

HLC Assurance Argument

University of Cincinnati - 2018

Criterion 1

Mission

1 – Mission

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

1.A. – Core Component

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission (This sub-component may be addressed by reference to the response to Criterion 5.C.1).

Argument

1.A.1.

Prompt: *The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.*

Response: The University of Cincinnati's (UC) vast array of stakeholders, including our Board of Trustees, President's Cabinet, deans, faculty, students, staff, alumni, donors and friends of the university provided input through an iterative process to develop our mission statement. The Board of Trustees approved the mission statement on January 29, 2008 and amended it March 2008.

University of Cincinnati's 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 stakeholders have used the mission statement to develop priorities and guide strategic initiatives such as: the UC2019/Academic Master Plan, Research Pathways, UC Foundation's Strategic Plan, and the Diversity Plan. In short, we are sharpening our vision of UC's institutional priorities as we enter our Bicentennial with a new strategic direction designed to lead urban public universities into a new era of impact. This direction is developed off of three platforms; and nine pathways:

- Academic Excellence
 - Faculty Investment
 - Bearcat Promise
 - Staff Enrichment
- Urban Impact
 - Urban Health
 - Urban Futures
 - CPS (Cincinnati Public Schools) Strong
- Innovation Agenda
 - Innovation District
 - Co-op 2.0
 - Inclusive Excellence

The strategic direction is designed to promote collective engagement from all colleges and units within the university. This process is inclusive and ensures that our guiding documents and actions remain nimble, relevant, ambitious, and central to our mission.

1.A.2.

Prompt: The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Response: 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, and maintains this commitment across its diverse and comprehensive academic and service environment. The university is comprised of 13 colleges, including two regional colleges, with 379 academic degrees at the undergraduate, graduate, and professional levels. The Clifton (Main) colleges and areas of study include the following:

- (McMicken) Arts and Sciences (humanities, natural sciences, and social sciences)
- Allied Health Sciences (clinical and health information sciences, communication sciences and disorders, exercise, rehabilitation, nutritional sciences, and social work)
- College-Conservatory of Music (dance, e-media, music, and theatre)
- Design, Architecture, Art and Planning
- Education, Criminal Justice, and Human Services and Information Technology
- Engineering and Applied Science (biomedical, chemical, civil, computer science, electrical, and mechanical)
- Law
- Lindner College of Business (business administration, business analytics, economics, industrial management)
- Medicine (basic science, bioinformatics, clinical, and medical education)
- Nursing
- Winkler College of Pharmacy

Enrollment Profile

Since HLC's last visit, the University of Cincinnati has made significant strides on a number of metrics in a way that are fully compatible with our mission.

Between fall 2010 and fall 2017, total headcount on our Clifton (Main) campus has grown from 32,283 to 37,204, a 15% increase. The calculated proportion of underrepresented minority (URM) students has grown from 11.4% in 2010 to 14.1% in 2017. In 2017, over 3,384 international students account for 9.1% of the total enrollment, whereas in 2010, they

were 2,205 (6.3% of total.)

Distribution of gender has remained fairly steady, with female students comprising 53.3% of the Clifton (Main) campus population in 2010 and 52.2% in 2017.

Over the years, the age population has become slightly younger. In 2010 44.2% of the Clifton (Main) enrollment were 21 years of age or younger. By 2016 it's 51.8%.

In 2010, 75% of undergraduate first-year students were staying at University residential housing, while in 2017 this has increased to 79.6%.

At the undergraduate level, new incoming classes have improved in academic profile. The percentage of students coming in with 3.0+ HS GPA have gone from 85% to 90%, and ACT scores 25 or higher have gone from 52% to 59%.

At the graduate level, fall applications have remained constant from 10.6K in 2011 to 11.6K in 2016. The admission rate has increased from 46.5% to 61%, and the yield rate has declined from 52% to 40.5%. The academic profile of graduate applicants has improved for quantitative and analytical entry tests, and has declined for verbal entry tests.

Retention rates for baccalaureate degree seeking students have improved from 82% (2006 cohort) to 86% (2016 cohort). Six-year baccalaureate graduation rates have improved from 56% (2004 cohort) to 69% (2011 cohort).

In an effort to support student success, the university provides a comprehensive array of services and programs (see 3.D.1) consistent with our mission. UC's [General Education Program](#) requires all baccalaureate students to participate in experiential based learning. Below are examples of mission-based support for experiential-based learning. Building these supports were the subject of our institutional Quality Improvement Plan. The University's Division of Experience-Based Learning and Career Education (ELCE) serves as a fully integrated career preparation hub within the

University of Cincinnati. As the global birthplace of cooperative education, the division is a recognized leader in “real-world” education. ELCE is the instructional home of the university's Cooperative Education Program, which for over 100 years has provided students the opportunity to alternate full-time terms of school and worked to give them a solid base of experience and professional development. In 2016, students worked in over 6,300 co-op positions with collective earnings totaling \$65M. The International Co-op Program (ICP) provides exciting opportunities for UC students to learn a second language and gain international experience through an overseas co-op assignment. Programs are available in Germany and Japan.

Furthermore, our division of Student Affairs advocates for and meets students’ diverse needs by providing innovative co-curricular experiences that enhance well-being, foster life and academic skill development, engender responsibility, and grow leadership capability. UC considers diversity, equity, and inclusion to be benchmark values as evidenced by our commitments at all levels of our institution, ranging from our Gen-1 House, annual incentive grants and awards that support diversity, faculty diversity initiatives, and a strong commitment to social justice. A more in-depth description of our student services is found in Core Component 3.D.1.

The Office of Research embodies the mission statement through dedicated support for UC students, staff and faculty throughout their lifecycle of scholarly research and creative activities. The Office of Research provides the University of Cincinnati research community with excellent services that enhance scholarship and research, including key investments in the UC research enterprise that will impact our local, national and global partners. The office receives funding from multiple sources, including federal, non-profits, industry, local government and the state of Ohio. UC’s world-renowned researchers and scholars collaborate across disciplines, colleges and campuses as they address the most pressing challenges throughout the world and in our communities. Some of our key research strengths are neuroscience, urban futures, robotics, cancer and digital humanities. For more details on our research see sections 2.E.1 and 3.E.2.

1.A.3.

Prompt: The institution's planning and budgeting priorities align with and support the mission (This sub-component may be addressed by reference to the response to Criterion 5.C.1).

Response: UC's annual planning and budgeting process aligns goals to investments, through several mechanisms. The university is on a performance-based budget (PBB) system that links enrollment and retention to annual base budgeting.

This system has allowances for additional investment to support strategic growth, priorities, and identified needs. This process is formalized through annual budget hearings for each academic unit (colleges and offices) convened by the Office of the Provost, where enrollments, retention, curricular changes, research funding, faculty and staff levels, along with performance-based funding are discussed. In addition, new investments in support of the university's strategic direction are awarded annually on a competitive basis to support strategic initiatives, priorities, and goals. Funding for these investments come from the Office of the Provost's share of the revenue split from PBB. For greater detail on this process please see 5.C.1 and its accompanying evidence file.

Sources

- Board of Trustees Approval of the Mission
- Quality Improvement Plan
- UC2019/Academic Master Plan
- Strategic Direction

1.B. – Core Component

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1.

Prompt: The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Response: The institution clearly articulates our mission on multiple websites, in public documents and in the Student Code of Conduct. College and unit mission, vision, goals and objectives are developed in alignment with the university mission statement. Our mission informs our actions and guides the establishment of our priorities, as is evidenced by references to the mission within our strategic direction and plans throughout the years.

1.B.2.

Prompt: The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Response: All of the university's mission documents are kept in alignment

through university's strategic direction which seeks to provide a dynamic way of continually evaluating UC's future. The strategic direction is directly tied to our mission and draws on previous strategic planning efforts, and builds on what the University of Cincinnati has accomplished and learned from those plans. It directs time and resources to actualizing our mission. Our strategic direction was developed with input from a comprehensive listening tour as well as the wisdom contained in all of the university's preceding planning processes. It is designed to allow UC to be more focused on those aspects of our mission that need attention and to nimbly step up the game on other areas of need as we keep moving the needle. The platforms and associated pathways are current and fully aligned with our mission:

- Academic Excellence and its associated pathways (Faculty Investment, Bearcat Promise, and Staff Enrichment) speak to our commitment to excellence in education and the centrality of our obligation to students, faculty, and staff.
- Urban Impact and the its associated pathways: Urban Health, Urban Futures, and CPS (Cincinnati Public Schools) Strong speak to our commitment to the community and to an agenda that advances diversity, equity, and inclusion.
- Innovation Agenda and its associated pathways (Innovation District, Co-op 2.0, and Inclusive Excellence) speak our commitment to experience-based learning and the capacity for UC to create impact as a premier, public, research institution.

1.B.3.

Prompt: The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Response: The mission clearly identifies a commitment to undergraduate, graduate, and professional education, across a wide array of disciplines with a strong emphasis on experience-based learning. Our constituents identified in the mission include students, faculty, staff and the local, national and international communities that we serve. We recognize that our impact is felt locally, throughout the state, and globally. Through a variety of programs and services we support students, faculty and staff in their personal and professional growth.

Sources

- No sources have been listed yet

1.C. – Core Component

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

Prompt: *The institution addresses its role in a multicultural society.*

Response: The mission of the University of Cincinnati is inextricably connected to the diversity of society. Our mission statement underscores inclusion as part of our purpose, and we embrace the notion that our university cannot truly achieve excellence if we are not also truly diverse and reflective of the communities we serve. "...We are committed to excellence and diversity in our students, faculty, and staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnership and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our University, city, state and global community."

The university recognizes a broad and inclusive concept of diversity that encompasses internal, external, organizational, and cultural dimensions – from the commonly recognized considerations of race, gender, ability, geographic status, and seniority, to the less prevalent categories of generations and thinking styles. As a result, our guiding documents and personnel both address and reinforce the role of the institution in a multicultural society. Our diversity plan concentrates focus in four primary areas: 1) recruiting, retaining and advancing faculty, staff and students from underrepresented communities; 2) creating a welcoming and inclusive climate where all individuals can live, learn, work and thrive in a

safe and supportive environment; 3) serving as a resource to the community to enhance learning, service and employment opportunities; and 4) tracking our progress through metrics.

The President's Diversity Council serves as the university-level governance committee charged with building institution-wide capacity to meet the needs of an increasingly diverse campus. The Council strives to create an environment that celebrates the rich backgrounds, perspectives and contributions of our students, faculty, staff, alumni, and community members – developing a culture of inclusion, removing barriers, and providing opportunities to excel. One of the Council's responsibilities is to maintain the Diversity Plan as a living document – promoting implementation strategies, developing assessments, and creating successive iterations.

As a complement to the Council, deans and vice presidents have identified individuals to assist in leading diversity efforts within their respective colleges and units. Known collectively as Diversity & Inclusion Resource Liaisons, the group: 1) provides a networking opportunity for diversity practitioners across the university; 2) shares best practices, identifies areas of concern, and collaborates in addressing the goals of our Diversity Plan; 3) serves as a communication vehicle to highlight initiatives throughout the university and into the broader community; and 4) provides a measure of consistency and standardization across the university relative to messaging, processes, and practices.

Our Student Diversity & Inclusion Council (SDIC) moves our campus forward by promoting the voices and interests of students at the University of Cincinnati. SDIC creates spaces for discussion to foster progress and create innovative approaches to bring students' issues to light. SDIC provides student perspective on the university's Diversity Plan and supports current programming by student organizations and campus identity-based centers.

UC's general education core is designed to direct students to courses and experiences that prepare graduates to contribute and thrive in a global, diverse, and technological society. These courses aim to enhance the cultural competency of our student body. In 2017 the university [faculty](#)

[voted](#) to strengthen our commitment diversity, equity and inclusion through our general education program by developing student learning outcomes and creating a new category within “contemporary topics” to address these outcomes.

The Office of Equity, Inclusion & Community Impact provides a series of learning opportunities for the university community to enhance professional development and cultural curiosity. Sessions are developed based on different dimensions of diversity as well as other psychosocial characteristics of living, learning and working in a multicultural environment.

The university is engaged in a comprehensive process to ensure that we are providing individuals with disabilities equal access to our programs and activities, consistent with the requirements of Section 504 of the Rehabilitation Act of 1973 (“Section 504) and the Americans with Disabilities Act (ADA) of 1990, as amended. The University is committed to the idea of universal Web accessibility that enables all University community members and visitors full access to information provided on its websites.

1.C.2.

Prompt: The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Response:

The university strives to provide an opportunity for its constituents to live, learn, work and thrive in a safe and supportive environment. We seek to make all processes and activities fair and reflective of human diversity in our ever-evolving multicultural society. Our [Office of Equal Opportunity & Access](#) (OEOA) guides the university community in establishing fair and consistent practices relative to sourcing applicants (students and employees), hiring and promotion. The office regularly conducts a workshop entitled Inclusion Advocacy in Support of Equitable Hiring Processes. This 90-minute workshop is designed to empower and engage the UC community in efforts to ensure equal employment opportunity, and good faith, affirmative action practices towards

diversifying the University workforce. Providing attendees with foundational policy information and compliance requirements, this session prepares search committee members, hiring units, and leadership to recruit strategically, equitably assess validated qualifications, structure fair hiring processes and champion workforce diversity across the organization. This program is designed to supplement—not replace—OEOA search committee consultations, particularly for individuals desiring to better advocate for inclusive employment practices at UC.

In collaboration with community partners, the Office of Equity, Inclusion & Community Impact developed a series of educational programs designed to facilitate conversation, increase understanding, and advance cultural curiosity and competence in several areas relative to equity, diversity and inclusion. In 2017, 18 sessions were held with topics that included the Multigenerational Workforce, Emotional Intelligence & Diversity, Microaggressions in Everyday Life, Safe Zone Training (to support members of our LGBTQ community), and Stars & Stripes Training (to support our veteran, military students and their families). Given the national discord, a special module, Courageous Conversations, was developed to facilitate dialogue on sensitive subjects. Based on the Video Review for Crucial Conversations (Callibrain, 2015) and a PaperClip Communications (2016) Informed Discussions resource, this interactive session provides ground rules and best practices for facilitating and engaging in difficult conversations. As an added feature, attendees practice with each other using real-life scenarios. Other offerings include Anti-Harassment and Non-Discrimination Training from the Office of Equal Opportunity and Access as well as education and training related to [Title IX](#), the federal civil rights law prohibiting discrimination on the basis of sex or gender.

In order to move from theory to practice, the College of Education, Criminal Justice and Human Services' Counseling Program Diversity Work Group launched its inaugural assessment of its environment in academic year 2015- 2016; Phase I of an Institutional Review Board (IRB)-approved study. The evaluation contained, among other assessments, the Cross Cultural Counseling Inventory-Revised (CCCI-R)

(LaFromboise, Coleman, & Hernandez, 1991), a validated instrument developed to measure the cross-cultural competence of clinicians, was also utilized. Pre-test scores provided evidence of a deficiency in the Cultural Sensitivity subscale of the CCCI-R. Phase II of the study began with the Work Group consulting with the Office of Equity, Inclusion & Community Impact to identify an appropriate intervention for advancing cultural competence among faculty as well as counselors-in-training. A review of literature found a specific experiential training device, Bafa Bafa, to be effective in increasing participant understanding of cultural diversity (Inglis, et al., 2004). The Vice President for Equity & Inclusion facilitated a "Train-the-Trainer" workshop to prepare faculty, doctoral students, and members of the Diversity Work Group to employ this intervention to increase cultural competence and sensitivity among Masters-level counseling students.

Components of Bafa Bafa were modified to provide accommodations for a member of the group with disabilities. In sum, 49 participants took part in Phase II of the study. A paired-samples t-test conducted after the training found statistically significant growth in cultural competence, the targeted domain. This is an ongoing study the results of which were presented at an international conference of the American and Canadian counseling associations in spring 2016.

During [New Student Orientation](#) we outline expectations for respectful conduct, and introduce students to campus resources including identity centers and support programs for students to promote affinity and engagement.

Sources

- General Education Program: <http://www.uc.edu/gened.html>
- UC Diversity Plan 2011-2016: <http://www.uc.edu/content/dam/uc/diversity/docs/5787-Diversity-Report-2011-2016.pdf>
- President's Diversity Council: <http://www.uc.edu/inclusion/about/council.html>
- UC D&I Resource Liaisons: <http://www.uc.edu/inclusion/about/d-i-resource-liasons.html>

- Student Diversity & Inclusion Council:
<http://www.uc.edu/inclusion/about/SDIC.html>
- New Student Orientation: <http://www.uc.edu/orientation.html>
- Office of Equal Opportunity & Access:
<http://www.uc.edu/inclusion/oeoa.html>
- Callibrain. (2015, August 20). Video Review for Crucial Conversations by Kerry Patterson [Video file]. Retrieved from:
<https://www.youtube.com/watch?v=EFaXx3pgaxM>
- Inclusive Excellence Fall Workshop Schedule (2016):
<http://www.uc.edu/content/dam/uc/diversity/docs/IE-Workshops-2016-17.pdf>
- Marinos, D., Brubaker, M., Bolig, V., & Stipanovic, N. (2015). Counseling Program Report on 2015-2016 Climate Study. Retrieved from:
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- Marinos, D., Brubaker, M., & Bolig, V. (2016). An Ecological Approach to Creating a Culturally Sensitive Learning Environment. Paper and PowerPoint slides presented at American Counseling Association Annual Conference & Exposition, Montreal, QC.
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1.D. – Core Component

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1.

Prompt: Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Response: As outlined in our mission statement, "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." A central aspect of our university's value to the community is our engagement with and subsequent impact on the community, through our academic activities as well as the service of our faculty, staff, and students. The community benefits generated by UC are often a direct result of our academic activities through experience-based learning and service to community organizations and individuals.

A 2015-2016 study by UC's Economic Center estimated the financial impact of UC's volunteerism in the community to exceed \$3.1M. Our impact is evidenced in a myriad of ways, including service, innovation, K-12 education, employment, health and wellness, social justice initiatives, legal support, culture, and athletics in addition to creating an educated and socially conscience citizenry. Recent examples of outreach and engagement

include:

- UC Scholars Academy (formerly known as Hughes High School partnership)
- Bearcat Buddies tutoring program
- UC Science Fair
- Cincinnatus Scholarship program
- DAAP Alliance
- Family Science Academy
- Higher Education Mentoring Initiative (p. 17 of Economic Impact Report)
- UC Serves
- Innocence Project
- 100s of annual cultural performances and exhibitions
- Village Life Outreach
- More than 4,000 students participated in service learning classes serving the community

In addition, our influence on the health of our communities is demonstrated via college based initiatives supporting care givers, children, and adults in the areas of Alzheimer's disease, developmental disabilities, mental disabilities, pregnancy, substance abuse, asthma, spine intervention, epilepsy, air pollution, Parkinson's disease, feeding the hungry, autism, diabetes and many more.

President Pinto's strategic direction includes a pathway for Urban Health. The future of Urban Health is to enhance educational, research and community engagement opportunities and embrace a more inclusive definition of "health":

- Healthcare – disease therapeutics and delivery
- Economic health
- Environment
- Moral, ethical, legal and social health
- Engineering a healthy civil infrastructure
- Healthier design
- Health through the Arts and Humanities, Performing Arts

Finally, as an institution that is committed to experiential learning, the university (2016-2017) sent more than 34,000 students into real world

placements last year. These ranged from student teaching, clinical placements, cultural performances, exhibitions, study abroad, co-ops, internships and industry collaboratives through UC Forward.

1.D.2.

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

Response: The University of Cincinnati has neither a parent organization nor investors. The Office of the Provost leads our work in meeting the educational mission of the university. Over the past decade, the University of Cincinnati has re-envisioned the Office of the Provost so it currently controls over fifty-percent of the university budget.

In particular, Student Affairs now reports to the Provost, while UCIT has a split report between the Provost and the CFO. Further, as Senior Vice President and Chief Academic Officer, the preeminence of the academic mission is supported through the Office of the Provost.

In addition, the University of Cincinnati has a long history of shared governance, with faculty representation on most major decision-making bodies, such as the academic committee. An integrated decision making process that partners faculty, students and administration, fosters the growth, refinement, and development of educational opportunities provided by the university. In addition, faculty are supported in their pursuit of the educational mission with resources provided by the Center for the Enhancement of Teaching and Learning, UC Information Technologies, University Libraries, and the Academy of Fellows for Teaching & Learning.

1.D.3.

Prompt: The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Response: The Carnegie Foundation for the Advancement of Teaching named UC among 361 institutions to hold the 2015 Community Engagement Classification. The University of Cincinnati was invited to apply for the Community Engagement Classification after achieving the classifications for Outreach and Partnership (2006) and Curricular Engagement (2010). Just a few of the many examples of outreach and engagement initiatives are:

The Safety and Reform Community Advisory Council provides a forum for community input regarding reform efforts of the University of Cincinnati Police Department (UCPD). The goal of the CAC is to guide the UCPD forward to become a national model for best practices in urban-university policing. Members of the CAC provide oversight to ensure meaningful transformation and sustainability. Specifically, the CAC's purpose is two-fold:

1. To advise the UC Vice President for Safety & Reform on developing UCPD's reform agenda as well as tracking its progress and communicating its impact; and
2. To assist the UCPD Director of Police Community Relations in building, enhancing and expanding UCPD's relationships with our diverse local communities.

UC Research Institute (UCRI) - The University of Cincinnati Research Institute was created to advance industrial sponsorship of research and development activities of the University of Cincinnati faculty, researchers, and staff. UCRI creates a comprehensive strategic approach for business engagement throughout the entire University.

Veteran's Programs and Services – Veteran's programs and services is committed to providing our veteran's the support and assistance needed to successfully complete their education at UC. Their services include: utilization of education benefits, Veteran's Integration To Academic Leadership (VITAL), and, Yellow Ribbon Program and Sister's in Arms.

CCM – is the largest single source of performing and media arts events in the State of Ohio. Its annual calendar boasts nearly 1,000 events, ranging from solo recitals to fully staged opera and musical theatre productions.

Uptown Consortium – is a non-profit corporation made up of UC Health, TriHealth, Inc., Cincinnati Children’s Hospital Medical Center, Cincinnati Zoo & Botanical Gardens, and the University of Cincinnati. Uptown Consortium will undertake a variety of investment and program activities throughout the Uptown in order to help provide housing, health care, and job opportunities.

Academic Health Center - Four of the University of Cincinnati’s colleges comprise the Academic Health Center - College of Allied Health Science, College of Medicine, [College of Nursing](#) and the [James L. Winkle College of Pharmacy](#). The colleges have a longstanding and close working relationship with several affiliates. These include [Cincinnati Children’s Hospital Medical Center](#), the [Cincinnati Department of Veterans Affairs Medical Center](#), [Shriners Hospitals for Children–Cincinnati](#), and [UC Health](#), which includes University of Cincinnati Medical Center and the College of Medicine’s affiliated faculty group practice. The colleges are dynamic centers of education and research and serve as the foundation for training exceptional patient care providers across a range of health fields and specialties.

The University engages with external constituencies and communities of interest in development of academic programs through advisory committees and boards at college and program levels as noted in the examples below:

- Carl H. Lindner College of Business has a Business Advisory Council that provides advice, counsel, and assistance to the leadership of the Carl H. Lindner College of Business. The Council includes a cross-section of business leaders from the Greater Cincinnati region and national business community, representing small, medium, and large companies from the public, private, and family-owned sectors.
- College of Education, Criminal Justice, Human Services and Information Technology Dean’s Advisory Council was developed to render advice to the Dean on any matter affecting the college, including matters involving alumni relations, community relations and private support.
- The Aerospace Engineering & Engineering Mechanics Department

consults with an advisory board consisting of an all-volunteer group of engineers in the Aerospace/Aeronautics industry. This advisory board meets as a group once a year with our Department leadership and periodically through webinars hosted by the Board Chair.

Sources

- General Education Program: <http://www.uc.edu/gened.html>

1.S. – Criterion 1 - Summary

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

Summary

Sources