clearing house for community requests for service and lists 100 partnering community organizations (2007-08).

**Web site:** [www.uc.edu/scholars](http://www.uc.edu/scholars) <sup>23</sup>

**Student-Led Engagement:** With support and sometimes coordination from UC faculty and staff, various student organizations engage with community stakeholders in service activities. Many of these activities are organized by the UC Center for Community Engagement. These include:

**“Alternative Spring Break”:** First organized in 1999, the Alternative Spring Break program features week-long service projects to national and world-wide locations for building projects for housing and community facilities. Now renamed “Serve Beyond Cincinnati,” this effort is organized and run exclusively by students.

**Web sites:** [www.uc.edu/sas/cce/ASB.html](http://www.uc.edu/sas/cce/ASB.html) <sup>24</sup>  
[servebeyondcincinnati.org/journal/](http://servebeyondcincinnati.org/journal/) <sup>25</sup>

**Day-long Volunteer Efforts** such as Green-Up Day, an annual clean up of an area park involving 100-150 students; Into the Streets, in which 175 students provided clean-up and beautification service for abutting community civic organizations and other non-profits; and Relay for Life with the American Cancer Society, which has raised over \$300,000 over the past 5 years. In 2007 185 UC members participated in Walk for a Just Community (formerly “Walk as One”), which, with a total of 2,000 walkers, raised \$200,000 for the National Underground Railroad Freedom Center.

**Web sites:** [www.uc.edu/sas/cce/GUD.html](http://www.uc.edu/sas/cce/GUD.html) <sup>26</sup>  
[www.uc.edu/sas/cce/ITS.html](http://www.uc.edu/sas/cce/ITS.html) <sup>27</sup>  
[www.uc.edu/sas/cce/Relay.html](http://www.uc.edu/sas/cce/Relay.html) <sup>28</sup>  
[www.uc.edu/sas/cce/Walk.html](http://www.uc.edu/sas/cce/Walk.html) <sup>29</sup>



**Partnership with Cincinnati Habitat for Humanity**, a year-long annual home construction project. Initiated as a UC activity in 2003 by students, the UC/Cincinnati Habitat for Humanity Partnership coordinates all logistical, financial, and volunteer aspects of building homes in the neighborhoods adjoining the UC campus. The Center for Community Engagement and faculty and staff from various departments of UC devote significant volunteer time to the initiative. One home has been constructed each year for the past five years with the volunteer help of about 200 UC faculty, staff, and students dedicating about 2000 hours annually. Since 2004 the program successfully linked to the UC Honors Program in English that allowed ongoing volunteer support for the project through a for-credit service learning experience.

**Web sites:** [www.uc.edu/sas/habitat](http://www.uc.edu/sas/habitat) <sup>30</sup>

**ZooMates**, a year-long program in which UC students mentor homeless children through visits and activities at the Cincinnati Zoo and Botanical Garden near the UC campus. In 2007-08 26 UC students met 26 children once per month for the academic year.

**Web site:** [www.uc.edu/sas/cce/zoo.html](http://www.uc.edu/sas/cce/zoo.html) <sup>31</sup>

**BearCAT (Community Action Team)** is a program created by the UC Student Government Association to “develop strategies to promote communications, relationships, cooperation, and community connectedness among all members of the Clifton Community.” Eleven student ambassadors participate with local neighborhood civic groups and support events throughout the year such as holiday meal delivery for the St. George Food Pantry and community beautification efforts.

**Web site:** [sites.ucfilespace.uc.edu/sga/bearcat](http://sites.ucfilespace.uc.edu/sga/bearcat) <sup>32</sup>

## REAL ESTATE AND COMMUNITY DEVELOPMENT

As with many urban universities, the University of Cincinnati has gradually expanded its reach into its neighboring communities as it needed more and more facilities to meet its growing needs. The growth of the university since 1819 has seen not only an increase in the number of employees, but also a drastic change in the surrounding neighborhood demographics. Where employees once lived within two to three miles of the campus, many now live 15-25 miles away. The impact of this transition echoes that of many urban communities: As people migrated from the city to the suburbs, the urban areas deteriorated. Over time, the level of owner-occupied housing in neighborhoods surrounding the university plummeted; density increased to over three to four times the original occupancy as housing units kept dividing into smaller units to meet student housing demands; and unemployment and underemployment grew as private, retail business relocated to the suburbs.

In 1993, the University of Cincinnati set a goal to improve the economic conditions of the immediately surrounding communities of Clifton, Clifton Heights-University Heights, Fairview, and Corryville through major institutional commitment of leadership, administrative support, development expertise, and financial resources sustained over a period of years. The new Master Plan of the university itself became the focal point of change for the effort. The university sought to provide more academic space on the actual campus. To do this, it strived to partner with the neighboring communities to provide other services such as housing and retail outlets for both the university and neighborhoods. The partnerships evolved into several Community Urban Redevelopment Corporations and the Uptown Consortium. The University of Cincinnati's Community Development efforts had begun.

**University – Community Partnerships in Community Development:** To maximize the value and to assist in the formation of civic infrastructure and capacity in the neighborhoods, the university chose to delegate implementation of development plans to community-based entities in which the university holds only a minority position on administrative boards. These entities are truly driven by community interests and currently they include:

- Corryville Community Development Corporation (CCDC)
- Vine Street Community Urban Redevelopment Corporation (VCURC)  
formerly known as Corryville Economic Development Corporation
- Bellevue Gardens Community Urban Redevelopment Corporation (BGCURC)
- Clifton Heights Community Urban Redevelopment Corporation (CHCURC)
- University Heights Community Urban Redevelopment Corporation (UHCURC)
- Uptown Crossings Community Urban Redevelopment Corporation (UCCURC)
- King Highland Community Urban Redevelopment Corporation (KHCURC)

**Web sites:** [www.cincinnati-oh.gov/cdap/downloads/cdap\\_pdf14124.pdf](http://www.cincinnati-oh.gov/cdap/downloads/cdap_pdf14124.pdf)<sup>33</sup>  
[uptowncincinnati.com/KeyAccomplishments](http://uptowncincinnati.com/KeyAccomplishments)<sup>34</sup>  
[www.chcurc.org](http://www.chcurc.org)<sup>35</sup>

**The Uptown Consortium:** Founded in 2003, the Uptown Consortium was conceived by the leaders of the five major institutions that are located in the Uptown area—Cincinnati Children's Hospital Medical Center, Cincinnati Zoo and Botanical Garden, the Health Alliance of Greater Cincinnati, TriHealth, Inc., and the University of Cincinnati—with the idea that, collectively, they could accomplish more, for themselves and the community, than they could working individually. The Consortium is dedicated to the human, social, and physical improvement of the Uptown Cincinnati area that consists of the neighborhoods of Avondale; Clifton; Corryville; Clifton Heights, University Heights, Fairview (CUF); and Mt. Auburn. The efforts and progress by the University of Cincinnati's neighborhood development initiative was a key factor in convincing the founding institutions that unified community development was a viable concept. Currently, President Zimpher chairs the board of trustees of the Uptown Consortium.

The consortium is committed to working with the Uptown community and has found the community to be a willing and able partner that is remarkably dedicated to achieving progress in a number of areas including communications; community and economic development of housing and commercial ventures; neighborhood services; public safety; transportation; and wayfinding.

The consortium operating budget is funded by grants from its founding members. Community-based capital projects are funded through an innovative lending program based upon new markets tax credits, loans from the founding members, and a number of local banking partners who are committed to the success of the Uptown revitalization effort. Although the capacity of the consortium lending program was estimated at around \$50 million, it is anticipated that the consortium program will leverage significant additional funding by private investors and developers.

Thus, the effort by the University of Cincinnati to initiate and sustain economic redevelopment in individual communities and neighborhoods adjoining its campus now serves as a model for the successful implementation of a similar redevelopment effort in a geographic area that represents the dominant regional center of learning, health care and culture.

**Web site:** [uptowncincinnati.com/about\\_uptown](http://uptowncincinnati.com/about_uptown)<sup>36</sup>

## CHALLENGES

### The Role of Uptown Consortium in Community Capacity Building

As the Uptown Consortium approaches five years of operation, the five community councils in Uptown have approached the organization with concerns about the focus of its investments and its commitment to a social mission that extends beyond real estate development. It is imperative for the consortium's long-term success that it maintain a good working relationship with the community councils. While the initial vision and mission of the consortium embraced social needs in the community, such as better education and more jobs, the consortium's work in its first five years has focused primarily on real estate development. So the time is right for review and reflection.

In response to the concerns expressed, UC and its partners in the consortium have responded in several ways. First, members of the consortium's management committee met with the community council presidents and other community representatives to get issues and concerns on the table. Second, the council presidents were invited to a consortium board meeting in order to discuss their priorities with the member organizations' chief executive officers. Third, the board and staff of the consortium have agreed to work with the councils in reviewing the mission and vision for the consortium and in setting shared priorities for Uptown—undoubtedly, efforts that continue to reduce crime and increase safety will be at the top of the list. While the neighborhoods



in Uptown have seen decreases in violent crimes in the last two years, recent news reports focusing on crime in Uptown have raised concerns for the communities and the consortium members within them.

At the consortium board's request, UC has taken the lead in working with representatives of the community councils to develop the process that will be used to set these priorities. It is expected that this work, which will be completed this spring, will result in a more collaborative approach to decision-making. It will also determine the future focus of the consortium and address the central question regarding the breadth of its mission. No matter what the outcome, UC President Nancy Zimpher has reinforced UC's commitment to its home communities and its willingness to work collaboratively to build the capacity and prosperity of those neighborhoods.

### **Centralizing the University's Engagement and Service Agenda**

Despite a long-standing commitment to engagement and service – and despite significant grassroots efforts at the college, department and classroom levels – perceptions remain that engagement and outreach remain a unit-based enterprise with little institutional coordination.

### **ACTION STEPS LEADING TO IMPROVEMENT**

**Strategic Planning for Engagement:** The UC|21 strategic academic planning process has stimulated significant improvements to UC's community engagement structures and processes, and continues to be referenced and updated. All UC colleges are requested with their annual reports to develop "Alignment Documents" that link their future direction to UC|21. Colleges were requested to devise ongoing strategies "that establish and nurture relationships and partnerships, with our colleagues within the university and with local and global communities." The ongoing strategic planning process of the College of Education, Criminal Justice, and Human Services (CECH) provides an excellent example, and these documents can be found in the Resource Room.

**Supporting Broad Engagement Initiatives:** UC has taken the first critical steps in coordinating engagement and outreach with the establishment of the Center for the City and the Civic Engagement Council. Much more still needs to be done. We recommend the following actions:

- At all levels, engagement and service efforts should be aligned with the strategic vision of UC|21. This work will improve communication – both within the university and with community partners – regarding current services and future opportunities for cooperative engagement and service.
- Provide additional resources to expand the role of the Center for the City in coordinating engagement and service.
- Convene a group of corporate partners supporting engagement and service, in order to align, expand, and support their efforts.

## CORE COMPONENT 5C

### The organization demonstrates its responsiveness to those constituencies that depend on it for service.

With new institutional leadership and UC|21 as the guiding philosophy, the university has taken a leading role in many initiatives to improve quality of learning for its students, and to create more opportunities for access and opportunity for students at the local, regional, and state level, and to expand the university's role in international education. UC also has become an active member in local and regional planning.

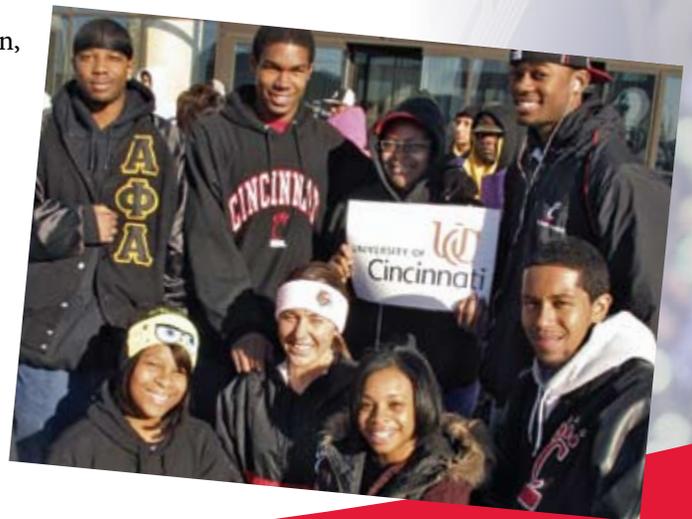
#### LEARNING AT ALL LEVELS: EXAMPLES OF EXCELLENCE IN EDUCATION OUTREACH

UC has numerous programs in place to support students and families along the educational pipeline, and these programs are enabling more students from urban settings to achieve the education and training necessary for success.

#### ADVISOR AND CAPACITY BUILDER

**Strive:** Strive is a comprehensive initiative that brings together a diverse group of community leaders and service providers in the greater Cincinnati and Northern Kentucky region representing the education, business, faith, nonprofit, philanthropic, and civic sectors. These partners have committed to coordinating their efforts in order to create a holistic system supporting students, both academically and socially, from birth through the establishment of a career. Since 2006, Strive has been committed to collaborative, data-driven, and systemic urban educational reform.

While not all of our area's support services focus on education, children, or families, a database through the United Way lists more than 2,100 organizations that do. By encouraging service providers with similar goals to coordinate their efforts into networks of providers, Strive is working to coordinate the services of individual organizations in a way that's responsive to complex community needs, and in a way that attracts the attention, financial support, and organizational facility of local business interests. It is important to note that Strive is interested in coordinating the already existing resources and service providers in the region and not in creating a new program.



The history of Strive reflects the university's broader commitments to collaboration and service. When President Zimpher first joined the University of Cincinnati, she began to build the foundations for a richer partnership with the Cincinnati Public Schools by opening a dialogue with the then-sitting superintendent, Alton Frailey, a dialogue that has continued with Rosa Blackwell, the current superintendent of schools. Critical to these early discussions was the inclusion of Sue Taylor and Tim Krause, the past and present leaders of the Cincinnati Federation of Teachers.

Soon after, Chad Wick, CEO and president of Knowledge Works Foundation, joined the conversation while providing foundation resources. President Zimpher then connected with the president of Xavier University, Father Michael Graham, and the president of Northern Kentucky University, Dr. Jim Votruba.

As discussions between the University of Cincinnati, Xavier University, and Northern Kentucky University evolved, it became clear that all three universities had built individual partnerships with the schools in their area. The three university presidents made a commitment to collaborate, working together at a regional level to better support the public schools, students, and families of Cincinnati, Covington, and Newport as well as the area's diocesan schools serving low income children. Discussions moved towards creating the opportunity for all area students to attend a local or state university. With the input from faculty from each university, the connections between education and economic development were explored.

Strive is committed to the continuous assessment of progress. A copy of the most recent Strive report card can be viewed at the Strive Web site.

**Web site:** [www.strivetogether.org/documents/ReprotCard/StriveReportCard.pdf](http://www.strivetogether.org/documents/ReprotCard/StriveReportCard.pdf)<sup>37</sup>



**GEARUP:** The University of Cincinnati continues to provide an array of pre-college programs through the various colleges such as Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP), works with students, parents, and teachers to help them gain access to higher education through academic support, information, and enrichment programs. As early as the sixth grade, students and their families can prepare for their college education by actively learning about educational resources.

GEARUP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. An education partnership that helps low-income elementary and middle-school age students, GEARUP has reached 1,200 students in 17 Cincinnati Public Schools (CPS), since it was awarded a five-year grant through the U.S. Department of Education's GEARUP initiative in 2002.

Six educational and community partners are part of this GEARUP partnership including Cincinnati Public Schools, Cincinnati State Technical and Community College, Cincinnati Youth Collaborative (CYC provides academic support programs including after school and summer programs), Greater Cincinnati Consortium of Colleges and Universities (GCCCCU), and the Cincinnati Parents for Public Schools.

**Web site:** [www.uc.edu/gearup/](http://www.uc.edu/gearup/)<sup>38</sup>

### COMMUNITY EDUCATION

**E<sup>3</sup>:** Another important pre-college initiative, sponsored by the College of Engineering, is the Emerging Ethnic Engineers (E<sup>3</sup>) Program that actively recruits African-American, Latino/a, and Native American students to the College of Engineering. Activities include outreach to pre-college programs as well as participation in campus-wide programs designed to recruit targeted ethnic students to the University of Cincinnati. Important components of E<sup>3</sup>:

- The **Family Science Academy** is open to a limited number of children in the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades and their parents. Children carry out hands-on chemistry and physics experiments in labs while their parents attend workshops on topics such as early college preparation, financial assistance, and scholarship programs.
- The **E<sup>3</sup> Summer Institute** is a summer program that recruits students in grades 8-11 who have a "B" average. Students attend Institute math and science courses to prepare for their upcoming academic year and participate in engineering presentations and demonstrations that introduce them to the different disciplines of engineering.
- **E<sup>3</sup> Summer Bridge** helps students in their transition to college by experiencing the volume and pace of college-level courses in a cooperative learning environment that promotes teambuilding through peer support.

Since its inception in 1989, 176 students who participated in E<sup>3</sup> Summer Bridge have graduated from UC with engineering or technology related degrees compared to 95 students in the previous 34 years.

**Web site:** [www.E3.uc.edu/gearup/](http://www.E3.uc.edu/gearup/)<sup>39</sup>

Other summer pre-college programs include Men and Women in Engineering & Computer Science Summer Camps, a Summer Camp in Computer Science for 9<sup>th</sup>-12<sup>th</sup> graders, Summer Honors Institutes for Gifted Students, an Architecture Summer Camp for 8<sup>th</sup> and 9<sup>th</sup> graders, an Economics and Entrepreneurship Summer Camp for 11<sup>th</sup> and 12<sup>th</sup> graders, and an Upward Bound Pre-College Program. Additionally, the UC Athletics Department sponsors a variety of skill enrichment camps for children in many sports each summer.

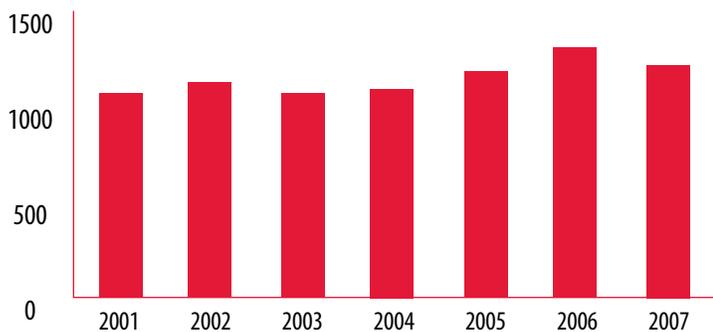
**Inclusivity Programs:** As detailed earlier, the University of Cincinnati has a tradition of engagement with the broader community, but to its detriment that engagement has frequently been at the unit level with little institutional oversight and coordination. Although specific programs may connect stakeholders or support a set of learners, the broader perception among our various constituents was that there was little coordination among the various parts of the university. This was particularly true for non-traditional learners including first generation students, adults, community college students, and students interested in transferring to the central campus from our open access branches at Clermont and Raymond Walters or from other four-year colleges and universities.

The institutional policy of admitting students to particular colleges and academic majors tended to reinforce the perception that UC prepared traditional learners well but did not properly serve the vast array of alternative learners that are increasingly defining the new post-secondary landscape. As the university engaged in a comprehensive effort to strengthen academic program offerings, the College of Evening and Continuing Education, tailored to serve adults, was dismantled and academic programs were integrated into other colleges. As a result, there was a significant dip in part-time evening students during that transition, possibly reinforcing some negative perceptions of the university by non-traditional learners.

This perception continues to linger although UC has taken dramatic steps over the past ten years to ameliorate the barriers that inhibit access to the university. Since 2001, UC has increased transfer student enrollment 19 percent, representing 6.2 percent of the undergraduates.

**Transfer Student Enrollment 2001-2007**

*(19% increase since 2001)*



Students transferring from our two-year open-admission branches of Clermont College and Raymond Walters College into baccalaureate programs have increased from 290 in 2000 to 658 in 2007, an increase of 223 percent.

### **House Bill 95 and Articulation and Transfer Agreements**

The dramatic shifts in the composition of UC's student constituencies began with the passing of **House Bill 95**. The bill mandated that the Ohio Board of Regents establish policies and procedures applicable to all state institutions of higher education to ensure that students can begin higher education at any state institution of higher education and transfer coursework and degrees to any other state institution of higher education without unnecessary duplication or institutional barriers. The original policy (1990) created a means of student transfer through the development of the Ohio Transfer Module – a subset of general education courses that, when taken in its entirety, was guaranteed to transfer from campus to campus and provided a student the means to make substantial progress on general education requirements. Policy revisions recommended by the Articulation and Transfer Council (2004), and further codified by the Ohio General Assembly in H. B. 95, extended the impact of the existing policy. A central feature of the enhanced policy is the development of Transfer Assurance Guides (TAG), groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree.

H.B. 95 also called for colleges and universities to implement the Course Applicability System (CAS), an electronic advising system that uses a Web-based portal to describe more thoroughly the transfer opportunities available to students. The Ohio Board of Regents has been working with all campuses, and on a very aggressive timeline, to fully implement the mandates in H.B. 95. Both at the Ohio Board of Regents and at each campus, significant resources have been directed towards achieving consensus on the specific courses for transfer, and pathways have now been developed in approximately 40 different degree areas. In 2005, President Zimpher, co-chair of the Pathways Task Group, articulated a challenge to UC “to become the premier transfer university.”

Already in place since 2003, the Admissions Undergraduate Transfer Center (UTC) was established for evaluating transfer credit and granting general University advanced standing for transfer students entering all UC undergraduate colleges and programs. UC has become a leader in credit evaluation not only in Ohio but also throughout the U.S. It started with a few feeder community colleges in Southeast Ohio in 2003 and has grown to centrally evaluating a student's past academic courses from UC branch campuses and all state and private colleges and universities in Ohio in 2005. Effective with students applying for admission for spring quarter 2006 or later, the central credit evaluation process expanded to include transcripts from all U.S. institutions. This included both public and private institutions with regional accreditation. Processes are underway to evaluate and award credit for the International Baccalaureate, commonwealth A-Levels,

and, very soon, transcripts from international universities. Following is a summary of the course equivalency and central credit evaluation database.

- 1,808            Number of U.S. institutions established
- 225,703        Number of course records created
- 151,941        Number of course equivalency records created
- 18,965        Number of enrolled/prospective student transcripts evaluated (since 2003)

**Web site:** [www.uc.edu/universis/ReqService/complete.cfm?Work\\_Order=744](http://www.uc.edu/universis/ReqService/complete.cfm?Work_Order=744) <sup>40</sup>

**Non-Traditional Learners:** When Continuing and Evening College was dismantled, the university remained committed to serving adults. UC established the Adult Learning Center, and ultimately that unit became the Transfer and Lifelong Learning Center (TLLC) within the Admissions Office. Nevertheless, there has been a modest decline in adult learners since 2002. In 2007, 6,438 students 25 or older enrolled at UC representing 25.6 percent of the total headcount. In 2007, that number dropped to 6,438 representing only 23.2 percent of total headcount. The TLLC has taken significant steps to stabilize non-traditional enrollment through building new partnerships with community colleges and community agencies and providing one-stop services to adults.

**Web site:** [www.uc.edu/tllc](http://www.uc.edu/tllc) <sup>41</sup>

**International Enrollment:** UC made a commitment to strengthen its enrollment of international students when the UC International Office was established in 2005. The office was formed to create more formal research partnerships with international universities, to enhance study abroad opportunities for UC students, and to improve the transitions to UC for learners coming from other countries at the graduate and undergraduate level. Concurrently, the Office of Admissions began aggressively to recruit international students for undergraduate programs in 2006. A recruiter was designated to visit India and China to expand UC's international visibility. These combined efforts have translated into modest increases in international enrollment. In 2000, 1,725 international students were enrolled at UC; by 2007, that number had increased to 2,269, reflecting a 31.5 percent increase.

Although perceptions of barriers linger, the university has taken great strides to expand services for all learners including transfer students from our branches, and from community colleges, adults, and students from other college and universities, not only in the USA but also throughout the world. The increases in services provided and the diversity of UC's enrollment reflect those dramatic changes over the past several years.

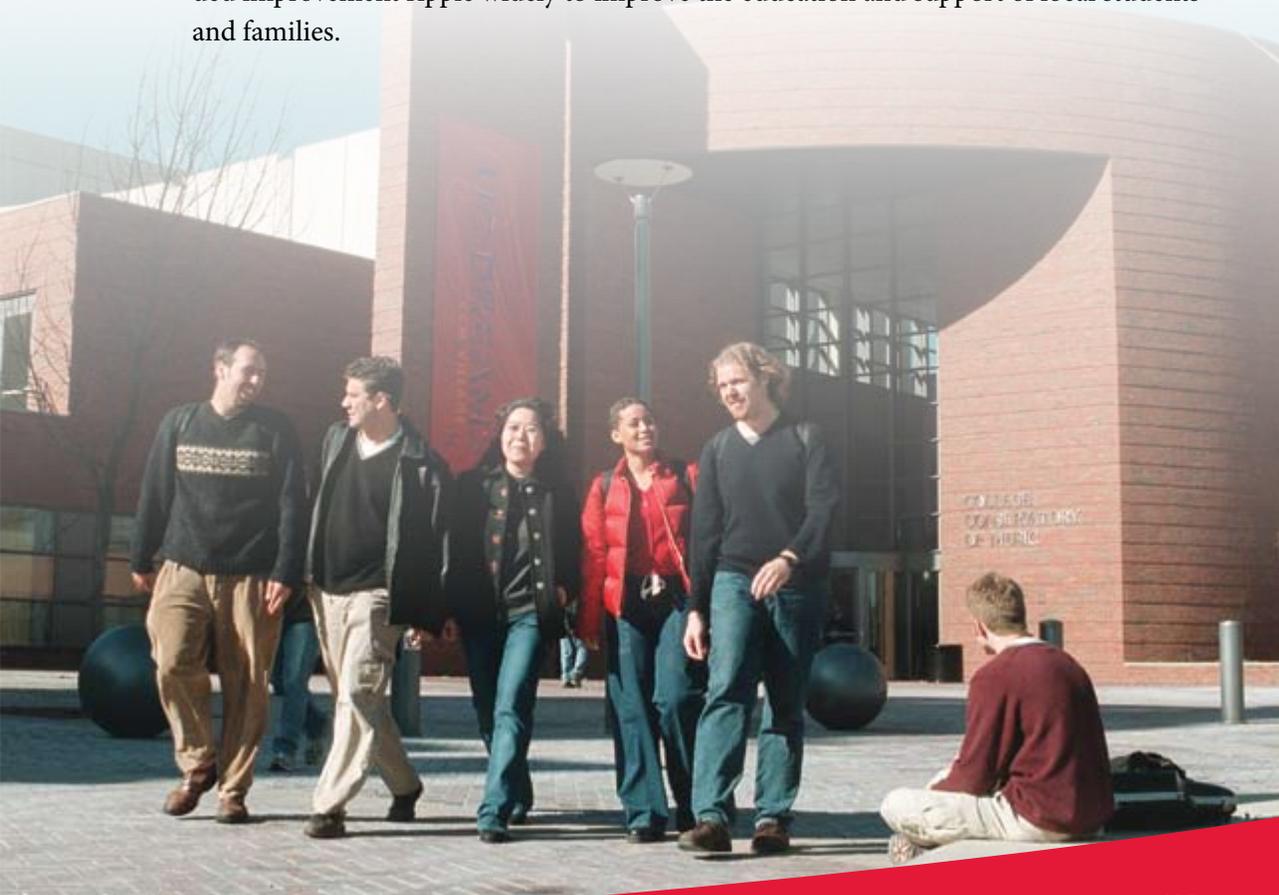
## CHALLENGES

**Faculty Recognition for Community Scholarship:** Currently, there is a great deal of inconsistency across the university regarding the extent to which colleges and academic units value community-based scholarship. In some colleges and academic units, promotion and tenure procedures do not account for engagement and service. In others, community-based scholarship is highly valued, and faculty are encouraged to document their involvement. The College of Allied Health Sciences is one notable example for their efforts to integrate engagement scholarship and service into their promotion and tenure processes. They are a model for how a culture of engagement and service might be supported and encouraged. Other programs explicate a commitment to service without clearly documented structures to reward faculty for engagement practices.

## ACTION STEPS LEADING TO IMPROVEMENT

**Integrating Community Scholarship:** Colleges should be strongly encouraged to develop more explicit policies that value and reward community-based scholarship. These efforts should be aligned and communicated across the university.

**Ongoing Support for Strive:** The efforts of Strive should continue to be vigorously supported as a national model for data-driven, collaborative, and systemic work across the breadth of the educational pipeline. As such, any actions implemented towards its continued improvement ripple widely to improve the education and support of local students and families.



## CORE COMPONENT 5D

### Internal and external constituencies value the service the organization provides.

In response to external demands, UC offers many programs designed to meet the economic, cultural and social needs articulated by our external stakeholders. The breadth and quality of these programs reflect the entrepreneurial spirit that reaches to all parts of the university. Additionally, there is growing evidence that our internal and external stakeholders value UC's engagement and service agenda.

### A VALUED PARTNER: EXAMPLES OF EXCELLENCE

#### COMMUNITY EDUCATION

**College of Applied Science:** Throughout its 175 year history, the College of Applied Science (OCAS) has maintained a close relationship with Tri-State businesses. OCAS faculty, staff, and students are available to address specific training and project needs. Key services available include: centers of excellence to address industry challenges, contract courses and onsite training, open learning fire science degree, professional certificates, senior projects and directed resolutions, workforce development training, workshops, and short courses.

**Web site:** [www.uc.edu/cas/](http://www.uc.edu/cas/) <sup>42</sup>

**The Office of Continuing Medical Education** offers a wide range of programs related to clinical practice, current research, and professional practice. The content reflects the expertise of the faculty available to the UC Office of CME and the identified needs of the target audience. The content of all UC CME activities reflects the most current and scientifically substantiated information and techniques, and it is presented to participants in the context of clinical and professional practice.

The important target audiences of the CME program include physicians within service regions defined by various political and organizational entities, as well as a national and international audience of physicians and other health care providers.

**Web site:** [www.cme.uc.edu/](http://www.cme.uc.edu/) <sup>43</sup>

**College of Law Centers:** The College of Law also houses many centers, including the Centers for Practice and for Corporate Law, which provide professional development seminars and programs for practicing lawyers and offer continuing education credits for maintaining licensure.

**Web site:** [www.law.uc.edu/gearup/](http://www.law.uc.edu/gearup/) <sup>44</sup>

### INCUBATOR AND WORKFORCE DEVELOPER

UC is engaged in key partnerships for entrepreneurial activity and economic development that provide reciprocal benefits to UC and the community. While the business community benefits from access to specialized knowledge applicable to specific technologies, UC garners advising, networking, and incubation support.

**CincyTechUSA** serves as the regional technology council. Its goals are to assist in the commercialization of new technologies that will benefit society, increase potential for new company formation and/or growth of existing business, and provide a solution to the growing workforce development needs that are required for businesses in our region to succeed. CincyTech has recently received an \$14 million award from the State of Ohio's Third Frontier Program to launch its new, regional **Entrepreneur Signature Program (ESP)**. The ESP provides integrated resources to support the commercialization of new technologies in the areas of medical devices, therapeutics and information technology. The resources available through the ESP include executives in residence, industry analysts, commercialization grants for promising early stage technologies, SBIR/STTR training programs and a \$10.5 million pre-seed fund. In addition, the ESP is connected to an extensive array of commercialization experts, industry networks, service providers and capital on both a local and national level. CincyTech serves as an active partner to UC in the identification, assessment and facilitation of commercializing promising technologies. UC is entitled to one seat on the executive committee, and this position is filled by President Zimpher. UC provides support to CincyTech of \$100,000 per year as a founding member and contributes a half-time loaned executive to work at CincyTech in the implementation of the Entrepreneur Signature Program.

**Web site:** [cincytechventures.com/about.html](http://cincytechventures.com/about.html)<sup>45</sup>

**BIOSTART** is a biomedical, bioengineering, and biotechnology start-up business incubator. As part of Ohio's Edison Incubator Program, BIOSTART provides laboratory facilities, business expertise, and other resources to Biotechnology entrepreneurs. The facilities include specialized wet lab space and shared technical equipment for start-up companies at below-market rates. BIOSTART has been successful in providing opportunities for bio/medical innovations to be commercialized locally, increasing new company survival rates as well as the number of jobs and tax revenues in the region.

**Web site:** [www.biostart.org/biostart.htm](http://www.biostart.org/biostart.htm)<sup>46</sup>

**TechSolve** is a team of business experts, engineers and scientists who represent some of the best thinking in the world on how to make organizations more successful. It works with a wide spectrum of organizations to apply a variety of improvement tools to achieve top-line growth, bottom-line savings, and improved profitability. For more than 20



years, TechSolve has helped small to large companies around the globe identify and implement process changes that will make them more successful. TechSolve was founded in 1982 by the City of Cincinnati, the Greater Cincinnati Chamber of Commerce, and large industrial firms with the objective of assisting local manufacturing companies to improve efficiency in the newly competitive world market.

A key example of benefit to UC is the \$2 million Pilot Project Grant, in which Techsolve was the lead and DAAP was a partner. UC received \$1 million from the grant award from the Third Frontier.

**Web site:** [www.techsolve.org/](http://www.techsolve.org/)<sup>47</sup>

**Goering Center for Family and Private Business** is a leading educational and informational resource center for family and closely held businesses. The Goering Center offers its members and community partners outstanding programs focusing on the unique and critical issues facing family businesses of all sizes. The Goering Center has one of the leading programs in the country, preparing the **Next Generation** of family business owners to manage the family firm. The Goering Center also maintains an extensive resource library of videos, publications, and texts relating to many of the unique issues faced by family firms. The Goering Center, as part of the University of Cincinnati, also advances research in the area of best practices for family firms, and offers one of the few programs in the country as an undergraduate integral concentration in the area of Family Business/Entrepreneurship.

**Web site:** [www.business.uc.edu/goering](http://www.business.uc.edu/goering)<sup>48</sup>

**The UC Center for Entrepreneurship Education and Research**, established in 1997, provides a state-of-the-art entrepreneurship curriculum not only for potential entrepreneurs, but also for people in the many organizations that interact with small, entrepreneurial and family owned businesses on a daily basis. Located in the Department of Management in the College of Business, the Entrepreneurship Center seeks collaborative efforts between students from across the university.

The center's activities include student-based field case study programs, consultation with local businesses (Small Business Institute's Program), and enrichment programs for high school students. In addition to the center's activities, The UC Small Business Development Center offers six entrepreneurship and small business courses in the Communitary Program. The university is also affiliated with two local incubators, The Hamilton County Business Development Center and BIOSTART Technology Incubator.

**Web site:** [www.ecenter.uc.edu/](http://www.ecenter.uc.edu/)<sup>49</sup>



**Small Business Development Center**, another program of the College of Business, is housed off campus in two locations and provides professional, in-depth and confidential consulting and training to pre-venture and existing small businesses. Areas of assistance include business start-up, business plan development, financial analysis and forecasting, marketing and sales planning, and sources of financing.

**Web site:** [www.business.uc.edu/sbdc](http://www.business.uc.edu/sbdc) <sup>50</sup>

**Business Engagement Task Force:** Recognizing the importance of meaningful interaction with business in the Greater Cincinnati area and that the university is already engaged with many business to an extensive degree, President Zimpher formed a task force to discuss how the university can better understand the needs of the business community, how it can form effective partnerships, and how the services that the university provides to business can be packaged, marketed and/or promoted. The Business Engagement Task Force, which consists of faculty and administrative leaders, has met with President Zimpher on a regular basis since July 2006. It has gathered and produced information about the university's existing partnerships, engaged members of the business community in discussions on how to form effective partnerships, and planned for more effective external communications.

**Cooperative Education:** The University of Cincinnati Cooperative Education (Division of Professional Practice) program exemplifies how academic programs can integrate curriculum and connects students with external communities. Co-op is part of the core curriculum of 40 disciplines at the university and functions to place students at various businesses relevant to their area of study. UC's Cooperative Education program is ranked in the top 10 of 500 such programs in the country. Today the program places 3500 students in co-op positions in 35 states and 16 countries.

More than 2700 students are placed in the Greater Cincinnati area to support related businesses and benefit from more than \$27 million in earnings. This amount of financial support enables the students to support their ongoing tuition costs; to generate an equivalent amount in scholarships would require an \$850 million endowment. The Coop program is successful in placing 99.5 percent of eligible co-ops.

**Web site:** [www.uc.edu/propractice/rep/](http://www.uc.edu/propractice/rep/) <sup>51</sup>

## RESOURCE AND FACILITY SHARING

**Cultural Offerings:** The UC College-Conservatory of Music (CCM), with nationally-ranked programs in music and musical theater, offers a variety of performances year-round. Each year CCM's schedule includes nearly 1000 public performances, many of them free, and last year, some 76,000 people attended performances at CCM. The university also maintains a downtown gallery that houses its permanent art collection and temporary exhibitions, and maintains an extensive collection of poetry in the Elliston Poetry room, housed in UC's main library. The Elliston Poetry Foundation also funds public readings and lectures by nationally-recognized poets and fiction writers.

**Web site:** [www.ccm.uc.edu/](http://www.ccm.uc.edu/) <sup>52</sup>

**Athletic Offerings:** The community has access to all Big East Conference men's and women's university sports events, including football, basketball, baseball, volleyball, track and field, swimming, soccer, and tennis. Our athletic facilities are among the most accessible in the country; for example, outside of football season, it is not unusual to find a neighborhood cricket game being conducted on the football field. Community residents can also purchase memberships in the new Campus Recreation Center, the largest and best-equipped fitness facility in the region. In addition, a fitness and walking trail runs through the Uptown Campus.

**Web site:** [www.gobearcats.cstv.com/](http://www.gobearcats.cstv.com/)<sup>53</sup>

### COMMUNITY SERVICE

**Volunteer Activities:** Faculty, staff, and students of UC engage in a wide variety of volunteer efforts throughout the region that stem from their personal interests and university life. Information about volunteer activities has been collected in 2006 and 2007, and 141,456 hours of faculty and staff volunteer time was logged in this two-year period. On average this translates to almost 6,000 hours contributed every month by up to 314 individuals to 550 community organizations and programs. (UC|21 Report Card 2005-07).

The Center for Community Engagement tabulates student community engagement activities. In '07-'08:

- students dedicated over 28,000 volunteer hours to CCE sponsored community service programs,
- students donated 1,655 units of blood, and
- Cincinnati students volunteered 112,200 hours to fulfill their scholarship obligations.

Additionally, many faculty and staff serve in various leadership capacities in community organizations. A recent survey of such involvement by a wide range of individuals throughout the university community indicated that approximately 120 individuals held positions on the boards of 140 community organizations.

**Faculty and Staff Giving:** Financial resources dedicated to sustaining community organizations and initiatives are similarly impressive. Charitable giving by the university community has totaled \$1,813,982 over the last five years. These contributions provide support to over 150 individual community service and cultural organizations.

**Funding for Community Development:** One level of financial support that can be calculated is the financial support provided to the university's neighborhood development effort (described in "Real Estate and Community Development"). Such support in the form of annual operating grants was just over \$1 million during the 2007-2008 fiscal year.

Even more impressive is the extent and impact of efforts to use the university endowment as a financial engine to sustain the neighborhood development effort. Since 1998, over \$137 million of endowment principal has been loaned to eight different organizations involved in the effort to redevelop and sustain neighborhoods surrounding the university. Of this total, almost \$55 million has already been recovered. Although over \$80 million of the original loans remain outstanding, the diverse projects that were funded with these loans have attracted over \$200 million in bond proceeds, loans from outside sources and private investment dollars that have been used for capital development and urban renewal in the neighborhoods immediately adjoining the university's Uptown campus.

### VALUATION OF UC'S ENGAGEMENT AND OUTREACH

Collectively, the University of Cincinnati has engaged in many processes that have allowed for community leaders and members to testify to the usefulness of UC's various engagement efforts. The university has grown and evolved in its level of community engagement during the intervening years since the last accreditation. Activities for gathering testimony and feedback have included town hall meetings, forums, survey, and evaluations as well as other mechanisms. These activities have allowed for UC to hear from the community about their impressions of not only the level of community engagement but also the quality of programs of engagement. There are many examples that have occurred over the years of individual programs giving the community the opportunity to inform us about how useful our engagement efforts are. Examples already illustrated throughout this self study include UC|21 Town Hall Meetings, UCICP Community Forums, and Uptown Consortium Summits. Other notable instances of evaluation include:

#### **Survey of Community Interactions and Collaborations: Peer Institutional Study**

Since the mid 90s, the University of Cincinnati has been shifting its focus from a purely institutional-centric point of view to a perspective that more and more takes into account its surrounding community context. Since then, the community redevelopment and partnership building initiatives of the University of Cincinnati have been major and continuous. The first part of this effort was the far-ranging planning, redesigning, and landscaping of the campus. The second and more important set of actions was the decision of the university to embark in a sincere dialogue with the surrounding neighborhoods and their councils, out of which a number of physical improvement decisions were initiated for the benefit of these communities. The third and most decisive decision of the university was its success in establishing the Uptown Consortium as described earlier in this chapter.



To gauge consortium efforts and to learn from peer urban/metropolitan universities engaged in similar efforts, UC commissioned what is believed to be the first broad attempt to “grade” such efforts throughout the United States and Canada. The multi-year study completed in 2004, “Community Interactions and Collaborations: Peer Institutional Study,” conducted by faculty from the School of Planning at UC, includes 21 case studies detailing university efforts, as well as a detailed report card of 11 of those universities across 16 criteria, including:

- Avoidance of use of municipal eminent domain powers
- Community participation in development decision making and planning
- Economic impact
- Environment and sustainable development
- Financial commitment
- Historic preservation
- Increased housing supply
- Leadership (how top-level was the effort)
- Partnerships with other institutions
- Safety
- Success in meeting defined targets
- Urban design

**Web site:** [www.uc.edu/news/docs/Uptown\\_Report-Main\\_Report\\_Romanos\\_et\\_al\\_2006.pdf](http://www.uc.edu/news/docs/Uptown_Report-Main_Report_Romanos_et_al_2006.pdf)<sup>54</sup>

The results of that case study approach provided each institution with a particular profile of their key practices related to community development.

UC received high marks in financial innovation, institutional leadership, and attention to design. Compared to other institutions in the case study, UC’s community development future must include an emphasis on more engagement with community members and a greater focus on economic and social capital development. These important lessons have been very helpful in how UC and the Uptown Consortium move ahead with their community development agenda.



This ambitious case study provided much needed direction to inform the UC|21 Strategic Planning Process and define how UC should conduct community development activities in the future.

**UC Community Engagement Self-Evaluation Survey 2008:** UC conducted an online self-evaluation during February of 2007 to gauge perception from the community about our engagement efforts over the last 10 years. The survey was sent to over 400 organizations served by the university within a 50-mile radius. Participating community stakeholders included neighborhood associations, community development corporations, co-ops, non-profit social service agencies, businesses or corporations, health-related non-profits, educational institutions, and state, regional, and governmental organizations. Over 42 percent of these organizations responded to the online survey.

The majority of those partners agreed that, over the past 10 years, UC has increased efforts to provide assistance and expertise to the Greater Cincinnati region. The majority of the respondents also agreed that UC contributes its talents and resources to advancing the economic well being of the region. Other responses to the 10-question survey indicated that UC has made favorable connections with the community, including that UC works to advance the overall health of the citizens in Greater Cincinnati, that UC uses its talents and resources to advance the social and educational attainments for the citizens of Greater Cincinnati, that UC leadership is more visible now than in the past in serving the broader interests of the Greater Cincinnati community, and that the university is conducting outreach activities in a manner that is mutually beneficial to community partners and UC.

**Faculty and Student Evaluation**

There are several ways to assess the overall satisfaction of students and faculty perceptions of UC’s commitments to engagement and service. Since 2003, UC has participated in the Noel-Levitz Student Satisfaction Survey, and cohorts were asked to respond to the surveys in 2003, 2006, and 2008 using a 1 to 7 scale.

	2008	2006	
<b>UC commitment to evening students?</b>	5.10/1.56	4.81/1.64	0.29
<b>UC commitment to older, returning learners?</b>	5.08/1.61	4.88/1.68	0.20
<b>UC commitment to under-represented populations?</b>	5.10/1.53	4.86/1.61	0.24
<b>UC commitment to commuters?</b>	4.67/1.81	4.49/1.77	0.18
<b>UC commitment to students with disabilities</b>	5.19/1.56	4.97/1.60	0.22

Of five indicators, students reported that UC is improving its services to evening students, under-represented students and students with disabilities. Another key measure of students’ involvement in community engagement was reflected in their responses to the National Survey of Student Engagement conducted at UC in 2002, 2005, and 2007. Over that period, both freshmen and seniors reported increasing involvement in community-based learning experiences. In 2005 and 2007 freshmen and seniors reported statistically higher levels of community volunteer work than did their counterparts at other urban public universities.

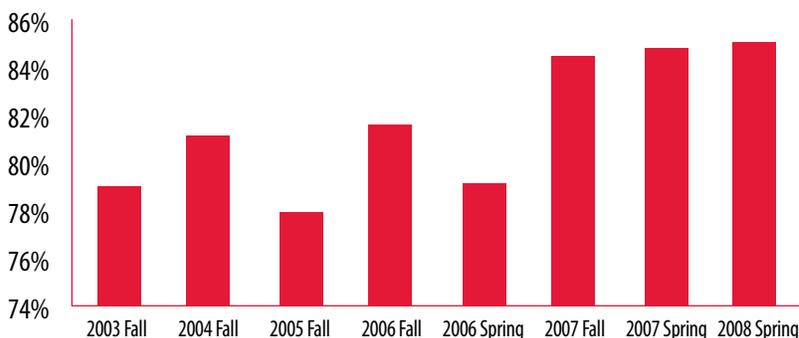
Faculty interested in community scholarship regularly attended breakfasts sponsored by the Center for Community Engagement and the director of academic and community partnerships to hear from national experts, discuss approaches to community-based learning, and develop evaluation processes. In last two academic years CCE held six sessions that included 139 attendees.

For the past six years, UC has included questions in the Greater Cincinnati Survey administered by the Institute for Policy Research to measure public perceptions of the university. The GCS is based on City of Cincinnati telephone interviews with a randomly selected sample of approximately 1,000 adult residents of Hamilton County or 1,500 adult residents for the entire eight county Greater Cincinnati region.

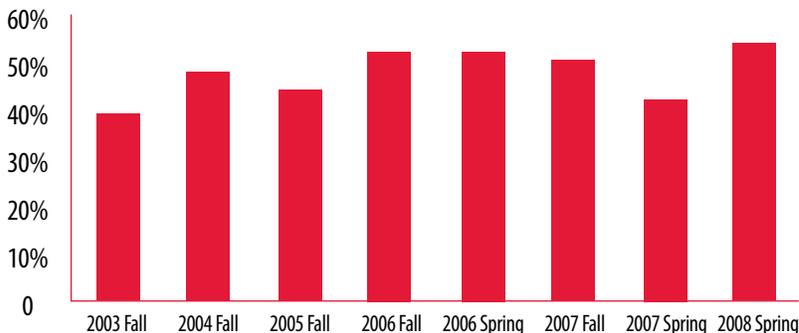
Two important measures of public perception are depicted in the bar graphs below. UC's overall stock continues to improve among the broader community: 85 percent of respondents this past spring strongly agreed that "UC is important to the Greater Cincinnati Region" and 55 percent strongly agreed that "UC deserves my support." As both items indicate, public support for UC has increased over that period of time.

These findings clearly complement the results from the engagement survey administered this past spring and results from the Student Satisfaction Survey shared earlier in this chapter. Our various stakeholders on and off campus are increasingly more engaged in constructive dialogue, more satisfied with UC's services, and more supportive of the university's regional importance and mission of engagement and service.

**UC is Important to the Greater Cincinnati Region**



**UC Deserves My Support**



## CHALLENGES

**Peer Institutional Study Findings:** There is growing evidence that UC is more engaged with all facets of the broader community in responding to important economic, health related, social, and educational challenges. Additionally, most stakeholders express support for the various approaches UC has employed in response to these challenges. The findings from the Survey of Community Interactions and Collaborations: Peer Institutional Study herald UC's efforts but do raise questions regarding UC's ability to work in partnership and collaboration.

**Alignment of UC Goals and Community Priorities:** When UC commits human, intellectual, and financial capital, it must remain vigilant to respect the contributions and values of its various community-based stakeholders, partners, and organizations. Although there is clear evidence that most community-focused initiatives emerging from UC clearly are collaborative, our intellectual conceit and significant financial and educational clout can overwhelm the very best partnership efforts. Moreover, the university's priorities may not be entirely compatible with the aspirations and goals of our community partners.

**Measuring Effectiveness:** As engagement and service has moved from being unit-based activities into the UC mission, guiding principles, and strategic goals, it is increasingly important to assess the efficacy of these activities and programs. Surveys, quantitative data, and process evaluations do provide some positive evidence on the quality and quantity of the relationships.

Although it has been outlined as a proposal by the Center for the City, the university is challenged to design and specify a common evaluative tool to be used across its diverse engagement and service efforts to measure application and effectiveness. The President's Report Card is a substantial step forward in terms of measuring effort in quantitative terms relating to engagement and service activities. However, it remains a challenge to measure the qualitative and substantive outcomes of these efforts. Do our collaborations lead to real improvement in the quality of life in the region? Are we really helping to improve the overall health of our community? Do our contributions lead to a reduction in crime or better policing? Are more students pursuing post-secondary education? Stakeholders generally give UC good marks for our efforts. Do those various efforts really make the educational, social, economic life better for our partners, neighbors, and region?

The president has incorporated formative measures of engagement and service into the UC|21 Report Card. This is an important first step. More needs to be done to document how UC's engagement and service is directly contributing to tangible and measurable improvements in Cincinnati, the Tri-state area, and Ohio.

### ACTION STEP LEADING TO IMPROVEMENT

Effective engagement requires a focus on the process as well as outcomes. The university must continue to support and value engagement and service initiatives that reflect a commitment to partnership and collaboration. The various structured dialogues and faculty development activities that bring community partners together with faculty and staff will only improve the chances for greater understanding and better community engagement.

**Corporate Relations Working Group:** In late 2008, President Zimpher called together key campus stakeholders in a Corporate Relations Working Group and initiated a process to explore UC's relationship with businesses throughout the region and beyond. This work built on the findings of the Business Engagement Task Force, an initiative that catalogued UC's interactions with a number of large companies in greater Cincinnati, including Procter & Gamble, General Electric, and Fifth Third Bank.

Over the last several months, this group has examined best practices in other institutions; solicited feedback and guidance from community and corporate partners; shared innovations already underway within the university (e.g. The Live Well Consortium for rapid prototyping of products tailored to baby boomers); and discussed the cultural changes that would be required to improve interaction with the corporate sector.

The Corporate Relations Working Group has nearly concluded its exploratory work. One key finding is that, just as with partnerships with the civic sector, it is nearly impossible, and perhaps not desirable, to try and control all interactions with corporations. On the other hand, the group has also concluded that finding ways to break down barriers, navigate UC's and corporate bureaucracies, and fast-track partnerships leading to innovation and improvements to the regional economy should be a priority. Recommendations for how to operationalize these goals are expected in early 2009.

### CONCLUSION

The University of Cincinnati has a long, rich tradition of engagement and outreach to the broader community in educational programming, economic development, and community development. Many of the programs and initiatives are nationally recognized as models for effective partnerships that are mutually beneficial to the university and community interests. Since the advent of the UC|21 Strategic Plan, engagement and service no longer function as secondary activities of the institution. They are increasingly valued by an urban research university that envisions itself to be infinitely connected to the community it serves locally, regionally, and internationally.

UC has an army of faculty and staff members who have dedicated their time to community engagement. Their commitment and accomplishments are largely due to a long UC tradition in which engagement and entrepreneurship are encouraged and often rewarded.

Through administrative innovations, UC has taken actions to better coordinate engagement university-wide without sacrificing the passion and creativity that flourishes in a more organic process. As engagement grows at UC, so too will the processes to allow community stakeholders to provide feedback and testify to the usefulness of the university's efforts.

While Cincinnati's economy was long shielded from recession because of its industry sector diversification, the presence of nine Fortune 500 headquarters, and many more outlets of the Fortune 1000, the recession has now come to southwestern Ohio. Corporations in the metro area are looking for greater efficiencies and seeking to outsource functions like research and development. They are increasingly looking to universities to fill the gap, but the challenge for UC is institutional readiness. While we can document hundreds of partnerships—both large and small—with local companies and corporations, the success of these partnerships varies. UC has not yet been able to create an “ecology of innovation” that would allow it to be highly responsive to market needs while maintaining its core business of teaching, learning, and research.



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47. TechSolve
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49. UC Center for Entrepreneurship Education and Research
50. Small Business Development Center
51. Cooperative Education Program
52. UC College Conservatory of Music
53. UC Athletics
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